

TERM PROJECT

**Part A: Assessment of the Attitudes
And Motivation for Reading**

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Assessment of Attitudes or Motivation for Reading

Students' experiences with reading and motivation towards reading are influenced by the reading they do at school and at home. Aside from effective teachers who foster the love for reading and teach the fundamental skills and strategies to acquire good reading behaviors, families and communities also play a part in providing opportunities in engaging students to read. Likewise, prior preschool experiences of children influence the attitude students may have towards reading as they enter Kindergarten. For the purpose of this paper, a modified version of McKeanna and Kear's Elementary Reading Attitude Survey was used to find out the attitudes Kindergarten students have towards reading and explore the influences that might affect these attitudes. The age of the group and their current ability to read was taken into consideration in choosing the questions to be included in the survey. The items chosen for this survey primarily measures students' recreational reading.

Student Group Selection

The group selected for this reading survey comes from different cultural backgrounds and reading abilities. Three girls and three boys were chosen—two girls are classified as new immigrants and English Language Learners—"Yuchiko" from Japan who started the program in September and "Sandrina" from Turkey who started the program last December; "Mary" an African-American girl with strong reading ability; two boys who comes from first generation bilingual families—"Amash" of average reading ability with first generation Indian parents, and "Virgil" who is a struggling reader at this point with first generation parents from Argentina; and the last boy is "Ivan", Caucasian American with average reading ability.

Summary of Survey

The result of the reading attitude survey indicates that the students find reading very enjoyable. All six find reading during free time—whether at home or at school—as a fun choice of activity and are happy about starting a new book or getting a book as a present. Virgil gave a “3” for reading during summer vacation whereas the rest gave a favorable “4” response. For question that asked how they feel about reading instead of playing, Yuchicko gave a “3” and Virgil gave a “1”. It is interesting to note that for question no. 9 asking about how they feel about going to a bookstore, two of the students gave a “1” response, Sandrina and Virgil respectively—both of which are English Language Learners—and Mary gave a “3”—the strongest reader in the class. Two students gave a “3” and a “1” for reading workbook pages and worksheets, Mary and Virgil respectively.

Types of Readers

This particular Kindergarten class do different type of reading activities however big book reading and Read Aloud sessions are reading activities they gravitate towards more. Books that the students find interesting during Read Aloud are typically the books they ask to borrow and “read” on their own during Drop Everything And Read (D.E.A.R.) time. Majority of the students in this Kindergarten class are highly engage in reading activities and this can be a result of having a high sense of self-efficacy. Self-efficacy or the confidence or belief that one can be successful (Fountas and Pinnell, 2009) is demonstrated by these students in doing group reading of their mini-letter books. Because the books used for group reading uses high frequency words and vocabulary words that these students have previously learned, they are more willing to try and engage in the reading process and later on branch out to other books that have the same story

format as those used in group reading activities. The motivation of the class to read is also at its peak at this point in time because of their high engagement in the reading activity. As Fountas and Pinnell (2009) pointed out, students are purpose driven. The students are motivated to read because they have been taught the strategy of sounding out letters for unknown words and it gives them satisfaction finding out unknown words in their text. This scenario is true for majority of the students in the class (10 out of 12). Sandrina and Virgil are two of the ELL students in class that do participate in reading activities but are not in the same level of engagement as the rest of the class. Sandrina reads words in a book however her level of engagement and motivation towards reading as an activity is not as high. Virgil on the other hand is struggling with reading which affects his engagement and motivation towards reading as an activity of choice.

Interest

The class is interested in reading books that have facts and pictures of real things in them. They are also interested in reading books that was introduce during Read Aloud on their own. Books about wild and fast animals and big trucks attract boys. Dinosaur books, pirate books are magnet books for the boys as well. For the girls, Letter Books and books used in Story Time and Read Aloud are the major attraction as they tend to mimic the teacher and take turns in reading in front of friends. Based on the feedbacks of the parents of these students regarding reading at home especially before bedtime, and the amount of background knowledge they bring in discussion, the books they bring in from home, and stories they share about library visitation on weekends, it is apparent that half of these students do non-school reading.

About half of these students seek to read independently however, only three (3) can read successfully independently (Level A to C books with text that includes multisyllabic words). Reading at home is highly encouraged and parents of this class, especially the ELL families, are pushing for reading at home asking for suggested books they can purchase to support their child's reading growth and ability.

Students are interested in reading their mini books to their families which creates opportunities for social interactions within the family unit. Social interactions are important contexts for reading development and engagement (Alvermann & Guthrie, 1993) and emphasis is placed in this important component during Parent Teacher Conferences.

Reading Behaviors

There are four families in this Kindergarten class who goes to the library on weekends, two of these have library visitation as routine activity on a weekend. It is interesting to note though that the students coming from these families are the ones who did not give a favorable rating for question no. 9 regarding going to the bookstore. Ivan benefits from going to the library and checking out books and will frequently talk about what the book is about on Monday mornings during Circle Time. Ivan is the only one of the 12 who begs for his parents to bring the book he read over the weekend to show to his friends.

The boys tend to be more into shared book reading than the girls in this class. They also tend to add into the reading experience when they encounter pictures of things they have seen before by talking and sharing what they know about it/them. The girls on the other hand like mimicking the teacher and using the pointer in reading the big books in class. Overall, these students are

cooperative learners, correcting one another when necessary (sight words and simple c-v-c words) and enjoying books when reading together.

REFERENCES

Guthrie J. T. & Alvermann, D. E. (eds.) (1999). *Engaged reading*. Chap. 5: Opportunities at home and in the community that foster reading engagement/ Linda Baker, p. 105-133. New York: Teachers College Press.

Fountas, I. C., & Pinnell, G. S. (2009). *When readers struggle: Teaching that works*. Portsmouth: Heinemann.

Elementary Reading Attitude Survey

School _____ Grade _____ Name _____

Please circle the picture that describes how you feel when you read a book.

1. How do you feel when you read a book on a rainy Saturday?



2. How do you feel when you read a book in school during free time?



3. How do you feel about reading for fun at home?



4. How do you feel about getting a book for a present?



Please circle the picture that describes how you feel when you read a book.

5.	How do you feel about spending free time reading a book?			
				
6.	How do you feel about starting a new book?			
				
7.	How do you feel about reading during summer vacation?			
				
8.	How do you feel about reading instead of playing?			
				

Please circle the picture that describes how you feel when you read a book.

9.	How do you feel about going to a bookstore?			
				
10.	How do you feel about reading different kinds of books?			
				
11.	How do you feel when a teacher asks you questions about what you read?			
				
12.	How do you feel about reading workbook pages and worksheets?			
				

Elementary Reading Attitude Survey Scoring Sheet

Student Name _____

Teacher _____

Grade _____ Administration Date _____

<u>Scoring Guide</u>	
4 points	Happiest Garfield
3 points	Slightly smiling Garfield
2 points	Mildly upset Garfield
1 point	Very upset Garfield

Recreational reading

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

Raw Score: _____

Academic reading

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

Raw Score: _____

Full scale raw score (Recreational + Academic): _____

Percentile ranks: Recreational
..... Academic
..... Full scale