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About the Journal

Founded in 2013, the Journal of Teacher Action Research (ISSN: 2332-2233) is a peer-reviewed online journal indexed with EBSCO that seeks practical research that can be implemented in Pre-Kindergarten through Post-Secondary classrooms. The primary function of this journal is to provide classroom teachers and researchers a means for sharing classroom practices.

The journal accepts articles for peer-review that describe classroom practice which positively impacts student learning. We define teacher action research as teachers (at all levels) studying their practice and/or their students' learning in a methodical way in order to inform classroom practice. Articles submitted to the journal should demonstrate an action research focus with intent to improve the author's practice.

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USING PREP, A PRIMARY READING ENGAGEMENT PROGRAM, TO MOTIVATE PRIMARY STRUGGLING READERS

Jeannie Votypka
Baldwin Wallace University

Abstract Primary students who struggle to read need incentive to direct their mindset onto the productive path of daily reading. Reading is daunting to the youngest readers who experience difficulties because the act of reading is difficult and tiresome. Effective reading engagement programs motivate these readers to read on a daily basis and accomplish grade level reading achievement. This study explored the reading motivation, reading frequency and reading achievement of 16 struggling readers in grades 1-3 involved in PREP, a primary reading engagement program. The core areas of foci within PREP include contingent reward, book choice and parental involvement alongside reading frequency as an ongoing aim of the program. Using mixed-methods research methods, the researcher investigated the relationship and the changes that take place over time between reading motivation, reading frequency and reading achievement for students in grades 1-3 participating in PREP. The study's results indicate that participants ($N=16$) involved with PREP had higher reading motivation, reading frequency and reading achievement after participating in the program.

Keywords: teacher action research, reading motivation, reading engagement, contingent reward, reading incentive program

Introduction

Reading engagement programs are effective in building motivation for young readers, particularly those with reading difficulties. More engagement with reading means higher achievement (Cambria & Guthrie, 2010). The goal of these programs is to increase time spent reading which increases reading comprehension and hopefully leads to a lifetime love of reading. Becker, McElveny and Kortenbruck (2010) wrote of the importance of enabling early experiences of reading competence, highlighting that students lack motivation because they do not experience progress and competence. The researcher's professional experience of teaching young children to read for fifteen years informed her that reading engagement programs motivate young readers who experience difficulty in reading and set them on a successful road of intrinsically motivated reading.

With student motivation in mind, a reading engagement program was developed-PREP-Primary Reading Engagement Program that is successful in motivating struggling, primary students to read. How does PREP work? Teachers use repurposed rain gutters to display books on many

topics and levels. Students choose a book each Monday to take home for the week and practice with their parents. This display approach and many choices available make students very excited about reading.



Figure 1: PREP Library Book Display

With PREP, students receive a reading practice bag to take home nightly. The bag contains the chosen book along with a folder that holds a reading log that parents sign and a reading progress monitoring chart.



Figure 2: PREP Practice Bag and Contents

Once a student reads five times, they earn a reward. This reward is very different from other rewards teachers use in the classroom. It is called contingent reward. These scratch off rewards reveal activities directly related to reading such as reading in the cozy chair, buddy reading, playing a reading game or reading to the principal to name a few. These contingent rewards are directly related to reading and create an intrinsic motivation to read among students.



Figure 3: PREP Contingent Reward

Students become their own advocate in their reading development by consistently reminding their parents to read with them at home, every day. Most former students have developed a daily reading habit due to the consistency of this program. Many current students achieve grade level reading quickly when they follow the program with fidelity. See Appendix A for a detailed description of the PREP Teacher Manual with pictures and directions.

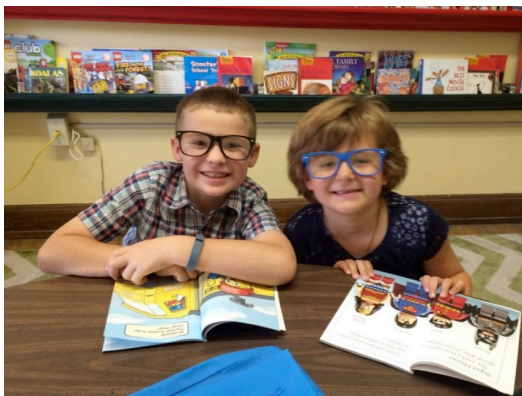


Figure 4: Happy, confident readers!

Literature Review

The literature review aims to provide an understanding of the importance of reading motivation related to reading frequency among primary students who struggle to read. It begins with a review of motivation related to reading. Fawson and Moore (1999) determined the two types of motivation that foster engagement in reading are extrinsic and intrinsic motivation. The review proceeds to analyze reading incentive programs. Marinak and Gambrell's (2008) hallmark study found that students who were given a book as a reward and

students who received no reward were more motivated to engage in subsequent reading than students who received a token reward. Small, Arnone, and Bennett (2017) clarified that contingent rewards given to students with low intrinsic motivation involved in public library reading programs can have long-term positive impact. The review proceeds to explore reading frequency and its effect on reading motivation. Guthrie, Wigfield, Metsala, and Cox (1999) conducted a two-part study to investigate the contribution of motivation in reading amount and text comprehension with third- and fifth-grade students. Results from the study indicated that reading motivation was directly predicted reading amount. The importance of book choice related to reading motivation is analyzed within the review. According to Krashen (1993), students who choose what they read and have an informal environment in which to read tend to be more motivated, read more and show greater language and literacy development. Teachers also like to provide choice in the classroom because they believe that it increases motivation, effort and learning (Flowerday & Schraw, 2000).

This review also outlines the importance of parental involvement of struggling readers playing a crucial role in their child's reading motivation. Baker (2003) studied the role of parents of struggling readers and concluded that supportive home environments may foster reading motivation (Leseman & De Jong, 1998; Sénéchal, 2006). The review also highlights effective literacy instruction that involves the interacting relationship between motivational supports and best practices in literacy instruction that encourage powerful, varied motivations for reading that enable students to acquire reading proficiency (McRae & Guthrie, 2009).

Finally, the review explains contingent reward, reading frequency, book choice, and parental involvement which are the motivating supports of PREP, a powerful reading engagement program that motivates primary struggling readers. These factors, when effectively used together, promote intrinsic motivation for struggling readers in the primary grades.

Theoretical Framework

This study focused on how reading motivation has been defined within the framework of social cognitive theory, which construes human functioning as a series of reciprocal interactions between personal influences (e.g., thoughts, beliefs), environmental features, and behaviors where self-efficacy is a central construct (Bandura, 1997). Social cognitive theory considers the way in which individuals acquire and maintain behavior, while considering the social environment in which individuals perform the behavior. The theory takes into account a person's past experiences, which factor into which behavioral action will occur. These past experiences influence reinforcements and expectations, all of which shape whether a person will engage in a specific behavior and the reasons why. Bandura conducted groundbreaking studies focused on the social origins of self-motivation and self-regulation in children. Bandura first defined the term *self-efficacy* as beliefs surrounding the personal ability to produce specific levels of success in accomplishing a task.

Expectancy-value theory also frames this study. Wigfield and Eccles (2000) explain through their expectancy-value theory, that young children's beliefs toward reading ability are directly

related to their own expectations of success. Wigfield (1997) reviewed two studies that measured reading motivation and concluded that children's beliefs and values actually determine their performance and persistence in reading.

The study was framed around the themes related to PREP, the independent variable. The first theme of PREP is contingent reward related to the reading motivation of primary struggling readers. A perspective taken into account when considering contingent reward for the study was the reward proximity hypothesis (Gambrell, 1996). The reward proximity hypothesis suggests that the more proximal the reward is to the desired behavior, the less undermining it will be to intrinsic motivation. The second theme of PREP is book choice related to the reading motivation of primary struggling readers. Students have the choice of picking among many books, both fiction and non-fiction, and magazines at their instructional reading level. eBooks are also used regularly to build reading motivation. This practice creates interest among primary struggling readers because the topics of the reading material are tuned into their interests. The final theme is parental involvement regarding reading frequency related to the motivation of primary struggling readers. Without parental involvement, primary students have little motivation to read because reading on their own is difficult and tiresome. Without a parent's involvement, young students have little chance of developing a daily reading habit on their own. A parent's involvement is crucial in developing motivation to read among primary struggling readers.

Methodology

Context for the Current Study: The author, a reading specialist and doctoral student, wanted to study a reading engagement program she developed over seven years within her classroom. This study achieved its purpose through the use of a mixed methods design research to gain an in-depth understanding of the topic. Two research questions, one quantitative and one qualitative, were utilized. The quantitative question within the study is: What is the relationship between reading frequency and reading achievement on reading motivation for primary struggling readers involved in PREP? The qualitative question within the study is: What are the impacts of PREP on reading motivation, reading frequency and reading achievement among primary struggling readers? Table 1 displays the research questions, methodologies, data sources and data analyses.

Table 1: Summary of Mixed Method Design

Research Questions	Methodology	Data Source	Data Analysis
1) What is the relationship between reading frequency and reading achievement on reading motivation for primary struggling readers involved in PREP?	Quantitative	DIBELS	Pre and post DIBELS measurement-dependent t test
		Reading Logs	
		Survey	Pre and post survey-dependent t test
			Reading logs-correlated with all variables
			Correlation of all variables
2) What are the impacts of PREP on reading motivation, reading frequency and reading achievement among primary struggling readers?	Qualitative	Observation	NVIVO coding and interpretation
		Interview	
		Focus groups	

Participants. Sixteen primary elementary grades students and three of their parents were selected to serve as participants for this study. This population was chosen to participate because the study focused on the relationship between reading motivation, reading frequency and reading achievement of struggling readers in grades 1-3. These students were identified as struggling readers based on their DIBELS composite scores showing scores below their grade level. Data was collected daily over 12 weeks for all students participating in the study. Purposive sampling was used within the study based upon the researcher's familiarity with the population and school. The researcher, based on her knowledge of the students' abilities, applied expert knowledge of the population to select in a nonrandom manner an appropriate sample. The student population is predominantly Caucasian with 4% of the students identified as minorities. Three parents of different student participants agreed to be interviewed regarding their child's reading behavior and participation in the PREP program. These interviews were conducted over the phone, audio recorded and transcribed.

Data Analysis. The data from across the observations and interviews was analyzed case by case and a cross case analysis was developed based on themes gleaned from the data. Pre and post

DIBELS composite scores, pre and post self-concept survey measurement and pre and post PREP motivation measurement were measured using a dependent t-test and a correlated group t-test. Reading frequency numbers from the reading logs were correlated with self concept and a correlation of the all variables was performed.

Results

Findings from Analysis of Quantitative Data. Quantitative Research Question: What is the relationship between reading frequency and reading achievement on reading motivation for primary struggling readers involved in PREP?

Descriptive Statistics. The overall organizational scheme of the descriptive statistics in this study utilizes the mean, standard deviation and degrees of freedom of the variables to determine significance. These variables are the pre and post DIBELS composite scores, reading log counts and the pre- and post-motivation scales. The following tables and explanations further discuss the effect of PREP on students' reading achievement, reading motivation and reading frequency.

Table 2 displays the descriptive statistics for a paired-samples t-test conducted to compare Pre-DIBELS composite scores and Post-DIBELS composite scores of students participating in the PREP program. Among students participating in PREP ($N=16$) there was a statistically significance between their Pre-DIBELS composite scores from September 2018 ($M=134.81$, $SD=22.46$) and their Post-DIBELS composite scores from December 2018 ($M=190.69$, $SD=31.66$); $t(5)=-2.23$, $p \leq .05$, $CI_{95} -109.32, -2.2$. Figure 2 illustrates this data in a more reader-friendly way. These results suggest that the reading motivation program PREP may have a positive effect on the reading achievement of students who participate in the program. Specifically, these results suggest that the reading achievement of sixteen students participating in PREP over 12 weeks-time increased due to their exposure to the program. These results suggest that students who were exposed to the motivational constructs of PREP were able to achieve higher reading scores at the conclusion of the study.

Table 2: Comparison of PreDIBELS and PostDIBELS Composite Scores

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PREDIBELS – POSTDIBELS	-55.875	100.290	25.073	-109.316	-2.434	-2.229	15	.042

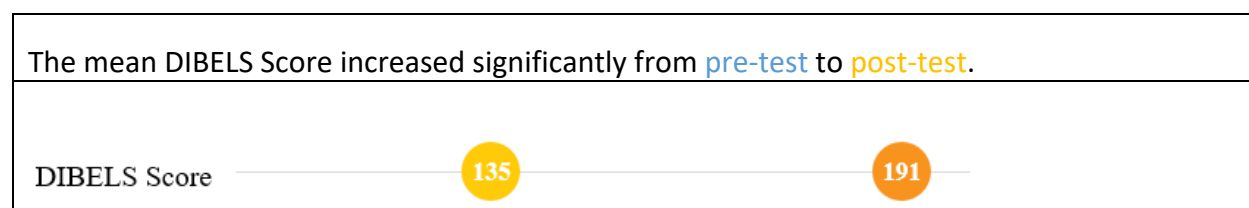


Figure 5: Visual representation of DIBELS score

Table 3 displays the descriptive statistics for a paired-samples t-test conducted to compare the overall reading motivation of students before and after participating in PREP. Among students participating in PREP (N=16) there was a statistical significance between their pre-motivation survey answers from September 2018 ($M=45.38$, $SD=.93$) and their post-motivation survey answers from December 2018 ($M=48$, $SD=2.36$); $t(15)=-2.68$, $p \leq .05$, $CI_{95} -4.71-.54$. Figure 3 illustrates this data in a more reader-friendly way. These results suggest that the reading motivation program PREP does have an effect on the reading motivation of students who participate in the program. Specifically, these results suggest that the reading motivation of sixteen students participating in PREP over 12 weeks-time increased due to their exposure to the program. These results suggest that students participating in PREP were motivated to read because of the motivational constructs of self-concept, book choice, contingent reward and parental involvement within the program.

Table 3: Comparison of Pre-motivation and Post-motivation Scales

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	premotivation – postmotivation	-2.62500	3.91365	.97841	-4.71044	-.53956	-2.683	15	.017



Figure 6: Visual representation of motivation score

Table 4 displays a Pearson product-moment correlation coefficient computed to assess the relationship between reading nightly and reading achievement. There was a positive correlation between the two variables $r(14) = .73$, $p < .05$. Overall, there was a strong, positive correlation between the amount of times students read during 12 weeks -time and their post DIBELS composite score at the end of those 12 weeks. Increases in nightly reading were positively correlated with increases in DIBELS composite scores. These results suggest that the more students read, the higher they scored on the post DIBELS test.

Table 4: Post Reading Log Count Correlated with Post DIBELS Results

		Logcount	PostDIB
Readinglogcount	Pearson Correlation	1	.730**
	Sig. (2-tailed)		.001
	N	16	16
POSTDIBELS	Pearson Correlation	.730**	1
	Sig. (2-tailed)	.001	
	N	16	16

Findings from Analysis of Qualitative Data. Qualitative Research Question: What are the impacts of PREP on reading motivation, reading frequency and reading achievement among primary struggling readers?

Qualitative data within the study was collected through observation, student and parent interviews, and small group focus groups. The organization of data with NVIVO provided a system for categorizing the various components so that data could quickly be located, pulled out, and the segments could be clustered and related to a particular research question, hypothesis, construct, or theme (Miles & Huberman, 1994). The data from across the observations and interviews was analyzed case by case and a cross case analysis was developed based on themes gleaned from the data.

Table 5: Frequency of Codes Referenced for Themes within the Study

CODES (LABELED NODES WITH NVIVO)	REFERENCES FROM OBSERVATION	REFERENCES FROM SMALL GROUP FOCUS GROUPS	REFERENCES FROM STUDENT AND PARENT INTERVIEWS
READING FREQUENCY	36	50	17
BOOK CHOICE	31	36	18
REWARDS	31	31	18
READING ENJOYMENT	24	24	13
PARENTAL INVOLVEMENT	23	23	12
SELF -CONCEPT	21	21	14
READING LOG	16	16	9

Table 5 displays the frequency of which indicators were most evident during small group focus groups, student observation and parent and student interviews. These indicators were labeled nodes within the qualitative software NVIVO. The researcher transcribed all interviews, focus groups, and observations into NVIVO and manually coded the transcriptions according to specific nodes. The indicators with the highest occurrences within the transcriptions were: Book Choice, Reading Frequency, Rewards, Reading Enjoyment, Parental Involvement, Self-Concept and Reading Log. These indicators were also evident within the quantitative findings of the study with subsequent sections showing the data that led to these findings.

Discussion

The qualitative results were transcribed by the researcher from interviews, focus groups and observations into NVIVO and manually coded the transcriptions according to specific Nodes. The indicators with the highest occurrences within the transcriptions were: Reading Frequency, Book Choice, Rewards, Reading Enjoyment, Parental Involvement, Self-Concept and Reading Log. Reading frequency was the indicator with highest occurrence transcribed from observations, student and parent interviews, and small group focus groups. Reading frequency was coded 31 times within the transcriptions. The frequency of the topic of reading frequency demonstrates the importance of nightly reading on student reading motivation and achievement. Book choice was the indicator with the second highest occurrence transcribed from observations, student and parent interviews, and small group focus groups. Book choice was coded 36 times within the transcriptions. The frequency of book choice within the transcription highlights the importance of book choice related to reading motivation and student reading. Rewards was the indicator with the third highest occurrence transcribed from observations, student and parent interviews, and small group focus groups. The topic of rewards was coded 31 times within the transcriptions. The frequency of the topic of rewards demonstrates the importance of contingent reward related to reading motivation.

Table 6 displays a side by side analysis of the qualitative and quantitative data to provide a structure to discuss the integrated analysis of the mixed methods design and how it provides new insight into the data. The qualitative and quantitative results of the study were merged to better understand the reading motivation of students involved in PREP. The analysis compares and contrasts the themes of book choice, reading frequency, rewards, reading engagement, parental involvement, self-concept and reading log across both the quantitative and qualitative data. This display allowed the researcher to more fully understand the influences of the qualitative themes to validate the quantitative knowledge.

Table 6: Side by Side Analysis of Qualitative and Quantitative Findings

CODE FROM QUALITATIVE DATA	VARIABLE FROM QUANTITATIVE DATA	DESCRIPTIVE STATS	QUALITATIVE EVIDENCE	PARTICIPANT FEEDBACK EXAMPLE
READING FREQUENCY	Pre and Post Reading Frequency	Positive Correlation with Book Choice	36 coding references within data	Researcher: Why do you like Fly Guy books, Ben? Because they are easy to read. I read it 10 times in the car on the way to the credit union. Researcher: Great! How does that make you feel when you read a book 10 times? Ben: Really good! Because I know

				it will make me become a better reader.
BOOK CHOICE	Pre and Post Book Choice	Positive Correlation with Reading Frequency	31 coding references within data	<p>Researcher: What is one of your favorite books to choose in class?</p> <p>Jack: You can choose Epic on an iPad. It has a lot of books. Today at Miss Ryan's I read three books, one about scorpions, millipedes and centipedes. I just typed in bugs and they were all there!</p>
REWARDS	Pre and Post Contingent rewards	Positive Correlation with Reading Frequency	31 coding references within data	<p>Researcher: We talked about the scratch offs and all the rewards related to reading, right? Do all those things make you excited about reading? Class: Yea! Dom: Because they encourage you more and more and more to read and Mrs. V. puts them in a fun way. They are a mystery and you always can get something cool.</p>
READING ENJOYMENT	Pre and Post Motivation	Results show reading motivation higher after PREP participation	24 coding references within data	<p>Researcher: Is reading something you like to do? Henry: Yes!</p> <p>Researcher: Why is reading something you like to do? Henry: I like hearing the stories and seeing the pictures in my head.</p>
PARENTAL INVOLVEMENT	Pre and Post Parental Involvement	Positive Correlation with self-concept	23 coding references within data	<p>Researcher: Ariana who do you reading with at home? Ariana: Sometimes it's my mom and sometimes it's my Dad. It's mostly my Dad. When it's close to nighttime we read a book that I got from here or a book in my room. We don't take turns but if we get one of those We Both Read books then I'll read the kids</p>

				side and Dad will read the parent side. I have some of those books.
SELF-CONCEPT	Pre and Post DIBELS, Pre and Post Self Concept	Positive Correlation with overall reading motivation, Results show higher self-concept, higher reading achievement and higher motivation to read	21 coding references within data	Researcher: What is your favorite part of coming to reading class? Ben: Because I want to become a better reader. Researcher: Do you think coming to reading class helps you to become a better reader: Ben: Yes. In Kindergarten I always wanted to read a book and I wondered how it would feel to read a book. Researcher: And how did it feel? Ben: Good!
READING LOG	Pre and Post Reading Frequency	Positive Correlation with Post DIBELS	16 coding references within data	Researcher: What if you didn't have a reading log? Class: Oh no! Researcher: Do you think you would read as much. Class: No! Researcher: Why not? Izzy: Without your reading log, you wouldn't know how much you've read. If you forgot your reading log forever and never used it again you would never get better at reading.

Conclusion

The current state of reading motivation among struggling, primary readers often is overlooked. Addressing reading motivation support is not an essential piece of the reading curriculum in most schools and teachers often fail to see the fundamental importance of promoting motivation within the reading process. When internal motivations such as intrinsic motivation and interest energize students' reading, students interact with text deeply and gain relatively high amounts of knowledge or aesthetic experience (Schiefele, 1999). If students' reading interests are weak, their competency grows little and their quality as readers diminishes (Guthrie et al., 2007). What is needed in a program is not only the initial development of reading motivation but its sustainment through active literacy learning.

Findings from the current study suggest that to promote reading motivation among primary struggling readers, teachers should address the motivational supports of self-concept, book choice, contingent reward and parental involvement with their students to aid reading motivation in the classroom. These factors, when effectively used together, promote intrinsic motivation for struggling readers in the primary grades. Among sixteen struggling first through third grade readers, the findings indicate that addressing these specific factors motivated students to read more frequently which positively affected their self-concept of themselves as readers. Few programs or approaches comprehensively and sufficiently address these tenets in a unified framework. PREP is a powerful reading engagement program that motivates primary struggling readers. This study proposes a practical implication of this relationship for the struggling primary reader. This study also demonstrates how contingent reward, reading frequency, book choice, and parental involvement motivate primary students who struggle to read to develop a daily reading habit and become improved, independent reading.

About the Author

Jeannie Votypka, Ph.D., is an Assistant Professor of Literacy at Baldwin Wallace University in Cleveland, Ohio. She has taught literacy courses in higher education for the past two years. Prior to teaching in higher education, she was a reading specialist for 16 years serving struggling readers in grades kindergarten through third grade. Her current research focuses on elementary reading motivation and replicating the PREP program. Please contact Jeannie if you have interest in developing the PREP program. Email: jvotypka@bw.edu.

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Appendix A: Link to PREP Teacher Handbook













<https://documentcloud.adobe.com/link/track?uri=urn%3Aaaid%3Ausc%3AUS%3A6e8952ad-d70f-4726-a1f1-d0122d6fb79b>

Appendix B: Parent Interview Questions




1. Do you read with your child? If so, how often?
2. What is the physical space where you typically read with your child?
3. What time of day do you typically read with your child?
4. Do you take trips to the library with your child? If so, how often?
5. Do you read your child's chosen book from his/her reading bag each night? If so, do you find the repeated reading of this book to help your child's reading fluency?
6. What are your thoughts on your child's reading progress thus far?
7. What is your opinion of the reading log?
8. What do you feel motivates your child to read the most?
9. Do you think your child gets excited about earning stickers and contingent rewards for reading in reading class?
10. How do you think your child views themselves as a reader?
11. Is it helpful for you when books are sent home or would you prefer to choose books for your child?
12. Do you ever use technology to motivate your child to read?



















Appendix C: Student Survey















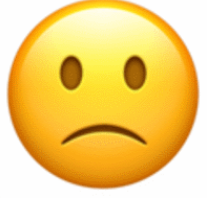
PREP Motivational Reading Survey Reading Self-Concept Questions

Reading is something I like to do.			
I am a good reader.			
I read as well as my friends.			
When I am reading by myself, I understand most of what I'm reading.			

PREP Specific Questions

Book Choice			
Signing out books from the classroom library to take home is fun.			

Color coded shelves in the classroom make it easy to find my just right book.			
I like to have different choices of books to choose from like comics, magazines, storybooks and nonfiction.			
Reading is easier when I practice every night.			
My reading bag helps me become a better reader.			
Earning stickers for reading books makes me feel good.			
Contingent Reward			
Earning prizes related to reading like scratch-offs make me feel excited about reading.			

Earning prizes related to reading like buddy reading encourage me to read more.			
Earning books on Epic make me excited about reading.			
Parental Involvement			
I feel happy when my parents sign my reading log each night.			
Reading with my parents makes me feel good.			
My parents help me become a better reader.			

Appendix D: Student Interview

1. Is reading something you like to do?
2. Do you think you're a good reader?
3. What kind of books do you like to read?
4. Do you like to read with other people?
5. Do you like to read by yourself?
6. Do you like to read silently or out loud?
7. Do you ever read with your parents at home?
8. Do you think you read as well as your friends?
9. Do you think reading is easier when you practice every night?
10. Do you like choosing books from your classroom library?
11. Do earning prizes like scratch offs, cozy chair and buddy reading make you excited about reading?
12. What is your favorite prize to earn?
13. How do you think your reading practice bag makes you a better reader?
14. What do you like best about your reading practice bag?
15. How does it feel when your parents sign your reading log each night?
16. How does it feel to earn stickers for each time you read?
17. How does it feel when they forget to sign your reading log?
18. What is your favorite part about coming out to reading class?

Appendix E: Student Focus Group Questions on Book Choice

1. Why is it so fun to have a choice to read the books you want?
2. Does having a choice make reading easier for you?
3. How do you usually choose a book to read from the classroom library?
4. How can you tell if a book is too hard for you to read?
5. Where do you like to choose books from the best? It could be your classroom library or in here or at a bookstore...
6. Does it make you feel better when you know the books you've chosen are at your level?
7. What are your favorite kinds of books to read?
8. Do you like to read magazines?
9. Do you like to read comics/graphic novels?
10. A lot of time reading isn't looking at paper pages. Reading can be done on the computer or iPad. What kind of reading do you like to do that way?

Appendix F: Student Focus Group Questions on Contingent Reward

1. How do you earn prizes in reading class?
2. What kind of prizes do you get from the prize box?
3. Why are scratch off tickets everyone's favorite prize to receive?
4. What are some of the rewards you've scratched off?
5. Why are those rewards fun?
6. We talked about the scratch offs and all the rewards they give related to reading, right? Do all those things make you excited about reading?
7. What other prizes are in the prize box?
8. Are the prizes the best part of coming to reading class?
9. Do you think the prizes keep you reading?

Appendix G: Focus Group on Parental Involvement

1. Today we're going to talk about how our Parents are involved in reading with us.
2. Who reads with you at night?
3. Do you have a nightly reading routine?
4. Do you have a special place where you read?
5. Do you ever take turns reading when you read with your parents?
6. Do you think you'd be a good reader if your parents didn't help you?
7. How do your parents encourage you to read?
8. How do your parents make reading fun for you?
9. Do your parents remind you to read each night?
10. Do your parents ever pick out books for you from the library or bookstore?
11. Do you ever see your parents reading?