

HIGHLY MOTIVATED CHILDREN'S PERCEPTIONS
OF READING

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Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
DOCTOR OF PHILOSOPHY
December 2013

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Date of Degree: DECEMBER, 2013

Title of Study: HIGHLY MOTIVATED CHILDREN'S PERCEPTIONS OF READING

Major Field: EDUCATION

The purpose of this interpretive case study was to explore the reading perceptions and attitudes of children who exhibited high levels of motivation to read. The study explored the extent to which the highly motivated children read and the extent to which they enjoy reading. Seven children enrolled in the fifth grade at a small, rural elementary school in Oklahoma participated in this study, including three boys and four girls. In order to determine children who were highly motivated, the Motivation to Read Profile (Gambrell, Palmer, Codling, & Mazzoni, 1996) was administered to 19 participants. Scores of the participants resulted in 7 students who met the criteria of exhibiting high levels of motivation to read and thus continued in the study.

Qualitative methodology was employed. Data collected from participants' individual interviews, a written Reading Log, and a written Reading Journal were analyzed using the four steps of qualitative analysis (Bloomberg & Volpe, 2008) and themes were identified through selective highlighting (van Manen, 1990). The study resulted in a description of what reading means to children who exhibit high levels of motivation to read.

The four major themes uncovered through analysis were Reading Activities, Self-Perceptions as Readers, Outside Influences on Reading, and Purpose of Reading. Interpretations from the data provided insights into children's affective domain of reading, showing they value reading and make connections with the books they read and the characters they read about. They enjoy reading but the level of enjoyment is determined by the various purposes for reading including reading to reach personal goals and explore interests. Relationships with family, friends, and teachers are important to my participants' reading attitudes, but the level and extent of each influence varied among them. Both intrinsic and extrinsic motivation played a role in their perceptions as readers and in their reasons to read. The study led to implications for educators, families, and researchers.

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CHAPTER I

INTRODUCTION

Some children can read well and choose not to read. Some children struggle with the skills to be efficient in reading and yet choose to read often. These experiences are common across any gender, ethnicity, or age. This paradox has resulted in the need to study reasons besides ability that may impact children's desire to read, leading to the birth of studies related to factors such as attitude and motivation. Children's motivation to read and its interrelatedness to their reading proficiency, perceived ability, interests, and past experiences with reading have perplexed researchers for nearly two decades, resulting in a number of research studies that have helped shed light on some of the factors that play a role in children's motivation to read (e.g., Baker & Wigfield, 1999; Guthrie & Wigfield, 2000; McKenna & Kear, 1990; McKool, 2007; Wigfield & Guthrie, 1997). Children's motivation to read is closely linked with their attitude toward reading. McKenna and Kear (1990) and others (e.g., Alexander & Filler, 1976; Cooter & Alexander, 1984) found that children's attitudes to read impacted their motivation to read, so they devised a successful tool for educators to measure reading attitude. More recent research has focused on children's reading attitudes and how their attitudes toward reading impact their reading self concept and performance (Park, 2011; Worrell, Roth, & Gabelko, 2007), which is closely tied to reading proficiency.

Reading proficiency has been documented as a link to success in all subject areas of formal education, for generally most children who are proficient in reading are likely to be proficient in other academic areas (Melekoglu, 2011). Most children have developed perceptions and personal beliefs about reading and writing, and they possess personal views related to seeing themselves as readers and writers by the time they enter formal schooling (Heath, 1983, as cited in Martens, 2007, p. 49). Furthermore, research has shown that students' evolving perceptions and personal beliefs toward reading may have a direct positive impact on their academic achievement when coupled with effective literacy instruction (Cambourne, 2002; McCarthy, 2002; Young & Beach, 1997). In order for educators to meet the academic needs of all children, we need to listen to their voices. Listening to them may help educators and researchers gain a better idea of their academic and emotional needs, which may begin with understanding their reading perceptions especially since reading is the link that connects success in all academic subjects (Martens, 2007).

Statement of the Problem

Research has linked reading proficiency in the early grades as a “strong predictor” of academic achievement in later grades, including upper grades and post-secondary education (Fuchs, Fuchs, & Kazdan, 1999, as cited in Melekoglu, 2011, p. 248). Reading proficiency is closely linked to positive reading attitudes and perceptions with the early grades, and students who perceive themselves as proficient readers report that they read often in academic and home settings (Clark, Osborne, & Akerman, 2008). Research has documented positive reading attitudes in most elementary aged children, regardless of proficiency, yet this attitude begins a steady decline beginning at upper elementary through adolescence (Kush & Watkins, 1996; Ley, Schaer, & Dismukes, 1994; McKenna, Kear, &

Ellsworth, 1995). It has been documented in the literature, mostly through quantitative surveys, that certain factors influence children's reading attitudes, including family environment (Clark, Osborne, & Akerman, 2008), reading achievement, and choice in reading materials (McKool, 2007), but children's individual voices related to their personal experiences and views toward their values, perceptions, and beliefs about reading is lacking in the literature. Furthermore, what is lacking in the research is the study of what reading means to children in the elementary grades who exhibit a high positive reading self-perception and attitude and the extent to which they read and enjoy reading. Perhaps listening to children's voices regarding the factors influencing their positive reading attitudes will help educators have a better insight into this phenomenon. This insight may lead educators to inform their instruction to possibly counteract the disturbing trend of children's declining attitudes toward reading that usually begins at upper elementary and continues through adolescence.

Moreover, this study is timely as new standards, such as the Common Core State Standards (CCSS) that include requirements for students to read at a higher textual complexity than ever before, are merging onto the educational paths of all public school children, in Oklahoma and 44 other states of the U. S., according to the Council of Chief State School Officers and the National Governor's Association. Educators are expected to fully implement the newly formed CCSS by the academic year 2014, and all students will be trained and assessed at a higher academic level than ever before, as based on the new standards. Crow (2007) points out that the pressure of such high-stakes tests may possibly lead to teaching strategies that "create unmotivated learners" (p. 49), so educators should be ripe for insights to increase related attitudes and motivation in their students. Consequently,

teachers and educators will be held accountable for how all children perform on the assessments, regardless of demographics, ability, or attitude toward academics.

My study helped shed light on how the factors that contribute to elementary school children's positive attitudes and perceptions toward reading impact their views of what reading means to them. Studying children who are highly motivated to read may give educators an inside view of their affective domain, possibly leading to focused instructional strategies to help promote the same attitudes and motivation in children who are not as motivated toward academics and reading.

Purpose of the Study

The purpose of this study was to describe the reading perceptions and reading attitudes of highly motivated children in a rural elementary school in northeast Oklahoma by examining the research question *What is the meaning of reading to children who are highly motivated to read?* by looking at what reading means to them and the extent to which they read and enjoy reading. I explored the various factors that play a role in their reading attitudes. Children's reading perceptions are generally defined as the process of understanding how one views oneself as a reader and how one feels about and values the act of reading. Children's reading attitude is defined as "a system of feelings related to reading which causes the learner to approach or avoid a reading situation" (Alexander & Filler, 1976, p. 1). In addition to understanding elementary school children's perceptions of what reading means to them, I explored how other factors such as relationships with family, peers, and educators, if applicable, possibly influence their self perceptions as readers and attitudes

toward reading. I also described the role of other factors that impact their perceptions and attitudes toward reading.

Research Questions

Hays' (2004) approach to research questions in a case study allows the researcher to ask a few bounded questions to help focus the study that evolves (p. 227). The questions act as a guide to keep the researcher from veering away from the case or topic being studied, which is a serious problem in case study research (p. 226). Creswell (2007) approaches research questions in a case study as focusing on a main central question and several guiding sub questions (p. 113). The overarching question that served as a guide to my study was:

What is the meaning of reading to children who are highly motivated to read?

Sub questions that focus my study are:

1. To what extent do children who exhibit a positive reading attitude read?
2. To what extent do children who exhibit a positive reading attitude enjoy reading?
3. To what extent do other factors, such as relationships with family influence children's perceptions of themselves as readers?
4. What other factors, if any, play a role in children's perceptions of themselves as readers?

Significance of the Study

Children's reading motivation coupled with their related attitudes, which are part of the affective domain, have been represented minimally in the literature, for most studies have focused on reading ability and the cognitive domain. The logical approach to focus on highly

motivated children's reading perceptions to help inform educators' instructional practices toward both high and low motivated children in regard to reading has not been addressed. In a recent study on levels of reading motivation among proficient and struggling readers, McGeown, Norgate, and Warhurst (2012) conclude that the known relationship between reading skill and motivation is not as clear as commonly thought and therefore suggest more research needs to be conducted in this area. My study adds to this documented need to study children who are highly motivated to read by looking at factors that play a role in their motivation, giving educators an inside view at what makes them tick.

Furthermore, Cramer and Castle (1994, as cited in McKenna, Conradi, Lawrence, Jang, & Meyer, 2012) posit that "the central and most important goal of reading instruction" is "to foster the love of reading" (p. 300). In order to accomplish this goal and raise motivation in all students, especially those students who exhibit low levels of reading motivation, researchers should study what makes a highly motivated reader tick. Despite studies that focus on cognitive reading skills to raise comprehension and related reading abilities, children tend to become less motivated to read as they age into upper elementary and adolescence (Kush & Watkins, 1996; Ley, et al., 1994; McKenna, et al., 1995). These trends and statistics present a perplexing paradox for educators, since research has determined that reading achievement is a predictor of achievement in other academic areas (Martens, 2007). Studying how highly motivated children perceive reading may be extremely beneficial to educators, administrators, parents, policy makers, curriculum leaders, and researchers. This study looked at the extent that children who were highly motivated to read enjoy reading and the extent of their reading activities, giving educators an inside view of

positive influences on reading. This study lays the groundwork for future studies to build upon by further exploring how these factors may impact academic achievement.

The qualitative aspects of this study also underscore its significance. In order to understand how highly motivated children perceive reading, which led to a description of their reading perceptions and the extent to which they read and enjoy reading with an increased understanding of the various factors that influence their attitudes toward reading, researchers need to listen to their voices through a qualitative lens. Schiefele, Schaffner, Moller, and Wigfield (2012) point out that very few attempts to measure reading motivation through a qualitative means exist, for most studies focus on quantitative surveys. My study measures reading motivation with one such survey but also contributes data in the form of qualitative conversations with children.

Limitations of the Study

This study seeks to understand children's reading perceptions in a case study format that allows for rich description and valuable insight into individual children's ideas and views. In order to allow for the rich detail needed, this study employs a small number of participants, which is a limitation of the study. Another limitation of the study is related to the limits of the ability to determine participants who are highly motivated, for this is based on the *Motivation to Read Profile*, which has been deemed as a sound research instrument to measure reading motivation; however, participants' individual responses indicate their level of motivation. It is difficult, if not impossible, to determine the accuracy of their perceptions of the questions, which may skew the results of their profile score, possibly resulting in a limiting factor in this study.

Positionality

My positionality within the research site may have implications in the outcomes of this study. As the former Library Media Specialist at the research site, some of the participants may remember me and associate me as an educator who encouraged them to read. This relationship I had with them may have led to skewed results if they answered interview questions and/or survey questions in the way they think I may want them to answer. To address this, I explained to them the purpose of the research and how I want to know what they think. I underscored the fact that everyone's answers are unique and important, stressing honesty no matter what their views are in relation to reading and how they feel about reading.

I addressed this area of concern in my study by being fully aware of my positionality in my study, especially in the analysis and interpretation of the data. Lisa Cary (2007), in quoting Marcus and Fischer, reminds researchers of the power they have in regard to interpreting the data in qualitative studies by recognizing that our "representations are interpretations" rather than "mirror images" (p. 52). This reminds me to view my participants and the data as individual pieces of my study's puzzle, while not neglecting the individual voice that is imperative in qualitative research.

Definition of Terms

Academic Reading Perception- Academic Reading Perception refers to how a participant in this study views himself/herself as reading for understanding and how he/she views the act of reading for information, such as in reading nonfiction text.

Attitude toward Reading- Children’s Attitude toward Reading is defined as their “feelings toward reading, which result in approaching or avoiding reading tasks” (Cooter & Alexander, 1984, p. 96).

Culture- Culture is defined as “engagements in traditional practices...through engaging in cultural activities that the cultural values and goals of the community are transmitted to the next generation” (Tsethlikai, 2011, p. 193).

Engaged Readers- Engaged readers are “ideal readers who are intrinsically motivated and who read regularly and enthusiastically for a variety of their own purposes” (Applegate & Applegate, 2010, p. 226).

Extrinsic Reading Motivation- choosing to read for reasons that are “external to both the activity of reading and the topic of the text” (Schiefele, et al., 2012, p. 429).

Intrinsic Reading Motivation- being willing to read because “that activity is satisfying or rewarding in its own right” (Schiefele, et al., 2012, p. 429).

Motivation- Motivation is a multifaceted term defined as “an inner ability, a stimulus that pushes a person to take action to achieve a goal” (Duy, 2007; Fidan, 1985, as cited in Ulper, 2011, p. 954).

Perceived Competence- Perceived Competence is “the belief one is able to accomplish a task” (Crow, 2007, p. 50).

Relationships- For the purpose of this study, relationships that may impact the participants’ reading perceptions refer to parents or guardians, friends or classmates, and teachers or authority figures such as administrators.

Reading- Reading is “the process of making sense of text” (Braunger & Lewis, as cited in Martens, 2007, p. 48). Reading also involves “understanding, using and reflecting on” text for multiple purposes (OCED, 2003, as cited in Levy, 2009, p. 362). Reading also involves visual interpretations; however, for the purpose of this study we will focus on printed text.

Reading Perceptions- The reading perceptions of the participants in this study refer to the process of understanding how one views oneself as a reader and how one feels about and views the act of reading.

Self-Concept- Self concept is “the totality of an individual’s thoughts and feelings, having reference to oneself as an object particularly in relation to one’s ability” (Rosenberg, 1979, as cited in Park, 2011, p. 349).

Self-efficacy- Self efficacy is defined by Bandura (1977, as cited in Henk & Melnick, 1995) as “a person’s judgements of her or his ability to perform an activity, and the effect this perception has on the on-going and future conduct of the activity” (p. 471).

CHAPTER II

REVIEW OF THE LITERATURE

This study seeks to understand the extent to which children who are highly motivated toward reading read and enjoy reading. This study explored children's reading perceptions and reading attitudes, while describing possible relationship influences on their perceptions, such as the possibility that parents, peers, and authority figures may impact their perceptions. I also explored how other factors may play a role in their perceptions and attitudes. In order to situate this study in the field and "identify a 'space' for [my] own work" (Bloomberg & Volpe, 2008, p. 47), I reviewed related literature and research studies.

My research questions helped guide the review of the literature and provide relevant categories to make sense of the plethora of literature available in some areas and the lack of literature available in others. Much quantitative research has been done on the cognitive aspect of reading related to comprehension and semantics. Most research on the affective domain of reading, related to motivation, perception, and attitude, is also quantitative. Many of these studies utilize closed-ended surveys, so getting to the heart of participants' perceptions and values has a minimal representation in the literature. There has been a focus in the literature on children who have cognitive reading difficulties and/or who may exhibit lower and average levels of motivation toward reading, yet focusing on children who are highly motivated to read, regardless of cognitive ability, and what influences them to be

motivated is not as clear in the literature. My study focused on children who exhibit high levels of motivation toward reading, thus helping to contribute to the small but growing literature. My study attempts to fill the gap in the literature by studying the affective domain of children using qualitative methodology.

The affective domain of reading includes reading proficiency, children's self concept as readers, the role of reading instruction on children's affective domain of reading, various influences on children's reading perceptions, and the motivation of reading in relation to the extent to which individual reading values or factors motivate them to read. Each of these constructs is further explored in the following sections.

Reading Proficiency of Children

Being proficient at reading is important to educational success and influences one's self-perception as a reader. In a review of reading proficiency literature, Martens (2007) points out research studies that show "when students experience best practices in literacy instruction and perceive literacy as purposeful, meaningful, and something they can do and come to identify themselves as capable and successful readers, they engage in literacy and learning events more readily" (Cambourne, 2002; McCarthy, 2002; Young & Beach, 1997, as cited in Martens, 2007, p. 50). Buly (2005) points out the skills needed in order to be proficient in reading, including phonological awareness, word identification, ample reading fluency, understanding word meaning, and comprehension. Law (2008) brings motivation into the mix in his study of the relationship between reading proficiency, home literacy practices, and motivation among Chinese children. He found that reading proficiency is

increased as a result of children's motivation to read and children's reading motivation thrives in home environments where literacy is practiced and valued.

Reading proficiency is important in the early grades, for "reading proficiency in primary grades is a strong predictor of achievement in upper grades" (Fuchs, Fuchs, & Kazdan, 1999, as cited in Melekoglu, 2011, p. 248). The ability of children to be proficient readers has a great impact on the rest of their academic careers and quality of life, for children with reading difficulties may continue to have reading difficulties as an adult, resulting in employment issues and social issues (Caspi, Wright, Moffit, & Silva, 1998, as cited in Child Trend Data Bank). Being proficient at reading expands on broad notions related to language issues involved in reading, reading attitude and the ability to measure children's reading attitudes, the motivation to read, current trends of children's lack of reading, and cultural misunderstandings in relation to reading proficiency. However, reading proficiency is difficult to measure since proficiency is usually determined by assessments which can vary in interpretation.

An important construct of reading that children need to understand in order to be more proficient readers is that reading is about making meaning of written text (Martens, 2007). Martens (2007) studied third grade children's reading perceptions of proficiency based on the children's concepts of what reading entailed. It was not until the children developed their understanding that reading is about making meaning of text rather than sounding out words that their reading abilities and attitudes improved. Making meaning of text allows readers to comprehend what they read, allowing them opportunities to connect and engage with the literature on a personal basis (Wigfield & Guthrie, 1997) which allows for positive attitudes toward reading.

Reading Attitude and Measurement Tools

Researchers have tried to determine the links between attitudes toward reading and reading achievement for the past 30 years, yet consensus still does not exist regarding the importance between the two (Petscher, 2010). McKenna and Kear (1990) were among some of the early researchers that began looking at children's attitudes toward reading. They documented that researchers and educators have placed more emphasis on children's reading comprehension as the influential factor of reading proficiency, while they have neglected children's attitudes toward reading. To counteract this paradox, they created a questionnaire to measure the affective domain of reading, which includes reading attitudes and values. The need for this questionnaire stemmed from the trend of research during their time that heavily focused on the cognitive domain of reading, such as comprehension, while completely neglecting the affective domain, including reading attitudes and values.

They created a public-domain document, the *Elementary Reading Attitude Survey* (EAS), using a Likert scale questionnaire with Garfield illustrations to highlight the response choices for very young students, to give teachers a useful tool to research how children's attitudes are affected by their ability to comprehend text, and vice versa. They administered the survey to 499 elementary students as a prototype, and then they revised ten items based on the results. The revisions led to their final survey. They used their revised survey to study the reading values and attitudes of over 18,000 elementary students, making their study the most comprehensive study of reading values and attitudes to date. They found that attitudes toward reading were positive during the younger elementary years and their attitudes declined in the upper elementary years due to academic expectations and social

factors. The EAS was deemed successful and adaptations of this questionnaire are still being used in elementary classrooms today.

My study employed a similar measurement tool called *the Motivation to Read Profile for Elementary Grade Students* (MRP), and was developed to assist educators in gaining insight into elementary students' reading attitudes, including self-concept and values. The MRP was developed by a team of motivation researchers, including Linda Gambrell, Barbara Palmer, Rose Codling, and Susan Mazzoni. The survey is based on the constructs of the expectancy-value theory, developed by Eccles and discussed in Eccles, Adler, Futterman, Goff, Kaczala, Meece, and Midgley (1983), and is related to motivation to read. The constructs of the expectancy-value theory suggest that motivation to read depends on two key factors: the extent to which an individual expects to succeed or fail at a task and the value the individual places on the task (Applegate & Applegate, 2010, p. 226). The MRP is an effective tool to measure and observe value and expectations, for it was evaluated for internal consistency using 330 third and fifth grade students representing 27 classrooms from four schools (Gambrell, Palmer, Codling, & Mazzoni, 1996). The results found that the MRP exhibits moderately high reliability for both subscales of self concept and reading value. Numerous studies have employed the MRP to assist in determining students' reading attitudes and their value placed on reading (e.g., Applegate & Applegate, 2010; Edmunds & Bauserman, 2006; McKool, 2007).

Melekoglu (2011), in a study of the impact of motivation to read in relation to reading achievement of struggling readers, used the MRP's version for adolescents, the *Adolescent Motivation to Read Survey* (AMRS), along with the *Scholastic Reading Inventory* (SRI) to quantitatively measure reading comprehension, found that motivation to read impacted

participants' reading comprehension. Melekoglu concluded that additional research utilizing tools such as structured interviews and observation checklists are needed to provide more insight into reading motivation. My study utilized some of the tools Melekoglu documented to describe motivation in relation to reading. My study used these tools to help describe what reading means to highly motivated children by looking at motivation levels and the extent that children read, which may include perceptive insights into reading comprehension, reading achievement, and reading values of children who exhibit high levels of motivation toward reading.

Intrinsic Reading Motivation

After a thorough review of reading motivation literature, Wigfield, Guthrie, Tonks, and Perencevich (2004) determined that reading motivation is related to reading frequency and comprehension/skill. The literature also uncovered a broad category that affects every part of a reader's motivation which also impacts their reading proficiency- their attitude toward reading (Richek, List, & Lerner, 1983, Wang, 2000, Wigfield & Guthrie, 1997, as cited in Roberts & Wilson, 2006). This attitude is determined by their level of intrinsic motivation, motivation to read based on an internal desire to read, and is closely related to personal interest in and usefulness of reading.

Wigfield and Guthrie (1997) studied levels of intrinsic motivation by dividing the children into high, middle, and low groups and compared the data to children divided into groups exhibiting high, middle, and low levels of extrinsic motivation. They determined that motivation relates to the amount of reading and the breadth of the reading experiences, but they also took their research further to determine that the level of intrinsic motivation relates

strongly to the amount and breadth of children's reading experiences. Children who exhibited higher levels of intrinsic motivation read more often than children who exhibited middle or low levels of intrinsic motivation.

Levels of Intrinsic Motivation

In a review of studies that relate cognitive reading skills with reading achievement, Morgan and Fuchs (2007) found that the level of intrinsic motivation a child feels toward reading determines "whether and why" a child wants to be good at reading (p. 167). They cite results found from six studies that conclude that quantitative measures of young children's cognitive reading skills do indeed have a direct correlation with their measures of reading motivation (p. 169). This is in contrast to many studies (e.g., Clark, et al., 2008; Edmunds & Bauserman, 2006; McKool, 2007; Poppe, 2006; Wigfield, 1997; Ulper, 2011) that focused on affective notions of reading as the sole means of studying reading motivation. Perhaps Powell-Brown's (2006) investigation of reading motivation can merge the two sides and clear up the contrast. She states that children who struggle to engage with the text often feel like they are "trying to hike through quicksand" (p. 85), for their concentration of decoding words takes precedence over the joy of the story and comprehending the text. Their "exhausting" (p. 85) mounting struggle to read may lead to a decrease in intrinsic motivation, but this is not always the case. Other studies (Lazarus & Callahan, 2000; Ulper, 2011; Wigfield, 1997) suggest that children who have low reading ability may also possess a high intrinsic motivation to read, though Chapman and Tunmer (2003) point out that this motivation decreases with age as students become more aware of their lack of reading ability. Since my study focused on children exhibiting high levels of motivation to read regardless of reading ability, comparisons between their perceived ability and perceptions of motivation

may provide insight into the phenomenon introduced by Powell-Brown (2006), Lazarus and Callahan (2000), and others.

Issues Impacting Intrinsic Motivation

Although the increasing numbers of studies show its importance on reading achievement, cognitive reading skills do not always determine the level of intrinsic motivation that relates to reading. An emerging trend in the literature suggests that intrinsic motivation is closely related to children's interests of the reading material, choice of reading material, and time spent in leisure reading. All three of these trends are echoed in the qualitative study of children's reading motivation conducted by Edmunds and Bauserman (2006). Similarly, McKool's (2007) study found that if children have the freedom to choose the books they want to read, their intrinsic motivation increases, while Ulper (2011) found that allowing children to choose books related to their interests also increases students' desire to read. However, in a recent review of reading motivation research, Schiefele, et al., (2012) agree that children are more motivated to read texts they are interested in, but they believe that individual interest is not a direct form of motivation. These studies further underscore the need to continue studying the affective domain of reading as it relates to motivation, as they hint at factors other than cognitive skills that help determine children's motivation to read.

Many quantitative studies attempt to determine the factors that impact children's perceptions of and motivation of reading (Applegate & Applegate, 2010; Clark, et al., 2008; Block & Mangieri, 2002; Klauda, 2008; Lazarus & Callahan, 2000; Ulper, 2011; Wigfield, 1997; Wigfield, et al., 2004), but these do not seem to get at the essence of children's

experiences in the same way that some qualitative studies do. McKool (2007) successfully narrows the gap a little through her mixed methods grounded theory study of children's reading habits outside of school. Qualitative findings from students' own voices add to the value of this study. Some of the key findings of McKool's study include that reluctant readers allowed participation in extra curricular activities to take precedence over leisure reading. In contrast, avid readers, readers who read often, have a more positive attitude toward reading than reluctant readers, and avid readers still find time to read for leisure even while participating in the same number of extra curricular activities. Poppe's (2006) phenomenological study of reading for pleasure furthers McKool's finding that avid readers make time for reading for leisure outside of school by adding that motivated readers actually develop a habit to read, while reluctant readers find reading burdensome. My study will add to this conversation by exploring the variables that highly motivated children employ in the way they view reading and their reading interests both at home and at school.

Edmunds and Bauserman (2006) also add important insights into this discussion through their qualitative study of conversations with children regarding reading motivation. Teachers in their study had tried numerous approaches to motivate children to read, but not everything they tried was effective so they were determined to take their questions to the source- the students themselves. Their findings highlight the importance of children's personal choice in reading material, reading material related to personal interests, and the importance of family and social influence. My study will explore these concepts further through the eyes of children who exhibit high levels of motivation toward reading by looking at how family and social influences may influence their views of reading in regard to their depth of seeing themselves as readers and the extent to which they enjoy reading.

Extrinsic Reading Motivation

Extrinsic motivation to read, or reading for external reasons such as rewards, demands, competition, or recognition (Wigfield & Guthrie, 1997), cannot be ignored. Extrinsic motivation in regard to reading is not as well agreed upon in the literature in terms of relating to ability and attitude. Many studies have found that extrinsic motivation to read negatively impacts reading comprehension and ability, including Wang and Guthrie (2004) and Becker, McElvany, and Kortenbruck (2010, as cited in McGeown, et al., 2012). Yet, other studies, including Park (2011) determined that extrinsic reading motivation may actually be beneficial to attaining reading achievement. Park studied the reading motivation of 5,190 fourth grade students through quantitative surveys and assessments. She found that extrinsic reading motivation had a negative impact on reading achievement only if the student had low levels of intrinsic motivation. Furthermore, she determined that a moderate amount of extrinsic motivation to read is helpful to children's reading achievement if the child also exhibited a high level of intrinsic reading motivation. This could lead to the conclusion that extrinsic motivation needs to be fostered in children the same as intrinsic motivation is valued and cultivated in children. In fact, some researchers have suggested that intrinsic motivation and extrinsic motivation are not necessarily opposites but may coexist and complement each other (Covington & Mueller, 2001; Harter, 1981) and should not be studied in isolation (Schiefele, et al., 2012).

One such example is provided by Hidi (2000) who suggested that providing "achievement-based rewards targeting extrinsic motivation" may eventually lead to an increase of interest in subject matter (Paige, 2011, p. 398). This, in turn, may lead to an increase in intrinsic motivation as the students' may increase their knowledge toward the

subject (Cameron, Pierce, Banko, & Gear, 2005). Ryan and Deci (2000) agree with this idea and point out that students often begin learning a task for extrinsic values such as to earn good grades or receive praise and rewards, but that learning is often later valued and deemed as important for intrinsic reasons such as the internal gratification of learning.

Law (2008) studied Chinese children and looked at the relationship between extrinsic motivation, home literacy practices, classroom instruction, and reading proficiency. His quantitative study focused on 734 Chinese students in the second grade along with several parents. Surveys and tests were used to help determine this relationship. His study found that children who read for more extrinsic reasons performed worse in reading comprehension than those who read for less extrinsic reasons, though this was only slightly negatively associated. This is consistent with the idea that children may start to read for extrinsic reasons and later value the importance of reading, for intrinsic motivation is more closely associated with reading proficiency than extrinsic motivation (Wigfield, 1997; Law, 2009).

The contrasting views of the detriment of extrinsic motivation on reading achievement and attainment and the views that certain levels of extrinsic motivation may actually lead to increased achievement and attainment underscore the need for more research in this area (McGeown, et al., 2012). My study did not focus directly on intrinsic or extrinsic motivation, but these dimensions of motivation have the potential to appear in the data as my participants explain what reading means to them and produce data that determine the extent that they read and enjoy reading. My study, therefore, has the potential to add to this important, ongoing conversation.

Lack of Reading or Reading in Other Formats

It is very perplexing to educators that many children choose not to read (Applegate & Applegate, 2010). To counteract this disturbing trend, in order for children to be proficient, skillful readers, they need to read and continue to read often. In a review of the literature related to the relationship between reading skill and motivation, Morgan and Fuchs (2007) cited several studies that found that children who read often are more skillful readers than children who do not read as often. To take it a step further, Applegate and Applegate (2010) posit that reading frequency and intrinsic motivation are related to the level of engagement in reading. They state that engaged readers “are ideal readers who are intrinsically motivated and who read regularly and enthusiastically for a variety of their own purposes” (Guthrie & Anderson, 1999, as cited in Applegate & Applegate, 2010, p. 226). Despite this knowledge, problems exist. One potential problem with fostering reading proficiency is reflected in the fact that children today are reading less as other forms of media seem to be taking the place of reading (White-Kaulaity, 2007). However, it is possible that these *other* forms of media do not take the place of reading, rather that they offer new ways of reading.

McKenna et al., (2012), completed an updated study of children’s reading attitudes that included new forms of media such as digital texts from both academic and recreational structures. They clarified that reading attitude is based on two dimensions, including print and digital. Results of their study found that digital texts and formats “represent avenues that we think have enormous potential for motivating because they represent out-of-school reading identities” (p. 299), giving researchers a fresh look at how various formats of reading materials possibly influence motivation and reading attitude.

A recent national survey of over 2,100 children in the United States focused on reading experiences with digital texts, children's reading attitudes, and parents' views on their children's readings. Key findings of the *Kids & Family Reading Report (4th edition)* (Scholastic, 2012) include much insight into children's use of reading digital texts and formats. The study focused on reading e-books, books created in the digital format to be read on an e-reader or computer, in regard to digital texts. Almost half of all those surveyed indicated they have read an e-book and half of the 9-17 year old children stated they would read more books for fun if they had access to more e-books. They still value traditional print books and state print books are easier to share with friends and travel with. Perhaps that is why 58% of the 9-17 year old children surveyed stated they would rather read from the traditional print format even when e-books are available.

Furthermore, when looking at utilizing other forms of technology and the frequency of use, more insight is gained into reading digital texts. Over 75% of children surveyed stated they go online for fun at least 5 to 7 days a week. Over 85% of children surveyed stated they play video games on any digital technology at least 5 to 7 days a week. Although this survey study does not focus on reading within utilizing the online activity or gaming activities, it is apparent that reading would be a skill usually needed to navigate the digital realm. Perhaps studying these other forms of reading will provide researchers more insight into reading attitudes and behaviors. My study adds to this discussion as it looked at factors that emerged that influence children's reading identities both at school and at home, including the possibility of reading in the digital realm.

Children's Self-Concept as Readers

Much of children's reading or lack of reading is determined by their perceptions of their reading ability. In a study of children's self-perceptions as readers, Clark, et al., (2008) found that most students who viewed themselves as good readers reported more leisure reading outside of school than did students who defined themselves as poor readers. Children's self-concept of reading is related to their self-efficacy toward reading, which is evident in Bandura's (1977; 1982) theory of self-efficacy, which states that how a person judges or perceives his or her ability to perform at a task has an impact on their actual performance of the task. Consequently, children's self-perceptions toward reading impact their motivation to read or learn by having a direct influence on their choice of reading related activities (Henk & Melnick, 1995), which may in turn influence their self-concept.

Children's self-concept and motivation toward reading may be best understood by looking at the expectancy-value theory developed by Eccles and Wigfield along with their colleagues (1983), which suggests that motivation to read depends on two key factors, the extent to which an individual expects to succeed or fail at a task and the value the individual places on the task (Applegate & Applegate, 2010, p. 226). This is also related to self-efficacy, the ability of an individual to possess a "sense of his or her own ability to produce an outcome" (Mason, Meadan, Hedin, & Cramer, 2012, p. 73). If an individual has confidence in his or her ability to complete a task, then their performance is usually positively influenced (Boscolo & Gelati, 2007; Pajares & Valiante, 2006, as cited in Mason, et. al, 2012). The task-specific beliefs of individuals are influential on their beliefs related to their ability, their perceived difficulty of the various tasks, individual's goals, self-concept, and affective memories (Wigfield & Eccles, 2000, p. 69).

Similarly, Wigfield and Eccles (2000), in a discussion of their expectancy-value theory, conclude that young children's beliefs toward reading ability are directly related to their expectations of success. Furthermore, Wigfield (1997) reviewed two studies that measured reading motivation and concluded that children's beliefs and values actually determine their performance and persistence in academics. These findings further suggest the importance to continue studying children's perceptions of reading and how their perceptions relate to the motivation to read. It is imperative that we study children's reading perceptions in the elementary school, for Tsethlikai (2011) posits that the years children are in elementary school "set the stage for future academic success" in future learning in both high school and college (p. 192). My study of children in elementary school is consistent with the demonstrated need for more research from scholars in the field.

Influences on Children's Reading Perceptions

How children perceive themselves as readers and the extent that they read and enjoy reading is a dynamic, complex and ongoing process that is influenced by many factors and thus is difficult to gauge (Henk, McKenna, & Conraid, 2011, as cited in Henk, Marinka, & Melnick, 2012). Some factors include past reading experiences, reading ability, levels of motivation, and social influences from family, peers, and teachers. These factors can also, in turn, influence children's reading perceptions by either inhibiting or motivating the learning process (Schunk, 1982, as cited in Henk, et al., 2012). Another factor that has emerged in recent literature is the impact that personality has on children's motivation to read which also influences their self-perceptions of reading. Medford and McGeown (2012) studied nearly 300 children in the fifth and sixth grade to determine if personality plays a factor in what predicts intrinsic reading motivation. They measured children's reading skill, reading self-

concept, and characteristics of their personalities and found that personality factors do impact various aspects of children's intrinsic motivation to read, after accounting for skill and ability. They concluded that it would be useful for educators to focus on interventions to raise children's perceptions of their reading abilities. One intervention they mention is to give children more opportunities to experience success in reading activities. My study should give some insight into this by focusing on children's reading experiences as they may possibly include constructs related to successful experiences in their interviews.

Rindone (1988) points out that various studies show how family and society influence the academic perceptions of children; however, research is limited that documents similar influences from a perspective of children who exhibit high levels of motivation toward reading. Various relationships may influence highly motivated children's perceptions of reading, including relationships with parents, peers, and authority figures. Kao and Thompson (2003) have much to say on this issue. They posit that minority children's parents' social class has a huge impact on their academic achievement, suggesting that this influence may be greater than the influence of culture. This is associated with the level of participation of the parents in regard to their children's academic achievement. They conclude that the higher the level of socioeconomic status (SES), the higher the degree of involvement with their children's schools.

It is interesting to note, however, that the quality of instruction children receive and influences from peers and teachers also impact their achievement, according to Kao and Thompson (2003) in a review of studies including Sewell and Shah, 1968, Sewell et al., 1969, Murnane, et al., 1980, Astone and McLanahan, 1991, and Bankston & Caldas, 1998. Lynch (2002), in a study of eight and nine year old children involved in a family literacy

project in Canada, also deem the importance of the family's role in children's academic success. She found that relationships exist among parents' beliefs toward reading, children's perceptions toward reading, and their level of reading ability. Her findings further implored the notion of the quality of instruction mentioned by Kao and Thompson (2003) and adds that studying the factors that contribute to children's reading achievement will be beneficial and could improve reading instruction from educators.

Rindone's (1988) study of Navajo college graduates led to a similar conclusion that family members and parents "were the driving force in their desire to achieve" (p. 5). This is true across families of various cultures and backgrounds. In a study of young Chinese children, Law (2008) also adds to this mix the importance of literacy experiences in children's home environments and the connection between positive home literacy experiences and reading motivation and ability. White-Kaulaity (2007) shed some light on this issue in her reflection on children's reading habits. She believes a better educational experience for children begins with a focus on reading in the home, and the focus must begin with adults and other role models (p 562). This beginning will be set in motion when a modern education at school is connected to the home.

This connection between home and school is perhaps best developed when schools and teachers act as a community as well as "*in loco parentis*" as they value and assume the parent's role in children's lives (Beckham, 2011, p. 52). In order for teachers to assume this role and see the value in it, they need to provide culturally, academically, and developmentally appropriate instructional strategies for all children, regardless of ability or motivation levels. Educators also need to understand the constructs behind what factors play a role in children's extent to which they read and enjoy reading, for if they enjoy reading they

are more likely to read. Furthermore, it has been established in the literature that children who are more likely to read have a greater chance at success in all academic areas than those who do not.

Summary

This chapter looked at the existing literature related to specific terminology informed by the affective domain of reading. The literature uncovered constructs related to reading proficiency, reading attitude, and motivation. A review of the literature related to children's self concept as readers led to the involvement of the expectancy-value theory and how this theory relates to children's motivation level. My literature review also focused on various influences that relationships and experiences have on children's perceptions of reading and the extent to which children exhibiting various motivation levels read. As much of the existing literature relied on the cognitive domain of academic achievement of children of various motivation levels, my research study adds to the existing body of knowledge by providing a clearer picture of the way the children who exhibit a specific level of motivation, largely ignored in the existing literature, perceive the affective domain of reading.

CHAPTER III

METHODOLOGY

The purpose of this study was to describe the reading perceptions and reading attitudes of highly motivated children in a rural elementary school in Oklahoma by examining the meaning of reading to children who are highly motivated to read. I wanted to explore the various factors that may influence their reading attitudes. In order to describe their perceptions of reading, I explored how motivation and relationships with family, peers, and educators, if applicable, entered into their perceptions of themselves as readers. In order to study children's perceptions and attitudes toward reading, qualitative methodology was employed.

This study attempted to provide an in-depth view of and an increased understanding of highly motivated children's perceptions and attitudes toward reading. The overarching question that served as a guide to my study was:

What is the meaning of reading to children who are highly motivated to read?

Sub questions that focused my study were:

1. To what extent do children who exhibit a positive reading attitude read?
2. To what extent do children who exhibit a positive reading attitude enjoy reading?

3. To what extent do other factors, such as relationships with family influence their perceptions of themselves as readers?
4. What other factors, if any, play a role in children's perceptions of themselves as readers?

Theoretical Framework

My research study was conducted from an interpretivist paradigm.

Interpretivism “looks for culturally derived and historically situated interpretations of the social life-world” (Crotty, 1998, p. 67). Creswell (2007) describes interpretivism as an approach to qualitative research that ensures the researcher's role as an interpreter of the data. Thomas (2011) explains that interpretive inquiry “assumes an in-depth understanding and deep immersion in the environment of the subject” (p. 124). By allowing myself to become immersed in the data, I gained a better understanding of the constructs related to children who exhibit positive attitudes toward reading. Max van Manen (1990) reminds researchers that “meaning is multi-dimensional and multi-layered” leading to the importance of the researcher to be engaged in reflective practices and interpretations of lived experience (p. 78). When exploring what reading means to highly motivated children, I must remember to focus on my participants' interpretations of their lived experiences with reading.

Qualitative Methodology

According to Bloomberg and Volpe (2008), qualitative research is “suited to promoting a deep understanding of a social setting or activity as viewed from the perspective of the research participants” (p. 8). In order to study highly motivated

children's reading perceptions from their own words in their own social settings, a qualitative approach was applied. I employed the methods of a case study approach to qualitative inquiry with multiple participants, and the case being studied was children's perceptions of reading. Yin (1994) proposes that case study research is preferred when exploring "how" or "why" questions, when the researcher has little control over what is being studied, and the phenomenon being studied is situated in a "real-life" contemporary context (p. 1). Furthermore, Barone (2004) details how case studies have been effectively utilized across various disciplines and provides histories of multiple studies that successfully employ the approach in literacy research. This made the case study approach fit my study well, for understanding how children who are highly motivated to read perceive reading will help answer the research question as to what reading means to them.

In utilizing Gary Thomas' (2011) approach to case study, I determined that the participants of my case study represent a *key case*, that is that the participants in this study had a significant story to tell in regard to their reading perceptions. The purpose of my case study was *exploratory* as I was faced with a "problem or an issue that perplexes" me (p. 104), in particular exploring the reading perceptions of highly motivated children who exhibit positive reading attitudes. As a previous school librarian, I observed many children through the years in the context of various reading activities and had informal conversations with them about their reading. It always perplexed me as to why some children who could read well were not motivated to read and why some children who could not read well were motivated to read. This led me to seek an understanding of the vast and complex nature of reading motivation and attitude, aside from the typical

research in the literature that focused on reading skills and motivation. I knew I needed to conduct research to answer my lingering questions and correct possible misconceived notions regarding skill as the determining factor of positive reading attitudes. The approach to conduct this study, according to Thomas' outline, is an *interpretive case study*, in which I interpreted each participants' perceptions of reading using their own voices, in order to answer my research questions.

Methods

One of the most important measures of a quality case study is to use multiple sources of data (Yin, 1994). Hays (2004) also stresses the importance of using multiple sources and multiple methods of data collection in order to allow for triangulation of the data. I gained deep insights by exploring the factors that influence my participants' perceptions and values. This insight was informed by multiple pieces of data from multiple sources. I triangulated the data to produce a fully rounded study by utilizing cross validation across all data sources. The sources of data included the Motivation to Read Profile (MRP), individual interviews, participants' reading journals, and a reading log.

Selection of Participants

Before I conducted any research or collected data, I obtained IRB approval (see Appendix A for the IRB approval letter). To comply with ethical considerations, I received parental consent and assent permission from all participants. The students' assent process was completed in two phases and included two separate forms (see Appendix C for Assent Form A and see Appendix D for Assent Form B). All fifth grade

students at the research site were invited to participate in this study. I met with the fifth grade teachers at the research site and explained the study to them. They explained the study to all of their students and sent the consent forms home with them, which included the Parent/Guardian Recruitment Letter (see Appendix E) and the Parent/Guardian Permission Consent Form (see Appendix B). After the seven day period for acquiring parental consent, I received 18 signed documents of consent from parents. I wanted to increase the number of initial participants so I extended the deadline for another week and received one more parental consent. Due to the time frame nearing the end of the school year, I had to continue with my research plan to select participants for the study.

After receiving permission from their parents, I met with each of my participants to explain the study to them and acquire their consent. I met with them as a group in the library and explained the study to them using terminology they could understand. I read the Assent Form A (see Appendix C) which detailed the first part of the study related to the Motivation to Read Profile (MRP) (see Appendix F). I answered any questions they had, and all 19 agreed to participate in the study. I pointed out my printed phone number on the form in the event that they or their parents had any questions throughout the process.

I administered the first section of the Motivation to Read Profile (MRP) to the 19 fifth grade students at the research site who had returned a signed consent form from their parents and signed their assent forms. The research site, a rural elementary school in northeast Oklahoma, was chosen due to the success of the school district of 1,600 students in maintaining high standardized test scores in relation to other districts in their county and their technology advancement that includes a SMARTBoard in every

classroom, despite their rural location. Listening to the voices of children who show high motivation levels and reading attitudes who attend this dynamic school provided insight into how their teachers' support impacted their attitudes. I selected my participants from all fifth grade students in order to include all potential participants who exhibit high motivation levels toward reading. Students who exhibit high motivation levels are not limited to demographics, gender, and/or academic aptitude, so I did not want to make limitations on who may potentially participate in this study. I selected my participants from the fifth grade in order to gather participants who have developed individual opinions and views of reading, for this is generally the age at which children have begun to develop their own perceptions, according to Chapman and Tunmer (2003), and can express those perceptions with general ease.

Although I understand that the goal of case study research is not to generalize among populations (Creswell, 2007; Hays, 2004; Thomas, 2011; Yin, 1994), I wanted to employ sampling procedures to gather a representative sample that “shows the quality of the whole” (Thomas, 2011, p. 62) and provides “an information-rich” case (Patton, 1990, as cited in Barone, 2004, p. 22). I utilized criterion sampling to assure my participants shared the criteria of exhibiting high motivation to read (Creswell, 2007; Bloomberg & Volpe, 2008). I used criterion sampling to select from participants that scored a reading motivation level between 59 and 80 on the MRP to continue on in the study and participate with the rest of the data collection. This ensured that I had participants who were highly motivated in regard to reading and should provide “information-rich” data for analysis.

Creswell (2007) recommends including only four or five participants in a case study; however, I wanted to select more participants in order to gain a more accurate and in-depth picture of what reading means to children who exhibit high motivation levels toward reading. I purposefully chose my participants according to their numerical motivation scores, which was determined by adding the score earned in the category of *self-concept as reader* to the same participant's score earned in *value of reading*, resulting in the highest possible raw score of 80. Since there was no predetermined score of motivation level apart from the perfect score of 80, I used the students' scores to determine a high range in the event that there was not an adequate number of scores between 70 and 80. Only four participants scored between 70 and 80, so I decided to lower the range to a raw score of 59 in order to involve more students to produce a more rounded study. My intention was to select high motivation levels with equal gender representation for my participants in order to compare and contrast, adding depth and richness to the study. I intended to select eight students for my study who represented the criterion sampling procedure discussed above; however, only 19 students responded to the study and took the survey. This limited the scope of participants to choose from, for only seven participants met the revised criteria to continue in the study. The number of students who met the criteria for the study included three males and four females and their full raw scores ranged from 59 to 77 (see Appendix F for the MRP and the sample score sheet; see Table 2 for my participants' MRP scores).

After scoring the MRP, I was ready to obtain the next phase of my participants' assent. I gathered the participants who scored in the range between 59 and 80 together in the library during their activity class time to explain the rest of the study to them. I took

time to discuss with each child individually that their score enabled them to continue on in the study if they wanted to. I read the script and information located on the Assent Form B (see Appendix D) which explained the rest of the study, including data collection from individual interviews, completing a reading journal as he/she read a book of his/her choice, and completing a reading log for one week. As noted on the Assent Form B, students had the option to opt out of any area of the study, but all students agreed to participate with each data source. Although each child assented to complete each area and documented it on the form by marking an “x” next to the data source items, not all participants completed each data source. Four participants completed all data sources, two participants completed everything except the reading log, and one participant only completed the MRP and the interview.

Data Collection

I obtained IRB approval for the study prior to data collection (see Appendix A). Data were collected during the last two months of the school year (April-May, 2013). I maintained confidentiality among my participants and with all data gathered, for data were locked and stored in my file cabinet located in my office where I work until the dissertation was approved, and then the data were destroyed. I kept in mind the “principle of beneficence” as outlined by Tisdale (2004) by reminding myself of “what it means to protect and to do good” as I worked on my quest to answer my research questions (p. 22). I assured anonymity among the participants and research site by using pseudonyms rather than real names.

Data collection in a case study varies in procedures as the researcher “builds an in-depth picture of the case” (Creswell, 2007, p. 132). In following Stake’s (1995) approach to data collection, as outlined in Creswell (2007) and others, I collected extensive data from multiple sources in order to gather data to answer my research questions, including survey data from the *MRP*, participants’ individual interviews, narrative data from-participants’ reading journal, and information gathered from participants’ reading logs. Table 1 shows how each data source helped answer the various research questions.

Table 1

Data Sources Alignment with Research Questions

Research Questions	Data Sources			
	<i>MRP</i>	Individual Interviews	Reading Journals	Reading Logs
What is the meaning of reading to children who are highly motivated to read?	✓	✓	✓	✓
1. To what extent do children who exhibit a positive reading attitude read?	✓	✓	✓	✓
2. To what extent do children who exhibit a positive reading attitude enjoy reading?	✓	✓	✓	✓
3. To what extent do other factors, such as relationships with family, influence their perceptions of themselves as readers?	✓	✓		✓
4. What other factors, if any, play a role in children’s perceptions of themselves as readers?	✓	✓	✓	

Motivation to Read Profile

The MRP is a survey instrument from the Public Domain and was created by Gambrell, et al., (1996) to help educators understand multiple dimensions of children's reading perceptions. It uses a survey approach of 20 multiple choice questions with answer choices based on a four point Likert scale that determine children's self-concept as readers (10 questions) and their value of reading (10 questions). I used the scoring guide provided with the profile to determine a numeric reading motivation score for each student by adding the scores of the two categories. Sample questions include "When I am in a group talking about stories, I a) almost never talk about my ideas, b) sometimes talk about my ideas, c) almost always talk about my ideas, or d) always talk about my ideas" (p. 26) and "When someone gives me a book for a present, I feel a) very happy, b) sort of happy, c) sort of unhappy, or d) unhappy" (p. 27) (see Appendix F for a complete copy of the survey). The MRP has been evaluated for internal consistency and exhibits moderately high reliability for both subscales of self concept and reading value (Gambrell, et al., 1996).

Individual Interviews

I interviewed each participant individually once using a semi-structured interview. The interviews ranged from nine minutes to eighteen minutes. I kept the interviews focused by following the interview protocol and asking follow-up questions as needed, which helped keep the interviews brief (see Appendix G for the interview protocol). This helped assure that my participants did not grow weary in answering the questions. deMarrais (2004) defines qualitative interviews as a method of gathering data from participants using "focused conversations" (p. 52). The questions in our conversations were semi-structured, which

allowed me to utilize probes, or follow-up questions, as needed. Each interview was audio recorded and then transcribed for accuracy and ease of analysis, resulting in 46 pages of transcribed data. The interview took place in an unused classroom during the child's activity class time, so academic class time was not sacrificed. This was crucial at the research site, for state testing was approaching when I began scheduling the interviews. Teachers stressed concern that they needed all class time to prepare their students so I did not interfere with that. During the week that state testing was enacted, I did not go to the school or conduct any interviews.

During each interview, I took field notes on an interview protocol (see Appendix G) that I prepared prior to each interview, which allowed me to stay focused and gave me opportunities to record brief notes to utilize in the event that the audio recording failed. I started taking fewer notes after the first and second interviews, for it seemed a distracting factor for the participants as they seemed concerned or focused on what I was writing. According to Creswell (2007), the most important part of conducting an interview is to be a good listener and not a frequent speaker. I took great care to remember this during the interviews to help me to focus on listening rather than writing. The interview questions were designed to provide data to help answer all five of my research questions. Sample interview questions included "What do your family members think about your reading habits?" and "Do you think you are a good reader? Why or why not?" The audio files were destroyed after my dissertation was approved.

Reading Journals

Narrative data were collected in the format of the participants' reading journals. At the conclusion of each interview, I instructed each child to record entries into a reading journal three times throughout the data collection process by answering very specific prompts related to the process of reading a book of their choice from either their home or school library. The journal entries were to be completed before, during, and after they read the books. The journal followed the format of open-ended responses based on their recreational reading choices. Sample questions asked before they began reading included "Why did you choose this book to read?" and "What do you think this story will be about?" Questions asked when they were in the middle of reading their story included "Who is your favorite character so far? Why?" and "Tell how you would react if you were one of the characters in the story" and "Does one of the characters remind you of yourself? Why or why not?" Finally, the questions that were asked after they finished reading the book of their choice included "Describe how you felt when you were reading this book" and "Are you glad you chose this book to read? Why or why not?" (for a complete list of the journal questions, see the Reading Journal Protocol in Appendix H). The children's entries served as an insight into their value and use of reading as a recreational tool, which aided in understanding and developing children's reading perceptions. I understood that not all students would want to participate in completing a reading journal, so they had the option to participate or not to participate as noted on their signed assent form. Although each of the participants selected a book to read and agreed to complete the Reading Journal as noted on their assent form, only four completed their journal and returned it to me. This data, though limited in the number of

participants, helped answer research questions related to the extent that children who exhibit high motivation levels toward reading read and enjoy reading and writing about it.

Individual Reading Log

In order to get a clear picture of the extent of my participants' reading habits and experiences, I provided them with an option to keep a written reading log for one week (see Appendix I for the Reading Log protocol; see Appendices J-M for participants' completed reading logs). At the conclusion of each interview, I instructed them individually about how to record entries into the reading log. I explained to them that they did not need to read anything extra, for I wanted them to record everything they read or reading experiences they participated in throughout the week, focusing on their own natural process of reading experiences. The reading log provided a space to mark whether each reading experience took place at home or school, was required by their teacher or self-initiated, and whether the reading material was fiction or non-fiction. They also recorded the time spent reading for each entry. Each student indicated on their assent form that they would participate by completing the Individual Reading Log, but only four participants completed it and returned it to me. These four were the same students who completed the reading journals.

Data Analysis

Initial Analysis of the MRP

I administered the first section of the *Motivation to Read Profile* (MRP) to all fifth grade students at the research site who returned their signed consent and assent forms. The highest possible score on the survey is 80, which is achieved if students choose the most positive response for each question. Each survey receives two scores, one for *Self-Concept*

as a Reader and one for *Value of Reading*. There are ten questions for each of the two categories. After obtaining the point score for each item, raw scores were totaled by adding the scores in each column. To obtain the *Full Survey* score, I added the two raw scores together. I then converted the *Full Survey* score into a percentage by dividing the total by 80. I initially used these scores to help determine my research sample of participants, but later when I conducted a cross-participant analysis among each participant I revisited these scores to provide more depth to the analysis and provide a clearer picture of my participants' reading perceptions by providing cross-validation between their survey responses and the data I collected from interviews, reading journals, and/or reading logs.

Thick, Rich Description

After the initial analysis that helped determine my research participants, I began with a rich description of the participants in their school setting. This description allows my readers to transfer information to other settings, if applicable, to gain trustworthiness and validation in my study (Creswell, 2007). I also wove my interpretations throughout the analysis, based on the interpretivist paradigm that helped shape this study (Crotty, 1998). Yin (1994, 2003) purports that following the researcher's theoretical constructs that led to the study is the preferred strategy to case study analysis. Although I want to provide a thick, rich description of my participants, I kept in mind that a case study is intended to answer research questions rather than provide a complete picture (Hays, 2004).

Coding of Data & Thematic Analysis

As Merriam (1988) reminded me that "there is no standard format for reporting case study research" (p. 193, as cited in Creswell, 2007, p. 195), I let the "overall intent" of my

study be my guide into how to analyze and report the study (p. 195). Since my case study focused on what reading means to children who exhibit high levels of reading motivation with the case being studied as the meaning of reading rather than the individual participants, I knew my approach needed to focus on the description of the case through the eyes of multiple participants. I knew that it was impossible to describe the meaning of reading without studying my participants' perceptions as individuals in context, but deeply describing each individual was not necessary. Stake (1995) points out that good case study research needs to adequately define the case within a story format (p. 131). In order to build the story, I looked at my participants' experiences and views through a qualitative lens. This led me to follow the steps for analyzing qualitative research as outlined by Bloomberg and Volpe (2008). These steps include:

1. *Review and Explore Data: Identify Big Ideas*
2. *Re-read and Examine data; Code Data; Place Coded Data in Categories; Revise Coding Scheme; Codes are Added, Eliminated, and/or Collapsed*
3. *Report Findings*
4. *Interpret Findings* (p. 100).

In order to begin with the first step, I carefully transcribed verbatim my interview data. Bloomberg and Volpe (2008) determine that the first step after verbatim transcription is to read over the data carefully, trying “to make sense of what people are saying” (p. 101). In order to determine what Foss and Waters (2007) call the “unit of analysis” (p. 186), that served as a framework to guide my analysis and help lead to meaning, I identified each unit by looking carefully at each research question, selecting at least one unit for each question.

These units were essentially key words found within the research questions. Then I read each data piece again and wrote a term or phrase in the margin (p. 188) to assist my analysis. I fully immersed myself in the data which is to “really live with your data” (p. 99). I continued this step by reading my interview transcripts again, reading my participants’ reading journals and reading logs, and then reviewing their responses on the MRP. This helped me to get a “feel for the storyline” (p. 101) leading me to discover the “big ideas” or themes that encompass my data thus far in this beginning stage of analysis. This led me to write a summary of each individual which put into words my initial thoughts and reflections of their data as a whole in light of my research questions. The big ideas or themes that emerged in the beginning stage of analysis were reading activities, self-perceptions as readers, outside influences, purpose of reading, reading enjoyment, and technology. Later, reading enjoyment was absorbed into the big idea of purpose of reading, and technology was absorbed into the big idea of outside influences.

By looking closely at the data through the lenses of the big ideas, or themes, categories within the data began to emerge based on the research questions. The categories further divided up the big ideas into more manageable sections. Therefore, in beginning Bloomberg and Volpe’s second stage of analysis, I marked the categories and started organizing and sorting them by assigning them codes, or short abbreviated terms, to ease the marking. The purpose of dissecting the data by categorizing it into smaller sections was to keep the vast amount of data manageable in order to not “drown in it” (p. 101). The codes that I marked were relevant to my study and helped answer my research questions. Before the coded data made much sense, I needed to sort the codes and place them within their specific categories by physically cutting apart the marked sections of the data, or the

paragraphs and/or lines that contain the codes, and place them in groups by like category. I placed each group in a separate, labeled envelope. In order to let the themes give “control and order” to my study, as van Manen (1990, p. 79) described as imperative for research to have meaning, I let the emerging categories inform my interpretation. This helped me see patterns and themes emerge or “cut through the data” as Merriam (1998, p. 11) points out. I let the themes emerge from the data, rather than selecting themes and then searching for supporting data.

In order to effectively identify the big ideas, or themes, I also followed van Manen’s (1990) selective highlighting approach through reading the data and highlighting what stood out to me in regard to each emerging theme. I read through the data, letting the data speak to me as I focused on selected pieces that contained evidence of the meaning of reading to highly motivated children. I looked for any phrases that stood out, which was an important step of this approach (p. 94). I continued rereading the coded data and highlighting phrases until no new themes emerged. Themes found in the data included reading activities and the purposes of each, readers’ self-perceptions, and the outside influences of family, friends, teachers, and technology. See Table 3 in the next section for a visual display of the categories and sub-categories found within the themes. I then looked for other possible themes that may guide my analysis, which included primary, secondary, missing, contradictory, unique, and/or common themes.

To add a visual element to the analysis of the interview data, I copied and pasted each student’s interview transcript, including their words without my comments and questions, into a program called Wordle (available at www.wordle.net) to create a “word cloud” (Thomas, 2011, p. 173). The word clouds provided a “visual impression” to further

corroborate or highlight common textual themes and codes and to provide input on the overarching research question. These are included in Appendices N-T.

Although I naturally coded the data sources independently, I took great care to avoid a danger of case study analysis pointed out by Baxter and Jack (2008) of treating the data sources independently and reporting the findings separately. When interpreting themes, I kept in mind the big picture of all of my data sources rather than focusing on just one. I also used van Manen's (1990) selective highlighting approach to elicit themes and code textual data recorded in the students' reading journals and frequency included in their reading logs. I coded each journal and reading log separately in order to accurately address the data, but then I viewed them in context of the study within all data sources before any findings were noted or conclusions made. I used cross case analysis to compare ideas and themes from all data sources across the participants.

Triangulation

Bloomberg and Volpe (2008) define triangulation as "a process of using multiple perceptions to clarify meaning" (p. 72). The multiple perceptions come from multiple data sources. My study utilized this process of triangulation. I sorted through all the data and tried to make meaning of it as if trying to "solve a mystery" (Hays, 2004, p. 232). As stated earlier, the meaning of a case study is to answer the research questions rather than provide a complete picture; however, it is imperative that I resorted to "sorting, resorting, organizing and reorganizing, and labeling and relabeling" the data as a whole in order to uncover categories and themes to help answer the research questions (p. 232). I viewed the MRP, interview, reading journal, and reading log data as a whole, as stressed by many case study

researchers, including Baxter and Jack (2008), and completed cross-participant analysis which is similar to Yin's (2003) cross-case analysis. To add a visual element, I created a word cloud from interview data collected from each student, as noted earlier and included in Appendices N-T. In addition to informing the overarching research question, the word clouds assisted with the goal of cross-participant analysis which is to "examine themes across cases [participants] to discern themes that are common to all cases [participants]" (Creswell, 2007, p. 245) leading to common themes. Although my research study focused on a single case study of children's reading perceptions, it was still vital to view the data across the multiple participants in order to derive meaning from their individual reading perceptions to add depth and credibility to the case. This led to an understanding of the research questions as found in my individual participants' perceptions of reading and among variations among participants, as well.

Trustworthiness

Trustworthiness is a term used in qualitative research to describe the reliability and validity of the research. In order to establish trustworthiness in a qualitative study such as this case study, Lincoln and Guba (1985) posit several criteria, including credibility, transferability, dependability, and confirmability. In this study, credibility was established through the triangulation of my data sources and methods. My multiple sources of data yielded "corroborating evidence" (Creswell, 2007, p. 208) that provided insight into highly motivated children's perceptions of reading. The thick, rich description of each of my participants and their case allowed for possible transferability to other similar contexts and settings.

Dependability, the ability to follow the steps of data collection and analysis, was demonstrated in this study by providing an “audit trail” through detailed descriptions of data collection and analysis (Bloomberg & Volpe, 2008, p. 78). This assured that this study could be repeated with various participant groups to gain further insights into reading perceptions and attitudes. In order to continue trustworthiness in my study, confirmability was also established through the “audit trail” the data left behind, including my ongoing reflective notes from my researcher journal recorded as I gathered data, as well as interview transcripts, participants’ reading logs, and participants’ reading journals. This assured that the results can be confirmed as accurate.

Timeline

I received IRB approval to begin collecting data for my study in March, 2013. As soon as IRB approval was established, I began the process of my sampling procedures to gain approval from required parties. Once this was complete, I began data collection in early April 2013. I continued collecting data throughout April and May. Throughout the data collection process, I kept a researcher journal that helped in my analysis by allowing me to remember important sidebars and insights, but this journal will not be part of the data. I engaged in ongoing data analysis as the data sources were completed, but I began the complete data analysis process as soon as all data were collected by the end of May and continued the process until finished. After careful data analysis, I wrote my Findings and Conclusion chapters throughout June-October, 2013. I presented my finalized dissertation to my committee in November.

CHAPTER IV

FINDINGS

The purpose of this study was to describe the reading perceptions and reading attitudes of highly motivated children in a rural elementary school in Oklahoma by examining the research question *What is the meaning of reading to children who are highly motivated to read?* by looking at what reading means to them and the extent to which they read and enjoy reading. I wanted to explore the various factors that may play a role in their reading attitudes and how they perceive such roles. I also wanted to look at various other factors that may play a role in their perceptions of reading thus impacting what reading means to them.

This chapter presents the findings of my study and provides answers to my research questions. The chapter begins with a description of the context of the study, including the population studied and the research site demographics. I then provide a vignette of an overall impression of each participant as taken from my field notes after all data were collected and before analysis. Following an explanation of the big ideas and themes, I present the findings in both a narrative and table format.

Population/ Site Demographics

My participants were selected from the entire fifth grade population at a rural elementary school in Oklahoma. The school site was a rural elementary school with an enrollment of approximately 420 students in second through fifth grades. Ethnicities in the school site comprise 50.7% Native American, 36.7% White, 9.3% Multi, 1.4% Hispanic, 1% Asian, and 0.7% Black. The poverty rate at the school site as measured by the percentage of students participating in the Free or Reduced Lunch Program is 79.8% as compared to the state average poverty rate of 65.2%. The newly released A-F Report Card for school districts is calculated for school sites and districts based upon student performance and student growth. The Report Card grade for the research site is a C and the Report Card grade for the school district of the research site is a B.

The entire fifth grade population was invited to participate in this study, and out of the 90 students who were invited to participate, 19 returned their permission forms and were administered the MRP survey document to determine participants who were highly motivated in terms of reading. My participants who demonstrated high reading motivation on the MRP included seven fifth grade students, four females and three males, from the same elementary school and enrolled in four different homeroom classes. These children's ages ranged from ten to eleven years old at the time of data collection. Fifth graders at the research site are distributed between five homeroom teachers. At the midpoint of the day, students switch classes to be taught additional subjects by another teacher, for their morning class is considered their homeroom. They are taught Science, Social Studies, and Math for half of the school day and Reading and Language Arts for the other half of the school day.

The research site houses a library that operates on a schedule that allows students to visit the library, with their teachers' permissions, to check out books on a regular basis. Normally the students can check out up to two books at a time, but at the time of the data collection for this study, the school year was nearing an end so students were only allowed to have one book checked out of the library at a time. The only books in circulation are currently in a traditional print format, for the outdated automation software program in the library and limited budget has limited the amount of e-books available for check out. E-readers and associated technologies were not provided by the school for use by the students at the time of this study.

Technology use at this school is adequate for a rural elementary school. Each classroom at the site, including each classroom in the school district, has a SMART Board interactive whiteboard in use. The site also has a working computer lab with 30 desktop computers stationed in the lab for use by the computer lab teacher and available for use by teachers on a sign-up basis. Laptops were not provided to the students at this site at the time of this study, for the concentration of this and related technologies at this school district begins at the Middle School level including sixth through eighth grades.

The research site utilized the software Accelerated Reader (AR) from Renaissance Learning to promote reading. This software provides multiple-choice quizzes for many books. After reading the books, students may take the quizzes online and earn points for quizzes passed. Teachers provide incentives for earning points at various times throughout the school year, emphasizing individual goals which are based on their reading level. The use of AR at this site is somewhat unique in that students have the freedom to participate by taking quizzes or they may choose not to take the quizzes without negative consequences.

However, sometimes students are required by their classroom teacher to take a quiz if it is related to a class novel assignment or book report. Another unique feature of the use of AR at this site includes the freedom for children to select books regardless of the book's reading level and regardless of the students' reading levels as determined from the Renaissance diagnostic tests. Many schools that utilize AR follow the rigid guidelines provided by Renaissance of encouraging students to read from a list of books only in their reading level range; however, the unique approach to AR in my participants' classrooms at this site allowed more freedom of choice.

Overview Summaries of Participants

Seven fifth grade students participated in the second part of this study, each contributing unique and distinct visions and perceptions to help answer the research questions. According to the outline of instructions on the assent forms, participants were allowed to select which data piece (interview, reading journal, reading log) they were willing to participate in (see Appendix D). Although all students in the study indicated they would complete all data sources, several of them for various reasons chose not to complete all sections. Four students, Andrea, Cara, Jason, and Samuel, contributed through all sources which included taking the MRP survey, being individually interviewed, completing the reading log for the duration of one week, and completing the reading journal as each read a self-selected book. Serena and Rylee participated in the MRP, the interview, and the reading journal. Jonathan participated in the MRP and the interview.

To keep in line with the goal of case study research as to present a story through looking at all the data as a whole, I completed a narrative summary/vignette of each

participant including his/her level of involvement and my initial interpretive reactions. Although this summary provided here is not the exhaustive narrative included in my researcher notes, I have included important aspects that are pertinent to understanding and making sense of the story of my participants' views of what reading means to them and the extent to which they read and enjoy reading. I will begin with the students who provided the most data pieces for the study and then go in descending order. Following the vignette, I have added Table 2 which displays the results of the MRP including the scores of each category for each participant. The results displayed in the table show both the *Raw Score* and percentage score for each category. *Full Survey Raw Scores* ranged from 59-77 with the highest possible score of 80. I converted the *Full Survey* score to a percentage by dividing the total by 80. The percentage score is included merely to add to ease of analysis rather than to demonstrate results of a normed test. I discussed the scores as a percentage in the summaries.

Andrea

Andrea is a 10 year old Native American female who loves to read mystery books. Her MRP score of 85% shows she values reading, for she feels it makes a person smarter. The fact that she likes to read at least one chapter a day backs up her views on the importance of the values of reading. Her reading log entries of 36 items within one week show the value and importance she places on reading (see Appendix J). She had the most items included than anyone, for Jason had the next highest number of items at 11 (see Appendix K).

Andrea's self perception of reading score of 83% reflects her view that she is a "pretty good" reader (interview). Her conclusions appear to be drawn from comparisons

between herself and classmates, for she feels she reads better than many of them. She is pleased with her good grades and accepts praise from her teachers positively. She likes that her teachers point her out as a reading role model to others in her class who do not read as often.

Andrea likes to read widely and enjoys reading non-fiction informational books to learn about things she may need someday. Her reading log does not demonstrate this, for only 2 entries out of 36 are nonfiction and not required by her teachers. One possible reason for this is that she was reading to gain Accelerated Reader (AR) points to reach her point goal, for the deadline for the goal was the following week right after the reading log was due to be completed. This means the reading log may not have been a true reflection of a typical week for her.

Cara

Cara is an 11 year old White female. Her interview lasted the longest of all, which was 17 minutes. She demonstrated a very high reading self-concept score of 98% on the MRP. She values what others think about her reading. She says her friends are jealous of her reading ability, which makes her feel good about herself and bad for them at the same time. She wishes she could view reading from their perspective and tries to help one of her friends improve her reading skills.

Cara also values what her parents and teachers think of her reading ability. Her parents always praise her and try to get her brother to read like she does. One of the reasons she reads so often is that she has a “job plan” (interview) to learn more to help her be a veterinarian someday. Cara will read anything if it’s interesting to her, and this includes

textbooks and informational books to learn more. In fact, she would choose nonfiction over fiction according to her interview. Her reading log shows she also likes fiction, for seven out of seven entries were all fiction and were not required by her teachers (see Appendix L). Perhaps this discrepancy is due to the limited time of one week for the reading log. It appears that if her purpose is to learn more about something, then she would select a non-fiction book to help her in that endeavor rather than read an interesting fiction book.

Jason

Jason, an 11 year old white male, loves to read and he reads often both at home and at school. He knows what kind of books he likes (fantasy) and is very “picky” according to him (interview). He hates it when someone else, whether teachers, friends, or parents, selects or assigns a book for him to read. He scored a very high 98% on the self-concept as a reader and he values reading according to his 95% score on the MRP. His reading log shows a lot of reading at home with only 3 entries out of 11 showing required assigned reading (see Appendix K). Jason only kept the reading log for three days and filled up the sheet, which shows the extent to which he reads.

Jason believes his family members feel he is a good reader, but he doesn’t remember past reading experiences with them. He values what his family and teachers think about his reading habits, but his friends do not influence him in regard to reading. He feels he reads well and likes to read high level books.

He is adamant about not liking textbooks, for he finds them “boring” and recalls that he will read non-fiction informational books “sometimes,” (interview) yet, 8 out of 11 entries on his reading log are non-fiction self-selected choices. He indicated that he likes to read

short informational books on occasion while he is in the middle of reading a long chapter book, which is what he did recently when he was reading a Harry Potter book. He said he reads for the information gained and enjoyment of it, but he still likes to take AR tests. He said he has a list of about four or five books that he has read recently that he plans to take the AR quiz on during the next school year.

Samuel

Samuel is an 11 year old Native American male who reads widely, including a large variety of magazines and genres. As shown on his MRP, he values reading with a 95% score and exhibits a healthy reading self-concept with a score of 88%. According to the interview, he likes to read long fiction books. He reads often at school and at home. His reading log entries do not reflect this, for his reading log only contains three entries (see Appendix M). He was not finished with his log when it was time to turn it in to me. It was evident from his reaction that he forgot about it, for it was wrinkled heavily and was at the bottom of his backpack when I went to him to collect it. I told him to take more time and returned to pick it up three days later; however, he had not entered any more entries into the log at that time either. I believe this is evident due to the end of the school year activities he was involved in.

He speaks highly of his family's approval of his reading abilities and the extent to which he reads, especially his mother. He said it makes him feel proud that his family approves of him. He also values his teachers' opinions of him and wants to please them. He earns Accelerated Reader (AR) points and mentions these when asked about what his teachers may think of his reading activities. He would read the books anyway and isn't

motivated by AR, for his indication of earning points from AR quizzes resides mainly with pleasing his teachers.

Samuel likes to read non-fiction to learn more about things he is interested in, but he prefers fiction. He likes to relate to the characters in the books he reads. On his reading journal he mentioned that he didn't see himself as the main character of the book he was reading, but he would like to live in the story.

Samuel uses technology to serve his purposes. He reads book summaries online prior to selecting the book to see if it is something he might like. He is very particular about what he reads and will "not just read anything."

Serena

Serena is a 10 year old Native American female who feels she is a good reader but is not comfortable reading out loud. Her self concept score was 88%, which probably reflects her negative feelings about reading out loud. She likes to read and expresses how reading makes time pass quickly.

Her family is important in reading, according to her interview. They buy her books often. Although she doesn't read with them now, she remembers two stories that her mom used to read to her when she was younger. She believes that is why she is a good reader today. Her friends, however, do not have an influence on her reading choices or habits.

Serena prefers fiction stories and stresses that she sees the value of learning facts even from fiction books. On her reading journal she gave an example of a fiction book about cats

where the author researched cats in order to write the book, even though it was a fiction book.

Her score of 90% on the MRP shows she sees the value of reading and stresses that she reads to learn new words and just feels reading is “awesome” (interview). She often connects to the characters in the books she reads, so interestingly that question from the reading journal *Do any of the characters remind you of yourself? If so, how? If not, why not?* received a more lengthy response than the other questions as she provided an example of connecting with a character.

Rylee

Rylee is a 10 year old Native American female. She seemed a little unsure of herself in the interview. She laughed a lot throughout the interview which resembled a nervous laugh or self-coping mechanism. I took care that she felt welcome and at ease, but I think the general idea of being interviewed made her nervous and may have impacted some of her responses.

Rylee finds books interesting and doesn't like to stop reading when she gets into the books, especially funny books. She feels she is an “okay” reader (interview), which relates to the MRP survey score of 75% for self-concept. She values reading as shown on her score of 93%, though, and likes to learn new things especially when she is reading about topics she is interested in.

She is influenced by her family in her reading activities, for they encourage her, especially her grandmother whom she stays with every weekend. She reads with her grandmother and enjoys it. She is not influenced much in regard to reading from her friends,

but they are important to her. She wants to please her teachers by reading what is required, even if she isn't interested in the topic. She is very pleased with her reading grade, which was a B at the time of the data collection.

Jonathan

Jonathan is an 11 year old White male who feels he is a good reader “but not great” (interview). He reads and enjoys it most if he is learning something from it. He stresses the importance of reading non-fiction for he feels reading fiction is “like a waste of time.” Interestingly, his favorite book is an historical fiction book that had a strong storyline in which he was able to learn about the past through the concept of a story.

He wants to please his parents and teachers by earning AR points, but earning these points was not important to him until the month before the deadline set by the school. He said he waited “until the last minute” to earn points, for he reads for himself rather than read to earn points.

Jonathan's self-concept is only 75% as shown on the MRP. Jonathan believes he expands his vocabulary from reading, which in turn has made him a better reader. He likes the benefit of “gaining factual knowledge” through reading about interesting topics in non-fiction books. He used to read with his dad a lot when he was younger, when he said he didn't have a large vocabulary and needed help with reading. He reported that he doesn't need to read with his dad now since he can read on his own.

Jonathan likes to read but doesn't let reading “consume his time.” When it serves his purposes, he reads. This correlates with his lower score (68%) on the value of reading.

Jonathan loves to read non-fiction books to learn new things. If the questions on the MRP

were worded with specific emphasis on non-fiction, then his score would be much higher in my opinion. Although specific genres are not mentioned on the survey, it appears that school has taught him that reading mainly means reading fiction rather than the non-fiction that he desires.

Table 2

Motivation to Read Profile Results

Name	Self Concept as Readers		Value of Reading		Full Survey	
	Raw Score/ 40	%	Raw Score/ 40	%	Raw Score/ 80	%
Andrea	33	83	34	85	67	80
Cara	39	98	36	90	75	94
Jason	39	98	38	95	77	96
Jonathan	30	75	29	68	59	74
Rylee	30	75	37	93	67	84
Samuel	35	88	38	95	73	91
Serena	35	88	36	90	71	89

Big Ideas, Categories, and Themes

I followed van Manen’s (1990) selective highlighting approach to interpret all the data as a whole to uncover the big ideas and themes within the data. Initial themes included were reading activities, self-perceptions as readers, outside influences, purpose of reading, reading enjoyment, and technology. Later, reading enjoyment was absorbed into the big idea of purpose of reading, and technology was absorbed into the big idea of outside influences.

The categories included under the big idea of reading activities were material selection, genre preference, amount of reading, and technology use. The categories included under the big idea of self-perception as readers were positive about the act of reading, negative about reading, negative about reading aloud, positive toward reading grades, and positive toward reading level/ vocabulary level. The categories included under the big idea of outside influences were family, friends, and technology. The categories included under the big idea of purpose were enjoyment, likes specific genre, relates to characters in story, and to learn. See Table 3 for this information along with the sub categories and the specific codes used in the analysis process.

Table 3

Big Idea/Theme	Category: Sub Category	Code
1. Reading activities	material selection: format; self selection; assigned reading	MS-for MS-SS MS-assigned r.
	genre preference: fiction, informational, magazines	GP-F GP-Inf. GP- Mag.
	amount of reading: time spent reading; time spent reading with family	Amt: Time Amt: Time w/ fam.
	technology use	Tech.
2. Self-perception as readers	positive perceptions: act of reading; reading grades; vocabulary levels;	Pos. Perc.-Act of R. Pos. Perc.- R. grades Pos. Perc.- Vocal l.

	reading levels	Pos. Perc.- Read. l.
	negative perceptions: act of reading; negative toward reading aloud	Neg. Perc.-Act of R. Neg. Perc.- R. aloud
3. Outside influences	family: positive; negative	Fam. + Fam. -
	friends: positive; negative	Fr. + Fr. -
	teachers or school context	T/S
	technology: type; uses; positive or negative influences	Tech. type Tech. use Tech. + Tech. -
4. Purpose of reading	enjoyment	Enj.
	relating to characters	Char.
	to learn	Learn

Overview of Themes & Findings

To help answer the research questions to determine what reading means to children who are highly motivated to read, overarching themes permeated. This interpretive case study (Thomas, 2011) employed the methods of qualitative inquiry with multiple participants, and the case being studied was children’s perceptions of reading. See Table 3 to review the four overarching themes within the categories and sub categories that emerged from the data to give insight to the research questions. Five major findings emerged from data analysis. These findings focused on reading activities within the extent that participants’

read, factors that influence their self-perception as readers, family or relationship influences that impact their self-perception as readers, and the purpose of the participants' reading with the extent that they enjoy reading. These four findings contributed to the fifth and final finding to help answer the overarching research question *What is the meaning of reading to children who are highly motivated to read?* The findings that emerged from this study were:

1. Children in this study who exhibited a positive reading attitude read widely and extensively with varying reading activities and preferences.
2. Children in this study who exhibited a positive reading attitude enjoy reading but that enjoyment was impacted by their individual purposes for reading. These purposes include the various aspects of aesthetic reading and efferent reading and encompass the means of reading to reach personal goals and explore interests.
3. Other factors influenced children's perceptions of themselves as readers, including influences from family, friends, and teachers; however, the level and extent of each influence varied among the participants. Family is generally more influential, followed by teachers, and then finally friends.
4. Other factors that played a role in children's perceptions of themselves as readers included their positive and negative feelings toward the act of reading, their reading grades, their ability to interact with literature as critical thinkers, their varying vocabulary and reading levels, and the use of digital technologies.
5. The meaning of reading to the children in this study who were highly motivated to read was multifaceted centered around the purposes of reading, including reading for the pure enjoyment of it, reading for information, reading to fulfill outside

requirements, reading to impress others, and reading for internal gratification.

Furthermore, reading is a pleasurable and personal experience through exploration of known and unknown settings across genres, or categories, of literature. Reading opens the door to knowledge, creating a space to learn about things of interest and useful facts to help guide future learning and experiences. Reading involves serving the reader with fulfilling various purposes that are motivated by both intrinsic desires and extrinsic needs, with a higher concentration of intrinsic desires than extrinsic needs.

Children's voices expressed meaning through their own personal experiences. By answering survey questions, interview questions, reading journal prompts, and by completing a reading log, my participants' experiences and their interpretations from within the activities spoke loudly. The following includes a narrative discussion of each finding found within all data sources combined, including the MRP, the interview, the reading journal, and the reading log. Following each discussion is a data summary table for each finding as evidenced from the individual interviews. The four major themes are discussed within the findings.

Finding 1: Children in this study who exhibited a positive reading attitude read widely and extensively with varying reading activities and preferences.

The children who participated in this study each demonstrated through all data sources provided that they value reading; furthermore, they act on their value of reading by reading widely and extensively, including a wide variety of genres and an extensive amount of time. Their time spent reading varied among reading items assigned by teachers and self-

selected items while divided between individual reading and reading with family members. Although all participants completed the MRP survey and were interviewed, only four participants turned in their reading logs for this study and six turned in their reading journals for this study. Data were analyzed from all these sources to help answer the first research sub question as documented in Finding 1.

Duration of Reading Activities Across Various Genres and Formats

All seven participants reported that they read daily, ranging from 10-15 minutes per day to 2-3 hours per day. All but one participant reported they would rather read from a print book than digital technologies which indicated the general format of reading choice was traditional print books. In light of the selected format and time spent reading, it was evident that all participants value reading. One of the MRP questions (Question 14) asks participants to complete the statement “I think reading is...” and six out of seven selected “a great way to spend time” and one participant selected “an interesting way to spend time.” This further corroborates the value they placed on the act of reading.

Andrea recorded the most entries on her log at 36 books, including 18 books read at home, 12 books read at school, and 6 books read in other places such as car rides (see Appendix J). She indicated that each book was a traditional print book, yet she was the only participant that mentioned in her interview that she enjoys reading books from her Kindle. In her interview, Andrea reported that she likes to read two to three chapters of a book per day. On her reading log, she logged an average of two hours of reading per day through reading a variety of picture books (books usually comprising 32 pages or less) and chapter books, mainly fiction, which is significant. For her reading journal, Andrea chose to read a Nancy

Drew Mystery chapter book. She read the book in four days which also fits in with her recalling that she reads an average of two hours per day.

Jason's reading log contained 11 items spread across 3 days (see appendix K). It appears he stopped recording entries when he filled the page, although I instructed him to continue on a separate page to record entries for one week. His reading for the three days demonstrated nearly an equal amount of items read at school (5) as at home (6) and focused on nonfiction reading. His time spent reading showed one day with nearly three hours of reading, while the other two days averaged 35 minutes. Perhaps including more days on the reading log would add to this conversation, for his interview response of reading approximately two hours per day was similar to one of the days recorded on his log.

Cara chose to read a lengthy chapter book from the *Lightning Thief* series for her reading journal entries, taking her only three days to read. Her reading journal and reading log (see Appendix L) entries both corroborate what she said in her interview documenting two to three hours of reading per day. This is in contrast to Samuel's information. His reading log (see Appendix M) seemed unfinished with three entries since he indicated in the interview that he reads all day which corroborates his reading journal entries of reading a lengthy chapter book in just one day.

Looking at their interpretations of personal experiences and views of reading further add to this discussion evidence about the extent to which children with positive reading attitudes read and enjoy reading:

“[I read] every day, all day, hours.” (Samuel)

“If I had to put a number on it, [I read] an hour or maybe two everyday, but that’s just divided up [into] a read here and there, here and there. I don’t want to be overwhelmed so I usually don’t read all at once.” (Jason)

“I have a lot of chapter books and everything at my house, so I just sit there and pick one out each day.” (Serena)

Selection of Reading Materials

Impacting the amount and depth of reading activities among the participants, self-selection of reading materials and assigned reading activities from school generate discussion among the participants. Only two participants reported they enjoyed reading assignments from their teachers and two participants reported they enjoyed reading assignments if it was about a topic or subject they were interested in. Interestingly, two participants stated they do not like reading assignments required by their teacher(s). One participant did not comment on this question in the interview. One participant sums up this section nicely. He felt very strongly about the importance of selecting his own reading materials but he doesn’t mind reading what his teacher(s) select if he is interested in the topic, saying:

“The least thing I like about reading is people picking my own books because I’m really picky in the books I read...[but] sometimes I read realistic fiction because that’s what we read in class a lot... I wouldn’t have chose it for myself but I did like it.” (Jason)

Reading with Family

Although five participants reported spending time reading with family and value time spent reading with their family members, all reported in the interview that they spent time

reading with family in the past when they were younger and needed more assistance with reading. This was significant and appeared to play an important role in their perceptions of reading and will be discussed further under Finding 3. Of the five participants who reported spending time reading with family members, siblings were mentioned the most, followed by fathers, mothers, and then grandmothers. Reading with family also increased motivation to read in Edmunds and Bauserman’s (2006) study of 831 elementary school students, but the children in their study reported their mothers as the family member that had the greatest influence on their reading choices. Some participants in my study mentioned both parents as influencing their reading choices, but their reading activities such as reading with siblings were mentioned more often. It appears that their parents encouraged them to read to or with younger siblings.

Table 4

Findings 1 Data Chart

		Extent of Reading Activities							
	Name	Book format	Self-Selection	Assigned reading	Prefers fiction	Prefers non-fiction	Prefers magazines	Time spent reading	Time spent reading with family
1.	Andrea	Kindle		Enjoys	X	X		“daily”	“once in a while”
2.	Cara	Print book		Enjoys		X		2-3 hrs/day	None
3.	Jason	Print book	Very important	No	X			2-3 hrs/day	“sometimes”
4.	Jonathan	Print book		Enjoys if interested		X		1-2 hrs/day	“sometimes” with Dad
5.	Rylee	Print		Enjoys if	X			10-15	daily with

		book		interested				min/day	Brother
6	Samuel	Print book		No	X		X	“every day, all day”	“a lot” with Brother
7.	Serena	Print book			X			1 hr/day	None

Finding 2: Children in this study who exhibited a positive reading attitude enjoy reading, but that enjoyment was impacted by their individual purposes for reading. These purposes included the various aspects of aesthetic reading and efferent reading and encompass the means of reading to reach personal goals and explore interests.

This finding was related to the second research sub question related to the extent that the participants enjoyed reading. Data were analyzed from the MRP survey, individual interviews, written responses from participants’ reading journals and reading logs to help answer this question as documented in the Finding 2 statement and includes a visual table (Table 5) following this discussion from the data collected during each interview. The extent of the participants’ reading enjoyment is related to the purposes for reading, including aesthetic reading and efferent reading.

Aesthetic Reading

Aesthetic Reading, or pleasure reading for pure enjoyment by “living through a literacy experience” (Lynch-Brown, Tomlinson, & Short, 2011, p. 34) is a key construct in the extent that the participants report they enjoy reading. It was significant that all participants reported they enjoy reading, including six participants reporting they enjoy reading a book “often” and one participant states he enjoys reading a book “sometimes”

(Question 2 from the MRP survey). This was reflected in their reading journals. All six participants who turned in their reading journals reported that they looked forward to reading the book they selected to read for the duration of completing the journal. Some of the comments about how they felt about reading the book included “awesome”, “really good”, and “great.” Their reasons for enjoying their self-selected book include the book is interesting, the story is good, the genre is a favorite, and they relate to the main character. One participant sums up the importance of aesthetic reading to her reading enjoyment:

Time goes fast when you’re reading...It’s fun...It’s filled with stuff that either makes you laugh or stuff that makes you want to think about what else is out in the world that you can’t see or [are] too small to see. (Serena)

Efferent Reading

Efferent reading, or reading to gain knowledge from the text, (Lynch-Brown et al., 2011) is also an important construct related to the findings of this study. All participants discussed in their interviews that they value reading to help them learn about things they are interested in or things they may need to know to help them in the future. Some common responses as to why they enjoy efferent reading include it makes them smarter, improves reading levels, improves vocabulary, and is a way to gain knowledge. Efferent reading is generally associated with the nonfiction genre. The four participants who completed a reading log detailing reading activities they participated in for one week logged a total of only 10 non-fiction entries as compared to 47 fiction entries. It appears each participant understands and values the benefits from reading non-fiction, associated with efferent reading; however, the majority of their reading time was spent reading fictional material,

which is generally associated more with aesthetic reading. Some participants' responses sum up their value of reading to learn nicely:

"I've had this job plan...that reading can help [me] with because you have to read charts and stuff. You have to read to be a veterinarian." (Cara)

"I pick them [non fiction informational books] up while I'm also reading a fiction book...so I will learn about stuff and not lose stuff by just reading fiction books." (Jason)

"The biggest reason why I like [reading] is that I've learned that I can read and then apply and do some of the things I learned about." (Jonathan)

Relating to Characters

A common thread woven through participants' voices in the interviews and in their written reading journals included the importance of relating to the characters in the stories they read. It appears that students who relate to the characters enjoy the act of reading. Four of the six participants who completed the reading journal reported they related to the main character in their book they were reading throughout completion of the journal. The two participants who could not relate to the characters reported the characters were ghosts and therefore "dead" or the book was about ancient Egypt so he didn't feel he could relate. Two participants also indicated this importance in their interviews as is shown on Table 4. This is similar to Parson's (2012) study of ten fourth grade children's interactions with literary characters. One of the ways her participants related to the literary characters was focused on seeing the life experiences of the characters as an observer and being "next to" them (p. 15). This parallels Carroll's (2001) assimilation theory which explains a reader's literary

response as an onlooker or observer, imagining the story and often leading to sympathy toward the character. A quote from Serena demonstrates this theory and sums it up nicely:

“I just have fun reading...learning about different things and about characters and seeing how life is in their eyes...I try to imagine what the world around them looks like, what they’re thinking and everything.” (Serena)

Other Purposes for Reading Enjoyment

Commonalities of other various purposes for reading and the impact of the purposes to reading enjoyment also arose across all data sources. These include interests in particular subjects or topics, feelings of living through stories by playing the scenes in their mind, and extrinsic motivation developed from the AR program from Renaissance Learning.

Some participants enjoy reading more if the material is based on a topic of interest. Jason reported in his interview that he sometimes searches out reading material after watching a movie. For example, after watching a movie set in Brazil he wanted to learn more about Brazil, so he sought out books to read on the topic. Samuel discusses an interesting view as he says he can “feel all the words coming from the pages into your mind making a movie in your head.”

Four of the participants brought up using AR when discussing their reading abilities. They seemed to associate reading ability and success with earning AR points from taking and passing quizzes based on the books they read. Interestingly, all four of them also reported they do not read just to earn AR points, for they said they are motivated with the books and with reading, not with earning points. This is also closely related to pleasing their teachers and parents by earning points, which is discussed in more detail under Finding 3.

Table 5

Findings 2 Data Chart

	Extent of Reading Enjoyment/ Purpose of Reading			
Name	For enjoyment	Relates to characters	To learn	Other
Andrea	“Sometimes you just never expect what’s gonna happen.”		“Makes your brain work harder” “makes you smarter.”	“Good resources you might need someday.”
Cara	Stories are “interesting” “Sometimes I don’t want to put the book down” Reads books every summer and “loves every summer.”		Helps with future “job plan.”	If it’s about animals I grab it” “if it’s something I want to learn about, I grab it.” Takes AR tests but would read anyway even without the tests.
Jason	“It’s just fun to read.” “...you can imagine it in your head.”		“good for your brain” “Gives me a better advantage to understand.” Will read nonfiction to “learn about stuff and not lose stuff by just reading fiction books.”	Takes AR tests but would read anyway even without the tests.
Jonathan	Reads often but “I don’t want to be overwhelmed” with it. Sometimes “it’s more fun to read” than play outside.	“Can put him in my perspective.”	Reads nonfiction to “know stuff and learn stuff.” reads for facts Can read and apply what learned.	Likes to read but “I just don’t like it when someone asks me questions about the book.” Takes AR tests but would read anyway even without the tests.
Rylee	is interesting fun, enjoying to read, especially if books are		“finding out new stuff” Will use some of the information “someday in	

	“funny”		life”	
Samuel	The stories draw him in and he “just can’t let go.” Reading is “better than anything else.” “fascinated” by stories “It’s fun.”		“it just works the mind”	“Your mind makes a movie in your head.” “You can feel all the words coming out of the pages.” Takes AR tests but would read anyway even without the tests.
Serena	“you get entertained” is fun “Reading is just awesome.”	Likes “seeing how life is in their eyes.” Tries to imagine their world and “what they’re thinking.”	“You can learn stuff and have a good time with it.” Reading will help you “learn how to read better.”	Shows you the “world that you can’t see or [are] too small to see.”

Finding 3: Other factors influence highly motivated children’s perceptions of themselves as readers, including influences from family, friends, and teachers; however, the level and extent of each influence varies among the participants. Family is generally more influential, then teachers, and then finally friends.

This finding was related to the third research sub-question related to other factors that may influence my participants’ perceptions of themselves as readers. Data were analyzed from the participants’ MRP survey, individual interviews, and reading logs to help answer this research question as documented in the Findings 3 statement and includes a visual table (Table 6) following this discussion from the relevant data collected during each interview. Factors that arose in the data with possible influential characteristics include relationships with family, their teachers, and their friends.

Relationships with Family

All participants reported that someone in their family, usually at least one parent but some also include siblings and grandparents, value reading and demonstrate they value reading through verbal comments, physical gestures, and actions such as purchasing books or magazines for them. These actions speak volumes to my participants as each one's eyes lit up in the interview when discussing how someone in their families show they value their reading activities and habits. The extent of the various comments can be found in Table 6 under the column *Family*. Some interview quotes sum up this section:

“My dad read to me the Magic Tree House books. He read a lot of them to me, and then I started reading them and I read a lot. I was really fascinated by those stories. He really got me into it. [Now] I read to my little brother. He's in Kindergarten and he loves it!” (Samuel)

“They're [my mom and dad] always trying to get my brother to read. They say, ‘why can't you read like your sister?’” (Cara)

“I have a lot of chapter books and everything at my house... My mom buys books for me from the book fair and the book orders.” (Serena)

Teachers' Influences

Six participants demonstrated in their interviews that they value their teachers' input and believe their teachers feel they are a good reader which positively impacts their own self-perceptions as readers. The participant who was not included in this statistic simply stated she did not know what her teachers think of her reading ability or reading activities. Some comments related to why their teachers believe they are good readers or feel “proud” of their

reading activities are related to time spent reading in class to demonstrate a positive role model (4 participants), reading grades (2 participants), and earning AR points (1 participant). Teachers' influences in regard to what students chose to read represent a very small percentage on the participants' reading logs. Out of the 57 items in total among the 4 participants, only 4 items were required readings from their teacher(s). Their voices express feelings about how proud their teachers are of them:

“My teachers think that I’m a really good reader. Reading is my best subject. They tell me I’m a really good reader and I have high grades in that class.” (Jason)

“Sometimes they [teachers] point out when other people are talking that I’m reading.”
(Andrea)

“My teachers think it’s great... I don’t want to put the book down. They brag on me and (pause) usually it’s their looks that say ‘oh my gosh!’” (Cara)

“They’re [teachers] proud of me. They really are. I’m the first fifth grader to be able to go [on the AR trip] out of all the fifth grade...It [AR] gives you rewards for reading but I’d do it without it. I like to read.” (Samuel)

“I don’t want to read [required reading assignments from my teacher], but I will if I’m supposed to read it (laughing).” (Rylee)

Friends’ Influences

Six participants stated that what their friends think of them as readers and what their friends think about their reading choices do not impact their self-perceptions as readers. Instead, several expressed the desire to influence their friends in regard to reading. This

influence takes the shape of sharing good books (7 participants; MRP Question 6) and mentoring or helping their friends read better (2 participants). It is interesting to note that three participants believe their friends think they are “very good” at reading (MRP Question 1), while four participants believe they read “a lot better” than their friends (MRP Question 3). These voices summarize this section:

“It should be about the way I feel about reading and not what my friends think of me.”

(Rylee)

“Everyone tells me I am [a good reader] and they’re all jealous. My friends always say ‘you read so well; I wish I was like you.’” (Andrea)

“It [praise] comes from students, my parents, my teacher, all everybody that’s ever seen me read a book.” (Samuel)

“It makes me feel bad because I wish I was able to see how they [friends] see reading...I feel sorry that they’re not at my level...I don’t want to hurt their feelings.” (Cara)

Table 6

Findings 3 Data Chart

Other possible factors that play a role in participants’ perceptions of themselves as readers			
Name	Family	Friends	Teachers
Andrea	Mom is pleased with her reading habits. “Dad doesn’t care.” Sometimes reads to brother and sister	It doesn’t matter what her friends think about her reading.	Teachers point her out as a role model for reading.
Cara	Parents try to get brother to read like her and say “why	“Friends always say ‘you read so well...I wish I was	Teachers “brag on me.”

	<p>can't you read like your sister?"</p> <p>Read with her dad when younger.</p> <p>Dad taught her to read.</p>	<p>like you"</p> <p>"It matters to me because I don't want to hurt their feelings."</p>	<p>"Teachers think it's great"</p>
Jason	<p>Family thinks he is a "really good reader" and "they like me to read."</p> <p>Cannot remember if read with family in the past. Sometimes reads with them now.</p>	<p>Doesn't matter what friends think about his reading.</p>	<p>Teachers tell him reading is his best subject.</p>
Jonathan	<p>Dad taught him how to read for information.</p> <p>Dad "really brought me into reading."</p> <p>Used to read with dad often, but it isn't needed now.</p> <p>Reading grades are important to mom and dad.</p>	<p>Doesn't matter what friends think about his reading.</p>	<p>Teachers are proud.</p>
Rylee	<p>Mom "thinks it's good."</p> <p>Grandmother is "happy" that she brings a book to her house.</p> <p>Family thinks reading "is good for your education."</p> <p>Reads to brother often</p> <p>Parents used to read to her when younger.</p>	<p>Does not matter what friends think of her reading choices.</p>	<p>Doesn't know what teachers think about her reading.</p>
Samuel	<p>Parents purchase many magazine subscriptions for him.</p> <p>Parents say he is a good reader.</p> <p>Mom smiles at him when he</p>	<p>Friends say he is a good reader.</p> <p>Does not matter to him what his friends think about his reading choices.</p>	<p>Teachers say he is a good reader.</p> <p>Teachers are "proud" of him.</p>

	<p>is reading.</p> <p>Dad introduced him to “fascinating” stories when young.</p> <p>Reads to his younger brother.</p>		
Serena	<p>Mom and older brother like that she reads at home often.</p> <p>Does not read with family now, but used to when younger.</p>	<p>Does not matter to her what her friends think about her reading choices.</p>	<p>Her reading teacher thinks her reading habits are “great.”</p>

Finding 4: Other factors that played a role in children’s perceptions of themselves as readers included their positive and negative feelings toward the act of reading, their reading grades, their ability to interact with literature as critical thinkers, their varying vocabulary and reading levels, and the use of digital technologies.

This finding was related to the fourth research sub-question regarding other factors that influenced my participants’ perceptions of themselves as readers. Data were analyzed from the participants’ MRP surveys, individual interviews, and reading journals to help answer this research question as documented in the Findings 4 statement and includes a visual table (Table 7) following this discussion from the relevant data collected during each interview.

Educational Constructs

Grades were the number one factor within their positive reading self-concept, for in the interviews all participants reported they were happy or pleased with their reading grades. These positive feelings about grades parallel with high reading levels or reading levels

perceived as higher than their peers, while three participants mentioned in their individual interview the impact that reading has on their expansion of vocabulary words. On the MRP survey, six participants responded that they can almost always figure out unknown words in books they're reading. One participant stated she can sometimes figure out the unknown words (MRP Question 5). This shows participants' ability to read books with higher textual difficulty and how they have positive feelings about their ability to do so. Jason's voice explains this well:

"I think I'm a really good reader because I can read to at least the eighth grade level. I feel like the book I'm reading is not kiddish; it's more grown-up." (Jason)

Critical thinking is evident in four participants' reading journal entries. These entries demonstrate the level of enjoyment or involvement in the book each selected to read, thus impacting their perceptions of themselves as strong readers. In their third reading response, they completed the statements "I wonder...", "I'm confused about...", "I love the way...", and "I wish that..." The entries they recorded include information about why certain events happened like they did, why certain characters don't get along, and what characters were thinking about specific events. These responses demonstrate a level of critical thinking that characterizes readers who enjoy the story and can think beyond the words on a page. On the MRP survey, participants were asked about recalling about their answers when their teachers asked them questions about books they read. Five participants reported they can "always think of an answer" (MRP Question 13). Although the MRP doesn't specify the type of question as being a critical thinking question, their responses indicate a parallelism between the MRP and their reading journal entries. Sample responses from the reading journal include:

I wonder *why Athena don't like Posiedon* (Cara).

I'm confused about *why the train station needed electric trains*. (Serena)

I'm confused about *why Pierre stole the egg*. (Andrea)

I'm confused about *why the people are called the Sharks*. (Rylee)

Act of Reading

During the interviews, each participant shared his/her views toward themselves as readers and their individual reading perceptions as based on their various past experiences, resulting in a variety of constructs which influence how each participant felt about reading. These constructs include both positive (5 participants) and negative (2 participants) feelings about reading itself. Positive constructs parallel with positive comments from others (mostly friends and family) and both negative constructs are related to reading orally. Serena feels she struggles somewhat as a reader because she stutters when she reads orally. Jonathan also struggles when he reads orally because he feels that since he reads difficult books due to his advanced vocabulary, then “some of these words I can't pronounce or can't work with so I almost never read aloud. I just read to myself.” Relationship influences and related reading comments can be found on Table 7 below.

Use of Digital Technologies

Each participant had a personal view toward utilizing digital technologies when reading and is influential to them regarding their self-perceptions as readers. All seven participants reported during their interviews they use digital technologies such as e-readers (Kindle), computer desktops, and iPods to read; however, only one prefers the digital print

over traditional print books, stating the reason as the opportunity to change the screen color to adjust lighting issues. The preference for print materials over digital technologies was also corroborated by their reading logs, for only 3 entries out a combined total of 57 were of the digital format. Most comments related to preferring print materials over digital materials relates to the physical difficulties of reading from digital formats such as print being too small (1 participant), screen being too bright (1 participant) or eyes getting tired (2 participants). Other reasons include difficulties with the technology not performing as it should (3 participants). Other reasons are best presented through participants’ own voices:

“I like paper better than electronics because you really feel like you’re in the book [since] you can actually touch the book.” (Cara)

“I read on my Ipod sometimes and on my computer to do research, but I’d rather read the actual book...it just feels better for me when I read from the actual book.” (Rylee)

Table 7

Findings 4 Data Chart

Influences on Participants’ Self-Perceptions as Readers						
	Name	Act of reading	Grades	Vocabulary levels	Reading levels	Use of digital technologies
1.	Andrea	“pretty good”	“pretty good”	“I know some words the other kids don’t.”		reads from Kindle
2.	Cara	friends/family reinforcement	“good”		friends “are not at my level”	reads from print books. “Paper is better than electronics.”
3.	Jason	family/teachers reinforcement	“really good”		“not kiddish” 7 th -8 th	reads from Ipod, tablet, computer

					grade level	
4.	Jonathan	“pretty good” reading for entertainment is a “waste of time”	“great”	“expanded” from reading	“can read books that are harder for my age”	prefers print books. Digital books “[are] a giant waste of energy.”
5.	Rylee	“okay reader...not excellent but pretty good”	“pretty decent”		6 th level	reads from Ipod, computer
6	Samuel	“everybody” says “I’m a good reader all the time”	“pretty good”		9 th -10 th level	Prefers print books so his “eyes don’t get tired.”
7.	Serena	“pretty good” at silent reading; family/teachers reinforcement “I stutter when I read out loud.”	“pretty awesome”	“reading makes them learn how to tell different words”	9 th level	Reads on computer sometimes but prefers print because “digital formats...freeze up.”

Finding 5: The Meaning of Reading

After compiling and analyzing all data sources from this study, including the MRP survey, individual interviews, reading journal entries, and reading log entries, I was able to answer the overarching research question as documented in Finding 5. What is the meaning of reading to the children in my study who were highly motivated to read? Although each participant had an individual voice and expressed that voice through multiple data sources, to answer the overarching research question I looked at the participants as a group and the data as a whole to come up with the meaning and to come up with a description of the case of children’s perceptions of and attitudes toward reading. Later, during cross-participant analysis, I looked at themes that emerged across the participants “to discern themes that are

common to all cases [participants]” (Creswell, 2007, p. 245) leading to common themes in order to provide more depth to the findings.

The meaning of reading to my participants was difficult to put into words, but after viewing all the data as a whole and viewing the findings from each research sub-question, the meaning came to life from the participants’ own experiences, voices, and interpretations. The meaning of reading to the children in my study who were highly motivated to read is multifaceted centered around the purposes of reading, including reading for the pure enjoyment of it, reading for information, reading to fulfill outside requirements, reading to impress others, and reading for internal gratification. Furthermore, reading is a pleasurable and personal experience through exploration of known and unknown settings across genres, or categories, of literature. Reading opens the door to knowledge, creating a space to learn about things of interest and useful facts to help guide future learning and experiences. Reading involves serving the reader with fulfilling various purposes that are motivated by both intrinsic desires and extrinsic needs, with a higher concentration of intrinsic desires than extrinsic needs. Each component of the meaning statement must be looked at to get an accurate, complete, and detailed picture.

Aesthetic Reading Enjoyment as Perceived Within the Purposes of Reading

Reading is a pleasurable and personal experience through exploration of known and unknown settings across genres, or categories, of literature. This is evident from all my participants through all data sources. Four participants turned in reading logs and demonstrated this meaning through the extensive amount of time spent reading (42 hours combined between all four participants within one week of reading activities) and the

extensive number of reading entries (57 entries). Most of the entries (47 items) were fiction, which correlates with the literature that aesthetic reading, or reading for pleasure, is generally associated with the fiction genre. Another component that demonstrates this meaning includes that 53 of the items recorded were not required by their teachers so they were self-selected items they chose to read (see Appendices J-M).

It was noted earlier that all participants expressed the desire to read during their individual interviews and several participants expressed the desire and pleasure of viewing characters through their eyes and their worlds. To add a visual element to their interviews, I created a Word Cloud from the transcribed text of each interview. The free online software “gives greater prominence to words that appear more frequently” (www.wordle.net). Each individual Word Cloud is located in Appendices N-T from participants in alphabetical order. Some of the words that appear the largest (most common) and are related to how they feel about reading as it relates to their own reading enjoyment include *interesting, like, feel, good, favorite, fiction, and entertainment*.

The MRP survey sheds light on this issue as well. It was earlier noted that all participants viewed reading in a positive light and expressed it as something they like to do (MRP Question 2). To add to this discussion, all participants also stated they would be happy to receive a book as a present (MRP Question 20) which shows the value they place on reading and what reading means to them.

Their reading journals also provided data that support this part of what reading means to them. When asked about the particular book each selected to read and if they were happy with that selection, all participants who answered that question (Rylee left that question

blank), responded in a positive note and went on further to mention something about the story they liked. Some of the comments include: *it's a good book, it's full of amazing things; it was very unexpected, and it was cool* (reading journal, page 3, question 4). Mentioning components of the various stories demonstrates aesthetic value in their meaning of reading.

Efferent Reading Enjoyment as Perceived Within the Purposes of Reading

Reading opens the door to knowledge, creating a space to learn about things of interest and useful facts to help guide future learning and experiences. This meaning as expressed from the participants in my study is found from the analysis of all data sources. Details are included under Finding 2 above. To add to the visual element of the interviews, common words related to efferent reading as shown in the individual Word Clouds (see Appendices N-T) include *math, facts, know, stuff, information, someday, and learn*.

Involvement of Motivation as Perceived Within the Purposes of Reading

Reading involves serving the reader with fulfilling various purposes that are motivated by both intrinsic desires and extrinsic needs. Children who exhibited high levels of motivation to read exhibited high levels of intrinsic motivation and some levels of extrinsic motivation. The data supports the fact that highly motivated readers are more intrinsically motivated than extrinsically motivated, yet both levels of motivation are found and expressed through the participants in this study. The two levels of motivation are closely related but can be separated to give a clearer picture of what reading means to highly motivated readers.

Intrinsic Motivation

Intrinsic motivation, being motivated from within, was a common thread from the analysis of all data sources and was evidenced in the findings statements generated above. These include reading for the pure enjoyment of the act of reading (Finding 1), reading for internal gratification of how it makes the reader feel about himself/herself (Finding 2), and reading to learn to serve immediate needs and future needs (Findings 3 & 4).

Extrinsic Motivation

Extrinsic motivation, being motivated from an external source, was a thread found in most data sources and was evidenced in the findings statements generated above. These include reading to impress others through earning AR points (Finding 3), reading to impress others by increasing reading levels (Finding 4), and reading to impress others through the sheer volume of books read and/or time spent reading (Findings 1 & 4). It is difficult to completely regard these as extrinsic without a touch of intrinsic values, for when readers impress others they are ultimately often impressing themselves by fulfilling intrinsic desires as well. This is similar to Wang and Guthrie's (2004) study of text comprehension between American and Chinese students. They found that both intrinsic and extrinsic motivation combined, rather than extrinsic motivation only, contributes to children's learning.

To sum up this section, perhaps listening to the individual participants' voices from the interviews will provide a more in-depth view of what reading means to them:

“I feel like I have to read because I feel like it's what I'm supposed to do.” (Cara)

“I think people should start reading more because it makes them learn how to tell different words...and learn how to read better. Reading is just awesome!” (Serena)

“Fiction has a lot of great things in it like fairy tales and they have things that no non-fiction book would have and they have interesting characters. The non-fiction would have things you need to know that could help you a year later.” (Andrea)

“There was nothing to not like.” (Jason, reading journal, question 2, page 2).

I wish that “I could be in it.” (Samuel, reading journal, reading response 3).

Cross-Participant Analysis/ Common Themes

Creswell (2007) proposes that the goal of cross-case analysis involves examining themes “across cases to discern themes that are common to all cases” leading to “cross-case themes” (pp. 245, 79). In order to provide a clearer picture of my case of children’s reading perceptions, I performed a similar analysis of cross-participant analysis, for it is vital to view the data across the multiple participants in order to derive meaning from their individual perceptions to add depth and credibility to the case. The individual word clouds created from each interview and individual voices found within all data sources and included in each Data Table informed this analysis to help determine common themes across the participants (see Appendices N-T). The common themes led to a deeper understanding of the findings and helped answer the research questions. These themes include: understanding the importance of the value of both fiction and nonfiction reading materials, enjoyment found in both aesthetic and efferent reading, value of family influences on reading perceptions, and the value of reading grades. In addition to these themes, the word clouds provide insight into how reading is a personal journey with individual perceptions and goals which was

corroborated by the term “like” or “think” as being the largest word (most common word) from the visual element of each interview (see Appendices N-T). Another common theme found within the word clouds is the term “read” which implies the action of reading and the depth of the reading activities or values each participant places on the term.

Missing Theme/ Surprising Theme

When I began this study, I expected to find a certain theme emerge from the data. This theme is missing since it was not a main theme found in the data analysis. One missing theme is the importance of reading ability. Although each participant valued their reading grades and valued increased vocabulary from reading which is related to the cognitive aspect of reading, the actual theme of reading ability did not emerge. Perhaps the reason for the missing theme is the study’s organization and focus on the affective domain of reading which omits information from the cognitive domain. However, within each participants’ perceptions of themselves as readers, I still expected that cognitive reading ability would emerge as a main theme.

I also expected technology to play a larger role in my participants’ experiences with reading and perceptions of reading. With today’s explosion of digital technologies in relation to reading, I expected the children to embrace these to a greater extent than was shown. Perhaps their lack of experience with these led to the surprising theme that technologies played a minimal role; furthermore, even more surprising is that technologies still take a back seat to traditional printed book formats in the life experiences of my participants.

Summary

This chapter presented the five findings generated by this study, including an answer to the four research sub-questions (Findings 1-4) and the answer to the overarching research question (Finding 5). Data from the MRP survey, individual interviews, reading journal entries, and reading log entries comprised the sources to help answer the research questions and revealed a multifaceted description of participants' perceptions of and attitudes toward reading. In order to answer the research questions and get into the heart of participants' experiences and views toward reading, a qualitative approach was employed. To add to the confidence of readers, the participants' own words were included with extensive samples of quotations as presented in the discussions of each finding and included in the various data tables. The first four findings of this study help answer the fifth and overarching question.

The first finding of this study revealed the depth of reading that children who exhibited positive reading attitudes employ in their life experiences. The findings conclude that they read widely and extensively across various activities and preferences. Activities that emerged from the data included reading a variety of genres and reading an extensive amount of time, with most of the time spent reading materials of their own choice as opposed to some materials read as requirements of their teacher(s). Time spent reading with family and/or friends was also an important component of this finding.

The second finding of this study revealed the extent that children who exhibited a positive reading attitude enjoy reading, including factors that impact their individual purposes of reading. These factors include aesthetic reading, efferent reading, and reading to reach personal goals and explore interests. Other factors that emerged included reading to

earn Accelerated Reader (AR) points; however, each participant was quick to point out that earning AR points is not what motivates them to read.

The third finding of this study looked at how relationship factors may play a role in highly motivated children's perceptions of themselves as readers. These factors included influences from family, friends, and teachers, but the amount of influence varies among the participants generally showing more influence from family, then teachers, and then finally friends.

The fourth finding of this study uncovered other factors that may play a role in children's perceptions of themselves as readers. The factors uncovered in the data include their positive and negative feelings about the act of reading itself, their reading grades, their vocabulary levels and reading levels, and the use of reading within digital technologies.

The fifth and final finding of this study answered the overarching research question and provided a description of the meaning of reading to children in this study who exhibited positive reading attitudes and were highly motivated to read. The overarching research question was answered by looking at the various components of each research question answered through the findings 1-4 and generated a multifaceted meaning statement from the data sources of each area. This reading description cuts across the analysis of all data sources and was reached after all data were analyzed and triangulated to add to the study's trustworthiness. Important components of this description of the meaning of reading include aesthetic and efferent reading as well as extrinsic and intrinsic motivation levels.

The purpose of this case study was to describe the reading perceptions and reading attitudes of highly motivated children in a rural elementary school in northeast Oklahoma by

examining the research question *What is the meaning of reading to children who are highly motivated to read?* by looking at what reading means to them and the extent to which they read and enjoy reading. Data collection in this case study varied in procedures as the researcher built “an in-depth picture of the case” (Creswell, 2007, p. 132). The case studied was children’s reading perceptions and the “in-depth picture” emerged through the description of the reading perceptions and attitudes as found within each finding statement 1-4, leading to the answer to the final overarching research question as found in finding statement 5.

CHAPTER V

CONCLUSION

Digging into highly motivated children's perceptions of and attitudes toward reading was a fulfilling journey, made complete with answers to my research questions leading to important implications for families, educators, and researchers. This chapter will look at each of these areas, placing this study in the field thus providing a voice to children and their perceptions of reading. This chapter begins with a discussion of the five major findings which provided answers to my research questions. I have included my interpretations of how each of these findings contribute to the overall meaning of this study. My interpretations were guided by a thorough search for meaning from all of my findings. I took care to maintain consistency among the findings, interpretations, and conclusions and provided a Consistency Chart (see Table 8 located at the conclusion of this discussion) to allow ease in following my thought processes (Bloomberg & Volpe, 2008). Following this are sections for implications and considerations for future research. Finally, I close with an excerpt from my researcher journal that provides a glimpse into my journey as a researcher and provides insight into the interpretive nature of this study in relation to my past experiences as the participants' school librarian.

In order to describe the reading perceptions and reading attitudes of children who were highly motivated to read, my interpretive case study was guided by the overarching research question *What is the meaning of reading to children who are highly motivated to read?* and included four sub-questions. Two sub-questions focused on the extent that children who exhibit a positive reading attitude read and enjoy reading. The third sub-question focused on the extent that factors such as relationships with family influence children's self-perceptions as readers. The last sub-question focused on what other factors play a role in highly motivated children's self-perceptions as readers.

This interpretive case study with multiple participants (Thomas, 2011), focused on the case of children's reading perceptions. My study adds to the conversations that seem to be lacking in current literature. Park (2011) documented the need for more research in regard to reading motivation and Edmunds and Bauserman (2006) pointed out the need for more qualitative research regarding motivation. By selecting participants who were highly motivated to read, I had the potential to explore factors that contribute to or shed light on possible reasons for their high levels of reading motivation. The qualitative nature of my study allowed the children to freely express their feelings regarding relationships and constructs from various levels of reading enjoyment and motivation levels. The findings and conclusions are based on a very small number (7) of participants. One goal of case study research is to tell a story as it defines the case (Stake, 1995, p. 131) and my study tells the story of what reading means to my participants. My study demonstrated trustworthiness based on the procedures and methods of data collection and analysis. Trustworthiness was achieved through establishing credibility, transferability, dependability, and confirmability. Each of these will be revisited in this chapter.

Most current literacy research focuses on components of reading skills and their relationship to reading motivation or reading behavior; however, less research has focused on children who are very good at reading or children who struggle with reading (McGeown, et al., 2012). Although my study did not use reading proficiency, or skill, as a participant selection factor, it is generally believed that children who are highly motivated to read are usually skilled readers. The participants in my study seemed to agree, for all of my participants exhibited middle to high self-concepts toward reading as shown on their MRP results. Several questions on the MRP focused directly on their perception of reading ability. Their self-concept scores ranged from 75% to 98% which suggests a healthy view of their perceived ability toward reading skills. Even though my study employed a small number of participants, their experiences add to this limited body of research.

Extent of Reading

Sub-question 1: To what extent do children who exhibit a positive reading attitude read?

Finding: Children in this study who exhibited a positive reading attitude read widely and extensively with varying reading activities and preferences. This shows that these children value the act of reading as a worthwhile activity. It also shows me that these children are intrinsically motivated to read.

Research has found that children who are motivated to read will read more often than children who are unmotivated in the task of reading (Guthrie, Wigfield, Metsala, & Cox, 1999; Melekoglu, 2011; Watkins & Coffey, 2004). Many studies focus on reading motivation and gender (McGeown, Goodwin, Henderson, & Wright, 2011) or comparisons of reading based on gender (Bettis & Roe, 2008; Love & Hamston, 2003). Furthermore,

several studies have focused on children who have a low reading self-perception and low motivation toward reading (Chapman, Tunmer, & Prochnow, 2000). Fewer studies focus on the extent that avid readers like to read, especially the extent that highly motivated readers read. My study looked at the extent that these children read, providing a voice to them that did not place limitations on the focus as previous studies have done (i.e., gender, genre, ability, format). The children were allowed to tell their story through multiple data sources, including open-ended interview questions that used a protocol with the freedom for me to add follow-up or clarifying questions as needed and through their reading journal which allowed them to respond to open-ended questions related to a book they were reading.

In a study of the contribution of reading motivation to reading amount, Guthrie et al. (1999) found that both intrinsic and extrinsic motivation played a vital role in the amount the children read; however, because of the nature of the simultaneous category in the regression model, they were unable to determine if the motivation factors uniquely contributed to reading amount. Since my study focused on qualitative methodology, my participants' experiences added depth to their finding and supplied evidence of the unique level of involvement of both intrinsic and extrinsic motivation and the relationship each had with the children's amount of reading. The answers to all of my sub-questions also add depth to Gurthrie's (1999) study. Intrinsic motivation was involved through my participants' enjoyment of the act of reading. This was shown in the finding in which all participants demonstrated in their interviews that they like reading for the pure enjoyment of it. Jason stated that he found reading to be a fun way to spend his time (intrinsic motivation) and this was corroborated by the amount of reading he participated in as evidenced in his reading log (see Appendix K). He filled the reading log completely (11 entries) with just recording three

days of reading activities. Further evidence of this was found in the themes *self-perception as readers* and the *purpose of reading* as participants expressed that reading made them feel internal gratification and served their immediate and future needs. This leads me to believe that the children in my study saw the value of spending time to read and therefore made the effort to read.

Extrinsic motivation was also involved through my participants' enjoyment of reading and was related to their reading amount. This was found within the theme *outside influences*. Three participants expressed the desire to read to earn AR points to impress themselves and possibly others. This was corroborated through Andrea's amount of reading recorded in her reading log (see Appendix J). She entered the most entries of all participants (36) and expressed she was reading to earn AR points before the approaching deadline, yet she stated she does not read merely to earn AR points. Extrinsic motivation was also hinted at in three participants' interviews as they expressed gratification of reading many books or reading for long periods of time which resulted in impressing others.

My study filled a need determined by Yaacov Petscher (2010) who, in his meta-analysis study of the relationship between reading attitudes and reading achievement, found that more research is needed to explore how closely reading attitudes and reading behavior are related. Findings from my study, though limited in scope, determined that children who exhibit positive attitudes read often and read extensively, thus adding to the conversation related to the need for additional research that Petscher (2010) documented when reviewing a 1982 study of attitudes by Rajecki. Rajecki believed that attitudes and reading behavior were related but the extent of this relation needed to be clarified. The scope of my study, with a limited number of participants, does not clarify the extent of this relationship but it does add

to the conversation by showing the extent that the highly motivated readers in this study display positive reading attitudes and read often.

Extent of Reading Enjoyment

Sub-question 2: To what extent do children who exhibit a positive reading attitude enjoy reading?

Finding: Children in this study who exhibited a positive reading attitude enjoy reading but that enjoyment is impacted by their individual purposes for reading. These purposes included the various aspects of aesthetic reading and efferent reading and encompass the means of reading to reach personal goals and explore interests. This shows me that these children see reading as a means to reach both present and future goals. They also see reading as a pathway to learn and view this pathway as pleasurable when reading is involved.

All of my participants expressed through their interviews that they view reading as pleasurable. Evidence also came from their individual Word Clouds derived from their words in the interview process. The words that appear most often in the interview will appear larger on the Word Cloud than words that appear less often in the interview. All participants' words are represented on the Word Clouds (See Appendices N-T). Some of the words that appear the most often are similar to expressing pleasure in reading. These included *interesting, like, feel, good, favorite, fiction, and entertainment*. Reading for information was also important to all of my participants and this was also evidenced on their Word Clouds. Common words appearing on their Word Clouds that were related to efferent reading include *math, facts, know, stuff, information, someday, and learn*.

My participants also expressed the inclusion of both intrinsic and extrinsic motivation in describing what reading means to them. Through a thorough literature review of both qualitative and quantitative research measures that focused on reading motivation as it related to reading behavior, Schiefele et al., (2012) determined that the extent of children's enjoyment of reading activities is related to motivation. My study corroborated their review of the literature by hinting at a relationship between reading motivation and reading behavior. The rich description of my participants' stories allows for transferability (Lincoln & Guba, 1985). This description allows readers to decide if this context may transfer to another context, adding to the trustworthiness of my study.

My study adds to the conversation regarding reading behavior and takes it a step further by looking at the extent of reading enjoyment, which is related to levels of motivation. My study found that the extent of the children's levels of enjoyment was determined by their individual purposes for reading, whether to fulfill internal desires, which is related to intrinsic motivation, or from a desire for earning good reading grades or praise from teachers for earning AR points, which is related to extrinsic motivation. Lepper and Henderlong (2000) also found this to be true in various academic venues including reading. But they determined in their review of related literature that extrinsic and intrinsic motivation is in a complex relationship that works together to impact behavior. I found this to be the case in my study as both intrinsic and extrinsic motivation played a role in the various reading activities the children enjoyed. When my participants are motivated to read, no matter the purpose, their behavior leads them to read.

This study also found that children who are highly motivated to read demonstrate they read for various purposes, including reading to learn more about topics of interest which

is related to efferent reading. This is interesting in light of a quantitative study of secondary students in Germany focused on determining if students' preferences for aesthetic or efferent texts were associated with reading motivation (Moller and Retelsdorf, 2008, as cited in Schiefele, et al., 2012, p. 449). They concluded that factors contributing to students' preferences for choosing to read were only related to efferent and aesthetic reading, not related to self-concept or competition. By including my participants' score of self-concept as determined on the MRP survey, another level was added to the conversation. Factors contributing to my participants' preferences for choosing to read were also related to efferent and aesthetic reading choices and may include self-concept since the participants all exhibit a strong self-concept in reading. More research is needed to determine the differences among these studies, especially since my study has a small number of participants, but some implications for educators exist. These will be discussed in a later section of this chapter.

Relationship Influences on Reading Perceptions

Sub-question three: To what extent do other factors, such as relationships with family, influence their perceptions of themselves as readers?

Finding: Other factors influence the children's perceptions of themselves as readers, including influences from family, friends, and teachers; however, the level and extent of each influence varies among the participants. Family is generally more influential, followed by teachers, and then finally friends. This shows me that the factors that influence these children's reading perceptions vary and are based on present situations, past experiences, and future goals. They feel proud of their reading abilities and enjoy praise from others.

Children in my study who were encouraged to read in their home environments were more motivated to read. Most encouragement in their home environment comes from family members, such as parents, guardians, siblings, grandparents, etc. My study focused on exploring the extent that the family relationships in my participants' homes and other social relationships influenced their self-perceptions as readers. All of my participants reported in their interviews that someone in their family values reading and six participants remember reading with their family members as a young child, resulting in a positive influence on their perceptions as readers. Family involvement was important as they were learning to read. One example Samuel provided in his interview showed motivation to read with parents. When he was very young, his dad read to him stories from a series that he learned to love and he became "fascinated by the stories." Family support is important now as they are reading to learn and reading for pleasure. An example comes from Samuel. He described events in his interview that show how his mom values the extent that he reads, and because of his past experiences with reading he now reads to his little brother, continuing the literacy cycle in the home. This leads me to suggest that the level of family involvement may correspond to the level of my participants' overall reading success, but a direct relation is beyond the scope of this study.

My findings were similar to Greaney and Hegarty's (1987, as cited in Baker, Scher, & Mackler, 1997) study of fifth grade children's home environments and its relationship to their reading experiences and attitudes. Similar to my study, they determined that children with positive attitudes toward reading participated in a greater amount of aesthetic reading at home than children who did not have a positive attitude toward reading. By allowing my participants to discuss any type of reading, findings emerged that demonstrated both aesthetic

and efferent reading at home were encouraged by family members. This was evidenced through four participants' reading logs. The combined time they spent reading was 42 hours in one week with 57 separate reading entries (see Appendices J-M). Of all the entries, 53 items were not required by their teachers and included both fiction (47 items) and nonfiction (10 items), representing both aesthetic reading and efferent reading.

Past and present reading experiences with various family members were mentioned more often than experiences with friends or teachers, leading to the conclusion that family seems to have more influence on these children's perceptions as readers. Some children in this study value teacher and peer praise more than others, so it does not seem that being highly motivated to read is a factor that plays in to the desire to please or impress others. However, that is beyond the scope of this study. Nevertheless, teachers and peers played an important role in my participants' perceptions of themselves as readers. My study agreed with the current literature that concludes that sharing books between peers and exposure to books from teachers both play important roles in children's reading perceptions (Edmunds & Bauserman, 2006; McKool, 2007). However, it provided a unique perspective in teachers' influences by also concluding that teachers' positive expressions toward the amount and extent of my participants' reading activities helped the children feel better about themselves as readers. Six participants provided evidence in their interviews that their teachers believe they are good readers which made them feel good about themselves as readers. Four participants reported their teachers appear proud of their ability to demonstrate a positive reading role model and two participants mentioned their teachers are proud of their reading grades.

Friendship or peer influences on children's self perceptions as readers took an unexpected turn. I expected my participants to be influenced by their friends' thoughts about reading and their reading choices, which was not evident in the findings. Rather, my seven participants stated that what their friends think about their reading ability and choices does not impact their own reading choices or their self perceptions. All the children reported they enjoyed sharing books with their friends (MRP Question 6) and two children reported that they enjoyed mentoring or helping their friends become better readers (interview). It seems that the children in this study have a positive influence on their peers who do not read as often. Perhaps exploring this area with older children in the middle grades might have varied results more to what I expected, possibly showing that highly motivated readers' peers may influence what they choose to read and how often they read.

Other Influences on Reading Perceptions

Sub-question four: What other factors, if any, play a role in children's perceptions of themselves as readers?

Finding: Other factors that play a role in children's perceptions of themselves as readers include their positive and negative feelings toward the act of reading, their reading grades, their ability to interact with literature as critical thinkers, their varying vocabulary and reading levels, and the use of digital technologies. These common factors show that the children in this study understand themselves as readers and are able to determine constructs that impact their self-perceptions as readers. It seems they are also able to manipulate the factors to help enrich their reading experiences.

My findings are related to the current literature that shows children who read often have an increased vocabulary (McKenna, et al., 2012). My study did not focus on quantitative measures of vocabulary levels but rather focused on the children's own perceptions regarding their reading achievement and attitudes. Vocabulary was a construct that emerged from three participants' interview data which demonstrated their focus on reading as it helped increase their vocabulary levels and reading levels. This was corroborated by their MRP data. Six participants reported they can almost always figure out unknown words and one participant can sometimes figure out unknown words (MRP Question 5). This provided a unique insight into the value they placed on reading, showing they may have understood the benefits of reading as possibly increasing their academic skills.

Digital technologies and the format of reading material also emerged as an important factor that influenced children's reading experiences and perceptions, but not to the extent that I expected. All but one of my participants stated in their interviews that they would rather read from a traditional print format than any form of digital technology. Most of my participants expressed preference for reading traditional print books, while one participant explained how she preferred reading from the digital format. This finding was corroborated by their reading logs, showing only 3 reading experiences from a digital format out of 57 entries. This was a surprising finding to me. Although I expected and found each of them to be knowledgeable in the various digital literacy technologies, I was surprised to find the majority did not prefer reading in the digital format. It seems that reading from the digital technologies, such as a Kindle, may not motivate them to read more. They read in the format that serves their purpose at the time, such as the ability to adjust lighting on a Kindle if reading at night. Since the children in my study seem to value increasing their vocabulary

through reading, it appears that they would value digital technology formats more if they understood that their use may increase vocabulary knowledge by making it easy to look up unknown words. Another benefit would be the process of navigating the interactive nature of these technologies, resulting in the ease of exploring interests.

In a recent survey study of reading attitudes of 5,080 middle school students, McKenna et al., (2012) found similar results in regard to reading attitudes toward digital formats. However, their study determined differences among academic and recreational reading with digital formats and reflected gender differences. They found that middle school females had a more positive attitude toward reading both academic and recreational books from a digital format than middle school males did. This was also true in my study of younger children, for the participant who enjoyed reading in a digital format was female. Because of the limited number of participants in my study, I am not able to generalize this finding to a larger population as McKenna et al. (2012) did.

The Meaning of Reading

Overarching research question: What is the meaning of reading to children who are highly motivated to read?

Finding: The meaning of reading to children who are highly motivated to read is multifaceted, centered around the purposes of reading, including reading for the pure enjoyment of it, reading for information, reading to fulfill outside requirements, reading to impress others, and reading for internal gratification. Furthermore, reading is a pleasurable and personal experience through exploration of known and unknown settings across genres, or categories, of literature. Reading opens the door to knowledge, creating a space to learn

about things of interest and useful facts to help guide future learning and experiences.

Reading involves serving the reader with fulfilling various purposes that are motivated by both intrinsic desires and extrinsic needs, with a higher concentration of intrinsic desires than extrinsic needs.

Each of my research sub-questions provided evidence to help determine what reading means to the highly motivated children in my study. This description of the meaning of reading provides a glimpse into what makes highly motivated readers tick. My participants are unique, resulting in personal meanings of reading with small differences, but the general themes within the overall meaning were similar across the participants. These themes include the love of their favorite genres, relating to their favorite characters, being able to think critically about the story by making connections, and reading to learn. My study's purpose was to explore and describe their reading perceptions and determine what reading means to them. This exploration has resulted in only a glimpse into their reading perceptions. I noticed that the uniqueness of each individual influenced how they viewed reading and how they viewed themselves as readers. More research is needed to determine if this meaning is generally true for all children who are highly motivated to read or if being highly motivated to read made their meanings unique.

The importance of intrinsic motivation on the extent of reading activities really came through in this study. While all children in this study understood the need to read for information and read to impress others at varying times, the draw of the stories fed them with more internal desire to continue reading. The data concluded that most of their reading experiences focused on reading fiction stories for the sake of the enjoyment of the story. The gratifying feeling of the act of reading was the desired outcome. This leads me to conclude

that fostering intrinsic motivation may be the key to increase motivation to read in children who may not value this gratification. Such a task is not easy but my study underscores the need.

One of the reasons I embarked on this study was to gain insight into highly motivated readers' affective domain. For several years I have witnessed many children in my school library who were capable of reading and chose not to read. I have also witnessed many children who lacked sufficient skills to read yet enthusiastically embarked on the task often. I also noticed many children who were motivated to read just for the extrinsic rewards they would receive, and conversely, I also observed many children who would read often, making selective book choices and expressed immense enjoyment of the stories. All of these children were motivated to read on varying levels and for various purposes, showing the complex nature of the act of reading. This study has answered my research questions, but after reflecting on why I wanted to do this study, I see that it has only whet my appetite to keep exploring. I hoped to understand the perplexing nature of children who exhibited high motivation toward reading. I now see that having knowledge of their perplexing nature and understanding it are not the same thing. This study provides a basic understanding, but the deep understanding I was searching for is still calling me. More research is needed for me to fully understand the dimensions of children's reading perceptions and the relationship between motivation and the choice to read.

The trend for calling for more research is a healthy task and not uncommon. In a review of the reading motivation literature, Schiefele et al. (2012) concluded that more research is needed to help distinguish between reading for enjoyment and reading for school-related assignments. In the attempt to describe the reading perceptions of highly motivated

children, my study focused on both types of reading mentioned by Schiefele and his colleagues. By exploring what reading means to my participants, this study offers researchers, educators, and interested persons a deeper knowledge and basic understanding of the individual perspectives and the collective perspectives of the highly motivated readers in my study.

Table 8

Consistency Chart of Findings, Interpretations, and Conclusions

Findings	Interpretations	Conclusions
<p>1. Children in this study who exhibited a positive reading attitude read widely and extensively with varying reading activities and preferences.</p>	<ul style="list-style-type: none"> -The children value the act of reading as worthwhile. -When the children value something, they choose to spend time with it. -Children with positive reading attitudes are intrinsically motivated to read which seems to be the driving force behind the amount of time they spend reading. 	<ul style="list-style-type: none"> -When children see the value of spending time to read, then they will make the effort to read. -Motivation plays a key role in determining the extent that these children read.
<p>2. Children in this study who exhibited a positive reading attitude enjoy reading but that enjoyment is impacted by their individual purposes for reading. These purposes included the various aspects of aesthetic reading and efferent reading and encompass the means of reading to reach personal goals and explore interests.</p>	<ul style="list-style-type: none"> -The children want to reach their personal goals (both present and future) and they see reading as a means to reach them. -They see reading as a pathway to learning. -They experience reading as pleasurable in itself. -Extrinsic motivating factors also lead them to enjoy reading and give them a 	<ul style="list-style-type: none"> -When the children in this study are motivated to read, no matter the purpose, their behavior leads them to read. -Both intrinsic and extrinsic motivation plays a role, not just intrinsic motivation.

	purpose to read.	
<p>3. Other factors influence the children’s perceptions of themselves as readers, including influences from family, friends, and teachers; however, the level and extent of each influence varies among the participants. Family is generally more influential, followed by teachers, and then finally friends.</p>	<p>-The factors that influence the children in this study to read vary among the children, based on present situations, past experiences, and future goals.</p> <p>-Sharing reading experiences with family is important to the children in this study. Family involvement was important in the past as they were learning to read and is important now as they are reading to learn and reading for pleasure.</p> <p>-Reading to impress their teachers and friends is important. They value their teachers’ praise and friends’ admiration for being successful in reading. This makes them feel good about themselves as readers.</p> <p>-Children in this study have a positive influence on their peers who are not as motivated to read.</p>	<p>-The level of family involvement may correspond to the level of reading success.</p> <p>-Some children in this study value teacher and peer praise more than others. It does not seem that being highly motivated to read is a factor that plays into the desire to please or impress others.</p> <p>-Family seems to have more influence on children’s perceptions as readers.</p> <p>-When children’s self-concept in reading is high, they experience pride in reading.</p>
<p>4. Other factors that play a role in children’s perceptions of themselves as readers include their positive and negative feelings toward the act of reading, their reading grades, their ability to interact with literature as critical thinkers, their varying vocabulary and reading levels, and the use of digital</p>	<p>-Children in this study understand themselves as readers and are able to determine how constructs impact their self-perceptions as readers.</p> <p>-Children in this study enjoy reading stories that make them connect with the characters and feel like they are living in</p>	<p>-These children are able to manipulate and control the various factors to meet their needs and enrich their reading experiences.</p> <p>-Just being highly motivated to read does not mean the children do not have reading struggles, especially in reading out loud.</p>

<p>technologies.</p>	<p>the story.</p> <ul style="list-style-type: none"> -Some children in this study feel they are good readers but not good at reading aloud. -Children in this study use digital technology when it serves their purpose, such as convenience. The digital technologies do not seem to motivate them to read more. -The children want to make good grades and are pleased with their reading grades. -They see reading as a way to gain a stronger vocabulary which makes them have a strong self-perception toward reading. 	<p>-These children do not see the full potential of utilizing digital technologies in reading tasks.</p>
<p>5. The meaning of reading to the children in my study who were highly motivated to read is multifaceted centered around the purposes of reading, including reading for the pure enjoyment of it, reading for information, reading to fulfill outside requirements, reading to impress others, and reading for internal gratification. Furthermore, reading is a pleasurable and personal experience through exploration of known and unknown settings across genres, or categories, of literature. Reading opens the door to knowledge, creating a space to learn about things of interest and useful facts to help guide future learning and</p>	<p>-Individuals are unique and this includes children who are highly motivated to read. The meaning of reading to them varies, but the general themes within the meanings are similar.</p> <p>-Intrinsic desires are stronger pulls to read than extrinsic needs because most reading activities of these children involve reading for pleasure and enjoyment of stories. They value their favorite genres and the stories draw them in.</p>	<p>-Looking at the meaning of reading through the lenses of highly motivated readers provides only a glimpse into their reading perceptions. More research is needed to determine if this meaning is generally true for most children who are highly motivated to read.</p> <p>-A focus on developing a love of stories is beneficial and leads to intrinsic motivation. This may be the key to fostering the love of literature, leading to more reading experiences.</p>

<p>experiences. Reading involves serving the reader with fulfilling various purposes that are motivated by both intrinsic desires and extrinsic needs, with a higher concentration of intrinsic desires than extrinsic needs.</p>		
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Implications for Educators

By understanding what reading means to highly motivated children, educators may have a sharpened tool to more accurately diagnose, foster, and cultivate various reading behaviors and attitudes that have been perplexing educators for decades. This study provided educators an insider view of the reading perceptions of some children who are already motivated to read. More improved and focused instructional strategies to help promote the same attitudes and motivation in children who are not as motivated toward academics and reading could emerge from this study. For example, understanding that highly motivated readers view reading as a pleasurable experience with increased academic (vocabulary) skills as a bonus of extensive reading rather than the reason to read may help educators. This knowledge may help educators see the need to focus on reading pleasure with unmotivated readers, helping them to experience and value the act of reading, instead of trying to focus on building isolated skills needed to become better readers.

Use of Measurement Tools

Understanding the importance of improving children’s attitudes toward reading should lead educators to explore factors that influence children’s affect or emotions. This study underscores the importance and provides a solution. There are several tools available

to teachers to study and measure their students' affective domain. Many of these tools are located in the public domain so ease of access and availability is not an issue. One tool is the MRP used in my study. If educators would follow the instructions provided with the selected document and administer the MRP to their elementary students (or use the adapted version for adolescents), then they may have a clearer view of their own students' reading perceptions and attitudes. This would provide them with valuable information related to their own students' reading motivation level and self-perceptions of themselves as readers. They would be able to apply instructional techniques geared to specifically address issues their own students reflect need of.

Common Core State Standards

A current issue that is perplexing educators is the recent adoption of the Common Core State Standards by many states. This has led to updated assessments and standards that call for students to read at higher textual complexities than ever before. Crow (2007) pointed out that often these high-stakes assessments lead to instructional strategies that "create unmotivated learners" (p. 49). This study showed the importance of both intrinsic motivation and extrinsic motivation in the participants' value of and purposes for reading. Some instructional practices emphasize extrinsic rewards and ignore fostering intrinsic desires. Both are needed to create motivated learners and this may apply to create motivated readers, as well. If educators focus on ways to increase intrinsic motivation, then their students might be more successful in their extent and amount of reading activities. This may help with developing the critical thinking skills required for the new assessments.

Another important implication for educators to focus on is the increased focus on nonfiction informational text as outlined in the new Common Core State Standards (CCSS). The participants in this study expressed the joy of reading nonfiction in their interviews, yet only 10 nonfiction items were recorded in their reading logs (see Appendices J-M). Only four participants completed the reading log, so this is possibly why the nonfiction number is low; however, it is substantial when compared to the 57 overall entries including 47 fiction items. Perhaps another reason is that their teachers and/or parents may value fiction and encourage fiction reading more often than nonfiction. Ed Spicer (2013) is a teacher and curriculum leader who addressed this issue recently. He believes the CCSS focus on increasing the percentage of nonfiction books children read as they progress through their schooling does not mean we need to focus on how many fiction books or nonfiction books the children read. Instead the focus needs to be on how educators teach with the books and how they model expository text strategies. I agree with Spicer that children will benefit from and select more nonfiction materials to explore when they experience the reading of nonfiction text modeled effectively. I cannot conclude that the children in my study have not had the positive experiences Spicer mentions, but this study points to the need to explore effective expository teaching strategies to promote more nonfiction informational texts. Some participants in my study also value facts they learn from reading fiction books, leading to the importance to revisit the narrow emphasis CCSS places on nonfiction text to teach facts.

Peer Influences

While focusing on the influence of peers on my participants' reading perceptions, it was determined that the motivated readers in my study actually influenced their friends who

were not as motivated to read. This was not what I expected, but important educational implications can be made. This was highlighted by one of my participants who gave of her time to help her friend learn to read better. She would read with her friend who was a struggling reader while traveling on the school bus, hoping to help her friend gain reading skills. Perhaps educators may see the importance of this and offer time in the classroom for children to read together. It would be strategic to place effective readers with struggling readers to allow the peer tutoring process to work its magic.

Goal Orientations

The practice of reading to reach personal goals was a construct seen across all participants. Some of the goals included future career goals and some included more present issues such as increasing knowledge or fulfilling desires of interest. Educators may find it effective to increase motivation to read by utilizing strategies to get students to reflect on their present and future goals. This would give educators opportunities to stress the need to read to reach almost every goal. By effectively linking their goals with the need to read may help students see the value to read and thus increase their motivation to read.

School Librarians

This study also has implications for educators serving as school librarians. One of the main objectives of a strong library program is to foster the love of reading. This is more easily accomplished in elementary libraries as children are learning to read. This is more difficult for school librarians in the middle and high schools as students are now reading to learn. The joy of reading can sometimes be overclouded by the need to read for information. School librarians can take the knowledge gained from this study to show students and

classroom teachers the need to still provide opportunities for their students to read for pleasure and increase the opportunities for them to enjoy reading. Hosting students in book clubs or book groups during the lunch break may be one way this can be accomplished.

Accelerated Reader (AR)

Trends in literature suggest that a person's educational setting may impact one's attitude toward academics. I believe this to be true across my participants especially in regard to my research site's use of AR to promote reading. The school has access to Renaissance Enterprise, which means they have access to every AR quiz that Renaissance makes, which is nearly 150,000. As the previous librarian at the school, I did not require or promote AR in the rigid way that Renaissance promotes. I did not require the students to read only within their lexile range as determined by testing which Renaissance provides, and I discouraged the teachers to do so. Students were allowed to read books from any level they selected, regardless if it was below or above their lexile reading range. Students also had the choice of freedom to take a quiz or not. Often teachers would put other requirements on their students, such as a grade for taking a quiz on a class novel they read, which may shape some of the students' habits. Each classroom teacher received \$50 per school year to spend on reading incentives and awards. The incentives and awards were earned by the students periodically and based on each student's progress toward their individual goals.

My study did not focus on AR or directly ask questions about it, except with follow-up interview questions when my participants mentioned it. Yet, the school's setting and use of AR did show up in their stories and meanings of reading, though on varying levels. An example of the varying views is indicated by the mention of AR by some of the children.

They explained how they read for enjoyment and for learning, while also earning AR points for passing quizzes on the books. They were quick to point out that AR was not why they read, yet AR seemed to be important to them for various reasons. These reasons include earning points to impress themselves, their friends, teachers, and parents. One child spoke of how he loves Harry Potter and had a hard time putting the book down, and in the next sentence he said he had a list of four or five books he recently read that he was saving to take AR tests on next year since this school year was nearing the end (they may only take a quiz once). This shows me he loves stories, and he enjoys earning AR points as a bonus or benefit of reading, rather than the reason to read.

An opposite view came from another participant. He stated he loves to read mainly nonfiction books to gain informational knowledge. He feels reading fiction is not good use of his time since it does not teach him anything. He also mentioned that he does not take AR quizzes very often, yet he is a successful reader and is succeeding in his classes. This shows the dynamic nature of the use of AR in this school, for it can be embraced by the children or shunned without any consequences. To me, this is how AR should be used to help promote reading and allow those who want the extra extrinsic rewards the opportunity to earn them. Research on the effects of implementing AR into reading programs is inconsistent and inconclusive. Reading expert Stephen Krashen (2007) mentions that research on AR is mostly inconclusive but he believes the positives with AR comes from students spending more time reading, not as a result of quizzes or incentives. Some research suggests that promoting AR by following the guidelines from Renaissance, including only letting children read books from their lexile range, actually diminishes intrinsic motivation, while other studies conclude that utilizing AR in the reading program increases children's motivation to

read and increases reading comprehension. Krashen points out the problems with the research not including a “proper comparison group” resulting in inconsistent conclusions from the various studies. One such study is embraced by AR as proof of its effectiveness (Ross, Nunnery, & Goldfeder, 2004, 2006, as cited in Krashen, 2007). Krashen points out that Ross et al. conclude there is a strength of the treatment but mention it is not statistically significant; however, AR researchers “interpret the effect sizes...more positively than the authors of the study do” (¶ 6). Exploring the details of this debated issue is beyond the scope of my study; however, it is important to listen to my participants’ voices and how they interpret their experiences with AR. This has important implications for educators and researchers. I believe if my study’s school setting promoted AR in the rigid way of only allowing them to select books on their reading level, then these children’s experiences, views, and attitudes toward reading may be more negative, resulting in a different meaning to read. If educators teach at a school where AR promotion is required, it may be beneficial to promote it the way my research site did. This includes allowing students the choice in what to read, and the choice in whether to participate in the quizzes and earn incentives or prizes. Perhaps then they would have positive reading experiences in spite of AR implementation.

Other Motivating Factors

My study also highlighted the importance of teacher praise, reader choice, fostering intrinsic motivation, and making connections between readers’ experiences and home life. Educators may find it useful to focus on each of these constructs and relate them to reading activities across the curriculum to possibly improve the reading motivation of readers who are not as motivated to read. Following are some strategies educators may use. Motivation increases when children are given a choice of what to read, so providing them with

opportunities to read something they select is key. Children generally appreciate and value authentic praise from their teachers, and this can be accomplished in various opportunities. Providing high quality literature for children to read may allow them to experience stories that draw them in and increase motivation to read. Educators may also orally read high quality literature which may increase children's intrinsic motivation to read other stories of high quality. Motivation for learning is usually increased when educators are able to connect what students are learning to their current situation and home life, and this can be accomplished across various curriculum avenues.

Implications for Families

My study showed the importance that all of my participants placed on early reading experiences with family members and the continuance of these reading experiences throughout their elementary years. It is imperative that families continue to read with the children in their care in order to foster the affective domain of reading to improve reading attitudes and intrinsic motivation. It cannot be determined from the scope of my study if children who are not motivated to read would have similar positive experiences or if their reading lives with their families were neglected which would possibly add to their low motivation to read. However, my study showed the positive relationship between early and continued reading experiences with family and the positive influence it had on my participants; therefore, reading with family members is encouraged.

It is also important for families to note that positive comments, facial gestures and related body language were also important to highly motivated children, thus demonstrating the need to continue this behavior or begin it if it is currently neglected in families' homes.

My study showed that children who are highly motivated to read felt their reading lives were supported by their various family members, and their body language and wording from the data collected demonstrate the level of importance of this to the children. An example of this was found in Samuel's interview as he explained his mom smiles at him as he reads and "it's her look" that shows him her approval of his reading activities. Their reading lives were supported financially through purchasing of books and through opportunities for library visits. An example of this was found in Samuel's and Serena's interviews. Samuel spoke of the extensive amount of children's magazines his parents have subscribed to for him. Serena spoke of the numerous books she has at home and how her mother and grandmother give her money to spend on books at the book fair each year. They were also supported psychologically through the various gestures mentioned above. These were important and should be goals of families to foster the reading lives of their children, which in turn may promote healthy intrinsic reading motivation thus possibly increase achievement in all academic areas (Melekoglu, 2011).

Implications for Researchers

This study also has implications for future research. One such important consideration for future research is the importance of involving parents and teachers in future related studies. My study focused solely on the children's voices, but it is clear from the findings that it would be useful to study their parents and how they view their child's reading lives to compare it to the child's perspective. This may lead to a deeper understanding of the constructs related to their reading perceptions. It would also be useful to study more experiences from school and to interview teachers to get a clearer picture of their perspectives in regard to teachers' expectations and instruction. Also important is to explore

how this relates to children's reading motivation and the impact it has on their perceptions of reading.

Another useful component to add to future research is to repeat this study with a larger number of highly motivated participants and bring in socioeconomic factors and gender factors to determine if there is a relationship between socioeconomic background, gender, and reading motivation. Repeating this study with children with low motivation may also provide insight to educators to see if there are any correlations or similarities among highly motivated and low motivated readers. Reading achievement was not considered in this study, so looking at standardized test scores and quantitative measures to compare to the qualitative data among both low and high motivated students may be beneficial to educators.

Digital literacies are emerging and becoming more important in the academic and home lives of children. This was a component that emerged from the data. Perhaps purposefully adding this component to the repeated study may add to the growing body of research in this area and find useful implications for educators to see how digital literacies impact the motivation to read. This study could be repeated with adolescents at the middle school age and the results might be different. Perhaps completing another study with the same constructs would be interesting to see if or how the affective domain is impacted by age. Also controlling for gender and age might result in important implications for educators.

Conclusion: Excerpt from Researcher's Journal

In order to bring meaning and focus to my case study of children's perceptions of reading, I kept a researcher journal throughout my study, beginning prior to data collection

and completed after noting my findings. Keeping this journal, along with the detailed descriptions of data collection and analysis provided an “audit trail” (Bloomberg & Volpe, 2008, p. 78), adding to the trustworthiness in my study by providing dependability and confirmability. To conclude this study, I would like to share pieces of my journey with you, thus bringing a sense of completeness and cohesiveness to the study. I will include excerpts from my journal recorded prior to data collection, an excerpt during data collection, and an excerpt after data were collected and analyzed. Pieces of this excerpt have been edited from its original version for clarity and readability.

Setting the Stage for Collection

I have obtained IRB approval at last. I feel like I've been working on this research proposal for so long and it feels so good to finally get the saga going. I just met with the fifth grade teachers today and have finalized my plans with them to begin our journey together. I appreciate their willingness to allow me into their classroom families to explore reading perceptions with their students. They seem excited to what I might find, so I feel apprehensive to make this study be as sound as it can be.

Today I met with the children to administer the survey to them. I see eager faces. I hear excited voices. I feel like an outsider looking in at children's reading perceptions through a dirty window. I feel like my research plan will wipe away the dusty film and dirt, leaving behind a sparkling, clear view of what reading means to highly motivated children. I'm so excited. I think their excitement is contagious and I've caught it! I hope they understood my explanation to provide their honest views and not to include what they think I, as their previous librarian, want to hear.

Raising the Curtain on the First Act

I just finished collecting all my data. I don't know why, but this feels like a big milestone for me. This is the largest research study I've embarked on and it makes me feel like my education for the past four years is being validated. I want to dig into my data and analyze it to see what I can find. I'm ready to explore the data to answer my research questions. I really want to know what reading means to children who love to read. I have watched children in my library for the past seven years and their behavior has perplexed me often. I want to know why and what they're thinking in regard to their reading attitudes, ideas, and perceptions. I don't have a script to follow but I have a research plan based on my theoretical assumptions and steps of analysis. Let's get this show started!

The Final Scene

After analyzing the data and putting the findings on paper, my study seems so much more real now. I have been invited into my participants' reading lives and discovered beauty within them that I didn't foresee. They are each unique individuals yet they have a collective voice regarding their love and enjoyment for reading. I feel much pressure and obligation to interpret their voices and perceptions accurately and thoroughly.

As I started putting the findings down on paper, my emotional connection to the study took hold of me. The data seemed to draw me in, especially as I created the data charts to help guide my thoughts and analysis. Each sub-question with its finding was like a stepping stone to the final conclusion, the overarching answer to the meaning of reading to my participants. As I explored this overarching meaning, I was in awe of the multifaceted levels of their meanings. I was so excited to read it over and was pleased with the results. It felt

like the curtain finally closed on a wonderful performance that I was narrating, yet as all research does it creates more avenues for further research. Each area of the overarching meaning of reading is its own piece and could emerge with a study all its own, which I found both exhilarating and exhausting.

I have paused from the findings and looked over them with fresh eyes. I still see the overarching meaning of reading as exhilarating. I am excited to look into implications for how this will help teachers better meet the needs of their students and how this will help parents know that what they do to promote reading, even the little things like a “look” really make a difference and make a positive impact on their students and children. I feel like I’ve closed the curtain on this first performance, and now I’m ready to revamp, look at each “act” and follow through with another “performance,” or study, to add to the growing body of literacy research. I still have much to learn, so I’m off to continue this journey of learning and research.

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APPENDICES

Appendix A

Oklahoma State University Institutional Review Board

Date: Thursday, March 14, 2013
IRB Application No ED1322
Proposal Title: Children's Perceptions of Reading

Reviewed and Expedited
Processed as:

Status Recommended by Reviewer(s): Approved Protocol Expires: 3/13/2014

Principal

Investigator(s):

Kelli A. Carney	Kathryn Castle
P.,O Box 1271 241 SE 263 D	235 Willard
Locust Grove, OK 74352	Stillwater, OK 74078

The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

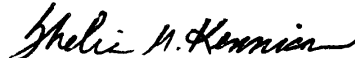
The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval. Protocol modifications requiring approval may include changes to the title, PI, advisor, funding status or sponsor, subject population composition or size, recruitment, inclusion/exclusion criteria, research site, research procedures and consent/assent process or forms.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Dawnett Watkins 219 Cordell North (phone: 405-744-5700, dawnett.watkins@okstate.edu).

Sincerely,



Shelia Kennison, Chair
Institutional Review Board

Appendix B

PARENT/GUARDIAN PERMISSION CONSENT FORM

OKLAHOMA STATE UNIVERSITY

PROJECT TITLE: Children's Perceptions of Reading

INVESTIGATORS: Kelli Carney, M.S., Oklahoma State University

PURPOSE: This form provides a description of your child's involvement and rights as a participant. The purpose of this study is to describe the reading perceptions and reading attitudes of children who exhibit high motivation levels to read. I want to look at what reading means to your child and the extent to which he/she reads and enjoys reading.

Dear Parents/ Guardians:

My name is Kelli Carney. I am a doctoral student at OSU. I have taught at Locust Grove Upper Elementary in the past, including six years as a fourth grade teacher and seven years as the Library Media Specialist. Currently I am teaching elementary teacher candidates at Northeastern State University in Broken Arrow. This letter is to inform you about a research study I need to complete in order to finish my PhD degree at OSU. It would be an honor for me, the principal investigator, if you would read this and consider allowing your child to participate.

PROCEDURE:

- Your child has been invited to participate in this study. This study is divided into two sessions.

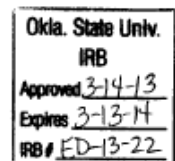
First Session:

- I will ask your child to take a survey about what reading means to your child. The survey I will ask your child to take is called the *Motivation to Read Profile* (MRP) and will take around 15 minutes to complete. There are no right or wrong responses on the survey, for it asks questions about their feelings and attitudes toward reading. The survey results in a reading motivation score. If your child scores among the top eight students among those taking the survey, then he/she may be invited to continue on to the second session of the study.
- If your child is not selected to continue on in the study after the survey, then he/she is finished participating in the study and no further action is needed. If you desire to know your child's motivation score as shown on the survey, you will need to contact me by telephone or email to set up a meeting at the conclusion of the study so I can share the score with you. I will let you know the time frame when I receive your request.

Second Session:

- I will ask your child to participate in an interview with me. The individual interview will take place in an unused classroom in your child's school and will last approximately 30 minutes. I will audio record the interview. The interview

Updated: June 2011



questions will focus on what reading means to your child and the extent that your child reads and enjoys reading.

- Your child will be asked to read a book of his/her choice independently and record responses in a reading journal at various times throughout the reading process, including once before he/she begins reading the book, twice as he/she is in the middle of reading the book, and once after he/she has finished reading the book.
- Your child will be asked to keep a written reading log for one week in which he/she will record everything he/she reads throughout the week.

The first session of this study is designed to last one day (approximately 15 minutes). The second session of this study is designed to last up to one month. Your child will be excused from elective classes and taken to an unused classroom in his/her school (no longer than 50 minutes) once per week for approximately one month until all data is collected.

As the researcher, I will meet the following conditions:

1. I will assign a pseudonym (fictitious name) to all participants rather than use real names. Participants' real names will not be used at any point of information collection or in the written study.
2. I will keep the audio recording of the interview in a locked filing cabinet in my office at work. I will be the only one with access to the key and data. After my dissertation is approved, all audio recordings, transcriptions of interviews, and written documents collected from the participants, and any other personal information collected during the research study will be permanently destroyed.

RISKS OF PARTICIPATION:

There are no known risks associated with this project which are greater than those ordinarily encountered in daily life.

BENEFITS OF PARTICIPATION:

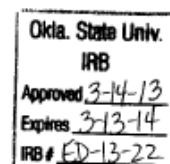
There is no expected benefit from participating in this study. However, it is possible that participants may become more reflective about the meaning of reading in their lives, which may be seen as a benefit.

CONFIDENTIALITY:

The records of this study will be kept private. Any written results will discuss group findings and will not include information that will identify your child. Research records will be stored securely and only researchers and individuals responsible for research oversight will have access to the records. It is possible that the consent process and data collection will be observed by research oversight staff responsible for safeguarding the rights and wellbeing of people who participate in research.

Audio files recorded during the interview will be kept in a locked file cabinet in the office of the principal investigator except when they are being used for transcription purposes. The findings from this research study will be reported in the principal investigator's doctoral dissertation and possibly scholarly publications following the

Updated: June 2011



approval of the dissertation. Any written results will not include information that will identify individual participants.

CONTACTS:

You may contact any of the researchers at the following addresses and phone numbers, should you desire to discuss your participation in the study and/or request information about the results of the study:

Principal Investigator: Kelli Carney, M.S., PO Box 1271, Locust Grove, OK, 74352, (918) 237-2493, carneyka@nsuok.edu.

Advisor: Dr. Kathryn Castle, EDD., 235 Willard Hall, Dept. of STCL, Oklahoma State University, Stillwater, OK 74078, (405) 744-8019, kathryn.castle@okstate.edu.

If you have questions about your rights as a research volunteer, you may contact Dr. Shelia Kennison, IRB Chair, 219 Cordell North, Stillwater, OK 74078, 405-744-3377 or irb@okstate.edu

PARTICIPANT RIGHTS:

I understand that my child's participation is voluntary, that there is no penalty for refusal to participate, and that I am free to withdraw my permission at any time, without penalty.

CONSENT DOCUMENTATION:

I have been fully informed about the procedures listed here. I am aware of what my child and I will be asked to do and of the benefits of my participation. I also understand the following statements:

I have read and fully understand this permission form. I sign it freely and voluntarily. A copy of this form will be given to me. I hereby give permission for my child

_____ to participate in this study.
(insert child's name here)

Signature of Parent/Legal Guardian

Date

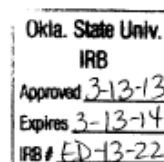
I certify that I have personally explained this document before requesting that the participant sign it.

Kelli Carney

Signature of Researcher

3/26/2013

Date



Appendix C

ASSENT FORM A SURVEY ASSENT FORM OKLAHOMA STATE UNIVERSITY

Dear Student,

We are interested in learning about the views and feelings toward reading of children of your age. We would like you to fill out a survey about reading. This survey is called the *Motivation to Read Profile*. It includes 20 questions in a multiple choice format and will only take about 15 minutes to complete. Your responses will be assessed and will result in a reading motivation score. There are no right or wrong answers on the survey, for it is all about your personal ideas and views toward reading. Your parent/guardian is aware of this project and has given permission for you to participate.

Please understand that you do not have to do this. You do not have to answer any questions that you do not want to. You may stop at any time and go back to your classroom without any negative consequences.

Your name will not be on the forms you fill out, and you will be given a fake name that will be put on your answer sheet so no one will know whose answers they are. If you have any questions about the form or what we are doing, please ask us. Thank you for your consideration.

Sincerely,

Kelli Carney
Graduate Student Oklahoma State University

Kathryn Castle, EdD
Professor Oklahoma State University

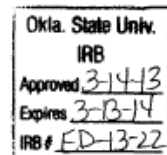
I have read this form and agree to participate in your project.

(your name)

(your signature)

(date)

Updated: June 2011



Appendix D

ASSENT FORM B INTERVIEW, READING JOURNAL, AND READING LOG ASSENT OKLAHOMA STATE UNIVERSITY

Dear Student,

We are interested in learning about the views and feelings toward reading of children your age and motivation level. Thank you for participating in the survey. Now, we would like you to answer some questions in an interview format, complete a written Reading Journal while you read a book of your choice, and keep a written Reading Log of everything you read for one week. Your parent/guardian is aware of this part of the project and has given permission for you to participate.

Please understand that you do not have to do this. You do not have to answer any questions that you do not want to. You may stop at any time and go back to your classroom without any negative consequences.

I will audio record your responses to my questions that I will ask you in an interview, but the audio file will be destroyed after my study is complete. I will write down (transcribe) your responses from the interview, but if you say anything that might identify you I will not write that statement down. Your name will not be on the papers you and I write on. We will assign you a fake name for you to record on your papers. If you have any questions about what we are doing, please ask us. Thank you for considering to participate in this study.

Sincerely,

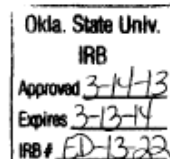
Kelli Carney
Graduate Student Oklahoma State University

Dr. Kathryn Castle, EdD.
Professor Oklahoma State University

Please mark a checkmark next to the items you agree to participate in. You do not have to agree to any item, and you do not have to agree to all items.

_____ Individual Interview (I will ask you 20 questions and audio-record your answers). The interview will take place with just you and me in an unused classroom during your activity time one day and will last approximately 30 minutes. The questions will all be related to how you feel about reading and reading-related activities including your reading habits and what you like to read. If you don't want to answer a question, just let me know and we will move on to the next question. If you decide you don't want to finish the interview, just let me know and you can return to your activity class without any negative consequences.

Updated: June 2011



_____ Reading Journal (You will get to read a book of your choice and answer questions in writing on a journal that looks like a worksheet. The questions will be about your experience as you read. It can be any book you're interested in, but it should be a book you haven't read before. You will then fill out the reading journal worksheet to answer some questions before you read, some questions as you're in the middle of reading the book, and some after you read the book. If you agree to do this, you still don't have to answer every question. You can leave some blank if you want to).

_____ Reading Log (You will be asked to write down every book you read and every reading activity you participate in either at school or at home for one week). The reading log is to help me see how much you read, what you like to read, and when you like to read. There are no right or wrong responses on the reading log, for you just need to record your reading experiences as they happen. If you begin recording your responses and decide not to finish, you may stop recording without any negative consequences and let me know when I return to pick up your Reading Log.

I have read this form and agree to participate in your project in the areas I checked above.

(your name)

(your signature)

(date)



Appendix E

PARENT RECRUITMENT LETTER

OKLAHOMA STATE UNIVERSITY

February 11, 2013

Dear Parents / Guardians:

My name is Kelli Carney. I am a doctoral student at OSU. I have taught at Locust Grove Upper Elementary in the past, including six years as a fourth grade teacher and seven years as the Library Media Specialist. Currently I am teaching elementary teacher candidates at Northeastern State University in Broken Arrow and am attending classes at Oklahoma State University. This letter is to inform you about a research study I need to complete in order to finish my PhD degree at OSU. It would be an honor for me, the principal investigator, if you would read this and consider allowing your 5th grade child to participate.

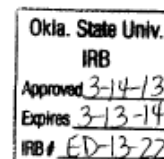
PURPOSE:

The purpose of this study is to describe the reading perceptions and reading attitudes of children who exhibit high motivation levels to read. I want to look at what reading means to your child and the extent to which he/she reads and enjoys reading.

PROCEDURES:

- I will ask your child to complete a multiple-choice survey that asks questions about how he/she feels about reading. The survey will take approximately 15 minutes to complete. He/she will not miss out on class time, for the survey will be given during his/her elective class/ activity class. I will score the survey and select eight students (four boys and four girls) who score in the top eight in reading motivation to continue in my research study. If your child does not score in the top eight, he/she will be finished with participating in this study. If you desire to know your child's motivation score as shown on the survey, you will need to contact me by telephone or email to set up a meeting at the conclusion of the study so I can share the score with you. I will let you know the time frame when I receive your request.
- The eight students who score a high motivation score may be asked to participate in an interview where I will ask them questions about their reading habits, what they like to read, why they like to read, and how often they read. The individual interview will take place in an unused classroom in your child's school during your child's elective/activity class and will last approximately 30 minutes. I will audio record the interview.
- The eight students will also be asked to choose a book to read and record responses on a Reading Journal worksheet as they read. The responses will be related to their experiences and thoughts as they read the book. This may take up to two weeks, depending on how quickly your child reads the book he/she selects.

Updated: June 2011



- The eight students will also be asked to keep a written Reading Log for one week, where they will record information about every book they read for the week.

OTHER INFORMATION:

I will assign a pseudonym (fictitious name) to all participants rather than use real names. Participants' real names will not be used at any point of information collection or in the written study.

I will keep the audio recording of the interview in a locked filing cabinet in my office at work. I will be the only one with access to the key and data. After my dissertation is approved, all audio recordings, transcriptions of interviews, and written documents collected from the participants, and any other personal information collected during the research study will be permanently destroyed.

Your child may stop participating at any time of this study without any type of penalty. There are no known risks associated with participating in this study, but it is possible your child will benefit by thinking about and reflecting on his/her reading habits.

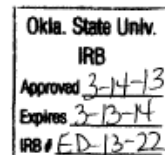
The school, including Mr. Cash and Mrs. Hall, has agreed to let me conduct this study with the 5th graders at your child's school. Your child's teacher is aware of this study.

Thank you for your time and consideration. Please let me know if you have any questions or concerns. You may call me at any time or send me an email. Once again, it would be an honor for me if you consider letting your child participate in my study. If you wish to let your child participate, please read and sign the attached Consent Form and send it to school with your child by 04/03/2013 (one week) to return it to his/her teacher.

Sincerely,

Kelli Carney
Principal Investigator
OSU PhD Student
918-237-2493
carneyka@osuok.edu

Dr. Kathryn Castle
Advisor
OSU Dept. of STCL
(405) 744-8019,
kathryn.castle@okstate.edu.



Updated: June 2011

Appendix F

Motivation to Read Profile (MRP)

TEACHER DIRECTIONS: MRP READING SURVEY

Distribute copies of the Reading Survey. Ask students to write their names on the space provided.

Say:

I am going to read some sentences to you. I want to know *how you feel about your reading*. There are no right or wrong answers. I really want to know how you honestly feel *about reading*.

I will read each sentence twice. Do not mark your answer until I tell you to. The first time I read the sentence, I want you to think about the best answer for you. The second time I read the sentence, I want you to fill in the space beside your best answer. Mark only one answer. Remember: Do not mark your answer until I tell you to. Okay, let's begin.

Read the first sample item. Say:

Sample #1: I am in (pause) **1st grade**, (pause) **2nd grade**, (pause), **3rd grade**, (pause), **4th grade**, (pause), **5th grade**, (pause), **6th grade**.

Read the second sample item. Say:

Sample #2: I am a (pause) **boy**, (pause) **girl**.

Say:

Now, get ready to mark your answer.

I am a (pause) **boy**, (pause) **girl**.

Read the remaining items in the same way (e.g., number____, sentence stem followed by a pause, each option followed by a pause, and then give specific directions for students to mark their answer while you repeat the entire item).

MOTIVATION TO READ PROFILE

READING SURVEY

Name _____ Date _____

Sample #1: I am in _____.

1st grade 4th grade

2nd grade 5th grade

3rd grade 6th grade

Sample #2: I am a _____.

boy

girl

1. My friends think I am _____.
 - a. a very good reader
 - b. a good reader
 - c. an OK reader
 - d. a poor reader

2. Reading a book is something I like to do.
 - a. never
 - b. not very often
 - c. sometimes
 - d. often

3. I read _____.
 - a. not as well as my friends
 - b. about the same as my friends
 - c. a little better than my friends
 - d. a lot better than my friends

4. My best friends think reading is _____.
 - a. really fun
 - b. fun
 - c. OK to do
 - d. no fun at all

5. When I come to a word I don't know, I can _____.
 - a. almost always figure it out

- b. sometimes figure it out
 - c. almost never figure it out
 - d. never figure it out
6. I tell my friends about good books I read.
- a. I never do this.
 - b. I almost never do this.
 - c. I do this some of the time.
 - d. I do this a lot.
7. When I am reading by myself, I understand _____.
- a. almost everything I read
 - b. some of what I read
 - c. almost none of what I read
 - d. none of what I read
8. People who read a lot are _____.
- a. very interesting
 - b. interesting
 - c. not very interesting
 - d. boring
9. I am _____.
- a. a poor reader
 - b. an OK reader
 - c. a good reader
 - d. a very good reader
10. I think libraries are _____.
- a. a great place to spend time
 - b. an interesting place to spend time
 - c. an OK place to spend time
 - d. a boring place to spend time
11. I worry about what other kids think about my reading _____.
- a. every day
 - b. almost every day
 - c. once in a while
 - d. never
12. Knowing how to read well is _____.
- a. not very important
 - b. sort of important

- c. important
- d. very important

13. When my teacher asks me a question about what I have read, I

- _____.
- a. can never think of an answer
 - b. have trouble thinking of an answer
 - c. sometimes think of an answer
 - d. always think of an answer

14. I think reading is _____.

- a. a boring way to spend time
- b. an OK way to spend time
- c. an interesting way to spend time
- d. a great way to spend time

15. Reading is _____.

- a. very easy for me
- b. kind of easy for me
- c. kind of hard for me
- d. very hard for me

16. When I grow up I will spend _____.

- a. none of my time reading
- b. very little of my time reading
- c. some of my time reading
- d. a lot of my time reading

17. When I am in a group talking about stories, I _____.

- a. almost never talk about my ideas
- b. sometimes talk about my ideas
- c. almost always talk about my ideas
- d. always talk about my ideas

18. I would like for my teacher to read books out loud to the class _____.

- a. every day
- b. almost every day
- c. once in a while
- d. never

19. When I read out loud I am a _____.

- a. poor reader
- b. OK reader

- c. good reader
- d. very good reader

20. When someone gives me a book for a present, I feel _____.

- a. very happy
- b. sort of happy
- c. sort of unhappy
- d. unhappy

SCORING DIRECTIONS: MRP READING SURVEY

The survey has 20 items based on a 4-point Likert scale. The highest total score possible is 80 points, which would be achieved if a student selects the most positive response for every item on the survey. On some items, the response options are ordered least positive to most positive, with the least positive response option having a value of 1 point and the most positive option having a point value of 4. On other items, however, the response options are reversed. In those cases, it will be necessary to recode the response options. Items where recoding is required are starred on the Scoring Sheet.

EXAMPLE: Here is how Maria completed items 1 and 2 on the Reading Survey.

- | |
|--|
| 1, My friends think I am _____.
a. a very good reader
b. a good reader
c. an OK reader
d. a poor reader
2. Reading a book is something I like to do.
a. never
b. not very often
c. sometimes
d. often |
|--|

To score item 1, it is first necessary to recode the response options so that

- a poor reader* equals 1 point,
- an ok reader* equals 2 points,
- a good reader* equals 3 points,
- a very good reader* equals 4 points.

Since Maria answered that she is *a good reader*, the point value for that item, 3, is entered on the first line of the Self-Concept column on the Scoring Sheet. See below.

The response options for item 2 are ordered least positive (1 point) to most positive (4 points), so scoring item 2 is an easy process. Simply enter the point value associated with the response that Maria chose. Since Maria selected the fourth option, a 4 is entered for item #2 under the Value of Reading column on the Scoring Sheet.

Scoring Sheet	
Self-Concept as Reader	Value of Reading
*recode 1. <u>3</u>	2. <u>4</u>

To calculate the Self-Concept raw score and Value raw score, add all student responses in the respective column. The Full Survey raw score is obtained by combining the column raw scores. To convert the raw scores to percentage scores, it is necessary to divide student raw scores by the total possible score (40 for each subscale, 80 for the full survey).

**MRP READING SURVEY
SCORING SHEET**

Student Name _____

Grade _____ Teacher _____

Administration Date _____

recoding scale

1 = 4

2 = 3

3 = 2

4 = 1

Self-Concept as Reader

Value of Reading

*recode 1. _____

2. _____

3. _____

*recode 4. _____

*recode 5. _____

6. _____

*recode 7. _____

*recode 8. _____

9. _____

*recode 10. _____

*recode 11. _____

12. _____

13. _____

14. _____

*recode 15. _____

16. _____

17. _____

*recode 18. _____

19. _____

*recode 19. _____

SC Raw Score: _____/40

V Raw Score: _____/40

Full Survey raw score (Self-Concept & Value): _____/80

Percentage Scores: **Self-Concept** _____
 Value _____
 Full Survey _____

Comments:

Appendix G

Interview Protocol

Participant _____ **Date** _____

1. Tell me about the last book you read.
2. Tell me about your favorite book. Why is it your favorite?
3. What do you like best about reading?
4. What do you like the least about reading?
5. How do you feel about spending your free time reading?
6. How often do you like to read each day?
7. Do you ever read from formats that aren't books, such as computer screens or digital books? If so, please explain.
8. Would you rather read from a book or from a digital format? Please explain.
9. Do you think you are a good reader? Why or why not?
10. What do your family members think about your reading habits?
11. What does your teacher(s) think about your reading habits?
12. Do you ever read books with a family member, such as grandparents, parents, or bother and sisters? Please explain.
13. Does it matter to you what your friends think about your reading choices? Why or why not?
14. How do you feel about your reading grades at school?
15. Do you like to read books that are required for school, such as textbooks? Why or why not?
16. Do you like to read informational books to learn more about things? Why or why not?
17. How often do you read books to learn about something you are interested in? Please give an example if you can.
18. Do you prefer to read books that are fiction (made up stories) rather than read books that are nonfiction (informational/ facts)? Why?
19. What helps you decide to choose to read a book or not read a book?
20. Is there anything else you would like to tell me about how you feel about reading?

Appendix H

Reading Journal

Title of the Book: _____ **Date:** _____

Author of the Book: _____ **Genre: Fiction or Non-Fiction**

Answer these questions before you begin reading the book.

1. Why did you choose this book to read?

2. What do you think this story/ book will be about?

Answer these questions as you read the book. A good way to do this is to answer each Reading Response after you read a chapter or two. Remember, these questions are based on your ideas and feelings. There are no right or wrong answers.

Reading Response 1

Page numbers read: _____ **Date:** _____

1. Who is your favorite character so far? Why?

2. What is your favorite part of the story/book so far?

Reading Response 2

Page numbers read: _____ **Date:** _____

1. Describe how you feel about reading this book.

2. Do you look forward to reading this book? Why or why not?

3. Do any of the characters remind you of yourself? If so, how? If not, why not?

Reading Response 3

Page numbers read: _____ **Date:** _____

1. Finish two or three of these sentences based on your ideas and feelings about the story.

I wonder _____
_____.

I'm confused about _____
_____.

I love the way _____
_____.

I wish that _____
_____.

Answer these questions after you read the book. Remember, I am interested in your ideas and feelings about reading. There are no right or wrong answers.

1. What did you like best about reading the story/book?
2. What did you like least about reading the story/book?
3. How long did it take you to read this book?
4. Are you glad you chose this book to read? Why or why not?
5. Did you learn something from reading this book? If so, what?

Appendix I
Individual Reading Log

Instructions: Please record all of your reading activities and experiences for seven days. Please use the categories provided at the top of the chart. I have included three examples for you to help you as you record your experiences. If you have any questions, please ask your teacher, for I have shared this information with her. All of your reading experiences are important, even if they happen at home and are not required by your teacher. Please do not read an extra amount just to complete this Reading Log. I am more interested in what and how much you read in a regular week. This will add to my research that we are working on together. If you run out of space, please continue on to the next page. Thank you so much for your participation. When your week is up, please turn your Reading Log in to your teacher.

Date	Title of Book/ Material If a book, write B beside title. If you're reading from a computer screen, write C beside title. If you're reading from a Kindle or Nook, write D beside title.	Number of minutes spent reading	Genre: Fiction (made-up) or Non Fiction (true facts)	Reading was required by teacher=R or not required=NR	Reading took place at Home=H or School =S or Other = O
2-15	Charlotte's Web- B	15	Fiction	NR	H
2-15	Facebook- C	10		NR	H
2-16	Daisy Miller	18	Fiction	R	S

Appendix J
Andrea's Reading Log

Appendix J
Individual Reading Log

Instructions: Please record all of your reading activities and experiences for seven days. Please use the categories provided at the top of the chart. I have included three examples for you to help you as you record your experiences. If you have any questions, please ask your teacher, for I have shared this information with her. All of your reading experiences are important, even if they happen at home and are not required by your teacher. Please do not read an extra amount just to complete this Reading Log. I am more interested in what and how much you read in a regular week. This will add to my research that we are working on together. If you run out of space, please continue on to the next page. Thank you so much for your participation. When your week is up, please turn your Reading Log in to your homeroom teacher.

Date	Title of Book/ Material If a book, write B beside title. If you're reading from a computer screen, write C beside title. If you're reading from a Kindle or Nook, write D beside title. (Digital)	Number of minutes spent reading	Genre: Fiction (made-up) or Non Fiction (true facts)	Reading was required by teacher=R or not required=NR	Reading took place at Home=H or School=S or Other=O
2-15	Charlotte's Web- B	15	Fiction	NR	H
2-15	Facebook- C	10		NR	H
2-16	Daisy Miller	18	Fiction	R	S
4-22	When in Rome B	7	Fiction	NR	S
4-22	The Chi-lin Purse B	30	Fiction	R	S
4-23	Ghost Friends B	90	Fiction	NR	S
4-23	Lights Camera... B	17	Fiction	NR	O
4-23	cale bears the day nobody shared. B	4	Fiction	NR	H
4-23	unicorn wings B	2	Fiction	NR	H
4-23	Looking at Liberty B	11	nonfiction	NR	H
4-23	Lady Liberty A biography B	29	nonfiction	NR	H
4-23	Lights camera... B	2h 40m	Fiction	NR	H
4-24	Lights camera... B	5	Fiction	NR	H
4-24	Lights camera... B	38	Fiction	NR	O
4-24	Lights camera... B	12	Fiction	NR	S

Andrea's Reading Log, Page 2

Page		M			
4-24	Lights Camera...	16	Fiction	NR	S
4-24	The lion and the mouse B	2	Fiction	R	S
4-24	to your good health B	3	Fiction	NR	S
4-24	The Bungalow mystery B	18	Fiction	NR	O
4-24	The Bungalow mystery B	2h	Fiction	NR	H
4-25	The Bungalow mystery B	20	Fiction	NR	L
4-25	The Bungalow mystery B	20	Fiction	NR	O
4-25	The Bungalow mystery B	30	Fiction	NR	S
4-25	The Bungalow mystery B	5	Fiction	NR	S
4-25	The secret Fort. B	5	Fiction	NR	S
4-25	The great bakeoff B	4	Fiction	NR	S
4-25	Head first B	6	Fiction	NR	S
4-28	The mystery of the 99 steps B	30	Fiction	NR	H
4-28	Diary of the pimpy kid the third wheel B	2h30m	Fiction	NR	H
4-28	The mystery of the 99 steps B	1h14	Fiction	NR	H
4-29	The mystery of the 99 steps B	58	Fiction	NR	H
4-29	The mystery of the 99 steps B	34	Fiction	NR	O
4-29	The mystery of the 99 steps B	35	Fiction	NR	O
4-29	The mystery of the 99 steps B	50	Fiction	NR	O
4-29	The mystery of the 99 steps B	2h30m	Fiction	NR	H
4-29	Best friends in fairyland B	10	Fiction	NR	H
4-29	The christmas for quin B	2	Fiction	NR	H
4-29	Haunted castle on hallow's B	6h2	Fiction	NR	H
4-24	Nancy's mysterious letter. B	5h7	Fiction	NR	H

Appendix K

Jason's Reading Log

Appendix J

Individual Reading Log

Instructions: Please record all of your reading activities and experiences for seven days. Please use the categories provided at the top of the chart. I have included three examples for you to help you as you record your experiences. If you have any questions, please ask your teacher, for I have shared this information with her. All of your reading experiences are important, even if they happen at home and are not required by your teacher. Please do not read an extra amount just to complete this Reading Log. I am more interested in what and how much you read in a regular week. This will add to my research that we are working on together. If you run out of space, please continue on to the next page. Thank you so much for your participation. When your week is up, please turn your Reading Log in to your homeroom teacher.

Date	Title of Book/ Material If a book, write B beside title. If you're reading from a computer screen, write C beside title. If you're reading from a Kindle or Nook, write D beside title.	Number of minutes spent reading	Genre: Fiction (made-up) or Non Fiction (true facts)	Reading was required by teacher=R or not required=NR	Reading took place at Home=H or School =S or Other =O
2-15	Charlotte's Web- B	15	Fiction	NR	H
2-15	Facebook- C	10		NR	H
2-16	Daisy Miller	18	Fiction	R	S
4-29-13	B	20	Fiction	NR	S
4-29	Social Studies	20	non Fiction	R	S
4-30	B	2.9 min	Fiction	NR	H
4-30	D	2	nonFiction	NR	H
4-29	B	35	nonfiction	R	H
4-30	B	30	nonfiction	NR	S
4-30	B	40	nonfiction	R	S
4-30	B	2:00	nonfiction	NR	H
5-1	B	2	nonFiction	NR	H
5-1	D	2	nonFiction	NR	A
5-1	B	30	nonfiction	R	S

Appendix L

Cara's Reading Log

Appendix J

Individual Reading Log

Instructions: Please record all of your reading activities and experiences for seven days. Please use the categories provided at the top of the chart. I have included three examples for you to help you as you record your experiences. If you have any questions, please ask your teacher, for I have shared this information with her. All of your reading experiences are important, even if they happen at home and are not required by your teacher. Please do not read an extra amount just to complete this Reading Log. I am more interested in what and how much you read in a regular week. This will add to my research that we are working on together. If you run out of space, please continue on to the next page. Thank you so much for your participation. When your week is up, please turn your Reading Log in to your homeroom teacher.

Date	Title of Book/ Material If a book, write B beside title. If you're reading from a computer screen, write C beside title. If you're reading from a Kindle or Nook, write D beside title.	Number of minutes spent reading	Genre: Fiction (made-up) or Non Fiction (true facts)	Reading was required by teacher=R or not required=NR	Reading took place at Home=H or School =S or Other =O
2-15	Charlotte's Web- B	15	Fiction	NR	H
2-15	Facebook- C	10		NR	H
2-16	Daisy Miller	18	Fiction	R	S
4-27	Charlotte's Web The Journey	3hrs	Fiction	NR	H
4-28	The Journey	3hrs	Fiction	NR	H
4-29	The cat who robbed the bank	1hr	Realistic Fiction	NR	H
4-30	The rescue	3hrs	Fiction	NR	H
5-1	The Journey	1hr	Fiction	NR	S
5-2	The Journey	3hr	Fiction	NR	S
5-2	The Journey	3hr	Fiction	NR	H

Appendix M

Samuel's Reading Log

Appendix J

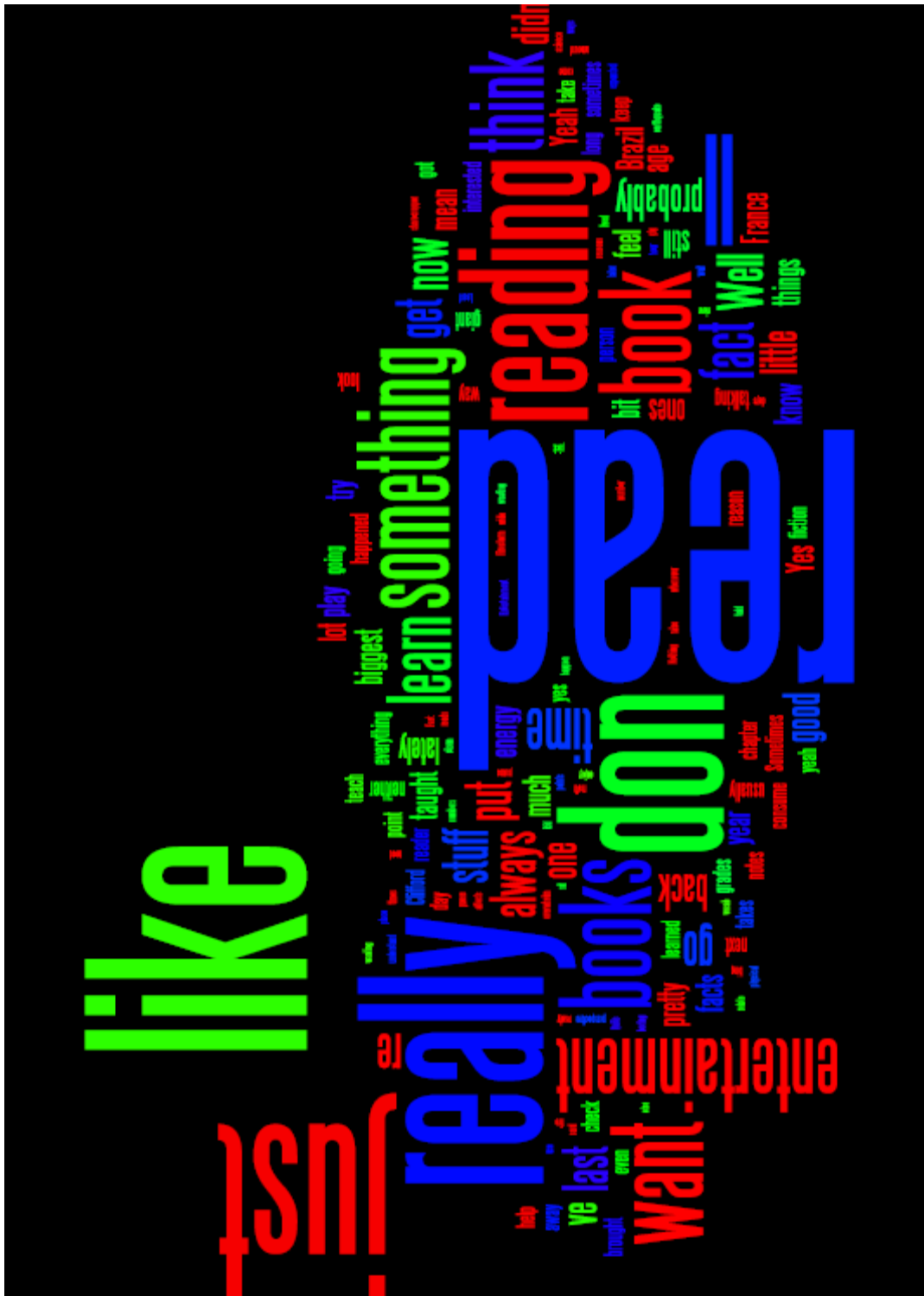
Individual Reading Log

Instructions: Please record all of your reading activities and experiences for seven days. Please use the categories provided at the top of the chart. I have included three examples for you to help you as you record your experiences. If you have any questions, please ask your teacher, for I have shared this information with her. All of your reading experiences are important, even if they happen at home and are not required by your teacher. Please do not read an extra amount just to complete this Reading Log. I am more interested in what and how much you read in a regular week. This will add to my research that we are working on together. If you run out of space, please continue on to the next page. Thank you so much for your participation. When your week is up, please turn your Reading Log in to your homeroom teacher.

Date	Title of Book/ Material If a book, write B beside title. If you're reading from a computer screen, write C beside title. If you're reading from a Kindle or Nook, write D beside title.	Number of minutes spent reading	Genre: Fiction (made-up) or Non Fiction (true facts)	Reading was required by teacher=R or not required=NR	Reading took place at Home=H or School=S or Other=O
2-15	Charlotte's Web- B	15	Fiction	NR	H
2-15	Facebook- C	10		NR	H
2-16	Daisy Miller	18	Fiction	R	S
4-24-13	Percy Jackson	20	Fiction	NR	S
4-3-13	Percy Jackson	30	Fiction	NR	S
5-2-13	facebook - C	10		NR	H

Appendix Q

Word Cloud for Jonathan



VITA

Kelli Ann Carney

Candidate for the Degree of

Doctor of Philosophy

Thesis: HIGHLY MOTIVATED CHILDREN'S PERCEPTIONS OF READING

Major Field: Education (Curriculum Studies)

Biographical:

Education:

Completed the requirements for the Doctor of Philosophy in Curriculum Studies at Oklahoma State University, Stillwater, Oklahoma in December, 2013.

Completed the requirements for the Master of Science in Education at Northeastern State University, Tahlequah, OK, in 2002.

Completed the requirements for the Bachelor of Science in Elementary Education at Northeastern State University, Tahlequah, OK, in 1998.

Experience:

Assistant Professor of Library Media, Northeastern State University, Broken Arrow, OK. August 2012-present. .

Library Media Specialist, Locust Grove Upper Elementary School, Locust Grove, OK. August 2005-July 2012.

Teacher of Fourth Grade, Locust Grove Upper Elementary School, Locust Grove, OK. August 1999-August 2005.

Professional Memberships:

American Library Association, 2013-present

American Association of School Librarians, 2013-present

Oklahoma Library Association, 2013-present

Oklahoma School Librarians, 2013-present

Oklahoma Reading Association, 2012-present

Golden Key Honor Society, 2013