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Allyson L. Hauptman
University of Nebraska-Lincoln, allyh8@cox.net

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GUIDED READING AND MOTIVATION

by

Allyson L. Hauptman

A DISSERTATION

Presented to the Faculty of

The Graduate College at the University of Nebraska

In Partial Fulfillment of Requirements

For the Degree of Doctor of Philosophy

Major: Educational Studies

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GUIDED READING AND MOTIVATION

Allyson L. Hauptman, Ph.D.

University of Nebraska, 2012

Advisor: Kathleen Wilson

The purpose of this study was to determine the relationship between Guided Reading and student motivation across fourth, fifth, and sixth grades. The study defined literacy motivation as: (a) task value; (b) self-perceived competence; (c) students' perceptions of the Guided Reading format. Factor analysis and repeated measures ANOVAs were used to determine differences in motivation after implementation of Guided Reading. The Developing Language and Literacy Teaching Rubric-Guided Reading data were used in determining the level at which participating teachers implemented the Guided Reading format. Results showed that Guided Reading is not a motivating instructional strategy for fourth, fifth, and sixth grade students, and had a negative effect on task value for reading. Several important reasons for this decline emerged as factors for teachers to consider when called upon to implement Guided Reading in upper elementary grade classrooms.

Dedicated to:
My husband, Dave and my dad, Bob,
Two extraordinary men that have blessed me in countless ways

Special Thanks to:

My darling daughters, Ella, Anna, and Mia
For making me laugh and smile

My parents, Susie and Brian
For your constant encouragement

Dr. Kathleen Wilson
For your amazing guidance, patience, and eternal wisdom

My Dissertation Committee:
Dr. Guy Trainin, Dr. Ricardo Garcia, Dr. Larry Dlugosh
For your recommendations, advice and insight

My Colleagues in Unit Three
For making me a better teacher

Table of Contents

Chapter One: Introduction 1

Reading and Motivation…….....2

Theoretical Framework……..……..3

Self-Determination Theory-Defined.....4

Competence.....4

Autonomy 5

Relatedness……..5

Self-Determination Theory: Intrinsic and Extrinsic Motivation Explained……6

Intrinsic Motivation and Competence…….6

Extrinsic Motivation and Autonomy……...7

Self-Determination Theory Situated in Reading Motivation……...9

Reading Motivation and Environment……...11

Guided Reading: One Approach to Teaching Reading……..11

The Current Study……..12

Operational Definitions……..13

Assumptions……...14

Chapter Two: Review of the Literature…….15

General Theories of Motivation…….15

Social-Self Interaction Theory……...……15

Self-Determination Theory 17

Intrinsic and Extrinsic Motivation…….17

Motivation and Reading…….....18

Review of Guided Reading…….....19

Guided Reading-A Definition…….....20

Guided Reading Studies…….....20

Components of Guided Reading…….....21

Text Selection…… 21

Matching Readers to Texts…… 21

Text Selection and Student Interest 24

Introducing a Text.....26

Engaging the Readers Attention 26

Activating Prior Knowledge……..27

Attending to the Critical Features of a Text.....28

Sampling Oral Reading.....31

Text Discussion.....33

Group Discussion and Personal Response.....33

Strategy Instruction.....36

General Principles of Guided Reading 38

Gaps in the Research…….....39

Research Question….....40

Chapter Three: Methodology.....41

Research Design.....41

Participants…… 41

Instrumentation-Quantitative……...……..44

Motivation to Read Profile (Survey)-Revised…….……..44

Developing Language and Literacy Teaching Rubric-Guided Reading…46
Procedures…….....47
Teacher Role…….....49
Data Collection and Data Analysis……..……...52
Chapter Four: Results……54
Factor Analysis……54
Correlations for Pre-Test Motivation to Read Survey-Revised…..…....56
Correlations for Post-Test Motivation to Read Survey-Revised…. 58
What is the Impact of Guided Reading on Student Motivation Across Fourth, Fifth, and Sixth Grades…… 61
What is the Impact of Guided Reading on Task Value, Self-perceived Competence, and the Guided Reading Instructional Format……..64
What is the Impact of Guided Reading on Students Motivation to Read When Considering Gender and SES…….....65
Task Value…… 65
Self-Perceived Competence……...……....68
Guided Reading..…….. ……69
What is the Relationship Between the Quality of Teacher Implementation of Guided Reading and Student Motivation to Read 72
Means and Standard Deviations for Teacher Observations.....72
Correlations for Teacher One Observation.....73
Correlations for Teacher Two Observation 75
Self-Perceived Competence, Task Value, and Guided Reading and Level of

Teacher Implementation……. 76

Chapter 5: Discussion……..78

Impact of Guided Reading on Student Motivation across Fourth, Fifth, and Sixth Grade…….. 78

Reading Motivation, Gender, Grade Level, and Guided Reading…….79

Boys vs. Girls…….....80

Grade Level…….....81

Reading Motivation, Guided Reading, and Socioeconomic Status…….. 83

Socioeconomic Status……84

Teacher Implementation of Guided Reading and Reading Motivation……86

Why Didn't Guided Reading Increase Motivation for Older Elementary Students…….....86

Text Selection and Interest…….....87

Types of Texts Selected……..90

Situational Interest……..92

Sampling Oral Reading……...93

Grouping Considerations for Guided Reading……95

Formative Feedback and Metacogniton……97

Implications for Teacher Practice……98

Future Research.……..101

Limitations……102

Conclusion….……103

References…….....105

Appendix A: Motivation to Read Survey (Revised)……..…….116

Appendix B: Developing Language and Literacy Teaching Rubric-Guided Reading 120

Appendix C: E-mail to Teachers Regarding Guided Reading Groups……121

Appendix D: E-mail to Teachers Regarding Text Selection……...122

Appendix E: Parent Consent Letter…….….123

Appendix F: Teacher Consent Letter……...125

Appendix G: Child Assent Form…… 127

List of Tables

Table 1: Demographics by School……..……...42

Table 2: Grade Level and Years of Teaching Experience of Participating Teachers……43

Table 3: Teacher Training in Guided Reading……...……...43

Table 4: Study Timeline……48

Table 5: Factor Loadings from Exploratory Factor Analysis (n=235) for the Motivation To Read Survey-Revised…….……55

Table 6: Correlations for the Pre-Motivation to Read Survey-Revised Question…….…60

Table 7: Correlations for the Post-Motivation to Read Survey-Revised Questions 62

Table 8: Means and Standard Deviations for Items on the Motivation to Read Survey Revised Pre and Post Tests…….…….63

Table 9: Paired Samples for Pre-Post Motivation to Read Survey-Revised.....65

Table 10: Means and Standard Deviations for Task Value Questions.…….65

Table 11: Means and Standard Deviations for Self-Perceived Competence Questions…69

Table 12: Means and Standard Deviations for Guided Reading Questions.....70

Table 13: Means and Standard Deviations for Teacher Observations.....72

Table 14: Correlations for First Teacher Observation for Guided Reading Lesson, Grade Level, and Years of Experience…… 73

Table 15: Correlations for Second Teacher Observation for Guided Reading Lessons, Grade Level, and Years of Experience……..75

Table 16: Means and Standard Deviations for Teacher Implementation and Motivation Constructs…….....76

List of Figures

Figure 1: The Self-Determination Continuum.……8

Figure 2: Basic Needs and Corresponding Motivation Construct…….10

Figure 3: Means for Task Value-Grade Level and Gender……67

Figure 4: Means for Task Value-Gender and SES…….68

Figure 5: Means for Guided Reading Questions-Grade Level and SES……71

CHAPTER 1

INTRODUCTION

Elise can't wait to start fifth grade. She has heard that her fifth grade teacher requires a lot of reading, and Elise is thrilled because she has always loved to read. In preschool she enjoyed listening to stories. She began reading on her own in Kindergarten. Since then she knows she is a good reader and devours every book no, matter the genre, that she can get her hands on. Because she finds nonfiction texts interesting, she excels in the content areas, comprehending nonfiction material well. She can't wait to see what books her teacher has in store for her class this year.

Joe is excited to enter fourth grade. He has Mrs. Henderson, the teacher he really wanted. It is Meet Your Teacher Night at Joe's school. His parents introduce themselves to his teacher and express their concerns about Joe's reading. Joe is an excellent reader and can fluently read all assignments given him in reading class. He scored well on the reading section of the standardized test given to all third graders in the district the year before. His parents' concern arises because Joe never picks up a book to read for pleasure and always complains that reading is his least favorite activity at school. They are worried that he will fall behind in the upper elementary grades, where reading to learn now becomes more important than learning to read. Joe's parents ask his new teacher what she can do to help Joe enjoy reading.

Jane, on the other hand, is a sixth grader who has convinced herself that she is not a good reader. She thought she was an "okay" reader until the fourth grade, when reading became a lot harder. She shies away from reading in front of her teacher or classmates, because she is not as fluent as the other students seem to be when they read aloud.

During independent reading time, she pretends to read books that her friends have read, but they are much too hard for her. She dislikes school reading, because she does not understand much of the reading that is required for learning in class. Yet she enjoys reading her favorite blogs and teen magazines. In fact, these texts seem very easy for her to read and understand. Her teacher is concerned that Jane is missing some important reading skills and strategies and that she has developed a negative attitude toward reading as well.

These three scenarios show a variety of readers in today's classrooms. Some are motivated to read and some are not. Some students are capable readers who just aren't interested in reading. Some are low-achieving readers who don't want to read due to repeated failures. There are a myriad of reasons why some students may be unmotivated to read. Whatever the reason, some students enter upper elementary classrooms every year with negative attitudes toward reading. With a negative attitude come serious consequences.

Reading and Motivation

Research on reading has shown that students' motivation to read is a significant factor contributing to reading achievement (Deci, 1992; Gambrell, Codling, Mazzoni, & Palmer, 1996; Guthrie, Wigfield, & Perencevich, 2004; Wigfield & Eccles, 1992**).** If teachers can increase student motivation to read, students may then become proficient readers. Being able to read proficiently is vitally important for learning in school and beyond. Students need to be able to read to learn new information and to function in society. Part of being a lifelong learner is the ability to read and acquire new information. The International Reading Association (2009) policy paper states, "The

ability to process and use language effectively is foundational for maintaining our democracy in the technological world of the future. Those who cannot process and use language are effectively denied their civil rights, are unable to fully participate in society, and are denied economic opportunities that affect their socioeconomic mobility" (p.2).

There is a well-established link between motivation to read and reading achievement (Deci, 1992: Gambrell, Codling, Mazzoni, & Palmer, 1996; Guthrie & Wigfield, 2000; Guthrie, Wigfield, Humenick, Perencevich, Taoada, & Barbosa, 2006; Wigfield & Eccles, 1992). Students who are more motivated to read, have been shown to read a variety of materials and read more often (Guthrie & Wigfield, 1997). If reading achievement can affect an individual's civil rights and economic mobility, then it becomes important for educators to find the most effective ways to increase reading motivation in the classroom. If educators can find ways to motivate students to read more and more often, increases in reading achievement should follow. Most elementary students value reading, but do not see reading as a positive or pleasurable activity (Gambrell, Codling, Mazzoni, & Palmer, 1996). Reading is not a high priority for them. Gambrell et al. discovered that the third-grade students in their study valued reading more than the fifth-grade students in the study, which suggests a decline in reading motivation as students get older. As shown in several of the previous scenarios, upper elementary teachers have students in their classrooms who appear to be unmotivated to read.

Theoretical Framework

Self-Determination Theory (Deci & Ryan, 1985) provides the theoretical framework for this study, because it explains basic needs related to achievement. Self-Determination Theory (SDT) will first be defined and explained in terms of its place in

education. Intrinsic and extrinsic motivation as situated in Self-Determination Theory will be discussed. Finally, applicability of Self-Determination Theory to reading motivation and this particular study will be taken into consideration.

Self-Determination Theory-Defined

Self-Determination Theory (Deci & Ryan 1985, 2002) can be used as a lens to examine motivation. Self-Determination Theory has been applied to many domains, including education. This theory and its subtheories are an ideal framework for studying motivation because they outline three basic needs that all humans require in order to be motivated and grow as a person in really any area in life, including reading.

Deci & Ryan developed the Self-Determination Theory as a framework that integrates viewpoints of inherent human tendencies toward engagement and conditioned responses. They contend that humans have innate tendencies to improve themselves. This theory also includes social factors that support and foster these innate tendencies (Deci & Ryan, 2002).

Deci & Ryan (1985) contend that three basic needs are essential for self-growth in any personal or academic arena—competence, autonomy, and relatedness. These needs are seen as the basis for determining whether environments are supportive (motivating) or unsupportive (unmotivating) for personal growth, such as learning in schools.

Competence

In this theory a person's self-perception of competence is "feeling effective in one's ongoing interactions with the social environment and experiencing opportunities to exercise and express one's capabilities"(Deci & Ryan, 2002, p.4). This basic need causes people to seek challenges, and maintain and enhance skills. Competence is not an

attained skill, but a self-evaluative behavior. For example, in the elementary classroom a student's self-perceived competence for an activity such as reading may manifest itself as the student making a statement like "I am a good reader with what my teacher gives me to read" or "I don't know how to read the history chapter". Students with high competence for reading may seek out challenges in reading, such as reading more advanced books than they are currently reading. They may also look forward to reading at school. On the other hand, students with low self-perceptions of literacy competence may shy away from any tasks related to reading in school.

Autonomy

The second basic need outlined in Self-Determination Theory is autonomy. When people believe that they are in some way in charge of the decisions they are making, they are exercising their autonomy. Teachers can support the development of autonomy in their students by giving them some choice in the ways that students can demonstrate their knowledge. In this kind of learning environment students most likely choose activities that are interesting or of value to them, if those choices are available to them. For example, when reading is valued by students and if reading materials with topics of interest to them are made available, students are more likely to voluntarily engage in reading (Fink, 2007; Guthrie, Wigfield, and Perencevich, 2004; Hidi & Baird, 1988; Schiefele, 1999).

Relatedness

Relatedness is the last basic need outlined in Self-Determination Theory. A person needs to feel connected to others. It is essential for humans to care for and feel cared for by others. In an elementary reading classroom, when students are able to share

and discuss their views on a book with others, they may feel a sense of relatedness to other students in the classroom. This is one reason why it is so vital to establish a classroom community so students feel connected and respected, in turn growing as learners. When these three basic needs are fulfilled, motivation can increase.

Self-Determination Theory: Intrinsic and Extrinsic Motivation Explained

Intrinsic Motivation and Competence

Self –Determination Theory encompasses mini-theories that show how the basic needs of competence, autonomy, and relatedness are connected to motivation. One of these mini-theories that Deci and Ryan (1985) discuss pertains to intrinsic motivation, doing something because it is inherently interesting. To get students to become intrinsically motivated to read would be one of the primary goals of a reading teacher. Underlying intrinsic motivation is the basic need of competence (Deci, Koestner, & Ryan, 2001). Informational positive feedback (descriptive, specific feedback on a task intended to help in future tasks), interesting learning tasks, choice in activities, and optimally challenging activities have been shown to increase perceived self-competence.

When applied to a reading context, effective feedback such as “I like the way you looked at the word parts to decode that word” would be one way to increase competence and intrinsic motivation. Matching students to their instructional level of reading (not too hard, but not too easy), which provides optimal challenge, could increase competence and intrinsic motivation. Asking students to choose a topic to read about for a non-fiction unit would be an example of providing choice that may lead to an increase in intrinsic motivation.

When perceived self-competence for reading increases, students are more likely to be intrinsically motivated readers - students who read just because reading is enjoyable. For example, if a student loves reading sports stories and practices reading sports stories everyday during independent reading time, his competence will continually increase as will his intrinsic motivation to read sports stories. Humans continue to do activities they are good at and enjoy.

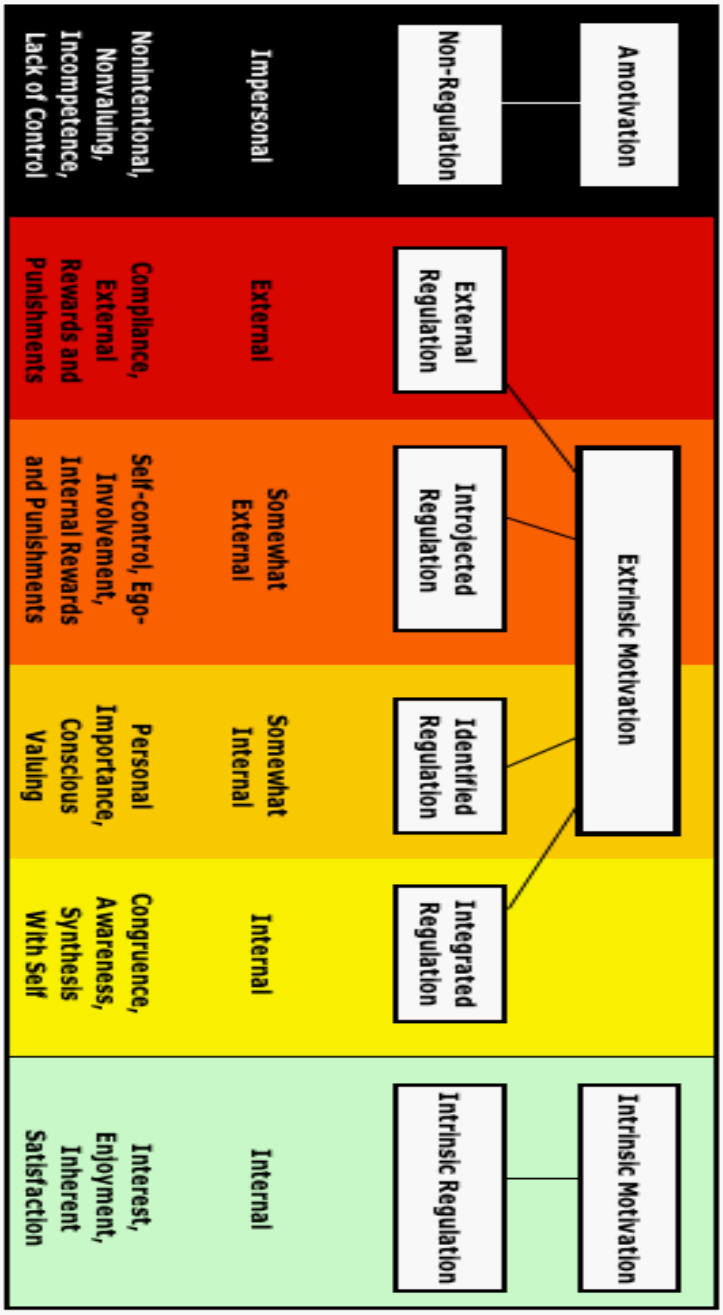
Extrinsic Motivation and Autonomy

Deci and Ryan (2000) point out that there are not many activities that people are truly intrinsically motivated to pursue. Realistically, most of the tasks that teachers ask students to perform are not inherently interesting. Learning parts of speech or memorizing spelling lists may be two examples of activities that are asked of many students that are not intrinsically motivating to most of them. It then becomes paramount for teachers to understand how extrinsic motivation can impact learning. Extrinsic motivation refers to "doing something because it leads to a separable outcome" (Deci & Ryan, 2000, p. 55).

Self-Determination Theory explains how students can move in a positive direction along the extrinsic /intrinsic motivation continuum (See Figure 1). The continuum goes from low levels of extrinsic motivation to high levels of extrinsic motivation. Deci and Ryan (1985) contend that the basic need most related to increases in extrinsic motivation is autonomy. For example, when a student is extrinsically motivated to read a certain number of minutes to receive a piece of candy, this is a low level of extrinsic motivation. This student may have only completed the task to receive the external reward and not to become masterful at reading or necessarily learn something from the text's context. At a

higher level of extrinsic motivation is the student who reads any history book because she wants to be a history teacher someday and knows she will need this information.

Figure 1



(Based on Ryan, R.M. & Deci, E.L. (2000). Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being. American Psychologist. 55(1), 68-78.)

Extrinsic motivation is most affected by autonomy or choice. The more value a student gives a task, the more likely he is to choose it. The theory contends that the more autonomy a person has toward any given decision to complete a task, the more motivated the person feels to complete that task. Deci & Ryan (2000) assert that tasks that have previously been of little value can turn into higher levels of extrinsic motivation. This is good news for reading teachers. They can use some extrinsic motivation to increase student motivation to read. Similar aspects of instruction that increase the relationship between perceived self-competence and intrinsic motivation can also move students along the extrinsic motivation continuum. If you increase competence, you increase one's autonomous decisions to perform tasks. Consider the student who loves sports stories. If he continues to read sports stories and his competence increases for reading that genre, he will more likely make an autonomous decision to continue to read sports stories. Therefore, social conditions like classroom environments designed to enhance self-perceptions of competence and autonomy are important for maintaining intrinsic motivation and moving students to become more autonomous in respect to extrinsic motivation (Deci & Ryan, 2000).

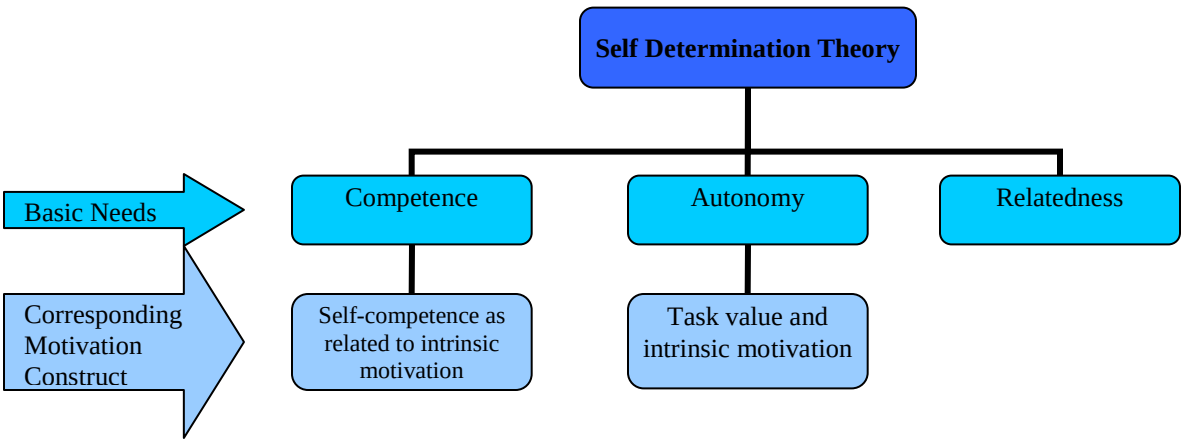
Self-Determination Theory Situated in Reading Motivation

If extrinsic and intrinsic motivation are situated along a continuum (See Figure 1) starting at low levels of extrinsic motivation to being intrinsically motivated to complete a task, it should be obvious that educators would want to move students along this continuum to high levels of motivation to read. When using SDT as a framework for increasing intrinsic motivation to read, focus should be placed on competence and autonomy. When students have high self-perceived competence, they seek challenges

and make choices from a wider range of materials. Making choices regarding what they read, can give students that feeling of autonomy and increases motivation.

There are several motivation constructs that align with these two basic needs that arguably, if measured, could reveal a students' motivation to read. Measuring a student's perceived self-competence for reading would show one contributing factor of their overall motivation to read. Task value (reasons why individuals want to expend effort on any given activity) could be correlated with autonomy. Autonomy is associated with students making choices about activities that are of interest or value to them. If a task is valued in some way by the reader, he is more likely to make the decision to complete that task. Therefore, measuring the perceived self-competence and task value of readers working in a particular reading instructional setting would give an idea of students' motivation to read in that setting.

Figure 2



Reading Motivation and Environment

Wigfield (1997) talks of motivation as being influenced by the environment in which students find themselves. He discusses teacher control and few opportunities for student choice as factors that can actually decrease task value towards reading. If the environment is a large factor in motivating students to read, then educators should be particularly interested in finding ways to optimize literacy learning environments to support an increase in motivation. Some approaches to teaching reading may be more advantageous than others. Teachers who make reading socially interactive, teach strategies to help students comprehend, and use a coaching style instead of a corrective style have been shown to increase reading motivation (Gambrell, 1996; Guthrie, Wigfield, & Perencevich, 2004; Pressley, 2006; Taylor, Pearson, Clark, & Walpole, 2002). Therefore, reading environment can influence reading motivation.

While general constructs of reading motivation have been identified and reading environment has been shown to affect reading motivation, it is important to make the research specific. If self-perceived competence beliefs and task values are two important determinants of reading motivation, what are some of the specific ways that educators can offer an environment that should increase students' perceived self-competence and the value held toward reading tasks? For example, what are some specific instructional practices educators can utilize for teaching reading to increase student motivation to read?

Guided Reading-One Approach to Teaching Reading

There are multiple ways to teach reading and many of these ways encompass much of the research on best practice as well as motivation theory. Guided Reading is

one instructional format to teach reading that is touted as including many aspects of proven best practices in reading (Fountas & Pinnell, 2001). Guided Reading is defined as a context in which a teacher supports each reader's development of effective strategies for processing novel texts at increasingly challenging levels of difficulty (Fountas & Pinnell, 1996). Usually involving teaching small groups of students (4 to 6), teachers explicitly model reading strategies using texts at the students' instructional reading level (Fountas & Pinnell, 2001). The Guided Reading instructional format has been used for several years in the lower elementary grades and in the past ten years has been employed in the upper elementary as well. Very few studies, though, have been conducted looking at Guided Reading in general. The studies that have been reported focus on how Guided Reading affects comprehension. This study will focus on filling the gaps in the research on how Guided Reading affects motivation in fourth, fifth, and sixth grade students.

The Current Study

Students need to be able to read to be successful. Students come to us in the upper elementary grades with varying degrees of reading skill and motivation. One way to increase student achievement in reading is to increase student motivation to read. Creating a reading environment that is motivating to students may be one way to increase reading motivation. Guided Reading is one of the newer and more talked about models for teaching reading in education today. This study will examine the Guided Reading instructional format and how it may or may not affect motivation to read in upper elementary students.

Operational Definitions

Guided Reading-For the purpose of this study, Guided Reading is defined as an instructional reading setting in which a teacher:

- supports each reader's development of effective strategies for processing novel texts through scaffolding and explicit modeling
- chooses texts at increasing levels of difficulty
- groups students in clusters of 4 to 6 students reading the same text at their instructional level

Leveled Texts- Levels are gradients of texts ordered by difficulty using a specific set of characteristics. The book levels are determined by book and print features, themes and ideas, vocabulary, language and literacy features, text structure, content, and sentence complexity (Fountas & Pinnell, 1996).

Peceived self competence-A motivation construct that refers to an individual's beliefs on how well he/she can accomplish a task such as reading textbooks or solving mathematics problems (Wigfield, 1997).

Task value-A motivation construct that refers broadly to an individual's incentive to perform a given task, more specifically whether an individual finds a task interesting, important, and/or useful (Wigfield, 1997).

Title I status-a shortened title for Title I of the Elementary and Secondary Act of 1965 that provides resources and financial assistance to high-poverty schools

Assumptions

It is assumed:

*All teachers in the study received comparable training in the implementation of Guided Reading.

*All teachers in the study implemented Guided Reading in their classrooms and taught Guided Reading lessons to the best of their ability.

*All students completed surveys and tests honestly and to the best of their ability.

*All survey questions and tests are valid, reliable, and understood by the students involved.

*The analytical scoring rubric used to determine level of Guided Reading implementation is valid and reliable.

Chapter 2

Review of the Literature

This literature review begins with a review of two theories pertinent to this study: Social-Self Interaction Theory (Schunk, 1999) and Self-Determination Theory (Deci & Ryan, 1985). Social-Self Interaction Theory and Self-Determination Theory are then discussed as to their applicability to the domain of reading. After a discussion of these theories, the literature review moves on explaining the components of Guided Reading and the research related to each. The literature review ends with gaps in the research on Guided Reading and motivation.

General Theories of Motivation

Social-Self Interaction Theory

Several general theories of motivation have applications to the teaching of reading. Two of these theories are discussed in this review. Schunk (1999) developed the Social-Self Interaction Theory. Social, self, and achievement outcomes all interact during learning. "Social", in this theory, refers to the instructional aspects of learning such as teacher modeling and scaffolding, both examples of interactions between teacher and student(s). For example, in a reading classroom, a teacher may model from a text how to make textual connections before asking the student to perform this skill independently. This modeling is an interaction between the teacher and student. "Self refers" to the personal background that students bring to learning such as their background knowledge and prior experience as well as their perceptions of self. When entering into a particular text, students bring their background knowledge and personal experiences to the text. Achievement outcomes are the behaviors displayed because of

learning that has taken place (Schunk, 1999). In reading, an example achievement outcome may be the student showing the ability to make textual connections during a Guided Reading group lesson. This theory suggests that learning can be optimized when social, self, and achievement outcomes are taken into consideration as affecting each other.

Schunk's theory holds that teachers have the ability to control the social outcome. For example, modeling (giving students specific and explicit examples of a concept or skill) (Guthrie & Wigfield, 1997) and scaffolding (teaching from the students' level and providing supports gradually increasing levels of difficulty while decreasing that amount of support) (Bruner, 1986) are two ways to increase the chances that students will feel successful. This success could then increase their self-efficacy beliefs and in turn internalize the learning (Guthrie & Wigfield, 1997). Modeling, in particular, can make the learner feel more competent to try a new skill, raise his/her self-efficacy, and be motivating. (Deci & Ryan, 2000; Schunk, 1999). The learner has to be motivated to internalize new learning. Once learning is internalized, the learning can possibly become sustained through developed processes like self-monitoring and self-reflection. (Schunk, 1999). For example, if a student is shown visualization of the text through modeling by a teacher, the student will more likely feel competent and internalize the strategy of visualization. Teachers may not be able to control self and achievement, but can control the social factors of learning. In reading, this may be done through the decisions that are made about exactly how to teach reading. For example, Guided Reading would be a way to teach reading that teachers may choose that will have consequences on social outcomes.

Self-Determination Theory

When Deci and Ryan (1985) developed Self-Determination Theory, they set out to discover the conditions that tend to enhance humans' motivation to learn. Many of the conditions found were ones of a social nature (Deci & Ryan, 2000). Basically, the theory contends if the social contexts in which a person is learning meet his/her basic needs of competence (individual's belief that a task can be accomplished), autonomy (ability to make choices), and relatedness (environment and supports in place), then motivation will follow. Motivation will be undermined if conditions do not meet these needs.

Intrinsic and Extrinsic Motivation

According to Self-Determination Theory and Social-Self Interaction Theory, intrinsic motivation to learn is more powerful than the influence of extrinsic motivators (Deci & Ryan, 2000; Schunk, 1999; Wigfield, 1997). Deci and Ryan (2000) found links among strong self-perceptions of autonomy, competence, relatedness to being internally motivated. People who were internally motivated to learn were more interested and excited in an activity as opposed to those who were participating because of external motivators. This is not to say that extrinsic motivation is not valid. If learners receive informational, positive feedback, are in a supportive, caring environment, receive optimal challenges, and are given choice, the basic needs of competence, autonomy, and relatedness are increased and their original extrinsic motivation can become intrinsic.

Remember Jane, the unmotivated sixth grader who had low self-competence as a reader. Jane's sixth grade teacher offered Jane tangible rewards for completing her Guided Reading homework assignments that he gradually withdrew. He worked with

Jane at her instructional reading level, giving her optimally challenging tasks. He modeled strategies, giving her specific feedback in her use of those reading strategies. Eventually, Jane began to feel competent as a reader and started to read for enjoyment. This scenario is one that could be played out in reading classrooms according to these theories. Students who are unmotivated or are extrinsically motivated, under the conditions outlined above, could become internally motivated to read.

In sum, the social-self interaction theory and self-determination theory suggest that motivation revolves around the learner's beliefs of competence for a specific activity (Deci & Ryan, 2000; Schunk, 1999). If the learner feels that she can accomplish a task, then she is more apt to be motivated to persist at the task until its completion. Also, when students place value on a task, motivation increases (Eccles, 1983). General theories of motivation confirm the importance of perceived self-competence and task value. Theories of motivation for reading confirm this importance as well. The next section explores these theories of motivation that are specific to the domain of reading.

Motivation and Reading

Wigfield (1997) puts forward that motivation theory can apply to specific domains, such as reading. He combines motivation theory with current research on reading to suggest ways to motivate students to read. His premise for reading motivation revolves around three questions: (a) "Can I be a good reader?" (b) "Do I want to be a good reader?" and (c) "Why should I be a good reader?" (p. 60). Within the 'Can I be a good reader?' question are the principles of ability beliefs, expectancies for success, and self-efficacy beliefs (Wigfield, 1997). When students believe that they can be successful at reading, they are more likely to be motivated to read and engage in reading activities.

Yet, just believing you are a good reader is not enough to induce engagement and motivation. Thus, the need for the question 'Do I want to be a good reader?' comes into focus. Interest is a construct that falls under this idea of wanting to read. This makes sense because if a student is interested in the task at hand, the student is more likely to be motivated to perform that task. The last question 'Why should I be a good reader?' encompasses the construct of value. Students who value reading will want to read and see the reasons why they should read. The aforementioned ideas of intrinsic and extrinsic motivation also run parallel to interest and value. Readers ask themselves if they are interested in reading for its own sake, which is intrinsic, or to receive some external reward after the reading has been completed, which is extrinsic (Wigfield, 1997).

As stated with the general theories of motivation, self-perceived competence (Can I be a good reader?) and task value (Do I want to be a good reader and why?), the two constructs being measured in this study, are also good indicators of motivation based on reading motivation theories as well. If self-perceived competence and task value are shown to increase, then it would be expected that an increase in reading motivation would occur. Thus, one outcome of an effective instructional approach for teaching reading, such as Guided Reading, may promote increases in self-perceived competence for reading.

Review of Guided Reading

The literature review continues with a definition of Guided Reading, a critical analysis, comments on the few studies conducted using Guided Reading, and an overview of the essential components that make up a Guided Reading lesson. Because there are no studies examining motivation's relationship to Guided Reading and motivation, the

research on the separate components comprising a Guided Reading lesson will be reviewed. Each component will be explained in depth and the literature connected with each component will be discussed.

Guided Reading-A Definition

Guided Reading is defined as a context in which a teacher supports each reader's development of effective strategies for processing novel texts at increasingly challenging levels of difficulty (Fountas & Pinnell, 1996). Usually involving teaching small groups of students (4 to 6), teachers explicitly model reading strategies using texts at the students' instructional reading level (Fountas & Pinnell, 2001).

Guided Reading Studies

The Guided Reading instructional format has been used for over twenty years in the lower elementary grades (Fountas & Pinnell, 1996) and in the past ten years has been employed in the upper elementary as well (Fountas & Pinnell, 2001). Very few studies, though, have been conducted examining Guided Reading and its effects as an instructional approach to teaching reading. The studies that have been reported focus only on Guided Reading and comprehension. The present study focused on filling the gaps in the research on how Guided Reading is related to motivation in fourth, fifth, and sixth grade students. Guided Reading has been touted as including many aspects of proven best practices in reading instruction (Fountas & Pinnell, 2001). Although there have been studies conducted on Guided Reading and instructional outcomes like increased comprehension, no studies have been available describing how Guided Reading may motivate students to read. All of the discussion, even in Guided Reading professional development manuals books, is focused on comprehension. By nature of the

components that comprise Guided Reading, it certainly appears to have the potential to increase comprehension, but do these components appear to motivate students to read as well?

The next section focuses on the research done on the components that make up a Guided Reading lesson. These components include text selection, introduction of text, discussion, sampling of oral reading, and making teaching points (Fountas & Pinnell, 1996).

Components of Guided Reading

Text Selection

Before reading in a Guided Reading lesson, the teacher selects a text. The key considerations for the selection are that the text must be: (a) at the instructional level (slightly more difficult than what a student could read independently) for the group of readers and (b) well-matched to his or her interests (Fountas & Pinnell, 1996).

Matching Readers to Texts

There is a considerable body of research in support of matching readers to texts at their instructional level (Allington, 2001; Atkinson, Wilhite, Frey, & Williams, 2002; Biancarosa & Snow, 2004; International Reading Association, 2004; O'Connor, et al., 2002; Schallert & Reed, 1997;). Not specific to reading, Deci and Ryan (1996, 2000) found that challenge-optimal tasks at the threshold of student ability are motivational. A text at a student's instructional level should be right at the point where a student would become frustrated reading the text himself, but with the support of the teacher extending the student's knowledge, the student should experience success (Fountas & Pinnell, 1996; Vygotsky, 1978). Text should not be too difficult or too easy for the reader for the task to

be involving. If a reader believes the text is too difficult, he may not bother learning from or even reading the text (Shallert & Reed, 1996). Conversely, texts that offer optimal challenge have been found to motivate students to read more (Miller & Meece, 1999; Turner & Paris, 1995).

In one study, O'Connor, et al. (2002) taught a series of one-on-one lessons to 48 fifth grade students with reading disabilities. They wanted to know the effects of texts on students' reading level versus texts at grade level on comprehension. Half of the students were asked to read texts at their reading level and half read texts at a fifth grade reading level. Each student received 30 minutes of instruction by a trained teacher four days per week for 18 weeks. The lessons were formatted to focus on blending and segmenting, word analysis, fluency building activities, comprehension strategies and spelling and writing integration. The researchers found that the group using texts at their instructional reading level had increases in fluency and that the texts aided in higher comprehension.

Mesmer & Cumming (2009), conducted a small-N study looking at three different text-matching based interventions for struggling readers in the primary and upper grades. They used only three subjects, one for each proposed intervention. The first text-matching intervention was used with a second grade boy who was identified as at risk for failing to make adequate progress in reading. They evaluated the student's in-class reading. His teacher used primarily three sources of reading materials: a basal reader, trade books, and decodable reader. They found that the student was reading at a frustrational level for all three types of texts, with word accuracy and comprehension at 75% and 70% respectively for the basal text and 80% and 70% for the decodable text. The researchers matched the student with texts that had high vocabulary control and

introduced him to high frequency words with the goal of 90% word accuracy. After eight weeks, the student was making progress in reading, in fact meeting the 90% word accuracy goal.

The second text-matching intervention was applied to a fourth grade girl who was struggling in reading, particularly in the content areas, such as science. Her teacher connected this struggle with her sudden rebellious and uncooperative behavior. She was tested at the beginning of the year with the DIBELS fluency measure and found to read 75 words per minute. The expected words per minute score was a 93 for fourth graders at the beginning of the year. She was retested again at the mid-point of the year and received a score of 74 words correct per minute, showing a slight decline over the year thus far. The mid-year expectation was 105 words per minute. The Analytical Reading Inventory, 8th edition was administered and the student was found to have inadequate comprehension of text as well. The researchers found science texts with vocabulary control, introducing new science words in a slow and repeated way instead of introducing all of the new words in the first paragraph. After five weeks, this student became more fluent (nine word increase in words per minute), increased her comprehension, and according to classroom observations, had a better attitude toward reading.

The third intervention using text matching was a small group intervention with third graders using high-low materials. High-low materials were defined as materials that are of high interest and appropriate for a particular grade level, but written at a lower level of readability. The baseline tests of comprehension on the STAR reading tests showed instructional reading levels of 2.1, 2.3, and 2.4 respectively. The goal of the study was simply to increase the instructional reading level of each student. Of the three

students involved in this intervention, two made significant progress advancing their instructional reading levels by about 7 months in only 4 month's time (2.3 to 3.0 and 2.4 to 3.15).

Studies cited in this section show that for these students, matching readers to texts can improve comprehension and fluency for readers in the primary and upper elementary grades. Yet, studies on matching readers to texts, all focus on how text matching increases reading comprehension or fluency, not the effects on motivation to read. The Mesmer & Cumming's (2009) study mentioned increased positive attitude for one of the case studies, but this attitude was not measured using an instrument to show changes in motivation to read and was not generalizable due to the small number of students involved in the study.

Text Selection and Student Interest

Before discussing text selection and student interest, it is important to stop and consider two types of psychological interest that have been identified by researchers--personal and situational interest. Personal interest exists in advance of a situation and is unique to an individual. It usually is lasting and topic specific (Hidi & Anderson, 1992; Schiefele, 1991; Schraw, Bruning, & Svoboda, 1995). A fifth grader who loves to read any materials on dinosaurs and has since the second grade is showing personal interest. Personal interest is the type of interest that is considered when selecting a text. Situational interest is created in a specific context, short-lived, and is common across individuals (Krapp, Hidi, & Renninger, 1992; Wade, 1992). For example, a teacher who gives a book talk on an excellent book that she just read or creates a unit on a topic that is new for her students is creating situational interest for her students to read that book or

study the topic further. In a Guided Reading group, situational interest is created by a teacher while introducing a text to a Guided Reading group.

Student interest is the second requirement in selecting texts for Guided Reading groups. The connection between interest and increases in reading motivation and comprehension is clear. Fink (2007) conducted a study of 66 successful men and women who had struggled with reading as children. All of the participants were successful in their chosen fields of study as well as high-level readers. The study compared the once struggling readers to readers who were equally successful, but had not struggled with reading. After interviewing the struggling, but now successful readers, Fink discovered a common theme - interest. Every participant of the 66 had become highly interested in one topic. They read as much as possible about the topic because they were intrinsically motivated, curious, and interested. They each became experts on the vocabulary and themes of the topic. They had also gained additional practice to reading words commonly found in most texts. All of these elements in turn helped them improve their reading abilities. The Fink (2007) study suggests that that struggling readers can turn into high-level readers when teachers tap into the interests of the student and provided reading materials corresponding to those interests.

Looking more closely at factors that influence student interest in text, Hidi and Baird (1988) conducted a study of 44 fourth, fifth, and sixth graders. The purpose of the study was to see if interest had an effect on text recall. They used one text and constructed it three different ways to evoke interest. The participants were randomly assigned to read one of the three versions of the text. They found an increase in interest

and an increase in recall of a text when the text contained characters students could identify with, novelty of texts, and passages that tapped into personal activity interests.

These studies show that personal and situational interest in a topic can increase comprehension and motivation to read when teachers increase productive exposure to print. Therefore, it is crucial during Guided Reading for teachers to provide opportunities for students to read texts with topics that their students find interesting. Prior to the present study as seen in the previously discussed research, the impact of interest has not been measured during Guided Reading, even though components that should foster interest and increase student motivation to read are in place when implemented as designed.

Introducing a Text

The second component of a Guided Reading lesson is text introduction. "Students read the text for themselves with the support of a strong introduction, which is key to understanding and successful problem-solving on a challenging new text" (Fountas & Pinnell, 1996, p.230). They go on to suggest three basic guidelines for introducing text: (a) engage the attention of the reader, (b) access students' prior knowledge of the topic, and (c) attend to critical features of the text.

Engaging the Reader's Attention

It is almost impossible to select texts that will always be of high interest to all students. Therefore, the Guided Reading teacher has to create situational interest (Hidi & Anderson, 1992) through engaging and worthwhile tasks to direct attention of the reader to the text. Effective introductions to text should grab the students' attention and increase student motivation to read a specific text (Gaskins, 2007).

Schiefele (1999) reviewed 14 studies on situational interest and text learning. In the studies there was a positive relationship between situational interest and text learning at .33 ($p<.05$). This relationship was independent of text length, readability, unit of analysis, age, and reading ability. Five of the studies presented the participants with text that would require a test after reading. Situational interest was not lessened by these text expectations. In one study reviewed by Hidi (1990), it was theorized that interesting materials that created situational interest led to less exertion on attention. In other words, readers did not have to exert so many attentional resources when reading interesting text. In the context of a Guided Reading lesson, creating situational interest could increase text learning. When teachers present the text to be read and create situational interest, student motivation to read the text should increase.

Activating Prior Knowledge

Activating prior knowledge has been shown to increase reading comprehension for a specific text. Kintsch (1988) presented construction-integration theory in which he stated that for learning to occur, the text must be connected to the readers' prior knowledge. The prior knowledge fused with the new text creates new knowledge for the reader. To activate prior knowledge and make students think about what they already know about a topic, becomes an important part of text introduction leading to comprehension of the text.

Providing students with background knowledge on a topic, thus creating prior knowledge for the students increases comprehension (McKeown, Beck, Sinatra, & Loxterman, 1991, 1992). McKeown and Beck et al. (1991) had previously studied how text coherence of "considerate text" (Anderson & Armbruster,1984) affected

comprehension. The students in the study showed better comprehension when reading a more coherent version of the original text. Yet, both groups showed overall difficulty in understanding the text. They decided to do a study where students were given relevant background knowledge and test effects of more or less coherent text. In a 35 minute presentation, an experimenter presented pertinent background information about the Revolutionary War. Students in two groups were asked to read the original version of their social studies text, and then one group was asked to read a more coherent version of the text. They then compared these two groups to the two groups in their original study who did not have the prior knowledge of the text. This study ultimately found that the students who had the prior knowledge and the revised, more coherent text were the most successful, suggesting to teachers that prior knowledge needs to be built as well as choosing texts that are coherent in nature. Building background knowledge and activating students' prior knowledge is inherent in high quality text introductions in Guided Reading. Yet, this study did not show how activating prior knowledge could affect reading motivation.

Attending to the Critical Features of a Text

According to Fountas and Pinnell (2006), critical features of a text that could be pointed out during an introduction could include important vocabulary and/or organization of the text, as well as text and print features.

Nagy (1988) suggests that the average elementary student learns three thousand new words per year. Many of these words are learned while reading (Nagy & Herman, 1987; Nagy 1988; Anderson & Herman, 1987). Some researchers suggest that the key to learning large amounts of new vocabulary lies in sheer volume of reading (Fielding,

Wilson, & Anderson, 1986). Other researchers contend that wide reading will help in learning more vocabulary, but explicit instruction of vocabulary is needed to ensure success in vocabulary acquisition and to aid in reading comprehension (Beck & McKeown, 1991; Stahl & Fairbanks, 1986).

Stahl and Fairbanks (1986) conducted a meta-analysis of 52 studies researching the effects of direct vocabulary instruction on the learning of individual word meanings and on reading comprehension. They found that if key vocabulary in a text is pre-taught, reading comprehension for that passage is increased with a large effect size of .97 for the studies concerned. Not only was comprehension increased, but there was an effect size of .30 for general measures of comprehension. They also found that the most effective vocabulary pre-teaching involved using the word within the context of the text.

Another aspect of critical features of the text is the actual structure of the text. Fountas and Pinnell (2001) refer to text structure as "the way information is organized and presented in the text (pp.226). In fiction, text structure may follow a typical simple narrative structure or involve flashbacks and stories within stories. For nonfiction, readers need to be able to understand organizational patterns such as compare/contrast, cause and effect, problem/solution, time sequencing, and description. No matter the organizational pattern whether in fiction or nonfiction text, structure should be pointed out to the reader and explained before reading takes place.

According to Van Dijk and Kintsch (1978) explicitly teaching the structure of text can promote text comprehension. They theorized that because it is impossible for readers to recall everything read within a given text, readers create a schema to formulate an organizational structure for the material. When the organizational structure is

determined, then a reader reads the text and can comprehend and remember the text through the use of the structure created. For example, if a student knows that most fiction texts follow a story structure (introduction, inciting incident, rising action, climax, falling action) the reader can use that structure to comprehend the story while reading and recall more of the story after reading. Similarly, readers aware of text structure of a specific expository text recall more information from the text than readers who are not (Meyer, Brandt & Bluth, 1980). Further, it has been found that more good readers than poor readers used text structure to help in understanding expository texts (Taylor, 1980).

If text structure aids in the comprehension and the recall of text, providing students, especially poor readers, explicit instruction in the organization of text seems essential. Berkowitz (1986) conducted a study on the effects of instruction in text organization on sixth grade students' memory for expository text. Berkowitz (1986) compared two groups who used study methods focusing the students' attention on the author's structure of the text (map-construction and map-study procedures groups) to two groups who did not focus students' attention on text organization (question-answering and rereading procedures groups). The 99 sixth graders involved in the study, over a six week period, were taught study methods specific to their assigned group. The students were asked to use these study methods using social studies materials. The researcher found, after controlling for ability, that students in one of the two groups that focused on the structure of the text had significantly higher scores on free recall than the groups that did not focus on text structure suggesting that focusing on text structure can produce higher recall of a text.

Although the literature on explicitly teaching text structure focuses solely on increasing comprehension, it has not examined how pre-teaching of text structure factors into student motivation to read text. This study was focused on this relationship.

Sampling Oral Reading

Sampling oral reading is the third main component of the Guided Reading lesson. Oral reading is not in the “round robin” style (all students listen as students take turns reading aloud), nor is it choral reading (all students reading together). Oral reading, within the Guided Reading lesson, occurs when all students are reading silently from the same text. The teacher listens to each student read aloud as others are continuing their silent reading. The teacher coaches the students on word-solving strategies, monitoring and correcting, and maintaining fluency. The decisions for this teaching are made as the student reads and the teacher observes problem areas.

The theory behind oral reading practice is that fluency and comprehension are strongly related (Fuchs, Fuchs, Hosp, & Jenkins, 2001; Jenkins, Fuchs, van den Broek, Espin, & Deno, 2003; Kuhn & Stahl, 2003). Chall & Jacobs (2003) attributed the "fourth grade slump", the decrease in reading performance starting in fourth grade, to a lack of fluency in reading texts. Lack of fluency can decrease motivation, decrease amount of reading time, and decrease comprehension (Rasinski, 2000).

The key aspects of the component of oral reading in a Guided Reading format are using a coaching style, explicitly teaching word-solving strategies to increase fluency's expression, smoothness, and pacing, and checking for self-monitoring strategies. At the fourth through the sixth grade levels of Guided Reading, students should continue to

monitor their word accuracy and their understanding of the text as well as self-correct if errors detract from meaning (Fountas & Pinnell, 2007).

Marie Clay (1991) outlined four reasons why oral reading to a teacher is so crucial in the development of fluent readers. First, in one study she discovered that saying words and phrases out loud showed a greater understanding of the meaning of text for younger readers, more so than a non-oral approach. So, reading aloud, especially for younger readers, could provide more opportunity to check for understanding. Second, readers tend to use self-correction strategies more often when reading aloud, fixing any errors and break-downs in meaning. As students get older, they read more to themselves. Higher performing readers are able to monitor and self-correct their errors in the upper grades. Lower achieving readers in the upper grades may not have mastered monitoring and self-correcting, so having a teacher listen to an upper-grade, struggling reader would provide for the student a confirmation of correct self-correction and monitoring strategies or an opportunity for the teacher to strengthen weak self-correction strategies. Third, oral reading helps the reader with word solving skills. Clay (1991) applied this to younger students gaining phonological awareness, but older students when encountering the variety of complex vocabulary and new words as text becomes more difficult could benefit from having a teacher help with these new words and provide strategies for word-solving. Fourth, oral reading is the only situation where the teacher can actually observe aspects of fluency, meaning making from the text, and self-monitoring and correction strategies that the reader may or may not have mastered. This opportunity for teachers to listen to a student read is crucial in making future decisions about lessons for the Guided Reading group or the individual reader.

The research clearly states that sampling oral reading is a benefit in monitoring comprehension and word solving strategies especially in low performing readers in the upper elementary grades, but does not go into whether it increases student motivation to read.

Text Discussion

After sampling oral reading, a discussion and revisiting of the text takes place. This discussion and revisiting is meant to draw attention back to the text and build on learning that occurred earlier in the introduction and reading of text (Fountas & Pinnell, 1996). The key aspects of this component of Guided Reading are talking about personal responses and revisiting the text to explicitly teach reading strategies that will help the students become more independent when encountering texts.

Group Discussion and Personal Response

Negotiating understanding of a text through group discussion is one of the key components of Guided Reading. There is a large body of evidence (e.g., Almasi, 1995; Almasi, McKeown, & Beck, 1996; Gambrell, 1996) supporting the link between discussion of text with increased reading comprehension and higher level thinking skills. Using discussion as an approach to teaching comprehension was evident in Palinscar and Brown's (1984) seminal study on Reciprocal Teaching. This study compared four groups of seventh grade low-comprehenders. The Reciprocal Teaching group, as well as the three other groups were split into groups of two students and met with a teacher everyday. In the Reciprocal Teaching group, the teacher would activate prior knowledge of a passage, ask for predictions, read and discuss the text. The aim was to get the students to interact with the text in a deeper and more meaningful way than just reading

words and being able to answer literal questions about the text on a worksheet. The second group was a “locating information” group. The students met in twos with a teacher each day, but were only taught how to answer literal questions on a worksheet about a text. The other two groups of students were control groups. One group received no intervention, but did the daily assessment passages given to the intervention groups. The other control was given the typical whole group classroom practice. The researchers described the student’s role in the whole group instruction as being a passive learner. The whole group instruction focused on how to comprehend text with a focus on skills such as finding the main idea or recognizing cause and effect and not on strategies, such as questioning the text and synthesizing information. Both control groups were given the baseline and pretests and posttests.

Palinscar and Brown (1984) found that the Reciprocal Teaching group showed significant gains in scores on the daily comprehension assessments given to three of the four groups. In fact, the Reciprocal Teaching group was able to achieve a 75% average on comprehension assessments which was the same score as average readers. This showed that guided discussion of a text led to significantly higher comprehension scores than students who were just taking comprehension tests and those who were actually given help answering comprehension questions (locating information group).

According to the National Assessment Governing Board (2007), just 8% of fourth graders were able to critically judge texts, make generalizations about a story and integrate personal experiences with a text on the National Assessment of Educational Progress. Being able to read beyond the surface of a text and achieve high-level comprehension is termed critical literacy. Students using a high-level of comprehension

can engage with the text to gain knowledge of the topic and also can think about the topic and reflect on their thinking (Chang-Wells & Wells, 1993). There are many approaches to teaching students to be critical readers. One effective way is the use of group discussion (Anderson et al., 2001; Hatano, 1993; Anderson et al, 1997; Applebee, Langer, Nystrand, & Gamoran, 2003).

Murphy et al. (2009) conducted a meta-analysis examining group discussion and effects on students' reading comprehension and learning. Researchers analyzed 42 studies that used nine different group discussion models. Some studies used small group models with a minimum of five and others used a multiple-group model with a maximum of 720 participants. All effect sizes for the meta-analyses were weighted according to sample size. There was a range in age of participants, 5.5 years-17 years old, with a mean age of 10.39 years. The researchers found that using group discussion promoted high-level text comprehension. Effects of group discussion on comprehension were even greater in small group designs, as used in Guided Reading. In particular Book Club discussions were effective at promoting metacognition in the small-group designs. The Book Club approach is comprised of reading a text, reflecting, and discussing the text (Raphael et al., 1998; Raphael & McMahon, 1994), very similar to reading and discussing in Guided Reading groups.

Murphy et al. (2009) state, "Simply putting students into groups and encouraging them to talk is not enough to enhance comprehension and learning: it is but a step in the process" (p. 761). Group discussion is clearly an important piece of the puzzle in increasing high-level comprehension. Guided Reading has that piece as well as more

aspects of instruction that increase comprehension. Yet, there are no studies that examine group discussion as motivating students to read.

Strategy Instruction

One of the core components of text discussion in a Guided Reading format is explicit strategy instruction by the teacher. There is much research that states that good readers apply and use reading strategies and poor readers do not (Brown,1978; Markman,1977). Further, programs that stress strategy instruction result in increased reading comprehension (Paris, Cross, Lipson, 1984; Paris and Jacobs, 1984).

In a study conducted by Duffy et al. (1986), teachers taught strategies using explicit explanations with the goal being that students would use these strategies when encountering blockages to text meaning. Twenty-two fifth grade teachers and their low reading groups participated. There were two groups-treatment and control. Teachers in the control group were given a brief in-service on quality classroom instruction. Treatment teachers were given ten additional hours of training on explicitly teaching strategies in reading groups. Observations were conducted as well as a pre-post comprehension test. They found that teachers explicitly teaching strategies had students who were more aware of what they were learning, when the strategy could be used, and how to use it. Ultimately they became more strategic and metacognitive readers.

Another study conducted by Brown, Pressley, Van Meter, & Schuder (1996), focused on the use of transactional strategy instruction. They contended that strategies used in a reading group setting were transactional in linking text to prior knowledge, in meaning making because of discussion of strategies leads to group understanding, and in strategy-use as being co-determined as to which strategies are appropriate for the group

and the text (Pressley, El-Dinary, et al., 1992). The researchers compared Transactional Strategy Instruction (TSI) classrooms to those that taught literacy as prescribed by the particular district being used for the study. The TSI classrooms had some things in common. Effective modeling of comprehension strategies was being done by the teachers. These strategies were narrowed down to a few key, effective strategies explicitly taught by the teacher. Teachers coached students in a small reading group setting on strategies as needed. They modeled their thinking about which strategies they used when presented with challenging text. Use of strategies was flexible, there was not a prescribed strategy for a given situation. Teachers gave a strong rationale for using strategies to aid in comprehension. Strategies were used as a way to discuss the text being read by the group and teachers reacted to strategy use in this discussion.

Brown, Pressley, Van Meter, & Schuder (1996) decided this study was needed because strategy instruction had mainly been studied using qualitative means and they wanted to be able to compare TSI to more traditional reading instruction. The study spanned the course of one year of second grade. Five TSI teachers and five teachers identified as excellent reading teachers were chosen for the study. Each classroom was matched according to initial reading comprehension scores. The researchers found that the students in the TSI classrooms outscored the regular classroom instruction students in reading comprehension and word attack skills. They looked at gains from the reading test given in the Fall to the test given in the Spring. In the TSI classrooms there was a mean gain of 12.00 (SD=5.89) and 6.07 (SD=2.28) in the comparison classrooms for reading comprehension. For work attack skills there was an increase of 6.13(SD=1.86) for TSI and 2.90 (SD=2.70) for the comparison classrooms. They also conducted

interviews with students in each classroom and found that there was a significant difference in the mention of specific strategies and strategy use by the TSI students than students in the comparison classroom. The researchers also noted that the TSI students tended to understand text more deeply than students in comparison classrooms. The study suggests that the use of transactional strategy instruction within a small reading group study, such as used in the Guided Reading format, could increase comprehension and word attack skills, although the study above is not generalizable and was not a study used in the upper grades.

As with other components of Guided Reading, text discussion and strategy instruction have been proven through research to increase student comprehension. There is a lack of studies that show these components can motivate readers.

General Principles of Guided Reading

There are several general principles of Guided Reading that can be dissected and the research presented to confirm that they are best practices in reading instruction. First, lower-achieving students need more frequent instruction and guidance, thus teachers should meet with the struggling readers more during the week than students who achieve higher in reading (Fountas & Pinnell, 2001). Fountas & Pinnell (2001) suggest meeting with the lower-achieving group every day of the week. The second general principle inherent in this instructional format is the idea of dynamic grouping. Students are placed in groups according to reading level, yet these groups need to be fluid. Fountas & Pinnell (2001) suggest that teachers conduct ongoing assessment within groups so the makeup of groups can change according to student progress. For example, students in a group who tend to surge ahead would be a reason to rethink the membership of a group. If there are

students who have a particular topic interest, the group could be heterogeneous in their leveling.

Ensuring that groups are dynamic through assessment, avoids traditional grouping practices where students were assigned and tended to stay in the same level of group for their entire elementary career (Hiebert, 1983; Good & Marshall, 1984). Researchers found that students in minority groups had a higher likelihood of being assigned to lower groups (Eder, 1983; Good & Marshall, 1984; Sorenson & Hallinan, 1986). Even worse, these students also tended to receive lower-quality instruction (Allington, 1983; Allington & McGill-Franzen, 1989). It was found that the self-esteem of the students in lower groups suffered because of this placement (Filby, Barnett, & Bossart, 1982). Grouping students for reading as outlined by the Guided Reading teaching approach has to be dynamic to avoid the ill-effects of a life sentence in the lowest reading group.

Gaps in the Research

There were no studies found that examined the instructional strategy of Guided Reading as a whole and its effects on motivation. In fact, Guthrie, McRae, & Klauda (2007) state that "intervention studies for motivation in reading are relatively rare"(p.2). Although the current study is not a pure intervention study, the quality of implementation of a specific approach to teaching reading was examined. Even in breaking down the components of a Guided Reading lesson, most studies supporting these components as sound instructional practice in reading focused on increases in reading comprehension. Very few of the studies focused on increased motivation and of those studies few used a measure to detect differences in reading motivation. The current study will examine

Guided Reading as a reading intervention that may increase reading motivation as well as comprehension in fourth, fifth, and sixth graders.

Research Questions

Overaching question:

What is the impact of Guided Reading on student motivation across fourth, fifth, and sixth grades?

Subquestions

- What is the impact of Guided Reading on task value for reading across the fourth, fifth, and sixth grades?
- What is the impact of Guided Reading on self-perceived competence for reading across the fourth, fifth, and sixth grades?
- What is the impact of Guided Reading on motivation for the Guided Reading instructional format across fourth, fifth, and sixth grades?
- What is the impact of Guided Reading on student motivation to read when considering gender across fourth, fifth, and sixth grade?
- What is the impact of Guided Reading on student motivation for fourth, fifth, and sixth graders when considering SES?
- What is the relationship between the quality of implementation of Guided Reading and change in student motivation to read?

Chapter Three

Methodology

Research Design

This quantitative study examined the relationship between the reading motivation of fourth, fifth, and sixth grade students, and the degrees of teacher implementation of Guided Reading. The dependent variable was student motivation to read operationalized as self-perceived competence and task value. The independent variables were the level of teacher implementation of Guided Reading, grade level, gender, and Title I school status. Students in Title I school typically are not afforded as many reading materials and opportunities at home as students in non-Title I buildings (Coleman, 1988), thus decreasing the depth, breadth, and amount of reading they do. Therefore, students in low SES buildings may have lower self-perceived competence and task value as readers due to their lack of the substantial amount of reading practice needed to become proficient.

Participants

Participants for the study included 256 fourth, fifth, and sixth grade regular education students from a pool of nine different elementary schools in a medium-sized suburban school district in a Plains state. This school district reports its demographics as 84% white, 7% African American, 4% Asian, 3% Hispanic, and 1% American Indian. Twenty-five percent of the students received free and reduced lunch. Of the nine elementary schools participating in the study, four qualified for Title I funding.

Table 1

Demographics by School

School	**Grade**	**Number of Students Participating**	**Percentage of Students Participating in Free and Reduced Lunch Program**
A	6	16	8.78
B	6	18	14.12
C	4 5 6	17 16 17	44.09
D	6	17	8.51
E	4 5 6	19 19 24	8.86
F	6	17	30.28
G	4 5	20 20	14.55
H	5	18	38.44
I	4	16	53.82
Means (SD)		18.14 (2.17)	24.61 (16.42)

Twenty-seven teachers - nine from each grade level - were randomly selected to be contacted about the study, out of the sixty-four fourth, fifth, and sixth grade teachers in the district and fourteen teachers agreed to participate. These teachers had a range of teaching experience from six to thirty-two years of experience (see Table 2). The overall mean teaching experience for participating teachers was 17.57 years.

Table 2

Grade Level and Years of Teaching Experience of Participating Teachers

Grade Taught	Years of Teaching Experience At Grade Level (SD)	Range Years Taught
6	20.33 (8.16)	7-32
5	18.25 (7.22)	11-30
4	12.75 (7.22)	6-25

All teachers had completed the New Certified Staff training implemented by the staff development director throughout their first three years of training in the district. This training focuses on essential elements of instruction (e.g. active participation, anticipatory set, teaching to the objective). Additionally, all teachers had completed district training in the implementation of Guided Reading (See Table 3). Prior to the study, all participating teachers had been using Guided Reading as a part of their daily reading instruction for at least one year. This training and experience better positioned all teachers to become effective implementers of Guided Reading instruction.

Table 3

Teacher Training in Guided Reading

Training Topic	Date of Training
Materials overview	August 2006
Routines for Managing Guided Reading	August 2006

Leveled Reader Passages-Assessment Training	September 2006
Coaching Students to Become Strategic Readers	November 2006
Guided Reading Wrap-Up	January 2007
Using the Readers' Handbook for Guided Reading Lessons	March 2007
Classroom Management During Guided Reading	November 2007

Instrumentation-Quantitative

Motivation to Read Profile (Survey)-Revised

The Motivation to Read Profile (Gambrell, Palmer, Codling, & Mazzoni, 1996), from which my revised version Motivation to Read Survey-Revised (See Appendix A) is based, is comprised of two parts -- a reading survey and a conversational interview. The survey portion consists of twenty items with four answer choices per item, formatted as a Likert scale. Ten items measure self-perceived competence as a reader. Ten items evaluate how much students' value reading. A question designed to measure self-perceived competence is "I read_____" (a) not as well as my friends, (b) about the same as my friends, (c) a little better than my friends, or (d) a lot better than my friends. An example of a task value oriented question is "Reading a book is something I like to do in school." Responses vary from never, not very often, sometimes, or often. The interview portion of the Motivation to Read Profile was not used in this study due to the quantitative nature of this study.

The initial pool of questions was created based on existing research (Deci & Ryan, 1985; Eccles, 1983; Wigfield, 1994) and an analysis of existing instruments (Gottfried, 1986; Harter, 1981; Johnson & Gaskins, 1991; McKenna & Kear, 1990;

Pintrich & DeGroot, 1990; Raynor & Nochajski, 1986; Schell, 1992; Tunnell et al., 1988 as cited in Gambrell, Palmer, Codling, & Mazzoni, 1996). The Motivation to Read Profile was developed using specific criteria for item selection based on applicability for: (a) grades 2 through 6, (b) teaching approach, (c) group administration suitability, and (d) validity in questions reflecting self-perceived competence and task value. Survey items are on a 4-point Likert scale, which is suitable to the age group. Choice alternatives vary from most positive to least positive to avoid the threat of response set. Internal consistency was determined using Cronbach's alpha which showed moderately high reliability (self-concept = .75 and value = .82). Reliability coefficients were determined to be moderately high as well (self-concept = .68 and value = .70) (Gambrell, Palmer, Codling, & Mazzoni, 1996).

For this study, the Motivation to Read Survey-Revised (see Appendix A) is a revised format to assess the motivational outcomes of Guided Reading. Four task value items and four perceived self-competence items were added to the original survey format. These new questions were regarding the *before, during, and after* components of Guided Reading. Some wording in the original survey was changed to fit academic reading and not just reading in general. A new self-perceived competence item added to the Motivation to Read Survey-Revised is: "The books I read in my Guided Reading group are_____." Responses vary from (a) very easy for me, (b) kind of easy for me, (c) kind of hard for me, or (d) very hard for me. An example of a new task value item added about Guided Reading is: "When a book is introduced in my Guided Reading group, it_____." Possible responses include (a) always makes me

want to read the book, (b) sometimes makes me want to read the book, (c) doesn't usually make me want to read the book, or (d) never makes me want to read the book.

Internal consistency for the Motivation to Read Survey-Revised was determined using Cronbach's alpha which showed high reliability (self-concept=.84, task value=.81 and Guided Reading questions=.80). The reliability coefficient for the entire Motivation to Read Survey-Revised was high as well being .88.

Developing Language and Literacy Teaching Rubric-Guided Reading

The instrument used to rate the quality of the Guided Reading lessons was the Developing Language and Literacy Teacher Rubric-Guided Reading Rubric (Kerbow, Bryk, Pinnell, et al, 2005) (see Appendix B). The Developing Language and Literacy Teacher Rubric-Guided Reading was originally developed as a tool for literacy coaches to use to give constructive feedback to language arts teachers being observed teaching different aspects of language arts. The DLLT is comprised of six rubrics to measure distinct aspects of literacy instruction: (a) word study (teacher provides minilesson on phonics and then students are asked to apply the principle independently), (b) writing workshop (teacher provides a minilesson on any aspect of writing, students then practice writing independently, with a sharing period for writers to receive feedback and the teacher reinforcing the lesson) (c) interactive read aloud (teacher reads a chosen text and strategically stops during the text to spark conversation about some aspect of the text), (d) shared reading (teacher and children read repeatedly a common text and teacher makes teaching points), (e) interactive writing (teacher and students collectively compose a text), and (f) Guided Reading (teacher introduces a common text to a group of similarly leveled readers, supports students during reading, and then invites discussion after

reading). These six rubrics were grounded in the Reading Recovery-based theories developed by Marie Clay (2004), Fountas and Pinnell (1996; 2006) and the findings of the National Reading Council (Snow, Burns, & Griffith, 1998). Only the rubric for Guided Reading was used for this study, because none of the other aspects of language and literacy instruction were being examined in this study.

The Developing Language and Literacy Teacher Rubric-Guided Reading assesses seven aspects of a Guided Reading lesson using a 1-4 scoring scale for each item. The seven categories are (a) text selection, (b) text introduction (engagement and purpose), (c) listening and instructing during reading, (d) discussion of text, (e) teaching points, and (f) word work (teachers guide students in applying relevant spelling rules and word solving strategies when encountering a problem reading the text). The ratings move from basic descriptions of lower level practice, such as "Selects a text that is not the appropriate level for the group" at a Level One to detailed descriptions of an expert at Level Four, such as "Selects a text that is the appropriate level and is very well matched to the group and provides many opportunities to learn." There are sections on the rubric for the observer to add comments as needed. The Rasch Rating Scale analysis was used to determine the internal reliability which was (.79 and .85) for paired teacher observations. The Kappa ratio was .80, showing strong inter-rater reliability in the original evaluation.

Procedures

District-level permission was obtained in late September of the 2007-2008 school year. Participating teachers were recruited in mid-October after IRB approval for the study was obtained. Twenty-seven teachers were asked to volunteer for the study and

from that sample six 6th grade, four 5th grade, and four 4th grade teachers volunteered to participate. Table 4 details the timeline of the study.

Table 4

Study Timeline

Element of the Study	Date Completed
Teacher Permission	October 2007
Parent Permission	November 2007
Child Assent	December 2007
Motivation to Read Survey-Revised Administration	December 2007 and March 2008
Teacher Observations	December 2007 and March 2008

Teacher permission was obtained in October 2007. A teacher consent letter (See Appendix F) was sent to all twenty-seven randomly selected teachers from a pool of sixty-four. Teachers were not given incentives to participate. Of the twenty-seven, fourteen signed and returned the consent letter by the deadline given. The class lists and addresses of all students of the participating classrooms were obtained from the school district in October 2007 and parent permission was requested in November. This mailing was sent in the beginning of November and was the only communication with the parents. Parents were asked to sign the letter (see Appendix E), if they did not want their children to participate.

In early December 2007, I obtained child assent (see Appendix G) and administered the Motivation to Read Survey-Revised to all students who agreed to participate and had parent permission. All directions, questions, and answer options were read aloud to each student in the 14 classrooms. Students were asked to assign a Likert

scale score to questions regarding self-perceived literacy competence, task value, and questions related specifically to Guided Reading. Students were asked to put their names on their surveys, so they could then be matched with their post-survey.

Teacher Role

Teachers taught reading using a Guided Reading format starting in late September and continued to May as required by the school district. Prior to the study the teachers in the fourteen participating classrooms received the same amount of training in the implementation of Guided Reading as part of a district-wide effort to establish this format as a normal part of reading instruction across the elementary grades. Teachers in all grades in the district are expected to spend one hour per day, four days per week engaged in Guided Reading instruction. This means that most teachers can meet with two to three Guided Reading groups each day, with each group meeting two to four times per week. Groups of struggling readers would meet more often than higher-level readers. Although this varies with the group and the teacher, low achieving student groups could meet up to four times per week. Each participating teacher was observed in early December teaching a Guided Reading lesson by the district's staff development director, one of the district's reading committee chairwomen, or all three. I was not involved in any of the teacher observation. The observers used an analytical scoring rubric developed by Kerbow, et.al. (2005), the Developing Language and Literacy Teacher Rubric-Guided Reading (see Appendix B). This rubric delineated the degree of implementation of the main components of Guided Reading (before, during, and after reading) as defined by Fountas and Pinnell (2002).

There were at least two observations of each teacher: one at the beginning of the study in early December and one at the end in late March. The initial observations were conducted in early December and the second observations were conducted in late March. Two observations were needed to give a more accurate picture of teacher implementation of Guided Reading. More observations would have been ideal, but the length of the study and the availability of the observers limited the observations to two. These observations were scheduled based on the teachers' and the observers' schedules. When at all possible, the observations were done during each teacher's regularly scheduled reading time to get a more accurate picture of the teacher's implementation of Guided Reading. Each teacher was notified at least two weeks in advance of when the observation would occur. Teachers also selected the text to be used, as text selection was one of the categories to be scored on the rubric.

One fourth grade and one sixth grade teacher participating in the study volunteered to have their first Guided Reading lessons for this study videotaped so all three observers could rate their teaching using the analytical scoring rubric. This was done to establish interrater reliability. All observers scored these Guided Reading lessons to establish interrater reliability which was 100%.

The Developing Language and Literacy Teacher Rubric-Guided Reading was used to determine a baseline score for the implementation of Guided Reading, giving teachers ratings on the different aspects of Guided Reading associated with the *before, during, and after* teaching components of texts selected by each teacher. These points of consideration include: (a) text selection (selecting text that is at an appropriate level and provides opportunities to learn), (b) text introduction (introduction that is engaging and

integrates aspects of the text as well as engages students in a conversation that brings them into the text by activating their prior knowledge and supports thinking about meaning), (c) appropriate responses to oral reading (samples oral reading; reinforces and demonstrates effective reading behaviors and problem solving strategies), (d) engaging students in a discussion of meaning and processing the text (rich discussion of the meaning of the text and makes well-chosen teaching points that help students effectively process text), and (e) some level of working with words (application of relevant spelling rules and word solving strategies, in the text). Teachers received an implementation rating on each section of the rubric as well as a holistic implementation score.

As in the previous year, participating teachers used Guided Reading to teach reading in their classrooms as the normal school district's standard reading instruction. They completed a form once per month that I created (see Appendix C), describing the amount of time spent in Guided Reading groups, with how many groups they worked with each week and how often during the week they met. This form was used as a fidelity check. I sent the form via district e-mail to all teachers at the same time. Teachers were asked to respond within a week. All fourteen teachers responded each month by returning the e-mail with the questions on Guided Reading answered. It was important to ask all teachers in the study to participate in completing the fidelity check to ensure that all teachers were spending the district recommended amount of time in Guided Reading groups. It was also important to know the number of groups being seen and how often teachers met with each group. This information helped to determine how many teachers were actually implementing a Guided Reading format as requested.

The Motivation to Read Survey-Revised was re-administered in March of the 2007-2008 school year to determine differences between the pre-post test scores. Teachers were again observed teaching another Guided Reading lesson in late March, using the same analytical scoring rubric. Twenty students were absent the day of the second administration of the Motivation to Read Survey-Revised; these students were removed from the data analysis phase because of the lack of a post score.

Data Collection and Data Analysis

A pilot study of the Motivation to Read Survey-Revised was conducted in early October of the 2007-2008 school year with 102 fifth and sixth grade students from one school. This school also participated in the actual study although the pilot study data from the school was not used in the main study in any way. Three 5th grade classrooms totaling 49 students and three 6th grade classrooms totaling 53 students were used in the pilot study. According to IRB requirements, parent consent was not needed because this was a pilot study with unreported data to calibrate the revised survey. Before administering the Motivation to Read Survey-Revised, students were told that this was a survey on their feelings about reading that I was using for a study I was conducting for my degree completion. They were asked to answer honestly and told that I would be the only person to see their answers. A factor analysis was run to determine if designated items were indeed measuring task value or perceived self-competence. There were no revisions needed to the Motivation to Read Survey-Revised based on the pilot data analysis.

SPSS (SPSS Inc., 2006) software was used to perform descriptive analyses and correlations of the data from the Developing Language and Literacy Teacher Rubric-

Guided Reading scores and the two administrations of the Motivation to Read Survey-Revised in the main study. Reliability was determined for both the pre and post Motivation to Read Survey-Revised as well as the Developing Language and Literacy Teacher Rubric-Guided Reading observations. A paired samples t-test was run to determine the impact of Guided Reading on motivation across fourth, fifth, and sixth grades. Repeated measures ANOVA were used to determine the relationship between quality of implementation and change in student motivation. This multivariate analysis was used because of the presence of multiple variables being considered in the study and due to the repeated administration of the Motivation to Read Survey-Revised and Developing Language and Literacy Teacher Rubric-Guided Reading. Student self-competence as measured by the pre-post Motivation to Read Survey-Revised was compared with grade level, gender, Title I or non-Title I buildings, and a combined teacher observation score. This same comparison was made for task value, as well as Guided Reading, related questions. Significance for all tests was established at $\alpha=.05$.

Chapter Four

Results

The purpose of the study was to determine what degree to which Guided Reading instruction related to self-perceived competence and task value, two motivation constructs. Data gathered with the Motivation to Read Survey-Revised was analyzed using a factor analysis to ensure that the instrument was measuring the three distinct factors of self-perceived competence, task value, and Guided Reading format questions. Each variable--self-perceived competence, task value, and Guided Reading related questions--was analyzed through repeated measures ANOVAs and results were split into grade levels (fourth, fifth, and sixth) gender, and Title I/Non-Title I status. ANOVAs were used to determine whether there were any significant differences among the motivation constructs being measured between the first and second administration of the Motivation to Read Survey-Revised. Then competence, task value, and Guided Reading related questions were compared to teachers' high or low implementation scores on the Guided Reading rubric. The ratings evaluating the degree to which Guided Reading was implemented were then used as a lens to examine the motivation constructs in 4th, 5th, and 6th grade students.

Factor Analysis

Responses for the first administration of the Motivation to Read Survey-Revised with 238 students were analyzed with maximum-likelihood exploratory factor analysis using a Promax rotation**.** A Promax rotation was used because the factors were conceptually similar. An exploratory factor analysis was used because questions were added regarding the format of Guided Reading to the original Motivation to Read Survey

developed by Gambrell (1999). A confirmatory analysis would have been used if questions had not been added to tailor the instrument to this particular study using Guided Reading as the instructional format studied. Pre and post-test scores were run with similar, yet not identical structures found. Since the pre-test was reliable and produced meaningful factors, the pre-test structure was used for the analysis. Results from the exploratory factor analysis indicated that items loaded on three factors: competence, task value, and Guided Reading format accounting for 39.5% of the variance. The factor loadings presented in Table 5 show that, although some factors were moderate, all loaded highest on the designated factor. The lowest factor scores on each construct were .35, .35, and .38 respectively. As stated above, these factors loaded the highest on the designated factors making it acceptable to interpret these factors as representing the expected constructs (Velicer & Jackson, 1990). Responses to the items in each factor were averaged and yielded three reliable scales (α=.84 for competence, α=.81 for task value, and α=.80 for Guided Reading format).

Table 5

Factor Loadings from Exploratory Factor Analysis (n=235) for the Motivation to Read Survey-Revised

	Factor		
Item (abbreviated)	Competence	Task Value	Guided Reading Format
Type Read	.85		
Typ Read	.74		
Read School	.71		
I loud	.68		
Book Grow	.65		
Read Fri	.64		
Understand	.51		
Ask Questions	.43		
Other kids	.35		
Friends think		.62	

Grow up	.60	
Read Talk	.59	
Present	.58	
Like to	.57	
Library	.52	
People who	.44	
Tell friends	.35	
List help		.71
Intro		.67
Like listening		.61
Teacher picks		.60
Discussion		.59
Dis easier		.56
Intro easier		.48
Read group		.38

Correlations for Pre-Test Motivation to Read Survey-Revised

The analysis examined the relationships between questions answered by students on the pretest for the Motivation to Read Survey-Revised. The correlations between questions are reported in Table 6. I noted significant correlations in the table and will discuss them below.

Questions asking students to evaluate their self-perceptions as readers were highly correlated with questions comparing students reading ability with how they believed their friends view the students' reading abilities $r=.77$, $n=238$, $p<.01$. Friends' perceptions of students as readers was moderately correlated with students' self-perceptions as a reader as compared to their friends' reading abilities, $r=.58$, $n=238$, $p<.01$. Also, student rating of how they perceive their friends evaluating them as readers were moderately correlated with the degree of confidence when reading aloud in school, $r=.55$, $n=238$, $p<.01$. This finding suggests that students who perceive that friends view them as good readers may compare themselves highly to their friends as readers, have high self-perceptions as readers, and feel comfortable reading aloud at school.

Several more questions relating to self-perceptions as readers were moderately correlated. Students' perception of themselves as readers were moderately correlated with perceptions of the difficulty of reading books in schools, r=.58, n=238, p<.01, suggesting that students who see themselves as good readers may feel that reading in schools is easy or, at least, optimally challenging.

Several self-perception questions were moderately correlated with Guided Reading related questions. Perceptions on difficulty of reading in school was moderately correlated with both the difficulty of reading aloud to the teacher when in reading group, r=.49, n=238, p<.01 and students' perceptions of the degree of difficulty of books chosen for Guided Reading groups, r=.56, n=238, p<.01. Students who perceive reading as easy in school may also enjoy reading to the teacher in Guided Reading and perceive the texts chosen for Guided Reading groups as easy.

Several task value questions were moderately correlated with each other. Students' value of reading in general had a moderate correlation to their predictions of time they may spend reading as an adult, r=.47, n=238, p<.01 as well as level of enjoyment in receiving a book as a gift, r=.49, n=238, p<.01. Similarly, thoughts on the value of libraries had a moderate correlation with degree of enjoyment in reading and talking about books, r=.49, n=238, p<.01, receiving a book as a gift, r=.46, n=238, p<.01, and Guided Reading introductions making students want to red a text, r-.42, n=238, p<.01. Therefore, students who value libraries and reading and talking about books may also see a text introduction as something that makes the student want to read the introduced text.

Another moderate correlation related to elements of Guided Reading designed to generate interest in texts. Student perceptions of teacher text selection was positively correlated with introduction of a text, $r=.58$, $n=238$, $p<.01$. This finding suggests that choosing the right texts combined with an engaging introduction of the text may contribute to heightened student interest in texts used in Guided Reading.

It was also notable that the item asking the students to rank whether the teacher's text introductions made them want to read the text was moderately correlated with several other Guided Reading related questions e.g., the degree of help the students thought reading to the teacher may be, $r=.49$, $n=238$, $p<.01$ and the students' degree of enjoyment of reading to the teacher, $r=.47$, $n=238$, $p<.01$. This suggests that students who perceive a book introduction as creating interest for a book are more likely to enjoy reading to their teacher during Guided Reading. These same children also understand that reading to their teacher helps to make them better readers.

Correlations for the Post-Test Motivation to Read Survey-Revised

I next examined the relationships among the responses by students on the post Motivation to Read Survey-Revised as shown in Table 7. It is interesting to note that several similar patterns emerged with moderately correlated items. Findings showed that there were fewer noteworthy correlations on the post Motivation to Read Survey-Revised administration of the survey than the pre Motivation to Read Survey-Revised administration.

As on the pre Motivation to Read Survey-Revised, there were several items relating to self-perceptions as a reader that were moderately correlated. Students' perceptions of their friends' evaluations of the student as a reader was moderately

correlated with the comparison of the students' perceptions of their reading skills and those of their friends, r=.47, n=238,
p<.01, as well as their general perceptions' of their reading abilities, r=.66, n-238, p<.01. This finding suggests that students who perceive themselves as good readers tend to think their friends see them as good readers, too; many of these same students also compare themselves highly to their friends' abilities.

The items that surveyed a student's general self-perceptions as a reader were moderately correlated with predicting time spent reading as an adult, r=.43, n=238, p<.01, suggesting that students who see themselves as capable readers may foster an interest in continued reading into adulthood.

Several task value questions that were moderately correlated. Students who said that reading was something they like to do also appeared to enjoy reading and talking about books, r=.43, n=238, p<.01. Enjoying reading was also moderately correlated with perceptions of the degree of difficulty of reading books in school, r=.47, n=238, p<.01, suggesting that students who enjoy reading in school may be better at self-regulating their reading effort and behaviors to adjust to the difficulty level of a given academic text. Self-regulation of reading skills and strategies based on perceived text difficulty contributes to enhanced comprehension, making reading a more enjoyable endeavor. Additional items related to task value were moderately correlated. Students who valued libraries reported also enjoying reading and talking about books, r=.49, n=238, p<.01 as well as receiving a book as a gift, r=.51, n=238, p<.01.

Table 6

Correlations for the Pre MRS-R Questions

Questions	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
1	-																											
2	.41**	-																										
3	.58**	.36**	-																									
4	.20**	.30**	.02	-																								
5	.23**	.19**	.23**	.17**	-																							
6	.27**	.27**	.19**	.23**	.17**	-																						
7	.32**	.39**	.30**	.11	.25**	.07	-																					
8	.16**	.34**	.05	.34**	.16**	.31**	.09	-																				
9	.77**	.41**	.59**	.14*	.28**	.28**	.42**	.17**	-																			
10	.09	.26**	.08	.28**	.13*	.19**	-.03	.42**	.17**	-																		
11	.20**	.18**	.26**	.08	-.03	.02	.21**	-.05	.29**	-.09	-																	
12	.16*	.17**	.15*	.00	.15*	.13*	.12	.10	.24**	.07	.03	-																
13	.31**	.21**	.17**	.12	.33**	.09	.40**	.13*	.42**	.09	.12	.23**	-															
14	.24**	.36**	.27**	.32**	.16*	.35**	.06	.43**	.21**	.49**	-.03	.14*	.17**	-														
15	.47**	.27**	.42**	.05	.22**	.14*	.48**	.14*	.58**	.10	.20**	.22**	.36**	.16**	-													
16	.25**	.47**	.21**	.34**	.26**	.32**	.32**	.32**	.31**	.32**	.03	.17**	.21**	.38**	.22**	-												
17	.13*	.19*	.11	.14*	.10	.21**	.22**	.17**	.14*	.15*	-.03	.07	.31**	.27**	.20**	.23**	-											
18	.12	.15*	.04	.14*	.02	.09	.06	.25**	.15*	.15*	.11	.07	-.02	.21**	.17**	.06	.18**	-										
19	.55**	.31**	.48**	.06	.24**	.29**	.36**	.18**	.61**	.13*	.18**	.21**	.35*	.17**	.49**	.28**	.27**	.13*	-									
20	.22**	.49**	.20**	.37**	.23**	.16**	.16**	.35**	.25**	.46**	.09	.11	.22**	.45**	.18**	.39**	.25**	.20**	.25**	-								
21	.06	.25**	.07	.14*	.10	.16*	.10	.39**	.09	.37**	-.08	.16**	.11	.30**	.06	.25**	.22**	.08	.12	.32**	-							
22	.35**	.11	.34**	-.08	.16**	.07	.29**	-.07	.42**	-.02	.22**	.08	.24**	.01	.56**	.01	.21**	.14*	.37**	.08	-.07	-						
23	.18**	.28**	.10	.15*	.10	.17**	.09	.45**	.21**	.42**	.07	.26**	.13*	.36**	.12	.26**	.27**	.22**	.23**	.37**	.58**	.01	-					
24	.25**	.32**	.17**	.15*	.23**	.15*	.20**	.28**	.25**	.28**	.12	.23**	.16*	.25**	.26**	.26**	.22*	.16*	.28**	.26**	.33**	.29**	.42**	-				
25	.06	.16*	.02	.13*	.19**	.17**	.20**	.25**	.09	.18**	.03	.10	.19**	.26**	.08	.15*	.30**	.20**	.20**	.23**	.31**	.02	.34**	.30**	-			
26	.07	.13*	.03	.17**	.13*	.33**	.06	.33**	.04	.17**	-.06	.07	.11	.40**	.02	.18**	.29**	.18**	.22**	.19**	.35**	.00	.37**	.30**	.43**	-		
27	.09	.21**	-.01	.22**	.09	.13*	.06	.42**	.08	.33**	-.03	.15*	.11	.28**	.06	.17**	.21**	.16*	.20**	.28**	.41**	-.01	.49**	.36**	.35**	.36**	-	
28	.21**	.27**	.04	.20**	.07	.17*	.03	.35**	.15*	.30**	-.05	.16*	.10	.32**	.14*	.26**	.23**	.23**	.28**	.28**	.41**	.05	.47**	.25**	.25**	.38**	.56**	-

Several items relating to self-perceptions as a reader were significantly correlated with Guided Reading elements. Students' perceptions of the degree of difficulty of reading in school was moderately correlated with the level of interest in the Guided Reading books chosen by teachers, $r=.47$, $n=238$, $p<.01$. This finding suggests that self-perceptions as proficient or struggling reader may likely be influenced by the texts chosen by the teacher for Guided Reading groups, supporting the call by Mesmer (2007) and others for matching texts used in schools more closely to students reading levels and not necessarily to their grade level.

The strongest correlation was the same for the post Motivation to Read Survey-Revised and the pre Motivation to Read Survey-Revised. This moderate, positive correlation was between two Guided Reading items. The perceived level of interest for the Guided Reading texts picked by the teachers was significantly correlated with the level of interest created by the teacher when introducing a text in Guided Reading, $r=.65$, $n=238$, $p<.01$. It appears to matter how the teacher sets up an engaging context for student to 'get into' a book.

What is the impact of Guided Reading on student motivation across fourth, fifth, and sixth grades?

Students responded to the items on the Motivation to Read Survey-Revised based on a 4-point Likert scale. When conducting an initial, general examination of the means and standard deviations for all grade levels for each item on the Motivation to Read Survey-Revised, little difference is seen between the pre and post test results. Table 8 provides the means and standard deviations of the individual items for the pre- and post-test

Table 7

Correlations for the Post MRS-R Questions

Questions	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
1																												
2	.35**	-																										
3	.47**	.32**	-																									
4	.25**	.24**	-.05	-																								
5	.27**	.13	.18**	.07	-																							
6	.37**	.31**	.18**	.42**	.12	-																						
7	.24**	.29**	.31**	.07	.27**	.04	-																					
8	.30**	.32**	.16*	.28**	.14*	.20**	.12	-																				
9	.66**	.35**	.52**	.23**	.33**	.37**	.31**	.30**	-																			
10	.19**	.35**	.18**	.41**	.05	.26**	.20**	.35**	.19**	-																		
11	.07	.09	.08	.07	.24**	.06	.20**	.04	.13*	.16*	-																	
12	.28**	.21**	.24**	.11	.11	.19**	.11	.25**	.34**	.17**	-.01	-																
13	.31**	.20**	.23**	.07	.32**	.32**	.30**	.21**	.28**	.08	.17**	.24**	-															
14	.38**	.43**	.19**	.39**	.11	.38**	.16*	.41**	.34**	.49**	.03	.20**	.27**	-														
15	.36**	.47**	.33**	.08	.28**	.16*	.44**	.17**	.41**	.12	.18**	.29**	.31**	.16*	-													
16	.35**	.38**	.28**	.34**	.00	.38**	.14*	.35**	.43**	.36**	-.01	.31**	.22**	.41**	.16*	-												
17	.18**	.19**	.25**	.07	.03	.24**	.04	.13	.14*	.05	.04	.17**	.23**	.17**	.26**	.20**	-											
18	.12	.23**	.07	.17*	-.03	.09	.07	.12	.08	.18**	-.04	.13*	.07	.23**	.05	.12	.06	-										
19	.46**	.22**	.37**	.17**	.26**	.30**	.21**	.21**	.50**	.26**	.15*	.21**	.23**	.25**	.24**	.25**	.10	.04	-									
20	.31**	.35**	.21**	.36**	.06	.29**	.17**	.46**	.25**	.51**	.03	.18**	.20**	.55**	.12	.48**	.19**	.16*	.25**	-								
21	.10	.17**	-.02	.15*	.12	.14*	.08	.32**	.10	.11	-.02	.14*	.22**	.30**	.09	.12	.08	.18**	.10	.18**	-							
22	.21**	.26**	.20**	.16**	.22**	.18**	.37**	.22**	.32**	.13*	.13	.08	.32**	.15*	.47**	.17**	.09	.07	.18**	.18**	.07	-						
23	.14*	.34**	.16*	.17**	.15*	.20**	.22**	.30**	.13*	.26**	.06	.11	.25**	.36**	.21**	.13*	.16*	.24**	.19**	.30**	.65**	.20**	-					
24	.16*	.08	.07	.10	.07	.19**	.07	.20**	.15*	.08	.05	.06	.11	.09	.16*	.06	.15*	.10	.13*	.11	.26**	.18**	.26**	-				
25	.02	.03	-.07	.23**	-.03	.17**	-.01	.13	-.05	.19**	.01	.07	.07	.24**	-.01	.02	.19**	.14*	.02	.22**	.34**	.06	.31**	.37**	-			
26	.10	.14*	-.01	.23**	.06	.30**	.01	.05	.05	.20**	-.01	.14*	.17*	.29**	-.02	.13	.30**	.24**	.07	.22**	.23**	.06	.27**	.22**	.37**	-		
27	.04	.06	.12	.14*	-.01	.16*	.01	.12	.14*	.18**	-.03	.14*	.02	.13	.03	.11	.16*	.09	.24**	.25**	.06	.10	.13*	.24**	.34**	.25**	-	
28	.15*	.16*	.14*	.19**	-.15*	.24**	.05	.16*	.22**	.25**	-.07	.19**	.05	.34**	.04	.25**	.19**	.22**	.38**	.36**	.22**	.08	.22**	.24**	.31**	.29**	.62**	-

administrations of the Motivation to Read Survey-Revised. If anything, there is a pattern of means falling slightly from the pre to the post test on 19 of the 28 items. Overall, the means seemed to be high and mostly 3.0 or above. Eleven items emerged with means less than 3.0. Of the 11, seven had to do with Guided Reading instructional format questions related to oral reading, reading aloud, or answering questions aloud. All of these items evaluate a 'reading as performance' stance. The following section will addresses in more depth the motivational characteristics of Guided Reading across grade level, socioeconomic status, and gender. The N is different for the pre- and posttests due to students not being present for both the pre- and the posttest administrations.

Table 8

Means and Standard Deviations for Items on the Motivation to Read Survey-Revised Pre and Post Tests

Item Number	Description	N=254 α=.88 Pre-Test Mean	SD	N=235 α=.86 Post-Test Mean	SD
1	What friends think	3.21	.74	3.23	.70
2	Like to read	3.37	.70	3.40	.66
3	Read well	2.44	.81	2.43	.77
4	Friends and reading	2.67	.78	2.51	.78
5	Word solving	3.39	.65	3.45	.60
6	Tell friends about books	2.99	.81	2.91	.85
7	Comprehension	3.74	.54	3.74	.48
8	Opinion of readers	3.09	.77	3.05	.68
9	Perception as reader	3.25	.73	3.29	.75
10	Opinion of libraries	2.76	.99	2.63	.95
11	Worry about reading skill	3.33	.72	3.49	.66
12	Reading importance	3.74	.57	3.70	.53
13	Answer reading questions	3.48	.64	3.54	.63
14	Reading and talking	2.77	.92	2.74	.90
15	Easy or hard	3.54	.63	3.53	.63
16	Reading in future	3.21	.70	3.13	.66
17	Reading groups	2.83	.84	2.81	.81
18	Read aloud teacher	3.35	.83	3.26	.91
19	Read aloud skill	2.87	.84	2.89	.79
20	Book as a gift	3.35	.71	3.31	.75
21	Guided Reading picks	3.21	.68	3.04	.74

22	GR books easy or hard	3.37	.72	3.45	.65
23	GR book introduction	3.11	.68	2.99	.70
24	GR book intro easy or hard	2.89	.90	2.75	.97
25	GR discussion helpful	3.06	.91	2.96	.94
26	GR discussion enjoyable	2.78	.96	2.73	.95
27	Teacher listens to reading	2.52	.98	2.46	1.00
28	Enjoy teacher listening	2.56	1.02	2.43	1.02

What is the impact of Guided Reading on task value, self-perceived competence, and the Guided Reading instructional format?

To gain an overall sense of mean differences of motivational constructs, I analyzed the results using a paired-samples t-test (See Table 9). This analysis revealed a significant difference between pre and post Motivation to Read Survey-Revised test scores for task value t(234)=-2.71; p=.007; d=.18. There was a significant difference between the Guided Reading format pre and post Motivation to Read Survey-Revised test scores, t(233)=-3.52; p=.001; d=.23. No significant difference emerged between self-perceived competence scores on the pre and post Motivation to Read Survey-Revised, t(234)=1.11; p=.27; d=.07. The sample mean differences are displayed in Table 9, showing that mean task value scores were significantly lower on the post test than on the pre-test (Mean=.55, SD=3.11). The mean differences were significantly lower for Guided Reading questions on the Motivation to Read Survey-Revised showing the students' overall declining perception of the format of Guided Reading (Mean Difference=.93, SD=4.05) as the year progressed. All motivational factors showed small effect sizes. Again, this analysis was used to get an undifferentiated sense of the data and further analyses follow to break down the data into specific categories.

Table 9

Paired Samples for Pre-Post Motivation to Read Survey-Revised

	Pre-Test		Post-Test				
	Mean	SD	Mean	SD	Effect Size	t	p
Task Value	24.23	4.12	23.68	4.21	.18	-2.71	.007
Competence	36.52	4.56	36.74	4.21	.07	1.11	.27
Guided Reading	26.34	4.82	25.41	4.61	.23	-3.52	.001

What is the impact of Guided Reading on student motivation to read when considering gender, grade level and SES?

Task Value

Within Subjects

Mean scores on the pre-post Motivation to Read Survey-Revised for task value questions across grade, gender and Title I status are displayed in Table 10.

Table 10

Means and Standard Deviations for Task Value Questions

	4th		5th		6th	
	Pre	Post	Pre	Post	Pre	Post
	M(SD)	M(SD)	M(SD)	M(SD)	M(SD)	M(SD)
Gender and Title Status						
Males						
Title	25.23(2.98)	24.67(3.33)	20.31(4.87)	21.23(3.75)	23.28(3.66)	23.06(3.84)
Non-title	25.12(4.27)	25.29(4.78)	25.20(3.38)	25.40(3.39)	22.73(4.29)	20.81(4.49)
Females						
Title	25.00(4.05)	24.67(3.33)	23.47(4.35)	22.05(4.29)	24.71(3.97)	23.00(4.72)
Non-title	25.93(3.52)	27.33(2.72)	26.79(2.94)	25.53(2.91)	24.17(3.95)	24.03(3.38)

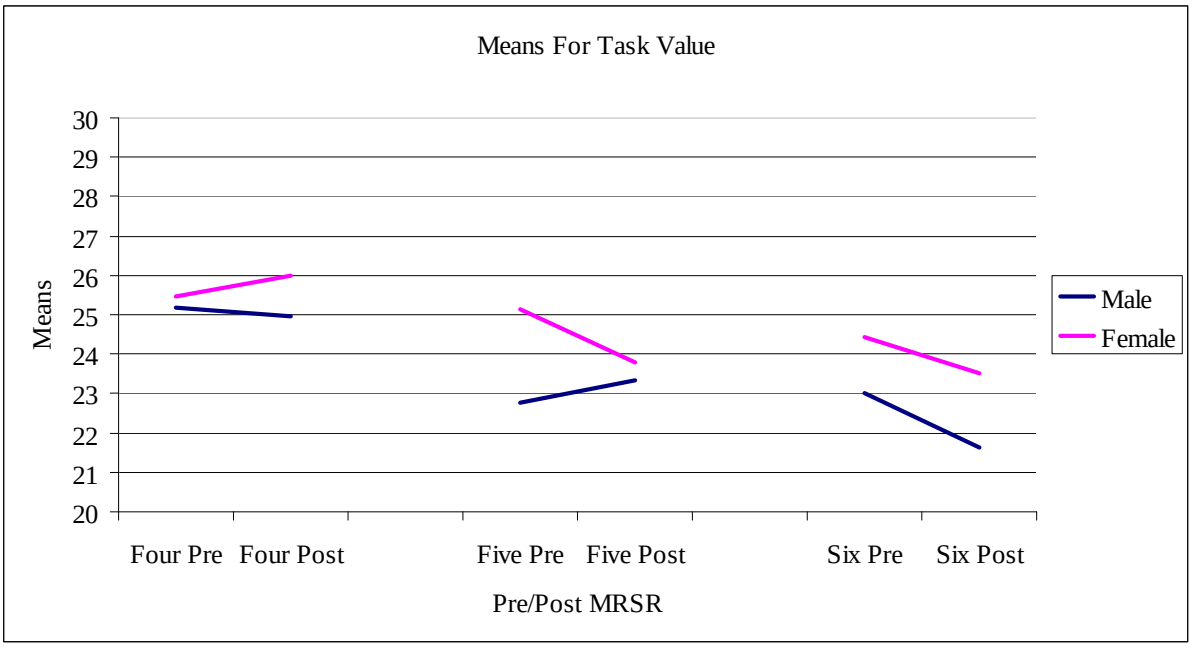
The results were analyzed using a three-way ANOVA with repeated measures on one factor, time. For tests of within-subjects contrasts, the main effect time (pre-post tests) was significant, $F(1,223)=4.027$, $p=.046$. Post-test scores on the Motivation to Read Survey-Revised for task value questions were significantly lower that the pre-test scores (See Figure 3).

Two significant interactions emerged. Time X Grade X Gender was significant, $F(2,223)=3.635$, $p=.028$. Examination of the graphs shows that task value for boys was significantly lower than girls from fourth to sixth grade. Girls' mean scores for task value went up during fourth grade, but steadily declined in fifth and sixth. Interestingly, boys' mean scores for task value were slightly less in fourth, went up in fifth but never back to the mean scores shown at the beginning of fourth grade. In sixth grade, boys' mean scores showed a steady decline. Another significant interaction occurred between Time X Gender X Title I status, $F(1,223)=18.379$, $p=.046$ (See Figure 2). In this case, the graphs illustrate that scores for males in Title I schools remained constant across the study, while mean scores for females in Title I buildings dropped significantly. While mean scores for males in non-Title I schools decreased, mean scores for females in non-Title I buildings remained constant. No other significant interactions were found.

No significant interactions were found between subjects.

All main effects for task value questions were significant. When examining scores by grade level, the between-subjects analysis was significant, $F(2,223)=6.704$, $p=.001$. As grade level increased, scores of task value for reading during a Guided Reading format decreased significantly (See Figure 3). Follow-up analyses of the main effect of gender examined differences between grade levels. The follow-up tests

Figure 3



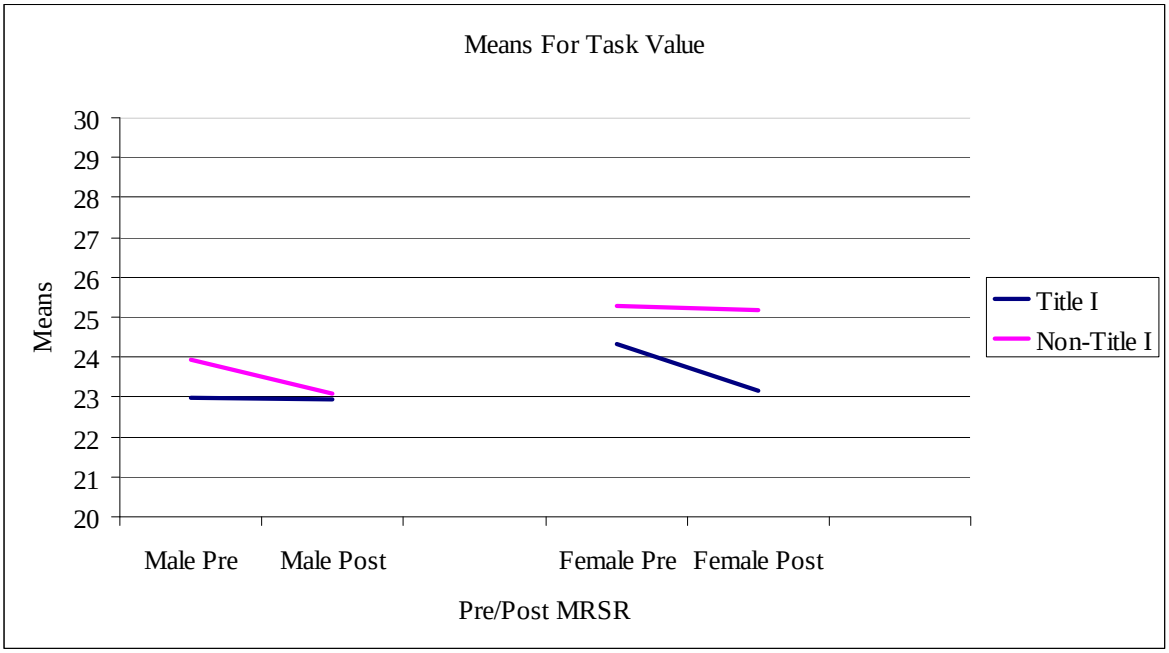
consisted of all pairwise comparisons among fourth, fifth, and sixth grades. The Bonferroni adjustment was used to control for Type I errors across the pairwise comparisons. Type I errors occur when the null hypothesis is rejected when the null is true. The results of this analysis indicate that there was a significant difference between task value of fourth, fifth, and sixth graders. Fifth grade was significantly different from fourth or sixth grade: task value scores for fifth graders rose during the study, but were still lower than fourth grade scores. Fifth graders task value scores increased, although their scores were still lower than the task value scores of fourth graders. This finding indicates there was still a gradual decrease of task value as students went from fourth to fifth to sixth grade even with a slight increase in fifth graders scores.

Gender and SES were examined next. The analysis for gender showed a significant effect, $F(1,223)=5.991$, $p=.015$. Females scored significantly higher on task

value questions than males (See Figure 4). No significant interactions were found when examining gender and task value.

The relationship of school Title I status-- a proxy for socioeconomic status-- to task value was evaluated next. Title I status proved to be significant, F(1,223)=9.018, p=.003. Students in Title I buildings scored significantly lower than students in buildings without Title I status. One significant interaction was found in Grade X Title I status, F(2,223)=7.803, p=.001.

Figure 4



Self-Perceived Competence

Within Subjects

Mean scores on the pre-post Motivation to Read Survey-Revised for self-perceived competence questions across grade level, gender, and Title I status are displayed in Table 11.

Table 11

Means and Standard Deviations for Self-Perceived Competence Questions

	4th		5th		6th	
	Pre	Post	Pre	Post	Pre	Post
	M(SD)	M(SD)	M(SD)	M(SD)	M(SD)	M(SD)
Gender and Title Status						
Males						
Title	36.08(3.80)	36.92(3.66)	36.08(6.56)	36.69(5.12)	36.89(4.27)	36.67(4.34)
Non-title	36.65(4.15)	38.00(5.43)	37.10(5.77)	37.10(3.45)	36.08(3.91)	36.11(3.76)
Females						
Title	36.27(3.62)	35.67(3.74)	35.58(4.65)	35.26(4.08)	36.21(6.92)	36.43(6.16)
Non-title	36.93(4.88)	38.27(3.88)	37.21(3.39)	37.11(3.78)	36.91(4.38)	37.09(3.99)

Results were analyzed using a three-way ANOVA with repeated measures on one factor, time. No significant main effects were found when examining time, $F(1,223)=1.765$, $p=.185$. No significant interactions were found when examining grade, gender, and socioeconomic status.

Between-Subjects

When considering between subjects effects, no significant main effects or interactions were found when self-perceived competence questions were analyzed.

Guided Reading

Within Subjects

Mean scores on the pre-post Motivation to Read Survey-Revised for Guided Reading questions across grade level, gender and Title I status are displayed in Table 12. Results were analyzed using a three-way ANOVA with repeated measures on one factor, time. The main effect of time was statistically significant, $F(1,222)=9.324$, $p=.003$.

Table 12

Means and Standard Deviations for Guided Reading Questions

	4th		5th		6th	
	Pre M(SD)	Post M(SD)	Pre M(SD)	Post M(SD)	Pre M(SD)	Post M(SD)
Gender and Title Status						
Males						
Title	27.77(3.72)	26.31(3.47)	22.92(5.70)	23.31(4.97)	26.28(3.75)	25.39(3.03)
Non-title	27.00(4.95)	26.53(6.81)	26.80(5.34)	27.15(5.06)	24.84(4.02)	22.65(3.69)
Females						
Title	28.07(4.85)	27.07(4.23)	26.26(5.49)	25.79(3.85)	27.79(5.52)	25.93(3.99)
Non-title	29.21(6.38)	27.71(5.99)	27.68(4.50)	27.26(3.89)	24.97(3.41)	24.20(3.81)

Means on the Guided Reading questions on the Motivation to Read Survey-Revised pre-post test were significantly lower than the means on the Motivation to Read Survey-Revised post-test. No significant within-subjects interactions for Guided Reading emerged.

Between-Subjects

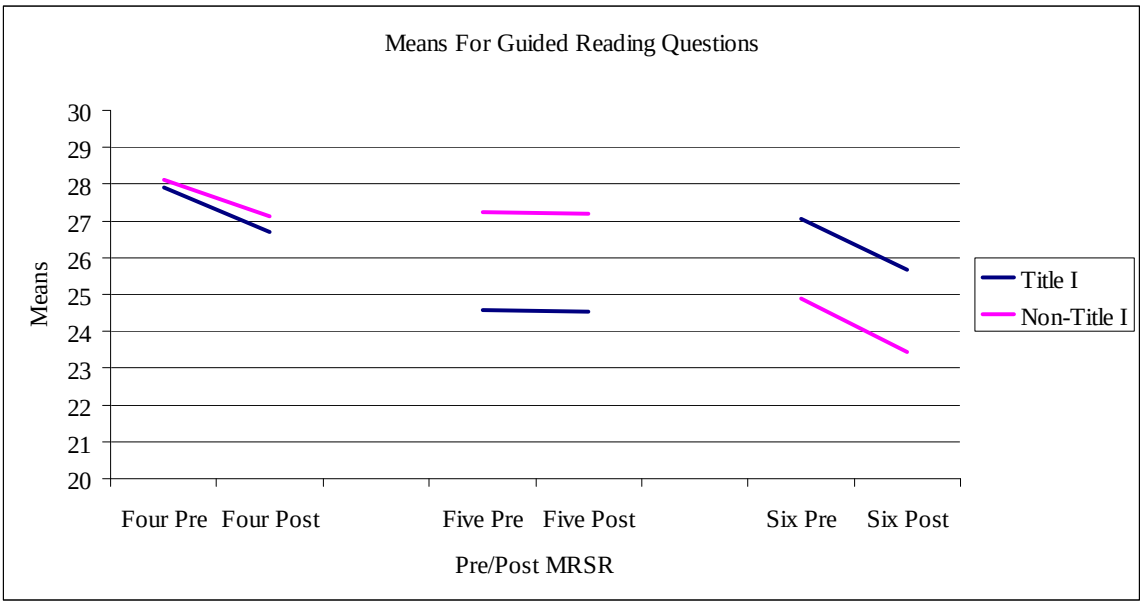
When examining the between-subjects data for Guided Reading, there were two significant main effects. Grade was found to be significant, $F(2,222)=5.254$, $p=.006$. A follow-up analysis was used to examine the main effect of gender and grade level. These tests consisted of all pairwise comparisons among fourth, fifth, and sixth grade scores. The Bonferroni adjustment was used to control for Type I errors across the pairwise comparisons. As with the results of the post hoc tests for task value, the results of this analysis indicate that there was a significant difference between Guided Reading scores of fourth and sixth graders. Fifth grade was significantly different from fourth and sixth grade. A gradual decrease of task value and perceived self-competence for Guided

Reading emerged as students go from fourth to sixth grade. Mean scores for Guided Reading related questions across grade level decreased.

The main effect of gender was significant when considering the implementation of Guided Reading, $F(1,222)=4.969$, $p=.027$. Females scored higher on the pre-post test than males. The main effects for Title I status were not significant, $F(1,222)=.217$, $p=.642$.

There was a significant interaction found between Grade X Title I status, $F(2,222)=6.891$, $p=.001$. A steady decrease emerged in scores on the Pre/Post Motivation to Read Survey-Revised from fourth to fifth grade students in non-Title I buildings and then a sharp decrease from fifth to sixth grades (See Figure 5). For Title I students, a sharp decrease was found for student scores from fourth to fifth grade and then a significant increase showed from fifth to sixth grade. In fact, sixth graders in Title I buildings scored higher on the pre/post Motivation to Read Survey-Revised, than sixth graders in non-Title I building. No other interactions emerged as significant.

Figure 5



What is the relationship between the quality of teacher implementation of Guided Reading and student motivation to read?

Means and Standard Deviations for Teacher Observations

Means and standard deviations for the teacher observations indicate a rise in scores on the Developing Language and Literacy Teacher Rubric-Guided Reading from observation one to observation two (See Table 13). The highest score in any one category on the rubric was a four out of a possible four and many of the means are fairly low, with "Samples Oral Reading" being the lowest mean (for Observation 1, M=0.86, SD=.151; for Observation 2, M=1.14, SD=1.66). Many of the standard deviations are large considering this was on a 4-point scale, especially the categories of "Rich Group Discussion" and "Makes Teaching Points". I will provide an extended interpretation of the wide variation of these findings in Chapter 5.

Table 13

Means and Standard Deviations for Teacher Observations

Teacher Factors	N=14 α=.73 Observation 1 Mean SD		N=14 α=.69 Observation 2 Mean SD	
Grade	5.14	.86	5.14	.86
Years Experience	18.79	9.30	18.79	9.30
Text Selection	3.64	.50	3.64	.84
Introducing Text	2.60	1.90	2.64	1.82
Engaging Introduction	3.30	1.44	3.00	1.57
Samples Oral Reading	0.86	1.51	1.14	1.66
Rich Group Discussion	2.21	2.00	2.93	1.40
Makes Teaching Points	2.29	2.05	2.80	1.60
Total Fidelity M=31.00 α=.79	M=14.86		M=16.14	

Correlations for Teacher Observation One

The analysis examined the relationships between grade level and teachers' years of experience. I examined the scores on the Developing Language and Literacy Teacher Rubric-Guided Reading for the first observation of the 14 teachers in an effort to discover relationships between the teachers and the variables on the rubric. The variables on the rubric included text selection, text introduction, engaging introduction, sampling oral reading, conducting a rich discussion after reading the text, and making specific teaching points based on the text and the readers. The correlations between pairs of variables are reported in Table 14. Significant correlations are noted in the table.

Table 14

Correlations for First Teacher Observation for Guided Reading Lesson, Grade Level, and Years of Experience

Variables	1	2	3	4	5	6	7	8
1. Grade Level	-							
2. Years Experience	.32	-						
3. Text Selection	-.41	-.47	-					
4. Text Intro	-.58*	-.61*	.15	-				
5. Engaging Intro	-.47	-.54*	.58*	.62*	-			
6. Sample Oral Read	.14	-.23	.03	.41	.23	-		
7. Rich Discussion	.29	-.06	-.38	.25	.06	.54*	-	
8. Teaching Points	.32	-.05	-.34	.20	.07	.51	.99**	-

*p<.05
**p<.01

Text introduction and grade level were negatively related, r=-.58, n=14, p<.05, explaining 33.6% of the variance. This finding indicates that teachers in the lower grade

levels received higher scores for introducing text. Text introduction and years of experience were moderately related, $r=-.61$, $n=14$, $p < .05$, indicating that less experienced teachers generally received higher scores, a 3 or a 4 on the rubric, when introducing the text in a Guided Reading group. This relationship also proved to be the case when comparing years of teaching experience and giving an engaging introduction to the text, $r=-.54$, $n=14$, $p < .05$. Teachers with fewer years of experience tended to be perceived as providing an engaging introduction to texts by the raters than teachers who had taught reading using other formats prior to the district's requirements for using Guided Reading for the literacy block. A moderate, positive relationship was discovered between offering an engaging introduction and text selection, $r=.58$, $n=14$, $p <.05$, and when providing an engaging introduction and the text introduction, $r=.62$, $n=14$, $p < .05$. A text introduction includes grabbing the attention of the reader, accessing students' prior knowledge of the topic, and attending to critical features of the text. On the rubric, an engaging introduction brings students into a conversation about the text and supports their thinking about the meaning of the text.

Teachers who had higher scores in offering an engaging introduction also tended to score more highly in text selection and text introduction. Rich discussion and sampling oral reading were statistically significantly related, $r=.54$, $n=14$, $p <.05$ suggesting a moderate relationship between sampling student reading and then conducting a rich discussion of the text as a group. The highest correlation was between conducting a rich discussion and selecting specific teaching points from the text, $r=.99$, $n=14$, $p < .01$. This suggests that conducting a rich discussion is synonymous with selecting teaching points for the text in the minds of the observers. The correlation for

the second teacher observation between conducting a rich discussion and selecting specific teaching points from the text was not as closely related as in Observation 1, r=.87, n=14, p < .01.

Correlations for Teacher Observation Two

The second round of observations using the Developing Language and Literacy Teacher Rubric-Guided Reading had fewer statistically significant correlations than the first observation, as shown in Table 15. The relationship between two variables continued to yield the highest correlations. Providing an engaging introduction and text introduction were statistically significant, r=.78, n=14, p < .01. Making specific teaching points and conducting a rich discussion of the text were highly correlated, r=.87, n=14, p < .01. The higher the teacher score on teaching points the higher the score on discussion of text.

Table 15

Correlations for Second Teacher Observation for Guided Reading Lesson, Grade Level, and Years of Experience

Variables	1	2	3	4	5	6	7	8
1. Grade Level	-							
2. Years Experience	.32	-						
3. Text Selection	-.35	.00	-					
4. Text Intro	-.11	-.50	.16	-				
5. Engaging Intro	-.17	-.35	.23	.78**	-			
6. Sample Oral Read	-.23	-.48	.32	.35	.12	-		
7. Rich Discussion	.46	.35	-.02	.05	-.07	.37	-	
8. Teaching Points	.53	.24	.05	.19	.22	.28	.87**	-

*p<.05

**p<.01

Self Perceived Competence, Task Value, or Guided Reading and Level of Teacher Implementation

One-way analyses of variance were conducted to evaluate the relationships between student perceptions of task value, competence, or Guided Reading instruction, and the levels of teacher implementation of Guided Reading. For each ANOVA, the

Table 16

Means and Standard Deviations for Teacher Implementation and Motivation Constructs

	Task Value		Self-Perceived Competence		Guided Reading Format	
	Pre	Post	Pre	Post	Pre	Post
	M(SD)	M(SD)	M(SD)	M(SD)	M(SD)	M(SD)
Teacher Group						
Low	24.45 (1.77)	24.05 (2.33)	36.32 (0.80)	36.39 (0.92)	26.55 (1.54)	25.92 (1.75)
High	23.90 (1.35)	23.26 (1.31)	37.11 (1.09)	36.32 (0.99)	26.10 (1.13)	25.02 (1.59)

implementation scores on the Developing Language and Literacy Teacher Rubric-Guided Reading were combined to produce one score for each teacher. The teachers were then divided into two groups, using a median split. A median split was used because the distribution of teacher implementation scores clearly fell into two categories of low or high. The results from each one-way ANOVA for students' perceptions of task value, reading, competence, or Guided Reading showed non-significant relationships with teacher implementation for the pre/post test assessments.

Mean scores on the pre-post Motivation to Read Survey-Revised for task value questions were compared with high and low teacher implementation scores on the

Developing Language and Literacy Teacher Rubric-Guided Reading are displayed in Table 16.

In analyzing the data, it is clear that Guided Reading instruction, in this study, did not significantly increase reading motivation for fourth, fifth, and sixth grade readers. In fact, this study showed a significant decrease in task value for reading. In Chapter 5, I will draw conclusions regarding the unanticipated decrease in motivation.

Chapter 5

Discussion

The purpose of this study was to determine the relationship between Guided Reading and student motivation across fourth, fifth, and sixth grade students. Previously, many studies have been conducted with Guided Reading and its relationship with comprehension. The present study is one of the first studies to specifically examine the relationship between Guided Reading and literacy motivation, with literacy motivation defined as: (a) task value -- whether an individual finds a task interesting, important, and/or useful; (b) self-perceived competence -- an individual's beliefs on how well he/she can accomplish a task; and, (c) students' perceptions of the Guided Reading format. In the following sections, I will first summarize the results, discuss the implications of these results, and end with recommendations for Guided Reading instruction with older elementary grade students.

Impact of Guided Reading on Student Motivation across Fourth, Fifth, and Sixth Grade

Overall, pre-post Motivation to Read Survey-Revised aggregated results for fourth, fifth, and sixth grades indicated that Guided Reading did not significantly affect students' generalized reading motivation positively or negatively in this study. When examining each motivation construct individually across grades, a somewhat different view emerged. No significant differences emerged between pre-post test scores for self-perceived reading competence. In contrast, the overall task value for reading showed a trend of decreasing scores from pretest to posttest. Even more troubling for schools employing this format for teaching reading, the Motivation to Read Survey-Revised

scores regarding Guided Reading format as a motivator for reading went down significantly as well. Therefore, the overall data analysis for this study suggests that Guided Reading does not increase task value or self-perceived competence as hypothesized.

After examining the data overall, self-perceived competence, task value, and Guided Reading questions were then analyzed separately considering gender, socioeconomic status, and grade level as differentiating factors. The next sections will summarize and discuss the impact of Guided Reading on the three motivation constructs when analyzed with gender and grade level as factors.

Reading Motivation, Gender, Grade Level, and Guided Reading

I was interested in determining any differences that might be present between boys' and girls' motivation for reading during Guided Reading overall and at each grade level. On the pre-post test means for the Motivation to Read Survey-Revised, girls demonstrated higher task value for reading than boys. When gender was examined separately at each of the three grade levels, some interesting results became apparent. Boys' task value for Guided Reading in fourth grade decreased slightly across the study, while the fifth grade boys' means grew from pre to post test. This growth did not continue; sixth grade boys' means decreased considerably, showing significant differences between scores from fourth to sixth grades, even with the means of the fifth grade boys showing an increase.

For the girls, grade level showed significant differences as well. During fourth grade, the task value means for the girls increased, but then steadily declined from fifth to sixth grade. When looking at the impact of Guided Reading on student motivation to

read across grade level overall, for both boys and girls, task value decreased from fourth to sixth grades.

Although I predicted that students' perceptions about their competence for reading would increase, I found no significant differences in the means for the self-perceived competence questions on the pre-post Motivation to Read Survey-Revised across grade level when considering students' gender over the course of the study.

Overall, the means for students' perceptions of Guided Reading showed a significant decrease in scores from fourth grade to sixth grade, suggesting that the Guided Reading instructional format may not be a good choice for upper elementary students. Even though the overall scored decreased across the grades in the study, the mean scores for girls regarding motivation for Guided Reading were still significantly higher than males.

Boys vs. Girls

When considering the finding that the girls scored significantly higher than boys on motivation to read, there is a large body of research that supports this finding. Girls have tended to rate their expectations and abilities higher in reading than boys (Crain, 1996; Eccles, Wigfield, et al., 1993; Jacobs et al., 1998; Marsh, 1993; Marsh & Yeung, 1998; Wigfield, et al., 1997). Gender differences in competence beliefs and values emerge early in the elementary years.

Jacobs et al., (2002) conducted a longitudinal study on differences in self-perceived competence for math, language arts, and sports between seven hundred sixty-one boys and girls spanning the first through twelfth grades. He found that the biggest differences in self-perceived competence were during the later elementary school years,

favoring girls in reading and language arts. Of all of the domains they studied, boys' self-perceptions of competence and task values for language arts tasks initially showed the largest gap from the girls', with boys' self-perceptions on these two constructs decreasing more rapidly than girls during middle and high school. Perhaps this finding is due to girls preferring the emphasis in reading on interpretation and opinions allowing girls to use their verbal skills (Brush, 1980). Much discussion, interpretation of texts, and opinions being shared take place in the Guided Reading format, which may explain gender differences in the present study. Alternatively, some researchers suggest that higher self-perceptions in language arts for girls are due to girls just reading more then boys. (Hedges and Nowell, 1995). Advantages gained from increased amounts and breadth of reading include increases in vocabulary and more practice in applying reading strategies when they are needed for comprehension (Guthrie, Schafer, Wang, & Afflerbach, 1995). Therefore, if girls are reading more and are becoming better readers, their self-perceptions as readers should be expected to correspondingly increase.

The results of this study support the findings of previous studies related to gender and reading motivation. Females showed significantly higher means on reading motivation than males in this study.

Grade Level

Prior research shows that students' self-perceptions of competence and task value decline as they grow older (Jacobs, Lanza, Osgood, Eccles, & Wigfield, 2002; McKenna, Kear & Ellsworth, 2008). Jacobs et al., (2002) conducted a longitudinal study on trends in self-competency beliefs and task value across domains and ages. Data collected for ten years from ten schools and presented information from grades 1-12. Each spring

students completed questionnaires measuring competence beliefs and task value for math, language arts, and sports. This study found that self-perceptions of competence and task value declined across all domains as students grew older. One explanation put forth from this study is that in any skill area, students become more aware of others' level of competence, putting their own in a clearer perspective. As students increase in age, there is also a larger pool of competitors that are equally as talented as they are, allowing them to fine-tune their view of what competence entails. Another explanation was the introduction of higher academic standards as grade level increases. Because of this change, students may experience less success or success at a higher cost of effort then previously experienced.

Other researchers (Nicholls & Miller, 1984; Stipek, 1984) finding declines in self-competence and task value state that motivation to read starts high for elementary students in first grade because their perceptions may be unrealistically high. Young students may have limited opportunities to compare themselves to others (Wigfield, et. al, 1997). Beginning in the upper elementary grades children become increasingly aware of others' level of competence and where they themselves fall (Jacobs & Eccles, 2000; Nicholls & Miller, 1984). Upper grade students have more opportunity to see others' abilities and compare themselves with their classmates than younger students. These social comparisons create declines in self-competence and task value in many curricular areas, especially reading. Yet, some researchers have even found significant differences in task value and self-perceived competence in students as young as first grade (Wilson & Trainin, 2007).

Gambrell et.al., (1999) developed the Motivation to Read Survey found significant differences between mean scores of third and fifth grade students, with younger students scoring more positively than older students. The same result was found in this study in comparing fourth to sixth grades, showing a significant decline in motivation for reading from fourth to sixth grade.

In examining the findings of the present study more closely, the lowest means on the pre and post Motivation to Read Survey-Revised were questions regarding reading aloud to a teacher or others. These means may be lower due to similar reasons other researchers have posed. Reading aloud to a teacher while others read quietly to themselves, whether in a large group or in a small Guided Reading group, is a chance for social comparison. Upper grade students are more able to see differences in reading skills when others read aloud (Jacobs & Eccles, 2000; Nicholls & Miller, 1984). Additionally, if they perceived that their fluency is poor, students-especially those approaching middle school-may find oral reading embarrassing (Covington, 1984).

The next section will examine the results when considering the impact of motivation for Guided Reading when using socioeconomic status as a differentiating factor. The results will then be discussed in comparison to current research on reading motivation and socioeconomic status.

Reading Motivation, Guided Reading and Socioeconomic Status

The means for the task value questions were lower for students in Title I buildings than for students in non-Title I schools. Surprisingly when considering the previously reported data from this study, the means for boys in Title I buildings stayed fairly consistent with low to moderate scores, while the means for boys in non-Title I buildings

dropped. Girls in non-Title buildings stayed fairly consistent with low to moderate scores, while, the task value pre-post means for girls in Title I schools dropped significantly.

As noted earlier for the gender analyses, no significant differences in means for self-perceived competence questions on the pre-post Motivation to Read Survey-Revised across for socioeconomic status based on Title I school designation. Overall, the means by gender were all moderate.

For students attending low SES schools, the mean scores on the pre-posttest for students in Title I buildings were highest in fourth grade, decreased in fifth grade, and rose somewhat in sixth, although never increasing as high as the fourth grade means. This pattern suggests that some elements of the Guided Reading instructional format may be less motivational for fifth graders in the study's classrooms, than fourth or sixth grade classrooms. This pattern occurred for both boys and girls in the Title I buildings and suggests a closer look is warranted at the Guided Reading instruction in fifth grade classrooms in the study to see if differences in implementation emerge. The mean scores for students in non-Title I buildings steadily decreased, although not significantly from pre to posttest, suggesting that the Guided Reading instructional format is not motivating for students in those classrooms either.

Socioeconomic Status

Most of the research on socioeconomic status in education has focused on the relationship between socioeconomic status and general academic achievement (White, 1982; Coleman, et al., 1966). It is difficult to find any studies examining the relationship between socioeconomic status and reading motivation. There is a well-established link

between motivation to read and reading achievement (Deci, 1992: Gambrell, Codling, Mazzoni, & Palmer, 1996; Guthrie & Wigfield, 2000; Guthrie, Wigfield, Humenick, Perencevich, Taoada, & Barbosa, 2006; Wigfield & Eccles, 1992). Therefore, the studies I examined to establish links to the current research study and existing research explored the relationship between socioeconomic status and general reading achievement.

Sirin (2005) conducted a meta-analysis of studies examining socioeconomic status and academic achievement in journals published between 1990 and 2000. The analysis consisted of a student sample of 101,157 students spanning grades kindergarten through twelfth grade, and included 6,871 schools, and 128 school districts. Sirin (2005) found moderate to strong correlations, with an average correlation of the aggregate level data or r=.60 between socioeconomic status and academic achievement. The meta-analysis suggested that parents' location in the socioeconomic structure has a significant affect on students' academic achievement. Parents of students in non-Title I buildings tend to have more resources and the social capital necessary for school success (Coleman, 1988).

In the current study, the task value and self-perceived competence of students in Title I buildings were both lower than those ratings of students in non-Title I buildings; this finding is consistent with other research using socioeconomic status and academic achievement as variables. These students typically are not afforded as many reading materials and opportunities at home as students in non-Title I buildings (Coleman, 1988), thus decreasing the depth, breadth, and amount of reading they do. Therefore, students in low SES buildings may have lower self-perceived competence and task value as

readers due to their lack of the substantial amount of reading practice needed to become proficient.

Teacher Implementation of Guided Reading and Reading Motivation

When teacher implementation scores for Guided Reading lessons were used as variables to give insight to student motivation scores on the pre-post Motivation to Read Survey-Revised surveys, no significant findings emerged. Surprisingly, analyzing task value, self-perceived competence, and Guided Reading questions separately, these constructs were not significantly affected by teacher implementation scores. It seems probable to expect that high level Guided Reading implementation would be related to an increase in student scores in task value, self-perceived competence, and Guided Reading related questions, because each component, when implemented well, should help students learn to read with greater proficiency.

When examining the correlations for the implementation rubrics more closely, teachers with less experience in teaching received higher scores on introducing texts and creating engaging introductions. This finding is significant because creating situational interest is key in motivating students to read (Schiefele, 1999; Hidi, 1990).

Why Didn't Guided Reading Increase Motivation for Older Elementary Students?

The relationship between competence beliefs and task value can increase as students get older. If students feel competent at a task, they are more likely to value it over time (Eccles & Wigfield, 1995). An increase in task value and self-perception beliefs has been linked to more time spent on task, improvement of skills, and result in engagement over time (Jacobs & Eccles, 2000; Wigfield, 1994).

If one considers each component of Guided Reading separately, there is prolific research to support each element. These findings lead one to believe that combining all of these components as a format for delivering reading instruction should have the synergy to lead to an increase in reading competence as students get into the higher elementary grades. Additionally, if reading competence increases, prior research (Deci, 1992: Gambrell, Codling, Mazzoni, & Palmer, 1996; Guthrie & Wigfield, 2000; Guthrie, Wigfield, Humenick, Perencevich, Taoada, & Barbosa, 2006; Wigfield & Eccles, 1992) indicates that it is also reasonable to expect there would be a corresponding increase in motivation. The present study showed that this was not the case with the participants in this study. As an overall set of instructional strategies, Guided Reading methodology in this study had a negative affect on most student populations in this study, even when the teacher was implementing Guided Reading at a high level. So, the question becomes, why didn't this particular reading format increase reading motivation when it has so many components of best practices for teaching reading in place?

Text Selection and Interest

One possible answer lies in the texts that are selected for Guided Reading groups. This study was partially qualitative in nature, and as part of the data collection I received narrative accounts sent by the teachers regarding why they selected the particular texts for their Guided Reading groups. These text choices were also scored on the Developing Language and Literacy Teacher Rubric-Guided Reading. Because there was not time for teachers to meet with the observers to explain the reasons for text selection, these accounts were sent to me by each teacher before or immediately after their Guided

Reading observations. I then scored each teacher's text choice based on the Developing Language and Literacy Teacher Rubric-Guided Reading.

These narratives have a wealth of information that could provide insight into possible reasons why motivation decreased across the grades in this study. The rubric states that for a teacher to score a four he/she must have "selected a text that is the appropriate level and well-matched to the group and provided many opportunities to learn." The observer was directed by the rubric's creators to mark the rubric as the observation proceeded for inappropriateness if it was obvious that the text was unsuited to the students' reading level as the observation went on. As I consider this rubric now, I realize that in the text selection section, there is not an item measuring student interest. Is the book of high interest to the group? In fact, the word "interest" or any other synonym for interest does not appear on this rubric.

Teachers were asked to give answers to questions sent to them by me in an e-mail. (See Appendix D). These questions were formulated to score the teachers on the section for text selection and were based on the Developing Language and Literacy Teacher Rubric-Guided Reading (2005) to be able to score the teachers on the section for text selection. From the analysis of their responses four categories emerged after analyzing all of the teachers' answers to the question "Why did you select this text?" Their responses indicated one or more of these reasons: (a) they used the text's reading level to match the reading group: (b) the text was tied to what was being studied in social studies or science: (c) the text matched a desired strategy focus, and: (d) the text would be of high interest to the readers. Of the fourteen responses to this question, seven chose their text based on the reading level of the Guided Reading group. Three teachers chose the

text based on its cross-curricular possibilities. Of these three teachers, one mentioned that her students were very interested in what they had just studied in social studies, so she continued with more books on the topic in Guided Reading. Two teachers chose their texts based on the book matching a strategy-teaching focus. Two teachers chose their texts based on level and interest. The first chose a book about dogs and expressed that her particular group loved dogs. The second teacher chose a book that she felt was a bit of a challenge for her readers. These students were unmotivated readers, and she felt that the book she chose would get the students very interested in the text. This particular group was a group of boys who expressed interest in "action-packed" books. The teacher wrote a lengthy description of this book being "action-packed" and the first in a series. The teacher believed that the students might be motivated to continue the series on their own after reading this book in their Guided Reading group. The book had similar themes to the prior book read by the group, so there were ample opportunities to make text-to-text connections. This particular reading strategy supporting comprehension was something that this group had struggled with in the past. Not surprisingly with this evidence of teacher reflection, their teacher also earned the highest overall scores during her Guided Reading observation, earning a score of 4 in every category; she also scored a 4 on the optional category of word work. These activities occur at the end of the Guided Reading lesson and consist of direct instruction of word-solving strategies tailored to the needs of the reading group. Of the fourteen teachers, only two chose their texts with interest in mind. It is very telling in the results of this study that only one of the teachers discussed interest as related to text selection as a way to increase the motivation of her unmotivated readers. One teacher admitted in his response that the text was not

interesting, but the narrative format would provide students with a relevant model for the state writing assessment which is also in narrative format. Therefore, student interest was not a prevalent consideration in choosing texts for the teachers in this study.

Eccles and Wigfield (1995) found that when competence beliefs increase, task value, a student's interest in a task, can correspondingly increase. Do competence beliefs have to be in place before a student values a task or can task value and self-perceived competence be increased simultaneously? Most of the teachers in this study chose texts to work on a particular skill or to match a reader to an appropriately leveled text with no thought of interest in mind. Only one teacher thought about interest first and then skills to be taught. Would students' task value be increased if interest were given an equal focus as skills to be taught and level-matching?

Type of Texts Selected

Another important factor in text selection is the type of book selected. In this study 10 of the 14 teachers used "little books" as the text for their Guided Reading observation. The school district in this study provided a book room for each school with leveled readers which most of the teachers refer to as "little books". They are referred to as "little books" because they are each sixteen pages long. In the fidelity check e-mail sent on February 8, seven teachers were using "little books" as the texts for all levels of their reading groups. Teachers in this study could use a variety of texts such as novels, informational texts, or poetry throughout the year with their Guided Reading groups. Yet, nine of 14 teachers were using little books for their observation, and seven of 14 were using little books to teach all of their Guided Reading groups during the reporting week. This decision to use little books suggests that most students are getting a steady

diet of sixteen-page books. As stated by Fisher & Hiebert (1990), "…from a task perspective, consistent reading of particular types of texts can be likened to a diet where children eat particular food groups, but not others" (p. 15). Even if these books hold interest to the students, reading sixteen-page books most of the time in Guided Reading does not lend itself to the in-depth practice of strategies needed to become successful, mature readers. A closer analysis of this collection of leveled readers revealed that there are more nonfiction than fiction titles. There is no doubt that nonfiction can be very interesting, but of the nonfiction titles included in this series, many of them tend to be biographies of people with whom most students were unfamiliar (e.g. Daniel Inouye: Senator from Hawaii is offered at a Level P and a Level W). Therefore, most of the nonfiction titles at each level appeared to be ones with which most students would be expected to have little to no background knowledge – an important source for supporting reading comprehension. If teachers are matching most students to little books by considering only appropriate reading levels and the strategy instruction that is suggested by the publisher to use with the text and not student interest, then the text topic may be a reason for the decrease in motivation.

Typically, a "little book" is used all week for Guided Reading. Reading little books does not entail a significant amount of reading, nor does it allow students to apply a variety of strategies to many different types of texts, if a teacher follows the publisher's guide to strategy application. Therefore, adequate practice in students' independent strategy application of reading strategies may not occur. Further, Wigfield and Guthrie (1997) found that motivation predicts the amount and breadth of reading done by fourth and fifth grade students. If teachers want students' motivation to read to increase,

students need to read a considerable amount of text as well as practice with various types of texts. Because the majority of students in this study received a steady diet of one "little book" per week, these students were neither reading an appropriate amount of texts nor were they introduced to a variety of texts. It is not surprising that motivation did not increase and even decreased somewhat for these students across the course of the study.

Situational Interest

As discussed previously, if a topic is not inherently interesting to a reader, situational interest may be created to increase interest for that topic (Schiefele, 1999; Hidi, 1990). Situational interest is interest created in a specific context, short-lived, and is common across individuals (Krapp, Hidi, & Renninger, 1992; Wade, 1992). In a Guided Reading group, situational interest is created by a teacher while introducing a text to a group.

Of the 14 teachers, five out of 14 did not include introductions to the texts prior to students reading them. Three of the five teachers were sixth grade teachers, with one teaching fifth, and one other teaching fourth. If the texts in this study were typically little books that were not inherently interesting to the students and if many of the teachers were not providing an introduction at all to create situational interest, there was less chance of self-perceived competence or task value being increased; studies (Fink, 2007; Hidi & Baird, 1988) show that personal and situational interest in a topic can increase comprehension and motivation to read. Also, of the five teachers who offered no text introductions, three of these teachers were sixth grade teachers. If motivation typically declines as students progress through each grade, sixth grade teachers should be particularly invested in working explicitly to create interest in the books the students are

about to read. On the Developing Language and Literacy Teacher Rubric-Guided Reading the text introduction has two purposes. The first is to provide the students with a scaffold for language to be encountered (e.g. defining new vocabulary, teaching about print features including captions or quotes, and supporting thinking about the meaning of the text). Typically, this is the time when a teacher would activate prior knowledge about the topic and anticipate any roadblocks to reading. With these prereading activities, teachers are scaffolding the reading so all students in the group feel competent when reading on their own. The text introduction is, therefore, directly linked to the perceived self-competence that a student may have for a particular text. As I examined the "Text Introduction" section of the rubric, I noticed that a rating for creating interest for the text was not included in the scoring. The introduction is supposed to be engaging, but is it possible for a teacher to engage the students' attention during the text introduction and still not have provided situational interest? Students may be engaged and listening and still not have motivation to read that particular book. Perhaps another reason for decline in motivation is the lack of emphasis on creating situational interest for a text that is about to be read.

Sampling Oral Reading

Another problematic element of the rubrics was the section on sampling oral reading. A rating of four on the rubric states, "Samples oral reading and demonstrates, reinforces, and consistently prompts for effective reading behaviors and problem-solving actions". This is the component of Guided Reading that directly addresses word-solving and fluency issues. According to Fountas and Pinnell (2006), a reader who is adept in word-solving, can use a wide range of strategies to decode words and understand word

meanings while reading a text. In the upper elementary grades, most students can decode words fluently, but still may need additional instruction in understanding word meanings (Fountas & Pinnell, 2002). The focus of vocabulary building and decoding in the upper elementary grades and beyond should be centered on the morphology of words, or the study of meanings of word parts (e.g. bio-meaning life and –ology meaning the study of), to understand word meanings while quickly decoding unknown words. Of course, less capable readers still need instruction in more basic decoding strategies to increase reading fluency and comprehension.

Sampling oral reading is a major component of Guided Reading that should support self-competence in a reader, because the teacher works individually with each student to develop the word-solving strategies that he or she needs. Nine of the 14 teachers did not sample oral reading. Some of the observations may have been conducted on the first day with a book, but introducing the book should never be so long that a teacher can not sample oral reading. Of the five teachers who did sample oral reading, only two of them received a “four” on the rubric, because there was evidence of reinforcement and prompting for effective reading behaviors and problem solving. The other two teachers just listened to students read orally and did not take anecdotal records or give any prompts for word-solving strategies. Again, it is not surprising that there was not an increase in self-perceived competence in this study if only two out of 14 teachers are supporting students in their specific word-solving needs during reading.

It is also interesting to note that several teachers were employing the “round robin” reading format. In round robin reading, one student is chosen to read while the others follow along in the text and listen to the student. This classic reading format can

be particularly embarrassing for students with reading difficulties due to their dysfluent rendering of text. 'Round robin' reading could reasonably contribute to a decrease in self-perceptions of reading competence, thereby dampening any positive effects that the other components of Guided Reading might provide. 'Round robin' reading also does not encourage each student to interact with the text as an individual. This instructional choice is very different from reading individually with students and scaffolding for word-solving strategies, while the rest of the group is reading the text silently as outlined by Fountas and Pinnell (2006). This pattern could partially explain why some of the lowest scores on the Motivation to Read Survey-Revised came from the questions on Guided Reading and reading with your teacher. If teachers are consistently not sampling oral reading and helping students become strategic word-solvers, then reading growth may be slower than expected. This lack of individualized scaffolding may explain why students do not value and feel competent when reading aloud to their teacher.

Grouping Considerations for Guided Reading

I re-examined the ratings of the classroom observation and found that the rubric does not cover how often Guided Reading groups meet or how many groups a teacher conducts. The 'how many groups' question gives insight into how many students are in a group. Fountas and Pinnell (2002) recommend that Guided Reading groups consist of four to six students per group. They also suggest that groups with the highest need meet four times per week. Most other groups would meet two the three times per week. The length of time that each group meets has a suggested period of twenty to twenty-five minutes. After re-analyzing all responses, I found that during the reporting week, half of the classrooms read little books with all of their groups. The rest of the teachers were

using novels. Additionally, eight of the 14 teachers had split their students into four groups. This finding suggests that in these classrooms each group was an ideal size of between 4 and 6 students. Two teachers had three groups, but their resource teacher also took one group, which suggests that each group was of an ideal size. Two teachers had their students split into two groups. If the average size of a classroom is twenty for this district, this suggests that there were ten students in each group. According to Fountas and Pinnell's (2002) recommendations, this group size would be too large to provide individualized instruction -- the crucial component for Guided Reading that has the strong potential for boosting achievement leading to self-perceptions of competence. It was also interesting to note that two of the teachers that had split their class into four reading groups did not actually teach all four groups. One teacher used a parent volunteer, who was not formally trained in teaching Guided Reading, to meet with a group, while the other had her student teacher meet with two groups. It is possible that the student teacher would have had recent instruction in her coursework focused on the components of Guided Reading, but that information was not provided by the participating teacher. More problematic is instruction for the group who was not instructed by a certified teacher. I am unable at this point to know without conducting additional research if the amount of professional development a facilitator of Guided Reading groups has had, impacts student performance and, ultimately, student self-perceptions of themselves as readers. I hypothesize that appropriate training in implementing Guided Reading would positively correlate with student self-perceptions of reading competence and task value. A teacher, who is skilled in all of the elements of Guided Reading, could help increase self-perceived competence because each element in

the Guided Reading format has supporting research verifying positive effects on student motivation.

Formative Feedback and Metacognition

Explicit strategy instruction, a core component of Guided Reading, has been proven to increase student comprehension (Duffy et al, 1986; Brown et al.,1996). Typically, in an intermediate grade Guided Reading lesson, the teacher will explicitly teach a strategy to use, such as making connections to the text, and students will then be asked to practice using that strategy as they read. What if teachers went a step farther and focused on the strategy to be taught, also giving very specific feedback to students about their use of the strategy and how that strategy can make the reader more metacognitive? Beers (2012) suggests that students can become more motivated to read when taught all of the strategies that good readers use as they read and then are given formative feedback on how well they used those strategies. This formative feedback and metacognition about reader strategies can lead to increased competence and motivation. For example, the teacher gives a reading assignment and tells the group to make connections, ask questions, and pay attention to new information. The readers come back to the group the next day and discuss what they learned from the reading with the group. The teacher could then give specific feedback such as, “You made a wonderful connection to your family: those connections will better help you understand the text.” This specific feedback would include the strategy the student used, and how it will help him as a reader. This type of feedback contribute specifically to creating that self-perceived competence for applying reading strategies. The teacher could also then ask the reader which of the strategies helped him the most in understanding the reading. Questions like

this one lead to readers becoming more metacognitive about their strategy use and could create perceptions of autonomy as a reader in choice of strategy use.

Implications for Teacher Practice

Several implications for teacher practice emerged from this study. Choosing texts for Guided Reading is an element that needs to be revisited. In schools across the nation, teachers have bookrooms (rooms of leveled texts) at their disposal. Lesesne (2010) suggests that when choosing books for older readers, teachers should adhere to the Four R's: rigor (challenge for the reader), relevance (authors and topics are relevant for readers), relationships (the reader develops a relationship with an author or genre, and response (the text strikes a chord with the reader). A question that needs to be asked is regarding the quality and relevance of the "little books" in the bookrooms. Do most of these bookrooms contain books that meet the standards of the Four R's? If the answer is no, then how can teachers expect students to become motivated readers? Another consideration when choosing "little books" is the message this is sending to fourth, fifth, and sixth grade readers. Does an endless supply of "little books" in guided reading say to intermediate readers that they are not good readers and they will never be able to handle lengthier and challenging texts?

Since conducting this study, I have had the opportunity to become a part-time literacy coach. This position has given me the opportunity to observe Guided Reading groups and to conduct in-depth discussions with teachers about the importance of the elements of Guided Reading. Time and time again, teachers have spoken to me about choosing "little books" from the book room with only level and skill in mind, not interest. This phenomenon could be situational only to the teachers with whom I have worked, but

I believe strategic text choice for use in Guided Reading is a much more pervasive issue. Fountas and Pinnell (2005) intended for interest to be one of the most important considerations when choosing texts for Guided Reading.

> 'For readers to build effective and flexible literacy processing systems, the texts they encounter in their literacy education must be varied, well-written, accessible, and plentiful. Moreover, texts must be engaging' (p. 123).

They go on to discuss reading motivation specifically.

> 'And even with such inducements (creating situational interest) poor-quality books or texts that are ill-matched to readers are a very hard sell and unlikely to increase motivation long term. Selecting engaging texts in enough variety to tempt the wide range of readers in your class is the first step in creating motivated readers' (p. 123).

Fountas and Pinnell (2005) suggest that students read many different types of books such as chapter books (novels) that provide longer, engrossing text that requires more attention from the reading. Chapter books can also promote reading stamina (Hiebert, Wilson, & Trainin, 2010), because they are read over extended timeframes. Books from a series could be used to engage the reader's interest perhaps enticing the reader to continue the series independently. Fountas & Pinnell (2006) suggest using short stories, engaging informational texts and high-quality picture books can also be effective for older readers. As so perfectly stated by literacy educator Shelley Harwayne, students need to read 'widely and wildly' to become competent, motivated readers. Careful selection of texts with interest as a key factor is clearly what Fountas and Pinnell intended in developing Guided Reading, but this practice may not be happening in all classrooms.

Another implication stems from text selection and leveling considerations. A wide body of literature exists that supports the idea that students need to be taught at their instructional level (Betts, 1946; Clay, 1993; Allington, 2006). Therefore, student reading level needs to be considered when selecting texts for Guided Reading. Effective reading instruction occurs when struggling readers are taught using texts that are not too difficult to cause frustration; conversely, proficient readers must receive texts that are optimally challenging to stimulate growth (Brabham & Villaume, 2002). As educators, we need to ask ourselves if level is all we should consider when selecting texts. One danger of using leveled texts for Guided Reading is 'leveling mania' which causes an inadequate attention to other aspects of text choice such as interest (Szymusiak & Sibberson, 2001).

Students who are not motivated to read need an initial nudge to get started. I do not think that nudge necessarily starts with matching readers to leveled texts. I think motivation to read starts with interesting texts. Most of the instructional manuals discuss interest, but then really emphasize providing leveled texts. The majority of the texts that the teachers used in this study were sixteen pages of text that in my literacy coaching role I have observed to appear to hold little interest for older elementary grade readers.

If a student is highly interested in a text that is a little above his level, interest many times can trump a book's reading level in text selection, especially if the reading is scaffolded by a knowledgeable teacher. Guided Reading is based on scaffolding reading for students. If a student is asked to read a high interest text that is not at his instructional level, the teacher can change the pacing, frontload difficult vocabulary and concepts in the text introduction, and schedule the reading group to meet more frequently. Of course, the text of interest should be within a reasonable range of the student's reading level. I

have observed that students can perform well with high interest texts that are even several levels above their instructional level when the teacher appropriately scaffolds instruction in Guided Reading. In reading high interest texts with a group of students, task value would certainly be increased. If the group is interested in the texts being read, and interesting book could 'hook' them into more reading. With appropriate scaffolding, finishing that tough book would most likely increase self-perceived competence as well. In short, educators should give interest an equal share of consideration as text level.

Future Research

Guided Reading is an instructional format that is used widely in the United States (Opitz & Ford, 2008a). Studies have confirmed that Guided Reading is effective in increasing comprehension in the lower elementary grades, but little research has been conducted on Guided Reading and motivation in the upper elementary grades. More research should be conducted that examines the implications of using Guided Reading in the upper grades as an instructional format and its effects on literacy motivation to see if similar results as those found in this study occur in other samples. Large scale studies with more participating classrooms across districts would be an ideal design, because using the classroom as the unit of study limits the interpretation of results of the study. Comparison studies using classrooms that implement Guided Reading as opposed to other reading instructional formats are desirable because the results of different instructional formats could be compared. Longitudinal studies would be optimal for studying potential motivational changes over time with and without Guided Reading to show its effects on literacy motivation. A longitudinal research design would be

especially interesting if the participants began the study in the fourth grade--traditionally when a reading motivation slump begins--and were followed through sixth grade.

The other aspect of Guided Reading that clearly needs more research is the variety of literature used in Guided Reading for the purpose of promoting text interest. A study of the types of texts being used in Guided Reading across classrooms and the effects on motivation would be beneficial. Is there a difference in motivation between reading "little books" that can be read in a single Guided Reading session and novels that are read and discussed over a longer time period and have more depth and more complicated storylines? I recommend in-depth case studies of classrooms that are using Guided Reading effectively to determine what aspects of Guided Reading are effectively implemented and how teachers' instructional choices in Guided Reading could be replicated in other classroom contexts. Children, along with their teachers, in these classrooms should also be interviewed to determine patterns in motivation to read.

Limitations

One limitation of this study is the generalizability of the results. The results are not generalizable to districts with different populations of students and different instructional contexts from the participating district. This study also spanned the course of only three months, which may not be enough time to see significant differences in motivation attributable to Guided Reading. Guthrie & McCann (1997) showed that for contexts to enhance intrinsic motivation for reading they need to be in place and sustained for a substantial amount of time. These researchers came to this conclusion at the end of a two year study that involved integrating reading and science. After

conducting this study, I now believe that three months is not a substantial amount of time for intrinsic motivation to be significantly changed by a classroom context.

Conclusion

Burkins & Croft (2010) in their book *Preventing MisGuided Reading*: *New Strategies for Guided Reading Teachers* discuss the standardization of Guided Reading. They suggest that Guided Reading took the reading world by storm and perhaps lost some of its theoretical underpinnings in the process. Ford & Opitz (2008b) support this premise by finding significant differences in understanding Guided Reading. They stated that there is much confusion about the purpose and practice surrounding Guided Reading that leads to the ineffective implementation of this instructional format.

Based on the results of my study, guided reading as an instructional format for older students comes into question when considering motivation. That being said, I hypothesize that Guided Reading can be used to motivate upper elementary students to read when implemented as Fountas and Pinnell intended. I was surprised in finding that text selection and interest are such a pivotal part of guided reading. Guided Reading lessons could be doomed before the lesson even starts if teachers do not consider interests of intermediate students and create situational interest at the very least when selecting and introducing texts to groups. Because of the decline in motivation starting in fourth grade, intermediate teachers need to pay even closer attention to text selection and interest than their lower elementary counterparts. Students need to be challenged by lengthier texts with higher level themes, complex characters, and multiple plots and subplots. These elements are absent in “little books”. When Guided Reading becomes prescriptive, using little books with the scripted lessons that accompany them, teachers do

not take into account the power that topic or situational interest holds for a developing reader's perceived self-competence and task value for reading. Scaffolding excellent reading skills and strategies while using an interesting text could increase perceptions of competence and certainly increase task value. I strongly recommend that teachers of intermediate elementary students put emphasis and thought into better text selection that will motivate students to want to read in a Guided Reading group and beyond.

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Appendix A

Motivation to Read Survey-Revised

Name:_____ Date:_____

Sample #1: I am in _____.

☐ 4th Grade ☐ 5th Grade

☐ 6th Grade

Sample #2: I am a _____.

☐ Girl ☐ Boy

---

1. My friends think I am _____.

   ☐ a very good reader ☐ an OK reader

   ☐ a good reader ☐ a poor reader

---

2. Reading a book is something I like to do in school.

   ☐ never ☐ sometimes

   ☐ not very often ☐ often

---

3. I read_____.

   ☐ not as well as my friends ☐ a little better than my friends

   ☐ about the same as my friends ☐ a lot better than my friends

---

4. My best friends think reading is_____.

   ☐ really fun ☐ OK to do

   ☐ fun ☐ no fun at all

---

5. When I come to a word I don't know, I can _____.

   ☐ almost always figure it out ☐ almost never figure it out

   ☐ sometimes figure it out ☐ never figure it out

---

6. I tell my friends about good books I read for school or for fun.

   ☐ I never do this. ☐ I do this some of the time.

   ☐ I almost never do this. ☐ I do this a lot.

---

7. When I am reading in school by myself, I understand_____.

   ☐ almost everything I read ☐ almost none of what I read

   ☐ some of what I read ☐ none of what I read

8. People who read a lot are_____.
   - ☐ very interesting
   - ☐ not very interesting
   - ☐ interesting
   - ☐ boring

9. I am _____.
   - ☐ a poor reader
   - ☐ a good reader
   - ☐ an OK reader
   - ☐ a very good reader

10. I think libraries are _____.
    - ☐ a great place to spend time
    - ☐ an OK place to spend time
    - ☐ an interesting place to spend time
    - ☐ a boring place to spend time

11. I worry about what other kids in school think about my reading_____.
    - ☐ every day
    - ☐ once in a while
    - ☐ almost every day
    - ☐ never

12. Knowing how to read well is_____.
    - ☐ not very important
    - ☐ important
    - ☐ sort of important
    - ☐ very important

13. When my teacher asks me a question about what I have read, I _____.
    - ☐ can never think of an answer
    - ☐ sometimes think of an answer
    - ☐ have trouble thinking of an answer
    - ☐ always think of an answer

14. I think reading and talking about books in school is _____.
    - ☐ a boring way to spend time
    - ☐ an interesting way to spend time
    - ☐ an OK way to spend time
    - ☐ a great way to spend time

15. Reading books in school is_____.
    - ☐ very easy for me
    - ☐ kind of hard for me
    - ☐ kind of easy for me
    - ☐ very hard for me

16. When I grow up, I will spend_____.
    - ☐ none of my time reading
    - ☐ some of my time reading
    - ☐ very little time reading
    - ☐ a lot of my time reading

17. When I am in a reading group talking about stories, I _____.
    - ☐ almost never talk about my ideas
    - ☐ almost always talk about my ideas
    - ☐ sometimes talk about my ideas
    - ☐ always talk about my ideas

18. I would like my teacher to read books out loud to the class_____.
    - ☐ every day
    - ☐ once in a while
    - ☐ almost every day
    - ☐ never

19. When I read out loud in school, I am_____.
    - ☐ a poor reader
    - ☐ a good reader
    - ☐ an OK reader
    - ☐ a very good reader

20. When someone gives me a book for a present, I feel_____.
    - ☐ very happy
    - ☐ sort of unhappy
    - ☐ sort of happy
    - ☐ unhappy

21. The books my teacher picks for my Guided Reading group are_____.
    - ☐ always interesting
    - ☐ sometimes interesting
    - ☐ not usually interesting
    - ☐ never interesting

22. The books I read in my Guided Reading group are_____.
    - ☐ very easy for me
    - ☐ kind of easy for me
    - ☐ kind of hard for me
    - ☐ very hard for me

23. When a book is introduced in my Guided Reading group, it_____.
    - ☐ always makes me want to read the book
    - ☐ sometimes makes me want to read the book
    - ☐ doesn't usually make me want to read the book
    - ☐ never makes me want to read the book

24. When a book is introduced in my Guided Reading group, it_____.
    - ☐ always makes the book easier to read
    - ☐ almost always makes the book easier to read
    - ☐ sometimes makes the book easier to read
    - ☐ never makes the book easier to read

25. In my Guided Reading group, the discussion of the book is helpful.

☐ Always ☐ Almost always
☐ Sometimes ☐ Never

26. I like discussing a book with a group of other students.

☐ Always ☐ Almost always
☐ Sometimes ☐ Never

27. When my teacher listens to me read, it_____.

☐ always helps me read better ☐ almost always helps me read better
☐ sometimes helps me read better ☐ never helps me read better

28. I like when my teacher listens to me read.

☐ Always ☐ Almost always
☐ Sometimes ☐ Never

Appendix B

Guided Reading – Group 1	**Time began:** _____	**Time ended:** _____	☐ *Element not present during the observation*
Text Selection: The teacher:			
1 __Selects a text that is not the appropriate level for the group.	2 __Selects a text that is the appropriate level for the group but provides few opportunities for students to learn.	3 __Selects a text that is the appropriate level for the group and provides some opportunities for students to learn.	4 __Selects a text that is the appropriate level and is very well matched to the group and provides many opportunities to learn.
Text Introduction: The teacher:			
1 __Provides for some introductory activities may be present but does not attend to the central elements of an introduction (meaning of whole text, language, aspects of print)	2 __Provides an introduction that includes some or even all elements (meaning of whole text, language, aspects of print) but is fragmented and not cohesive.	3 __Provides an introduction that includes some or all elements (meaning of whole text, language, aspects of print) but is somewhat uneven.	4 __Provides an introduction that includes some or all elements (meaning of whole text, language, aspects of print) in a highly integrated, engaging, and cohesive way.
__Does not engage children with the text or in interaction with the teacher or other students.	__May engage children in some conversation but talk is unfocused and does not help them engage with meaning of the text.	__Engages children in conversation; some of the talk helps them engage with the meaning of text.	__Engages students in a conversation that brings them into the text and supports thinking about the meaning of the text.
During Reading: The teacher: ☐ If teacher has appropriate reasons for simply listening to oral reading or letting children read on their own, check this box and record no rating for this row.			
1 __Either does not sample oral reading or interrupts too much with interactions that take the reader "off track."	2 __Samples oral reading; interactions give children "clues" for guessing or tells words but provides little help in engaging in effective reading behaviors.	3 __Samples oral reading and provides some demonstrations and sometimes prompts for (as needed) effective reading behaviors.	4 __Samples oral reading and demonstrates, reinforces, and consistently prompts (as needed) for effective reading behaviors and problem solving actions.
After Reading: The teacher:			
1 __Does not engage children in discussion of the meaning of the text	2 __Engages children in discussion after reading but talk is unfocused or sometimes off topic	3 __Engages in some discussion of the meaning of the text. Students make comments that indicate they are thinking about the meaning of the text.	4 __Engages children in a rich discussion of the meaning of the text that is evident in students' comments about their thinking.
__Makes no teaching points even though there were opportunities to do so.	__Makes teaching points but they do not help students to engage in effective processing of texts.	__Makes teaching points but not all of the teaching points help students engage in effective processing of text.	__Makes superbly chosen, specific teaching points that help students engage in effective processing of text.
Word Work: The teacher: ☐ Optional. Check and do not record rating if not present during the observation.			
1 __Shows something about words but the work is either too easy or too hard for students and may interfere with learning. Word work may involve teaching words "from the book."	2 __Shows something about words but the teaching is not specific and clear and there is no evidence that students understand the task.	3 __Shows children something about words. Students participate and perform the task with some understanding.	4 __Shows children something explicit and strategic about how words work. Students are engaged and there is evidence that they are learning more about word solving.

Appendix C

E-mail Sent to Teachers Regarding Guided Reading Groups

Thinking back to the Guided Reading groups you conducted this week…

*How many groups did you work with?

*How often did you meet with each group?

*What type of reading materials did you use? (i.e. little books, novels, newspapers, etc.)

Appendix D

E-mail Sent to Teachers For Marking of Text Selection on the Developing Language and Literacy Teacher Rubric-Guided Reading

Wonderful Teachers,

I just need one more quick thing from you, then I will leave you alone until March! If you wouldn't mind e-mailing me your reasoning for selecting the text you used for your Guided Reading group that was observed, I would be eternally grateful. Why did you select this particular text? Was the text selection based on student reading level or interest? What learning opportunities did you think this text would provide your students? If you have been observed already, you can just e-mail your response to me. If you will be observed next week, you have some choices. You can e-mail your comments or just write down your rationale for text selection and give it to the person observing before or after your lesson.

Thank You,
Ally

Appendix E

UNIVERSITY OF Nebraska Lincoln

COLLEGE OF EDUCATION AND HUMAN SCIENCES
Department of Teaching, Learning and Teacher Education

October 15,2007

Research Project: Guided Reading and Student Motivation-Fourth, Fifth, and Sixth Grades

Dear Parents or Guardians,

Your child's teacher has agreed to take part in a research study that will provide information about the new Guided Reading program and how well this program motivates students to read. This research project is being conducted by Allyson Hauptman, a fifth grade teacher at Hillside working on her PhD in Curriculum and Instruction through the University of Nebraska-Lincoln.

The reason I am doing this study is to measure the students' reading motivation as they are taught with the Guided Reading program at your child's school. Guided Reading is part of the regular reading instruction at the school. Students who take part in the study will be asked to take the Motivation to Read Survey at the end of October and again at the beginning of March. The survey takes about twenty minutes to finish. This survey asks questions like "Is reading a book something you like to do?" Your child's answers to the survey questions will not be shared with his/her teachers. I am also asking that you give your permission for the school to give me your child's Stanford Achievement Test-10 Reading Comprehension subtest score. This test is given in your child's third or fifth grade year. The school district's staff development director or a reading coordinator will observe your child's teacher twice while he or she teaches a Guided Reading lesson.

There are no known risks in taking part in this research.

If you do not wish your child to be part of this research project, or if your child does not want to participate in the research, I will abide by your wishes. You can decide that your child will not take part in this study. Even if you agree that your child will take part in the study, you can change your mind at any time. If you decide that your child will not be in the study, there will be no penalty for you or your child from your child's teacher, the school, or the University of Nebraska-Lincoln. If you do not wish for your child to take part in this study, please send this form back signed in the self-addressed, stamped envelope provided.

Your child's name will not be used in the report of the results of the study. You may have a copy of the results if you wish. The information learned in the study will be used in a doctoral dissertation and may be published in scientific journals or presented at professional meeting, but the information will not name any child or the school in the study.

118 Henzlik Hall / P.O. Box 880355 / Lincoln, NE 68588-0355 / (402) 472-2231 / FAX (402) 472-2837

If at any time you have questions about the Guided Reading and Student Motivation research project, please contact Allyson Hauptman at (402) 964-0805. You may also contact Dr. Kathleen Wilson from the University of Nebraska-Lincoln at (402) 472-5970. Sometimes parents or guardians have questions about their rights in research studies. If you do, you should call the UNL Institutional Review Board telephone (402) 472-6965.

Thank you so much for your help in this research project.

Please return the section below if you do not want your child to take part in the research project.

I do not want my child to participate in the Guided Reading and Student Motivation project.

Child's Name _____ (please print)

Parent Signature: _____

Date: _____

Appendix F

UNIVERSITY OF Nebraska Lincoln

COLLEGE OF EDUCATION AND HUMAN SCIENCES
Department of Teaching, Learning and Teacher Education

October 15,2007

Research Project: Guided Reading and Student Motivation-Fourth, Fifth, and Sixth Grades

Dear Teacher,

You are being asked to participate in a research study that will provide information about a possible correlation of students' motivation to read with the implementation of Guided Reading in the reading curriculum. This research project is being conducted by Allyson Hauptman, a fifth grade teacher at Hillside working on her Ph. D. in Teaching, Curriculum, and Learning through the University of Nebraska-Lincoln.

The purpose of this research project is to investigate student motivation and the Guided Reading program used to teach reading. If you choose to participate in this study, you will be observed teaching a guided reading lesson once in early December. The observation will be conducted by Suzy Jones, Peggy Kalal, or Teri Williams. It is possible that two of the three observers may be present to ensure interrater reliability. There will be another observation in March that will be either videotaped or live.

If you agree to allow your class to participate in the study, the students' parents will be asked for permission to have them participate in a survey. All students in your classroom with parent permission will be given a twenty minute Motivation to Read Survey in late October and again in early March. These students' SAT-10 Reading Comprehension scores will also be obtained for the study.

There are no known risks associated with this research. The school district has agreed that the observations of guided reading instruction will not be used in any way as an evaluation of the participating teachers. **The results of the observations will be shared with the researcher and used only for the purposes of this study. Your participation in this study will have no bearing on your evaluation or your standing in the school district.**

If you do not wish to be part of this research project, I will abide by your wishes. You may have a summary of the results if you wish. At no point in reporting the results of the study will you or your school be named. The information obtained in the study will be used in a doctoral dissertation and may be published in scientific journals, but at all times your identity and your students' identities will be held confidential. You are free to decide whether to participate in this study or withdraw at any time with no adverse effects from me, your school/school district, or the University of Nebraska, Lincoln.

118 Henzlik Hall / P.O.Box 880355 / Lincoln, NE 68588-0355 / (402) 472-2231 / FAX (402) 472-2837

If at any time you have questions regarding the Guided Reading and Student Motivation research project, please contact **Allyson** Hauptman at **(402) 964-0805** or Dr. Kathleen Wilson at **(402)472-5970.** If you have questions regarding your rights as a research participant that have not been answered or any complaints regarding this research project, you may contact the University of Nebraska-Lincoln Institutional Review Board at **(402) 472-6965.**

If you are willing to participate in this research project, please sign and return one copy of this letter to Allyson Hauptman at Hillside Elementary. The second copy of the letter is for your own records.

Thank you so much for your help in this research project.

I would be interested in participating in the Guided Reading and Student Motivation project.

Name _____ (please print)

Signature: _____ Date: _____

Appendix G

UNIVERSITY OF Nebraska Lincoln

COLLEGE OF EDUCATION AND HUMAN SCIENCES
Department of Teaching, Learning and Teacher Education

Child Assent Form

October 15,2007

Research Project: Guided Reading and Student Motivation-Fifth Grade

Dear Fifth Grade Student,

I would like to invite you to take part in a research study. I am asking you to be a part of this study because you are in fourth, fifth, or sixth grade this year and your teacher will be using guided reading to teach you to be a better reader.

In this study, I am trying to learn about what motivates you as a reader. What I mean by motivating is do you feel good about different reading tasks that you are asked to do in school and do you think that what you are asked to do in reading is important enough to want to do it.

If you agree to be a part of this study, I will ask you to take a twenty question survey about your motivation to read in school at the end of October and again at the beginning of March. I will also use your SAT-10 Reading Comprehension scores.

By being a part of the study, you may help teachers learn more about student motivation for reading.

Your parents will be asked if it is okay for you to participate in this study. Talk it over with your parents. You do not have to be a part of this study if you do not want to. If you decide to participate, you can stop at any time.

If you have any questions at any time, please ask me or your teacher.

If you sign this form that means that you have decided to participate in this study and have read everything that is on this form. You and your parents will be given a copy of this form to keep.

_____ _____
Signature of Subject Date

_____ _____
Signature of Investigator Date
Allyson Hauptman 964-0805
Dr. Kathleen Wilson (402) 472-5970

118 Henzlik Hall / P.O. Box 880355 / Lincoln, NE 68588-0355 / (402) 472-2231 / FAX (402) 472-2837