The Effect of Self-Selected Text on Student Motivation to Read

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Abstract

The purpose of this study was to determine if student-selected texts would effect the motivation for students to read independently. This study utilized a quasi-experimental design with a pre-survey. The twenty-six students who participated in this study were members of a the grade class in suburban Maryland during the 2017-2018 school year. The study hypothesized that the self-selection of books and use of Good Fit Book Boxes would not have a statistically significant effect on student motivation to read. The results of this study showed no statistical significance for the first four weeks of the study; however, by the fifth week there was a statistically significant decrease in the number of student-recorded pages read. Observations made during this intervention as well as students' self-assessment of reading are discussed in Chapters II, IV and V.

CHAPTER I

INTRODUCTION

Overview

In this study, the relationship between student self-selection of books and their motivation to read was explored. The study takes into account a survey that was completed during the first week of the class' fourth-grade school year. The survey requires students to reflect on their desire to read both inside and outside of school, as well as their interest in a variety of genres and text types. It has been observed that when students are asked to read only content specific materials, they become bored and develop a negative stigma about reading. Researchers have discovered "real-world readers do not wait for a teacher to tell them what to read. They read what interests them, what suits their purpose" (Johnson & Blair, 2003, p. 1). Without students intrinsically developing a love for reading, they eventually find reading to feel like a chore.

In higher-grade levels, students are required to do more reading to learn versus reading for enjoyment and leisure. It is important that students learn how to select developmentally appropriate reading materials and discover how reading can be an enjoyable activity. In order to be more successful in the intermediate grades, students should internalize the required motivation that will encourage them to pick up books of varying types, genres in order to read for both learning and leisure. Essentially, "motivation must be at the heart of the language arts curriculum because the quality of the content matters little if it is not taught in a way that both enriches and engages students" (Johnson & Blair, 2003, p. 1).

One of the steps in helping children develop a positive attitude toward reading and feel motivated to read is allowing them to select books and texts that cater to their interests. Educators understand that children must practice their reading skills daily in order to achieve higher-level thinking; however, professional views of quality literature may differ from a child's individual interests when it comes to selecting texts. By allowing students time during the day to read these self-selections independently, educators are offering students a chance to augment motivation. Independent reading "time during the school day increases reading achievement, and engagement because it helps students enjoy reading, expand their experiences, and provide them with chances to practice decoding and new vocabulary" (Johnson & Blair, 2003, p. 1). Reading motivation and student choice go hand in hand to support students as they are learning to love literacy.

Statement of Problem

The purpose of this study is to investigate the effect of a Good Fit Book Box on fourth-grade student attitude toward reading.

Hypothesis

Students in a fourth-grade Language Arts class who are given the opportunity to participate in a reading intervention program through the use of Good Fit Book Boxes will not show increased motivation to read.

Operational Definitions

Good Fit Book Box

Good Fit Book Boxes can be defined as a reading intervention strategy that is part of the Daily 5 Reading Program. Students self-select books based on personal preference.

These books are stored in a named/numbered box per child and they are accessed

multiple times throughout the school day.

Motivation

Motivation can be defined as a willingness and desire to do a given task. Fourth-

graders in this study initially measured their own motivation and attitude toward reading

through the Elementary Reading Attitude Survey (ERAS). During the study, the number

of pages, frequency of use, and number of books read were recorded on a reading log to

determine motivation.

CHAPTER II

REVIEW OF THE LITERATURE

The following literature review strives to understand what motivates students to read and which interventions, strategies, and teacher habits used in elementary education classrooms can alter a child's perception of themselves as a reader. The first section of the review looks at the idea of students thinking reflectively at personal reading habits. Here, motivation and student choice in reading are all seen as potential factors that help sculpt how children think of themselves as well as reading ability. The second section focuses heavily on other influences that play into student attitude toward reading. Some of these factors include a teacher's personal reading habits and teaching style. Another factor would be the classroom literacy environment and book options. The third section incorporates research on the reading intervention pulled from Boushey and Moser's reading program "The Daily 5", more specifically a tool called the Good Fit Book Box.

Students Viewing Themselves as Readers

Motivation

Gambrell (2011) examined what engagement and motivation mean to young readers. This researcher defines motivation as "the likelihood of engaging in reading or choosing to read"(p. 174). Essentially, the students who are more successful in reading are those ones who are picking up a book for the pure pleasure of reading. Reading is like a muscle that needs to be worked daily and does not develop overnight. This workout is enhanced by the child's intrinsic motivations. Intrinsically motivated students "read for a variety of personal goals, are strategic in reading behavior, have knowledge in the construction of new understanding from text, and are socially interactive about their

reading" (Gambrell, 2011, p. 173). Marinak, Mally, Gambrell, & Mazzoni (2015, p. 55) explains that "intrinsic motivation is more beneficial for long term learning" because it support the child's desire to read for pleasure versus extrinsic motivation, which motivates children to read solely based on the concept of reward.

What happens when students come into our classroom unmotivated to read? Gambrell (2011) proposed seven different rules of engagement for any elementary classroom that will help each student reach their full literary potential. These rules include: "selecting reading books relevant to student lives, allowing students access to a wide variety of texts, allowing students ample opportunities for sustained reading, allowing for student choice in reading materials, giving students chances to interact with peers about what they read, providing students chances to be successful with challenging texts, and providing classroom incentives that reflect the value and importance of reading" (Gambrell, 2011, p. 174). All of these ideas are a conglomeration of the teacher, the classroom environment, and the willingness from the child, to create a student that is both passionate and interested in becoming life-long reader.

Student Choice in Reading

A major factor in student motivation to read is choice in the reading materials. Gambrell (2011) points out that "increasing the number of books and other reading materials in the classroom will have a positive effect on the amount of time and quality of reading experiences" (p. 172) each child has. Providing students with text types ranging in genre will ultimately provide them with different literary experiences. They may be stimulated differently the visual aids and text features in a non-fiction text or completely enthralled by the creative world of a fantasy novel. Classroom book options should also

range in reading levels including both picture books and novels. When students "have many opportunities to hear and read authentic literature and to respond to that literature in a variety of ways, children begin to value books and reading" (Marinak, 2015, p. 53). Even teachers who read higher-level texts out loud to their students are providing children with a different literary experience including extensive modeling and richer content. Allowing for both "academic and informal reading experiences can improve student motivation to read, "especially texts that play into a child's specific interest (Neugebauer, 2013, p. 158).

While challenging books are important, "providing students with choices to facilitate perceived autonomy/opportunities to be successful will ultimately improve their self efficacy" (Neugebauer, 2013, p. 152). In the same vein, students who feel autonomous in reading will have increased confidence in personal skills, which leads to increased motivation to pick up a newer (possibly harder) book and read.

Marinak et al., (2015) understood that once the factors of motivation are recognized, teachers begin to assess their students on individual self-awareness and attitude toward reading. Many tools, such as the ERAS (Early Reading Attitudes Survey) and this researcher's own creation: The "Me and My Reading Profile" (MMYRP), have been created to help discover how aware and reflective students are about their own reading choices and habits. All of these assessments measure variations of the "child's appreciation of the value of reading, child's self-concept as a reader and literacy out loud" (Marinak et al., 2015, p. 60). Literacy out loud is the relationship children have with texts that are read verbally by parents, teachers, or peers. Students as young as "first grade are able to discriminate items related to self-efficacy and perceived competence"

however, "reading motivation has been [habitually] seen to erode as early as second grade" (Marinak et al., 2015, p. 60). Frequently checking in with students (about three times each school year) will provide a broader sense of each child's self awareness in reading. In doing this, educators can determine how their practices in the classroom and how intrinsic motivational aspects are working together to shape the readers and the ever-important attitude that ignites a child's desire to read.

Influences on Student Attitude Toward Reading

In addition to intrinsic motivation, there are extrinsic factors that contribute to the ways students become readers and sustain their interest in literacy. It is not a surprise that "negative attitudes [towards] reading can disrupt the possibility of every new reading experience" (Mihandoost, 2014 p. 654,). In order to maintain a positive reading attitude, several influences should be noted. It is crucial to look at the teacher role in student literacy and how an educator's actions, personal habits, practices, and promotion of literacy can influence the way children perceive reading both academically and leisurely. On the other hand, the classroom is another extrinsic factor that either promotes of diminished reading motivation in both the literacy emphasis in the space as well as the book options available to students.

The Teacher's Personal Habits

The teacher is the model a child has when entering the school environment. One of the more interesting aspects when looking at teacher influence on student reading is the teacher's personal reading habits. Although it may seem initially irrelevant, "teachers who read more themselves will be more adept to communicating the joys of reading to their students" (Burgess, Sargent, & Smith, 2011, p. 88). A teacher's passion for

literature is more likely to projected onto the students in the room. An increased

knowledge of children's literature will enable a new path of teacher-student relationship:

one in which teachers can suggest books to students based on personal interests, and

instill meaningful discussion about that literature. In order for teachers to "create a time

and space for children's literature, [they] must begin by finding value in the reading and

discussing the text" (Serafini, 2011, p. 31). Essentially, teachers must determine personal

value in terms of reading before they begin to help children develop a positive reading

attitude themselves.

Since "reading preferences [in children] begin to develop right along with other

skills such as decoding, word recognition, and comprehension", it is important that

teacher begin discussing their personal reading habits with their students from a very

young age (Marinak et al., 2015, p. 55). It is important that children see adults discussing

books, reading for pleasure and bringing books along for the little moments in life where

extra time allows a few moments of reading. Miller (2012) explains this further by adding

up all of the moment adults gain reading when they bring books with them to public

places; waiting in line, before an appointment, sitting on the bus or subway. With these

real like anecdotes, "young readers learn what life readers already know – keeping a book

with you alleviates boredom" (Miller, 2012, p. 88). Children who internalize this notion

will begin to view reading as a positive, leisurely practice versus the boring methodical

practice that is so common in young readers.

The Teacher's Practices and Promotion of Literacy

Coinciding with teacher's personal reading habits, the teacher's promotions of

literacy play an equally important role in the development of reading motivation and

attitude. Teachers who provide their students with "favorable feedback" are determined to be "very influential [in regards to their] students' self-perception" (Mihandoost, 2014, p. 652). Positive praise is one of the most powerful tools in boosting confidence. When teachers utilize "specific, elaborated, and embellished praise", researchers have found it far more motivational than tangible rewards or prizes" (Gambrell, 2011, p. 177). In other words, helping students see where they are successful can push them to trying new skills in reading and achieve goals in reading more challenging texts.

In a 2015 study conducted by Ortileb (2015), five different types of student reading attitudes were observed and teacher practices were suggested in order to heighten engagement and instill motivation in young readers. The attitudes were categorized as avoidance, indifferent, defeatist, timid, and over-confident. Teachers confronted with students of these natures are advised to implement different teaching techniques to support their growth in literacy confidence. One example of this would be to provide students with a risk free environment where students can be successful if they are timid about reading (Ortileb, 2015, p. 161). Another strategy is to transition students from "self bashing to self praising to instill resiliency" in students who have a defeatist reading attitude (Ortileb, 2015, 163). Additionally, offering these students multi-sensory interactions during reading and establishing a real life purpose in reading any story can also provide students with a higher reading engagement. Teachers control much of the way students view themselves as readers. They set the tone with their personal habits and motivate students through various reading experiences.

Teachers also have the difficult task of carving out instructional time for students to engage in meaningful literacy tasks and promote reading in a way that establishes

positive attitudes. Recently, "children's literature [has] experienced a revival…emerging as an essential instructional resource in the elementary reading curriculum" (Serfaini, 2011, p. 30). With this revival, various kinds of literature can be used for cross-curricular enhancement. Once students see that reading does not happen in a vacuum, and can link the activity to any given interest or subject, they will see it as a broader life skill. Today is it possible for teachers to "send novels/books for homework, assign reading buddies, and choose texts that are both relevant and purposeful" (Serafini, 2011, p. 31). Many of these reading opportunities are a projection of the way teachers promote literacy in their classroom and they way they set up their classroom to promote literacy as well.

The Classroom Literacy Environment

The classroom environment can have a positive impact or a negative impact on the way children view themselves as readers. Serafini promotes this idea in his article for *The Reading Teacher* titled "Creating Space for Children's literature". Classrooms designed with spaces to read, including plentiful reading libraries, will be more inviting and demonstrate a value in reading. It is no surprise that "lifelong readers read real books throughout their lives. [Teachers] certainly want to ensure that their students are invited and allowed to read as many books as possible" (Serafini, 2011, p. 31). This plays directly into the idea of a bursting library area of each classroom with many types of text features and choice. Students of today are more likely to develop a positive attitude towards reading if they can utilize their literacy skills in their personal lives. Since children today are so drawn to technology, "classroom libraries should reflect and support the types of 21st-Century readers we have in today's classrooms" (Serafini, 2011, p. 34). This includes text mediums such as SmartBoards, iPads, computers, laptops, and

Internet use to access reading materials. Children of today may be more interested in reading the news if they can access the magazine online. They may be more prone to join a book club if, instead of a literature circle, they contribute their thoughts via a blog or wiki page.

The Classroom Library and Book Choice

Regardless of access, students who read more will develop a wider range of knowledge on a wider range of content. Student background knowledge "on a host of topics…can refine understanding of [various] text structures, text features, written and verbal usage, and [generate] and appreciation for author's craft" (Miller, 2012, p. 91). This appreciation allows children to be reflective on the texts they are reading. They will continue to mentally catalogue text types and styles that are of interest to them and develop strategies for encountering and navigating more difficult kinds of literature. Ultimately, an appreciation for literature sets the tone for a positive attitude toward reading for both academics and for pleasure.

Both the classroom environment and the teacher's promotion of literacy influence the way a child view reading. Sharron McElmeel suggests three major foundational strategies that can implemented in schools to encourage reading motivation at the conclusion of her 2015 study. These strategies include "providing ample time to read independently, ensure access to books, and encourage choice when selecting books" (McElmeel, 2015, p. 29). Used correctly, teachers can help establish the grounds for life long student leaners and readers.

The Daily 5 Reading Program and the Good Fit Book Box

The Daily 5 Reading Program

Educators and researchers are always looking for ways to enhance the way reading is taught to elementary aged students. In 2014, Boushey and Moser released their second edition of the guide to a literacy program titled "The Daily 5". The aim of the program is to foster literacy independence in young readers. The Daily 5 used during guided reading, and strives to establish a relationship of trust between the teacher and the rest of the students while he or she is working with a small group. As the name implies, there are five rotations included in The Daily 5: read to self, read to someone, listen to reading, word work, and work on writing. Each day, students choose two or three of these options to complete while they are not in their guided reading group instruction. Overall, the researchers explain, "our goal is to empower students to select good fit books for themselves each time they go to the public library, local bookstore, or school/classroom library without being reliant on leveled tubs, posted Lexile levels or colored stickers" (Boushey & Moser, 2014, p. 174). They strive to foster independence, confidence, and choice in young readers.

A main focus of The Daily 5 is the "Read to Self" option. This is an essential piece to unlocking the mystery in student attitudes toward reading. Boushey and Moser (2014) have developed structured time where students are allowed and encouraged to participate in extended periods of quiet, independent reading. One of the main ideas behind this aspect of the program is the idea that "students who read for fun almost every day performed better than those who read less" on major national, statewide, and district

assessments (Sanden, 2012, p. 222). A way to encourage this sustained period of reading is by measuring stamina. Stamina is a word taught to the students at the beginning of year. It is defined as "reading with a sense of lasting urgency" (Boushey & Moser, 2014, p. 172) and challenges students to, day by day, increase the amount of time they are able to read without interruption. Stamina is measured by minutes and teachers spend much of the first few weeks of the year measuring the time reading independently without distraction on a chart that is displayed in the classroom. This visual gives the students a personal and class wide goal, which is motivating within itself.

The Good Fit Book Box

  The driving force behind "The Daily 5" is choice. Through research and personal classroom experience, these researchers claim "choice is highly motivating [as] it is one of the cornerstones of the Daily 5" (Boushey & Moser, 2014, p. 175). The Daily 5 is highly successful because this is a time during the school day when children are not bound to a given grade/reading level. At the beginning of the year, students are taught the IPICK process. IPICK is an acronym that helps students determine which books are good "fits" for them. The IPICK chart should be displayed somewhere in the room near the available book options:

<div align="center">

IPICK Good Fit Books

I pick a book and look it over, inside and out

Purpose: Why Might I want to read this book?

Interest: Does this book interest me?

Comprehension: Do I understand what I am reading?

Know: Do I know most of the words in this book?

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Students practice this process frequently and discuss the difference in book choices between different students. Through "The Daily 5", "students have control over what they read and write, where they sit while they read" in order to feel one hundred percent successful in their reading abilities (Boushey & Moser, 2014, p. 177). Boushey and Moser are passionate about giving students that freedom in their reading material. In their book they write, "children [should] feel free to select books that will meet their needs and enable them to achieve their goals" through a process they call "shopping" (Boushey & Moser, 2014, p. 176). Since "students at some schools live in homes without books they need to practice the act of actually selecting a book" (Williams, 2013, p. 15). These are life skills that many skills are simply expected to know. The students with the most negative attitudes toward reading are the children "who feel unsuccessful at 'shopping' for books instead of participating in the act that we know will help them: reading the whole time" (Boushey & Moser, 2014 p. 176). How can teachers expect students to maintain a high level of reading stamina if their students have selected a book that is too challenging or completely unaligned with their interests?

The "Read to Self" aspect of The Daily 5 program gives children an avenue to read material of their liking. Once students have selected their books using the IPICK strategies, they house their selections in a Good Fit Book Box. This fluid intervention gives the children a sense of ownership when it comes to their personal books and allows students the freedom to access their self-chosen materials at any given point in the school day. The hope is that "the [in class] time to read motivates students to read at home, too" (Miller, 2012, p. 91). Good Fit Boxes have the potential to change the way students view reading when they become so enraptured into their story. Often times students will take

their book home with them in order to continue reading since their story has captured so much of their attention. In essence, "the freedom to choose their own books…is a path to enjoyment and self learning that lasts long after school end" and is seen to researchers as "an incredible gift" (Miller, 2012, p. 90).

Summary

Undoubtedly, there will always be students the classroom with varied reading preferences. Their motivations and attitudes towards reading are a product of several factors including their teacher, the classroom environment, and personal reflectiveness. The underlying foundation to all of these factors is confidence and choice. When students are allowed to choose their reading material at a level they know will be successful, it is possible they will come to view themselves as a better, more successful reader. Good Fit Book Boxes provide students with ample opportunity to fine tune individual literature choices, guiding students towards a more positive outlook on their own reading habits. The following chapters will explore the implementation of Good Fit Book Boxes in a fourth grade classroom and how it helped shape their motivations and attitudes towards reading over the course of one school year.

CHAPTER III

METHODS

The goal of this research was to determine the impact of Good Fit Book Boxes on the motivation for students to read independently.

Design

This study used a quasi-experimental design with a pre survey. The independent variable was the students' self-selection of books while the dependent variable was the motivation to read.

Participants

This research was conducted at a suburban school located in Anne Arundel County, Maryland. This particular elementary school has an enrollment of about 650 students pre-k to fifth grade. The students at this school were of mixed races and ethnicities including Caucasian, African American, and Hispanic. Due to the location of the school, many students came are from military families. The nineteen students involved in this study were from a fourth-grade classroom of average ability. The sample was convenience. Within the selected population, 63% of these students were male and 37% were female. Among those students, 13% were English Language Learners, 13% were receiving special education services, and 63% were considered FARMS. A majority of these students fell into the category of African American and Caucasian with several students who were Hispanic or Asian. One student from the list of participants was considered gifted and talented in the area of reading and English Language Arts.

Instrument

There were three instruments used in this study. The first was the Elementary Reading Attitude Survey (ERAS). This survey is a series of twenty questions that asks students to rate their interests, attitudes, feelings, and motivations to read both in school and out of school. Students respond to this survey by selecting one of four visuals of Garfield the Cat. These images express emotions ranging from excitement to frustration.

The second instrument used in this study was the Good Fit Book Boxes, a reading intervention strategy from the Daily 5 Reading Program. This intervention teaches students how to select books that are "just right" for them based on a list of criteria. Students stored these books in a personal box so they could be accessed during rotations of guided reading, when classwork was finished, during arrival, and during dismissal.

The final instrument used in this study was the student reading log. This log was kept in each child's book box. Students filled out their reading log each time it was utilized. The reading log allowed students to track the number of minutes read, number of pages read, along with the title of the book and the date the box was used. Students were also asked to rate the book upon completion by selecting a smiley face, a straight face or a frowning face.

Procedure

All students who participated on this study took the Early Reading Attitude Survey (ERAS) on the first day of their fourth-grade year, September 5th, 2017. Over the time line of five weeks, students used a reading log to track the number of minutes read per day, number of pages, and rate the likability of the books they selected. The students completed the collection of data during the school day. The Good Fit Book Box

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intervention was introduced during the first week of school so students had time of bring in books of interest from home, check them out from the library and borrow them from the classroom bookshelves. Students began use of their Good Fit Book Box on September 11th, 2017 and tracked their data with their reading log until Friday October 6th, 2017. This study took place over a five-week period and was initiated with students completing a survey to disclose their current interest and motivation in reading. This information was used as a baseline in terms of comparing the initial desire to read versus the end result of how much each child read after being allowed to select their own reading material.

CHAPTER IV

RESULTS

The purpose of this research was to determine the impact of Good Fit Book Boxes on the motivation for students to read independently. This study took place over a five-week period and was initiated with students completing a survey to disclose their current interest in and motivation for reading. This information was used as a baseline in terms of comparing the initial desire to read versus the end result of how much each child read after being allowed to select their own reading material.

For this study, there is one independent variable, the survey, which determined student interests in reading and two dependent variables over the five-week experiment; thus, leading to 10 dependent variables. For each week, the number of books read and the number of pages read constituted the dependent variables.

One of the appropriate statistical analyses for a situation where there is one independent variable and multiple dependent variables is Analysis of Variance Repeated Measures. This analysis is similar to running 10 dependent t tests; however, if those analyses were done, there would be the problem of missing any interactions among the variables since they would only be examined two at a time. Further, the overall Type I error rate would not be .05, which would be true for a single test, but with many tests the error rates increases. Thus, the choice of is Analysis of Variance Repeated Measures.

Decision 1 examines the possibility that there are multiple interactions and the statistical analysis indicates that there were no statistical significant interactions. In particular, that analysis yielded no statistically significant interactions.

Decision 2 examines if there were changes in the number of pages read. This is displayed in Table 1.

Table 1

Number of Pages Read by Week

Week	Books Used	Pages Read
1	3.087	66.565
2	3.174	63.087
3	3.087	59.304
4	3.304	62.043
5	2.870	45.000

Table 2 tests for statistical significance in the numbers of pages read.

Table 2

Statistical Analysis for the Number of Pages Read

Week-to-Week	Change in Usage	p-value	Change in Pages Read	p-value
1→2	.087	0.754	-3.478	0.697
2→3	-.087	0.724	-3.783	0.431
3→4	.217	0.468	2.739	0.673
4→5	-.435	0.203	-17.043	0.034

The only significant difference is for weeks 4 to 5 where there is a decline in the number of pages read. Thus, the null hypothesis of no impact of box reading must be rejected for the numbers of pages read since there was a statistically significant decline in the number of pages read.

CHAPTER V

DISCUSSION

The purpose of this research was to determine the impact of Good Fit Book Boxes on the motivation for students to read independently. This study took place over a five-week period and was initiated with students completing a survey to disclose their current interest and motivation in reading. This information was used as a baseline in terms of comparing the initial desire to read versus the end result of how much each child read after being allowed to select their own reading material.

For this study there is one independent variable, the survey, which determined student interest in reading, and two dependent variables over the 5-week experiment thus, leading to 10 dependent variables. For each week the number of books read and the number of pages read constituted the dependent variables.

The null hypothesis that the number of pages read with the use of book box was rejected since the number of pages read declined as presented in Chapter IV.

Threats to Validity

With any research study, there are several threats to validity. These threats can be both internal and external based on a number of factors.

There are some external threats to the validity of this study. Disruption is one of these external threats. This concept refers to anything that causes the regular functions of the classroom to be disturbed. During the first few weeks of this study, participants attended several assemblies, began chorus practices, had picture day, attended the book fair, began fall reading testing, and had other environmental priorities that could limit the amount of time students had access to book boxes. Novelty and disruption are external

threats to validity because students may have not been as dedicated to their book boxes with the frequent changes in scheduling.

There are several internal threats to validity, as well. Population validity is a major factor. Because the sample was selected by convenience, it may not be representative or comparable to the population of fourth graders as a whole. Since the selected class was that of the researcher, it may affect the population validity specifically when looking at this study. The number of student participants could potentially skew the validity of this study too, since three students joined the designated sample over the course of the five-week period. These students were accounted for in the data table, as well as introduced to the idea of a book box/reading log in order to maintain a consistent expectation of the classroom environment.

The internal factor of student maturation, or the idea they become bored/burdened with the completion of the reading log, could account for the decline in number of pages by the end of the study. Students were responsible for filling out individual reading logs from week to week. It is possible that nearing the end of the study, participants became lenient in the use of the instrumentation, and lackadaisical in recording all of the reading done in the classroom.

<h2 style="text-align:center">Connection to the Literature</h2>

Aspects of this research study are similar to the research cited in Chapter II. Specifically, McElmeel (2015) stated that there were three major factors in getting students to read independently: (1) allowing ample time, (2) ensuring access to books, and (3) encouraging choice. For the first two weeks of this study, students did not have access to library checkout at school, so materials were limited to classroom specific

materials. In addition to limited materials, discrepancies in the schedule could have limited motivation for students to read.

Much of this research study derives from Gambrell's (2011) notions that willingness of the child is a huge component in how much they read. The idea that participants had to fill out a reading log each time they used a book box could have seemed futile and led to lack of use of supplied instrumentation.

Contrary to the above statements, teacher discussion of reading and promotion of literacy, also stated by Gambrell (2011), seemed to impact the desire for students to read. The classroom teacher began reading a novel aloud to the class and sharing her at-home novels with the students for weeks one through four. After the novel ended and there was a lull in teacher-led reading during week five, students also slowed their reading activity when it became independent.

Recommendations for Future Studies

Future research on this topic may elect to alter the initial survey. Students should not only answer questions about their reading habits, but may want to take an inventory of genres of books which hold their interest. In doing so, students may become motivated to try a new kind of book or get excited by the idea of trying books based on related topics. Another idea would be to conduct this research in the middle of the year, when the reading testing has been completed, all the students are acclimated to the classroom environment, and they have library resources available to them for additional materials.

Although this study focused on student motivation to read, future research may focus on intrinsic ways to motivate students. Many of the research studies, and the implications of this study were environmental (such as a literacy rich environment,

choice of literature, and teacher promotion of literacy). Future research may want to focus on the willingness of children to read or use a different instrument (perhaps something digital) to capture their desire to track their records. In the same vein, students may want to set a goal and have something intrinsic to work towards.

Conclusion

The purpose of this study was to determine the impact of Good Fit Book Boxes on the motivation of students to read independently. The idea of this study was that students would be intrinsically motivated to read based on the external factors of the classroom and the literacy promotion provided by the researcher. Weeks one through four of the intervention were not found to be statistically significant in the motivation to read while week five showed a statistically significant decline in the number of pages read. It is important for researchers to provide ample time, consistent environmental factors, and a positive mindset in order to instill internal motivation for students to read.

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