

THE IMPACT OF A BOOK FLOOD ON READING MOTIVATION AND READING
ACHIVEMENT OF FOURTH GRADE STUDENTS

by

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I dedicate this dissertation to my family and friends. A special thank you goes to my loving and supportive husband, John and daughter, Nicole who have made numerous sacrifices and tirelessly supported me throughout this journey. I will always appreciate all that you both have done. I also dedicate this dissertation to my mother, Velma for instilling the love of reading by playing recorded stories on the record player when I was a child. I know that you have watched over me from heaven as I have aspired to reach the goals that you said were possible. To my father, Orice, when I began this journey I never thought that you would not be present when I crossed the finish line. Your tenacity and spirit have kept me centered and focused. Sincere appreciation is extended to my siblings, Antionette and Orlando for their encouragement and unyielding confidence in my ability to complete this endeavor. To my cousin, Norma, who has been a constant source of inspiration and moral support. To my friends Janet and Joanne who provided a place for respite and never grew tired of listening to my ramblings. Thank you to the fourth-grade students and their teachers who actively participated in this research. And finally, a thank you goes to Dr. Ashelin R. Currie, for holding the lantern so that I could see my way through the tunnel.

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Sherry Marie Andrews

ABSTRACT

THE IMPACT OF A BOOK FLOOD ON READING MOTIVATION AND READING ACHIEVEMENT OF FOURTH GRADE STUDENTS

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Reading proficiency makes profound differences in reasoning and the ability to learn new information. Past research has indicated that avid readers demonstrate superior literacy development and a wide-range of knowledge across subjects (Allington, 2011; Guthrie, 2008; Krashen, 2004). In a contrasting trajectory, a child who does not engage in reading has limited exposure to a wide vocabulary (Cunningham & Stanovich, 1997) and a gap in knowledge ensues that adversely impacts literacy into adulthood (Hodgkinson, 1995; Neuman & Celano, 2006).

This quasi-experimental study examined the impact of readily accessible books on students' motivation to read, attitudes towards reading and reading achievement when students are provided daily opportunities to read self-selected materials provided through a book flood. Book floods are designed to provide a large number of books to a classroom with limited books.

Thirty-eight fourth grade students from two intact classrooms were assigned as the treatment (n=19) and the control group (n=19). Participants in both the control and treatment group were administered pre- and post-test to measure reading motivation and

attitudes towards reading. Participants' scores from the district mandated assessment were used to measure pre- and post-treatment reading achievement. The fourth-graders in the treatment group were provided 15-minutes daily to read self-selected books from the book flood. Participants in the treatment group recorded and rated the self-selected books in reading logs for a 12-week period.

ANCOVA was conducted to compare post-tests results on the Elementary Reading Attitude Survey (M. McKenna & Kear, 1990), the Self-Regulation Questionnaire-Reading Motivation (De Naeghel, Van Keer, Vansteenkiste, & Rosseel, 2012), and the Northwest Evaluation Association Measures of Academic Progress (NWEA, 2003). Analyses of the data indicate significant differences between the control and treatment group on post-test results for recreational autonomous and academic autonomous reading motivation but not on post-test results for attitudes towards recreational and academic reading. Correlation relationships and other descriptive findings are discussed.

TABLE OF CONTENTS

ACKNOWLEDGMENTS	iv
ABSTRACT	v
LIST OF TABLES	xiii
LIST OF ABBREVIATIONS	xiv
CHAPTER 1	
INTRODUCTION	1
Background	2
Significance of the Study	4
Design and Methodology	4
Research Questions	5
Participants	5
Students	5
Teachers	6
Instrumentation and Data Collection	6
Motivation	7
Teacher a priori Judgment	7
District Identified Testing	7
Interviews	8
Reading Logs	8
Treatment Conditions	9

TABLE OF CONTENTS - Continued

Data Analysis	9
Definitions	10
Summary	11
CHAPTER 2	
LITERATURE REVIEW	12
Introduction	12
The Purpose of Study	12
The Significance of Access to Books	13
Summary	15
The Reciprocal Effect of Reading Volume and Reading Ability	15
Literacy Achievement and the Common Core State Standards	19
Disparities in Reading Achievement	20
Reading Proficiency of Fourth and Eight Grade Students in the United States	21
The Role of Motivation	
Classroom Features and Instructional Strategies that Motivate Students to Read	25
Summary	28
Classroom Libraries and Increased Student Achievement	28

TABLE OF CONTENTS - Continued

Classroom Libraries and Student Achievement	29
The Impact of Readily Accessible Books on Reading Achievement	32
Access to Books Through Book Floods	33
The New Zealand Book Flood	33
The Bradford Book Flood Experiment	36
Large-scale Book Flood for Emergent Learners	39
Book Flood for Disengaged Bilingual Fifth-grade Students	43
Building a Classroom Library	46
The Nature of the Collection	48
Providing Books for Diverse Learners	49
Addressing the Gender Gap	51
Informational Text in an Age of Information	55
The Size of the Collection	57
Displaying the Books in the Classroom Library	58
Opportunities to Read	59
Teacher Guidance	61
Summary	63

TABLE OF CONTENTS - Continued

CHAPTER 3	
DESIGN AND METHODOLOGY	65
Introduction	65
Research Questions	65
Design of the Study	66
Hypotheses	69
Pre-treatment Procedures	71
Post-treatment Procedures	73
Participants	74
Context of the School Site	75
Description of the Treatment Conditions	76
The Treatment Group	76
The Control Group	77
Acquisition and Distribution of Books	77
Data Collection Tools	81
Teacher a priori Judgment	81
Attitude	84
Motivation	85
District Identified Data	86
Interviews	88

TABLE OF CONTENTS – Continued

Reading Logs	88
Data Analysis	91
Summary	92
CHAPTER 4	
RESULTS	93
Reading Motivation	95
Attitudes Towards Reading	96
Attitudes towards Reading by Gender	99
Reading Achievement	102
Correlations of Variables Used in This Study	105
Informal Conversational Interviews	107
Reading Logs	109
Summary	113
CHAPTER 5	
DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS	114
Overview of the Study	114
Discussion and Conclusions	116
Conversational Interviews	122
Reading Logs	124
Limitations of the Study	125

TABLE OF CONTENTS – Continued

Recommendations for Future Research	126
Summary	127
APPENDICES	129
A. Request for Consent to Conduct Research in the Classroom	130
B. Parent Permission to Participate in Research	134
C. Child Assent Form Treatment Group	140
D. Child Assent Form Control Group	143
E. Self-regulation Questionnaire - Reading Motivation	146
F. Elementary Reading Attitude Survey	152
G. Interview Questions	159
H. Reading Log Sample	165
I. List of Donors and Scholarships	167
J. List of All Books Included In the Book Flood	169
K. List of All Books Recorded In the Reading Logs	202
L. Reading Log Coding Form A	208

TABLE OF CONTENTS – Continued

M. Reading Log Coding Form B	217
N. IRB Approval Letter	227
O. Copyright Approvals	231
P. List of Correlation Coefficients	236
Q. Output for Statistical Analysis	238
REFERENCES	315

LIST OF TABLES

Table 1	Book Flood Research Procedure Timeline	82
Table 2	Group Means and Standard Deviations for SRQ-Motivation Pre-and Post-Test	98
Table 3	Group Means and Standard Deviations for ERAS Pre- and Post-test	101
Table 4	Group Means and Standard Deviations by Gender for NWEA Pre- and Post-Test	104

LIST OF ABBREVIATIONS

ERAS	Elementary Reading Attitude Survey
MAP	Measure of Academic Progress
NAEP	National Assessment of Educational Progress
NWEA	Northwest Educational Assessment
RIT	Rausch Unit
SRQ	Self-Regulation Questionnaire
RA	Recreational Autonomous
RC	Recreational Controlled
AA	Academic Autonomous
AC	Academic Controlled

CHAPTER ONE

INTRODUCTION

Statement of the Problem

A fundamental responsibility of a literacy teacher is to teach children to read well while promoting the desire to read frequently and to read for pleasure. When children read well and read frequently they are more likely to develop a robust vocabulary (Nagy, Herman, & Anderson, 1985) and accumulate background knowledge that helps them make sense of the world (Anderson, 2004). Reading proficiency makes profound differences in reasoning and the ability to learn new information. Past research has indicated that avid readers demonstrate superior literacy development and a wide-range of knowledge across subjects (Allington, 2011; Guthrie, 2008; Krashen, 2004). In a contrasting trajectory, a child who does not engage in reading has limited exposure to a wide vocabulary (Cunningham & Stanovich, 1997) and a gap in knowledge ensues that adversely impacts not only the earliest years of literacy development but also literacy into adulthood (Hodgkinson, 1995; Neuman & Celano, 2006).

In his analysis of research on cognitive processes and reading development Stanovich (1986) explains the bi-directional relationship between reading and reading achievement. Stanovich (1986) identifies this process as the “Matthew effects” (p.381) taken from the Biblical passage that describes a rich-get-richer and poor-get-poorer phenomena. According to the “Matthew effects” children who demonstrate reading difficulty in the early grades may become discouraged and withdraw from practicing their reading. The limited reading practice exacerbates the students’ difficulty with reading

and by the time they reach the intermediate grades motivation to read has declined and a negative attitude towards reading has been formed.

Motivation is a critical factor in fostering successful reading experiences. The classroom library can serve as an impetus to stimulate several key constructs of motivation, specifically, attitudes towards reading, topic interest, self-concept, and the value of reading (Allington, 2012; Elley, 2000; Ivey, 2013; Ivey & Broaddus, 2001; Worthy, Moorman, & Turner, 1999; Worthy & Roser, 2010). Research on the role of motivation in developing habitual readers often distinguishes between intrinsic and extrinsic motivation (Guthrie & Wigfield, 1997, 2000; Schiefele, Schaffner, Möller, & Wigfield, 2012; Wigfield & Guthrie, 1997). Students who are intrinsically motivated to read do so because it is inherently interesting and enjoyable (Deci, Ryan, & Williams, 1996). They possess the disposition and desire to read when it is necessary and elect to do so during their free time (Guthrie & Wigfield, 2000; Morrow, 1996).

Background

Students from economically disadvantaged communities have less access to books than students from middle and high-income homes (Neuman & Celano, 2001) and may depend more on schools for reading material (Constantino, 2005; Worthy et al., 1999). Increasing the number of students who become proficient and avid readers can be accomplished through numerous opportunities to engage in successful reading experiences (Allington, 2011). Studies show classroom libraries with high-quality books that are varied in levels of text complexity, genre and cultural diversity are vital to improved literacy (Gallagher, 2009; D. Miller, 2014; Worthy & Roser, 2010). Fielding,

Wilson, and Anderson (1989) recommend immediate access to books through classroom libraries to promote on-going opportunities for all students to read. Beyond instilling a love of reading, classroom libraries support and enrich the core curriculum. A rich collection of books makes differentiation of instruction more plausible because teachers can individualize reading opportunities and appropriately address text complexity by matching students to text they can read with high levels of accuracy, fluency and comprehension (Allington, 2012; Hunter, 2004). Studies designed to provide students with easy access to books have shown potential in improving attitudes about reading and academic achievement for students in high-poverty communities and dual language learners (Elley, Cowie, & Watson, 1975; Fader & McNeil, 1968; Ingham, 1981; Neuman, 1999; Worthy & Roser, 2010).

Saturating the academic environment of students with books dates back to the middle of the last century when Fader (1968) implemented a program that replaced traditional school text with newspapers, magazines, and paperbound books in an incarceration facility for delinquent male teens. Shortly thereafter, the term “Book Flood” (Elley et al., 1975) was coined to describe the process of saturating an environment with books. Through book floods, large quantities of books are provided to a classroom and teachers participate in professional development regarding effective ways to use the books (Elley et al., 1975; Ingham, 1981; Neuman, 1999; Worthy & Roser, 2010). One major finding from book flood studies is that the impact of providing readily accessible books is determined by what teachers do with the books (Ingham, 1981; Neuman, 1999; Worthy & Roser, 2010).

Significance of the Study

Research indicates that reading motivation declines as students move from lower elementary into the intermediate grades (Guthrie & Wigfield, 2000; M. C. McKenna, Conradi, Lawrence, Jang, & Meyer, 2012; M. C. McKenna, Kear, & Ellsworth, 1995; Unrau & Schlackman, 2006) and that students frustrated with literacy tasks seldom choose to participate in reading and writing (Gambrell & Morrow, 2014). These students proceed on a downward academic spiral as they engage in less reading (Guthrie, 2008). To this end it is imperative to create upper elementary classroom environments that promote motivation to read and advance students to their full literacy potential.

Design and Methodology

The purpose of this research was to examine the impact of a book flood on fourth-grade students' motivation to read, attitudes towards reading and reading achievement. Prior book flood research has been conducted predominantly to support second language reading pedagogy in a variety of global context (e.g. De'Ath, 2001; Elley et al., 1975; Elley & Mangubhai, 1983; Ingham, 1981). Book floods are designed to provide ready access to a collection of books and may increase positive attitudes towards reading and advance reading achievement through opportunities to read self-selected materials. The present study extends prior book flood studies in several ways. The study was designed to promote autonomous (intrinsic and well-internalized) motivation through implementing a treatment based on five key factors to creating a classroom culture that fosters motivation to read: a) relevant reading material, b) diverse reading materials, c) daily opportunities to read, d) choice and e) authentic social interactions regarding

materials read (Gambrell, 2011). Second, the study was designed to be implemented within the constraints of existing district-wide curriculum standards and reading block.

Research Questions

This research focused on three questions to examine the impact of a book flood on motivation to read, attitudes toward reading and reading achievement of fourth-grade students.

1. How is reading motivation impacted when fourth-grade students are provided daily opportunities to read self-selected materials provided through a book flood?
2. How are fourth-grade students' attitudes towards reading impacted by daily opportunities to read self-selected materials provided through a book flood?
3. How is the reading achievement of fourth-grade students impacted by daily opportunities to read self-selected materials provided through a book flood?

Participants

Students. The participants in the study were 38 fourth-grade readers (17 boys and 21 girls) from a Title I (95% of the students qualify for free and reduced lunch) elementary school with a high-priority designation located in a Midwestern urban community. The high-priority designation identifies the school as performing in the lowest 5% of schools in the state. The student population is culturally diverse with 40% African-American, 39% Hispanic, 15% Caucasian, and 5% Asian. The 38 participants comprised a treatment group (n= 19) and control group (n= 19) based on a convenience sample of two intact classrooms.

Teachers. The teachers in the study each reported more than 20 years of classroom experience with at least 8 years teaching fourth-grade.

Instrumentation and Data Collection

Prior to and at the end of the 12-week treatment period data were collected. The researcher administered two instruments, a reading attitude survey, the Elementary Reading Attitude Survey (M. McKenna & Kear, 1990) and a reading motivation questionnaire, the Self-Regulation Questionnaire-Reading Motivation (De Naeghel et al., 2012). Furthermore, all participants completed the district mandated reading achievement assessment, the Northwest Evaluation Association Measures of Academic Progress (NWEA, 2003). Moreover, a group of five students were interviewed to provide a platform for some participants to articulate their thoughts about preferred books and the impact of the book flood in their classroom. In addition the teachers from both classrooms estimated and ranked participants by reading ability from the strongest reader in the class to the reader that required the most support.

Attitude. The Elementary Reading Attitude Survey (ERAS) (M. McKenna & Kear, 1990) is a norm referenced survey that consist of 20 items and is appropriate to administer to a whole class. The survey comprises two subscales measuring attitude towards recreational and academic (school-related) reading. The survey uses a pictorial rating scale based on the cartoon character Garfield. The responses are quantified by an assigned point value of 1 to 4 with a value of “4” indicating the happiest (the Garfield the furthest left) to the value of “1” indicating the least happy feeling associated with the

question. The ERAS was administered as a pre- and post-treatment measurement of reading motivation.

Motivation. The Self-Regulation Questionnaire-Reading Motivation (SRQ) (De Naeghel et al., 2012) is a 17 item self-reporting questionnaire designed to measure reading motivation of upper elementary students based on Self-Determination Theory (SDT) (Deci & Ryan, 2000) for both recreational and academic reading. The SRQ measures two types of autonomous reading motivation, intrinsic regulation (reading is pleasurable) and identified regulation (reading is personally valuable) and two types of controlled reading motivation, introjected (internal pressure to read) and external regulation (external demands to read). The first eight items of the questionnaire measure autonomous reading motivation of recreational and academic reading. The subsequent nine items measure controlled reading motivation for both recreational and academic reading. Each item is scored on a 5-point Likert-like scale, ranging from 5 (agree a lot) to 1 (disagree a lot). The SRQ was used to measure motivation to read prior to the book flood and after the book flood for the treatment and control groups in the study.

Teacher a priori judgment. Teachers systematically ranked the students according to reading ability based on classroom performance as compared to their classmates. The teacher created reading ability ranking was compared to the NWEA MAP RIT scores to explore any association between classroom performance and reading aptitude based on the District identified data.

District identified testing. District identified testing data generated through the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) was

used to determine the impact of the book flood on reading achievement. The NWEA MAP is a set of progress monitoring assessments aligned with the Common Core State Standards and linked to Tier II (small group) and Tier III (intensive intervention) instruction. The assessments are administered for the purpose of determining the impact of instruction on discrete skills over time. NWEA assessments are mandated by the school district and are administered three times each school year (fall, winter and spring) (NWEA, 2003).

Interviews. Informal conversational interviews were conducted prior to the book flood and at the end of the study. The primary goal of the interviews was to provide a platform for participants to articulate in their own words the impact of the book flood. A pre-treatment focus group interview (Gall, Gall, & Borg, 2007) was conducted using a random selection of five students from the treatment group to determine student topic interest, favorite reading genre and favorite authors. The pre-treatment interview (Gall et al., 2007) provided essential information that was used to create a rich collection of books that were relevant and reflected the lived experiences and interest of the participants in the study. A post-treatment interview of the same students provided insight into the participant's perception of the overall impact of the book flood.

Reading logs. Reading logs were used to monitor opportunities to read books from the book flood. Each participant in the treatment group was instructed to document their reading for two weeks before receiving new logs. The logs were used to track titles, authors and the number of pages read during the 15-minute sustained silent reading period. Participants rated the quality of the book and determined if they would

recommend the book to a friend. The quality of the book was rated using a 5-star Likert-like scale with five stars representing an excellent read. After completing or abandoning a book each participant used the logs to indicate if they would recommend the book to a friend by writing “I would/would not recommend this book to a friend because _____.”

Treatment Conditions

The three research questions were examined through a quasi-experimental nonequivalent control-group study. Two intact fourth-grade classrooms were assigned as the treatment group or the control group. The participants in the treatment group read self-selected materials from the book flood for 15 minutes each day and maintained a reading log to document books read. The participants in the control group continued the reading practices as determined by the school district. The control group classroom received 500 books through a book flood at the end of the 12-week treatment period.

Data Analysis

To reduce control for initial group differences on the pre-test, analysis of covariance (ANCOVA) was used to compare mean scores between the control and treatment group (Gall et al., 2007; Lomax, 2001). Pre- and post-mean scores for reading motivation, attitudes towards reading and reading comprehension were analyzed. Spearman’s rank correlation coefficient was used to explore associations between (1) reading motivation and NWEA Map scores, (2) attitudes towards reading and NWEA Map scores and (3) class ranking of reading ability as determined by the classroom teacher and NWEA Map scores.

Definitions

- Amotivation: The state of lacking the intention to act.
- Attitude: A set of acquired feelings towards reading that consistently predispose an individual to engage in or avoid an activity (reading).
- Autonomous motivation: To act with a sense of volition and choice.
- External regulation: The least autonomous form of extrinsic motivation; being motivated to obtain rewards or avoid punishment.
- Extrinsic motivation: The inclination to perform a task – in this case read a book- because doing so leads to separable outcomes or external purposes, such as rewards, grades or recognition.
- Identified regulation: A conscious valuing of a behavior and acceptance of the behavior as personally important.
- Integrated regulation: The most autonomous form of extrinsically motivated behavior. The behavior is congruent with personally endorsed goals and values.
- Interest: A positive orientation toward reading about a particular topic. An individual interest is a relatively stable and enduring positive orientation toward reading about a particular topic; situational interest is a context-specific positive orientation toward reading about a specific topic.
- Intrinsic motivation: The inclination to perform a task - in this case to read a book - for internal purposes such as pleasure, achieving personal goals, or satisfying curiosity.

- Introjected regulation: A type of extrinsic motivation that is partially internalized but not considered part of the integrated self; behaviors are performed to avoid guilt or to attain ego enhancements and a feeling of self-worth.
- Reading logs: A student-maintained record of books read, rated and recommended.

Summary

There is widespread agreement that increasing the number of students who become proficient and avid readers is an important goal. Past research reveals that students' motivation to read declines as they progress through school and a rich collection of books in the classroom can serve as a catalyst to develop and maintain motivation to read. In this chapter the significance of the study and treatment design has been discussed. Several key terms used throughout the study were defined and the potential limitations to the study were listed.

CHAPTER TWO

LITERATURE REVIEW

Introduction

A fundamental responsibility of a literacy teacher is to teach children to read well while promoting the desire to read for pleasure. When children read well and read frequently they are more likely to develop a robust vocabulary (Nagy et al., 1985) and accumulate background knowledge that helps them make sense of the world (Anderson, 2004). Reading proficiency makes profound differences in reasoning and the ability to learn new information. Past research has indicated that avid readers demonstrate superior literacy development and a wide-range of knowledge across subjects (e.g., Allington, 2011; Guthrie, 2008; Krashen, 2004). In a contrasting trajectory, a child who does not engage in literacy through reading has limited exposure to a wide vocabulary and a gap in knowledge ensues that adversely impacts not only the earliest years of literacy development but also literacy into adulthood (Hodgkinson, 1995; Neuman & Celano, 2006). Neuman and Celano (2006), suggest gaps in knowledge begin at home before formal schooling and increase as children age ultimately having an adverse impact on social mobility, health care, safety and civic participation.

The Purpose of the Study

Past research has validated the need for students to have ready access to a variety of good books in order to increase voluntary reading (Elley & Mangubhai, 1983; Fielding et al., 1989; Ingham, 1981). The purpose of this study was to extend prior book flood studies that examined the impact of providing readily accessible books to elementary and

preadolescent students' motivation to read and reading achievement. Research indicates that reading motivation declines as students move from lower elementary into the intermediate grades (e.g., Guthrie & Wigfield, 2000; M. C. McKenna et al., 2012; M. C. McKenna et al., 1995; Unrau & Schlackman, 2006). This study examined the attitudes towards reading, reading motivation and reading achievement of fourth-grade students when provided daily opportunities to read self-selected material provided through a book flood. The study was designed to answer the following questions:

1. How is reading motivation impacted when fourth-grade students are provided daily opportunities to read self-selected materials provided through a book flood?
2. How are fourth-grade students' attitudes towards reading impacted by daily opportunities to read self-selected materials provided through a book flood?
3. How is the reading achievement of fourth-grade students impacted by daily opportunities to read self-selected materials provided through a book flood?

The Significance of Access to Books

The inequities of children's access to books in homes located in low-income areas have been investigated through several studies (e.g., Neuman, 1999; Neuman & Celano, 2001; Neuman & Celano, 2006). Families in low-income communities may lack disposable income needed to purchase books for the home (Neuman, Celano, Greco, & Shue, 2001). Children who start school with limited exposure to print and minimal literacy experiences are often several years behind when they enter kindergarten (Biemiller & Slonim, 2001; Norton, 2007; Wolf, 2007).

Research reveals an inextricable connection between books in the home and academic achievement (Evans, Kelley, Sikora, & Treiman, 2010; Neuman, 1999; Neuman & Celano, 2001; H. Park, 2008; Trelease, 2006; Van Kleeck, Stahl, & Bauer, 2003). Using information from a database compiled as a result of the World Inequality Study, Evans, Kelley, Sikora and Treiman (2010) examined the effect of books in the home on children's attained educational levels. The researchers analyzed data from an array of countries at different levels of economic development, in different historical periods, following diverse social and political policies. They hypothesized that a scholarly home culture, measured by the number of books in a home, provides skills and knowledge that are crucial to literacy and numeracy and that those skills are valued in schools and are likely important throughout the world (Evans et al., 2010).

Evans et al. (2010) compared the survey responses of 73,349 households across 27 nations regarding the number of books in the home and levels of education attained. The survey asked a set of questions regarding the respondents' parents' educational level and occupation. Following questions about the respondents' parents was a question regarding the number of books in the home when they were 14 years old. The comparative analyses revealed several salient implications of growing up with books in the home. The difference between a home without books and a home with 500 books is as significant as the difference between having parents who are barely literate and having university educated parents on the educational attainment of the children in the household. The data revealed that children from homes with a large collection of books average three years more education than children from homes without books,

independent of their parents' education, occupation, and social class. The findings were held equally in rich and poor nations, in the past and present, and under diverse social and political governance (Evans et al., 2010).

Summary

The implication of book exposure at home is significant to reading achievement in school. Children from homes with books are more likely to have literacy experiences essential to developing foundational skills needed to do well in school. These same children regardless of income level are much more likely to advance through schools attaining as much as three additional years of education (Evans et al., 2010). Whereas children with limited books in the home have less experience with sophisticated vocabulary and have fewer opportunities to abstract information from print before beginning school (Biemiller & Slonim, 2001; Neuman & Celano, 2001; Neuman & Celano, 2006; Norton, 2007; Wolf, 2007). This limited exposure to literacy experiences through books places children from bookless homes at a significant disadvantage when compared to their middle- and upper-income peers who often have books in the home (Neuman, 1999; Neuman & Celano, 2001; Neuman et al., 2001; Wolf, 2007). It is important that schools address the issues that arise from living in a home with few or no books. Teachers must create environments for literacy development where students see books as interesting and useful sources of information (Ingham, 1981).

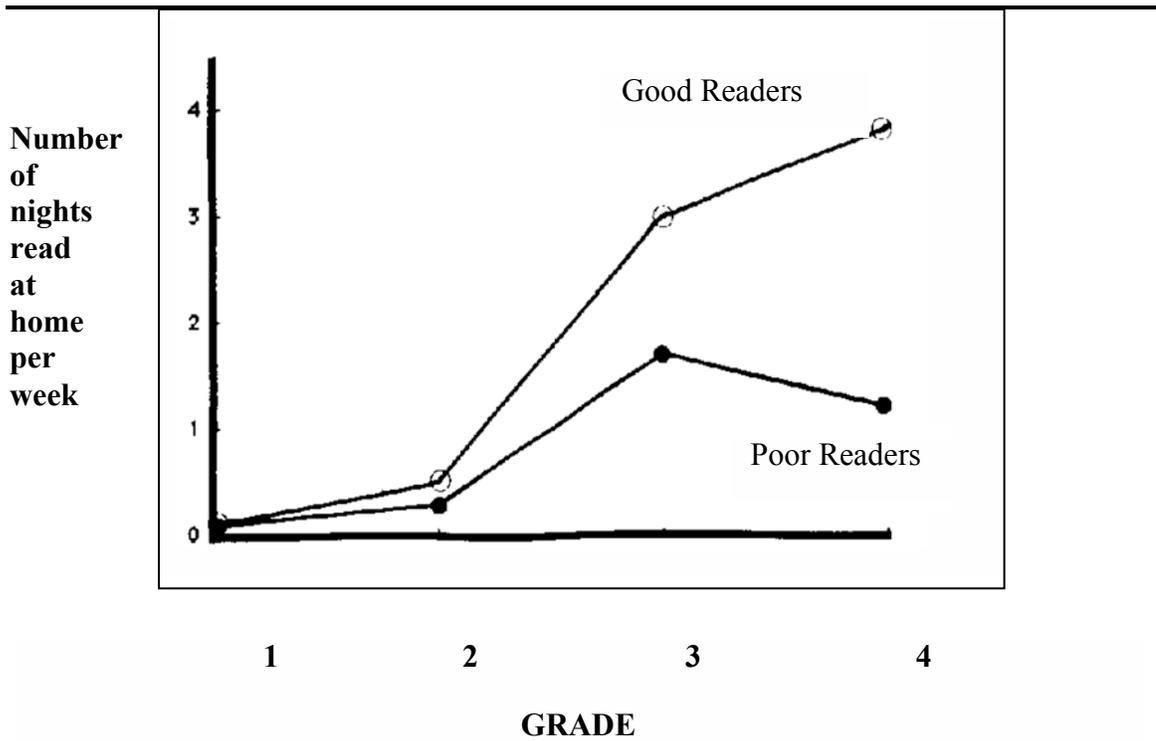
The Reciprocal Effect of Reading Volume and Reading Ability

In his analysis of research on cognitive processes and reading development Keith Stanovich (1986) explains the bi-directional relationship between reading and reading

achievement. Walberg and Tsai (1983) and Stanovich (1986) identify this process as the “Matthew effects” taken from the Biblical passage that describes a rich-get-richer and poor-get-poorer phenomena. Based on the Matthew effects children who demonstrate reading difficulty in the early grades may become discouraged and withdraw from practicing their reading. The limited reading practice exacerbates the students’ difficulty with reading and by the time they reach the intermediate grades the reading gap is significant. On the other hand, those children who experience a successful start in reading become stronger and stronger. Stanovich (1986) purports that the critical variable in the bi-directional relationship that causes individual differences in reading acquisition is volume of reading experience.

In a longitudinal study conducted by Juel (1988), the acquisition of literacy of 54 children were tracked as they progressed from first through fourth-grade. The study suggested that early exposure-to-print and frequent reading experiences are significant factors in reading acquisition. At the end of the study the bottom quartile of first grade students included 29 children. The majority, 24 of the 29 children continued to attend the school through fourth-grade. Of the remaining 24, children all but three were still poor readers in fourth-grade (Juel, 1988). The student scores on the Iowa Test of Basic Skills Test indicated that 21 of the students were at least six-months below grade level. Juel (1988) suggested that children who are poor readers in first grade will choose to read less often than the good first-grade readers and will consequently have an increased chance of remaining a poor reader as they progress through to fourth-grade (see Figure 1).

Figure 1
Mean Number of Nights per Week Poor and Average to Good Readers Read at Home by Themselves (Juel, 1988, p. 442)



Note: Reprinted from Learning to read and write: A longitudinal study of 54 children from first through fourth grades by C. Juel, (1988) *Journal of Educational Psychology*, 80 (4), p.442. Copyright by American Psychological Association. Reprinted with permission.

Several other studies support the hypothesis that students who frequently read at an appropriate level of difficulty benefit from enhanced reading ability and improved world knowledge (e.g., Allington, 2007; Cunningham & Stanovich, 1998; Garan & DeVoogd, 2008; Guthrie, 2008).

In a series of benchmark studies conducted by Anderson, Wilson, and Fielding (1988) fifth grade students recorded their reading activity outside of school. In the first study 53 students kept logs of recreational activities for eight weeks, and in the second study 105 students kept logs for 26 weeks. In both studies, the students averaged 10 minutes per day reading. The researchers compared the amount of time spent reading outside school to the achievement test scores of the students.

The amount of time spent reading correlated positively to reading ability. The more students read the higher they scored on the achievement tests. Students in the 90th percentile recorded reading five times as many minutes as those in the 50th percentile, and more than 200 times as many minutes reading as the children in the 10th percentile. The researchers concluded reading books was the best predictor of improved vocabulary and overall reading achievement.

A study conducted by Taylor, Frye, and Maruyama (1990), investigated the effects of time spent reading at school and at home on intermediate grade students' reading achievement. The researchers asked 195 students from 11 fifth and sixth grade classes to keep daily reading logs during their in-school reading period for 17 weeks. The students logged the number of minutes spent engaged in both assigned silent reading and silent reading of self-selected books. Students were asked to log each type of reading

separately. The results of the study supported the belief that time spent reading in school contributes to the reading achievement as measured by the Gates-McGinitie Reading Test. The researchers were unable to provide sufficient evidence that time spent reading at home contributed to reading growth. They offer the potential unreliability of self-reporting without the supervision of a teacher as a possible explanation of lack of the significance of reading at home.

Literacy Achievement and the Common Core State Standards

Access to appropriate diverse and relevant text for all students is a means to meet the Common Core State Standards (CCSS) and close the literacy gap between children (Allington, 2012; Gambrell & Morrow, 2014; Wilhem, 2013). The CCSS place comprehension at the center of literacy learning and reading and writing at the center of academic achievement (Gambrell & Morrow, 2014). The CCSS provide a vision of what it means to be literate. The CCSS comprise skills essential for academic and professional success. According to the CCSS mission statement each standard is intended to be robust and relevant to the real world and to position students to compete in the global economy (Common Core State Standards Common Core State Standards Initiative, 2010a). The standards state:

Students who meet the standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature.

They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary

and informational texts that build knowledge, enlarge experiences, and broadens [sic] worldviews. (p.3)

Disparities in Reading Achievement

Students with limited positive and successful experiences in reading spiral downward as they progress through school and are often faced with text too difficult to read (Cunningham & Stanovich, 1998). There is considerable evidence of a growing gap in the literacy achievement of (1) minority and nonminority students; (2) students from different socio-economic status; (3) dual language learners; and (4) students identified as needing special education services (Morrow, Rueda, & Lapp, 2009).

There are compelling reasons for the disparities in reading achievement. Very young children who are frequently read to by an adult have larger vocabularies, greater language comprehension and higher cognitive skills than children read to less frequently (Raikes et al., 2006). Research highlights the inequities of children's access to print materials or opportunities to positive experiences with books (Neuman, 1999; Neuman & Celano, 2001). In middle-income communities the ratio of books per child is 13 books for each child, while in low-income communities the ratio of books is one book for every 300 children (Dickinson & Neuman, 2006). During a 3 year period, Raikes et al. (2006), gathered data through the Early Head Start Research and Evaluation Project from 17 diverse programs. Interviews and surveys of 2,581 mothers of children in the programs revealed limited access to quality age-appropriate materials. Families in geographically isolated and dangerous urban areas were less likely to visit the library to obtain books for their child. Those mothers whose first language was not English reported neither public

libraries nor bookstores were likely to offer many age appropriate books in the family's primary language.

Reading Proficiency of Fourth and Eighth Grade Students in the United States

According to the National Assessment of Educational Progress (NAEP) slightly more than one-third of the fourth and eighth grade students in the United States read at or above the proficient level indicating solid academic performance and competencies over challenging subject matter (National Center for Education Statistics, 2013). This means that two-thirds of the students in the United States read at levels below that which is needed to successfully complete grade level assignments (Allington, 2011). Gaps between European American and their African American and Hispanic peers are significant by 4th grade and continue to increase through 12th grade (Morrow et al., 2009). Research has documented the stability of these achievement gaps for decades (Cunningham & Stanovich, 1997).

The Role of Motivation

Motivation is a critical factor in fostering successful reading experiences. The importance of motivation for the development of reading has been empirically examined by a number of literacy scholars (e.g., Guthrie & Wigfield, 1997, 2000; M. C. McKenna et al., 2012; Mucherah & Yoder, 2008; Unrau & Schlackman, 2006). Motivation influences the amount and breadth of reading, which in-turn impacts reading competence (Wigfield & Guthrie, 1997). The constructs of motivation work together to create the stimulus that actuates the behavior of reading (Guthrie & Wigfield, 2000). The classroom library can serve as an impetus to stimulate several key constructs of

motivation specifically, attitudes towards reading, topic interest, self-efficacy, and the value of reading (Allington, 2012; Elley, 2000; Ivey, 2013; Ivey & Broaddus, 2001; Worthy et al., 1999; Worthy & Roser, 2010).

Research on the role of motivation in developing habitual readers often distinguishes between intrinsic and extrinsic motivation (Guthrie & Wigfield, 1997, 2000; Schiefele et al., 2012; Wigfield & Guthrie, 1997). Intrinsically motivated behaviors are performed out of interest and require no external promise or threat (Deci et al., 1996). Students who are intrinsically motivated to read do so because it is inherently interesting and enjoyable (Ryan & Deci, 2000a). They possess the disposition and desire to read when it is necessary and of their own volition elect to do so during their free time (Guthrie & Wigfield, 2000; Morrow, 1996).

Conversely, extrinsically motivated behavior involves performing an activity with the intention of attaining an expected external consequence (Deci et al., 1996). An extrinsically motivated reader may read for approval, a reward or an incentive. According to Wigfield and Guthrie (1997), extrinsic motivation is not the opposite of intrinsic motivation because they are moderately connected. The connection between intrinsic and extrinsic motivation can be explored through the Self-Determination Theory (SDT) taxonomy of human motivation (Ryan & Deci, 2000b; R. Ryan & E. Deci, 2002). One distinctive feature of SDT is that it qualitatively differentiates between different types of motivation through a revision of the distinction between intrinsic and extrinsic motivation (Ryan & Deci, 2000b).

Self-determination theory proposes six styles of behavior regulation which differ in the degree to which the behavior emanates from the self and is autonomous (R. Ryan & E Deci, 2002). The six styles of regulation are conceptualized as a continuum of autonomy from non-regulation to intrinsic regulation (see Figure 2).

The theory provides a framework for identifying different autonomous (intrinsic and identified) and controlled reasons (introjected and external) for behavior. On the far left of the continuum is non-regulation, which is characterized by an absence of motivation or a state of lacking the inspiration to act or engage. Amotivated individuals do not recognize a relationship between their behavior and the behavior's subsequent outcome and may perceive their behavior as out of their control (Reeve, 2002). The most controlled of the styles is external regulation, which is the most basic form of extrinsic motivation.

Figure 2 Taxonomy of Human Motivation

Type of Motivation	Amotivation	Extrinsic Motivation				Intrinsic Motivation
Type of Regulation	Non-Regulation	External Regulation	Introjection Regulation	Identification Regulation	Integration Regulation	Intrinsic Regulation
Quality of Behavior	Nonsel- determined					Self- determined

Note: From Overview of self-determination theory: An organismic dialectical perspective (p. 16), by R. Ryan & E. Deci, 2002 Rochester, NY: University of Rochester Press. Copyright 2002 by Boydell & Brewer. Reprinted with permission.

A child that is externally regulated to perform an activity (read) will do so in order to attain a reward or avoid punishment. Miserandino (1996) suggests that a child who internalizes an externally regulated behavior and applies approval or disapproval to his or her own actions experiences introjected regulation. Introjection-based behaviors are theorized as a controlled reason to behave because the behavior is only partially internalized and is performed to avoid guilt or shame and may relate to feelings of worth (Reeve, 2002). Identified regulation involves a conscious valuing of an activity or behavior as personally important (Reeve, 2002). A child in this style of regulation personally endorses the activity and the behavior is relatively autonomous and self-determined. Integrated regulation is the most autonomous form of extrinsically motivated behavior. According to Reeve (2002) behaviors governed by integrated regulations are performed volitionally but are done to attain separable outcomes from the activity rather than for pure enjoyment. The final style, intrinsic regulation, is characterized by totally autonomous behavior and the child engages in the activity because it is inherently interesting and enjoyable.

An extensive body of research exists on the favorable effect of intrinsic motivation (e.g., Morrow, 1996; Schaffner, Schiefele, & Ulferts, 2013; Schiefele et al., 2012; Unrau & Schlackman, 2006; Wigfield & Guthrie, 1997) as well as the instructional strategies and classroom environments that support and foster the pleasure of reading (e.g., Allington, 2012; Fractor, Woodruff, Martinez, & Teale, 1993; Gambrell, 1996; Gambrell & Morrow, 2014; Ivey & Broaddus, 2001; Morrow, 1992). Based on SDT autonomy, supportive environments and instructional practices that expose students to

interesting tasks fosters an internal locus of causality that generates tasks engagement and cultivates a sense of volition (Reeve, 2002). Creating an environment that supports autonomous motivation is imperative because students frustrated with literacy tasks seldom choose to participate in reading and writing (Gambrell & Morrow, 2014). These students proceed on a downward academic spiral as they engage in less reading (Guthrie, 2008). Students must possess literacy skills and be motivated to take ownership of their literacy development (Guthrie, 2004, 2008; Guthrie, Coddington, & Wigfield, 2009). Classroom environments that promote autonomous motivation through choice of text and provide frequent opportunities for successful reading experiences offer a great chance to support students delayed in the acquisition of literacy capacities (e.g., Allington, 2012; Fractor et al., 1993; Guthrie, 2008; Ivey, 2013; Worthy & Roser, 2010).

Classroom Features and Instructional Strategies that Motivate Students to Read

Several studies report that intrinsic or fully autonomous motivation is increased when students have opportunities to read self-selected materials (Fisher & Frey, 2012; Pitcher et al., 2007; Unrau & Schlackman, 2006). Ivey and Brodus (2001) examined classroom features and instructional strategies that motivated middle school students to read. In two regions of the United States, more than 1700 students from 109 sixth grade classrooms responded to a survey designed as a platform for students to share the factors that motivate in school reading. The participants in the study attended schools in both urban and rural communities. The majority (64%) of the participants attended schools where less than 25% of the students met guidelines for free and reduced lunch. The genders of the participants were almost equally divided with 51% male and 49% female

respondents. Teachers reported that the participants represented diverse ethnicities: 71% European American, 12% African American, 7% Hispanic American, 7% Asian American, and 3% other.

The survey was comprised of open-ended response, short-answer, and checklist items. The survey data indicated three trends as factors that motivated the participants to read in school: independent reading, teacher read-alouds, and interesting and varied material. To garner a deeper understanding of the survey responses the researchers interviewed 31 students from three classrooms in which a large number of students reported engagement in these areas.

An analysis of responses from the question, “What makes you want to read in this class?” revealed that 42% of the students indicated an inclination to read when they had access to interesting materials and could self-select from the collection. The interviewed students discussed positive and negative reading experiences with the researchers. Self-selected reading materials were aligned with positive experiences. In contrast, the worst reading experiences were related to reading material assigned to the students. During the interview students were asked to provide advice for someone who does not enjoy reading in school. Nearly half of the students (45%) suggested reading books on topics of personal interest as a link to reading enjoyment.

In a subsequent study, Ivey (2013), implemented an intervention to increase engaged reading for 105 eighth grade students. The participants represented a range of academic achievement levels and diverse cultural and linguistic backgrounds. All

participants attended one middle school where 40% of the school's student body qualified for free or reduced school lunch.

The intervention concentrated on self-selected, self-regulated reading of high-interest young adult literature. Prior studies (Ivey & Broaddus, 2001; Worthy et al., 1999), indicated students are motivated to read when time to read self-selected books is provided in school. The studies also indicated that the books students prefer to read are frequently not available in school (Worthy et al., 1999).

Considering the importance of compelling reading materials (Ivey & Broaddus, 2001; Worthy et al., 1999) that mirror the life experiences of adolescents (Moje, Overby, Tysvaer, & Morris, 2008) the participants self-selected from a classroom library that comprised a range of multicultural, multi-genre young adult books. The participants were provided 30 minutes of the 90-minute English block for uninterrupted silent reading daily. To create a sense of autonomy, participants were allowed to determine their individual reading pace with the option to abandon books deemed not interesting.

The teachers in the study conducted on-going booktalks on the books provided in the classroom library. The booktalks highlighted excerpts that exemplified the tone of the book and the protagonist's challenge. Students were encouraged to write the titles of the books previewed through the booktalks. During the study, Ivey (2013) modified the instructional framework in two areas to address the needs of the students. The instructional framework was adjusted to provide scheduled opportunities for students to engage in discourse with their peers and teachers regarding books they read.

Additionally, teachers were instructed to provide support in selecting text at appropriate levels of complexity for inexperienced readers.

At the onset of the study only 20% of the participants could name a book they had found interesting and only 19% of the participants reported voluntarily reading outside school. To determine the impact of the intervention, data were collected through pre- and post-questionnaires, on-going researcher observation, classroom book logs, and interviews of students who appeared highly engaged or those who were often highly disengaged during silent reading.

The analysis of the data indicated that when students have sufficient time to read books they find interesting they are easily engaged. Inexperienced readers were especially successful when the text complexity was appropriate and the books addressed areas of interest. The data from the post-questionnaire revealed that 87% of the students reported voluntary reading outside school, and 100% of the students could name a book they found interesting. The record of books read by individual students indicated that students completed an average of 41.64 books during the study. Ivey (2013) notes that scores on standardized reading test for eighth grade students in this school improved and have remained elevated in subsequent years.

Summary

Autonomous motivation is essential to fostering the habit of life-long reading. Providing reading instruction that focus on skills to decode and interpret written text with opportunities to read self-selected materials from a collection of compelling books that are reflective of students' lived experiences can positively influence attitudes about

reading, promote ownership of literacy, and foster an understanding of the value of reading.

Classroom Libraries and Increased Student Achievement

Increasing the number of students who become proficient and avid readers can be accomplished through numerous opportunities to engage in successful reading. Allington (2011) describes successful reading as experiences where students read with a high level of accuracy, fluency and comprehension. A rich collection of books in the classroom is vital to increasing the proficiency levels of students across the nation. Classroom libraries with high-quality books that are varied in levels of text complexity, genre and cultural diversity are vital to improved literacy (Gallagher, 2009; D. Miller, 2014; Worthy & Roser, 2010). In *What Really Matters for Struggling Readers*, Allington (2012) states:

Kids not only need a lot to read but they also need lots of books they can read right at their fingertips. They also need access to books that entice them, attract them to reading. Schools can foster wider reading by creating school and classroom collections that provide a rich and wide array of appropriate books and magazines and by providing time every day for children to actually sit and read.

(p. 96)

There is congruence across theoretical perspectives, research findings and literacy experts that access to books and motivation to read promote literacy development (Allington, 2007; Guthrie, 2008; Guthrie et al., 2009; Neuman et al., 2001). Research confirms that students from economically disadvantaged communities have less access to

books than students from middle and high-income homes (Neuman & Celano, 2001). Constantino (1995) compared access to books at home and in the community of two seven-year-old girls. Each child was from a two-parent family. One of the girls lived in a well-established upper middle class community with professional parents. The family library consisted of approximately 300 books and 15 magazine subscriptions. The elementary school in the community has a school library with a collection of 2000 books and small collections of books (75) in her classroom. The community is comprised of a public library that is in walking distance and 12 bookstores with-in a ten-minute drive. The other little girl lived with her parents, a bartender and a cocktail waitress in an apartment. The family owns 20 books and does not subscribe to magazines. The elementary school does not have a school library. There are 50 books in her classroom. The closest public library is a 25-minute drive from the family's apartment. There are 20 bookstores in the town but the only one in walking distance to the family is for adults only. A study conducted by Neuman and Celano (2001) supported the Constantino (1995) findings. Through a year-long analysis of the literacy resources of four neighborhoods located in one of the largest cities in the United States Neuman and Celano (2001) compared access to print in two low-income and two middle-income neighborhoods. In the low-income neighborhoods 46% - 90% of the families lived in poverty. No families lived in poverty in the two middle-income neighborhoods. Neuman and Celano (2001) compared access to and opportunities to engage with print in six areas: the quantity and selection of children's books for purchase; environmental print (sign, logos); public areas where children could observe people reading, quantity and quality of

books in the child-care centers in the neighborhoods; quantity and quality of books in elementary school libraries; and the public library collection. Neuman and Celano (2001) found minor differences in access to print in neighborhoods of similar income and major differences in neighborhoods of dissimilar income levels. The final analysis revealed the middle-income neighborhoods were print-rich and had three times as many places to purchase books than low-income neighborhoods. The data further indicated that the children in the print-rich neighborhoods were more likely to have school libraries with trained staff, larger collections and better quality books. Neuman and Celano (2001) concluded that children from middle-income families were often deluged with a variety of reading materials and opportunities to engage with print. Children from low-income neighborhoods must persistently and aggressively seek out reading materials and opportunities to engage with print.

Constantino (2005) conducted a two-year study of six communities with average median incomes ranging from 22,000 to 700,00. The study revealed that not only do children from higher socioeconomic status have more books in the home, but the schools in the low-income communities do not make up the difference. Some students from affluent families had more books at home than poor communities had through all school sources combined. Constantino (2005) states “Poor children everywhere are losing out on the opportunity to read and enjoy books, while affluent children are trying to decide what to read next” (p. 3).

Classroom libraries can begin to remedy the inequities in access to books. Fielding, Wilson and Anderson (1989) recommend immediate access to books through

classroom libraries to promote on-going opportunities for all students to read. Beyond instilling a love of reading, classroom libraries support and enrich the core curriculum. Differentiation of instruction is plausible because teachers can individualize reading opportunities and appropriately address text complexity by matching students to text they can read with high levels of accuracy, fluency and comprehension (Allington, 2012; Hunter, 2004).

The Impact of Readily Accessible Books on Reading Achievement

In a longitudinal study designed to increase voluntary summer reading Allington et al. (2007) provided 852 randomly selected students with tradebooks on the last day of school. An additional 631 students of equivalent demographics were randomly selected to serve as the control group. The participants in the study were from 17 high poverty schools in two districts.

The research team reviewed 400 – 600 tradebooks that could be included in a Scholastic book fair. Text complexity and student interest were salient factors in the decision to include a book in the inventory. The research team selected books from four broad categories: (a) pop-culture, (b) series books, (c) culturally relevant and, (d) curriculum relevant. The data from the study revealed that students most often selected books from pop-culture and series books. During the final year of the study nine of the ten most popular books selected were from the pop-culture and series category.

In the spring of the school year each child in the treatment group attended the Scholastic book fair where they perused and selected 15 books to take home to read during the summer vacation. On the last day of school the students in the treatment

group received 12 of the 15 books they personally selected. The students in the control group received sticker books or puzzle books with limited print. At the end of the three-year study the researchers concluded that based on the state reading assessment students in the treatment group had significantly higher reading achievement than students in the control group.

Access to Books through Book Floods

The New Zealand book flood. Studies designed to provide students with easy access to books have shown potential in improving attitudes about reading and academic achievement for students in high-poverty communities and dual language learners (Elley, 2000; Ingham, 1981; Neuman, 1999; Worthy & Roser, 2010). Saturating the academic environment of students with books dates back to the middle of the last century when Fader (1968) implemented a program that replaced traditional school text with newspapers, magazines, and paperbound books in an incarceration facility for delinquent male teens. Shortly thereafter the term “Book Flood” (Elley et al., 1975) was coined to describe the process of saturating an environment with books. Through book floods, large quantities of books are provided to a classroom and teachers participate in professional development regarding effective ways to use the books (Elley et al., 1975; Ingham, 1981; Neuman, 1999; Worthy & Roser, 2010). In the 1970s the concept of the “Book Flood” approach was used in the South Pacific islands to address concerns about teaching English in Fijian primary schools (De’Ath, 2001; Elley, 2000). According to Elley (2000) the Fijian students faced four primary disadvantages to learning to speak and read English:

1. Students had insufficient exposure to English both at school and home.
2. Students used their native language for communication therefore motivation to learn English was weak.
3. The Primary instructional program, the Tate Oral English Syllabus included limited actual reading of English.
4. English was not the primary language of the teachers.

These four factors posed serious limitations to learning to speak and read English. Local assessments indicated that most students had low levels of mastery of English (Elley, 2000). A Nation-wide survey of year 6 students revealed that a small number of students showed satisfactory levels of reading in English (Elley, 2000). According to Elley (2000) all the students who showed satisfactory levels of reading English attended school with libraries.

During the same time frame, actor Raymond Burr donated a large supply of books to a local village school and within a few years the children at the school showed gains in learning to read English (Elley, 2000). This discovery led researchers in New Zealand to study the impact of providing high-interest books to children in schools where resources were inadequate and English was rarely spoken (Elley, 2000). In the New Zealand study (Elley et al., 1975), 400 books were provided to each classroom in two primary schools. The two schools in the study were identified as serving students with limited access to books. One school contained a library, a bookstore, and was located in a community with a public library. The other school was located in a neighborhood without a public library

and did not have a school library or bookstore. Neither school had classrooms with many books. The students in the schools were age 5-11 and were primarily Maori and Samoan.

Between March and May, assessments of reading skills and attitudes toward reading were completed to collect baseline data prior to placing the books in the classroom. The pre-test battery included assessments of vocabulary, reading and listening comprehension and attitude scales that measured the students' attitudes towards school, self- concept as a reader, interests in books, and reading skills. The students were assessed again six months after the initial influx of books. Additional data were collected through student journals, informal reading inventories, teacher and researcher observations and case studies of five students from each class. Through the case studies data regarding books in the home, library use, parental interests and television viewing habits were documented. The pre-tests assessments and case studies revealed low levels of reading outside of school. Most children indicated that they had limited books at home, rarely read books at school, did not visit the public library and spent their leisure time watching television and playing sports. More than 70% of the students scored below the national average in reading comprehension, vocabulary and listening comprehension with 25% in the lowest 10% of students by national standards.

During the project the books were prominently displayed in the classroom, teachers gave booktalks and read selections from the new books in the classroom. The teachers received no training regarding effective practices to motivate reading. The researchers made a conscious decision to allow instructional shifts to occur as a natural phenomenon from the change in the classroom environment. Participating teachers

assisted in the data collection through informal observations and tracking the frequency at which students selected and read each title. The teachers and researchers observed an increase in voluntary reading, frequent request to borrow books, more student-to-student discourse about the books and a gradual maturation in the way students selected books.

To determine if the students began to read more frequently as a result of the book flood each student maintained a journal for a two-week period in May and again in November. The student journals revealed an average increase in number of books read from 6 to 8 (25%) during the two-week period. The vocabulary, reading and listening comprehension assessments indicated that the largest area of growth was made in listening comprehension. The researchers posit that this may have been attributed to the amount of time teachers spent reading aloud to students. The attitude scales showed favorable yet not statistically significant changes in students' attitudes toward school and reading but no change in attitudes towards self-concept as a reader. The researchers concluded that the book flood produced positive changes in the attitudes towards reading and the amount of voluntary reading done by the students. No specific academic gains were noted.

The Bradford book flood experiment. The Bradford book flood experiment was conducted in the city of Bradford in West Yorkshire, England. The experiment addressed a limitation of the New Zealand study by including control groups comprised of similar students who would not receive books for the classroom through a book flood (Ingham, 1981). In the Bradford book flood students from four middle schools, two from the outer-city school council (n = 151) and two from the inner-city (n = 174), participated

in the three-year study. The schools were selected in an effort to match students with similar demographics. At the onset of the study the outer-city experimental school was culturally homogeneous with 2 of the children in the school being of Asian descent. During the three-year period of the study the Asian population at the school increased by an average of 30 students each year. The matched control school served families from a similar community and the participants were primarily of British decent with 13 students from an unidentified ethnic minority group. Most of the participants in both schools were from working-class families. The inner-city experimental school serviced a large catchment area with a greater number of parents who were unemployed and students from single parent homes than the outer-city experimental school. At the beginning of the study 14% of the students in the inner-city experimental school were from various ethnic minority groups and by the end of the study 25% of the students were of Asian descent. The inner-city control school serviced a low-income catchment area from which students are drawn with Asian student enrollment increasing from 25% at the beginning of the study to 30% at the end of the study. Each school was designated as SPA (school for students with a primary diagnosis of Autism or Asperger's Syndrome aged 6-13) except the inner-city experimental school.

The students were assessed prior to the book flood to obtain baseline data. The assessments measured reading ability, attitudes towards reading, student's view of themselves as readers and reading interest. Students completed a reading questionnaire whenever they read a trade book. The reading record provided data regarding reading habits and reading interest for each student. The questionnaire included 10 questions

including where the student located the book, the amount of the book read, student evaluation of the book, the extent to which the student might recommend the book to others and an open ended question that encouraged students to provide thoughts beyond the questions asked. In addition to the battery of tests and reading record forms the researchers interviewed teachers and conducted case studies for students in each school. The 28 case-study students were comprised of avid readers and students who read very little or did not read voluntarily during the study. Ingham (1981) engaged the case-study students in open discourse regarding their experiences during the book flood. She also conducted home visits where she interviewed parents regarding family reading habits, book ownership, and the television viewing habits of the adults and children in the home.

Ingham (1981) concluded that the greatest effect of the book flood occurred in the area of reading habits and the development of book interest. The teachers in all four schools reported a significant increase in awareness of book titles, authors, series books, and the process involved in selecting appropriate books, all of which was attributed to the use of the reading record form. The teachers in the two experimental schools reported that the book flood provided more reading choices for struggling readers to read than the reading schemes (leveled readers) used prior to the study. The wide selection of interesting books at appropriate levels and the implementation of a silent reading period provided the first pleasurable reading experience for some of the participants at the experiential schools. The teachers also suggested that the dual language learners struggled to develop proficient skills in reading English prior to the book flood because

the reading schemes used for English reading included less variability in book complexity and content.

The post-tests revealed no significant difference in reading achievement between experimental schools and control schools. At the end of the three-year study students in all four schools made considerable gains in reading. Ingham (1981) suggest that the reading culture in the control schools were impacted because the teachers and school administration reacted to being a part of the study even though they did not receive books through the book flood experiment. According to Ingham (1981) the data revealed that students in the experimental schools borrowed more books with the vast majority being from the classroom libraries. She also notes that classroom libraries facilitate more spur-of-the-moment reading and approximates reading opportunities of advantaged students with home libraries because children can access books more freely. Ingham (1981) concludes that a supply of interesting books at various levels is important to reading achievement, attitudes toward reading and reading habits but not sufficient. One major finding from the study was the impact of readily accessible books is determined by what teachers do with the books. Ingham (1981) states that “The piano in our home does not, by itself, make our children competent pianist who enjoy playing the instrument” (p. 233).

Large-scale book flood for emergent learners. Neuman (1999) conducted a large-scale book flood study to enrich the literacy opportunities for pre-school aged children in over 300 child-care centers located in low-income communities. The program provided high-quality books at a ratio of five books per child (88,960 books in total) and

10 hours of professional development for the staff. The child-care centers represented a wide-range of quality from centers accredited by the National Association for the Education of Young Children (NAEYC) with highly trained staff to those with very high staff turnover with a limited formal curriculum and a paltry budget. The researchers note that the educational experience of the child-care staff varied greatly with a significant number having limited formal education. The staff was trained on effective read aloud strategies and literacy activities at the local public library branches and through site-based training at the child-care centers. The initial training session was facilitated by children's librarians who discussed using books for thematic units, highlighted books across genre and demonstrated how to do booktalks. At the end of the first session staff from each participating child-care center perused and selected books for their centers. Subsequent sessions were differentiated to address the varied needs of individual centers. Topics included using books as a tool for literacy development, strategies to engage students in activities that extended read alouds and enhancing the environment to access to the books.

The researchers used systematic random sampling procedures to select focus groups from the larger pool of child-care centers. Fifty centers were selected from 10 regions to represent the different neighborhoods and socio-economic standing of the families using the centers. Children (two boys and two girls) from two classrooms in each center (400 children) were randomly selected to participate in the study. To form a control group, the researchers invited other centers that were not part of the book flood but with similar demographics to participate in the study. Five children were randomly

selected from 2 classrooms (100 children) at ten non-book flood centers to participate in the study. More than half (65%) of the participants in the treatment group were African American with 65% of the participants coming from families who received government subsidies. Fifty-nine percent of participants in the control group were African American with 68% of the students in the control group coming from families who received government subsidies.

The participants' early literacy skills were assessed in September prior to the book flood and in May following the study. The battery of tests measured early literacy skills in 6 areas:

1. Environmental print: Using the Test of Early Reading Ability (TERA, 1981), participants were asked to identify ten signs in their environment.
2. Letter name knowledge: participants were asked to identify a set of symbols as letters and to identify individual letters.
3. Concepts of print: Using Clay's Concepts of Print (1979) participants' knowledge of print, book orientation and directionality were assessed.
4. Peabody picture vocabulary: Receptive vocabulary was assessed through the PPVT.
5. Concepts of writing: Participants were asked to write their name and anything else they could.
6. Concepts of narrative: Participants were asked to tell a story using the pictures in a wordless book.

The pre-test assessments revealed that prior to the book flood, no significant differences existed between treatment and control group participants with the exception of letter name knowledge, which favored the treatment group. Additional data were collected through observations, interviews, daily schedules, questionnaires and photographs to examine changes in classroom environment, literacy related interactions between the teacher and focus participants (treatment classrooms only), and storybook reading.

At the end of the study 83 of the 100 centers in the focus treatment group made notable changes to the physical environment to increase access to print materials. The data indicate the creation of book related displays, writing centers and labeling of classroom items created an environment conducive to literacy development. The observational data revealed that teacher-student literacy interactions doubled in the 100 classroom during the seven-month study. According Neuman (1999), readily accessible books and staff training positively influenced the teachers' repertoire of literacy strategies and appeared to convey to the children the enjoyment and importance of books. The literacy post-test revealed educationally meaningful differences in achievement when compared to the control group. The participants in the treatment group outperformed the control group in 4 of 6 measures. To determine the lasting impact of the book flood Neuman (1999) collected additional data 6 months after the conclusion of the study for the participants that were available. The battery of assessments was modified to adjust for participants developing skills and increased attention span. The analysis of the data indicated that the gains in literacy remained evident and the participants from the treatment group out-performed the participants in the control group on all measures.

Neuman (1999) concluded that the book flood study provides evidence that readily accessible books and high-quality book-related interactions promote cognitive and social development of emergent learners.

Book flood for disengaged bilingual fifth grade students. Worthy and Roser (2010) conducted a book flood study in a fifth grade class of first generation students or recent immigrants from Mexico in a high poverty community. They made readily accessible relevant and interesting reading material. The researchers transformed the silent reading program by flooding the class with books that targeted the academic, language needs, interest and experiences of the students. They also included teacher conferences and opportunities for peer sharing to the sustained silent reading program. Using ethnographic data gathering and analysis methods, the researchers examined the combined effects of the book flood and instructional support on the reading habits, attitudes and academic achievement of the students.

Through a series of individual interviews Worthy and Roser (2010) determined student interest, attitudes toward reading, purposes for reading and reading habits at home and in school. The researchers attempted to gain information regarding favorite authors, preferred genre and book formats so they could align the books with student preferences. The interviews revealed that students could not identify authors or titles beyond that which the teacher had read in class. Some students identified topics and subjects that they would like to read about but none of the students had experience reading about those topics. To gain a more comprehensive understanding of what type of books the students would find interesting, the researchers prepared a box with 50 books representing varied

genre, formats, and levels of complexity for the students to peruse and indicate which text were appealing. The students reported that their personal libraries ranged from 1 to 25 books with students averaging six books. The interviews also revealed that most of the students viewed reading as a task related to school assignments. At the beginning of the year each student completed a school required reading assessment. The average reading level on the English version of the assessment was early second grade. In the primary language, Spanish, students' reading levels ranged from third to middle school.

Prior to flooding the class with books, the researchers observed a limited collection of books available to use during sustained silent reading. The school provided two class sets of grade-level basal readers and accompanying paperbacks, many of which were too difficult for the students to read. The teacher added to the classroom collection with books from yard sales, those donated by retired teachers and books purchased at used bookstores. Very few books were in Spanish or culturally relevant to the students' life experiences.

The researchers added 180 books to the classroom library in three phases. The three-phase book flood allowed the researchers to select additional books to add to the collection based on on-going observations and interviews. The books in the book flood included text in Spanish, pattern books, easy readers, transitional chapter books, popular series books, comic books, magazines and informational books based on student request. During each phase, approximately 60 different titles were added to the classroom collection. The researchers and teacher presented each new book through an introduction that included title, author and a short description. The books were displayed in tubs

labeled by category, format or genre (e.g., joke and comics, picture books, and informational content).

Students were provided daily opportunities to read interesting, high quality books of choice with teacher guidance and peer sharing. Immediately after the 30-minute sustained silent reading period the teacher provided 5-minutes for students to share information about the books they were reading. Students maintained a reading log in which they recorded the number of pages read each day and a brief statement about the book. The researchers noted in the reading logs if a book was abandoned by the student. During the silent reading period one of the researchers observed the degree of engagement in the books and conferenced with a few individual students. The conference began with a simple open-ended question that would invite the student to speak freely about the books they were reading. Researchers also asked the students to rate the book as easy, about right, or difficult. The conference ended with the student reading an excerpt of about 100 words to the researcher. To collect additional data regarding the in school reading habits of the students the researchers observed students during lunch, school library visits and recess once a week.

An analysis of field notes, interviews, and conferences revealed changes in the student attitudes towards reading and their reading habits. The researchers observed an elevated value of books and reading. By mid-year the students began to view themselves as readers and conversations about books became commonplace (Worthy & Roser, 2010). The students in the study began to accumulate stacks of books on their desk and near their personal space. Students reported that the books on their desk were either

currently being read or were on their list of books to read. Worthy and Roser (2010) note that some students even began to borrow books of varied degrees of text complexity from others in their lives. The individual stacks of books became a status symbol for the students.

Before the book flood, 27% of the students in the class passed the state achievement test as fourth graders. At the end of their fifth grade year all but one student passed the test. Through the ready access to books that students found interesting and appropriate to their reading abilities the students began to take ownership of their literacy (Worthy & Roser, 2010).

Summary

Readily available books are paramount to accomplishing the goal of increasing the number of students who become avid readers. A collection of books that are of high interest to the reader, varied in complexity and genre, and reflect the lived experiences of the students can provide multiple successful reading opportunities and address the literacy needs of students from diverse communities.

Building a Classroom Library

The classroom library is often a collection of books compiled over the years by teachers who may not have selected books for genre, topic, reading levels or student interest. Building a classroom library exclusively through the experiential and financial resources of the teacher may not lead to a quality library. Fractor, Woodruff, Martinez and Teale (1993) suggest (1) the nature of the collection; (2) the size of the collection; and (3) how the collection is used are significant factors to consider when building an

effective classroom library. In a study designed to determine if elementary students had access to well-designed classroom libraries, Fractor et al. (1993) collected data from 183 classrooms in kindergarten through fifth grade. The 16-item observational survey focused on the physical aspects of the classroom library based on nine characteristics:

- Focal area: The classroom library is attractive and highly visible.
- Partitioned and private: The library is set apart from the rest of the class.
- Comfortable seating: Seating options can include beanbags, chairs, or other creative options.
- Five to six books per child: A sufficient number to provide variety.
- Varied genre and reading levels: The library should include picture books, informational books, poetry, and chapter books as appropriate.
- Room for five to six children: An area to read together and discuss literature promotes building a community of readers.
- Two types of shelving: Shelving should provide space to display some books so the covers are visible and others spine forward.
- Literature-oriented displays and props: Bulletin boards, posters and other artifacts that relate to literature that will entice students and promote reading.
- Organization of books: Books can be categorized by genre, theme, topic, author, reading level, content area, or a combination of features.

The researchers used the nine characteristics of an effective classroom library to devise criteria to categorize the libraries in the study as basic, good or excellent. They posit that

students in classrooms with a well-designed library interact more with books, have positive attitudes towards reading, and have higher levels of reading achievement. An analysis of the survey data revealed that of the 183 classrooms, 44.3% had library centers. The percentage of classrooms with libraries was high in kindergarten - 72% (18 of 25)- and made a significant decline by fifth grade where only 25% (8 of 31) of the classrooms in the study had a library. The data regarding well-designed libraries revealed that according to the criteria most libraries (88.9%) were categorized as basic across all grade levels with only 3.7% of the classroom observed meeting the criteria of an excellent library. Fractor et al., (1993) suggest that well-designed classroom libraries are noticeable upon entering the classroom; they are attractive and interesting to both children and adults.

The nature of the collection. An effective classroom library is a robust selection of books comprised of a balance between fiction and informational text (Allington, 2012). The collection must mirror the cultural diversity of the entire society and reflect life experiences of the students. A wide range of reading levels ensures a match between students' abilities and text complexity leading to more opportunities for successful independent reading experiences.

Enticing and motivating students to read is a fundamental purpose of the classroom library and hence the nature of the collection of books is of particular importance. A rich diverse classroom library can foster a love for reading. Building a classroom library to reflect the interest and cultural experiences of the students requires a deep knowledge of the individuals who comprise the learning community. Reading

conferences, interviews and surveys can provide essential information about students (E. McKenna, 1997; Worthy et al., 1999; Worthy & Roser, 2010).

Research indicates that students are more engaged in reading when they have opportunities to select the reading material from a rich diverse collection (Koskinen, Palmer, Codling, & Gambrell, 1994; Worthy et al., 1999; Worthy & Roser, 2010). When students are immersed in a wide range of genres they can discover what genres they enjoy reading. A balance between teacher assigned and student self-selected materials can assist students in developing a reader's identity (Wilhelm & Smith, 2014; Wilhem, 2013; Worthy & Roser, 2010)

Providing books for diverse learners. A culturally diverse collection of books in the classroom library can acknowledge the experiences of students from various socio-cultural backgrounds (Al-Hazza, 2008; Bista, 2012; Brassell, 1999; Worthy & Roser, 2010). Including books written by and about various cultural groups is essential to helping students develop cultural identities and promoting global understanding of others (Al-Hazza, 2008; Lukens, Smith, & Miller, 2013; Norton, 2007). According to Galda and Cullinan (2006):

If children never see themselves in books, they receive the subtle message that they are not important enough to appear in books, [sic] that books are not for them. Conversely, if children see only themselves in books they read, the message is that those who are different from them are not worthy of appearing in books. (p. 289)

Through culturally diverse books students can develop pride in their heritage as they become aware of the contributions their ancestors have made to the world (Norton, 2007). The inclusion of multicultural books in the classroom can also lead to increased self-esteem and foster academic success (Cai, 2002). Reading about the emotions and experiences of characters from diverse cultures can help students discover and understand the universal themes inherent in human experiences (e.g., Al-Hazza, 2008; Ivey, 2013; Norton, 2007; Worthy & Roser, 2010). Cai (2002) further explains that while exploring commonalities through multicultural literature is important it is equally important to study the differences in cultural groups and that multicultural literature can (and should) include various differences from the mainstream culture such as nationality, ethnicity, social class, gender, disability, sexual orientation, and geographic differences.

Creating a collection that is balanced in terms of diversity requires consideration of the role culture plays in the book (Galda & Cullinan, 2006; Norton, 2007). According to Temple, Martinez, Yokota, and Naylor (2002), there is a range of cultural specificity in books. Temple et al. (2002), explain that in some books illustrations of people from different cultures are incidentally included so that the book appears culturally diverse. These books are considered culturally generic because the theme and plot are not culturally specific (Sims Bishop, 1992). Books that depict multicultural inclusiveness have merit in that they express universality of experiences (Temple et al., 2002). On the other end of the continuum are culturally specific books that highlight experiences of a specific culture (Sims Bishop, 1992). Culturally specific books include authentic discourse patterns in dialogue, authentic customs, values, and attitudes (Temple et al.,

2002). In order to reflect the depth and breadth of experiences of a cultural group, it is important that the multidimensionality of the people is represented in the books that comprise the classroom library (Temple et al., 2002). Through culturally specific books students vicariously interact and connect with the characters in the story and their understanding of different cultures is expanded (Temple et al., 2002; Yokota, 1993).

Researchers and children's literature scholars suggest selecting books that depict cultures accurately, authentically and without stereotypes (e.g., Al-Hazza, 2008; Bista, 2012; Galda & Cullinan, 2006; Norton, 2007). A rich collection of culturally diverse books will depict both historical and contemporary life (Temple et al., 2002; Yokota, 1993), while reinforcing the idea that the world is populated by people of different ethnicities, with physical exceptionalities, who live in a variety of situations (Al-Hazza, 2008; Galda & Cullinan, 2006; Norton, 2007; Worthy & Roser, 2010).

Addressing the gender gap. According to a study by the Center on Education Policy (Chudowsky & Chudowsky, 2010) boys continue to lag behind girls in reading on standardized testing for all 50 states. Research on gender differences and reading is not a recent phenomenon but dates back to the early 20th century (Stauffer, 2007). Stauffer provides a historical overview that demonstrates concerns about boys and reading have not changed significantly in over 100 years.

The reasons for the achievement gap between boys and girls are multi-faceted (Wheldall & Limbrick, 2010). Researchers have examined biological, environmental, and genetic reasons to account for differences in reading achievement between boys and girls (Clements et al., 2006; Jaeger et al., 1998; Shaywitz, Shaywitz, Fletcher, & Escobar,

1990). Shaywitz et al. (1990) caution that a prevalence of boys identified as reading disabled may be due to a referral bias of teachers. The researchers divided 414 students (215 girls, 199 boys) from an epidemiological sample of second and third grade students identified as having a reading disability into two groups; research-identified and school-identified. The research-identified classification was based on an ability-achievement discrepancy as determined by the Wechsler Intelligence Scales for Children (WISC-R) and the reading and mathematics subtests of the Woodcock-Johnson Psycho-Educational Battery (W-J). The students categorized as school-identified were designated by the school system through a series of referrals and assessments as reading disabled and eligible to receive special education services. Classroom performance was assessed by the Multigrade Inventory for Teachers (MIT). The MIT measures student performance in six domains: attention, activity, language, dexterity, behavior, and academics. Scores are derived through teacher ratings and range from 0 to 5, with higher scores representing poorer performance. The data indicated no significant difference in the prevalence of boys classified as reading disabled in medical research-identified boys when compared to girls. In contrast, school personnel identified boys significantly more than girls as reading disabled. Boys received poorer ratings from teachers in each domain of the MIT. The teachers in the study rated boys as less focused, more active, less dexterous and having greater difficulties in language and academics than girls.

Variances in the degree of motivation have also been attributed to gender differences in reading achievement (Mucherah & Yoder, 2008). M.C. McKenna et al. (1995) investigated the reading attitudes of first through sixth grade students from a

stratified national sample of 18,185 children across the United States. To address generalizability the sample was stratified by gender and ethnicity. Attitudes towards reading were measured using the Elementary Reading Attitude Survey (ERAS). The ERAS is comprised of two 10-item subscales on a Likert-like scale to measure attitudes towards recreational and academic (school-related) reading. The researchers provided multiple copies of the instrument and directions to teachers participating in the study. Teachers were instructed to read each item on the survey aloud twice to minimize the effects of decoding difficulties. Prior to returning the unscored protocols to the investigators teachers coded the documents to include student gender, ethnicity and the degree to which reading instruction was based on using a basal reader. An analysis of the data revealed that attitudes towards both academic and recreational reading become increasingly negative as students move from first to sixth grade. Boys at all grade levels were more likely to view reading less favorably than girls regardless of their reading ability. M. C. McKenna et al. (1995), assert that while the attitude toward academic reading remains constant, the attitude toward recreational reading widens with age.

A potential remedy to closing the reading achievement gap begins with connecting boys with appropriate text selection and opportunities to choose what they read in school (e.g., Tyre, 2008; Wilhelm & Smith, 2014; Wilhem, 2013; Worthy et al., 1999). Critical to this process is to consider that boys, like their female counterparts, have interests that are widely varied. Studies have indicated that boys are in fact reading but the type of reading they enjoy is not valued or available in school (Fiorelli & Jones, 2003; Fisher & Frey, 2012; Ivey & Broaddus, 2001; Sullivan, 2004; Tyre, 2008; Weih,

2008; Wilhelm & Smith, 2014; Wilhem, 2013; Worthy et al., 1999; Worthy & Roser, 2010). Research regarding the reading habits of boys has been conducted for young readers,(Mohr, 2006), middle grade readers (Ivey & Broaddus, 2001), and adolescent aged readers (Smith & Wilhelm, 2002). Mohr (2006) provided a diverse selection of 10 picture books from which 190 first grade students could select a book to own. The results of the study indicated that boys more consistently than the girls selected the informational text picture books as the ones they would most like to own. In a study to examine what motivated 1765 sixth grade students to read (Ivey & Broaddus, 2001) it was revealed that 77% (1,355) of the students surveyed indicated that magazines were their favorite books to read followed by adventure books (69%), mysteries (68%), scary stories (59%), and joke books (56%). Ivey and Broaddus (2001) further stated that only 28% of the students viewed the classroom as place with good reading material. Through a series of interviews with adolescent boys, Smith and Wilhelm (2002) discovered that boys expressed an interest in reading for a purpose. The boys referred to reading as “a tool to address an immediate interest or need” (p. 39), identifying newspapers and how-to manuals as the type of reading materials that meet their needs. With this in mind it is important that classroom libraries include magazines, video game manuals, graphic novels, comic books and other options to meet the diverse interest of students and promote voluntary reading.

Informational text in an age of information. The Common Core State Standards follow the guidelines of the NAEP and provides explicit expectations regarding student engagements with literary and informational text (Applebee, 2013). The 2009 reading framework of the NAEP recommends incremental increases in reading literary and informational text (National Assessment Governing Board, 2009). The framework calls for 50% literary and 50% informational text in fourth grade; 45% literary and 55% informational in eighth grade; and 30% literary; and 70% informational in twelfth grade. Duke (2003) defines informational text as:

Text written with the primary purpose of conveying information about the natural and social world (typically from someone presumed to be more knowledgeable on the subject to someone presumed to be less so) and having particular text features to accomplish this purpose. (p.14)

Reading for the purpose of learning requires a specific set of strategies and skills. Literacy scholars encourage an early introduction to informational text (Dreher, 1998; Duke, 2003). Frequent reading of informational text is an efficient way to increase topic knowledge and extend technical or content specific vocabulary. Some literacy scholars point out that informational text capitalizes on student interest and curiosities motivating students to read (Duke, 2000; Yopp & Yopp, 2012; Young & Moss, 2006).

Informational text may be embedded in a visual display that may feature various headings, subheading, graphics and captions. The discontinuous format of informational text may alter and hinder the process of comprehension. A review of the literature suggests that while there is limited empirical evidence regarding how students become

proficient in reading a particular genre it can be assumed that students develop the skills needed to read and critically interpret discontinuous text through on-going engagement with informational text (Duke, 2000, 2003; Yopp & Yopp, 2012). Research by Duke and Kay (1998) suggests that repeated exposure to informational books through read alouds may begin to impact the child's ability to read informational text. In the study a group of kindergarten students listened to 25 informational books over a three-month period. Informational books were read to the students three to four times each week with no book being read to the class more than once. In addition, some of the books were available on tape and placed in the listening center so that children could elect to listen to the book while in the centers. The researchers documented that by the end of the study students incorporated content knowledge and the specialized vocabulary found in informational text during pretend readings of wordless informational books.

In a subsequent study, Duke (2000) discovered that across 20 first grade classroom she observed only 3.6 minutes per day were spent with informational text. The study further revealed the scarcity of informational text in the classroom libraries. Informational text comprised a mean of only 9.8% of the books in classroom libraries in the study. Some researchers attribute low achievement in science in part to students' limited exposure to informational text (Bernhardt, Destino, Kamil, & Munoz, 1995; Duke, 2000).

Literacy scholars suggest that half of the classroom library should be comprised of informational books across all grade levels (Duke, 2000, 2003; Moss, 2008; Young & Moss, 2006; Young, Moss, & Cornwell, 2007). According to Young et al. (2007), a

diverse collection of informational titles should be provided for varied purposes. The collection of informational books should support curricula topics and have a broad appeal based on student interest (Young et al., 2007). Informational books may be used for read alouds, voluntary reading, as references, and for student inquiry.

When evaluating informational books, Young and Moss (2006), recommend that teachers consider the five A's:

- The *authority* of the author to ensure credibility.
- The *accuracy* of content and visual features.
- The *appropriateness* for the intended audience.
- The literary *artistry* is engaging through narrative devices that “hook” the readers.
- The overall *attractiveness* of the book has a strong visual impact.

Up-to-date content is essential to a quality informational collection. Therefore it is important that informational books are reflective of contemporary theories in science, technological advances, historical events, geographic changes, biographies and mathematical concepts.

The size of the collection. Several factors determine the size of the collection needed to provide on-going successful reading experiences. In a study of exemplary first grade classrooms it was common practice to have students read approximately 10 books each day indicating as many as 500 titles may not sufficiently include enough variety for a class of 30 students (Allington, 2012). In a fifth grade classroom where students may read a book each week, 500 titles may appear sufficient. However by fifth grade, there is more likely a wider range of reading abilities and interests to support through the

classroom library (Allington, 2012). Literacy scholars recommend upwards of 1500 book titles in each classroom library (Allington, 2012; Bridges, 2014).

Another key factor in determining an appropriate collection size for a classroom library is the availability of a school library. Community wealth and allocation of funds are critical determinates in the availability of school libraries. Multiple studies consistently found that schools in low-income communities have significantly fewer books than affluent communities (Krashen, 2004; Neuman & Celano, 2001). In low-income urban communities schools may not have a book room or a school library leaving the onus of providing access to books on the classroom teacher.

Displaying the books in the classroom library. The nature of the collection is its most basic attribute however its design and layout is significant as well (Fractor et al., 1993). Effective classroom libraries are a critical piece of the literacy environment and should be woven throughout the fabric of the classroom. Books of high literary quality should be visible, appealing and displayed face forward as much as possible (Fractor et al., 1993). The practice of displaying books to reveal the cover is consistent with marketing strategies used in bookstores to promote and sell books (Fractor et al., 1993). Book displays can draw attention to curricular concepts, feature genre, introduce authors or entice students to read for pleasure through series books (Allington, 2007). Changing book displays frequently will highlight the variety of books that comprise the classroom library.

To assist students in selecting reading materials that are appropriately challenging, books are often coded and labeled with the reading level. Coded labels can

serve as guides to augment students' selection of books at their independent reading level (Allington, 2012; Reutzel & Fawson, 2002; Reutzel, Jones, & Newman, 2010; Worthy & Roser, 2010). Not all scholars agree with this practice since it may impact the child's decision to grapple with a more challenging text. Students may successfully read text beyond their independent reading level if they view the content as interesting.

Opportunities to Read

A beautifully displayed classroom library that includes a diverse collection of quality books provides the most literacy growth when students have daily opportunities to read and discuss the books (Allington, 2007; Duke, 2000; Guthrie, Schafer, & Huang, 2001; Worthy & Roser, 2010). Wu and Samuels (2004) conducted a quasi-experimental study to investigate the effects of more versus less time for independent reading for students with different reading abilities. The study included 72 students in third and fifth grade from a public school where 64% of the students qualified for free and reduced lunch. The state comprehensive assessment data revealed that the students consistently lagged behind the rest of the state. The student body was ethnically diverse with 43% White, 33% Asian (Hmong), 15% African-American, and 9% Hispanic. Each grade level was divided into two groups of independent readers. One group of students at each grade level read independently for 15 minutes while the other group read independently for 40 minutes daily. Students were in intact classrooms and were not randomly assigned to the groups by the researchers.

The study measured gains in reading achievement through several assessments. To match students with the appropriate level of text complexity and determine the gains

in reading achievement the participants were tested using the *Standardized Test of Assessment of Reading*® (STAR Reading). A curriculum-based measurement (CBM) was included to determine the reading speed (fluency) of each participant. Reading passages were selected and matched with the participants based on the reading level as determined through STAR testing. Comprehension of each book the participants read was measured through the Accelerated Reading® quizzes. The *Metropolitan Achievement Test* (MAT-7) was used to determine student reading ability and the *Woodcock-Johnson Reading Mastery Test* provided data for the participants' word recognition ability. The MAT-7 and the Woodcock-Johnson word recognition test were administered as a pre-test at the onset of the study and a post-test at the end of the study. The STAR and the CBM were administered at the beginning of the study as a pre-test, during the middle of the study, and at the end of the study as a post-test measure of achievement.

All the participants in the study had the same amount of time during the scheduled reading block. The reading block was divided into three sessions. During the first 60-minute session teachers provided explicit instruction in word recognition and comprehension. The second session comprised teachers reading aloud to the participants and facilitating discussions regarding the literary aspects of the books. The final 40-minute session provided time for independent silent reading. In both groups the participants read self-selected text at an appropriate level of text complexity. The students in the 15-minute group listened to the teacher read for 25 minutes after

completing 15-minutes of independent reading. The students in the 40-minute group read independently for the entire 40 minutes.

Data from the study indicate the amount of time spent reading has a positive impact on reading achievement. Participants in both third and fifth grade made gains in reading speed and comprehension. According to Wu and Samuels (2004), the amount of time devoted to independent reading must match the ability of the students. An analysis of the data aggregated by reading ability revealed that high ability readers who read 40 minutes each day had better gains in reading achievement than those who read daily for 15 minutes. However struggling readers assigned 40 minutes of independent reading made significant gains in vocabulary but did not make greater gains in comprehension over struggling readers assigned 15 minutes of independent reading time. The researchers suggest that struggling readers may initially lack the stamina to engage in long periods of independent reading.

Teacher Guidance

Proficient readers possess the skills needed to select compelling books at appropriate levels of text complexity. Teachers can foster the development of the skills necessary to appropriately select books for students who are becoming proficient (Reutzel et al., 2010). Allington (2012), recommends teaching students to count the number of words they find difficult to read on a page as a guide to selecting an appropriate book. If a student can identify three words (primary grades) or five words (intermediate grades) on a page that they are unable to read the book may be too challenging for independent reading. He further states that if the content is highly

interesting the student may be motivated to grapple with the text and should be allowed to try. The role of the teacher is critical to supporting students as they balance reading experiences between easy and challenging text. Students who only select easy books experience little growth in reading ability (Baker & Wigfield, 1999). On the other hand students who frequently attempt to read books too complex and challenging for their reading ability become frustrated and disengaged (Allington, 2012).

Research reports that students benefit from consistent social interactions about books (Gambrell, 1996; Gambrell & Morrow, 2014; Morrow & Grambell, 2000; Worthy & Roser, 2010). Teachers have a critical role in providing interactions around the books in the classroom library. Discussions about books expand genre interest, increase appreciation of literature and promote the development of higher-level literacy skills (e.g., Gambrell & Morrow, 2014; Garan & DeVoogd, 2008; Ivey, 2013; Morrow & Grambell, 2000; Worthy & Roser, 2010). Students who discuss books with their peers and teacher have increased opportunities to become socially motivated to read (Wigfield & Guthrie, 1997). Some students develop a sense of value and importance of being able to share what they have read and begin to take ownership of their literacy development (Ivey, 2013; Reutzler et al., 2010; Worthy & Roser, 2010).

Gambrell (2011), recommends that in addition to reading aloud to students it is important that teachers promote books through social interactions that foster opportunities to engage in conversations regarding books read independently and as a group. Through book talks and group discussions teachers can share their enthusiasm for reading and pique students' interest while exposing them to the varied books in the

classroom library. In a study of students in grades three through five, Gambrell, Hughes, Calvert, Malloy, and Igo (2011) investigated the impact of authentic book related tasks on motivation to read and literacy development. Each student in the seven-month study was paired with an adult reader who read the same assigned books as their student. The student and adult used a pen pal format for engaging in discourse about a fiction and informational book. After completing the book(s), the adult pen pal initiated the epistolary correspondence with the student regarding the book(s). In the letters, the adult pen pal discussed the book and asked the student questions about the text. Preparation for writing a response to the adult pen pals included participation in two small group (6-8 students) 20-minute discussions regarding the assigned book. The findings from the study indicated increased motivation to read for both boys and girls. The researchers note that during the small group discussions the students were focused and shared thoughts about the books while supporting each other in developing questions to ask the adult pen pals. The researchers conclude that the social interaction and exchange of information provided value for reading, critically discussing and writing about the books they read and resulted in increased motivation to read.

Summary

Maximizing the potential of the classroom library is contingent on the nature of the collection, frequent opportunities for students to read compelling self-selected material, teacher enthusiasm and guidance, and opportunities to engage in authentic social interactions with others regarding the books they read. It is important that teachers

read aloud daily, promote books through book talks and facilitate consistent opportunities to engage in discussions about books to help students develop the desire to read.

CHAPTER THREE

DESIGN AND METHODOLOGY

Introduction

The purpose of this research was to examine the impact of a book flood on fourth-grade students' reading motivation, attitudes towards reading and reading achievement. A book flood is the process of saturating a classroom with high-interest quality books from which students can read self-selected material. Prior book flood research primarily has been conducted to support second language reading pedagogy in a variety of global context (De'Ath, 2001; Elley et al., 1975; Elley & Mangubhai, 1983; Ingham, 1981; Mangubhai, 2001). The present research extends prior book flood research in several ways. First, the research was designed to promote autonomous motivation through implementing a treatment based on four key factors to creating a classroom culture that fosters motivation to read: a) relevant reading material, b) a rich variety of reading materials, c) opportunities to read, and d) choice (Gambrell, 2011). Second, the research is designed to be implemented within the constraints of an existing standards-aligned curriculum and reading block.

Research Questions

This research focused on three questions that would examine the impact of a book flood on motivation to read, attitudes toward reading and reading achievement of fourth-grade students.

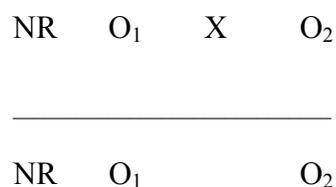
1. How is reading motivation impacted when fourth-grade students are provided daily opportunities to read self-selected materials provided through a book flood?

2. How are fourth-grade students' attitudes towards reading impacted by daily opportunities to read self-selected materials provided through a book flood?
3. How is the reading achievement of fourth-grade students impacted by daily opportunities to read self-selected materials provided through a book flood?

This chapter is divided into five sections: (1) design, (2) subjects, (3) description of treatment conditions (4) data collection measures and procedures and (5) data analyses.

Design of the Study

The three research questions were examined through a nonrandom quasi-experimental design due to the fact that intact classrooms were used (Gall et al., 2007; Lomax, 2001). A quasi-experiment is a type of design in which the researcher is not able to randomly assign participants to a control or treatment group. This study is comprised of the untreated control group design with dependent pre-tests and post-tests measures as illustrated below (Shadish, Cook, & Campbell, 2002).



Two intact fourth-grade classrooms at the research site were assigned as the control group (n=19) or the treatment group (n=19). The treatment consisted of providing 15-minutes daily for the participants to read self-selected books provided to the treatment group through a saturation process called a book flood. Through the book

flood 500 books comprised of a range of reading levels and varied genre were placed in the treatment classroom. The researcher provided a series of five reading logs where participants documented books read each day for the 12-week treatment period.

The inability to randomize the assignment of the participants to a control or treatment group is a limitation of the quasi-experimental design. The lack of randomization increases the likelihood that the two groups of fourth-grade participants will be statistically different on the covariate and other variables that relate to the dependent variable. To address the threat to the internal validity and to control for pre-existing group differences on the pre-tests analysis of covariance (ANCOVA) was conducted to reduce the effects of initial group differences by reducing the within group error variance (Gall et al., 2007; Lomax, 2001).

The ANCOVA model is $Y_i = \beta_0 + \beta_1(X_i) + \beta_2(C_i) + \epsilon_i$

Y = Post-tests

i = individual

X = factor (treatment)

β_0 = Overall mean of post-tests

C = Covariate

ϵ_i = Error term for the individual

β_1 = the average slope for the factor

β_2 = the average slope for the covariate

1. How is reading motivation impacted when fourth-grade students are provided daily opportunities to read self-selected materials provided through a book flood?

Dependent variable = Post-test Self-Regulation Questionnaire Reading = Y_i

Independent variable = Treatment = X

Covariate = Pre-test SRQ = C_i

2. How are fourth-grade students' attitudes towards reading impacted by daily opportunities to read self-selected materials provided through a book flood?

Dependent variable = Post-test Elementary Reading Attitude Survey = Y_i

Independent variable = Treatment = X

Covariate = Pre-test ERAS = C_i

3. How is the reading achievement of fourth-grade students impacted by daily opportunities to read self-selected materials provided through a book flood?

Dependent variable = Post-test Northwest Evaluations Association = Y_i

Independent variable = Treatment = X

Covariate = Pre-test NWEA = C_i

In addition Spearman's rank correlation coefficient was used explore the strength and direction of an association between:

(1) autonomous motivation ($X_{\text{autonomous motivation}}$) and NWEA RIT scores ($X_{\text{NWEA RIT scores}}$)

(2) favorable attitude towards reading ($X_{\text{favorable attitude towards reading}}$) and NWEA Map RIT scores ($X_{\text{NWEA RIT scores}}$)

(3) teacher-created class ranking ($X_{\text{teacher ranking}}$) of reading ability and the NWEA MAP assessment ($X_{\text{NWEA RIT scores}}$)

Spearman rank-order correlation is a nonparametric measure of the direction and strength of a monotonic relationship between paired variables measured on at least an ordinal scale. Spearman's correlation is used when data have violated the assumptions of Pearson's correlation (Lomax, 2001). The interpretation is similar to Pearson, e.g. the closer r_s is to +1 or -1 the stronger the relationship. Correlation are reported as weak (.10), moderate (.30) and strong (.50) (Cohen, 1992).

Hypothesis

Research question 1

How is reading motivation impacted when fourth-grade students are provided daily opportunities to read self-selected materials provided through a book flood?

$H_0: \mu_{\text{control post-SRQ}} = \mu_{\text{treatment post-SRQ}}$

$H_1: \mu_{\text{control post-SRQ}} \neq \mu_{\text{treatment post-SRQ}}$

Research question 2

How are fourth-grade students' attitudes towards reading impacted by daily opportunities to read self-selected materials provided through a book flood?

$H_0: \mu_{\text{control post-ERAS}} = \mu_{\text{treatment post-ERAS}}$

$H_2: \mu_{\text{control post-ERAS}} \neq \mu_{\text{treatment post-ERAS}}$

Research question 3

How is the reading achievement of fourth-grade students impacted by daily opportunities to read self-selected materials provided through a book flood?

$H_0: \mu_{\text{control post-NWEA}} = \mu_{\text{treatment post-NWEA}}$

$H_3: \mu_{\text{control post-NWEA}} \neq \mu_{\text{treatment post-NWEA}}$

In order to assess the relationship between autonomous motivation, attitudes towards reading and reading achievement as indicated by the NWEA RIT scores, an exploratory analysis of descriptive data was conducted. Pre- and post-mean scores on the SRQ and ERAS were inspected. Interpretation of the inferential statistics presented from this study should be considered tentatively due to the modest sample size. The data were inspected to confirm or refute the following hypotheses:

There is no relationship between autonomous motivation to read and RIT scores on the NWEA MAP assessment.

$H_0: \rho = 0$

$H_4: \rho \neq 0$

There is no relationship between a positive attitude towards reading and RIT score on the NWEA MAP assessment.

$H_0: \rho = 0$

$H_5: \rho \neq 0$

There is no relationship between teacher ranking of ability to read and RIT scores on the NWEA MAP assessment.

$H_0: \rho = 0$

$H_6: \rho \neq 0$

Pre-treatment Procedure

Prior to the onset of the treatment the researcher met with the classroom teachers to explain the treatment conditions, discuss the pre- and post-treatment data collection procedures, and provide teachers with informed consent forms that would allow the researcher to conduct research in their classroom (See Appendix A). The researcher discussed the importance of the treatment conditions for each group and asked the teachers to facilitate the treatment conditions for their classrooms with fidelity. The teacher of the control group was informed that 500 books would be provided for the classroom after the 12-week treatment period and that the books would remain in the classrooms after the research period.

During a second meeting the two teachers ranked the participants from their classrooms based on reading ability from the strongest reader in the class to the reader that requires the most support. The following week the researcher met with both the treatment and control group to explain the research and to distribute parental permission to participate in research (See Appendix B) and student assent forms (Appendices C and D). Each student received an envelope with a parental permission slip and student assent forms. The researcher read the student assent forms to each class. The potential participants were instructed to return their assent forms and parental permission slips in the envelope provided. The researcher informed the students that the envelopes with the two permission slips would be collected the following week. The treatment group teacher and the researcher discussed the delivery of the first installment of books and the process that the participants would use to select books. The teacher and the researcher

planned to work as a team to support the participants in selecting books after the first book flood installment. This process is explicated in the description of treatment conditions.

During two subsequent visits the researcher administered the pre-treatment reading motivation questionnaire (De Naeghel et al., 2012) and a reading attitude survey (M. McKenna & Kear, 1990) to both the control and treatment groups. The researcher met with each class twice during one week for 15-20 minutes to administer the instruments. During the first pre-treatment meeting the researcher administered the reading attitude survey. The participants were told that completing the survey would help the researcher understand how students in fourth-grade felt about reading. The researcher displayed and compared a basal reader, a subject area textbook, and a popular series book to ensure that students could distinguish school-related reading from recreational reading that may occur in the school. Two days later the researcher met with each class to administer the pretreatment reading motivation questionnaire. The researcher informed the students that the questionnaire would explain some reasons that a fourth-grade student might read (See Appendices E and F for copies of the instruments and procedures for the assessment process).

Prior to the first installment of books, students were randomly selected from the treatment group to participate in an informal conversational interview. The researcher divided the participants into three groups (high, medium, and low) based on reading ability as indicated by the teachers' class ranking. The high and low group included participants ranked as the top five and lowest five readers. The medium group included

the remaining nine participants. The name cards were placed into three paper bags. The day of the pre-treatment interview the researcher selected one card from bag #1 (high) the classroom teacher selected three cards from bag #2 (medium) and the researcher selected another participant from bag # 3 (low) for a total of five participants.

The informal conversational interview was conducted to provide a relaxed and enjoyable atmosphere for the participants to share their thoughts about reading. The researcher and participants met for lunch in the school library to discuss books and reading habits. The researcher took notes during the interview. The pre-treatment interview provided information regarding preferred genre, topics and authors of the participants selected to speak for the group. The information was used to add titles to the collection of books to enhance the match between participants' expressed interest and available books in the book flood collection.

Post-treatment Procedure

A post-treatment informal conversational interview was conducted at the end of the 12-week treatment period with the same participants to provide insight into the participants' perception of the overall impact of the book flood (See Appendix G for a copy of the questions). To measure changes in motivation to read and attitudes towards reading after the 12-week treatment period each participant from both the control and treatment group completed a post-treatment reading motivation questionnaire and reading attitude survey. Changes in reading achievement were measured using the district identified benchmark assessment the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) for reading comprehension (NWEA, 2003). The

school district administers the NWEA three times each school year. Students in all grades are assessed in the fall, winter and spring. The 12-week treatment was conducted between the winter assessment (February) and the spring assessment (June) thereby providing pre-treatment and post-treatment data.

Participants

The participants in the study were 38 fourth-grade students (17 boys and 21 girls) in a Title I (95% of the students were eligible for free and reduced lunch) elementary school with a high-priority designation located in a Midwestern urban community. The high-priority designation identifies the school as performing in the lowest 5% of schools in the state. The school is part of a district and city collaboration with a local university. The collaboration provides service-learning opportunities for the university students, college readiness for the residents in the school community and economic development for the city. During the summer months students from the school district attend free programs sponsored by the university to learn algebra, explore the fundamentals of business education, and participate in an initiative designed to improve the overall health and well-being of the residence in the city where the school is located. The student population is culturally diverse with 40% African-American, 39% Hispanic, 15% Caucasian, and 5% Asian. The 38 participants comprised a treatment group (n= 19) and control group (n= 19) based on a convenience sample of two intact classrooms. Twenty-three fourth-graders did not have permission to participate in the study (12 from the control classroom and 11 from the treatment classroom). No data were included for students without permission to participate. The students without permission to participate

from the treatment class were allowed to read books provided through the book flood and maintain a reading log. During the 12-week treatment period no students left the study.

Context of School Site

The teachers for both groups reported more than 20 years of classroom experience each having taught fourth grade for at least 8 years. Prior to the book flood, the participants from the treatment group did not have access to books in the classroom. The control group teacher reported that the participants in that class had access to a classroom library comprised of 150 – 175 books. Due to budget constraints the school library had been not operational for nearly a decade. With the assistance of a team of retired librarians and a librarian from the university the school library opened during the fall (about three months prior to the beginning of the study) and included a modest collection of donated books. Prior to the book flood both fourth-grade classes made a weekly visit to the school library to check out books. No trained librarian was part of the school staff therefore a paraprofessional monitored the weekly circulation process. During the 12-week treatment period the control group continued to visit the school library. The post-treatment interview revealed that the participants in the treatment group voted to discontinue the weekly visits to the school library. The school is located in a city with one public library. The public library is located 4 miles from the school and is open Monday through Thursday until 8:00 p.m. and Friday through Saturday until 5:30 p.m.

Description of the treatment conditions

The treatment group. The researcher met with the treatment group participants prior to the first installment of books to explain the parameters of the study. The participants were told that they would have the opportunity to share their opinions about books written for students in their age range. The researcher explained that their opinions would indicate to adults which books fourth-grade students enjoy reading. This information was shared to focus participants' attention towards reading the books to express their topic and genre interests and opinions about books rather than the number of books they read. The researcher distributed and discussed the procedure for completing the reading log (See Appendix H for a copy of the reading log). The researcher began by pointing out that each reading log had a sample of a completed entry as the first page. The participants were told to use the sample as a model for completing their logs as they read. The researcher engaged the participants in a conversation regarding the 5-star Likert-like scale used to rate the books. The researcher suggested that the participants give a book a 5-star rating if they thought the book was excellent and that they would enjoy reading the book a second time. The researcher stated that perhaps a book would receive a 3-star rating if it was considered a good book but the participant probably would not read it again. Finally the researcher indicated that a book should receive a 1-star rating if the book was not liked. The participants were told that they did not need to complete books that they did not like but that all books selected should be recorded in the log and receive a rating. Participants were also asked to indicate if they would recommend the book to a friend or family member. Participants were informed that

every two weeks they would receive a new reading log. The researcher collected the reading logs and left the new blank logs with the teacher to be distributed after the first installment of books.

During the treatment period participants read self-selected materials provided through the book flood for 15 minutes each day. Each participant maintained a reading log that included the title of the books, pages read each day, a critique of the book using a five star rating (with five stars indicating an excellent read) and a statement that indicated if the student would recommend the book to a peer. The reading logs were used in this study to monitor daily opportunities to read. The researcher observed the 15-minute sustained silent reading during week two and week six after the books were delivered.

The control group. The researcher did not meet with the participants in the control group after gathering pre-treatment data through the attitude survey and reading motivation questionnaire. The participants in the control group continued the reading practices as determined by the reading program adopted by the school district. The control group participants received 500 books for the classroom at the end of the 12-week treatment period and post-treatment data were collected. The study concluded three weeks prior to the end of the formal school year. The 500 books were added to the classroom collection and remained with the teacher.

Acquisition and distribution of books

The researcher consulted several library resources to support the selection of books purchased for the book flood. The *Children's Core Collection* (E. Miller, Oldham, & Farrar, 2014) a comprehensive list of nonfiction and fiction books recommended for

children from preschool through grade six , *A to Zoo: Subject Access to Children's Picture Books* (Thomas & Lima, 2014) and *Popular Series Fiction for K- 6 Readers: A Reading and Selection Guide* (Thomas & Barr, 2009) were consulted for recommended titles to include in the collection.

The *Children's Core Collection* (E. Miller et al., 2014) contains a list of titles that are considered "most highly recommended" books in a category or on a given subject. Titles included in the collection were selected by experienced librarians from public library systems and school libraries throughout the United States. To select quality picture books that would interest fourth-grade students, *A to Zoo: Subject Access to Children's Picture Books* (Thomas & Lima, 2014) was consulted. *A to Zoo* (Thomas & Lima, 2014) is a comprehensive subject guide that provides a selection of nearly 20,000 titles of picture books that cover more than 1,000 subjects. Keeping in mind that children's series fiction appeals to a variety of students and is written at various levels of text complexity the researcher consulted the *Popular Series Fiction for K- 6 Readers: A Reading and Selection Guide* (Thomas & Barr, 2009) which is comprised of content-based groupings of books that maintain consistency in theme, setting or characters. The guide also includes lists of special interest to boys, girls, reluctant readers, and dual language learners.

To ensure that the collection of books included titles that were culturally relevant to the participants in the study and designated as exemplary, the researcher consulted the lists of Coretta Scott King and Pura Belpré award winning books. To provide high quality and award-winning informational and nonfiction books, titles were selected from

the National Council of Teachers of English (NCTE) Orbis Pictus award lists and the Association for Library Service to Children (ALSC) Robert F. Sibert Informational Book award list. The books (400) were ordered through a local vendor and a mass-market book club to represent a wide range of topic interest and reading levels. A significant number of books (650) were donated to the book flood collection (See Appendix I for a list of donors and grants).

The researcher delivered 400 books for the first installment of the book flood after school on the first Friday following the administration of pre-treatment assessments (See Appendix J for a complete list of books provided during the treatment period). The books were displayed in baskets and on shelves throughout the classroom. The researcher used book covers to create a display to promote the arrival of the first installment of books. The display featured fiction and nonfiction book covers from books included in book flood collection (see Figure 3). An additional 150 books were added to the collection four weeks after the initial installment. When the second set of books was delivered the researcher briefly highlighted new titles that were based on the request made by the students during the pre-treatment interview.

When the participants arrived the following Monday after the initial installment of books, the researcher reiterated the process to complete the reading log and reminded the participants in the treatment group that they were going to help adults understand the type of books fourth-grade students like to read. Participants were reminded that they were allowed to return a book without completing it if they discovered that a book was too complex or not interesting. The researcher also reminded the participants that they

were to record all books selected in the reading log, rate the book and tell if they would recommend the book to a friend before making another selection. The researcher highlighted the location of several series books and informational books that the participants revealed as interesting topics during the pre-treatment interview. The classroom teacher was absent therefore the substitute teacher allowed participants to peruse and select books from the collection in small groups. The substitute teacher and the researcher supported the process of selecting books as needed. After each participant selected a book the researcher walked them through their initial entry prompting the participants to record the title of the book and the date. The researcher asked for one male and one female student to assist absent students with completing the logs. Table 1 is a timeline of the research procedures.

Figure 3
Displays of Book Covers



Data Collection Tools

The following instruments were used to collect data for this study:

Teacher a priori judgment. Teacher judgment is an important source of information relative to general achievement of students in elementary school (Valdez, 2013). Based on a review of 16 studies conducted over a 17 year period, Hoge and Coladarci (1989) found a moderate to strong association regarding the teachers' ability to accurately rank order students according to reading ability. Begeny, Eckert, Montarello, and Storie (2008) measured the relationship between teachers' judgment and student performance through a correlation analyses. Pearson's product-moment correlation coefficient was computed for the following variables: (a) students' words read correctly per minute (WCPM) on grade-level material and teachers' estimates, (b) students' words read incorrectly per minute (WIPM) on grade-level material and teacher estimates, and (c) students' words read correctly per minute (WCPM) on grade-level material and teachers' rating of their reading skills on the Teacher Rating Scale of Reading Performance (TRSRP). Spearman's correlation coefficient was computed for the following variables (a) students' frustration reading level and teachers' estimates, (b) students' instructional reading level and teachers' estimates (c) students' class rank in reading accuracy (with rankings determined according to other students in the class) and teachers' estimated rank (Begeny et al., 2008).

Table 1
Book Flood Research Procedure Timeline

DATE	ACTION
2/9/16	Met with the literacy coach and the participating teachers to discuss the parameters of the study. Teachers completed the informed consent to conduct research forms.
2/11/16	Teachers ranked students according to their reading ability.
2/17/16	Met with each class to explain the study. Each student received an envelope with a parental permission slip and student assent form.
2/19/16	Collected permission slips and student assent forms. Met with and provided an envelope with a parental permission slip and student assent form to one student that was absent during the first delivery.
2/22/16	Collected additional permission slips and student assent forms.
2/29/16	Collected additional permission slips and student assent forms.
3/1/16	Administered pre-treatment assessment- Elementary Reading Attitude Survey (15 minutes each class) Collected additional permission slips and student assent forms.
3/2/16	Met with four students who were absent to complete the ERAS (15 minutes)
3/3/16	Administered pre-treatment assessment- Self-Regulation Questionnaire (20 minutes each class) All students were present.
3/4/16	Met with treatment group to discuss completing the reading logs. Conducted informal conversational group interview with participants from the treatment group.

Table 1
Book Flood Research Procedure Timeline

DATE	ACTION
3/4/16	Delivered first installment of books after school.
3/7/16	Reviewed reading log procedures Highlighted the location of popular titles and series books Assisted teacher (substitute teacher) & students with book selection
3/15/16	Observed SSR (10 minutes)
3/21/16	Collected reading log #1 (RED) Delivered reading log #2 (GREEN)
4/4/16	School spring break
4/13/16	Delivered second and final installment of books. Highlighted books that matched student interest based on the pre-treatment interview.
4/18/16	Collected completed reading logs and deliver new reading logs #3 (TEAL)
4/26/16	Observed SSR (15 min.)
5/9/16	Collected completed reading logs and deliver new reading logs #4 (YELLOW)
5/31/16	Collected completed reading logs and deliver final reading logs #5 (RED) Conducted post-treatment interview
6/3/16	Administered post-ERAS to both classes Teachers re-ranked students
6/6/16	Administered post-SRQ-reading motivation to both classes Administered make-up post-ERAS to one student that was absent 6/3/16
6/7/16	Delivered books to control group
6/10/16	Collected final reading log

Correlation coefficients suggested that teacher judgment with direct measures of student fluency (WCPM and WICPM), judging students' instructional levels and ranking students to peers were in the moderate to high range (Begeny et al., 2008). For the purpose of this research the teachers estimated and ranked participants by reading ability from the strongest reader in the class to the reader that requires the most support. The researcher provided the teachers with a set of cards that contained each participant's name. Teachers were directed to rank each participant relevant to their classmates regarding reading ability. Teachers systematically ranked the students by selecting the strongest reader first and the reader with the most needs second. The teachers continued to rank students alternating between the next strongest reader and the reader requiring the most support until they depleted the stack of name cards. The teachers checked the rank of students to ensure that they were satisfied with the order. At the end of the 12-week treatment period the researcher asked each teacher to use the name cards to rank their students again based on reading ability. Spearman's correlation was conducted to explore an association between teacher ranking of reading ability and NWEA RIT scores.

Attitude. The Elementary Reading Attitude Survey (ERAS) (M. McKenna & Kear, 1990) is a norm referenced survey that consist of 20 items and is appropriate to administer to a complete class. The survey comprises two subscales measuring attitude towards recreational and academic reading (school-related). The survey uses a pictorial rating scale based on the cartoon character Garfield. The responses are quantified by an assigned point value of 1 to 4 with a value of "4" indicating the happiest (the Garfield the furthest left) to the value of "1" indicating the least happy feeling associated with the

question. Each item is a concise question about reading. The first ten-item subscale measures attitude towards recreational reading and includes statements such as: (1) How do you feel when you read a book in school during free time? (2) How do you feel about getting a book for a present? The second ten-item subscale measures academic reading and includes questions such as: (1) How do you feel when it is time for reading class? (2) How do you feel when you read out loud in class?

The scores on the two subscales can range from 10 to 40 total points. Scores can be interpreted for each subscale and as a full-scale. Subscale and full-scale scores can be compared to the national norms computed in a nationwide survey. For the purpose of this research the ERAS was used to measure attitude towards reading prior to the book flood and after the book flood for the treatment and control groups in the study (See Appendix F for a copy of the instrument). Both full-scale and subscale mean scores were interpreted by gender and class. Spearman's correlation was also conducted to explore an association between reading attitude and NWEA RIT scores.

Motivation. The Self-Regulation Questionnaire-Reading Motivation (SRQ) (De Naeghel et al., 2012) is a 34-item self-reporting questionnaire designed to measure recreational and academic reading motivation of upper elementary students and is grounded in Self-Determination Theory (SDT) (Deci & Ryan, 2000). The SRQ measures two types of autonomous reading motivation, intrinsic regulation (reading is pleasurable) and identified regulation (reading is personally valuable) and two types of controlled reading motivation, introjected (internal pressure to read) and external regulation (external demands to read). The survey is divided into recreational context and academic

context. The first eight items of each section of the questionnaire measure autonomous reading motivation. To measure autonomous reading motivation the SRQ asks for a response to the prompts “I read in my free time because...” or “I read for school because....” The participant responds to eight items such as (1) I really like it. (2) I think reading is fascinating. (3) I think reading is meaningful. The subsequent nine items measure controlled reading motivation. Controlled reading motivation is measured through responses to items such as (1) I don’t want to disappoint others. (2) I can be proud of myself if I get good reading grades. (3) Others will reward me if I read. Each item is scored on a 4-point Likert-like scale, ranging from 4 (strongly agree) to 1 (strongly disagree). The highest possible score for autonomous motivation is 32 and the highest possible raw score for controlled motivation is 36. A score that falls closer to the maximum total points would indicate stronger (autonomous or controlled) motivation. The SRQ-Reading Motivation was used to measure motivation to read prior to the book flood and after the book flood for the treatment and control groups in the study (See Appendix E for a copy of the instrument). The pre- and post-treatment full-scale and sub-scale mean scores were interpreted to explore autonomous motivation to read academically and recreationally. Spearman’s correlation was also conducted to explore an association between autonomous motivation and NWEA RIT scores.

District identified data. Changes in reading achievement were examined using the Northwest Evaluation Association Measures of Academic Progress (NWEA, 2003). The NWEA MAP is a set of computerized cross-grade adaptive assessments that measure growth over time in reading, language usage, mathematics and science. The NWEA

MAP was developed for teacher use to promote a high-degree of alignment between instruction, curriculum and assessment (NWEA, 2003). The assessments are administered three times per school year as a form of progress monitoring and use a Rasch unit (RIT) scale to chart academic growth from term-to-term and year-to-year. The NWEA MAP is a mastery measure progress monitoring assessment aligned with the Common Core State Standards and is linked to Tier II and Tier III skill evaluation for the purpose of determining the impact of instruction of discrete skills (NWEA, 2005).

The validity evidence for NWEA MAP is in the form of concurrent validity statistics. This form of validity is used to determine how well the scores from the MAP reading assessment correspond to the scores obtained from established national and educational assessments that use a scale different from the RIT scale (NWEA, 2003, 2004). The tests are administered to the same student in close temporal proximity. Review of the trend in reading score correlations reveal that MAP test scores correlate highly with other measures of academic achievement with more similar scores in fourth-grade and above (NWEA, 2003).

NWEA calculates the reliability coefficient for the MAP assessment through the test-retest reliability or temporal stability models. The test-retest model is used to assess reliability across time when the same tests are administered to the same student. Parallel forms reliability is used to measure the reliability across forms of the assessment. The re-test is not the same test when testing parallel forms. The two tests are considered equivalent in content and structure. The test items are different. The test are administered and re-administered across 7 – 12 months. A typical span for test-retest

model is two to three weeks due to the fact that time between testing sessions can adversely impact correlation coefficients. The internal consistency coefficient value for MAP is .92 -.95. These values reflect strong internal consistency. The test-retest with the same forms coefficient value is .79 -.94 with all coefficients above .80 except second grade. Test-retest with equivalent forms coefficient value is .89 -.96 (NWEA, 2004).

Interviews. Informal conversational interviews were conducted prior to the first installment of the book flood and at the end of the 12-week treatment period. The purpose of the interviews was to provide a relaxed platform for some participants to articulate their views about books, authors and their familiarity of reading instruction vocabulary (i.e. genre). During the pre-treatment interview open ended questions (Gall et al., 2007) provided information that was used to add titles to the collection of books to enhance the match between participants' expressed interest and available titles in the book flood collection. The interview participants were randomly selected from the treatment group classroom. A post-treatment interview was conducted with the same students and provided insight into the participants' perception of the overall impact of the book flood (See Appendix G for a copy of the questions). The researcher took notes during pre- and post-treatment interview sessions to document student responses.

Reading logs. A number of studies have used logs and diaries to document student reading. Many studies have examined the effects of time spent reading during and outside of school (Allen, Cipielewski, & Stanovich, 1992; Anderson et al., 1988; Taylor et al., 1990). One major concern of using logs to document reading behavior is student accuracy and efficiency. Reading logs have also been used in several book flood

studies. Elley, Cowie, and Watson (1975) used a reading journal to determine if the students began to read more frequently as a result of the book flood. Ingham (1981) further developed the book flood reading journal by including where the student located the book, the amount of the book read, a student evaluation of the book, and the extent to which the student might recommend the book to others. Worthy and Roser (2010) used a reading journal in their book flood study that included an option for students to identify if they abandoned the book.

In this study the reading logs provided a systematic way for the researcher to track opportunities to read the books provided through the book flood and to create a manifest of which books from the collection the participants read (See Appendix H for a copy of reading log form). The participants in the treatment group were instructed to document their reading in the reading logs daily. At the end of a two-week period each student received a new reading log. Each log included a sample of a completed form that participants could use as an example to complete their entries. The logs were used to track titles, authors and the pages read during the 15-minute sustained silent reading period. Participants were also instructed to evaluate the book as a “good read” using a 5-star Likert-like scale with five stars representing an excellent read. After completing or abandoning a book each participant was asked to record in the log if they would recommend the book to a friend by writing, “I would/would not recommend this book to a friend because _____.”

Every other week the researcher collected completed reading logs and delivered a new set of reading logs to the treatment group. At the end of the first two weeks while

the researcher was collecting the first set of logs it was noted that several of the reading logs were incomplete. Prior to leaving the second set of logs the researcher reminded the participants to rate the books and to share if they would or would not recommend the books to a friend or family. On subsequent visits to pick up and drop off the reading logs the researcher was not always able to speak to the participants. In these instances the reading logs were exchanged in the school office. Some participants continued to submit incomplete reading logs. Findings from the reading log are discussed in chapter four and five.

At the end of the study the researcher conducted a quantitative content analysis of each log to determine (1) the book titles recorded most frequently; (2) the number of nonfiction book titles recorded; and (3) the type of recommendations made by participants in the reading logs during the 12-week treatment period. Quantitative content analysis can be used to examine both the manifest and latent content of text. Manifest quantitative content analyses focus on the countable components of text. In the analyses of the reading logs the researcher documented all the titles recorded in the logs by each participant throughout the 12-week study (See Appendix K for a copy of the list of all books recorded during the study). The researcher also created a coding guide and form with a list of all the titles recorded in the reading logs by at least two participants (see Appendix L for a copy of the coding guide and form). The form was used to determine which books were selected and recorded by the participants most frequently. All nonfiction titles were included on the coding form.

To explore the type of recommendations made by participants the researcher classified recommendations into four mutually exclusive categories:

1. Recommendations to specific people indicated by including a name or familial title (i.e. friend, cousin, and dad).
2. Recommendations based on interest or other personal connections (i.e....because she likes science, because it is scary, or to someone who like math).
3. Recommendations based on the utility of the book (...because we can use it in math).
4. Not recommended: participant *writes* that they would not recommend the book (i.e. I would not recommend this book because it is boring.).

The researcher developed a second coding guide that included the category names, definitions and examples (Weber, 1990). To test the clarity of both the coding guides a sample set of reading logs were coded by a professional unfamiliar with children's literature (See Appendices M for the coding guide). The researcher conducted the initial coding of each set of logs. Six additional coders were used to recode the five sets of reading logs. Each set of logs was coded twice to ensure consistency and reliability.

Data Analysis

ANCOVA were conducted on the pre- and post-data to answer the three research questions in this study. ANCOVA is a parametric test used to determine whether the means of two or more groups differ. ANCOVA has several assumptions: (1) the data are normally distributed (2) homogeneity of variance (3) data have a linear relationship and

(4) data are independent. To address the threat to the internal validity and to control for pre-existing group differences on the pre-tests analysis of covariance (ANCOVA) was used to reduce the effects of initial group differences by reducing the within group error variance (Gall et al., 2007; Lomax & Hahs-Vaughn, 2013). Post-mean scores for attitudes towards reading, reading motivation and NWEA Map RIT scores were explored while holding their pre-test measures as covariates. Additionally, Spearman's rank correlation coefficient was conducted to explore correlations between (1) autonomous motivation to read and NWEA MAP RIT scores, (2) attitudes towards reading and NWEA RIT scores and (3) ranking of reading ability as determined by the classroom teacher and NWEA RIT scores.

Summary

Chapter Three describes the research methodology and procedures used in this book flood study. The chapter includes a description of the research design, participants, treatment conditions, instrumentation used to collect data and data analyses. The remaining chapters will present a summary and discussion of the results, implications, and recommendations for further research.

CHAPTER FOUR

RESULTS

The purpose of this research was to examine the impact of a book flood on fourth-grade students' reading motivation, attitudes towards reading and reading achievement. A book flood is the process of saturating a classroom with high-interest quality books from which students can read self-select material. The participants were 38 fourth-graders (17 boys and 21 girls) from a Title I (95% of the students were eligible for free and reduced lunch) elementary school with a high-priority designation located in a Midwestern urban community. The high-priority designation identifies the school as performing in the lowest 5% of schools in the state. The 38 participants comprised a treatment group (n= 19) and control group (n= 19) based on a convenience sample of two intact classrooms.

Prior to and at the end of the 12-week treatment period data were collected. The researcher administered two instruments, a reading attitude survey, the Elementary Reading Attitude Survey (M. McKenna & Kear, 1990) and a reading motivation questionnaire, the Self-Regulation Questionnaire-Reading Motivation (De Naeghel et al., 2012). Furthermore, all participants completed the district mandated reading achievement assessment, the Northwest Evaluation Association Measures of Academic Progress (NWEA, 2003). Moreover, a group of five students were interviewed to provide a platform for some participants to articulate their thoughts about preferred books and the

impact of the book flood in their classroom. In addition the teachers from both classrooms estimated and ranked participants by reading ability from the strongest reader in the class to the reader that required the most support.

During the 12-week treatment period participants read self-selected materials from the book flood for 15 minutes each day. Each participant maintained a reading log that included the title of the books, pages read each day, a critique of the book using a five-star rating (with five stars indicating an excellent read) and a statement that indicated if the student would recommend the book to a peer. The participants in the control group continued the reading practices as determined by reading program adopted by the school district. Pre-and post- comparisons were made to assess the impact of opportunities to read self-selected material from a book flood had on reading motivation, attitudes towards reading and reading achievement.

This chapter focuses on the analysis of the data collected from the study. The data were used to answer the three major questions:

1. How is reading motivation impacted when fourth-grade students are provided daily opportunities to read self-selected materials provided through a book flood?
2. How are fourth-grade students' attitudes towards reading impacted by daily opportunities to read self-selected materials provided through a book flood?
3. How is the reading achievement of fourth-grade students impacted by daily opportunities to read self-selected materials provided through a book flood?

The data were also analyzed to note any relationships between attitudes towards reading, autonomous reading motivation and reading achievement.

Reading Motivation

To explore how reading motivation is impacted when fourth-grade students are provided daily opportunities to read self-selected materials provided through a book flood the participants completed the Self-Regulation Questionnaire-Reading Motivation (SRQ) (De Naeghel et al., 2012). The SRQ measures two types of autonomous reading motivation, intrinsic regulation (reading is pleasurable) and identified regulation (reading is personally valuable) and two types of controlled reading motivation, introjected (internal pressure to read) and external regulation (external demands to read).

RQ 1: How is reading motivation impacted when fourth-grade students are provided daily opportunities to read self-selected materials provided through a book flood?

$$Y_i = \beta_0 + \beta_1(X_i) + \beta_2(C_i) + \epsilon_i$$

$$\text{Post-Test(SRQ)}_i = \beta_0 + \beta_1(\text{Treatment}_i) + \beta_2(\text{Pre-testSRQ}_i) + \epsilon$$

Means and standard deviations associated with the control and treatment group for the SRQ recreational and academic subscales and total scale are presented in Table 2. The participants in the control group expressed less motivation to engage in both recreational and academic reading at the end of the 12-week treatment period. At the end of the treatment period participants in the treatment group were less motivated to participate in recreational reading but were slightly more motivated to participate in academic reading. A one-way ANCOVA was conducted to determine a statistically significant difference between the control group and treatment group on results of the

SRQ post-test controlling for the SRQ pre-test results. The assumptions for the ANCOVA model were tested and met prior to conducting the analyses (See Appendix P). There was no statistically significant difference on the pre-test and the homogeneity of regression condition was met. The results of the ANCOVA for the total reading composite reveal that there were statistically significant differences between the control group and treatment group on the post-test after controlling for the pre-test, $F(1, 35) = 14.90, p < .001, \eta^2 = .299$. The p-value indicates that the null hypothesis is tentatively rejected. The rejection of the null hypotheses must be considered with care.

ANCOVA was also conducted to determine statistical differences between the control group and treatment group on the post-test results for the sub-scales recreational, $F(1, 35) = 19.95, p < .001$ and academic reading $F(1, 34) = .912, p = .346$. ANCOVA results indicate a statistically significant difference in motivation to read recreationally between the control and treatment group as indicated by post-test scores. No statistically significant difference was found between the control and treatment group regarding motivation to read for academic purposes.

Additional ANCOVAs were conducted to examine if the post-test means of the four different reading motivation subscales (Recreational Autonomous, Recreational Controlled, Academic Autonomous, and Academic Controlled) are different between the treatment and controlled group after controlling for the pre-test. The results of the ANCOVA suggest a statistically significant effect on the post-test subscales for Recreational Autonomous, $F(1, 35) = 7.811, p = .008, \eta^2 = .182$; Academic Autonomous, $F(1, 35) = 5.628, p = .023, \eta^2 = .139$; Recreational Controlled $F(1, 35) = 9.278, p = .004,$

$\eta^2 = .210$; and Academic Controlled $F(1, 35) = 4.586, p = .039, \eta^2 = .116$. The effect size for each of the four constructs (RA, AA, RC and AC) is small and suggests that no more than 21% of the variance in the post-test can be accounted for by the treatment. This indicates that the study lacks sufficient power to detect any significant effects, which is reasonable due to the small sample size.

Attitudes Towards Reading

To examine the impact of opportunities to read self-selected material provided through a book flood on attitudes towards reading participants completed the Elementary Reading Attitude Survey (M. McKenna & Kear, 1990) both prior to and at the end of the 12-week treatment period. The survey comprises two subscales measuring attitude towards recreational and academic reading (school-related).

RQ 2: How are attitudes towards reading impacted when fourth-grade students are provided daily opportunities to read self-selected materials provided through a book flood?

$$Y_i = \beta_0 + \beta_1(X_i) + \beta_2(C_i) + \epsilon_i$$

$$\text{Post-Test(ERAS)}_i = \beta_0 + \beta_1(\text{Treatment}_i) + \beta_2(\text{Pre-test ERAS}_i) + \epsilon$$

Examination of the pre- and post-treatment scores on the ERAS for the control and treatment group as presented in Table 3 indicate that attitudes towards recreational and academic reading improved for the treatment group while staying the same for the control group. A One-way ANCOVA was conducted to determine whether or not there was a statistically significant difference between the control group and treatment group on results of the ERAS post-test controlling for the ERAS pre-test results. The assumptions

for the ANCOVA model were tested prior to conducting the analyses. There was no statistically significant difference on the pre-test and the homogeneity of regression condition was met (See Appendix Q).

The results of the ANCOVA reveal that there was no statistically significant difference between the control group and treatment group on the post-test after controlling for the pre-test, $F(1, 31) = 3.443, p = .073$. The p-value of .073 indicates that the null hypothesis failed to be rejected at .05. ANCOVA was also conducted to determine whether or not there was statistical differences between the control group and treatment group for the sub-scales recreational, $F(1, 28) = 2.527, p = .123$ and academic reading $F(1, 31) = 3.120, p = .087$. ANCOVA results indicate no statistically significant difference in attitudes towards recreational reading between the control and treatment group as indicated by post-test scores ($p < .05$). No statistically significant difference was found between the control and treatment group regarding academic reading ($p > .05$). The degrees of freedom differ because some participants did not complete all pre- and post-test.

The ERAS scores were also interpreted by identifying where the full-scale raw score falls in regard to the four-nodes on the scale. A full-scale raw score of 50 is mid-way on the scale and indicates a neutral or indifferent attitude towards reading (M. McKenna & Kear, 1990). Therefore a raw score above 50 would be considered positive and a score below 50 would be considered negative. In this study the mean of the pre-treatment full-scale raw score for the control group was 59.47 and the treatment group 61.57 which is positioned near the slightly smiling Garfield on the four-node, pictorial

Likert-like scale indicating that all the participants in the study had a slightly positive attitude towards reading in general prior to the treatment.

After the 12-week treatment period descriptive analysis of post-treatment full-scale raw scores revealed a difference in attitudes towards reading, 60.84 (+ 1.37) for the control group and a difference in attitude towards reading for the treatment group, 66.26 (+ 4.69). The survey results show that prior to the treatment, participants in both the control and treatment group had a more favorable attitude towards recreational reading than academic reading. The post-treatment ERAS sub-scale scores indicate that while the participants in the treatment group demonstrate a slight improvement (+1.42) in attitude towards recreational reading a greater change in attitude was made towards academic reading (+3.26). The test of significance reveals that these results are not significant.

Attitudes towards reading by gender.

Descriptive examination of the ERAS scores by gender reveals that females in the control group (n = 11) appear to indicate an improvement regarding attitudes towards recreational reading between the pre-test and the post-test (+ 1.64) while attitude concerning recreational reading in the treatment group (n = 10) remained the same. Female participants in the control group also appear to show a slight improvement in attitude towards academic reading as demonstrated by a difference of +0.91 between the pre-test (28.90) and post-test (29.81).

Table 2

Group Means and Standard Deviations for SRQ-Motivation Pre- and Post-Test

	Recreational		Academic		Total Reading	
	Pre	Post	Pre	Post	Pre	Post
Control Group (n = 19)						
Mean	53.00	44.11	51.05	48.05	104.05	92.15
S.D.	5.94	6.36	8.14	6.65	11.32	11.92
Treatment Group (n = 19)						
Mean	54.00	52.42	55.21	55.16	109.21	107.57
S.D.	5.99	4.81	5.84	6.50	8.75	9.89
Control Group Females (n = 11)						
Mean	53.63	45.45	49.72	49.72	103.36	95.18
S.D.	5.60	5.73	8.78	7.34	10.46	11.83
Treatment Group Females (n = 10)						
Mean	54.60	53.20	56.40	56.10	111.00	109.30
S.D.	3.89	6.28	4.92	5.98	5.57	11.62
Control Group Males (n = 8)						
Mean	52.12	42.25	52.87	45.75	105.00	88.00
S.D.	6.68	7.10	7.31	5.11	13.04	11.47
Treatment Group Males (n = 9)						
Mean	53.33	51.55	53.88	54.11	107.22	105.66
S.D.	7.92	2.45	6.77	7.25	11.4	7.76

Pre- and post-test results appear to reveal that attitude towards recreational reading for males in the control group were less favorable by the end of the 12-week period (- 0.9) yet more favorable towards academic reading (+1.50). The male participants in the treatment group appear to show greater improved in attitudes towards both recreational (+3.0) and academic reading (+ 3.56). It must be noted though that only a test of significance can verify statistical difference. Due to the extremely small sample sizes for the genders by group, significance testing was not conducted.

A second way to interpret the ERAS scores is to compare them to the national norms. To examine the mean scores in relationship to a national sample (M. McKenna & Kear, 1990), the raw scores were converted to percentile ranks by averaging the group means and matching the results to the ERAS mid-year percentile ranks by grade and scale (see Appendix F). Prior to the treatment period the raw score of 61 for both the control and treatment group indicated that as a group of fourth-grade readers the participants in this study ranked at the 66th percentile in attitude towards reading overall. At the end of the treatment period the control group remained at the 66th percentile whereas the treatment group participants moved to the 83rd percentile based on the fourth-grade mid-year percentile ranks. In this study the post-treatment ERAS was administered at the end of the school year and should therefore be interpreted with caution or compared to percentile ranks for readers entering fifth grade.

Reading Achievement

To examine how the reading achievement of fourth-grade students is impacted by daily opportunities to read self-selected materials provided through a book flood the RIT (Rasch unit) scores for winter and spring assessments were compared.

RQ 3: How is reading achievement impacted when fourth-grade students are provided daily opportunities to read self-selected materials provided through a book flood?

$$Y_i = \beta_0 + \beta_1(X_i) + \beta_2(C_i) + \epsilon_i$$

$$\text{Post-Test (NWEA)}_i = \beta_0 + \beta_1(\text{Treatment}_i) + \beta_2(\text{Pre-testNWEA}_i) + \epsilon$$

The NWEA MAP is a set of computerized cross-grade adaptive assessments that measure growth over time in reading, mathematics and science. The MAP assessments are administered by the school district three times per school year as a form of progress monitoring and to chart academic growth from term-to-term and year-to-year (NWEA, 2003). The participants in this study were assessed in the fall, winter and spring of each year. Participants in both the control and treatment group demonstrated increased RIT scores indicating advancement in reading achievement. Based on the 2015 NWEA RIT scale normative data for fourth-grade readers a RIT score of 203.6 ($SD = 14.96$) is the national mean score for the reading assessment conducted mid-year (winter) and a RIT score of 205.9 ($SD = 14.92$) represents the fourth-grade national mean for the spring assessment (NWEA, 2015). The 12-week treatment was conducted between the winter and spring assessments.

Table 3

Group Means and Standard Deviations for ERAS Pre- and Post-Test

	Recreational		Academic		Total Reading	
	Pre	Post	Pre	Post	Pre	Post
Control Group (n = 19)						
Mean	30.15	30.73	29.31	30.47	59.47	60.84
S.D.	3.54	5.81	5.33	5.31	8.36	10.92
Treatment Group (n = 19)						
Mean	32.16	33.58	29.42	32.68	61.57	66.26
S.D.	3.83	2.79	2.95	4.32	6.22	6.07
Control Group Females (n = 11)						
Mean	29.36	31.00	28.90	29.81	58.27	60.18
S.D.	3.50	5.21	6.07	5.65	9.02	10.86
Treatment Group Females (n = 10)						
Mean	32.80	32.80	29.00	32.00	61.80	64.80
S.D.	2.69	3.25	3.29	4.94	5.49	6.93
Control Group Males (n = 8)						
Mean	31.25	30.35	29.87	31.37	61.12	61.75
S.D.	3.53	6.9	4.45	5.04	7.64	11.69
Treatment Group Males (n = 9)						
Mean	31.44	34.44	29.88	33.44	61.33	67.89
S.D.	4.87	2.00	2.61	3.64	7.28	4.83

Data from the winter assessment were collected to represent the pre-test for reading achievement and data from the spring assessment were collected for the post-test. The control group pre-test RIT mean was 197.00 ($SD = 18.73$) which was slightly above the national norm for third grade mid-year (winter) mean scores 195.6 ($SD = 15.14$). The treatment group pre-test mean was 193.79 ($SD = 12.07$), which was slightly below the mid-year mean scores for third grade readers. The NWEA pre-test mean scores for the control and treatment group indicated that at the onset of the study both groups were approximately one year below grade level in reading. After the 12-week treatment period the control group mean was 204.37 ($S.D = 17.54$) a change of +7.37 Rasch units. The treatment group mean score 197.74 ($SD = 12.49$) revealed a change of +3.95. A One-way ANCOVA was conducted to determine whether or not there was a statistically significant difference between the control group and treatment group on results of the NWEA post-test when controlling for the pre-test results. There was no statistically significant difference between the control group and treatment group on the post-test after controlling for the pre-test $F(1, 32) = 1.643, p = .209$. The p-value indicates that the results are not statistically significant.

An examination of NWEA means is presented in Table 4. NWEA RIT scores for females in the control group show a decrease between the pre-test (mid-year) and post-test (spring). The females in the treatment group show an increase in the mean RIT scores. Male participants in both the control and treatment group demonstrated an increase in the RIT score between the pre-test and post-test.

Correlations of variables used in this study

Spearman's correlation was conducted for both the control and treatment group to investigate the strength and direction of associations between autonomous reading motivation, attitudes towards reading, teacher ranking of reading ability based on classroom performance and reading achievement as measured by the NWEA MAP assessment. Correlations are reported as weak (.10), moderate (.30) and strong (.50) (Cohen, 1992).

1. Autonomous motivation ($X_{\text{autonomous motivation}}$) and NWEA RIT scores ($X_{\text{NWEA RIT scores}}$)

Spearman's correlation was run to assess the relationship between autonomous motivation to read and reading achievement as measured by the NWEA MAP assessment. The data for the treatment group revealed that there is no relationship between autonomous motivation to read and reading achievement measured by NWEA RIT scores. The analyses indicate no statistical significant correlation between autonomous motivation to read and reading achievement as measured by NWEA map assessments, $r_s = -.410$, $p = .081$. The p-value of .081 indicates that the null hypothesis failed to be rejected.

2. Favorable attitude towards reading ($X_{\text{favorable attitude towards reading}}$) and NWEA Map RIT scores ($X_{\text{NWEA RIT scores}}$)

Table 4

Group Means and Standard Deviations for NWEA Pre- and Post-Test

	Pre-test		Post-test	
	n	Mean	Mean	Change
Control Group Total	19	197.00	204.37	7.37
S D		18.73	17.54	
Control Group Female	11	170.81	140.72	-30.09
S D		61.57	97.31	
Control Group Male	8	207.25	211.87	4.6
S D		17.35	14.57	
Treatment Group Total	19	193.79	197.74	3.95
S D		12.07	12.49	
Treatment Group Female	10	194.40	196.70	2.30
S D		14.90	15.11	
Treatment Group Male	9	195.11	198.88	5.77
S D		8.76	9.55	

Note. District grade level pre-test mean 189.3 SD (19.0)

National Norm pre-test mean 203.6 SD (14.96)

District grade level post-test mean 190.1 SD (15.9)

National Norm post-test mean 205.9 SD (14.92)

Normative data cited from NWEA, (2015)

The data revealed no relationship between favorable attitude towards reading and reading achievement measured by NWEA RIT scores as indicated by the p value. The analyses indicate no statistical significant correlation between favorable attitudes towards reading and reading achievement for the participants in this study, $r_s = -.066$, $p = .788$. The p-value of .788 indicates that the null hypothesis failed to be rejected.

3. Teacher-created class ranking ($X_{\text{teacher ranking}}$) of reading ability and the NWEA MAP assessment ($X_{\text{NWEA RIT scores}}$)

The data for the treatment group revealed no relationship between teacher ranking of student reading ability and reading achievement measured by NWEA RIT scores. The analyses indicate no statistical significant correlation between teacher ranking of ability to read based on classroom performance and NWEA RIT scores, $r_s = -.448$, $p = .054$. The p-value of .054 indicates that there is not enough evidence to reject the null hypothesis. The small sample size ($n = 19$) may explain or may have overestimated the borderline statistical significance (See Appendix P for a list of correlation coefficients).

Informal Conversational Interviews

The researcher conducted two informal conversational interviews with five randomly selected students from the treatment group. The same group of students participated in both interviews. Interviews were conducted prior to the first installment of books and at the end of the 12-week treatment period. The informal conversational interviews provided a platform for the participants to articulate their thoughts about books and the impact of the book flood in their classroom. The pre-treatment interview revealed that the participants each had books that they had borrowed from the modest

collection in the school library. The participants shared that they visited the school library on Monday of each week. During each weekly visit they were permitted to select one book to take home. The participants stated that they could *not* keep a book from the school library for more than one week. Nor were they allowed to check out a book that they had previously checked out. One participant explained the policy by stating, “We have to let the other kids have a turn to read the book.” Another participant shared that he did not like that rule about keeping the book for only one week because he could not always finish the book before he had to return it to the library.

The participants were not familiar with the term genre but voiced interest in mysteries, scary and funny books. They also expressed interest in series books identifying the *Diary of a Wimpy Kid* (J. Kinney, 2007), *Fly Guy* (Arnold, 2009), *Junie B. Jones* (B. Park, 1992) and *Captain Underpants* (Pilkey, 1997) as their favorites. When asked the question: “If you could choose one book for your classroom, what would you like the book to be about?” The three male participants stated soccer, how to draw, and basketball. The female participants suggested Bill Nye the Science Guy and magazines about making jewelry. To ensure the books in the book flood collection addressed the expressed interest of the participants the researcher included the entire collection of the *Diary of a Wimpy Kid* (J. Kinney, 2007), and the *A to Z Mysteries* (Roy, 1997) as well as several titles from the *Fly Guy* series (Arnold, 2009). The collection of books was also comprised of several other grade appropriate series books from varied genre and formats (See appendix J for a complete list of books provided through the book flood). The collection also reflected participants’ interest in sports and science.

After the 12-week treatment period the researcher met with the same group of students to explore their thoughts regarding having a collection of books in the classroom. All of the participants agreed that they liked having books in the classroom. One of the participants stated “I was able to read all of the *Diary of a Wimpy Kid* (J. Kinney, 2007) books.” Another student eagerly shared “We stopped going to the library (school) because we have more books in the class to read than the library.” The participants unanimously agreed that all classrooms should have books for the students to read. When asked about their favorite books from the book flood collection the participants identified, the *Amulet* series (Kibuishi, 2008), the *Big Nate* series (Pierce, 1991), the *Nikki and Dejah* series (English, 2009), *Funny Bones* (Tonatuih, 2015) and the *Diary of a Wimpy Kid* (J. Kinney, 2007).

At the end of the brief interview the teacher of the treatment group gave the researcher a set of thank you letters from the class. The participants wrote in their letters that they enjoyed and appreciated having the books in the classroom. Several letters indicated that having books in the class helped them practice reading. One letter stated “It is a good thing to have books in the class for [sic] we can practice.” Another participant wrote “It is a good idea to have books in the class because we need to practice reading.” One male student wrote, “I liked all the books you gave us. I wish I had time to read them all because it really help [sic] improve my reading score.”

Reading Log

During the 12-week treatment period the participants tracked their reading daily in a reading log. The logs were used to track titles, authors and the pages read during the

15-minute sustained silent reading period. Participants also evaluated the book as a “good read” using a 5-star Likert-like scale with five stars representing an excellent read. After completing or abandoning a book each participant recorded in the log if they would recommend the book to a friend by writing, “I would/would not recommend this book to a friend because _____.”

The participants in the treatment group received and documented their 15-minute reading sessions in five reading logs. The 12-week treatment period included ten half-days of school, six school vacation days and three snow days. Examination of the reading logs revealed that students recorded entries on seven of the ten half-day sessions. The maximum entries possible for any participant during the 12-week treatment period were 48. The most entries documented by a female were 45 and 43 for a male participant.

Reading log #1 revealed that most participants recorded the title of the book, the date, the page numbers read and a rating of the book based on the five-star Likert-like scale. A few female participants (n=4) wrote that they would recommend a book. The recommendations were not for people connected to the participants such as family or friends. Comments included “I would recommend this book to people that want to know about and learn braille.” and “I would recommend this book to someone who likes history.” No male participants included recommendations in their reading log #1 entries. Entries were made for three books with a movie companion; the *Peanuts Movie Novelization* (West, 2015), *Ant Man* (Wyatt, 2015), and *Star Wars: Original Trilogy*

Graphic Novel (Ferrari, 2016). The nonfiction titles recorded were *Super Cool Science and Engineering* (Biskup, 2015) and *Who is Jeff Kinney* (P. Kinney, 2015).

Reading log #2 included the basic information about each book read and several recommendations to others. Participants frequently included a rationale for recommending the book based on whether they found the book entertaining. Books were recommended to family, friends and the classroom teacher. Not all books received a favorable rating. After completing a book one male participant assigned it a one-star rating and stated that he would not recommend the book because it included “bad words.” Nonfiction books recorded in reading log #2 included the Sibert Honor Award book *Spiders* (Bishop, 2007), *A Place for Bats* (Stewart, 2012), *Gross Science* (Beck, 2011), and *Who was Michael Jackson?* (Stein, 2015). Three participants read and recorded *Zoobots* (Becker & Ries, 2014).

Entries in reading log #3 continued to include recommendations for specific individuals and also included general recommendations based on genre and content. Participant comments included “I would recommend this book to someone who likes fairy tales,” “I would recommend this book to my mom because she likes scary books,” and “I would recommend this book to someone who wants to learn about the American flag.” Participants also made recommendations based on the reading complexity of the book as indicated in the comment “I would recommend this book to my cousin who is 6 because it was funny and very easy.” Other comments included “I would recommend this book to my teacher so we could use it for science” and “It’s like the movie so I would recommend it to a friend.” The nonfiction titles included *Flags over America*

(Harness, 2014) and *National Geographic Kids Animal Records: The Biggest, Fastest, Weirdest, Tiniest, Slowest, and Deadliest Creatures on the Planet* (Wassner, 2015).

Reading log #4 included an entry that identified the reading complexity as a reason not to complete a book. The participant wrote, “I didn’t read it all because some words are hard.” *What’s Smaller than a Pygmy Shrew?* (Wells, 1995) and *Who is Muhammad Ali?* (Buckley, 2014) were the nonfiction titles recorded in reading log #4. Participants continued to record books read and to rate books using the five-star Likert-like scale in reading log #5. Nearly half of the participants (n=8) did not include recommendations for books recorded in reading log #5. No nonfiction titles were recorded in the fifth reading log.

The books read and recorded in the reading logs most frequently by both male and female participants were from the *Diary of a Wimpy Kid* series (J. Kinney, 2007) with 47 entries. The books in the *Diary of a Wimpy Kid* series (J. Kinney, 2007) are written at a Lexile range of 900 – 1060. The second most frequently read books written at a Lexile range of 310 – 410, were from the *Amulet* series (Kibuishi, 2008) with 29 entries. Female participants (n=4) also read books from the *Whatever After* series (Mlynowski, 2013). The books in the *Whatever After* series (Mlynowski, 2013) are written at a Lexile range of 310 – 410. No male participants recorded reading books from the *Whatever After* series (Mlynowski, 2013). Other commonly read books were from the *Fly Guy* series (Arnold, 2009). Books in the *Fly Guy* series (Arnold, 2009) are written at a 280 Lexile level and are rated as appropriate for Pre-school through third grade. Books from

the *Fly Guy* series (Arnold, 2009) were the only titles participants recommended for younger readers.

Summary

The data collected and the analyses of these data have been shared in this chapter. The results from the study indicate that students provided with daily opportunities to read self-selected provided material through a book flood may demonstrate more autonomous motivation to read when compared to students in a control group. At face value the results in this study appear to indicate that the students in the treatment group expressed more autonomous motivation to read for academic purposes than recreational. Attitudes towards both academic and recreational reading improved for the participants in the treatment group while staying the same for the control group. Participants in both the control and treatment group demonstrated increased NWEA Map Rausch unit (RIT) scores indicating advancement in reading achievement. Although both the control and treatment group revealed increased RIT scores, the mean score remained below the national norm for students at the end of fourth-grade. ANCOVA results indicate that the changes are not statistically significant. It is possible that an increase in the sample size may show different results (Loken, 2017). In post-treatment interviews and student-composed letters, participants in the treatment group expressed that they enjoyed and benefitted from daily opportunities to read self-selected material in the classroom.

CHAPTER FIVE

DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

This chapter is organized to present the following: (1) a brief overview of the study, (2) discussion and conclusions concerning the results of the study (3) recommendations for future research and (4) a summary.

Overview of the Study

The purpose of this research was to examine the impact of a book flood on fourth-grade students' reading motivation, attitudes towards reading and reading achievement. A book flood is the process of saturating a classroom with high-interest quality books from which students can read self-selected material. Thirty-eight fourth-graders (17 boys and 21 girls) from a Title I (95% of the students were eligible for free and reduced lunch) elementary school with a high-priority designation located in a Midwestern urban community participated in the study. The high-priority designation identifies the school as performing in the lowest 5% of schools in the state. The 38 participants comprised a treatment group (n= 19) and control group (n= 19) based on a convenience sample of two intact classrooms.

Prior to and at the end of the 12-week treatment period the teachers from both classrooms estimated and ranked participants by reading ability from the strongest reader in the class to the reader that required the most support. The researcher administered the Elementary Reading Attitude Survey (M. McKenna & Kear, 1990) and a reading motivation questionnaire, the Self-Regulation Questionnaire-Reading Motivation (De

Naeghel et al., 2012). All participants completed the district mandated reading achievement assessment, the Northwest Evaluation Association Measures of Academic Progress (NWEA, 2003).

During the 12-week treatment period participants read self-selected materials from the book flood for 15 minutes each day. Each participant maintained a reading log that included the title of the books, pages read each day, a critique of the book using a five-star rating (with five stars indicating an excellent read) and a statement that indicated if the student would recommend the book to a peer. The participants in the control group continued the reading practices as determined by the reading program adopted by the school district.

The data were analyzed to examine differences in reading motivation, attitudes towards reading and reading achievement for the control and treatment group before and after the 12-week treatment period. The data were used to answer the three major questions:

1. How is reading motivation impacted when fourth-grade students are provided daily opportunities to read self-selected materials provided through a book flood?
2. How are fourth-grade students' attitudes towards reading impacted by daily opportunities to read self-selected materials provided through a book flood?
3. How is the reading achievement of fourth-grade students impacted by daily opportunities to read self-selected materials provided through a book flood?

The data were also analyzed to note any relationships between attitudes towards reading, autonomous reading motivation and reading achievement.

Discussion and Conclusions

Question One: How is reading motivation impacted when fourth-grade students are provided daily opportunities to read self-selected materials provided through a book flood?

Motivation is a critical factor in fostering successful reading experiences and literacy development (Morrow, 2003). Autonomous motivation influences the degree to which an action, in this case reading, is freely initiated and sustained because of the inherent satisfaction of the task or the desire to gain access to information the reader finds personally valuable and interesting (Ryan & Deci, 2000b). Students that lack full autonomous (intrinsic) motivation to read may not reach their full literacy potential (Marinak & Gambrell, 2010). In this study students were provided daily opportunities to read self-selected material provided through a book flood. The results of the ANCOVA reveal that there were statistically significant differences between the control group and treatment group on the post-test measures regarding autonomous motivation to read after controlling for the pre-test differences. When compared to students in the control group, it appears that students in the treatment group were more autonomously motivated to read recreationally. The results indicated that after the treatment there was no statistically significant difference found between the two groups when measuring autonomous motivation to read academically. The analysis of the post-treatment mean score data for the control group indicated that autonomous motivation to read decreased for both recreational and academic reading based on the sub-scales of the SRQ-Motivation to read measurement. A closer examination of the mean scores of the SRQ-Motivation reveals

that both the control and treatment group total reading mean scores decreased between pre- and post-treatment assessments. The control group total reading mean score decreased from 104.05 to 92.15 (-11.9) and the treatment group score decreased from 109.21 to 107.57 (-1.64).

It should also be noted that on face value the total reading mean scores for males in the control group showed the greatest decline with scores changing from a total composite mean score of 105.00 to a mean score of 88.00 (-17). However the total composite mean scores for boys in the treatment group reveal the smallest decrease of all participants in the study. Mean scores for males in the treatment group decreased from a total reading pre-treatment mean score of 107.22 to a total reading post-treatment mean score of 105.66 (-1.56). This is noteworthy and should be investigated further in the future because previous research (M. C. McKenna et al., 1995) documented gender differences in reading motivation with males indicating less motivation to read than their female peers.

It is possible that flooding the classroom with books during the middle of the school year created situational interest and excitement thereby positively impacting motivation to read books from the collection. The 500 books were displayed to create a visually enticing atmosphere that would promote enthusiasm towards reading. It is also conceivable that asking the students to evaluate if the books they read would interest their peers provided opportunities for them to voice their opinions and empowered them as readers while providing an authentic purpose to read books from the book flood collection. Prior research has suggested a mismatch between reading preferences and

students and may relate to the low levels of reading motivation documented about male readers in other studies (Ivey, 1999). The fact that the book flood collection included and the researcher prominently displayed several contemporary graphic novel series that boys find interesting may have privileged the boys in the treatment group and positively impacted their autonomous motivation to read. It is just as important to note that male readers are a diverse group with varied interest and in order to optimize the impact of books in the classroom and promote life-long reading for male readers the preferences of each group must be explored to ensure that all genre and topic interests are addressed through the classroom collection.

Question Two: How are fourth-grade students' attitudes towards reading impacted by daily opportunities to read self-selected materials provided through a book flood?

Attitudes towards readings can have a profound impact on willingness to engage in reading-related activities. A positive attitude towards reading can promote and sustain engagement in reading -related activities. On the other hand, a negative attitude towards reading may result in avoidance of reading-related activities. One objective of this study was to investigate the impact of daily opportunities to read self-selected materials provided through a book flood on fourth-grade students' attitudes towards reading. After the 12-week treatment period the mean of post-treatment full-scale raw score on the ERAS appear to reveal a small but not significant difference in attitudes towards reading, 60.84 (+ 1.37) for the control group and the treatment group, 66.26 (+ 4.69), though again, we must keep in mind that the ANOVA results reveal that this change was not significant after controlling for pre-test scores. The survey results show that prior to the

treatment, participants in both the control and treatment group had a more favorable attitude towards recreational reading than academic reading. The post-treatment ERAS sub-scale scores indicate that while the participants in the treatment group demonstrate a slight improvement (+1.42) in attitude towards recreational reading a greater difference in attitude was made towards academic reading (+3.26).

The participants in this study did not use a basal reader or reading anthology for reading instruction. They used books circulated through the school library for reading workshop. The post-treatment interviews revealed that the participants in the treatment group discontinued borrowing books from the school library once they received the 500 books through the book flood. It is possible that participants viewed any reading done during the school day, including the 15-minutes for the study, as academic reading and reading done outside of school as recreational reading. It is also possible that the teacher began to use the books provided through the book flood for reading instruction. There is no observational evidence because the researcher was asked limit visits the classroom.

Examination of mean scores by gender appears to indicate that females in the treatment group showed greater improvement in attitudes towards academic reading (+ 3.0) than females in the control group (+0.91). Attitudes towards recreational reading showed no difference for females in the treatment group while improving slightly for females in the control group (+1.64). The males in the treatment group showed improved attitudes towards both academic (+3.56) and recreational reading (+3.0) whereas the males from the control group demonstrated a decline in the mean score for recreational reading (-0.9) and a slight increase in mean scores for academic reading (+1.5).

The 15-minute reading sessions of self-selected material done during the school day may have influenced the manner in which participants interpreted and responded to the academic subscale of the ERAS. Allowing the students the opportunity to self-select the reading material, the ability to discontinue reading a book without consequence and directing the purpose for reading towards deciding if a book was considered good for other fourth-grade readers may have facilitated an increase in positive attitudes towards reading. The findings regarding the increased positive attitude of the male participants in the treatment group are especially noteworthy due to the fact that it is frequently expected and accepted that as a group male students may display a more negative attitude towards reading than their female peers. Due to the small sample and the brevity of the treatment period the explanations regarding the increase in students' attitudes towards reading should be considered tentatively. It is also important to note that the tests of significance reveal no statistically significant difference between the control and treatment group on post-test results

Question Three: How is the reading achievement of fourth-grade students impacted by daily opportunities to read self-selected material provided through a book flood?

To examine how the reading achievement of fourth-grade students is impacted by daily opportunities to read self-selected materials provided through a book flood, the RIT (Rasch unit) scores for winter and spring assessments were compared. The NWEA MAP is a set of computerized cross-grade adaptive assessments that measure growth over time in reading, mathematics and science. The participants in this study were assessed in the

fall, winter and spring. The 12-week treatment was conducted between the winter and spring assessments. Data from the winter assessment were collected to represent the pre-test for reading achievement and data from the spring assessment were collected for the post-test. The Mean RIT scores for participants in both the control and treatment group were higher in the spring than during the winter indicating that both the control and treatment group demonstrated advancement in reading achievement based on the NWEA Map assessment. The NWEA pre-test mean scores for the control and treatment group indicated that at the onset of the study both groups were approximately one year below grade level in reading.

After the 12-week treatment period the control group mean was 204.37 (S.D. 17.54) a change of +7.37 Rasch units. The treatment group mean score 197.74 (S.D. 12.49) revealed a change of +3.95. Based on the NWEA normative data (NWEA, 2015) the national norm spring (post-treatment) mean score for the NWEA reading assessment was 205.9 (S.D.14.92). While both groups demonstrated increased RIT scores the participants remained below the national norm and the ANCOVA results indicate that the changes in scores are not statistically significant.

A face value examination of NWEA means by gender reveal that the females in the control group show the greatest decline between the pre-test (mid-year) and post-test (spring) (-30). It is important to point out that the standard deviation of the RIT scores for the females in the control group on the post-treatment measure was 97.31 indicating significant distribution of the NWEA mean RIT scores. The females in the treatment group show an increase in the mean RIT score (+2.3). Male participants in both the

control (+4.6) and treatment group (+5.77) demonstrated an increase in the RIT score between the pre-test and post-test.

A major concern of classroom teachers is the frequency in testing that currently occurs in the classrooms. Therefore it is important to keep in mind the assessment conditions and student attitudes towards the on-going and frequent assessments they are required to complete. It is possible that student scores that plummet between testing periods may reflect testing fatigue and apathy towards the assessment. A potential explanation for the extreme drop in the mean scores for the females in the control group may stem from the fact that the final NWEA assessment is administered in the spring towards the end of the school year. It is possible that for those students the impending end to the school year and the end of the year activities may send the message that the assessment is not important resulting in a lackadaisical testing session.

Conversational interviews

The informal conversational interviews provided a platform for the participants to articulate their thoughts about books and the impact of the book flood in their classroom. The pre-treatment interview revealed that the participants each had books that they had borrowed from the modest collection in the school library. The participants shared that their class visited the school library on Monday of each week. During each weekly visit they were permitted to select one book to take home. The participants stated that they could *not* keep a book from the school library for more than one week. Nor were they allowed to check out a selected title more than once during the school year. The short circulation period may be a reflection of the fact that the collection of books in the school

library was sparse and not adequate to address the preferences and topic interest of the entire student body.

The participants were not familiar with the term genre but voiced interest in mysteries, scary and funny books which was consistent with decades of previous research regarding preferences and interest in books (Ivey & Broaddus, 2001; Worthy et al., 1999). The participants also indicated interest in several contemporary series and graphic novels. The specific titles that were requested during the interview were prominently displayed in the classroom with the cover facing forward to create excitement about the collection. Providing titles of books based on the expressed interest of the participants may have increased the desire to explore the book flood collection. After the 12-week treatment period the same group of students were interviewed to explore their thoughts regarding having a collection of books in the classroom. The participants agreed that they liked having books in the classroom. One participant shared that having the books in the classroom provided an opportunity to read all the books from one popular contemporary graphic novel series. Participants that were not interviewed expressed their opinions regarding the books provided through the book flood through letters. One student wrote “My favorite book of all was *Amulet*, 1,2,3,4,5,6.” Another participant wrote “My favorite book series is *Big Nate*.” A number of participants wrote that they “loved all the *Diary of a Wimpy Kid* books”. These statements corroborate past research that indicates that students enjoy series books. Participants also indicated in their letters that having books in the classroom provided opportunities for them to practice reading. One male student wrote “I think it is a good idea to have books in the class so we can

practice reading.” Another male wrote “Thank you for bringing the books it really help [sic] improve my reading score.”

Reading logs

The reading interest and genre preferences of students have been investigated for several decades using a variety of methods. This quasi-experimental study corroborates other empirical research that suggests students frequently enjoy books in series and sequels, humorous, cartoon and comics, books based on movies and action-packed or edgy material (Ivey & Broaddus, 2001; Worthy et al., 1999). In this study the books read and recorded in the reading logs most frequently by both male and female participants were two graphic novels both from a contemporary series. The *Diary of a Wimpy Kid* series (J. Kinney, 2007) was recorded the most often with 47 entries. The books included in the *Diary of a Wimpy Kid* (J. Kinney, 2007) series vary in the level of text complexity from reading level 5.2 to 5.8. The second most frequently read and recorded books were from the *Amulet* series (Kibuishi, 2008) with 29 entries. The six books in the *Amulet* series range in text complexity from reading level 2.0 to 3.1. In the first set of reading logs entries were made for three books with a movie companion featured at the theater during the time the study was conducted: the *Peanuts Movie Novelization* (West, 2015), *Ant Man*, (Wyatt, 2015) and the *Star Wars: Original Trilogy Graphic Novel* (Ferrari, 2016). Informational text was selected and evaluated by at least one participant in all but one set of reading logs. The informational texts selected most often contained content about animals or were biographies.

Providing access to a wide-range of reading material based on student's reading preferences and topic interest can promote positive attitudes towards reading and nurture autonomous reading motivation. Preference and interest studies indicate consistent broad patterns regarding text students enjoy and value in reading material (Ivey & Broaddus, 2001; Worthy et al., 1999). The reading logs maintained in this study support previous studies regarding the genre and formats preferred by other upper elementary students (Ivey & Broaddus, 2001; Worthy et al., 1999).

Limitations of the Study

The limitations of a quasi-experimental design and the small sample size in this study dictate that these results and implications cannot be generalized to other populations. The 12-week treatment period may have further limited the outcome of the data collected. The most challenging limitations are the potential threats to internal validity.

At the request of the school administrators the researcher was unable to make frequent visits to the site and could not observe the actual reading instruction for the two groups of students. Although there is no observed evidence, the close proximity of the classrooms may have resulted in the John Henry effect, whereby the control group participants may have perceived themselves in competition with the treatment group and performed beyond their normal levels (Gall et al., 2007). It is also possible that because the participants in the control group may have been aware that the other class received the 500 books through the flood that they may have displayed resentful demoralization (Gall et al., 2007) and felt that they were being excluded or treated differently and became

disenchanted, which resulted in lower than normal post-test scores for both reading motivation and attitudes towards reading.

Further limitations may include several ecological validity issues. The novelty of having books flood the classroom in the middle of the school year may have caused situational interest and impacted the results of the study. It is also possible that the results were impacted by the implementation of the treatment. It is unknown to the researcher the extent to which the books were used beyond the 15- minutes requested as part of the treatment. It is likely that if the students no longer used the books from the school library for reading instruction that they instead used books supplied through the book flood.

Data were collected for motivation to read and attitudes towards reading using self-report measures that have inherent limitations due to the fact that social desirability may influence participant responses. Additionally, motivation to read and attitudes towards reading may fluctuate over the course of the school year and may need monitoring at periodic intervals. Further limiting the study is the teacher's possible attitude towards Sustained Silent Reading and reading for pleasure that may impact the commitment to consistently provide daily opportunities to read.

Recommendations for Future Research

Teachers have a pivotal role in maximizing the impact that access to books and opportunities to read self-selected materials can have on reading motivation, attitudes towards reading and reading achievement. Future studies should include teacher training that consists of (1) exploring tools to determine reading preferences and interest of

students, (2) strategies for matching inexperienced and struggling readers with the appropriate text based on student interest and the appropriate level of text complexity (3) procedures to promote systematic social interactions regarding books read, such as teacher and student-created electronic book talks designed to pique interest in available text and to promote books through on-going classroom discourse (4) daily read alouds and (5) literature circles.

The most important recommendation is that future studies are conducted with a larger sample size and for a longer timeframe, which might allow for pre-, mid- and post-treatment data collection and could provide additional information needed to fully understand the impact of daily opportunities to read self-selected material. To address the potential novelty and disruption effect it is recommended that the collection of books is in place at the onset of the school year, therefore making the large collection of books a normal part of the classroom environment. It is also advised that the researcher work with a team at a site where they have permission to spend time in the classrooms on a regular basis to observe any changes in reading instruction as well as to monitor the implementation of the SSR session.

Summary

Children with limited books in the home depend on schools and the community to provide access to reading material. In low-income communities access to books and other forms of rich and engaging literacy resources are limited in the schools and the community as a whole (Neuman & Celano, 2001). Literature anthologies, basal readers and whole-class sets of novels are prevalent in many classrooms. These kind of limited

selection will not necessarily provide inexperienced readers with text they find interesting and enjoyable. Access to interesting and engaging text is essential to providing students with positive experiences that may lead to fully developed intrinsic motivation to read for enjoyment and to access information.

This quasi-experimental study corroborates other empirical research that suggests students frequently enjoy books in series and sequels, funny, action-packed or edgy material and informational text (Ivey & Broaddus, 2001; Worthy et al., 1999). Many contemporary students' favorite and preferred books comprise an array of titles that don't make the lists of classics and are not frequently found in schools (Ivey & Broaddus, 2001; Worthy et al., 1999; Worthy & Roser, 2010). A diverse collection of books that represents student interest can support reading instruction when combined with consistent opportunities for students to read self-selected materials. Too often students in low-income communities experience reading only through instruction based on skill development and testing. These students may go through school never having an opportunity to practice and utilize the skills taught during reading instruction in a context that they find meaningful. Daily opportunities to read self-selected material without attaching testing to the experience could provide a chance for students to find reading pleasurable and may lead them towards fully developed autonomous motivation to read.

While the quantitative results of this study are tenuous, the student responses during the interviews, reading log entries and student letters suggest that fourth-grade students value reading and can read books critically to make recommendations to peers based on interests and utility when provided opportunities to read books they find

interesting. Additional research that combines quantitative and qualitative data collection is needed to further explore how motivation to read, attitudes towards reading and reading achievement are impacted when students read self-selected books.

APPENDICES

APPENDIX A

REQUEST FOR CONSENT TO CONDUCT RESEARCH IN THE CLASSROOM

Request for Consent to Conduct Research in Your Classroom

The Impact of a Book Flood on Reading Motivation and Reading Achievement of Fourth Grade Students

Dear Fourth-grade teacher:

My name is Sherry Andrews and I am a PhD candidate in the Reading and Language Arts Department at Oakland University in Rochester, Michigan. I am interested in conducting a research study on how a book flood impacts motivation to read and reading achievement of fourth-grade students. This research is partial fulfillment of the requirements for the degree of Doctor of Philosophy in Reading Education. I would appreciate the opportunity to conduct research in the fourth-grade classes in your building.

The study will be conducted for 12 weeks and involves randomly assigning one fourth-grade class to a control group and the other fourth-grade class to a treatment group. The students in the control group and the treatment group will complete a pre- and post-treatment survey to measure their attitudes towards reading and a questionnaire to measure their motivation to read. To ensure that the books reflect genre and topics the students identify as interesting and to allow students to express in their own words the impact of the book flood five students from the treatment group will be invited to participate in a pre- and post-treatment conversational interview over lunch.

The students in the control group will continue to receive reading instruction as determined by the district adopted reading program. At the end of the 12-week treatment period 500 books will be added to the control group classroom. The students in the treatment group will receive reading as mandated by the district and will also read self-selected material from the 500 books provided through the book flood for 15 minutes each day. The students in the treatment group will document the books read in a reading log that I will supply. New reading logs will be provided biweekly. During the 12-week treatment period I will observe the 15-minute reading period on three separate classroom visits. Observational data will be collected regarding the students' level of engagement during the 15-minute reading period. During the observations I will not interact with any students. The observations will be recorded as field notes in a notebook. I will provide a consent form for all parents of potential participants and an assent form for the students.

All data collected during the study will be confidential. Students will be assigned pseudonyms in place of their real names to guarantee confidentiality. Data will be stored in a locked fireproof cabinet that only I can access. Data kept on a computer will be

encrypted and password protected. After five years all of the data collected as a part of this study will be deleted and shredded.

The knowledge gained during this study may be used to improve the academic experiences of other children. Therefore, I may publish the findings in a journal written for educators and educational policy makers. Please feel free to contact Dr. Linda Pavonetti via email at pavonetti@oakland.edu or by phone at 248-370-4683 for additional information regarding the study. For questions regarding the rights of human subjects in research, please contact the Oakland University Institutional Review Board at 248-370-2762.

Thank you in advance,

Sherry Andrews

Permission to Conduct Research in the Classroom

**The Impact of a Book Flood on Reading Motivation and Reading Achievement of
Fourth Grade Students**

I _____ have read the information describing the purpose and procedures for the research study conducted by Sherry Andrews, PhD candidate from Oakland University. I understand that all data collected is confidential and that my identity and the identity of all students will be protected. I also understand that participation in the study is voluntary and has no direct impact on role as a teacher. My signature indicates that I give Sherry Andrews permission to conduct research in the fourth-grade classroom that I teach.

Signature _____

Date _____

APPENDIX B

PARENT PERMISSION TO PARTICIPATE IN RESEARCH

Parent Permission to Participate in Research
The Impact of a Book Flood on Reading Motivation and Reading Achievement of Fourth Grade Students

Introduction:

You are being asked to give permission for your child to participate in a research study that is being done by researchers from Oakland University. This study is being done by Sherry Andrews, under the direction of Linda Pavonetti, Professor, and the research study advisor for this project. This study is being conducted as part of the requirements for a Doctor of Philosophy in Reading Education. The purpose of this permission form is to let you know more about the study so you can decide whether to give permission for your child to participate in the study or not. Please read the form carefully. You may ask questions about why the research is being done, what your child will be asked to do, the possible risks and benefits, your/your child's rights as a participant, and anything else about the research or this form that is not clear. You may talk with your friends and family about this research study before making your decision. When all your questions have been answered, you can decide if you want your child to be in this study. If you decide to permit your child to be in the study you will be asked to sign this form and will receive a copy of the form. Your child will also be asked for their agreement to be in the study and you will receive a copy of a similar form written at his or her level of understanding to show that your child has also agreed to be in this study.

Why is this study being done?

Teachers sometimes find it difficult to encourage students to read. This is especially true when students reach fourth-grade. Some researchers feel that students need a large collection of books that they find interesting in order to become motivated to read. This study will use a process called a book flood to add at least 500 books to the fourth-grade classrooms. The purpose of this research study is to answer three questions:

4. How is reading motivation impacted when fourth-grade students are provided daily opportunities to read self-selected materials provided through a book flood?
5. How are fourth-grade students' attitudes towards reading impacted by daily opportunities to read self-selected materials provided through a book flood?
6. How is the reading achievement of fourth-grade students impacted by daily opportunities to read self-selected materials provided through a book flood?

Who can participate in this study?

You are being asked to give permission for your child to participate in the study because your child is in the fourth-grade.

Who is sponsoring this study?

None

Where is this study being done?

This study is being conducted in the classroom.

What procedures are involved with this study?

If you agree for your child to take part in this research study, your child will be asked to do the following:

The classes will randomly be assigned as the control group or the treatment group.

The students in the *control group* class will continue to receive reading instruction as mandated by the school district and will be asked to:

- Complete a survey that shares how they feel about reading at the beginning and at the end of 12-week treatment period.
- Complete a survey that shares why they read at the beginning and at the end of 12-week treatment period.
- At the end of the 12 weeks 500 books will be added to the classroom.

The students in the *treatment group* will continue to receive reading instruction as mandated by the school district and will be asked to:

- Complete a survey that shares how they feel about reading at the beginning and at the end of the 12-week treatment period.
- Complete a survey that shares why they read at the beginning and at the end of 12-week treatment period.
- Five randomly selected students will talk to the researcher about books and reading.
- Choose a book from the books provided through the book flood.
- Read the book for 15 minutes each day in class.
- Keep track of the books read in a book log.
- Rate the book as a good read or not a good read for fourth-graders.
- At the beginning of the 12 weeks 500 books will be added to the classroom.

How long will participation in this study last?

The study will take place for 12 weeks. The students in the control group will take:

- 15 minutes to complete a survey that shares how they feel about reading at the beginning and end of the 12-week treatment period.
- 15 minutes to complete a survey that shares why they read at the beginning and end of the 12-week treatment period.

The students in the treatment group will take:

- 15 minutes to complete a survey that shares how they feel about reading at the beginning and end of the 12-week treatment period.
- 15 minutes to complete a survey that shares why they read at the beginning and end of the 12-week treatment period.
- 15 minutes to read books during school each day.
- 5 minutes to record the pages read each day.
- Five randomly selected students in the treatment group will be invited to spend one lunch period to eat and discuss books and reading with the researcher at the beginning and at the end of the treatment period.

The researcher may stop your child's participation in this study at any time without your/your child's permission. Data will not be collected or analyzed for students who do not record pages read for more than 50% of the total days in school during the 12-week research period. Students will be allowed to continue to read books from the book flood.

How many people will be participating in this study?

The study will include two teachers and 80 students.

What are the risks, side effects or discomforts that can be expected from participating in this study?

By taking part in this study, your child will experience no harm or discomfort greater than those ordinarily encountered in the school day. All data collected during the study will be confidential. Students will be assigned pseudonyms in place of their real names to guarantee confidentiality. Data will be stored in a locked cabinet that only I can access. Data kept on a computer will be encrypted and password protected. After three years all of the data collected as a part of this study will be deleted and shredded.

A breach of confidentiality is also a possible risk. Breach of confidentiality means that it is possible that individuals not associated with this research may accidentally gain access to information that personally identifies participants. Appropriate safeguards are set in place to minimize a breach of confidentiality (e.g. researcher's office is secure and computers and external storage devices are password protected); but no researcher can ever guarantee that this sort of breach will not occur.

Are there any known benefits from taking part in this study?

There are no direct benefits to your child for participating in this study. However, the results of this study may benefit others in the future. The potential benefits to your child are access to additional books and improved reading ability.

What are the alternatives to participation in this study?

You may choose not to give your permission for your child to participate in this study. Your child can also choose not to participate in this study.

What are the costs of taking part in this study?

There is no cost to you or your child for participating in this study.

What compensation is being provided for participation?

You and your child will not be paid for participating in this study.

What are your/your child's rights if you give your permission for him or her to participate in this study?

Your decision to give your permission for your child to participate in this study is voluntary. You may choose to have your child leave the study at any time, or refuse to answer any questions that may be asked during the study. You/your child will not lose any benefits to which you/your child are otherwise entitled and your decision will not affect your/your child's present or future relationship with Oakland University, the researcher, the Reading and Language Arts department; or If you are a student or employee at Oakland University, your decision about participation will not affect your grades or employment status.

If you/your child would like to stop participating in this study, you/your child should contact the researcher, Sherry Andrews at 248-370-3054, who will provide instructions on how to withdraw from the study. Any new information that may affect your/your child's willingness to participate in the study will be provided to you as soon as possible. Your child also has all of the rights listed above.

What will be done to keep my child's information confidential?

Every effort will be made to keep your child's study-related information confidential.

Personal information regarding your child's participation in this study may be disclosed if required by law. Also, your child's research records may be reviewed by the following groups:

- Regulatory authorities involved in the oversight of research (Office for Human Research Protections or other federal, state, or international regulatory agencies);
- Members or representatives of Oakland University Institutional Review Board (IRB) (in order to ensure that your child's rights as a research participant are being protected);
- When study results are presented at professional conferences or published in professional journals, your child's name will not be used.

What do you do if you have questions about the study or the rights of research participants?

For questions about the study you may contact Sherry Andrews at 248-370-3054 or smandrew@oakland.edu. You may also contact my advisor, Linda Pavonetti at 248-370-4683 or pavonett@oakland.edu.

For questions regarding your/your child’s rights as a participant in human subjects research, you may contact the Oakland University Institutional Review Board, 248-370-2762.

Signing the parental or legal guardian permission form

You have read (or had someone read to you) this form and you are aware that you are being asked to provide permission for your child to participate in a research study. You have had the opportunity to ask questions and have had them answered to your satisfaction. You voluntarily agree to permit your child to participate in this study.

You are not giving up any legal rights by signing this form. You will be given a copy of this form.

Print name of participant/child

Print name of parent or other person authorized to provide permission for participant/child

Signature of parent or other person provide permission for participant

_____ **AM/PM**

Relationship to the participant/child

Date and time

Investigator/Research Staff

I have explained the research to the participant before requesting the signature above. There are no blanks in this document. A copy of this form has been given to the parent(s) or legal guardian.

Sherry Andrews

Signature of person obtaining the permission

Print name of person obtaining the permission

APPENDIX C
CHILD ASSENT FORM TREATMENT GROUP

Child Assent Form
(7-12 year olds)
The impact of a Book Flood on Fourth-grade Readers

Introduction

My name is Sherry Andrews. I am a student in the Department of Reading and Language Arts at Oakland University. I am working with Dr. Linda Pavonetti who is my advisor for the study and a professor at Oakland University. I am currently working on a research study about the way fourth-grade students feel about reading and which books they find interesting. The purpose of this form is to let you know more about the research study and to help you decide whether or not you want to take part.

What is a research study?

A research study is done to learn more about something.

Why is this study being done?

This research study is being done to help me understand how students feel about reading and what books students find interesting.

Who can be in this study?

Any student who is in the fourth grade can be in this study.

What will you need to do if you are in this study?

If you agree to be in this study I will need you to:

- (1) Complete a survey about how you feel about reading.
- (2) Complete a questionnaire about why you read.
- (3) Talk to me about books that you like.
- (4) Read a book for 15 minutes each day.
- (5) Keep track of the books that you read in a reading log.
- (6) Write in the reading log if you think other students might like to read the book.

How long will you be in the study?

The study will last for 12 weeks.

What good things might happen to you if you are in the study?

If you are in the study you might read a very interesting book.

What bad things might happen to you if you are in the study?

There are no bad things that will happen if you are in the study.

Will you be given anything for being in the study?

Your class will receive 500 new books for the classroom.

Do you have to be in the study?

If you do not want to be in the study, it is okay to say “No”. If you say “Yes” you can change your mind and quit being in the study at any time without getting in trouble. You also do not have to answer any questions that may be asked of you during the study if you do not want to. If you decide you want to be in the study, an adult (usually one of your parents) will also need to give permission for you to be in the study. Even if your parent(s) say “Yes”, you can still say that you do not want to be in the study.

Who can you talk to about the study if you have any questions?

You may ask any questions about this study at any time. You may talk with me or with your parents, friends, or anyone else you would like.

Remember my name is Sherry Andrews and you can contact me at smandrew@oakland.edu if you have questions. You can also contact my advisor, Dr. Linda Pavonetti by email at pavonett@oakland.edu or by phone at 248-370-4683.

Agreement to be in the study (7-12 years old)

If you would like to be in this research study, please write your name below.

_____ AM/PM

Signature or printed name of participant

Date and time

Investigator/Research Staff

I have explained the research to the participant before requesting the signature above. A copy of this form has been given to the participant or his/her parent or guardian.

_____ AM/PM

Signature of person obtaining the assent

Date and time

APPENDIX D
CHILD ASSENT FORM CONTROL GROUP

Child Assent Form
(7-12 year olds)
The impact of a Book Flood on Fourth-grade Readers

Introduction

My name is Sherry Andrews. I am a student in the Department of Reading and Language Arts at Oakland University. I am working with Dr. Linda Pavonetti who is my advisor for the study and a professor at Oakland University.

I am currently working on a research study about the way fourth-grade students feel about reading and which books they find interesting. The purpose of this form is to let you know more about the research study to help you decide whether or not you want to take part.

What is a research study?

A research study is done to learn more about something.

Why is this study being done?

This research study is being done to help me understand how students feel about reading and what books students find interesting.

Who can be in this study?

Any student who is in the fourth grade can be in this study.

What will you need to do if you are in this study?

If you agree to be in this study I will need you to:

- (1) Complete a survey about how you feel about reading at the beginning and end of 12 weeks.
- (2) Complete a questionnaire about why you read at the beginning and end of 12 weeks.

How long will you be in the study?

The study will last for 12 weeks

What good things might happen to you if you are in the study?

This study will help teachers understand the way fourth-grade students feel about reading.

What bad things might happen to you if you are in the study?

There are no bad things that will happen if you are part of this study.

Will you be given anything for being in the study?

Your class will receive 500 new books for the class at the end of the 12 weeks.

Do you have to be in the study?

If you do not want to be in the study, it is okay to say “No”. If you say “Yes” you can change your mind and quit being in the study at any time without getting in trouble. You also do not have to answer any questions that may be asked of you during the study if you do not want to. If you decide you want to be in the study, an adult (usually one of your parents) will also need to give permission for you to be in the study. Even if your parent(s) say “Yes”, you can still say that you do not want to be in the study.

Who can you talk to about the study if you have any questions?

You may ask any questions about this study at any time. You may talk with me or with your parents, friends, or anyone else you would like.

Remember my name is Sherry Andrews and you can contact me at smandrew@oakland.edu if you have questions. You can also contact my advisor, Dr. Linda Pavonetti by email at pavonett@oakland.edu or by phone at 248-370-4683.

Agreement to be in the study (7-12 years old)

If you would like to be in this research study, please write your name below.

_____ AM/PM

Signature or printed name of participant

Date and time

Investigator/Research Staff

I have explained the research to the participant before requesting the signature above. A copy of this form has been given to the participant or his/her parent or guardian.

_____ AM/PM

Signature of person obtaining the assent

Date and time

APPENDIX E

SELF-REGULATION QUESTIONNAIRE READING MOTIVATION

Self-Regulation Questionnaire Reading Motivation

Directions for Administration, Scoring and Interpretation

The Self-Regulation Questionnaire-Reading Motivation is intended to measure the quality of recreational and academic reading motivation based on Self-Determination Theory. The scale consists of 34 items that measure autonomous and controlled reading motivation for recreational and academic reading. Students are asked to indicate how strongly they agree or disagree with each statement on a 4-point scale (4 = Strongly Agree, 1 = Strongly Disagree). The information gained from the questionnaire can be used to establish a reading climate in which students are positively motivated to read.

Administration

Introduce the purpose of the questionnaire.

Say:

I am going to read some sentences to you. I want to know how you feel about reading. There are no right or wrong answers. I want to know how YOU feel about reading in your free time and reading for school. Your answers will help me understand why students read. I will read each statement twice. Do not mark your answers until I tell you. You will write an X in the box that best represents how you feel. The first time I read the statement I want you to think about the best answer. The second time I read the statement I want you to choose the answer that best represents your feelings and write an X in the box. Be sure to mark only one answer. Ok, let's begin.

Read each item twice. Remind students to think about the statement the first time and mark their answers the second time. Read the number of each item before the first reading.

Scoring

To score the SRQ-Reading Motivation enter the following point values for each response on the scoring sheet (Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly Disagree = 1) for each item number under the appropriate scale. Sum each column to obtain a raw score for each of the four scales.

Interpretation

Each scale is interpreted in relation to its total possible score. The SRQ-Reading Motivation uses a 4-point scale. The highest total score for autonomous motivation is 32

and the highest raw score for controlled motivation is 36. A score that falls closer to the maximum total points would indicate stronger (autonomous or controlled) motivation.

The SRQ-Reading Motivation Scoring Sheet

Student name _____

Date _____

Teacher _____

Grade _____

Scoring key: 4 = Strongly Agree

3 = Agree

2 = Disagree

1 = Strongly Disagree

Scales							
Recreational Autonomous		Recreational Controlled		Academic Autonomous		Academic Controlled	
1		9		1		9	
2		10		2		10	
3		11		3		11	
4		12		4		12	
5		13		5		13	
6		14		6		14	
7		15		7		15	
8		16		8		16	
		17				17	
Raw Score	<i>/32</i>		<i>/36</i>		<i>/32</i>		<i>/36</i>

Self-Regulation Questionnaire Reading Motivation

Read the following statement: Listed below are statements about reading. Some of the questions are about reading in your free time and others are about reading in school. There are no right or wrong answers. Your responses will help me learn the reasons that students read. I will read each question and you place an X on top of the emoticon that best represents how you feel.

	Recreational Context	Strongly Agree	Agree	Disagree	Strongly Disagree
	I read in my free time because....				
1	I really like it.				
2	It's fun to read.				
3	I enjoy reading.				
4	I think reading is fascinating.				
5	I think reading is interesting.				
6	I think reading is meaningful.				
7	I think it is very useful for me to read.				
8	It is important for me to read.				
9	I will feel ashamed of myself if I don't read.				
10	I don't want to disappoint others.				
11	I will feel guilty if I don't do it.				
12	I have to prove that I can get good reading grades.				
13	I just can be proud of myself if I get good reading grades.				
14	That is what others expect me to do.				
15	Others think that I have to.				
16	Others will reward me if I read.				
17	Others will punish me if I don't read.				

Read the following prompt: The next set of questions will tell me how you feel about reading in school. Remember there are no right or wrong answers. I will read each question and you will place an X on the emoticon that best represents how you feel.

	Academic Context	Strongly Agree	Agree	Disagree	Strongly Disagree
	I read for school because....				
1	I really like it.				
2	It's fun to read.				
3	I enjoy reading.				
4	I think reading is fascinating.				
5	I think reading is interesting.				
6	I think reading is meaningful.				
7	I think it is very useful for me to read.				
8	It is important for me to read.				
9	I will feel ashamed of myself if I don't read.				
10	I don't want to disappoint others.				
11	I will feel guilty if I don't do it.				
12	I have to prove that I can get good reading grades.				
13	I just can be proud of myself if I get good reading grades.				
14	That is what others expect me to do.				
15	Others think that I have to.				
16	Others will reward me if I read.				
17	Others will punish me if I don't read.				

APPENDIX F
ELEMENTARY READING ATTITUDE SURVEY

Elementary Reading Attitude Survey
Directions for use

The Elementary Reading Attitude Survey provides a quick indication of student attitudes toward reading. It consists of 20 items and can be administered to an entire classroom in about 10 minutes. Each item presents a brief, simply worded statement about reading, followed by four pictures of Garfield. Each pose is designed to depict a different emotional state, ranging from very positive to very negative.

Administration

Begin by telling students that you wish to find out how they feel about reading. Emphasize that this is *not* a test and that there are no "right" answers. Encourage sincerity.

Distribute the survey forms and, if you wish to monitor the attitudes of specific students, ask them to write their names in the space at the top. Hold up a copy of the survey so that the students can see the first page. Point to the picture of Garfield at the far left of the first item. Ask the students to look at this same picture on their own survey form. Discuss with them the mood Garfield seems to be in (very happy). Then move to the next picture and again discuss Garfield's mood (this time, a *little* happy). In the same way, move to the third and fourth pictures and talk about Garfield's moods—a little upset and very upset. It is helpful to point out the position of Garfield's *mouth*, especially in the middle two figures.

Explain that together you will read some statements about reading and that the students should think about how they feel about each statement. They should then circle the picture of Garfield that is closest to their own feelings. (Emphasize that the students should respond according to their own feelings, not as Garfield might respond!) Read each item aloud slowly and distinctly; then read it a second time while students are thinking. Be sure to read the item *number* and to remind students of page numbers when new pages are reached.

Scoring

To score the survey, count four points for each leftmost (happiest) Garfield circled, three for each slightly smiling Garfield, two for each mildly upset Garfield, and one point for each very upset (rightmost) Garfield. Three scores for each student can be obtained: the total for the first 10 items, the total for the second 10, and a composite total. The first half of the survey relates to attitude toward recreational reading; the second half relates to attitude toward academic aspects of reading.

Interpretation

You can interpret scores in two ways. One is to note informally where the score falls in regard to the four nodes of the scale. A total score of 50, for example, would fall about mid-way on the scale, between the slightly happy and slightly upset figures, therefore indicating a relatively indifferent overall attitude toward reading. The other approach is more formal. It involves converting the raw scores into percentile ranks by means of Table 1. Be sure to use the norms for the right grade level and to note the column headings (Rec = recreational reading, Aca = academic reading, Tot = total score). If you wish to determine the average percentile rank for your class, average the raw scores first; then use the table to locate the percentile rank corresponding to the raw score mean. Percentile ranks cannot be averaged directly.

McKenna & Kear

NOTE: Reprinted from *Measuring attitude toward reading: A new tool for teachers* by M. McKenna & D. Kear, (1990) *Reading Teacher*, 43 (9), p. 630-638. Copyright by Paws, Inc. Reprinted with permission.

Elementary Reading Attitude Survey

School _____ Grade _____ Name _____

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

1.	How do you feel when you read a book on a rainy Saturday?				
2.	How do you feel when you read a book in school during free time?				
3.	How do you feel about reading for fun at home?				
4.	How do you feel about getting a book for a present?				

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

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

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

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

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

13.	How do you feel about reading in school?				
14.	How do you feel about reading your school books?				
15.	How do you feel about learning from a book?				
16.	How do you feel when it's time for reading in class?				

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

17.	How do you feel about stories you read in reading class?				
18.	How do you feel when you read out loud in class?				
19.	How do you feel about using a dictionary?				
20.	How do you feel about taking a reading test?				

Appendix
Technical Aspects of the Elementary Reading Attitude Survey

The norming project

To create norms for the interpretation of scores, a large-scale study was conducted in late January 1989, at which time the survey was administered to 18,138 students in Grades 1–6. A number of steps were taken to achieve a sample that was sufficiently stratified (i.e., reflective of the American population) to allow confident generalizations. Children were drawn from 95 school districts in 38 U.S. states. The number of girls exceeded by only 5 the number of boys. Ethnic distribution of the sample was also close to that of the U.S. population (*Statistical abstract of the United States*, 1989). The proportion of blacks (9.5%) was within 3% of the national proportion, while the proportion of Hispanics (6.2%) was within 2%.

Percentile ranks at each grade for both subscales and the full scale are presented in Table 1. These data can be used to compare individual students' scores with the national sample and they can be interpreted like achievement-test percentile ranks.

Table 1
Mid-year percentile ranks by grade and scale

Raw Ser	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6		
	Rec	Aca	Tot	Rec	Aca	Tot	Rec	Aca	Tot	Rec	Aca	Tot	Rec	Aca	Tot	Rec	Aca	Tot
80			99			99			99			99			99			99
79			95			96			98			99			99			99
78			93			95			97			98			99			99
77			92			94			97			98			99			99
76			90			93			96			97			98			99
75			88			92			95			96			98			99
74			86			90			94			95			97			99
73			84			88			92			94			97			98
72			82			86			91			93			96			98
71			80			84			89			91			95			97
70			78			82			86			89			94			96
69			75			79			84			88			92			95
68			72			77			81			86			91			93
67			69			74			79			83			89			92
66			66			71			76			80			87			90
65			62			69			73			78			84			88
64			59			66			70			75			82			86
63			55			63			67			72			79			84
62			52			60			64			69			76			82
61			49			57			61			66			73			79
60			46			54			58			62			70			76
59			43			51			55			59			67			73
58			40			47			51			56			64			69
57			37			45			48			53			61			66
56			34			41			44			48			57			62
55			31			38			41			45			53			58
54			28			35			38			41			50			55

Elementary Reading Attitude Survey Scoring Sheet

Student Name _____

Teacher _____

Grade _____ Administration Date _____

Scoring Guide

4 points	Happiest Garfield
3 points	Slightly smiling Garfield
2 points	Mildly upset Garfield
1 point	Very upset Garfield

Recreational reading

Academic reading

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

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

Raw Score: _____

Raw Score: _____

Full scale raw score (Recreational + Academic): _____

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

APPENDIX G
INTERVIEW QUESTIONS

Interview Questions

Part I

Directions: Use the prompts and questions to engage three – five students in a natural conversation about reading. Avoid using instructional jargon (narrative or informational text) to minimize the chance of leading the conversation. Familiarize yourself with the questions prior to the interview. Follow up on interesting responses to gain a fuller understanding the student(s) reading experience.

Narrative Text Prompt:

I really like books and I enjoy talking about the ones I like. Today, I would like to hear about the books you have read.

1. Take a few minutes to think about the stories and books you have read (wait time). Now tell me about the most interesting story or book you have ever read.
2. Why was the story interesting?
3. How did you find out about the book?

Informational Text Prompt:

Sometimes we read to find out about something that we think is interesting. For example, a student I worked with enjoyed reading about spiders. I am going to ask you some questions about things you think are interesting and would enjoy reading about it in a book.

1. Think about something important or interesting that you learned about. Not from your teacher and not from television, but from something you read (wait time).
Tell me what you learned.

2. Did the information come from a book, magazine or the internet?
3. Why was reading about _____ important or interesting?

Part II

The following questions will provide general information regarding reading habits and academic reading vocabulary.

General Reading:

1. When was the last time you read a book?
2. What did you read?
3. Do you have a book that you are reading in your desk, backpack, or locker?
4. Tell me about the book?
5. Who is your favorite author?
6. Where do you or people you know get their books?
7. Do you have any interesting books in your classroom?
8. Have you ever talked about genre in school?
9. Tell me about genre?
10. What is a genre that you like? (explain genre if necessary)
11. Tell me about any books that you would like to read?
12. If you could have only one book about anybody or anything, what would you want that book to be about?

Part III

The following questions will provide information regarding the reasons students read.

1. Do you like to read?
2. Do you know any students who don't like to read? (If all responses to question #1 are yes, follow up with question #2.)
3. Can you tell me why some students like to read?
4. Can you tell me why some students don't like to read?
5. Is a book a good gift?
6. What kind of things other than books do you read?
7. What can teachers do to make reading enjoyable?

APPENDIX H
READING LOG SAMPLE

Reading Log Sample

Name: John Smith

Book Title: The Diary of a Wimpy Kid

Author: Jeff Kinney

Color the stars to rate the book:

I give this book: ☆☆☆☆☆

- 1 Star = I don't think this is a good book
- 2 Stars = I think this book is so-so
- 3 stars = I think this book is a good book
- 4 Stars = I think this book is very good
- 5 Stars = I think this book is excellent

DATE	Page Numbers Read
1-30-16	1 -20
1-31-16	21-35
2-1-16	36 – 50

APPENDIX I
LIST OF DONORS AND SCHOLARSHIPS

LIST OF DONORS & SCHOLARSHIPS

1. Oakland University Department of Reading and Language Arts
2. Caity Anast, Sales and Marketing Coordinator, Albert Whitman & Company
3. Barbara Campbell, Director Educational Resource Laboratory, School of Education and Human Services
4. Michael Freeman, Account manager, Dorling Kindersley
5. Nick Glass, Founder, TeachingBooksDotNet
6. Donna Raymond, Director, Accreditation and Reporting School of Education and Human Services
7. Doris Taylor, Sales and Marketing coordinator, Bearport Press
8. Senior Vice President for Academic affairs and Provost, James, Lentini, Oakland University, Graduate Research Scholarship

APPENDIX J

LIST OF ALL BOOKS INCLUDED IN THE BOOK FLOOD

Author	Title	Year	Publisher
Abdel-Fattah, R.	The Friendship Matchmaker Goes Undercover	2012	Bloomsbury
Abdul-Jabbar, K.	What Color Is My World?	2013	Candlewick Press
Acher, D.	Urgency Emergency: Itsy Bitsy Spider	2013	Albert Whitman
Acher, D.	Urgency Emergency: Big Bad Wolf	2013	Albert Whitman
Acher, D.	Urgency Emergency: Little Elephant's Blocked Trunk	2014	Albert Whitman
Adderson, C.	Jasper John Dooley: Left Behind	2013	Kids Can Press
Adkins, J.	What If You Met A Cowboy?	2013	Roaring Brook Press
Aguirre, J.	Dragons Beware!	2015	First Second
Allan Morey, A.	Birds	2015	Amicus
Allegra, M.	Sarah Gives Thanks	2012	Albert Whitman
Allen, C.	The Magnificent Mya Tibbs	2016	HarperCollins
Allen, E.	Enchanted Sisters: Autumn's Secret Gift	2014	Bloomsbury
Alter, A.	A New Arrival	2016	Knopf
Anastasio, D.	What Is The Super Bowl?	2015	Grosset & Dunlap
Andrus, A.	Small to Scary Animals	2016	Scholastic
Angleberger, T.	Art2-D2's Guide To Folding And Doodling	2013	Abrams
Arlon, P.	Scholastic Discover More: Reptiles	2013	Scholastic
Arlon, P.	Scholastic Discover More: Weather	2013	Scholastic
Arlon, P.	Penguins	2012	Scholastic
Arlon, P.	Discover More Animal Faces	2015	Scholastic
Arnold, T.	Fly Guy Presents Insects	2015	Scholastic
Arnold, T.	Ride, Fly Guy, Ride!	2012	Cartwheel Books
Arnold, T.	I Spy Fly Guy	2009	Scholastic
Arnold, T.	Fly High, Fly Guy!	2008	Cartwheel Books
Arnold, T.	Hooray For Fly Guy!	2008	Cartwheel Books
Arnold, T.	Huggly's Christmas	2001	Scholastic
Arnold, T.	Prince Fly Guy	2015	Scholastic

Author	Title	Year	Publisher
Auch, M. J.	One Plus One Equals Blue	2013	Holt
Baker, E.D.	The Perfect Match	2015	Bloomsbury
Baker, M.	If You Find This	2015	Little Brown and Co
Balliett, B.	Pieces And Players	2015	Scholastic
Baltzer, R.	Monsters And Other Mythical Creatures	2015	Abdo Publishing
Banerjee-Divakaruni, C.	Grandma And The Great Gourd	2013	Roaring Brook
Banks, K.	Boy's Best Friend	213	Farrar Straus Giroux
Baptiste, T.	The Jumbles	2016	Scholastic
Bardoe, C.	Gregor Mendel: The Friar Who Grew Peas	2006	Abrams Books for Young Readers
Barrett, J.	The Marshmallow Incident	2009	Scholastic
Bass, G.	Secret Santa Agent Of X.M.A.S.	2010	Scholastic
Bateman, T.	The Bully Blockers Club (Albert Whitman Prairie Paperback)	2006	Albert Whitman
Bauer, J.	Almost Home	2012	Penguin
Beaty, A.	Fluffy Bunnies 2: The Schnoz of Doom	2015	Amulet
Beauvais, C.	Sleuth On Skates	2015	Holiday House
Beck, P.	Predator Splashdown	2015	Scholastic
Beck, P.	Gross Science	2011	Scholastic
Becker, H.	Zoobots	2014	Kids Can Press
Beechwood, B.	Side By Side	2008	Disney
Bentley, S.	Magic Bunny: Dancing Days	2014	Scholastic
Berk, S.	Dance Divas	2013	Bloomsbury
Berne, E.	World's Scariest Prisons	2014	Scholastic
Bildner, P.	A Whole New Ballgame	2015	Farrar Straus Giroux
Bildner, P.	The Soccer Fence	2014	Penguin
Bildner, P.	The Greatest Game ever Played	2006	Penguin
Birney, B.	Trouble According To Humphrey	2007	Scholastic
Birney, B.	Friendship According To Humphrey	2015	Scholastic
Birney, B.	Secrets According To Humphrey	2015	Scholastic
Birney, B.	Adventure According To Humphrey	2014	Scholastic

Author	Title	Year	Publisher
Birney, B.	Mysteries According To Humphrey	2012	Scholastic
Birney, B.	School Days According To Humphrey	2011	Scholastic
Birney, B.	The World According To Humphrey	2008	Scholastic
Birtha, B.	Lucky Beans	2010	Albert Whitman
Bishop, N.	Frogs	2008	Scholastic
Biskup, A.	Super Cool Science And Engineering Activities with Max Axiom, Super Scientist	2015	Capstone
Black, J.	Head to Head Legends	2013	Scholastic
Blake, K.	Bodie	2015	Bearport
Blank, C.	Beverly Gray Freshman	1934	Grosset & Dunlap
Blume, J.	Tales Of A Fourth Grade Nothing	2002	Scholastic
Bodden, V.	Kevin Durant	2015	Creative Education
Bolden, T.	George Washington Carver	2008	Abrams Books for Young Readers
Booth, C.	Kinda Like Brothers	2015	Scholastic
Boyer, C.	That's Deadly!	2015	National Geographic Kids
Bracken, A.	Star Wars: A New Hope The Princess, The Scoundrel, And The Farm Boy	2015	Disney Lucasfilm Press
Brannen, S.	Madame Martine	2015	Albert Whitman
Breitrose, P.	Mouse Mission	2015	Disney Hyperion
Bridges, R.	Through My Eyes	1999	Scholastic
Brown, C.	Hypnotize A Tiger	2015	Henry Holt and Company
Brown, D.	Who Is Malala Yousafzai?	2015	Grosset & Dunlap
Brown, D.	Henry And The Cannons	2013	Roaring Brook
Brown, J.	Darth Vader And Friends	2015	Chronicle Books
Brown, J.	Life On Mars	2014	Bloomsbury
Buckley, J.	Who Is Muhammad Ali?	2014	Grosset & Dunlap
Burgan, M.	World War 2 Pilots	2015	Capstone

Author	Title	Year	Publisher
Burks, J.	Bird & Squirrel On The Edge	2015	Scholastic
Calhoun, D.	After The River The Sun	2013	Atheneum Books for Young Readers
Callery, S.	Branches of The Military	2015	Scholastic
Calmenson, S.	Teacher's Pets	2014	Henry Holt
Cammuso, F.	The Misadventures of Salem Hyde: Spelling Trouble	2013	Amulet
Carbone, C.	Macbeth #Killing It	2016	Random House
Carman, P.	Omega Rising	2016	Random House
Carson, M.	The Park Scientists	2014	Houghton Mifflin
Carter, A.	Don't Judge A Girl By Her Cover	2011	Scholastic
Castaldo, N.	Sniffer Dogs	2014	Houghton Mifflin
Castellucci, C.	Moving Target	2015	Disney Lucasfilm Press
Caszatt-Allen, W.	Paleojoe's Dinosaur Detective Club: Raptor's Revenge	2007	Mackinac Island Press
Caszatt-Allen, W.	Secret Sabertooth (#3 In Paleojoe's Dinosaur Detective Club Series) (Paleojoe's Dinosaur Detective Club)	2007	Mackinac Island Press
Caszatt-Allen, W.	Paleojoe's The Disappearance of Dinosaur Sue	2006	Mackinac Island Press
Caszatt-Allen, W.	Stolen Stegosaurus (#2 In Paleojoe's Dinosaur Detective Club Series) (Paleojoe's Dinosaur Detective Club)	2006	Mackinac Island Press, Inc.
Cervantes, A.	Gaby, Lost And Found	2013	Scholastic
Chandler Warner, G.	The Boxcar Children Guide To Adventure	2014	Albert Whitman
Chandler Warner, G.	Mystery Of The Fallen Treasure	2013	Albert Whitman
Chandler Warner, G.	The Return Of The Graveyard Ghost	2013	Albert Whitman
Chandler Warner, G.	Spooktacular Special	2013	Albert Whitman

Author	Title	Year	Publisher
Chandler Warner, G.	Boxcar Children: Blue Bay Mystery	1989	Albert Whitman
Chandler Warner, G.	The Lighthouse Mystery (Boxcar Children)	1990	Albert Whitman
Chandler Warner, G.	Mountain Top Mystery	1990	Albert Whitman
Chandler Warner, G.	Schoolhouse Mystery (Boxcar Children)	1990	Albert Whitman
Chandler Warner, G.	The Woodshed Mystery (Boxcar Children)	1990	Albert Whitman
Chandler Warner, G.	The Boxcar Children (Boxcar Children #1)	1989	Albert Whitman
Chandler Warner, G.	Mike's Mystery (Boxcar Children)	1989	Albert Whitman
Chandler Warner, G.	The Yellow House Mystery	1989	Albert Whitman
Chandler Warner, G.	Mystery Ranch (Boxcar Children)	1989	Albert Whitman
Cheng, A.	The Year Of The Baby	2013	Houghton Mifflin Harcourt
Chilton, A.	The Goblin's Puzzle	2016	Knopf
Chin, J.	Gravity	2014	Roaring Brook
Choldenko, G.	Al Capone Does My Shirts	2004	Bloomsbury Publishing PLC
Christensen, B.	A Single Pebble	2013	Roaring Brook
Christopher, M.	Slam Dunk (Matt Christopher Sports Fiction)	2004	Little, Brown Young Readers
Christopher, M.	Soccer Scoop: Who's Making A Fool Of Mac? (Matt Christopher Sports Fiction)	1998	Little, Brown Young Readers
Christopher, M.	The Comeback Challenge (Matt Christopher Sports Series)	1996	Little, Brown Young Readers
Christopher, M.	Karate Kick	2009	Little Brown & Co
Christopher, M.	The Basket Counts	1991	Little, Brown and Company
Christopher, M.	Catch That Pass!	1989	Little, Brown and Company

Author	Title	Year	Publisher
Christopher, M.	The Kid Who Only Hit Homers (Matt Christopher Sports Series)	1986	Little, Brown Young Readers
Claybourne, A.	100 Most Disgusting Things On The Planet	2010	Scholastic Paperbacks
Cleary, B.	Ribsy	1964	Scholastic
Clements, A.	Extra Credit	2009	Atheneum Books for Young Readers
Clements, A.	Trouble-Maker	2011	Atheneum
Clements, A.	Extra Credit	2009	Atheneum
Clements, A.	Frindle	2003	Scholastic
Clifton, L.	Seeking Cassandra	2016	Holiday House
Cline-Ransome, L.	Words Set Me Free	2012	Simon & Schuster Children's Publishing
Cobb, A.	Band Geeks: Snaring The Trumpet	2015	Abdo Publishing
Cole, H.	Brambleheart	2016	HarperCollins
Coleman, E.	White Socks Only	1999	Albert Whitman
Collard, S.	Most Fun Book Ever About Lizards	2012	Charlesbridge
Colson, R.	Dinosaurs And Other Prehistoric Animals (Bone Collection)	2014	Scholastic
Colson, R.	Bone Collection: Animals	2013	Scholastic
Conkling, W.	Sylvia & Aki	2013	Random House Children's Books
Connor, B.	On The Road To Mr. Mineo's	2012	Frances Foster Books
Cooper, I.	Thanks To Lucy	2013	Random House
Copeland, M.	Firebird	2014	Penguin
Coy, J.	For Extreme Sports-Crazy Boys Only	2015	Feiwel & Friends

Author	Title	Year	Publisher
Coy, J.	Game Changer	2015	Carolrhoda Books
Cronin, D.	The Chicken Squad: The First Misadventure	2013	Scholastic
Crowl, M.	Eden's Wish	2015	Disney Hyperion
Cummings, T.	Pop Of The Bumpy Mummy	2015	Scholastic
Cummings, T.	Flurry Of The Snombies	2015	Scholastic
Cummings, T.	Day Of The Night Crawlers	2013	Branches
Cummings, T.	Attack Of The Shadow Smashers	2013	Branches
Cummins, J.	Flying Solo	2013	Roaring Brook
Curtis, C.	The Madman Of Piney Woods	2014	Scholastic
Cusick, D.	Cool Animal Names: Porcupinefish, Zebra Eels, Leopard Geckos, Owl Monkeys, Giraffe Beetles, & 251 Other Bizarre Creatures	2011	Imagine
Cusick, D.	Get the Scoop on animal Puke!	2014	Imagine
Daly, C.	The Ghost Of Christmas Past	2012	Scholastic
Darnton, K.	Chloe In India	2016	Delacorte
David, E.	Anna & Elsa	2015	Random House
Davis Pinkney, A.	Peace Warriors	2013	Scholastic
Davis Pinkney, A.	Sit-In	2010	Little, Brown Books for Young Readers
Day-George, J.	Wednesdays In The Tower	2013	Bloomsbury
De La Pena, M.	Infinity Ring #4	2013	Scholastic
Diaz-Gonzalez, C.	Moving Target	2015	Scholastic Inc.
DiCamillo, K.	Flora & Ulysses	2013	Candlewick
Diggs, T.	Mixed Me	2015	Feiwel & Friends
Dillard, S.	Mouse Scouts	2016	Knopf
Dillard, S.	Make A Difference	2015	Knopf
Dilloway, M.	Momotaro: Xander and the Lost Island of Monsters	2016	Disney Books
Dinerstein, E.	What Elephants Know	2016	Disney Books
Disney Book Group	Star Wars The Original Trilogy Stories	2015	Disney Lucasfilm Press

Author	Title	Year	Publisher
Disney Book Group	5-Minute Star Wars Stories	2015	Disney Lucasfilm Press
Donohue, M.	Alfie The Apostrophe	2010	Albert Whitman
Dower, L.	Sunny And The Royal Party	2013	Disney Hyperion
Dower, L.	Sunny And The Snowy Surprise	2013	Disney Hyperion
Dower, L.	Sunny And The Secret Passage	2013	Disney Hyperion
Draper, S.	The Backyard Animal Show	2012	Simon & Schuster
Draper, S.	Shadows Of Caesar's Creek	2011	Aladdin
Draper, S.	Lost In The Tunnel Of Time	2011	Aladdin
Draper, S.	The Buried Bones Mystery	2011	Aladdin
Draper, S.	The Space Mission Adventure	2012	Aladdin
Duffy, C.	Fairy Tale Comics	2013	First Second
Durst, S.	The Girl Who Could Not Dream	2015	Clarion Books
Earhart, K.	Savanna Showdown (Race The Wild)	2016	Scholastic
Earhart, K.	Race The Wild Course #1	2015	Scholastic
Eaton, M.	The Flying Beaver Brothers And The Crazy Critter Race	2015	Knopf
Edwards, R.	Who Is Barack Obama?	2009	Penguin Group USA
Elliott, R.	Eva's Treetop Festival	2015	Scholastic
Ellsworth, M.	Gertrude Chandler Warner And The Boxcar Children	1997	Albert Whitman
Engle, M.	Mountain Dog	2013	Henry Holt and Company
English, K.	Don't Feed The Geckos!	2015	Clarion Books
English, K.	The Carver Chronicles: Skateboard Party	2014	Houghton Mifflin
English, K.	Nikki And Deja: Substitute Trouble	2013	Clarion Books
English, K.	The Carver Chronicles: Dog Days	2013	Clarion Books
English, K.	Nikki & Deja: Wedding Drama	2012	Houghton Mifflin Harcourt

Author	Title	Year	Publisher
English, K.	Nikki & Dejah: Election Madness	2011	Sandpiper
English, K.	Nikki & Dejah	2010	Sandpiper
English, K.	Nikki And Dejah	2009	Sandpiper
English, K.	Nikki & Dejah	2009	Clarion Books
Evans, D.	The Classroom At The End Of The Hall	1997	Scholastic
Evans, K.	A Bundle Of Sticks	1971	Albert Whitman
Eyre, L.	The Mean Girl Meltdown	2015	Scholastic
Feder, S.	Daisy's Defining Day	2013	Kids Can Press
Ferraiolo, J.	The Big Splash	2011	Amulet Books
Ferrari, A.	Star Wars: Original Trilogy Graphic Novel	2016	Disney Lucasfilm
Finne, S.	Golden Retrievers	2015	Abdo Publishing
Fleming, C.	The Fabled Fourth Graders of Aesop Elementary School	2007	Scholastic
Fleming, I.	Chitty Chitty Bang Bang	2013	Candlewick Press
Fletcher, S.	Dadblamed Union Army Cow	2007	Candlewick
Fletcher, S.	Walk Across The Sea	2001	Atheneum
Fletcher, S.	Flight Of The Dragon Kyn	1993	Atheneum
Floca, B.	Moonshot: The Flight Of Apollo 11	2009	Atheneum/Richard Jackson Books
Floca, B.	Lightship	2007	Atheneum/Richard Jackson Books
Flor-Ada, A.	Yes! We Are Latinos	2013	Charlesbridge
Foreman, M.	The Seeds Of Friendship	2015	Candlewick
Franklin, J.	I'm An Alien And I Want To Go Home	2015	Clarion Books
Frazer-Blakemore, M.	The Water Castle	2013	Bloomsbury
Frazier, S.	Cleo Edison Oliver Playground Millionaire	2016	Arthur A. Levine Books
Freeman, M.	Strudel's Forever Home	2016	Holiday House
Fry, J.	The Weapon Of A Jedi	2015	Disney Lucasfilm Press
Fry, J.	Star Wars Rebels Servants Of The Empire: Imperial Justice	2015	Disney Lucasfilm Press

Author	Title	Year	Publisher
Funaro, G.	Alistair Grim's Odd Aquaticum	2016	Disney Hyperion
Funke, C.	The Pirate Pig	2015	Random House Books for Young Readers
Furgang, K.	National Geographic Animal Records	2015	Scholastic
Galante, C.	Willa Bean To The Rescue	2013	Random House
Gemeinhart, D.	The Honest Truth	2015	Scholastic
George, S.	Who Put The Cookies In The Cookie Jar?	2013	Henry Holt
George, K.	The Enchanted Egg	2015	Disney Hyperion
Gerstein, M.	How To Bicycle To The Moon To Plant Sunflowers	2013	Roaring Brook Press
Gilbert-Murdock, C.	Heaven Is Paved With Oreos	2013	Houghton Mifflin
Gilson, J.	My Teacher Is An Idiom	2015	Houghton Mifflin
Glass, C.	Minnie & Daisy Best Friends Forever #1: Much Ado About Juliet	2013	Disney Press
Glenn, S.	Good Sports	2013	Sandpiper/Houghton Mifflin Harcourt
Goodman, S.	The First Step: How one girl put segregation on trial	2016	Bloomsbury
Gordon-Bruening, S.	Sweet Feet	2013	Bloomsbury
Grabenstein, C.	Mr. Lemoncello's Library Olympics	2016	Random House
Grabenstein, C.	The Island of Dr. Libris	2015	Random House
Grabenstein, C.	I Totally Funniest		Random House
Graff, L.	Absolutely Almost	2014	Scholastic
Gratz, A.	The League Of Seven	2014	Starscape
Gray, S.	Oceans	2015	DK Publishing
Green, D.	Sparkling Jewel	2015	Scholastic
Green, D.	Scholastic Discover More	2013	Scholastic
Green, T.	Home Run	2016	HarperCollins
Greenwald, T.	Charlie Joe Jackson's Guide To Summer Vacation	2013	Roaring Brook Press
Greenwald, T.	Jack Strong Takes A Stand	2013	Roaring Brook Press
Greenwald, T.	Crime Biters!		Scholastic

Author	Title	Year	Publisher
Grey, C	Flight Of The King	2015	Disney Hyperion
Griffiths, A.	The 13-Story Treehouse	2013	Feiwel & Friends
Grigsby, S.	First Peas To The Table	2012	Albert Whitman
Grimes, N.	Make Way For Dyamonde Daniel	2010	Puffin
Grine, C.	Chickenhare	2013	Graphix / Scholastic
Guiberson, B.	Mummy Mysteries (My Readers Level 3): Tales From North America	2013	Square Fish
Guiberson, B.	Frog Song	2012	Henry Holt and Company
Gutman, D.	Ms. Cuddly Is Nutty	2015	Scholastic
Gutman, D.	Mr. Granite Is From Another Planet	2015	Scholastic
Gutman, D.	Coach Hyatt Is A Riot	2009	Scholastic
Gutman, D.	Officer Spence Makes No Sense	2009	Scholastic
Gutman, D.	Mrs. Dole Is Out Of Control	2008	Scholastic
Gutman, D.	Mr. Sunny Is Funny	2008	Scholastic
Hale, B.	Big Bad Detective Agency	2015	Scholastic
Hammond, P.	Dinosaurs Of The Jurassic World And Beyond	2015	Scholastic
Hannigan, K.	Ida B: . . . And Her Plans To Maximize Fun, Avoid Disaster, And (Possibly) Save The World (Bank Street College Of Education Josette Frank Award (Awards))	2004	Greenwillow
Harness, C.	Flags Over America	2014	Albert Whitman
Haskins-Houran, L.	How To Spy On A Shark	2015	Albert Whitman
Hayes, J.	Don't Say A Word, Mamá =	2013	Cinco Puntos Press
Heather, A.	Step Into The Spotlight!	2015	Scholastic
Heder, T.	The Bear Report		Abrams
Helakoski, L.	Woolbur	2008	HarperCollins
Henkes, K.	The Year of Billie Miller	2013	HarperCollins
Henkes, K.	Olive's Ocean	2003	Greenwillow Books
Hennesy, C.	Pandora Gets Frightened	2013	Bloomsbury
Herman, G.	Who Is Derek Jeter?	2015	Grosset & Dunlap

Author	Title	Year	Publisher
Hicks, B.	The Worm Whisperer	2013	Roaring Brook
Hicks, D.	Tower Of The Five Orders	2013	Houghton Mifflin
Hill, K.	Bo At Ballard Creek	2013	Henry Holt
Hillestad-Butler, D.	The Buddy Files: The Case Of The Library Monster	2012	Albert Whitman
Hillestad-Butler, D.	The Case Of The Fire Alarm	2011	Albert Whitman
Hillestad-Butler, D.	The Buddy Files: The Case of the Missing Family	2010	Albert Whitman
Hillestad-Butler, D.	The Buddy Files: The Case of the Mixed-Up Mutts	2010	Albert Whitman
Hillestad-Butler, D.	The Buddy Files: The Case of the Lost Boy	2010	Albert Whitman
Hillestad-Butler, D.	The Buddy Files	2010	Albert Whitman
Hillestad-Butler, D.	The Buddy Files - The Case Of The School Ghost	2010	Albert Whitman
Himekawa, A	The Legend of Zelda: Ocarina Of Time Part 1	2008	VIZ Media LLC
Hinshaw-Patent, D.	Super Sniffers	2014	Bloomsbury
Hobbs, V.	Wolf	2013	Macmillan
Hoffman, A.	Aquamarine	2001	Scholastic
Holm, J.	Comics Squad	2014	Random House
Holm, J.	The Fourteenth Goldfish	2014	Random House
Holm, J.	Sunny Side Up	2015	GRAPHIX
Hood, S.	Leaps And Bounce	2016	Disney Books
Hopkinson, D.	Annie And Helen	2012	Schwartz & Wade Books
Hosler, J.	The Last Of The Sandwalkers	2015	First Second
Humphreys, J.	Child Soldier :	2015	CitizenKid
Hunter, E.	Seekers Smoke Mountain	2009	HarperCollins
Hurwitz, J.	Fourth-Grade Fuss	2009	Scholastic
Irvine, A.	The Avengers	2015	Little, Brown and Company
Irvine, A.	The Incredible Hulk	2015	Little, Brown and Company
Irvine, A.	Thor	2015	Little, Brown and Company

Author	Title	Year	Publisher
Irvine, A.	Captain America	2014	Little, Brown and Company
Irvine, A.	Iron Man	2014	Little, Brown and Company
Isabella, J.	The Red Bicycle :	2015	CitizenKid
Iserles, I.	Foxcraft, The Taken Book 1	2015	Scholastic
Jackson, A.	Chris Paul	2015	Mason Crest
Jackson, T.	The Magic School Bus: Polar Animals	2015	Scholastic
Jackson, T.	The Magic School Bus Presents Insects	2015	Scholastic
Jackson, T.	Magic School Bus Presents: Volcanoes & Earthquakes	2014	Scholastic
Jackson, T.	The Magic School Bus Presents The Rain Forest	2014	Scholastic
Jackson, T.	The Magic School Bus: Dinosaurs	2015	Scholastic
Jenkins, S.	The Animal Book	2013	Houghton Mifflin
Jenkins, S.	Eye To Eye	2014	Houghton Mifflin
Joiner, S.	After the Ashes	2015	Holiday House
Jones, C.	Time Stoppers	2016	Bloomsbury
Jones, G.	Ninja Meerkats #5: The Tomb Of Doom	2012	Square Fish
Jones, G.	Ninja Meerkats: Big City Bust-Up	2012	Square Fish
Jones, U.	Beauty And The Beast	2012	Albert Whitman
Jones, U.	The Princess Who Had No Kingdom	2009	Albert Whitman
Joy-Singleton, L.	The Curious Cat Spy Club	2015	Albert Whitman
Joy-Singleton, L.	The Mystery Of The Zorse's Mask	2015	Albert Whitman
Jung, M.	Unidentified Suburban Object	2016	Arthur A. Levine Books
Katz, A.	The Day The Mustache Took Over	2015	Bloomsbury
Kchodl, J.	Raptor's Revenge	2007	Mackinac Island
Kchodl, J.	The Disappearance of Dinosaur Sue	2006	Mackinac Island
Kearney, M.	Trouper	2013	Scholastic

Author	Title	Year	Publisher
Kehret, P.	Shelter Dogs: Amazing Stories Of Adopted Strays	2003	Albert Whitman
Kehret, P.	Small Steps: The Year I Got Polio	2000	Albert Whitman
Keller, L.	Bowling Alley Bandit	2013	Christy Ottaviano Books
Kelley Puckett	Batman's Dark Secret	2016	Scholastic
Kelley, K.	Basketball Superstars 2016	2016	Scholastic
Kelley, K.	Football Superstars 2015	2015	Scholastic
Kelley, K.	Quarterback Superstars 2015	2015	Scholastic
Kelly, D.	The Wrigley Riddle	2013	Random House
Kelly, E.	Blackbird Fly	2015	HarperCollins
Kerrin, J.	A Narrow Escape	2013	Kids Can Press
Ketteman, H.	The Ghosts Go Haunting	2014	Albert Whitman
Ketteman, H.	Armadilly Chili	2008	Albert Whitman
Kibuishi, K	Escape From Lucien	2014	Amulet
Kibuishi, K	Amulet Book Five	2012	GRAPHIX
Kibuishi, K	Amulet : Book Four - The Last Council	2011	Scholastic
Kibuishi, K	The Cloud Searchers	2010	Scholastic
Kibuishi, K	Amulet: The Stonekeeper's Curse	2009	GRAPHIX
Kibuishi, K	Amulet: The Stonekeeper	2008	GRAPHIX
Kimmel, E.	Sopa De Cactus/ Cactus Soup	2007	Marshall Cavendish Children's Books
King, B.	The Drake Equation	2016	Disney Books
Kinney, J.	Diary Of A Wimpy Kid	2015	Amulet
Kinney, J.	Diary Of A Wimpy Kid: The Long Haul	2014	Amulet
Kinney, J.	Diary Of A Wimpy Kid 8: Hard Luck	2013	Abrams
Kinney, J.	Diary Of A Wimpy Kid The Third Wheel	2012	Amulet
Kinney, J.	Diary Of A Wimpy Kid Cabin Fever	2011	Amulet
Kinney, J.	Diary Of A Wimpy Kid: The Ugly Truth	2010	Scholastic

Author	Title	Year	Publisher
Kinney, J.	Diary Of a Wimpy Kid: The Last Straw	2009	Scholastic
Kinney, J.	Diary Of A Wimpy Kid Dog Days	2009	Scholastic
Kinney, J.	Diary Of A Wimpy Kid Rodrick Rules	2008	Scholastic
Kinney, J.	Diary Of A Wimpy Kid	2007	Scholastic
Kinney, P.	Who Is Jeff Kinney?	2014	Scholastic
Kirby, M.	Infinity Ring: Cave of Wonders	2013	Scholastic
Kirby, S.	Captain Awesome And The Ultimate Spelling Bee	2013	Little Simon
Kirk Kim, D.	Tune	2013	First Second
Klimo, K.	Fala	2016	Random House
Klimo, K.	Sweetie	2015	Random House
Klimo, K.	Dash	2014	Random House
Klimo, K.	The Dragon At The North Pole	2013	Random House
Klise, K.	Hollywood, Dead Ahead	2013	Harcourt
Kogge, M.	Star Wars Rebels: Battle To The End	2015	Disney Lucasfilm Press
Kooser, T.	House Held Up By Trees	2012	Candlewick Press
Korman, G.	Masterminds	2016	HarperCollins
Korman, G.	Unleashed	2015	Scholastic
Korman, G.	Dive: The Danger	2003	Scholastic
Krishnaswami, U.	The Girl Of The Wish Garden	2013	Groundwood
Krosoczka, J.	Platypus Police Squad	2013	Walden Pond Press
Krull, K.	Women Who Broke The Rules	2016	Bloomsbury
Krull, K.	The Beatles Were Fab (And They Were Funny)	2013	Harcourt Children's Books
Krull, K.	Louisa May's Battle	2013	Walker & Co.
Kurtz, C.	The Adventures Of A South Pole Pig	2013	Harcourt
Kurtz, K.	A Day In The Deep	2013	Sylvan Dell
Lacey, J.	The Dragonsitter	2012	Little Brown and Co
Lang, H.	The Original Cowgirl	2015	Albert Whitman
Larios, J.	Imaginary Menagerie: A Book Of Curious Creatures	2008	Harcourt Children's Books

Author	Title	Year	Publisher
Larson, K.	Audacity Jones to the Rescue	2016	Scholastic
Larson, K.	Duke	2013	Scholastic
Lawrence, I.	The Skeleton Tree	2016	Delacorte
Lee Stone, T.	Who Says Women Can't Be Doctors?	2013	Christy Ottaviano Books/Henry Holt and Co.
Lee, J.	Elvis And The Underdogs	2013	Balzer Bray
Lee, S.	The Zodiac Legacy	2016	Disney Books
Leitich-Smith, G.	Borrowed Time	2015	Clarion Books
Leitich-Smith, G.	Little Green Men At The Mercury Inn	2014	Roaring Brook Press
Levine Ain, B.	Starring Jules (As Herself)	2013	Scholastic
Levine, K.	Hana's Suitcase	2012	Random House
Lewin, T.	How To Babysit A Leopard	2015	Roaring Brook Press
Lindman, M.	Flicka, Ricka, Dicka Bake a Cake	2013	Albert Whitman
Lindman, M.	Flicka, Ricka, Dicka and the Little Dog	2013	Albert Whitman
Lindman, M.	Flicka, Ricka, Dicka and Their New Skates	2011	Albert Whitman
Lipert, M.	Head, Body, Legs: A Story From Liberia	2002	Henry Holt
Litton, J.	Mesmerizing Math	2013	Templar
Litwin, M.	The Amazing IncrediBull	2015	Albert Whitman
Litwin, M.	Welcome to Bermooda: Crown of the Cowibnean	2014	Albert Whitman
Lloyd, N.	The Key to Extraordinary	2016	Scholastic
Loreen, L.	Amazing Plant Powers	2015	Holiday House
Lowitz, L.	Up From The Sea	2016	Random House
Lowry, L.	Anastasia Off Her Rocker	2015	HMH Books For Young Readers
Lowry, L.	Anastasia Krupnik	1989	Houghton Mifflin
Lowry, L.	Anastasia At Your Service	2014	Houghton Mifflin Harcourt
Loxton, D.	Pterosaur Trouble	2013	Kids Can Press
Lubar, D.	Dinosaur Disaster	2013	Scholastic
Lucas-Donald, R.	Dino Tracks	2013	Sylvan Dell
Ludwig VanDerwater, A.	Forest Has A Song	2013	Clarion Books

Author	Title	Year	Publisher
Lunde, D.	Dirty Rats	2015	Charlesbridge
Lynch, B.	Raphael	2015	Abdo Publishing
Lynch, P.	The Boy Who Fell Off The Mayflower, Or John Howland's True Story	2015	Candlewick
Macaulay, D.	Toilet	2013	Roaring Brook Press
MacDonald, M.	Fat Cat: A Danish Folktale	2001	August House
Mack, W.	Athlete Vs. Mathlete	2014	Bloomsbury
Mack, W.	Athlete Vs. Mathlete	2013	Bloomsbury
Mack, W.	Athlete Vs. Mathlete	2013	Bloomsbury Children
Mackler, C.	Best Friend Next Door	2015	Scholastic
MacLachlan, P.	The Truth Of Me	2013	HarperCollins
MacLachlan, P.	The Boxcar Children Beginning	2012	Albert Whitman
MacLeod, E.	A History Of Just About Everything	2013	Kids Can Press
Macy, S.	Mary Garber :Miss Mary Reporting	2014	Simon & Schuster
Magoon, K.	Shadows Of Sherwood	2015	Bloomsbury
Malaspina, A.	Finding Lincoln	2009	Albert Whitman
Mann, J.	Sunny Sweet Is So Not Scary	2015	Bloomsbury
Mann, J.	Sunny Sweet Is So Dead Meat	2014	Bloomsbury
Mann, J.	Sunny Sweet Is So Not Sorry	2013	Bloomsbury
Mansbach, A.	Benjamin Franklin Huge Pain In My ***	2015	Disney Hyperion
Margolis, L.	One Tough Chick	2013	Bloomsbury
Margolis, L.	Secrets At The Chocolate Mansion	2013	Bloomsbury
Markle, S.	What If You Had Animal Feet?	2015	Scholastic
Martin, A.	Home Is The Place	2015	Scholastic
Martin, A.	The Doll People	2014	Disney Books
Martin, A.	Rain Reign	2014	Macmillan
Martin, L.	Edge of Extinction	2016	HarperCollins
Mass, W.	11 Birthdays	2010	Scholastic
Matt Christopher	Little League, Play Ball!	2013	Scholastic Inc.
McAllister, C.	The Tin Snail	2016	Delacorte

Author	Title	Year	Publisher
McAnulty, S.	A Mysterious Egg	2016	Random House
McCutcheon, J.	Happy Adoption Day!	2001	Little, Brown Young Readers
McGovern, C.	Just My Luck	2016	HarperCollins
McKay, H.	Lulu and the Duck in the Park	2014	Albert Whitman
McKay, H.	Lulu #5 (Mckay) Hedgehod In Rain	2014	Albert Whitman
McKay, H.	Lulu And The Cat In The Bag (Book 3)	2013	Albert Whitman
McKay, H.	Lulu And The Dog From The Sea (Book 2)	2013	Albert Whitman
McKay, H.	Lulu #4 (Mckay) Rabbit Next Door	2012	Albert Whitman
McKissack, P.	Miami Makes The Play (A Stepping Stone Book(Tm))	2001	Random House Books for Young Readers
McKissack, P.	Miami Jackson Sees It Through (A Stepping Stone Book(Tm))	2002	Random House Books for Young Readers
McKissack, P.	Miami Gets It Straight (A Stepping Stone Book(Tm))	1999	Random House Books for Young Readers
McMann, L.	The Trap Door	2013	Scholastic
McPhail, D.	The Orphan and the Mouse	2015	Holiday House
Meadows, D.	Rainbow Magic Blossom the Flower Girl Fairy	2016	Scholastic
Meadows, D.	Magic Animal Friends Rosie Gigglepip's Lucky Escape	2015	Scholastic
Meadows, D.	Magic Animal Friends Sophie Flufftail's Brave Plan	2015	Scholastic
Meadows, D.	Magic Animal Friends Emily Prickleback's Clever Idea	2015	Scholastic
Meadows, D.	Magic Animal Friends Ruby Fuzzybrush's Star Dance	2015	Scholastic
Meadows, D.	Magic Animal Friends Poppy Muddlepup's Daring Rescue	2014	Scholastic

Author	Title	Year	Publisher
Medina, M.	Mango, Abuela, And Me	2015	Candlewick
Mericle-Harper, C.	Just Grace And The Trouble With Cupcakes	2013	Houghton Mifflin Harcourt
Messner, K.	Ranger in Time	2015	Scholastic
Messner, K.	The Brilliant Fall Of Gianna Z.	2010	Scholastic
Messner, K.	The Brilliant Fall Of Gianna Z.	2010	Walker & Company
Meyerhoff, J.	The Barftastic Life Of Louie Burger	2013	Farrar Straus Giroux
Miles, E.	The Puppy Place Sugar, Gummi, and Lollipop	2015	Scholastic
Miller, W.	Tituba	2000	Gulliver Books
Mills, C.	Izzy Barr Running Star	2015	Square Fish
Mills, C.	Simon Ellis, Spelling Bee Champ	2015	Farrar Straus Giroux
Mills, C.	Annika Riz Math Whiz	2014	Square Fish
Mills, C.	Kelsey Green, Reading Queen	2014	Square Fish
Mlyinowski, S	Whatever After Cold As Ice	2015	Scholastic
Mlyinowski, S	Upside Down Magic	2015	Scholastic
Mlyinowski, S.	Whatever After Beauty Queen	2015	Scholastic
Mlyinowski, S	Whatever After Bad Hair Day	2014	Scholastic
Mlyinowski, Si	Whatever After #4: Dream On	2014	Scholastic
Mlyinowski, S	If The Shoe Fits	2013	Scholastic
Mlyinowski, S	Whatever After #3 Sink Or Swim	2013	Scholastic
Mlyinowski, S	Whatever After #1	2013	Scholastic
Mone, G.	Fish	2010	Scholastic
Montgomery, H.	How Rude! 10 Real Bugs Who Won't Mind Their Manners	2015	Scholastic
Moore, J.	Freckleface Strawberry	2016	Double Day
Mora, P	Dona Flor: A Tall Tale About A Giant Woman With A Great Big Heart (2005	Knopf Books for Young Readers

Author	Title	Year	Publisher
Morpurgo, M.	Meeting Cezanne	2013	Candlewick Press
Muth, J.	Zen Ghosts	2010	Scholastic
Myracle, L.	Upside Down Magic	2015	Scholastic
Myracle, L.	Wishing Day	2016	HarperCollins
Neimark, G.	The Golden Rectangle	2013	Aladdin
Nelson, K.	Nelson Mandela	2013	Scholastic
Nelson, K.	Heart And Soul	2011	HarperCollins
Neuschwander, C.	Sir Cumference And The Off-The-Charts Dessert	2013	Charlesbridge
Nolan, J.	P B & J Hooray!	2014	Albert Whitman
Northrop, M.	Tombquest: Book Of The Dead	2015	Scholastic
Northrop, M.	Surrounded By Sharks	2014	Scholastic
Norwich, G.	I am John F. Kennedy	2013	Scholastic
Novesky, A.	Mister And Lady Day	2013	Harcourt Brace
Nykko	The tower of Shadows	2013	Graphic Universe
O'Hara, M.	My Big Fat Zombie Goldfish	2013	Feiwel & Friends
Obert, S.	Pinocula	2013	Henry Holt
O'Connor, B.	How To Steal A Dog	2008	Scholastic
Orr, W.	Discovered! A Beagle Called Bella	2013	Henry Holt
Pallotta, J.	Lion Vs. Tiger (Who Would Win?)	2010	Scholastic
Pallotta, J.	Polar Bear Vs. Grizzly Bear (Who Would Win?)	2009	Scholastic
Pallotta, J.	The Extinct Alphabet Book	1993	Charlesbridge
Pallotta, J.	Tyrannosaurus Rex Vs. Velociraptor, Who Would Win?	2010	Scholastic
Pallotta, J.	Killer Whale Vs. Great White Shark	2009	Scholastic
Paquette, A.	Rules For Ghosting	2013	Bloomsbury
Paraskevas, M.	Taffy Saltwater's Yummy Summer Day	2013	Random House
Parish, H.	Amelia Bedelia Means Business	2013	Greenwillow Books
Parish, H.	Amelia Bedelia Unleashed	2013	Greenwillow Books
Parish, M.	Amelia Bedelia	2013	Greenwillow Books
Parker, J.	The Avengers.	2015	Abdo Publishing

Author	Title	Year	Publisher
Parry, R.	The Turn Of The Tide	2016	Random House
Parry-Heide, F.	Mystery Of The Bewitched Bookmobile	2013	Albert Whitman
Parry-Heide, F.	Mystery At Blue Ridge Cemetery	2013	Albert Whitman
Parry-Heide, F.	Mystery Of The Melting Snowman	2013	Albert Whitman
Paschkis, J.	Mooshka	2012	Peachtree Publishers
Paschkis, J.	The Nutcracker: Based On The Classic Story By E.T.A. Hoffmann	2001	Chronicle Books
Patterson, J.	I Even Funnier	2013	Hachette Publishing Group
Patterson, J.	House Of Robots	2014	Scholastic
Patton, J.	Battle Bugs The Komodo Conflict	2016	Scholastic
Paul, M.	One Plastic Bag	2015	Millbrook Press
Pearce, P.	Amy's Three Best Things	2013	Candlewick Press
Pearlman, R.	Groundhog's Day Off	2016	Bloomsbury
Peirce, L.	Big Nate: Pray for a Fire Drill	2015	Scholastic
Peirce, L.	Big Nate: Makes a Splash	2015	Scholastic
Peirce, L.	Big Nate Dibs On This Chair	2015	Scholastic
Penney, M.	Ellen and Holding	2016	HarperCollins
Penny Arlon	Discover More Explorers	2015	Scholastic
Pennypacker, P.	Completely Clementine	2015	Disney Books
Perkins, M.	Open Mic	2013	Candlewick Press
Peterson, S.	Meet The Marvel Super Heroes	2013	Marvel Press
Philip, A.	This Kid Can Fly	2016	HarperCollins
Philip, R.	Pugs Of The Frozen North	2016	Random House
Phillips-Denslow, J.	Georgie Lee	2002	Greenwillow Books
Pileggi, L.	Prisoner 88	2013	Charlesbridge
Pilkey, D.	Ricky Ricotta's Mighty Robot Vs. The Naughty Nightcrawlers From Neptune	2016	Scholastic
Pilkey, D.	Captain Underpants And The Sensational Saga Of Sir Stinks A Lot	2015	Scholastic

Author	Title	Year	Publisher
Pilkey, D.	Captain Underpants And The Revolting Revenge Of The Radioactive Robo-Boxers	2013	Scholastic
Pilkey, D.	Captain Underpants And The Perilous Plot Of Professor Poopyants: El Capitan Calzoncillos Y El Perverso Plan Del Profesor Pipcac	2002	Scholastic en Espanol
Pilkey, D.	Ricky Ricotta's Mighty Robot Vs. The Uranium Unicorns From Uranus	2014	Scholastic
Pilkey, D.	Ricky Ricotta's Mighty Robot Vs. The Stupid Stinkbugs From Saturn	2015	Scholastic
Pilkey, D.	El Capitan Calzoncillos Y El Terrorifico Retorno De Cacapi	2013	Scholastic
Pilkey, D.	Ricky Ricotta's Mighty Robot Vs. The Uranium Unicorns From Uranus	2005	Bloomsbury
Pilkey, D.	Adventures Of Captain Underpants	2002	Scholastic
Pipe, J.	Early People	2015	DK Publishing
Poblocki, D.	The Haunting Of Gabriel Ashe	2013	Scholastic
Pope-Osborne, M.	Dogsledding And Extreme Sports	2016	Random House
Pope-Osborne, M.	Balto Of The Blue Dawn	2016	Random House
Pope-Osborne, M.	Stallion By Starlight	2015	Scholastic
Pope-Osborne, M.	Shadow Of The Shark	2015	Random House
Pope-Osborne, M.	Magic Tree House #45 A Crazy Day With Cobras	2013	Scholastic
Pope-Osborne, M.	A Perfect Time For Pandas	2012	Scholastic
Pope-Osborne, M.	Dogs In The Dead Of Night (Magic Tree House #46)	2011	Scholastic
Pope-Osborne, M.	Christmas In Camelot	2010	Scholastic

Author	Title	Year	Publisher
Pope-Osborne, M.	Haunted Castle On Hallows Eve	2010	Scholastic
Pope-Osborne, M.	Leprechaun In Late Winter	2010	Scholastic
Pope-Osborne, M.	Magic Tree House: A Ghost Tale For Christmas Time	2010	Scholastic
Pope-Osborne, M.	Dark Day In The Deep Sea	2009	Scholastic
Pope-Osborne, M.	Monday With A Mad Genius	2009	Scholastic
Pope-Osborne, M.	Moonlight On The Magic Flute, Magic Tree House #41	2009	Scholastic
Pope-Osborne, M.	The Good Night For Ghosts	2009	Scholastic
Pope-Osborne, M.	Vacation Under The Volcano	2009	Scholastic
Pope-Osborne, M.	Blizzard Of The Blue Moon	2008	Scholastic
Pope-Osborne, M.	Dragon Of The Red Dawn (Magic Tree House, No 37)	2008	Scholastic
Pope-Osborne, M.	Eve Of The Emperor Penguin	2008	Scholastic
Pope-Osborne, M.	Seasons Of The Sandstorms (Magic Tree House, A Merlin Mission)	2007	Scholastic
Pope-Osborne, M.	Night Of The New Magicians (Magic Tree House, #35)	2007	Random House
Pope-Osborne, M.	Magic Tree House Earthquake In The Early Morning	2006	Scholastic
Pope-Osborne, M.	Good Morning, Gorillas (Magic Tree House)	2003	Scholastic
Pope-Osborne, M.	Stage Fright On A Summer Night (Magic Tree House, #25)	2002	Scholastic
Pope-Osborne, M.	Thanksgiving On Thursday : Magic Tree House #27	2002	Scholastic
Pope-Osborne, M.	Twister On Tuesday (Magic Tree House, #23)	2001	Random House
Pope-Osborne, M.	Dingoes At Dinnertime (Magic Tree House)	2000	Scholastic

Author	Title	Year	Publisher
Pope-Osborne, M.	Civil War On Sunday (Magic Tree House #21)	2000	Scholastic
Pope-Osborne, M.	Revolutionary War On Wednesday	2000	Random House
Pope-Osborne, M.	Tonight On The Titanic (Magic Tree House, #17)	1999	Random House
Pope-Osborne, M.	Buffalo Before Breakfast (Magic Tree House, No 18)	1999	Scholastic
Pope-Osborne, M.	Tigers At Twilight (Magic Tree House #19)	1999	Scholastic
Pope-Osborne, M.	Dolphins At Daybreak (Magic Tree House, #09)	1998	Scholastic
Pope-Osborne, M.	Lions At Lunchtime (Magic Tree House #11)	1998	Scholastic
Pope-Osborne, M.	Polar Bears Past Bedtime (Magic Tree House, No 12)	1998	Scholastic
Pope-Osborne, M.	Day Of The Dragon King, (Magic Tree House, No 14)	1998	Scholastic
Pope-Osborne, M.	Viking Ships At Sunrise (Magic Tree House, #15)	1998	Scholastic
Pope-Osborne, M.	Hour Of The Olympics	1998	Scholastic
Pope-Osborne, M.	Ghost Town At Sundown (Magic Tree House)	1997	Scholastic
Pope-Osborne, M.	Midnight On The Moon (Magic Tree House, # 8)	1997	Scholastic
Pope-Osborne, M.	Night Of The Ninjas (The Magic Tree House Series)	1996	Scholastic
Pope-Osborne, M.	Sunset Of The Sabertooth	1996	Random House
Pope-Osborne, M.	Afternoon On The Amazon (Magic Tree House)	1995	Scholastic
Pope-Osborne, M.	Pirates Past Noon (Magic Tree House, #4)	1994	Scholastic
Pope-Osborne, M.	The Knight At Dawn (Magic Tree House, #2)	1993	Scholastic
Pope-Osborne, M.	Mummies In The Morning (Magic Tree House, #3)	1993	Scholastic
Pope-Osborne, M.	Dinosaurs Before Dark (Magic Tree House, #1)	1992	Scholastic
Pope-Osborne, M.	Magic Tree House Summer Of The Sea Serpent	1992	Scholastic

Author	Title	Year	Publisher
Pope-Osborne, M.	Magic Tree House #32 Winter Of The Ice Wizard	1992	Scholastic
Potter, D.	Abe Lincoln And The Selfie That Saved The Union	2016	Random House
Potter, E.	Otis Dooda: Strange But True	2013	Feiwel & Friends
Preller, J.	Nightmareland (Scary Tales Book 4)	2014	Feiwel & Friends
Preller, J.	A Pirate's Guide To Recess	2013	Feiwel & Friends
Preller, J.	I Scream, You Scream!	2013	Feiwel & Friends
Preller, J.	Good Night, Zombie (Scary Tales Book 3)	2013	Feiwel & Friends
Prinja, R.	Night Sky Watcher	2014	Scholastic
Proimos, J.	Apocalypse Meow Meow	2015	Bloomsbury
Pyron, B.	Lucky Strike	2015	Scholastic
Rae-Perkins, L.	Pictures From Our Vacation	2007	Greenwillow
Rae-Perkins, L.	The Broken Cat	2002	Greenwillow
Ravenwood, A.	Tales from the Haunted Mansion	2016	Disney Books
Read-MacDonald, M.	Party Croc!	2015	Albert Whitman
Reilly-Giff, P.	Hunter Moran Digs Deep	2014	Holiday House
Resau, L.	Star In The Forest	2012	Yearling
Rex, A.	Smek for President	2014	Disney Books
Rex, A.	Cold Cereal	2012	Scholastic
Reynolds-Naylor, P.	The Grand Escape	1993	Aladdin
Rhatigan, J.	Ouch!	2013	Charlesbridge
Riordan, R.	Shadow Magic	2016	Disney Books
Riordan, R.	The Throne Of Fire	2015	Disney Hyperion
Riordan, R.	The Last Olympian	2010	Scholastic
Ripken, C.	The Closer	2016	Disney Books
Robbie, R.	Hiawatha And The Peacemaker	2015	Abrams
Robbins Rose, J.	Look Both Ways In The Barrio Blanco	2015	Candlewick
Robbins, T.	The Bark In Space	2013	Graphic Universe
Robinson, F.	Whale Shines	2013	Abrams

Author	Title	Year	Publisher
Robinson, S.	The Hero Two Doors Down	208	Scholastic
Rodkey, G.	The Tapper Twins Go To War (With Each Other)	2015	Scholastic
Rodriguez, R.	Building On Nature: The Life Of Antoni Gaudi	2009	Henry Holt
Rogers, S.	Space	2015	Big Picture Press
Rood, B	World Of Reading Level 2 Star Wars Finn & The First Order	2015	Disney Lucasfilm
Rosen, G.	Appleblossom the Possum	2015	Dial
Rosenberg, M.	Nanny X Returns	2015	Holiday House
Roy, R.	October Ogre	2013	Random House
Roy, R.	September Sneakers	2013	Random House
Roy, R.	X'ed-out X-ray	2005	Scholastic
Roy, R.	Zombie Zone	2005	Scholastic
Roy, R.	Unwilling Umpire	2004	Scholastic
Roy, R.	Vampires Vacation	2004	Scholastic
Roy, R.	White Wolf	2004	Scholastic
Roy, R.	School Skeleton	2003	Scholastic
Roy, R.	Talking T. Rex	2003	Scholastic
Roy, R.	Runaway Racehorse	2002	Scholastic
Roy, R.	Quicksand Question	2002	Scholastic
Roy, R.	Missing Mummy	2001	Scholastic
Roy, R.	Ninth Nugget	2001	Scholastic
Roy, R.	Panda Puzzle	2001	Scholastic
Roy, R.	Jaguar's Jewel	2000	Scholastic
Roy, R.	Kidnapped King	2000	Scholastic
Roy, R.	Lucky Lottery	2000	Scholastic
Roy, R.	Haunted Hotel	1999	Scholastic
Roy, R.	Invisible Island	1999	Scholastic
Roy, R.	Canary Caper	1998	Scholastic
Roy, R.	Deadly Dungeon	1998	Scholastic
Roy, R.	Empty Envelop	1998	Scholastic
Roy, R.	Falcon's Feather	1998	Scholastic
Roy, R.	Goose's Gold	1998	Scholastic
Roy, R.	Ansent Author	1997	Scholastic
Roy, R.	Bald Bandit	1997	Scholastic
Rucka, G.	Smuggler's Run	2015	Disney Lucasfilm Press

Author	Title	Year	Publisher
Rucka, G.	Before The Awakening	2015	Disney-Lucasfilm Press
Rudnick, E.	Captain America: The First Avenger (Film) Junior Novel	2011	Marvel Press
Rusch, E.	Volcano Rising	2013	Charlesbridge
Russell-Brown, K.	Little Melba And Her Big Trombone	2014	Lee & Low
Rylant, C.	Mr. Putter & Tabby Drop The Ball	2010	Harcourt Children's Books
Samworth, K.	Aviary Wonders Inc. Spring Catalog And Instruction Manual	2014	Clarion Books
Sanderson, W.	Horse Diaries: Darcy	2013	Random House
Schmidt, M.	The Cat Who Came In Off The Roof	2016	Delacorte
Schoene, K.	Milo Is Not A Dog Today	2015	Albert Whitman
Schrefer, E.	Spirit Animals	2014	Scholastic
Schrefer, E.	Spirit Animals	2015	Scholastic
Schulz, H.	Hook's Revenge	2014	Disney Books
Schulz, H.	The Pirate Code	2015	Disney Hyperion
Scieszka, J.	Spaceheadz	2010	Simon & Schuster Books for Young Readers
Scott-Kerrin, J.	Spit Feathers	2013	Kids Can Press
Serwacki, K.	Joey & Johnny The Ninjas	2016	HarperCollins
Setford, S.	Human Body	2014	Scholastic
Shea, B.	Dance! Dance! Underpants!	2016	Disney Books
Sherry, K.	Monsters On The Run	2015	Scholastic
Shurtliff, L.	Jack: The True Story of Jack and the Beanstalk	2015	Random House
Simon, C.	Alexis Gets Frosted	2013	Simon and Schuster
Simon, C.	Kate's New Recipe	2013	Simon and Schuster
Simon, S.	Spiders	2003	HarperCollins
Singer, M.	Tallulah's Nutcracker	2013	Clarion Books
Singer, M.	Tallulah's Toe Shoes	2013	Houghton Mifflin Harcourt
Slade, S.	With Books And Bricks: How Booker T. Washington Built a School	2014	Albert Whitman
Slavin, B.	Big Top Otto	2013	Kids Can Press

Author	Title	Year	Publisher
Smith, C.	28 Days	2015	Roaring Brook Press
Smith, D.	If	2014	Kids Can Press Ltd
Smith, J.	Bone #1	2015	Scholastic
Smith, L.	Return To Augie Hobbles	2015	Roaring Brook Press
Smith, R.	Mutation	2014	Scholastic Inc.
Smith-Milway, K.	Mimi's Village: And How Basic Health Care Transformed It	2012	Kids Can Press
Smith-Milway, K.	Mimi's Village	2012	CitizenKid
Smolka, B.	Jackie Robinson Breaks The Color Barrier	2015	Abdo Publishing
Sniegowski, T.	Quest For The Spark.	2013	GRAPHIX
Soderberg, E.	Catnapped!	2016	Random House
Soderberg, E.	The Quirks And The Freaky Field Trip	2016	Bloomsbury
Soderberg, E.	The Quirks	2013	Bloomsbury
Sorenson, J.	The Allspark Almanac	2009	IDW Pub.
Sparkes, A.	Fly Frenzy	2013	Lerner Pub Group
Spinelli, E.	Miss Fox's Class Goes Green	2011	Albert Whitman
Spinelli, J.	Jake And Lily	2013	Scholastic
Spinelli, J.	Fourth Grade Rats	2012	Scholastic
Spires, A.	Binky: License to Scratch	2013	Kids Can Press
Spires, A.	Binky	2013	Kids Can Press
Spires, A.	Binky Takes Charge	2012	Kids Can Press
Spires, A.	Binky Under Pressure	2011	Kids Can Press
Spires, A.	Binky To The Rescue	2010	Kids Can Press
Springstubb, T.	Moonpenny Island	2015	HarperCollins
Stadelmann, A.	The Not-So Itty-Bitty Spiders	2015	Scholastic
Starkey, S.	The Call Of The Bully	2013	Simon & Schuster
Steffensmeier, A.	Millie And The Big Rescue	2013	Bloomsbury
Stewart, M.	No Monkeys, No Chocolate	2013	Charlesbridge
Stewart, M.	A Place For Bats	2012	Peachtree Publishers
Stier, C.	If I Were President	2004	Albert Whitman & Company
Stilton, G.	Spacemice The Underwater Planet	2016	Scholastic
Stilton, G.	Mouse Overboard	2016	Scholastic
Stine, M.	Who was Michael Jackson	2015	Grosset & Dunlap
Stine, R. L.	Slappy's Tales Of Horror	2015	Scholastic

Author	Title	Year	Publisher
Stone, J.	Lion	2013	Random House
Stoudemire, A.	Stat #4	2013	Scholastic
Stutson, C.	Cats' Night Out	2010	Simon and Schuster
Suneby, E.	Razia's Ray Of Hope	2013	Kids Can Press
Tapia, J.	Hippomobile!	2013	Clarion Books
Tarshis, L.	I Survived The Nazi Invasion, 1944	2014	Scholastic
Tarshis, L.	I Survived True Stories	2014	Scholastic
Tarshis, L.	I Survived The San Francisco Earthquake, 1906	2012	Scholastic
Tarshis, L.	I Survived The Bombing Of Pearl Harbor, 1941	2011	Scholastic
Tarshis, L.	I Survived The Sinking Of The Titanic, 1912	2010	Scholastic
Tarshis, L.	I Survived The Shark Attacks Of 1916	2010	Scholastic
Tarshis, L.	I Survived The Joplin Tornado, 2011	2015	Scholastic
Tashjian, J.	My Life As A Cartoonist	2013	Henry Holt and Company
Tashjian, J.	Einstein The Class Hamster	2012	Henry Holt and Company
Tavares, M.	Growing Up Pedro	2015	Candlewick Press
Tavares, M.	Henry Aaron's Dream	2012	Candlewick Press
Taylor, S.	Goal!	2014	Henry Holt and Company
Tennapel, D.	Nnewts.	2015	Scholastic
Tennapel, D.	Tommysaurus Rex	2013	Graphix / Scholastic
Theis Raven, M.	Let Them Play Edition 1. (True Story)	2005	Sleeping Bear Press
Thompson, C.	Space Dumplins	2015	Scholastic
Thompson, G.	Escape From the Pipe Men	2013	Houghton Mifflin Harcourt
Thomson, S.	Ancient Animals	2013	Charlesbridge
Thorpe, K.	Into The Waves	2016	Random House
Thorpe, K.	A Pinch Of Magic	2014	Random House
Thorpe, K.	The Never Girls: The Space Between	2013	Disney Books for Young Readers
Thorpe, K.	The Never Girls: In A Blink	2013	Random House
Thorpe, K.	A Dandelion Wish	2013	Random House

Author	Title	Year	Publisher
Thorpe, K.	From The Mist	2013	Random House
Tonatiuh, D.	Funny Bones	2015	Abrams
Torres, J.	The Sound Of Thunder	2014	Kids Can Press
Torres, J.	Bigfoot Boy: Into the Woods	2012	Kids Can Press
Torres, J.	Into The Woods	2012	Kids Can Press
Travers, P.L.	Mary Poppins	1934	Houghton Mifflin
Trine, G.	Shifty Business	2013	Houghton Mifflin Harcourt
Tucker, K.	The Seven Chinese Sisters	2007	Albert Whitman
Turner, P.	The Frog Scientist	2011	Houghton Mifflin Harcourt
Uhlberg, M.	A Storm Called Katrina	2011	Peachtree Publishers
Urey, G.	Super Schnoz And The Booger Blaster Breakdown	2015	Albert Whitman
Urey, G.	Super Schnoz And The Invasion Of The Snore Snatchers	2014	Albert Whitman
Urey, G.	Super Schnoz and the Gates of Smell	2013	Albert Whitman
Vaccaro Seeger, L.	Bully	2013	Roaring Brook Press
Vamos, S.	The Cazuela That The Farm Maiden Stirred	2011	Charlesbridge
Van Draanen, W.	Sammy Keyes And The Hotel Thief	1998	Yearling
Vande Velde, V.	Frogged	2013	Harcourt
Viau, N.	City Street Beat	2014	Albert Whitman
Viva, F.	A Long Way Away / Frank Viva.	2013	Little, Brown Books for Young Readers
Viva, F.	Along A Long Road	2011	Little, Brown Books for Young Readers
Walker, S.	Mammals	2015	DK Publishing
Wang, A.	Malala Yousafzai	2015	Abdo Publishing
Wan-Long Shang, W.	The Way Home Looks Now	2015	Scholastic
Ward, J.	Friends On Ice	2013	Disney Press
Warren-Stewig, J.	Nobody Asked The Pea	2013	Holiday House
Watson, J.	The 39 Clues: Mission Titanic	2015	Scholastic
Watson, T.	Stick Dog Wants A Hot Dog	2013	Scholastic

Author	Title	Year	Publisher
Weatherford, C.	Voice of Freedom: Fannie Lou Hamer	2015	Candlewick Press
Weatherford, C.	Gordon Parks	2015	Albert Whitman
Weatherford, C.	Sugar Hill	2014	Albert Whitman
Weatherford, C.	The Voice Of Freedom	2015	Candlewick Press
Wells, R.	Why Do Elephants Need The Sun?	2012	Albert Whitman
Wells, R.	What's So Special About Planet Earth?	2010	Albert Whitman
Wells, R.	How Do You Know What Time It Is?	2002	Albert Whitman
Wells, R.	Can You Count To A Googol?	2000	Albert Whitman
Wells, R.	How Do You Lift A Lion?	1996	Albert Whitman
Wells, R.	What's Smaller Than A Pygmy Shrew?	1995	Albert Whitman
West, T.	The Peanuts Movie	2015	Simon Spotlight
West, T.	Secret Of The Water Dragon	2015	Scholastic
West, T.	The Croods	2013	Simon Spotlight
Williams, P.	Happy!	2015	Putnam's
Willis- Holt, K.	Dear Hank Williams	2013	Henry Holt
Will-Wissinger, T.	Gone Fishing	2013	Houghton Mifflin Harcourt
Winkler, H.	Always Dance With A Hairy Buffalo	2013	Scholastic
Winston, S.	Fifth Grade For President	2011	Little Brown & Co
Winter, J.	Lillian's Right To Vote	2015	Random House
Winter, J.	Sonia Sotomayor: A Judge Grows In The Bronx	2009	Atheneum
Wolfe, M.	Kid Pickers	2013	Feiwel & Friends
Wong, J.	Declaration Of Interdependence	2012	Createspace
Wong, J.	Knock On Wood: Poems About Superstitions	2003	Margaret K. McElderry
Woodrow, A.	Class Dismissed		Scholastic
Woodrow, A.	Class Dismissed	2015	Scholastic
Woods, B.	The Blossoming Universe Of Violet Diamond	2014	Scholastic
Woodson, J.	Each Kindness	2012	The Penguin Group

Author	Title	Year	Publisher
Worth, V.	Pug And Other Animal Poems	2012	Margaret Ferguson Books, Farrar Straus Giroux
Wulfferson, D.	The Upside-Down Ship	1986	Albert Whitman
Wyatt, C.	Ant-Man	2015	Marvel
Wyeth, S.	The Granddaughter Necklace	2013	Arthur A. Levine Books
York, P.	Bugs	2015	DK Publishing
Young, A.	Follow Your Heart	2015	Disney Books
Zappa, M.	Denver Broncos	2015	Abdo Publishing
Zappa, S.	Sage's Story	2014	Disney Books
Zimelman, N.	How The Second Grade Got \$8,205.50 To Visit The Statue Of Liberty	1992	Albert Whitman
Zullo, A.	10 True Tales: Heroes Of Hurricane Katrina	2015	Scholastic
Zullo, A.	Bad Pets Save Christmas!	2013	Scholastic
Zullo, A.	Surviving Sharks And Other Dangerous Creatures	2006	Scholastic

APPENDIX K

LIST OF ALL BOOKS RECORDED IN THE READING LOGS

	Author	Book Title
1.	Abdal-Fattah	The Friendship Matchmaker Undercover
2.	Alexander, H	The Amazing Stardust Friends
3.	Aguirre, J.	Dragons Beware
4.	Arnold, T.	Hooray for Fly Guy
5.	Arnold, T.	I Spy Fly Guy
6.	Bass, Guy	Secret Santa
7.	Beck, Paul	Gross Science
8.	Becker, H.	Zoobots
9.	Bildner, P.	The Soccer Fence
10.	Birney, B.	School Days According to Humphrey
11.	Birney, B.	Friendship According to Humphrey
12.	Biskup, A.	Super Cool Science and Engineering
13.	Black, .J	Head to Head Legends
14.	Buckley, J.	Who is Muhammad Ali?
15.	Cammuso, F.	The Misadventures of Salem Hyde
16.	Carlson, E	World's Scariest Prisons
17.	Chandler, G	Boxcar Children
18.	Cheng, A.	The Year of the Baby
19.	Coy, J	Game Changer
20.	Cummings, T.	The Notebook of Doom
21.	Daly, C.	The Ghost of Christmas Past

22. Diggs, T. Mixed Me
23. D.K. Eye Wonder: Ocean
24. Dower, L. Sunny and the Secret Passage
25. Earhart, C Race the Wild
26. Edwards, R. Who is Barack Obama
27. Elliott, R. Owl Diaries: Tree top festival
28. English, K. Nikki and Deja
29. Ferrari, Star Wars: Original Trilogy Graphic Novel
30. Gerstein, M. How to bicycle to the Moon
31. Griffiths, A. The 13-Story Treehouse
32. Grine, C. Chicken Hare
33. Harness, C. Flags over America
34. Holm, J. Sunny Side Up
35. Hopkinson, D. Annie and Helen
36. Jones, U. The Princess Who had no Kingdom
37. Keller, L. Arnie the Doughnut
38. Ketteman, H. The Ghosts Go Haunting
39. Kibuishi, K. Amulet: The Stonekeeper
40. Kibuishi, K. Amulet: The Stonekeeper's Curse
41. Kibuishi, K. Amulet: The Cloud Searchers
42. Kibuishi, K. Amulet: The Last Council

43. Kibuishi, K. Amulet: Prince of the Elves
44. Kibuishi, K. Amulet: Escape from Lucien
45. Kinney, J. Diary of a Wimpy Kid
46. Kinney, J. Diary of a Wimpy Kid: Roderick Rules
47. Kinney, J. Diary of a Wimpy Kid: the Last Straw
48. Kinney, J. Diary of a Wimpy Kid: Dog Days
49. Kinney, J. Diary of a Wimpy Kid: The Ugly Truth
50. Kinney, J. Diary of a Wimpy Kid: Cabin Fever
51. Kinney, J. Diary of a Wimpy Kid: The Third Wheel
52. Kinney, J. Diary of a Wimpy Kid: Hard Luck
53. Kinney, J. Diary of a Wimpy Kid: the long Haul
54. Kinney, J. Diary of a Wimpy Kid: Old School
55. Kinney, P. Who is Jeff Kinney
56. Mackler, C. Best Friend Next Door
57. Meadows, D Blossom the Flower Girl Fairy
58. Meadows, D Emily Prickleback's Clever Idea
59. Mlynowski, S. Whatever After: Fairest of All
60. Mlynowski, S. Whatever After: Dream On
61. Mlynowski, S. Whatever After: Cold as Ice
62. Mlynowski, S. Whatever After: Sink or Swim
63. Mlynowski, S. Whatever After: If the Shoe Fits
64. Mlynowski, S. Whatever After: Bad Hair Day

65. Myers, C Firebird
66. Nolen, J. PB & J Hooray
67. Novesky, A. Mr. and Lady Day
68. O'Connor How to Steal a Dog
69. Pallotta, J. The Extinct Alphabet Book
70. Peirce, L. Big Nate: Dibs on this Chair
71. Peirce, L. Big Nate: Makes a Splash
72. Peirce, L. Big Nate: Pray for a Fire Drill
73. Peterson, M. Meet the Marvel Super Heroes
74. Pope Osborne, M. The Magic Treehouse: Dinosaurs
75. Preller, J. Scary Tales: Swamp Monster
76. Proimos, J. Apocalypse Meow Meow
77. Puckett, K. Batman's Dark Secret
78. Riordan, R. Throne of Fire Graphic Novel
79. Rudnick, E. Captain America: The First Avenger
80. Schoen, K. Milo is Not a Dog Today
81. Slavin, Bill Big Top Otto
82. Simon, S. Spiders
83. Soderberg, E. Puppy Pirates Catnapped
84. Spires, A. Binky: Under Pressure
85. Spires, A. Binky: Binky takes Charge
86. Stewart, M. A Place for Bats

87. Stein, M. Who was Michael Jackson
88. Stone, T Who Says women Can't Be Doctors?
89. Tarshis, L. I Survived True Stories
90. Thaler, M. The Thanksgiving from the Black Lagoon
91. Thompson, C. Space Dumplins
92. Thorpe, K. The Never Girls: In a Blink
93. Thorpe, K. The Never Girls: The Space between Fairies
94. Tonatiuh, D. Funny Bones: Posada and his Day of the Dead Calaveras
95. Torres, J. Bigfoot Boy: Into the Woods
96. Torres, J. Bigfoot Boy: The Sound of Thunder
97. Urey, G. Super Schnoz
98. Weatherford, C. B. Sugar Hill: Harlem's Historical Neighborhood
99. West, T. (Adaptor) Peanuts Movie
100. West, T. Bakugan
101. Winter, J. Lillian's Right to Vote
102. Wyatt, C. Ant Man

APPENDIX L
READING LOG CODING FORM A

Book Flood Reading Log Coding Form A

This coding process is used to document the books that were selected by participants in the study at least two times during the treatment period. Coding the logs will answer the question: Which books were selected most often during the 12-week treatment period?

Directions:

- Locate the log number on the cover of one of the logs.
- Write the log number on the coding sheet in the section labeled log# ____.
- Look at **each** page in the student reading log for the title of the book selected.
- Locate the book title on the coding sheet.
- Write a tally mark in the appropriate box next to the title on the coding sheet.

Tally mark complete entries in box **C**

Tally mark incomplete entries in box **I**

NOTE: An entry is considered complete if the participant included both the title of the book **and** the number of pages read. Record entries that are comprised of a book title **only** as incomplete.

- Total the tally marks and write your initials in the upper right hand corner of the reading log coding sheet.

Author	Book Title	Log #	TOTAL
Alexander, H	The Amazing Stardust Friends	C	
		I	
Arnold, T.	Hooray for Fly Guy	C	
		I	
Arnold, T.	I Spy Fly Guy	C	
		I	
Beck, P.	Gross Science (nf)	C	
		I	
Becker, H.	Zoobots (nf)	C	
		I	
Bildner, P.	The Soccer Fence	C	
		I	
Birney, B.	School Days According to Humphrey	C	
		I	
Biskup, A.	Super Cool Science and Engineering (nf)	C	
		I	
Black, J.	Head to Head Legends	C	
		I	
Buckley, J.	Who is Muhammad Ali? (nf)	C	
		I	
Carlson, E.	World's Scariest Prisons (nf)	C	
		I	
Chandler, G.	Boxcar Children	C	
		I	
Cummings, T.	The Notebook of Doom	C	
		I	

Edwards, R.	Who is Barack Obama	C	
		I	
Elliott, R.	Owl Diaries: Tree top festival	C	
		I	
Ferrari,	Star Wars: Original Trilogy Graphic Novel	C	
		I	
Grine, C.	Chicken Hare	C	
		I	
Harness, C.	Flags over America (nf)	C	
		I	
Holm, J.	Sunny Side Up	C	
		I	
Hopkinson, D.	Annie and Helen	C	
		I	
Ketteman, H.	The Ghosts Go Haunting	C	
		I	
Kibuishi, K.	Amulet: The Stonekeeper	C	
		I	
Kibuishi, K.	Amulet: The Stonekeeper's Curse	C	
		I	
Kibuishi, K.	Amulet: The Cloud Searchers	C	
		I	
Kibuishi, K.	Amulet: The Last Council	C	
		I	
Kibuishi, K.	Amulet: Prince of the Elves	C	
		I	

Kibuishi, K.	Amulet: Escape from Lucien	C	
		I	
Kinney, J.	Diary of a Wimpy Kid	C	
		I	
Kinney, J.	Diary of a Wimpy Kid: Roderick Rules	C	
		I	
Kinney, J.	Diary of a Wimpy Kid: the Last Straw	C	
		I	
Kinney, J.	Diary of a Wimpy Kid: Dog Days	C	
		I	
Kinney, J.	Diary of a Wimpy Kid: The Ugly Truth	C	
		I	
Kinney, J.	Diary of a Wimpy Kid: Cabin Fever	C	
		I	
Kinney, J.	Diary of a Wimpy Kid: The Third Wheel	C	
		I	
Kinney, J.	Diary of a Wimpy Kid: Hard Luck	C	
		I	
Kinney, J.	Diary of a Wimpy Kid: The Long Haul	C	
		I	
Kinney, J.	Diary of a Wimpy Kid: Old School	C	
		I	
Kinney, P.	Who is Jeff Kinney	C	
		I	

Meadows, D.	Blossom the Flower Girl Fairy	C	
		I	
Mlynowski, S.	Whatever After: Fairest of All	C	
		I	
Mlynowski, S.	Whatever After: Dream On	C	
		I	
Mlynowski, S.	Whatever After: Cold as Ice	C	
		I	
Mlynowski, S.	Whatever After: Sink or Swim	C	
		I	
Mlynowski, S.	Whatever After: If the Shoe Fits	C	
		I	
Mlynowski, S.	Whatever After: Bad Hair Day	C	
		I	
Myers, C.	Firebird	C	
		I	
Novesky, A.	Mr. and Lady Day: Billie Holiday	C	
		I	
O'Connor.	How to Steal a Dog	C	
		I	
Pallotta, J.	The Extinct Alphabet Book (nf)	C	
		I	
Peirce, L.	Big Nate: Dibs on this Chair	C	
		I	

Peirce, L.	Big Nate: Makes a Splash	C	
		I	
Peirce, L.	Big Nate: Pray for a Fire Drill	C	
		I	
Peterson, M.	Meet the Marvel Super Heroes	C	
		I	
Proimos, J.	Apocalypse Meow Meow	C	
		I	
Puckett, K.	Batman's Dark Secret	C	
		I	
Riordan, R.	Throne of Fire Graphic Novel	C	
		I	
Schoen, K.	Milo is Not a Dog Today	C	
		I	
Slavin, B.	Big Top Otto	C	
		I	
Simon, S.	Spiders (nf)	C	
		I	
Spires, A.	Binky: Under Pressure	C	
		I	
Spires, A.	Binky: Binky Takes Charge	C	
		I	
Stewart, M.	A Place for Bats (nf)	C	
		I	

Stein, M.	Who was Michael Jackson (nf)	C	
		I	
Thompson, C.	Space Dumplins	C	
		I	
Thorpe, K.	The Never Girls: In a Blink	C	
		I	
Thorpe, K.	The Never Girls: The Space between Fairies	C	
		I	
Tonatiuh, D.	Funny Bones: Posada and his Day of the Dead Calaveras	C	
		I	
Torres, J.	Bigfoot Boy: Into the Woods	C	
		I	
Torres, J.	Bigfoot Boy: The Sound of Thunder	C	
		I	
Weatherford, C. B.	Sugar Hill: Harlem's Historical Neighborhood	C	
		I	
West,	Peanuts Movie	C	
		I	
Winter, J.	Lillian's Right to Vote	C	
		I	
Wulfferson, D.	The Upside-Down Ship	C	
		I	
Wyatt, C.	Ant Man	C	
		I	

Young, A	Follow Your Heart	C	
		I	
Zappa, M	Sage's Story	C	
		I	
Zimelman, N.	How the Second Grade Got \$8, 205.50 to go Visit the Statue of Liberty	C	
		I	
Zullo, A.	Bad Pets Save Christmas	C	
		I	
		C	
		I	

APPENDIX M
READING LOG CODING FORM B

Reading Log # _____

Author	Book Title	Rec	Specific	Interest	Utility	Not Rec	RP
Abdal-Fattah	The Friendship Matchmaker Goes Under Cover						
Alexander, H	The Amazing Stardust Friends						
Aguirre, J.	Dragons Beware						
Arnold, T.	Hooray for Fly Guy						
Arnold, T.	I Spy Fly Guy						
Bass, Guy	Secret Santa						
Beck, Paul	Gross Science (nf)						
Becker, H.	Zoobots (nf)						
Bildner, P.	The Soccer Fence						
Birney, B.	School Days According to Humphrey						
Birney, B.	Friendship According to Humphrey						

Author	Book Title	Rec	Specific	Interest	Utility	Not Rec	RP
Biskup, A.	Super Cool Science and Engineering (nf)						
Black, J	Head to Head Legends						
Buckley, J.	Who is Muhammad Ali? (nf)						
Cammuso, F.	The Misadventures of Salem Hyde: Spelling Trouble						
Carlson, E	World's Scariest Prisons (nf)						
Chandler, G	Boxcar Children						
Cheng, A.	The Year of the Baby						
Coy, J	Game Changer						
Cummings, T.	The Notebook of Doom						
Daly, C.	The Ghost of Christmas Past						
Diggs, T.	Mixed Me						
D.K.	Eye Wonder: Ocean						
Dower, L.	Sunny and the Secret Passage						

Author	Book Title	Rec	Specific	Interest	Utility	Not Rec	RP
Earhart, C	Race the Wild						
Edwards, R.	Who is Barack Obama						
Elliott, R.	Owl Diaries: Tree top festival						
English, K.	Nikki and Deja						
Ferrari,	Star Wars: Original Trilogy Graphic Novel						
Gerstein, M.	How to bicycle to the Moon						
Griffiths, A.	The 13-Story Treehouse						
Grine, C.	Chicken Hare						
Harness, C.	Flags over America (nf)						
Holm, J.	Sunny Side Up						
Hopkinson, D.	Annie and Helen						
Jones, U.	The Princess Who had no Kingdom						
Keller, L.	Arnie the Doughnut						

Author	Book Title	Rec	Specific	Interest	Utility	Not Rec	RP
Ketteman, H.	The Ghosts Go Haunting						
Kibuishi, K.	Amulet: The Stonekeeper						
Kibuishi, K.	Amulet: The Stonekeeper's Curse						
Kibuishi, K.	Amulet: The Cloud Searchers						
Kibuishi, K.	Amulet: The Last Council						
Kibuishi, K.	Amulet: Prince of the Elves						
Kibuishi, K.	Amulet: Escape from Lucien						
Kinney, J.	Diary of a Wimpy Kid						
Kinney, J.	Diary of a Wimpy Kid: Roderick Rules						
Kinney, J.	Diary of a Wimpy Kid: the Last Straw						
Kinney, J.	Diary of a Wimpy Kid: Dog Days						
Kinney, J.	Diary of a Wimpy Kid: The Ugly Truth						
Kinney, J.	Diary of a Wimpy Kid: Cabin Fever						

Author	Book Title	Rec	Specific	Interest	Utility	Not Rec	RP
Kinney, J.	Diary of a Wimpy Kid: The Third Wheel						
Kinney, J.	Diary of a Wimpy Kid: Hard Luck						
Kinney, J.	Diary of a Wimpy Kid: the long Haul						
Kinney, J.	Diary of a Wimpy Kid: Old School						
Kinney, P.	Who is Jeff Kinney						
Mackler, C.	Best Friend Next Door						
Meadows, D.	Blossom the Flower Girl Fairy						
Meadows, D.	Emily Prickleback's Clever Idea						
Mlynowski, S.	Whatever After: Fairest of All						
Mlynowski, S.	Whatever After: Dream On						
Mlynowski, S.	Whatever After: Cold as Ice						
Mlynowski, S.	Whatever After: Sink or Swim						
Mlynowski, S.	Whatever After: If the Shoe Fits						

Author	Book Title	Rec	Specific	Interest	Utility	Not Rec	RP
Mlynowski, S.	Whatever After: Bad Hair Day						
Myers, C	Firebird						
Nolen, J.	PB & J Hooray						
Novesky, A.	Mr. and Lady Day: Billie Holiday						
O'Connor	How to Steal a Dog						
Pallotta, J.	The Extinct Alphabet Book						
Peirce, L.	Big Nate: Dibs on this Chair						
Peirce, L.	Big Nate: Makes a Splash						
Peirce, L.	Big Nate: Pray for a Fire Drill						
Peterson, M.	Meet the Marvel Super Heroes						
Pope Osborne,	The Magic Treehouse						
Pope Osborne,	The Magic Treehouse: Dinosaurs Before Dark						
Preller, J.	Scary Tales: Swamp Monster						

Author	Book Title	Rec	Specific	Interest	Utility	Not Rec	RP
Proimos, J.	Apocalypse Meow Meow						
Puckett, K.	Batman's Dark Secret						
Riordan, R.	Throne of Fire Graphic Novel						
Rudnick, E.	Captain America: The First Avenger						
Schoen, K.	Milo is Not a Dog Today						
Slavin, Bill	Big Top Otto						
Simon, S.	Spiders						
Soderberg, E.	Puppy Pirates Catnapped						
Spires, A.	Binky: Under Pressure						
Spires, A.	Binky: Binky takes Charge						
Stewart, M.	A Place for Bats (nf)						
Stein, M.	Who was Michael Jackson						
Stone, T	Who Says women Can't Be Doctors?						

Author	Book Title	Rec	Specific	Interest	Utility	Not Rec	RP
Tarshis, L.	I Survived True Stories (nf)						
Thaler, M.	The Thanksgiving from the Black Lagoon						
Thompson, C.	Space Dumplins						
Thorpe, K.	The Never Girls: In a Blink						
Thorpe, K.	The Never Girls: The Space between Fairies						
Tonatiuh, D.	Funny Bones: Posada and his Day of the Dead Calaveras						
Torres, J.	Bigfoot Boy: Into the Woods						
Torres, J.	Bigfoot Boy: The Sound of Thunder						
Urey, G.	Super Schnoz						
Weatherford, C. B.	Sugar Hill: Harlem's Historical Neighborhood						
West, T. (Adaptor)	Peanuts Movie						
West, T.	Bakugan						
Winter, J.	Lillian's Right to Vote						

Author	Book Title	Rec	Specific	Interest	Utility	Not Rec	RP
Wulfferson, D.	The Upside-Down Ship						
Wyatt, C.	Ant Man						
Young, A.	Follow your Heart						
Zappa, S.	Sage's Story						
Zimelman, N	How Second Grade Got \$8,205.50 to Visit the Statue of Liberty						
Zullo, A.	Bad Pets Save Christmas						

APPENDIX N
IRB APPROVAL LETTER



Institutional Review Board for the Protection of Human Subjects

DATE: February 2, 2016

TO: Sherry Andrews

FROM: Oakland University IRB

PROJECT TITLE: The Impact of a Book Flood on Reading Motivation and Reading Achievement of Fourth Grade Students

REFERENCE #: 812541-3

SUBMISSION TYPE: New Project

ACTION: APPROVED

APPROVAL DATE: February 2, 2016

EXPIRATION DATE: February 1, 2017

REVIEW TYPE: Expedited Review

REVIEW CATEGORY: Expedited review category # 5 & 7

IRB MEETING DATE: February 18, 2016

Thank you for your submission of New Project materials for this project. The Oakland University IRB has APPROVED your submission. This approval is based on an appropriate risk/benefit ratio and a project design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission. The submission packages include the following approved documents:

- Application (IRBNet Package #812541-2)

- Child Assent Control Version 2-2-2016 which has been published as a Board Document under Reviews in IRBNet.
- Child Assent Treatment Version 2-2-2016 which has been published as a Board Document under Reviews in IRBNet
- Parental Permission Version 2-2-2016 which has been published as a Board Document under Reviews in IRBNet
- Parent Information Letter (IRBNet Package # 812541-2)
- Recruitment Script Control (IRBNet Package # 812541-3)
- Recruitment Script Treatment (IRBNet Package # 812541-3)
- Conversational Interview Script (IRBNet Package 812541-2)
- McKenna & Kear Questionnaire (IRBNet Package 812541-1)
- SRQ Reading Motivation Survey (IRBNet Package 812541-1)

This submission has received Expedited Review based on the applicable federal regulation. Please remember that informed consent is a process beginning with a description of the project and insurance of participant understanding followed by a signed consent form. Informed consent must continue throughout the project via a dialogue between the researcher and research participant. Federal regulations require each participant receive a copy of the signed consent document. **The IRB approved consent and assent documents (Version 2-2-2016) have been published as Board Documents under Review in IRBNet. IRB approved consent and assent documents MUST be used in recruitment and consent of participants in the research.**

Please note that any revision to previously approved materials must be approved by this office prior to initiation. Please use the appropriate revision forms for this procedure. Do not collect data while the revised application is being reviewed. Data collected during this time cannot be used. All UNANTICIPATED PROBLEMS involving risks to subjects or others (UPIRSOs) and SERIOUS and UNEXPECTED adverse events must be reported promptly to this committee. Please use the appropriate reporting forms for this procedure. All FDA and sponsor reporting requirements should also be followed.

All NON-COMPLIANCE issues or COMPLAINTS regarding this project must be reported promptly to this office. This project has been determined to be a Minimal Risk project. Based on the risks, this project requires continuing review by this committee on an annual basis. Please use the appropriate forms for this procedure. Your documentation for continuing review must be received with sufficient time for review and continued approval before the expiration date of February 1, 2017. Please note that all research records must be retained for a minimum of three years after the completion of the project. Please retain a copy of this correspondence for your record. If you have any questions, please contact Kate Wydeven M.S. at (248) 370-4306 or kwydeven@oakland.edu.

Please include your project title and reference number in all correspondence with this committee. This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within Oakland University IRB Records.

APPENDIX O
COPYRIGHT APPROVALS

From: Hutchinson, Adele <AHutchinson@apa.org>

To: Sherry Andrews [mailto:smandrew@oakland.edu]

Sent: Wednesday, November 30, 2016 4:45 PM

Subject: Re: Copyright permission

File: Andrews, Sherry (author)

Re: Use of Figure 1, p. 442, from Juel, C. (1988). Learning to read and write: A longitudinal study of 54 children from first through fourth grades. *Journal of Educational Psychology*, 80(4), 437-447. <http://dx.doi.org/10.1037/0022-0663.80.4.437>

Dear Sherry,

Thank you for contacting APA.

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I hope this helps. We appreciate your mindful concern for copyright and permissions matters.

Best,

Adele

Adele Hutchinson | Permissions Manager

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Department of Reading and Language Arts
 School of Education and Human Services
 Rochester, Michigan 48309-4494

September 21, 2016

University of Rochester Press
 Boydell & Brewer Inc.
 668 Mount Hope Avenue
 Rochester, NY 14620-2731

To whom it may concern:

I am completing a doctoral dissertation at Oakland University entitled "*The Impact of a Book Flood on Reading Motivation and Reading Achievement of Fourth Grade Students.*" I am requesting permission to reprint in my dissertation excerpts from the following: Ryan, R. M., & Deci, E. L. (2002) Overview of self-determination theory: An organismic dialectical perspective. In E. Deci & R. Ryan (Eds.), *Handbook of Self-determination Theory* (pp.3-33). Rochester, N.Y.: University of Rochester Pres.

The excerpt to be reproduced is: Figure 1.1 "The Self-Determination Continuum, with Types of Motivation and Types of Regulation" located on page 16.

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If these arrangements meet with your approval, please sign this letter where indicated below and return it to me as a PDF attachment to smandrew@oakland.edu. Thank you very much.

Sincerely,

Sherry M. Andrews

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Sonia Kane, Editorial Director,
 University of Rochester Press

Date: 10/6/16

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■ Garfield revisited: Unlimited extension of permission to copy the ERAS

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Dennis J. Kear
Wichita State University, Kansas, USA

The appearance of the Elementary Reading Attitude Survey (ERAS) in the May 1990 issue of *RT* was based originally on an agreement with United Media, which allowed the survey to be reproduced through December 31, 1995. The Garfield character has since been acquired from United Media by the creator Jim Davis and his company, Paws, Inc., and the agreement was extended to December 31, 1999. Davis contributed to the development of the instrument by producing the four poses of Garfield used in the pictorial scale. He has now kindly consented to extend permission to reproduce the ERAS until further notice.

Educators wishing to use the scale for classroom use should copy and paste the following credit line on each page of the scale:

©Paws, Inc. The Garfield character is incorporated in this test with the permission of Paws, Incorporated, and may be reproduced only in connection with the reproduction of the test in its entirety for classroom use until further notice by Paws, Inc., and any other reproduction or use without the express prior written consent of Paws is prohibited. Since its appearance, the ERAS has grounded a number of research studies of reading attitudes, which have contributed to an understanding of the instrument. The following sources may be useful to educators who have used the ERAS.

Research references

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Jessie De Naeghel <jessie.denaeghel@gmail.com> 9/2/15

To **Hilde**, me

Dear Sherry Andrews

You can definitely make use of the SRQ-Reading motivation.

Please refer to the attached article in all of your output.

Good luck with your dissertation research!

Kind regards,

Jessie

2015-09-02 16:17 GMT+02:00 Jessie De Naeghel <Jessie.DeNaeghel@augent.be>:

Van: Sherry Andrews

Verzonden: woensdag 2 september 2015 16:17:01 (UTC+01:00) Brussel, Kopenhagen, Madrid, Parijs

Aan: Jessie De Naeghel

Onderwerp: Request for permission to use the SRQ-Reading Motivation Questionnaire

APPENDIX P

LIST OF CORRELATION COEFFICIENT FOR ALL MEASURES

Correlation Coefficients for all Measures										
Measure	Control Group			Treatment Group			df	F	Sig.	Partial Eta Squared
	M	SD	N	M	SD	N				
SRQ TR	92.16	11.93	19	108	9.89	19	35	14.9	.000	.299
SRQ RA	24.68	4.85	19	27.58	2.88	19	35	7.81	.008	.182
SRQ RC	19.42	4.74	19	24.84	4.40	19	35	9.28	.004	.210
SRQ AA	26.32	3.88	19	28.37	2.81	19	35	5.62	.023	.139
SRQ AC	21.74	5.28	19	26.79	5.61	19	35	4.58	.039	.116
ERAS TR	62.00	10.97	15	66.26	6.07	19	31	3.44	.073	.100
ERAS RR	30.41	6.44	12	33.57	2.79	19	28	2.52	.123	.083
ERAS AR	31.33	5.16	15	32.68	4.32	19	31	3.12	.087	.091
NWEA	204	17.54	16	198	12.49	19	32	1.64	.209	.049

Note: M = Means, SD = Standard Deviation, N = Number, df = degrees of freedom, F = test statistics, Sig. = observed p value/significance,

APPENDIX Q
OUTPUT OF STATISTICAL ANALYSIS

```

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  /CRITERIA=ALPHA(0.05)
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Univariate Analysis of Variance

Between-Subjects Factors

	Value Label	N
Group 1	Control	19
Group 2	Treatment	19

Tests of Between-Subjects Effects

Dependent Variable: Pre SRQ survey Total Composit

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	252.737 ^a	1	252.737	2.460	.126
Intercept	432071.158	1	432071.158	4206.089	.000
Group	252.737	1	252.737	2.460	.126
Error	3698.105	36	102.725		
Total	436022.000	38			
Corrected Total	3950.842	37			

a. R Squared = .064 (Adjusted R Squared = .038)

```

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Univariate Analysis of Variance

Between-Subjects Factors

	Value Label	N
Group 1	Control	19
Group 2	Treatment	19

Tests of Between-Subjects Effects

Dependent Variable: PostSRQtotal

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2759.416 ^a	3	919.805	8.185	.000
Intercept	1057.809	1	1057.809	9.413	.004
Group	.316	1	.316	.003	.958
PRESRQtotalcom	494.216	1	494.216	4.398	.043
Group * PRESRQtotalcom	9.945	1	9.945	.088	.768
Error	3820.926	34	112.380		
Total	385581.000	38			
Corrected Total	6580.342	37			

a. R Squared = .419 (Adjusted R Squared = .368)

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Univariate Analysis of Variance

Between-Subjects Factors

Group	Value Label	N
1	Control	19
2	Treatment	19

Descriptive Statistics

Dependent Variable: PostSRQtotal

Group	Mean	Std. Deviation	N
Control	92.1579	11.92692	19
Treatment	107.5789	9.89004	19
Total	99.8684	13.33593	38

Levene's Test of Equality of Error Variances^a

Dependent Variable: PostSRQtotal

F	df1	df2	Sig.
1.010	1	36	.322

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + PRESRQtotalcom + Group

Tests of Between-Subjects Effects

Dependent Variable: PostSRQtotal

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	2749.471 ^a	2	1374.736	12.560	.000	.418
Intercept	1201.632	1	1201.632	10.978	.002	.239
PRESRQtotalcom	490.287	1	490.287	4.479	.041	.113
Group	1630.958	1	1630.958	14.901	.000	.299
Error	3830.871	35	109.453			
Total	385581.000	38				
Corrected Total	6580.342	37				

a. R Squared = .418 (Adjusted R Squared = .385)

Estimated Marginal Means

1. Group

Dependent Variable: PostSRQtotal

Group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Control	93.097 ^a	2.441	88.142	98.052
Treatment	106.640 ^a	2.441	101.685	111.595

a. Covariates appearing in the model are evaluated at the following values: Pre SRQ survey Total Composit = 106.63.

2. Grand Mean

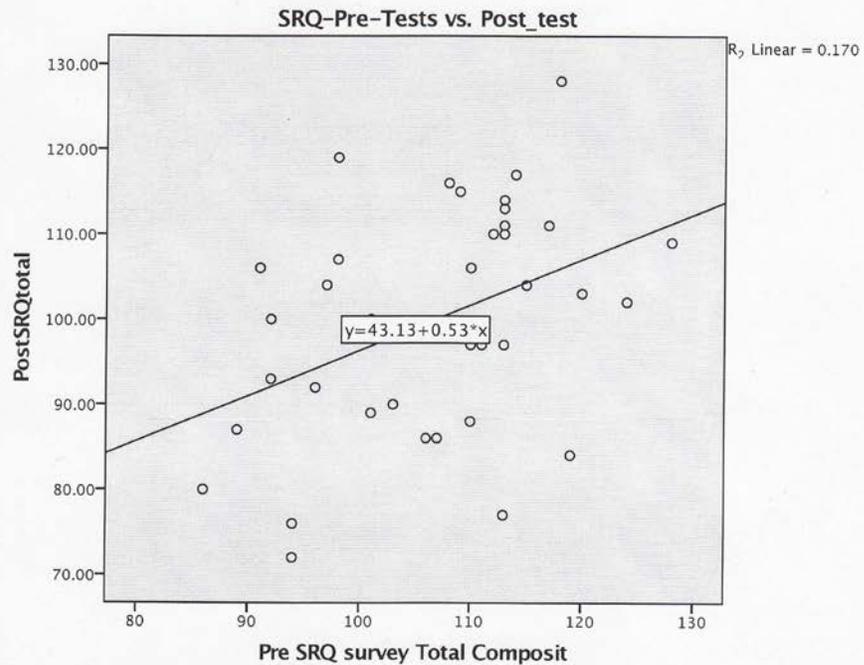
Dependent Variable: PostSRQtotal

Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound
99.868 ^a	1.697	96.423	103.314

a. Covariates appearing in the model are evaluated at the following values: Pre SRQ survey Total Composit = 106.63.

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Graph



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Between-Subjects Factors

	Value Label	N
Group 1	Control	19
2	Treatment	19

Tests of Between-Subjects Effects

Dependent Variable: PreSRQsurvey recreational

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	9.500 ^a	1	9.500	.266	.609
Intercept	108765.500	1	108765.500	3049.500	.000
Group	9.500	1	9.500	.266	.609
Error	1284.000	36	35.667		
Total	110059.000	38			
Corrected Total	1293.500	37			

a. R Squared = .007 (Adjusted R Squared = -.020)

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Univariate Analysis of Variance

Between-Subjects Factors

	Value Label	N
Group 1	Control	19
2	Treatment	19

Tests of Between-Subjects Effects

Dependent Variable: Post SRQ recreationI

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	726.686 ^a	3	242.229	7.649	.000
Intercept	589.336	1	589.336	18.610	.000
Group	6.271E-6	1	6.271E-6	.000	1.000
PreSRQREC	62.105	1	62.105	1.961	.170
Group * PreSRQREC	7.364	1	7.364	.233	.633
Error	1076.682	34	31.667		
Total	90318.000	38			
Corrected Total	1803.368	37			

a. R Squared = .403 (Adjusted R Squared = .350)

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Univariate Analysis of Variance

Between-Subjects Factors

Group	Value Label	N
1	Control	19
2	Treatment	19

Descriptive Statistics

Dependent Variable: Post SRQ recreationI

Group	Mean	Std. Deviation	N
Control	44.11	6.367	19
Treatment	52.42	4.811	19
Total	48.26	6.981	38

Levene's Test of Equality of Error Variances^a

Dependent Variable: Post SRQ recreationl

F	df1	df2	Sig.
2.322	1	36	.136

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + PreSRQREC + Group

Tests of Between-Subjects Effects

Dependent Variable: Post SRQ recreationl

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	719.322 ^a	2	359.661	11.612	.000	.399
Intercept	589.750	1	589.750	19.041	.000	.352
PreSRQREC	62.375	1	62.375	2.014	.165	.054
Group	618.012	1	618.012	19.953	.000	.363
Error	1084.046	35	30.973			
Total	90318.000	38				
Corrected Total	1803.368	37				

a. R Squared = .399 (Adjusted R Squared = .365)

Estimated Marginal Means

1. Grand Mean

Dependent Variable: Post SRQ recreationl

Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound
48.263 ^a	.903	46.430	50.096

a. Covariates appearing in the model are evaluated at the following values: PreSRQsurvey recreational = 53.50.

2. Group

Dependent Variable: Post SRQ recreationl

Group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Control	44.215 ^a	1.279	41.619	46.812
Treatment	52.311 ^a	1.279	49.714	54.908

a. Covariates appearing in the model are evaluated at the following values: PreSRQsurvey recreational = 53.50.

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Univariate Analysis of Variance

Between-Subjects Factors

Group	Value Label	N
1	Control	19
2	Teatment	19

Descriptive Statistics

Dependent Variable: PreSRQsurvey academic

Group	Mean	Std. Deviation	N
Control	51.05	8.141	19
Teatment	55.21	5.846	19
Total	53.13	7.301	38

Levene's Test of Equality of Error Variances^a

Dependent Variable: PreSRQsurvey academic

F	df1	df2	Sig.
1.483	1	36	.231

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Group

Tests of Between-Subjects Effects

Dependent Variable: PreSRQsurvey academic

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	164.237 ^a	1	164.237	3.270	.079	.083
Intercept	107272.658	1	107272.658	2135.836	.000	.983
Group	164.237	1	164.237	3.270	.079	.083
Error	1808.105	36	50.225			
Total	109245.000	38				
Corrected Total	1972.342	37				

a. R Squared = .083 (Adjusted R Squared = .058)

Estimated Marginal Means

1. Grand Mean

Dependent Variable: PreSRQsurvey academic

Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound
53.132	1.150	50.800	55.463

2. Group

Dependent Variable: PreSRQsurvey academic

Group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Control	51.053	1.626	47.755	54.350
Treatment	55.211	1.626	51.913	58.508

```
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Univariate Analysis of Variance

Between-Subjects Factors

Group	Value Label	N
1	Control	19
2	Treatment	19

Descriptive Statistics

Dependent Variable: Post SRQ Academic

Group	Mean	Std. Deviation	N
Control	48.05	6.654	19
Treatment	55.16	6.509	19
Total	51.61	7.424	38

Levene's Test of Equality of Error Variances^a

Dependent Variable: Post SRQ Academic

F	df1	df2	Sig.
.224	1	36	.639

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Group + PRESRQAca + Group * PRESRQAca

Tests of Between-Subjects Effects

Dependent Variable: Post SRQ Academic

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	642.041 ^a	3	214.014	5.209	.005	.315
Intercept	907.074	1	907.074	22.076	.000	.394
Group	69.013	1	69.013	1.680	.204	.047
PRESRQAca	74.573	1	74.573	1.815	.187	.051
Group * PRESRQAca	37.485	1	37.485	.912	.346	.026
Error	1397.037	34	41.089			
Total	103237.000	38				
Corrected Total	2039.079	37				

a. R Squared = .315 (Adjusted R Squared = .254)

Estimated Marginal Means

1. Grand Mean

Dependent Variable: Post SRQ Academic

Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound
51.921 ^a	1.091	49.704	54.139

a. Covariates appearing in the model are evaluated at the following values: PreSRQsurvey academic = 53.13.

2. Group

Dependent Variable: Post SRQ Academic

Group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Control	48.814 ^a	1.520	45.724	51.904
Treatment	55.028 ^a	1.566	51.846	58.210

a. Covariates appearing in the model are evaluated at the following values: PreSRQsurvey academic = 53.13.

```
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Univariate Analysis of Variance

Between-Subjects Factors

	Value Label	N
Group 1	Control	19
Group 2	Treatment	19

Descriptive Statistics

Dependent Variable: Post SRQ Academic

Group	Mean	Std. Deviation	N
Control	48.05	6.654	19
Treatment	55.16	6.509	19
Total	51.61	7.424	38

Levene's Test of Equality of Error Variances^a

Dependent Variable: Post SRQ Academic

F	df1	df2	Sig.
.114	1	36	.737

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + PRESRQAca + Group

Tests of Between-Subjects Effects

Dependent Variable: Post SRQ Academic

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	604.557 ^a	2	302.278	7.375	.002	.296
Intercept	892.303	1	892.303	21.771	.000	.383
PRESRQAcA	124.951	1	124.951	3.049	.090	.080
Group	314.801	1	314.801	7.681	.009	.180
Error	1434.522	35	40.986			
Total	103237.000	38				
Corrected Total	2039.079	37				

a. R Squared = .296 (Adjusted R Squared = .256)

Estimated Marginal Means

1. Grand Mean

Dependent Variable: Post SRQ Academic

Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound
51.605 ^a	1.039	49.497	53.714

a. Covariates appearing in the model are evaluated at the following values: PreSRQsurvey academic = 53.13.

2. Group

Dependent Variable: Post SRQ Academic

Group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Control	48.599 ^a	1.502	45.551	51.648
Treatment	54.611 ^a	1.502	51.563	57.660

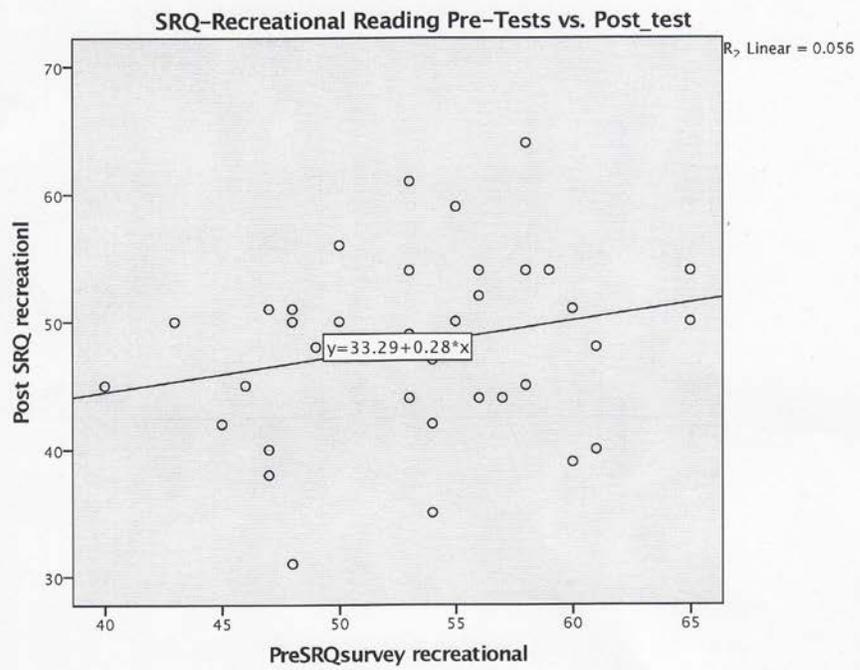
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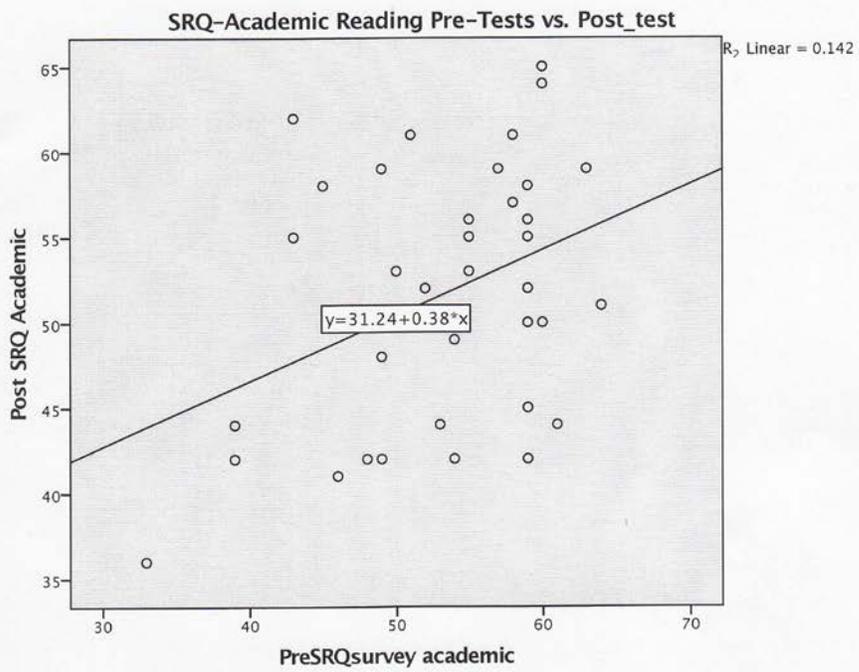
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GET
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Between-Subjects Factors

		Value Label	N
Group	1	Control	19
	2	Treatment	19

Tests of Between-Subjects Effects

Dependent Variable: PRErecAutonomous

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	22.132 ^a	1	22.132	1.794	.189
Intercept	27432.658	1	27432.658	2223.215	.000
Group	22.132	1	22.132	1.794	.189
Error	444.211	36	12.339		
Total	27899.000	38			
Corrected Total	466.342	37			

a. R Squared = .047 (Adjusted R Squared = .021)

```
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Univariate Analysis of Variance

Between-Subjects Factors

		Value Label	N
Group	1	Control	19
	2	Treatment	19

Tests of Between-Subjects Effects

Dependent Variable: POSTrecAutonomous

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	152.712 ^a	3	50.904	3.464	.027
Intercept	141.525	1	141.525	9.631	.004
Group	4.174	1	4.174	.284	.598
PRErecAutonomous	71.591	1	71.591	4.872	.034
Group * PRErecAutonomous	.467	1	.467	.032	.860
Error	499.630	34	14.695		
Total	26601.000	38			
Corrected Total	652.342	37			

a. R Squared = .234 (Adjusted R Squared = .167)

```

UNIANOVA POSTrecAutonomous BY Group WITH PRErecAutonomous
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/EMMEANS=TABLES(OVERALL) WITH(PRErecAutonomous=MEAN)
/PRINT=ETASQ DESCRIPTIVE HOMOGENEITY
/CRITERIA=ALPHA(.05)
/DESIGN=PRErecAutonomous Group.
    
```

Univariate Analysis of Variance

Between-Subjects Factors

	Value Label	N
Group 1	Control	19
Group 2	Treatment	19

Descriptive Statistics

Dependent Variable: POSTrecAutonomous

Group	Mean	Std. Deviation	N
Control	24.68	4.854	19
Treatment	27.58	2.874	19
Total	26.13	4.199	38

Levene's Test of Equality of Error Variances

Dependent Variable: POSTrecAutonomous

F	df1	df2	Sig.
9.970	1	36	.003

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + PRErecAutonomous + Group

Tests of Between-Subjects Effects

Dependent Variable: POSTrecAutonomous

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	152.245 ^a	2	76.123	5.328	.010	.233
Intercept	141.125	1	141.125	9.877	.003	.220
PRErecAutonomous	72.640	1	72.640	5.084	.031	.127
Group	111.611	1	111.611	7.811	.008	.182
Error	500.097	35	14.288			
Total	26601.000	38				
Corrected Total	652.342	37				

a. R Squared = .233 (Adjusted R Squared = .190)

Estimated Marginal Means

1. Group

Dependent Variable: POSTrecAutonomous

Group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Control	24.376 ^a	.878	22.593	26.158
Treatment	27.888 ^a	.878	26.105	29.670

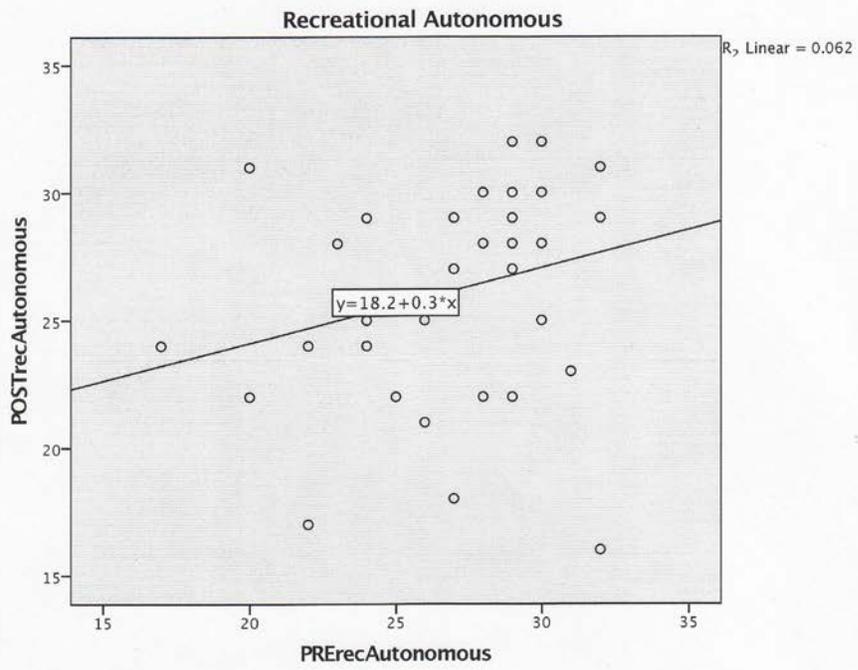
a. Covariates appearing in the model are evaluated at the following values: PRErecAutonomous = 26.87.

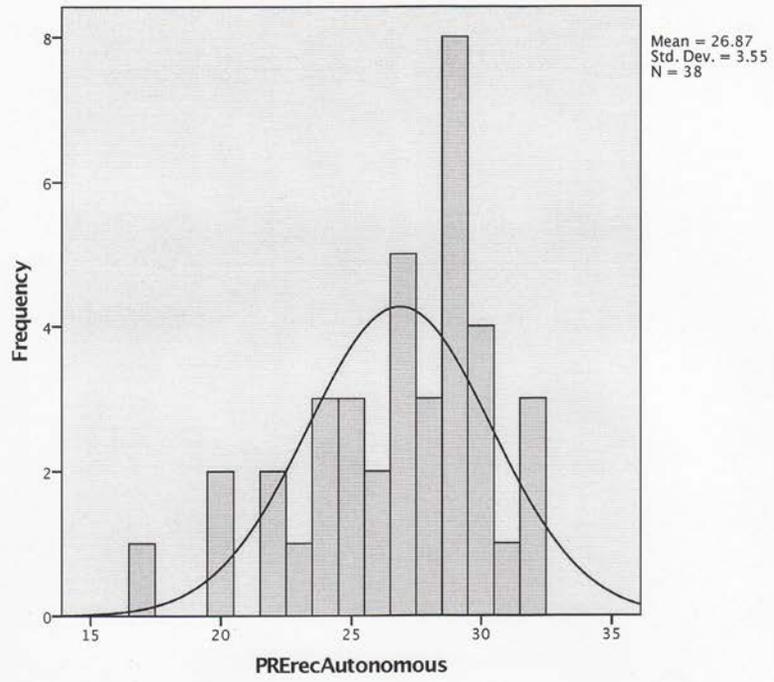
2. Grand Mean

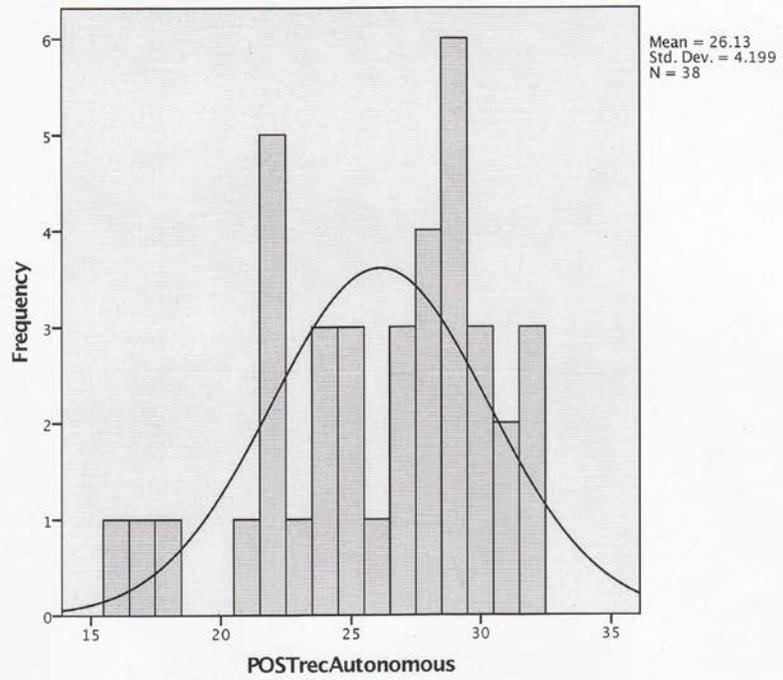
Dependent Variable: POSTrecAutonomous

Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound
26.132 ^a	.613	24.887	27.376

a. Covariates appearing in the model are evaluated at the following values: PRErecAutonomous = 26.87.







```

UNIANOVA PRErecControl BY Group
/METHOD=SSTYPE(3)
/INTERCEPT=INCLUDE
/EMMEANS=TABLES(Group)
/EMMEANS=TABLES(OVERALL)
/PRINT=ETASQ DESCRIPTIVE HOMOGENEITY
/CRITERIA=ALPHA(.05)
/DESIGN=Group.

```

Univariate Analysis of Variance

Between-Subjects Factors

	Value Label	N
Group 1	Control	19
Group 2	Treatment	19

Descriptive Statistics

Dependent Variable: PRErecControl

Group	Mean	Std. Deviation	N
Control	25.37	3.760	19
Treatment	27.89	4.496	19
Total	26.63	4.283	38

Levene's Test of Equality of Error Variances^a

Dependent Variable: PRErecControl

F	df1	df2	Sig.
.289	1	36	.594

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Group

Tests of Between-Subjects Effects

Dependent Variable: PRErecControl

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	60.632 ^a	1	60.632	3.531	.068	.089
Intercept	26951.158	1	26951.158	1569.436	.000	.978
Group	60.632	1	60.632	3.531	.068	.089
Error	618.211	36	17.173			
Total	27630.000	38				
Corrected Total	678.842	37				

a. R Squared = .089 (Adjusted R Squared = .064)

Estimated Marginal Means

1. Group

Dependent Variable: PRErecControl

Group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Control	25.368	.951	23.440	27.297
Treatment	27.895	.951	25.967	29.823

2. Grand Mean

Dependent Variable: PRErecControl

Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound
26.632	.672	25.268	27.995

```

UNIANOVA POSTrecControl BY Group WITH PRErecControl
/METHOD=SSTYPE(3)
/INTERCEPT=INCLUDE
/EMMEANS=TABLES(Group) WITH(PRErecControl=MEAN)
/EMMEANS=TABLES(OVERALL) WITH(PRErecControl=MEAN)
/PRINT=ETASQ DESCRIPTIVE HOMOGENEITY
/CRITERIA=ALPHA(.05)
/DESIGN=Group PRErecControl Group*PRErecControl.
    
```

Univariate Analysis of Variance

Between-Subjects Factors

Group	Value Label	N
1	Control	19
2	Treatment	19

Descriptive Statistics

Dependent Variable: POSTrecControl

Group	Mean	Std. Deviation	N
Control	19.42	4.741	19
Treatment	24.84	4.400	19
Total	22.13	5.282	38

Levene's Test of Equality of Error Variances

Dependent Variable: POSTrecControl

F	df1	df2	Sig.
.962	1	36	.333

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Group + PRErecControl + Group * PRErecControl

Tests of Between-Subjects Effects

Dependent Variable: POSTrecControl

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	367.577 ^a	3	122.526	6.267	.002
Intercept	161.843	1	161.843	8.278	.007
Group	5.350	1	5.350	.274	.604
PRErecControl	54.086	1	54.086	2.766	.105
Group * PRErecControl	19.925	1	19.925	1.019	.320
Error	664.765	34	19.552		
Total	19645.000	38			
Corrected Total	1032.342	37			

Tests of Between-Subjects Effects

Dependent Variable: POSTrecControl

Source	Partial Eta Squared
Corrected Model	.356
Intercept	.196
Group	.008
PRErecControl	.075
Group * PRErecControl	.029
Error	
Total	
Corrected Total	

a. R Squared = .356 (Adjusted R Squared = .299)

Estimated Marginal Means

1. Group

Dependent Variable: POSTrecControl

Group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Control	19.570 ^a	1.073	17.389	21.751
Treatment	24.232 ^a	1.056	22.086	26.378

a. Covariates appearing in the model are evaluated at the following values: PRErecControl = 26.63.

2. Grand Mean

Dependent Variable: POSTrecControl

Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound
21.901 ^a	.753	20.371	23.431

a. Covariates appearing in the model are evaluated at the following values: PRErecControl = 26.63.

```
UNIANOVA POSTrecControl BY Group WITH PRErecControl
/METHOD=SSTYPE(3)
/INTERCEPT=INCLUDE
/EMMEANS=TABLES(Group) WITH(PRErecControl=MEAN)
/EMMEANS=TABLES(OVERALL) WITH(PRErecControl=MEAN)
/PRINT=ETASQ DESCRIPTIVE HOMOGENEITY
```

/CRITERIA=ALPHA(.05)
 /DESIGN=PRErecControl Group.

Univariate Analysis of Variance

Between-Subjects Factors

Group	Value Label	N
1	Control	19
2	Treatment	19

Descriptive Statistics

Dependent Variable: POSTrecControl

Group	Mean	Std. Deviation	N
Control	19.42	4.741	19
Treatment	24.84	4.400	19
Total	22.13	5.282	38

Levene's Test of Equality of Error Variances

Dependent Variable: POSTrecControl

F	df1	df2	Sig.
.797	1	36	.378

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + PRErecControl + Group

Tests of Between-Subjects Effects

Dependent Variable: POSTrecControl

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	347.652 ^a	2	173.826	8.886	.001	.337
Intercept	150.021	1	150.021	7.669	.009	.180
PRErecControl	68.468	1	68.468	3.500	.070	.091
Group	181.502	1	181.502	9.278	.004	.210
Error	684.690	35	19.563			
Total	19645.000	38				
Corrected Total	1032.342	37				

a. R Squared = .337 (Adjusted R Squared = .299)

Estimated Marginal Means

1. Group

Dependent Variable: POSTrecControl

Group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Control	19.841 ^a	1.039	17.732	21.951
Treatment	24.422 ^a	1.039	22.312	26.532

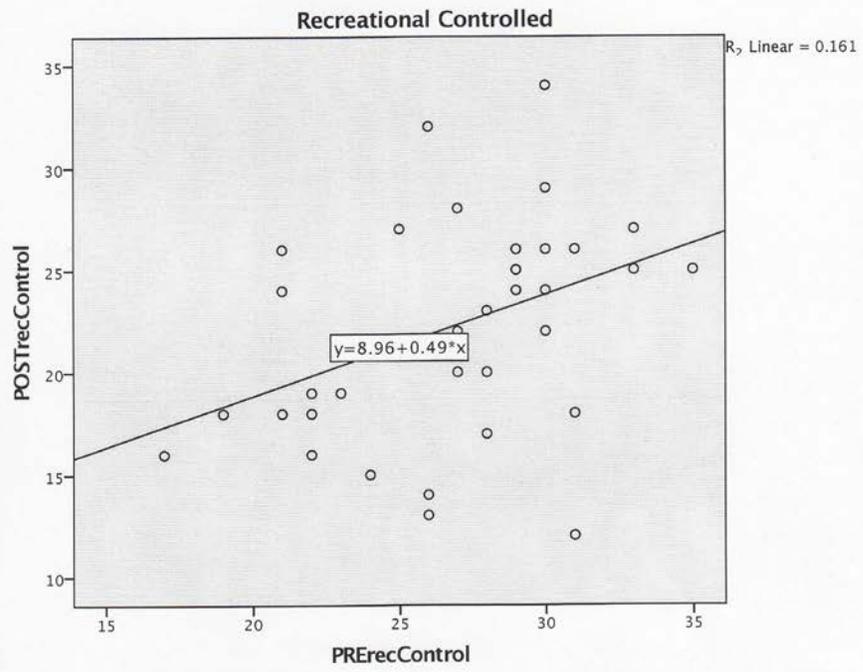
a. Covariates appearing in the model are evaluated at the following values: PRErecControl = 26.63.

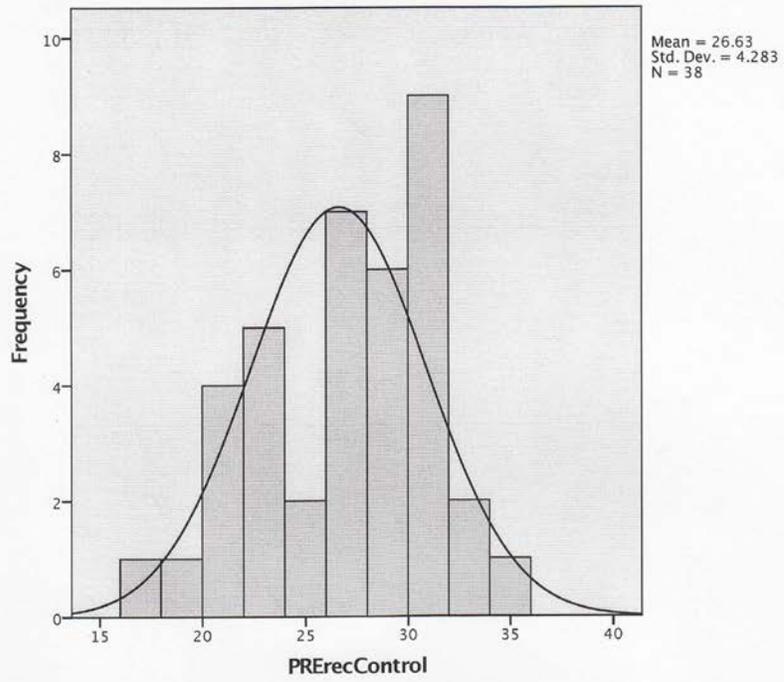
2. Grand Mean

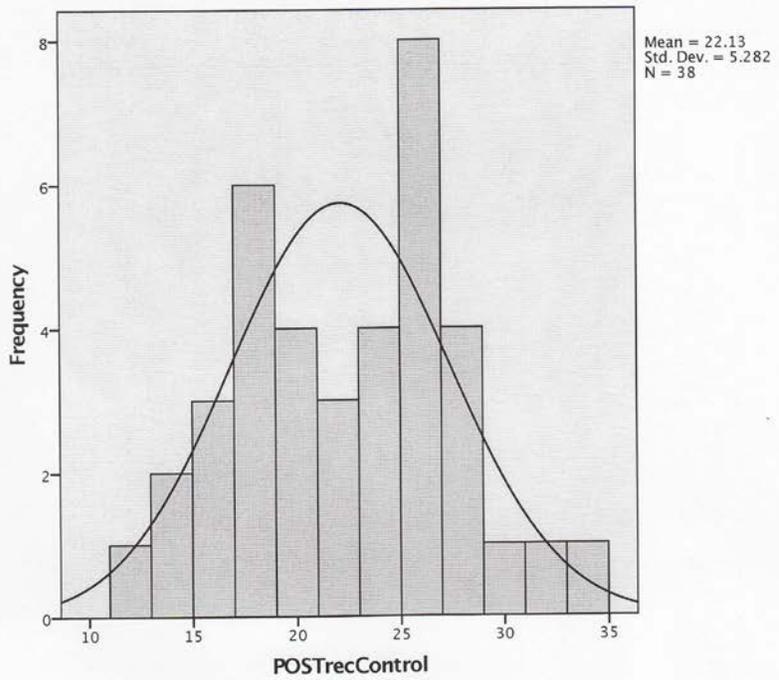
Dependent Variable: POSTrecControl

Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound
22.132 ^a	.717	20.675	23.588

a. Covariates appearing in the model are evaluated at the following values: PRErecControl = 26.63.







```

UNIANOVA PREacaAutonomous BY Group
/METHOD=SSTYPE(3)
/INTERCEPT=INCLUDE
/EMMEANS=TABLES(Group)
/EMMEANS=TABLES(OVERALL)
/PRINT=ETASQ DESCRIPTIVE HOMOGENEITY
/CRITERIA=ALPHA(.05)
/DESIGN=Group.

```

Univariate Analysis of Variance

Between-Subjects Factors

	Value Label	N
Group 1	Control	19
2	Treatment	19

Descriptive Statistics

Dependent Variable: PREacaAutonomous

Group	Mean	Std. Deviation	N
Control	25.74	4.863	19
Treatment	25.53	4.611	19
Total	25.63	4.676	38

Levene's Test of Equality of Error Variances^a

Dependent Variable: PREacaAutonomous

F	df1	df2	Sig.
.184	1	36	.671

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Group

Tests of Between-Subjects Effects

Dependent Variable: PREacaAutonomous

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	.421 ^a	1	.421	.019	.892	.001
Intercept	24965.158	1	24965.158	1111.730	.000	.969
Group	.421	1	.421	.019	.892	.001
Error	808.421	36	22.456			
Total	25774.000	38				
Corrected Total	808.842	37				

a. R Squared = .001 (Adjusted R Squared = -.027)

Estimated Marginal Means

1. Group

Dependent Variable: PREacaAutonomous

Group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Control	25.737	1.087	23.532	27.942
Treatment	25.526	1.087	23.321	27.731

2. Grand Mean

Dependent Variable: PREacaAutonomous

Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound
25.632	.769	24.073	27.191

```

UNIANOVA POSTacaAutonomous BY Group WITH PREacaAutonomous
/METHOD=SSTYPE(3)
/INTERCEPT=INCLUDE
/EMMEANS=TABLES(Group) WITH(PREacaAutonomous=MEAN)
/EMMEANS=TABLES(OVERALL) WITH(PREacaAutonomous=MEAN)
/PRINT=ETASQ DESCRIPTIVE HOMOGENEITY
/CRITERIA=ALPHA(.05)
/DESIGN=Group PREacaAutonomous Group*PREacaAutonomous.
    
```

Univariate Analysis of Variance

Between-Subjects Factors

	Value	Label	N
Group	1	Control	19
	2	Treatment	19

Descriptive Statistics

Dependent Variable: POSTacaAutonomous

Group	Mean	Std. Deviation	N
Control	26.32	3.888	19
Treatment	28.37	2.813	19
Total	27.34	3.505	38

Levene's Test of Equality of Error Variances^a

Dependent Variable: POSTacaAutonomous

F	df1	df2	Sig.
2.608	1	36	.115

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Group + PREacaAutonomous + Group * PREacaAutonomous

Tests of Between-Subjects Effects

Dependent Variable: POSTacaAutonomous

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	242.810 ^a	3	80.937	12.996	.000
Intercept	338.579	1	338.579	54.366	.000
Group	76.209	1	76.209	12.237	.001
PREacaAutonomous	133.735	1	133.735	21.474	.000
Group * PREacaAutonomous	59.035	1	59.035	9.479	.004
Error	211.743	34	6.228		
Total	28863.000	38			
Corrected Total	454.553	37			

Tests of Between-Subjects Effects

Dependent Variable: POSTacaAutonomous

Source	Partial Eta Squared
Corrected Model	.534
Intercept	.615
Group	.265
PREacaAutonomous	.387
Group * PREacaAutonomous	.218
Error	
Total	
Corrected Total	

a. R Squared = .534 (Adjusted R Squared = .493)

Estimated Marginal Means

1. Group

Dependent Variable: POSTacaAutonomous

Group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Control	26.244 ^a	.573	25.081	27.408
Treatment	28.383 ^a	.573	27.219	29.547

a. Covariates appearing in the model are evaluated at the following values: PREacaAutonomous = 25.63.

2. Grand Mean

Dependent Variable: POSTacaAutonomous

Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound
27.314 ^a	.405	26.491	28.137

a. Covariates appearing in the model are evaluated at the following values: PREacaAutonomous = 25.63.

```
UNIANOVA POSTacaAutonomous BY Group WITH PREacaAutonomous
/METHOD=SSTYPE(3)
/INTERCEPT=INCLUDE
/EMMEANS=TABLES(Group) WITH(PREacaAutonomous=MEAN)
/EMMEANS=TABLES(OVERALL) WITH(PREacaAutonomous=MEAN)
```

/PRINT=ETASQ DESCRIPTIVE HOMOGENEITY
 /CRITERIA=ALPHA(.05)
 /DESIGN=PREacaAutonomous Group.

Univariate Analysis of Variance

Between-Subjects Factors

	Value	Label	N
Group	1	Control	19
	2	Treatment	19

Descriptive Statistics

Dependent Variable: POSTacaAutonomous

Group	Mean	Std. Deviation	N
Control	26.32	3.888	19
Treatment	28.37	2.813	19
Total	27.34	3.505	38

Levene's Test of Equality of Error Variances^a

Dependent Variable: POSTacaAutonomous

F	df1	df2	Sig.
1.068	1	36	.308

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + PREacaAutonomous + Group

Tests of Between-Subjects Effects

Dependent Variable: POSTacaAutonomous

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	183.775 ^a	2	91.887	11.877	.000	.404
Intercept	325.830	1	325.830	42.116	.000	.546
PREacaAutonomous	143.748	1	143.748	18.581	.000	.347
Group	43.541	1	43.541	5.628	.023	.139
Error	270.778	35	7.737			
Total	28863.000	38				
Corrected Total	454.553	37				

a. R Squared = .404 (Adjusted R Squared = .370)

Estimated Marginal Means

1. Group

Dependent Variable: POSTacaAutonomous

Group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Control	26.271 ^a	.638	24.976	27.567
Treatment	28.413 ^a	.638	27.117	29.708

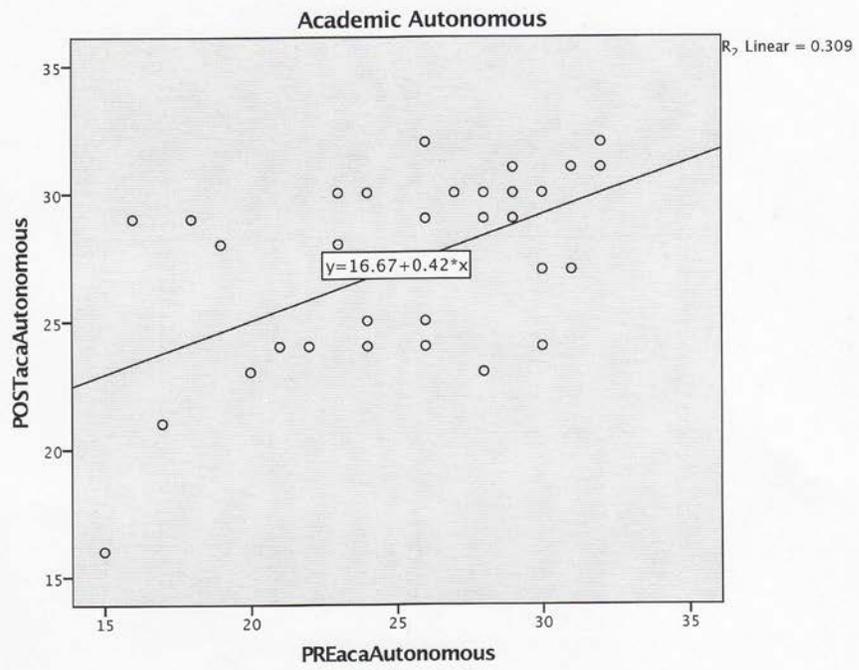
a. Covariates appearing in the model are evaluated at the following values: PREacaAutonomous = 25.63.

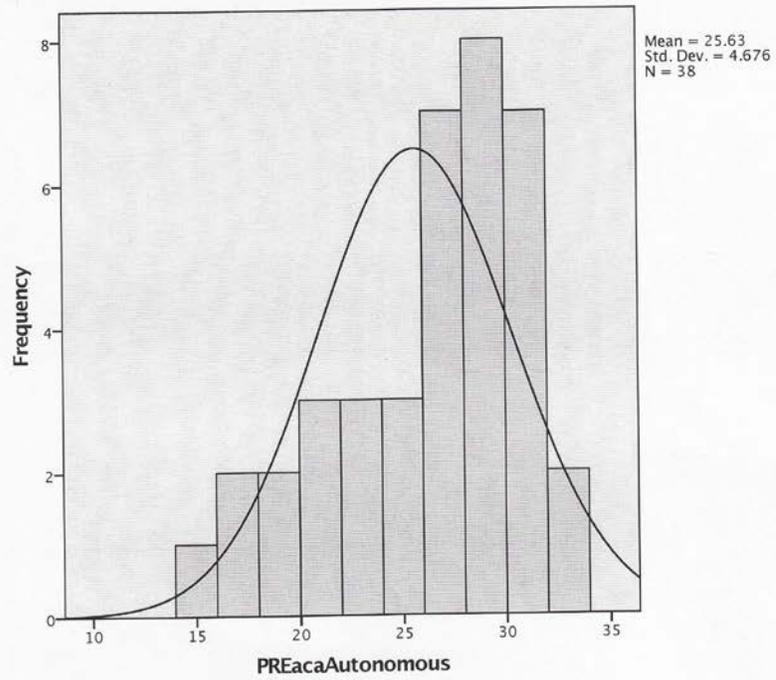
2. Grand Mean

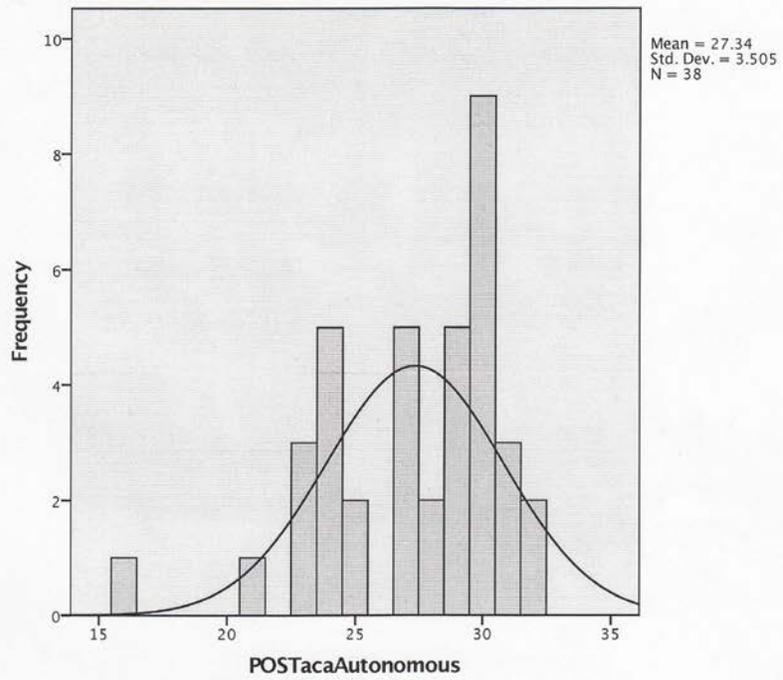
Dependent Variable: POSTacaAutonomous

Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound
27.342 ^a	.451	26.426	28.258

a. Covariates appearing in the model are evaluated at the following values: PREacaAutonomous = 25.63.







```

UNIANOVA PREacaControl BY Group
/METHOD=SSTYPE(3)
/INTERCEPT=INCLUDE
/EMMEANS=TABLES(Group)
/EMMEANS=TABLES(OVERALL)
/PRINT=ETASQ DESCRIPTIVE HOMOGENEITY
/CRITERIA=ALPHA(.05)
/DESIGN=Group.

```

Univariate Analysis of Variance

Between-Subjects Factors

	Value Label	N
Group 1	Control	19
Group 2	Treatment	19

Descriptive Statistics

Dependent Variable: PREacaControl

Group	Mean	Std. Deviation	N
Control	25.32	5.323	19
Treatment	29.68	4.485	19
Total	27.50	5.336	38

Levene's Test of Equality of Error Variances^a

Dependent Variable: PREacaControl

F	df1	df2	Sig.
1.007	1	36	.322

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Group

Tests of Between-Subjects Effects

Dependent Variable: PREacaControl

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	181.289 ^a	1	181.289	7.483	.010	.172
Intercept	28737.500	1	28737.500	1186.124	.000	.971
Group	181.289	1	181.289	7.483	.010	.172
Error	872.211	36	24.228			
Total	29791.000	38				
Corrected Total	1053.500	37				

a. R Squared = .172 (Adjusted R Squared = .149)

Estimated Marginal Means

1. Group

Dependent Variable: PREacaControl

Group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Control	25.316	1.129	23.026	27.606
Treatment	29.684	1.129	27.394	31.974

2. Grand Mean

Dependent Variable: PREacaControl

Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound
27.500	.798	25.881	29.119

```
UNIANOVA POSTacaControl BY Group WITH PREacaControl
/METHOD=SSTYPE(3)
/INTERCEPT=INCLUDE
/EMMEANS=TABLES(Group) WITH(PREacaControl=MEAN)
/EMMEANS=TABLES(OVERALL) WITH(PREacaControl=MEAN)
/PRINT=ETASQ DESCRIPTIVE HOMOGENEITY
/CRITERIA=ALPHA(.05)
/DESIGN=Group PREacaControl Group*PREacaControl.
```

Univariate Analysis of Variance

Between-Subjects Factors

	Value	Label	N
Group	1	Control	19
	2	Treatment	19

Descriptive Statistics

Dependent Variable: POSTacaControl

Group	Mean	Std. Deviation	N
Control	21.74	5.279	19
Treatment	26.79	5.613	19
Total	24.26	5.953	38

Levene's Test of Equality of Error Variances^a

Dependent Variable: POSTacaControl

F	df1	df2	Sig.
.223	1	36	.639

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Group + PREacaControl + Group * PREacaControl

Tests of Between-Subjects Effects

Dependent Variable: POSTacaControl

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	464.336 ^a	3	154.779	6.213	.002
Intercept	248.433	1	248.433	9.972	.003
Group	125.715	1	125.715	5.046	.031
PREacaControl	69.769	1	69.769	2.801	.103
Group * PREacaControl	184.117	1	184.117	7.390	.010
Error	847.033	34	24.913		
Total	23682.000	38			
Corrected Total	1311.368	37			

Tests of Between-Subjects Effects

Dependent Variable: POSTacaControl

Source	Partial Eta Squared
Corrected Model	.354
Intercept	.227
Group	.129
PREacaControl	.076
Group * PREacaControl	.179
Error	
Total	
Corrected Total	

a. R Squared = .354 (Adjusted R Squared = .297)

Estimated Marginal Means

1. Group

Dependent Variable: POSTacaControl

Group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Control	21.345 ^a	1.243	18.820	23.871
Treatment	25.144 ^a	1.280	22.542	27.746

a. Covariates appearing in the model are evaluated at the following values: PREacaControl = 27.50.

2. Grand Mean

Dependent Variable: POSTacaControl

Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound
23.245 ^a	.892	21.432	25.058

a. Covariates appearing in the model are evaluated at the following values: PREacaControl = 27.50.

```
UNIANOVA POSTacaControl BY Group WITH PREacaControl
/METHOD=SSTYPE(3)
/INTERCEPT=INCLUDE
/EMMEANS=TABLES(Group) WITH(PREacaControl=MEAN)
/EMMEANS=TABLES(OVERALL) WITH(PREacaControl=MEAN)
/PRINT=ETASQ DESCRIPTIVE HOMOGENEITY
```

/CRITERIA=ALPHA(.05)
 /DESIGN=PREacaControl Group.

Univariate Analysis of Variance

Between-Subjects Factors

Group	Value Label	N
1	Control	19
2	Treatment	19

Descriptive Statistics

Dependent Variable: POSTacaControl

Group	Mean	Std. Deviation	N
Control	21.74	5.279	19
Treatment	26.79	5.613	19
Total	24.26	5.953	38

Levene's Test of Equality of Error Variances

Dependent Variable: POSTacaControl

F	df1	df2	Sig.
.307	1	36	.583

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + PREacaControl + Group

Tests of Between-Subjects Effects

Dependent Variable: POSTacaControl

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	280.218 ^a	2	140.109	4.756	.015	.214
Intercept	385.027	1	385.027	13.069	.001	.272
PREacaControl	37.692	1	37.692	1.279	.266	.035
Group	135.101	1	135.101	4.586	.039	.116
Error	1031.150	35	29.461			
Total	23682.000	38				
Corrected Total	1311.368	37				

a. R Squared = .214 (Adjusted R Squared = .169)

Estimated Marginal Means

1. Group

Dependent Variable: POSTacaControl

Group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Control	22.191 ^a	1.308	19.535	24.847
Treatment	26.335 ^a	1.308	23.679	28.991

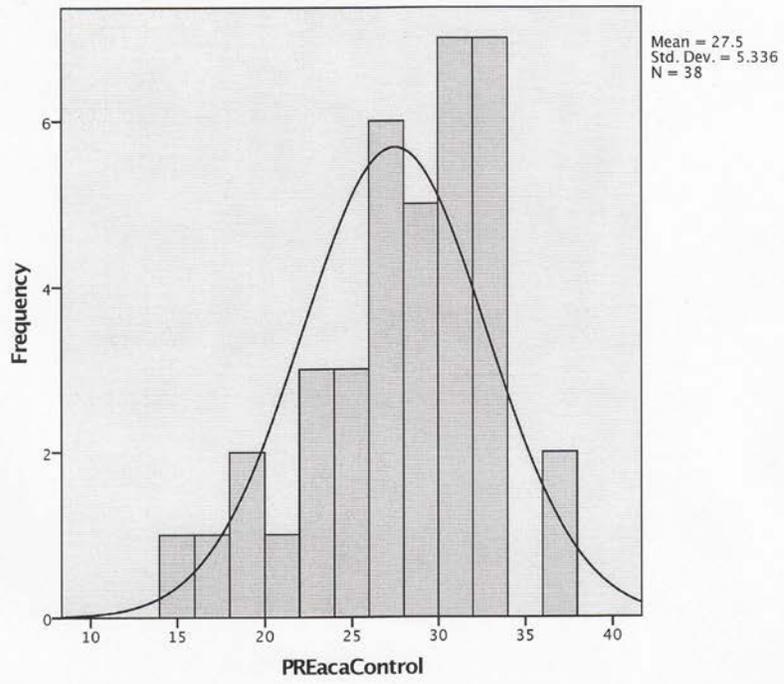
a. Covariates appearing in the model are evaluated at the following values: PREacaControl = 27.50.

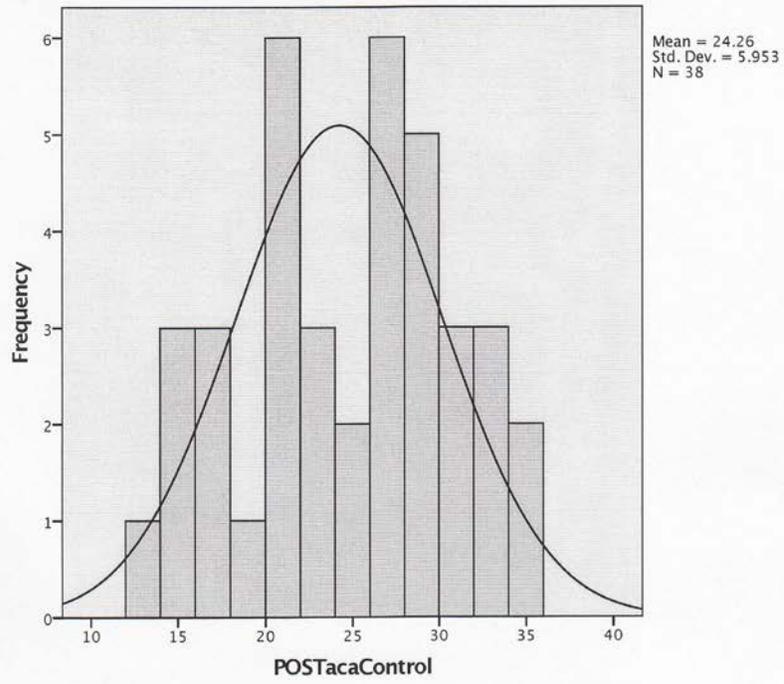
2. Grand Mean

Dependent Variable: POSTacaControl

Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound
24.263 ^a	.881	22.476	26.051

a. Covariates appearing in the model are evaluated at the following values: PREacaControl = 27.50.





Univariate Analysis of Variance

Between-Subjects Factors

Group	Value	Label	N
1	Control		15
2	Treatment		19

Descriptive Statistics

Dependent Variable: ERASpreSUMSCORE

Group	Mean	Std. Deviation	N
Control	60.8000	8.92188	15
Treatment	61.5789	6.22107	19
Total	61.2353	7.41848	34

Levene's Test of Equality of Error Variances

Dependent Variable: ERASpreSUMSCORE

F	df1	df2	Sig.
2.992	1	32	.093

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Group

Tests of Between-Subjects Effects

Dependent Variable: ERASpreSUMSCORE

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	5.086 ^a	1	5.086	.090	.766	.003
Intercept	125539.204	1	125539.204	2218.213	.000	.986
Group	5.086	1	5.086	.090	.766	.003
Error	1811.032	32	56.595			
Total	129308.000	34				
Corrected Total	1816.118	33				

a. R Squared = .003 (Adjusted R Squared = -.028)

UNIANOVA ERASpostSUMSCORE BY Group WITH ERASpreSUMSCORE
/METHOD=SSTYPE(3)
/INTERCEPT=INCLUDE

/PRINT=ETASQ DESCRIPTIVE HOMOGENEITY
 /CRITERIA=ALPHA(.05)
 /DESIGN=Group ERASpreSUMSCORE ERASpreSUMSCORE*Group.

Univariate Analysis of Variance

Between-Subjects Factors

Group	Value Label	N
1	Control	15
2	Treatment	19

Descriptive Statistics

Dependent Variable: ERASpostSUMSCORE

Group	Mean	Std. Deviation	N
Control	62.0000	10.97400	15
Treatment	66.2632	6.07218	19
Total	64.3824	8.70741	34

Levene's Test of Equality of Error Variances^a

Dependent Variable: ERASpostSUMSCORE

F	df1	df2	Sig.
1.118	1	32	.298

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Group + ERASpreSUMSCORE + Group * ERASpreSUMSCORE

Tests of Between-Subjects Effects

Dependent Variable: ERASpostSUMSCORE

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1590.713 ^a	3	530.238	17.455	.000
Intercept	78.835	1	78.835	2.595	.118
Group	72.844	1	72.844	2.398	.132
ERASpreSUMSCORE	1189.836	1	1189.836	39.169	.000
Group * ERASpreSUMSCORE	54.504	1	54.504	1.794	.190
Error	911.316	30	30.377		
Total	143435.000	34			
Corrected Total	2502.029	33			

Tests of Between-Subjects Effects

Dependent Variable: ERASpostSUMSCORE

Source	Partial Eta Squared
Corrected Model	.636
Intercept	.080
Group	.074
ERASpreSUMSCORE	.566
Group * ERASpreSUMSCORE	.056
Error	
Total	
Corrected Total	

a. R Squared = .636 (Adjusted R Squared = .599)

```
UNIANOVA ERASpostSUMSCORE BY Group WITH ERASpreSUMSCORE
/METHOD=SSTYPE(3)
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/PRINT=ETASQ DESCRIPTIVE HOMOGENEITY
/CRITERIA=ALPHA(.05)
/DESIGN=ERASpreSUMSCORE Group.
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Univariate Analysis of Variance

Between-Subjects Factors

Group	Value Label	N
1	Control	15
2	Treatment	19

Descriptive Statistics

Dependent Variable: ERASpostSUMSCORE

Group	Mean	Std. Deviation	N
Control	62.0000	10.97400	15
Treatment	66.2632	6.07218	19
Total	64.3824	8.70741	34

Levene's Test of Equality of Error Variances^a

Dependent Variable: ERASpostSUMSCORE

F	df1	df2	Sig.
.883	1	32	.354

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + ERASpreSUMSCORE + Group

Tests of Between-Subjects Effects

Dependent Variable: ERASpostSUMSCORE

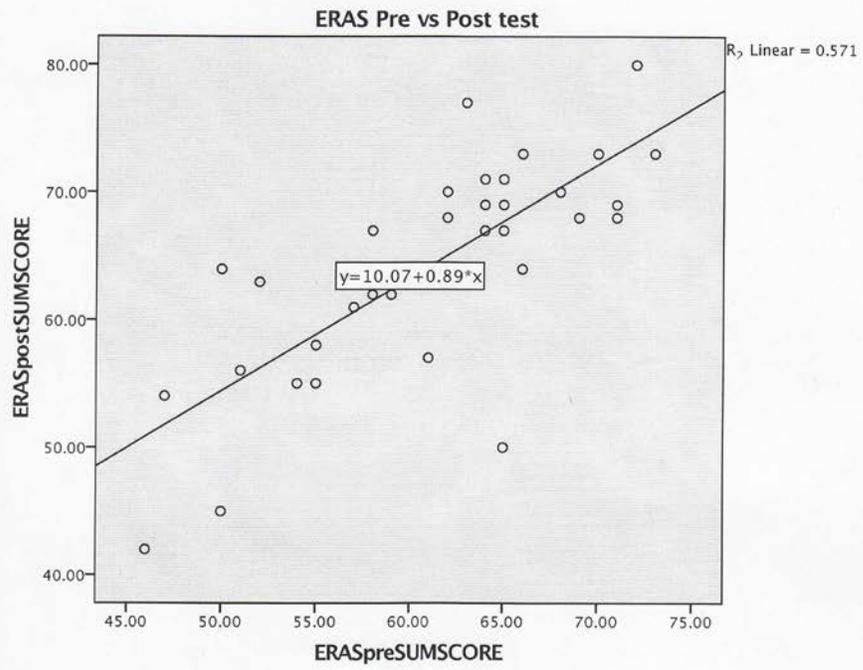
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1536.210 ^a	2	768.105	24.654	.000	.614
Intercept	54.011	1	54.011	1.734	.198	.053
ERASpreSUMSCORE	1383.864	1	1383.864	44.418	.000	.589
Group	107.265	1	107.265	3.443	.073	.100
Error	965.820	31	31.155			
Total	143435.000	34				
Corrected Total	2502.029	33				

a. R Squared = .614 (Adjusted R Squared = .589)

GRAPH

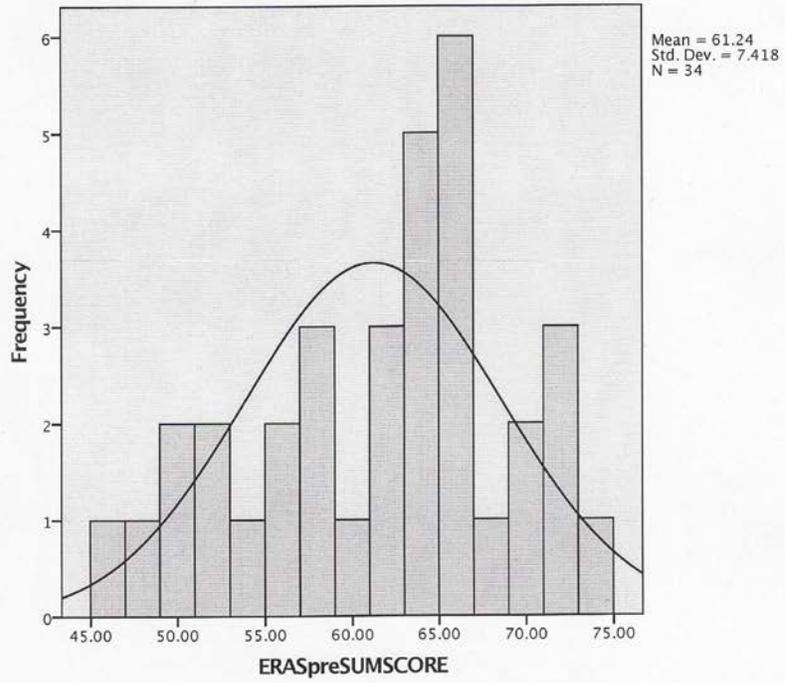
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Graph



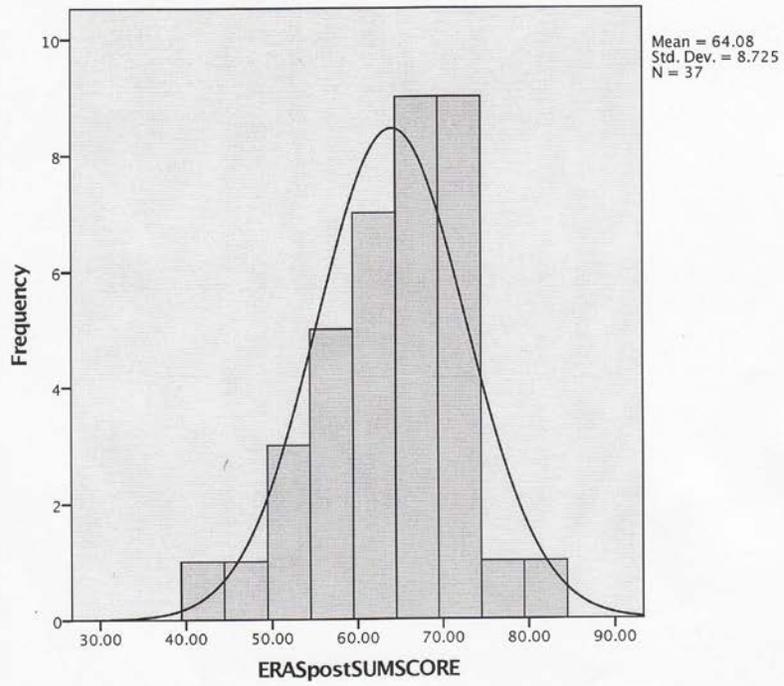
GRAPH
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Graph



GRAPH
/HISTOGRAM(NORMAL)=ERASpostSUMSCORE.

Graph



```

UNIANOVA ERASpreREC BY Group
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/EMMEANS=TABLES(OVERALL)
/PRINT=ETASQ DESCRIPTIVE HOMOGENEITY
/CRITERIA=ALPHA(.05)
/DESIGN=Group.

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Univariate Analysis of Variance

Between-Subjects Factors

	Value	Label	N
Group	1	Control	15
	2	Treatment	19

Descriptive Statistics

Dependent Variable: ERASpreREC

Group	Mean	Std. Deviation	N
Control	31.0000	3.48466	15
Treatment	32.1579	3.83352	19
Total	31.6471	3.67533	34

Levene's Test of Equality of Error Variances^a

Dependent Variable: ERASpreREC

F	df1	df2	Sig.
.064	1	32	.801

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Group

Tests of Between-Subjects Effects

Dependent Variable: ERASpreREC

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	11.238 ^a	1	11.238	.828	.370	.025
Intercept	33436.533	1	33436.533	2462.380	.000	.987
Group	11.238	1	11.238	.828	.370	.025
Error	434.526	32	13.579			
Total	34498.000	34				
Corrected Total	445.765	33				

a. R Squared = .025 (Adjusted R Squared = -.005)

Estimated Marginal Means

1. Group

Dependent Variable: ERASpreREC

Group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Control	31.000	.951	29.062	32.938
Treatment	32.158	.845	30.436	33.880

2. Grand Mean

Dependent Variable: ERASpreREC

Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound
31.579	.636	30.283	32.875

```

UNIANOVA ERASpostREC BY Group WITH ERASpreREC
/METHOD=SSTYPE(3)
/INTERCEPT=INCLUDE
/EMMEANS=TABLES(Group) WITH(ERASpreREC=MEAN)
/EMMEANS=TABLES(OVERALL) WITH(ERASpreREC=MEAN)
/PRINT=ETASQ DESCRIPTIVE HOMOGENEITY
/CRITERIA=ALPHA(.05)
/DESIGN=Group ERASpreREC ERASpreREC*Group.
    
```

Univariate Analysis of Variance

Between-Subjects Factors

	Value	Label	N
Group	1	Control	12
	2	Treatment	19

Descriptive Statistics

Dependent Variable: ERASpostREC

Group	Mean	Std. Deviation	N
Control	30.4167	6.44499	12
Treatment	33.5789	2.79515	19
Total	32.3548	4.72968	31

Levene's Test of Equality of Error Variances^a

Dependent Variable: ERASpostREC

F	df1	df2	Sig.
2.174	1	29	.151

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Group + ERASpreREC + Group * ERASpreREC

Tests of Between-Subjects Effects

Dependent Variable: ERASpostREC

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	395.619 ^a	3	131.873	12.925	.000
Intercept	4.013	1	4.013	.393	.536
Group	104.173	1	104.173	10.210	.004
ERASpreREC	304.198	1	304.198	29.815	.000
Group * ERASpreREC	92.512	1	92.512	9.067	.006
Error	275.478	27	10.203		
Total	33123.000	31			
Corrected Total	671.097	30			

Tests of Between-Subjects Effects

Dependent Variable: ERASpostREC

Source	Partial Eta Squared
Corrected Model	.590
Intercept	.014
Group	.274
ERASpreREC	.525
Group * ERASpreREC	.251
Error	
Total	
Corrected Total	

a. R Squared = .590 (Adjusted R Squared = .544)

Estimated Marginal Means

1. Group

Dependent Variable: ERASpostREC

Group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Control	31.577 ^a	.949	29.630	33.523
Treatment	33.367 ^a	.740	31.849	34.885

a. Covariates appearing in the model are evaluated at the following values: ERASpreREC = 31.6452.

2. Grand Mean

Dependent Variable: ERASpostREC

Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound
32.472 ^a	.601	31.238	33.706

a. Covariates appearing in the model are evaluated at the following values: ERASpreREC = 31.6452.

```
UNIANOVA ERASpostREC BY Group WITH ERASpreREC
/METHOD=SSTYPE(3)
/INTERCEPT=INCLUDE
/EMMEANS=TABLES(Group) WITH(ERASpreREC=MEAN)
/EMMEANS=TABLES(OVERALL) WITH(ERASpreREC=MEAN)
/PRINT=ETASQ DESCRIPTIVE HOMOGENEITY
```

/CRITERIA=ALPHA(.05)
 /DESIGN=ERASpreREC Group.

Univariate Analysis of Variance

Between-Subjects Factors

Group	Value Label	N
1	Control	12
2	Treatment	19

Descriptive Statistics

Dependent Variable: ERASpostREC

Group	Mean	Std. Deviation	N
Control	30.4167	6.44499	12
Treatment	33.5789	2.79515	19
Total	32.3548	4.72968	31

Levene's Test of Equality of Error Variances

Dependent Variable: ERASpostREC

F	df1	df2	Sig.
5.690	1	29	.024

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + ERASpreREC + Group

Tests of Between-Subjects Effects

Dependent Variable: ERASpostREC

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	303.106 ^a	2	151.553	11.532	.000	.452
Intercept	26.394	1	26.394	2.008	.167	.067
ERASpreREC	229.558	1	229.558	17.467	.000	.384
Group	33.215	1	33.215	2.527	.123	.083
Error	367.990	28	13.143			
Total	33123.000	31				
Corrected Total	671.097	30				

a. R Squared = .452 (Adjusted R Squared = .412)

Estimated Marginal Means

1. Group

Dependent Variable: ERASpostREC

Group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Control	31.032 ^a	1.057	28.867	33.196
Treatment	33.191 ^a	.837	31.476	34.905

a. Covariates appearing in the model are evaluated at the following values: ERASpreREC = 31.6452.

2. Grand Mean

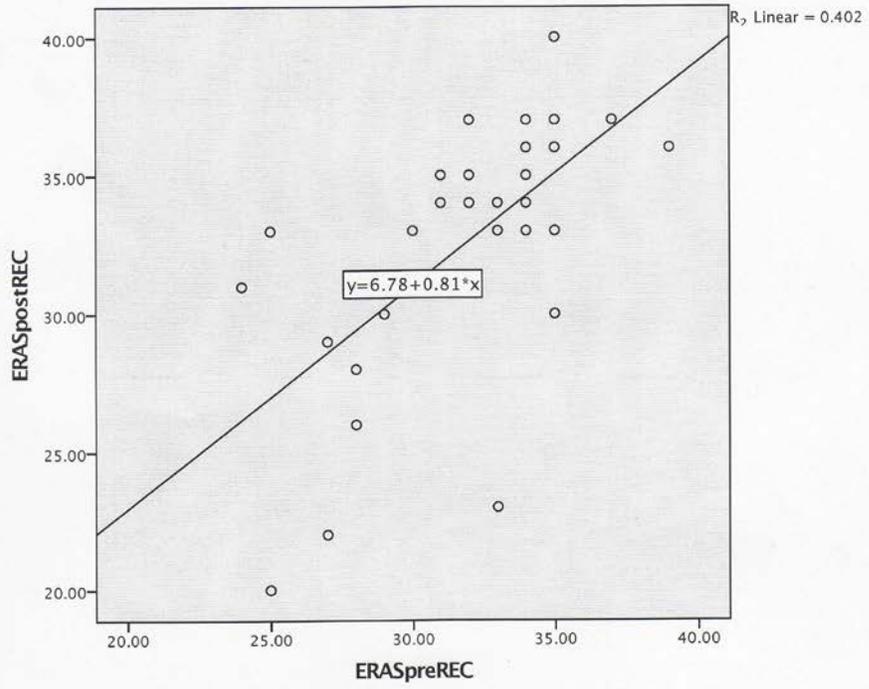
Dependent Variable: ERASpostREC

Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound
32.111 ^a	.669	30.741	33.481

a. Covariates appearing in the model are evaluated at the following values: ERASpreREC = 31.6452.

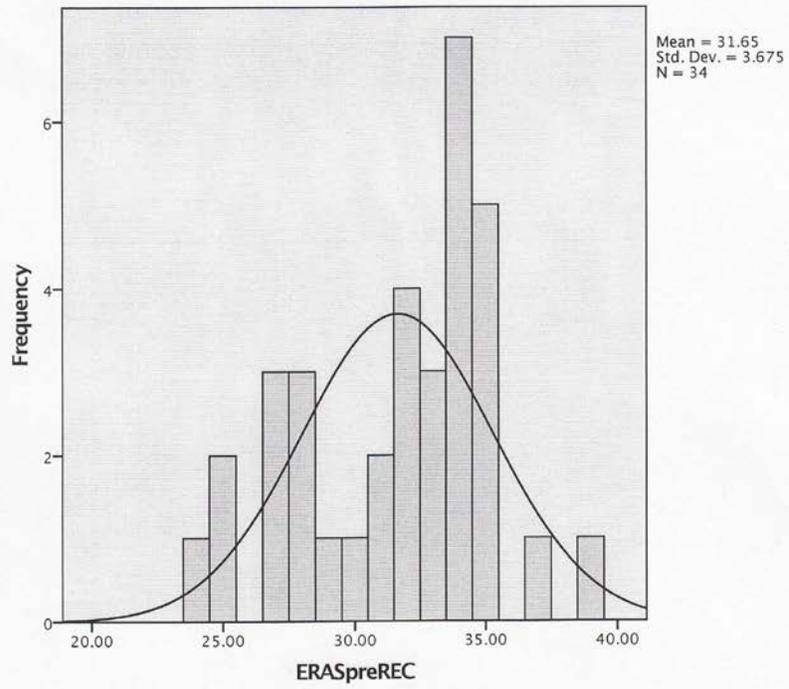
GRAPH
/SCATTERPLOT(BIVAR)=ERASpreREC WITH ERASpostREC
/MISSING=LISTWISE.

Graph



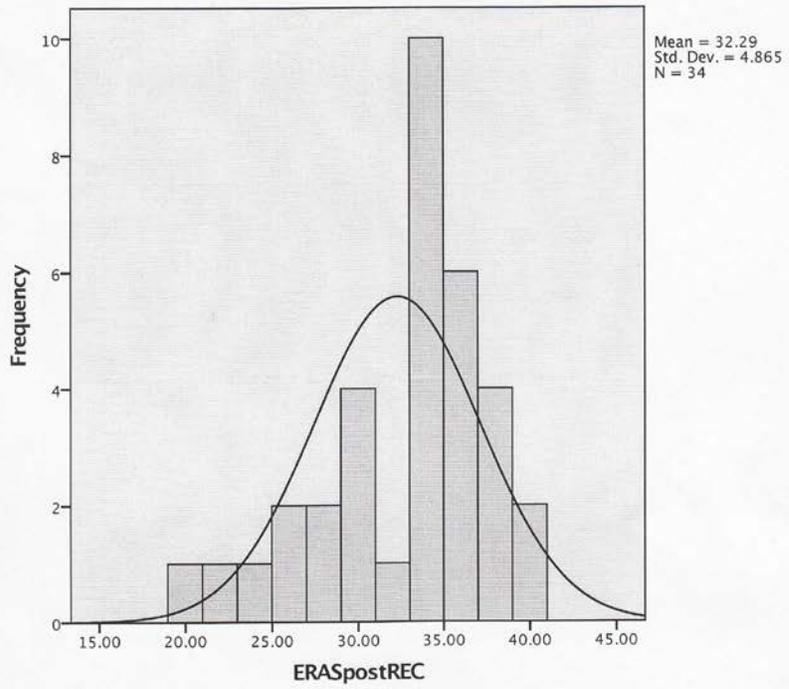
GRAPH
/HISTOGRAM(NORMAL)=ERASpreREC.

Graph



GRAPH
/HISTOGRAM(NORMAL)=ERASpostREC.

Graph



UNIANOVA ERASpreAcaTotal BY Group
 /METHOD=SSTYPE(3)
 /INTERCEPT=INCLUDE
 /CRITERIA=ALPHA(.05)
 /DESIGN=Group.

Univariate Analysis of Variance

Between-Subjects Factors

		Value Label	N
Group	1	Control	15
	2	Treatment	19

Tests of Between-Subjects Effects

Dependent Variable: ERASpreAcaTotal

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1.204 ^a	1	1.204	.060	.808
Intercept	29398.027	1	29398.027	1462.971	.000
Group	1.204	1	1.204	.060	.808
Error	643.032	32	20.095		
Total	30410.000	34			
Corrected Total	644.235	33			

a. R Squared = .002 (Adjusted R Squared = -.029)

UNIANOVA PostACA BY Group WITH ERASpreAcaTotal
 /METHOD=SSTYPE(3)
 /INTERCEPT=INCLUDE
 /CRITERIA=ALPHA(.05)
 /DESIGN=Group ERASpreAcaTotal.

Univariate Analysis of Variance

Between-Subjects Factors

		Value Label	N
Group	1	Control	15
	2	Treatment	19

Tests of Between-Subjects Effects

Dependent Variable: PostACA

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	504.246 ^a	2	252.123	26.607	.000
Intercept	27.742	1	27.742	2.928	.097
Group	29.561	1	29.561	3.120	.087
ERASpreAcaTotal	484.085	1	484.085	51.086	.000
Error	293.754	31	9.476		
Total	35614.000	34			
Corrected Total	798.000	33			

a. R Squared = .632 (Adjusted R Squared = .608)

```
UNIANOVA PostACA BY Group WITH ERASpreAcaTotal
/METHOD=SSTYPE(3)
/INTERCEPT=INCLUDE
/PRINT=ETASQ DESCRIPTIVE HOMOGENEITY
/CRITERIA=ALPHA(.05)
/DESIGN=ERASpreAcaTotal Group.
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Univariate Analysis of Variance

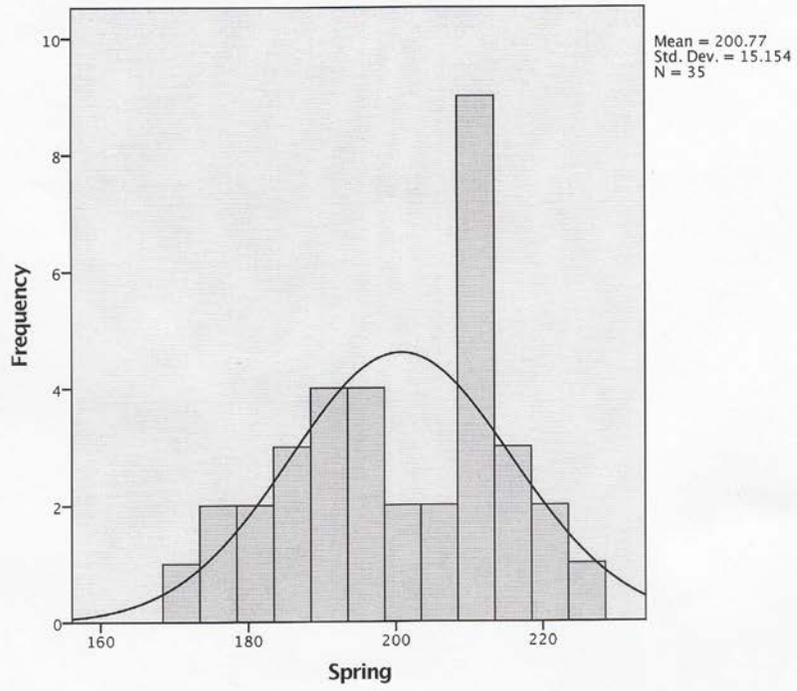
Between-Subjects Factors

Group	Value Label	N
1	Control	15
2	Treatment	19

Descriptive Statistics

Dependent Variable: PostACA

Group	Mean	Std. Deviation	N
Control	31.1333	5.61715	15
Treatment	32.6842	4.32117	19
Total	32.0000	4.91750	34



Levene's Test of Equality of Error Variances

Dependent Variable: PostACA

F	df1	df2	Sig.
.318	1	32	.577

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + ERASpreAcaTotal + Group

Tests of Between-Subjects Effects

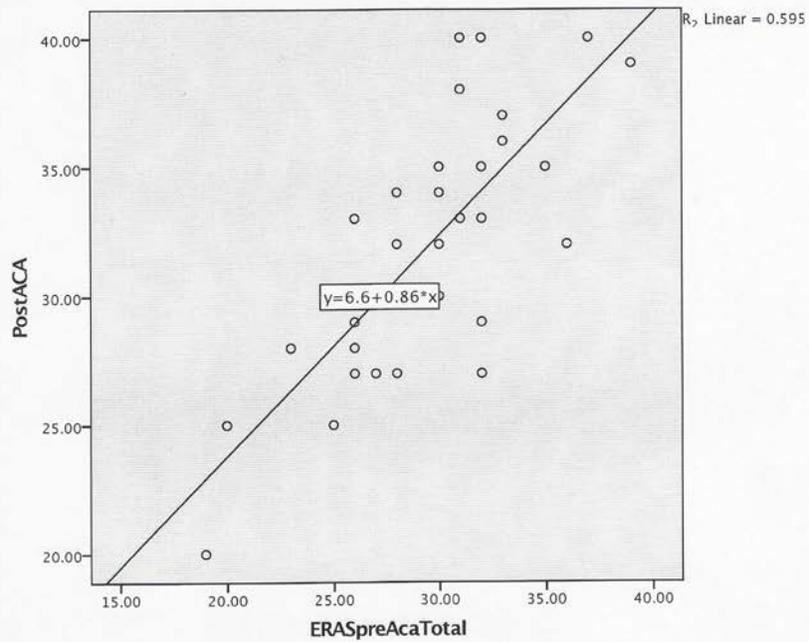
Dependent Variable: PostACA

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	504.246 ^a	2	252.123	26.607	.000	.632
Intercept	27.742	1	27.742	2.928	.097	.086
ERASpreAcaTotal	484.085	1	484.085	51.086	.000	.622
Group	29.561	1	29.561	3.120	.087	.091
Error	293.754	31	9.476			
Total	35614.000	34				
Corrected Total	798.000	33				

a. R Squared = .632 (Adjusted R Squared = .608)

GRAPH
 /SCATTERPLOT(BIVAR)=ERASpreAcaTotal WITH PostACA
 /MISSING=LISTWISE.

Graph

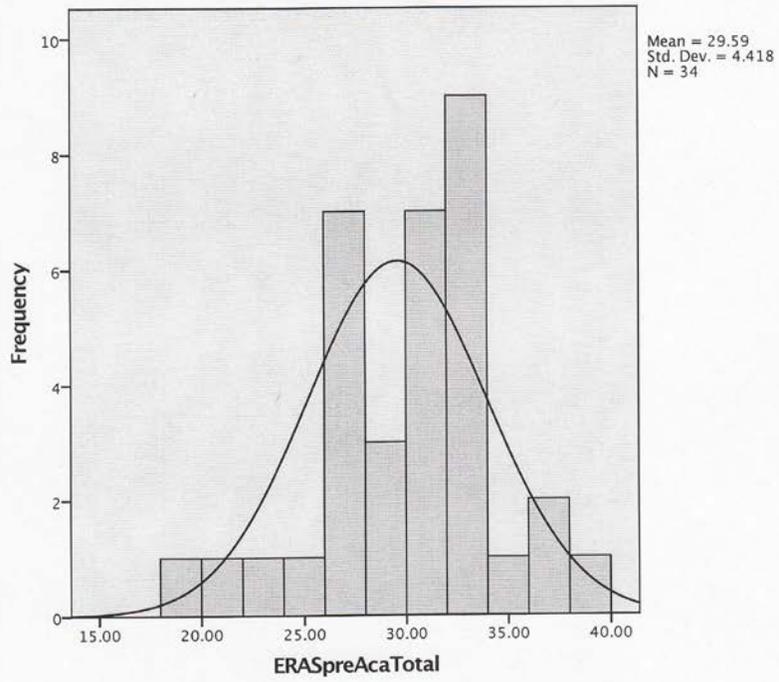


GRAPH
/HISTOGRAM=ERASpreAcaTotal.

Graph

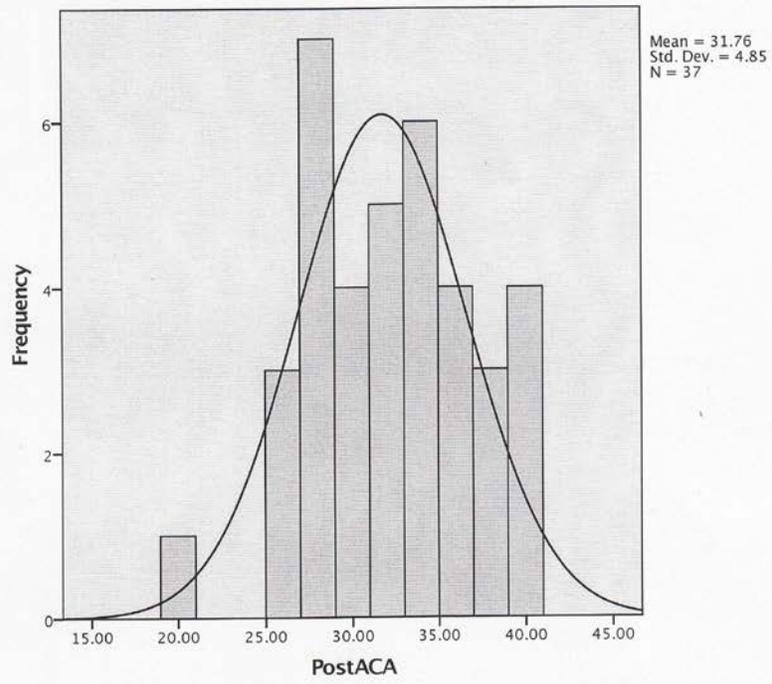
GRAPH
/HISTOGRAM(NORMAL)=ERASpreAcaTotal.

Graph



GRAPH
/HISTOGRAM(NORMAL)=PostACA.

Graph



UNIANOVA NWEAWinter BY Group
 /METHOD=SSTYPE(3)
 /INTERCEPT=INCLUDE
 /CRITERIA=ALPHA(0.05)
 /DESIGN=Group.

Univariate Analysis of Variance

Between-Subjects Factors

		Value Label	N
Group	1	Control	18
	2	Teatment	19

Tests of Between-Subjects Effects

Dependent Variable: Winter

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	95.275 ^a	1	95.275	.388	.537
Intercept	1411594.95	1	1411594.95	5752.115	.000
Group	95.275	1	95.275	.388	.537
Error	8589.158	35	245.405		
Total	1420684.00	37			
Corrected Total	8684.432	36			

a. R Squared = .011 (Adjusted R Squared = -.017)

UNIANOVA NWEASpring BY Group WITH NWEAWinter
 /METHOD=SSTYPE(3)
 /INTERCEPT=INCLUDE
 /CRITERIA=ALPHA(0.05)
 /DESIGN=Group NWEAWinter Group*NWEAWinter.

Univariate Analysis of Variance

Between-Subjects Factors

		Value Label	N
Group	1	Control	16
	2	Teatment	19

Tests of Between-Subjects Effects

Dependent Variable: Spring

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	5799.979 ^a	3	1933.326	29.844	.000
Intercept	348.457	1	348.457	5.379	.027
Group	9.442	1	9.442	.146	.705
NWEAWinter	4740.425	1	4740.425	73.177	.000
Group * NWEAWinter	5.391	1	5.391	.083	.775
Error	2008.192	31	64.780		
Total	1418629.00	35			
Corrected Total	7808.171	34			

a. R Squared = .743 (Adjusted R Squared = .718)

```
UNIANOVA NWEASpring BY Group WITH NWEAWinter
/METHOD=SSTYPE(3)
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/EMMEANS=TABLES(OVERALL) WITH(NWEAWinter=MEAN)
/PRINT=ETASQ DESCRIPTIVE HOMOGENEITY
/CRITERIA=ALPHA(.05)
/DESIGN=NWEAWinter Group.
```

Univariate Analysis of Variance

Between-Subjects Factors

Group	Value Label	N
1	Control	16
2	Treatment	19

Descriptive Statistics

Dependent Variable: Spring

Group	Mean	Std. Deviation	N
Control	204.38	17.542	16
Treatment	197.74	12.494	19
Total	200.77	15.154	35

Levene's Test of Equality of Error Variances^a

Dependent Variable: Spring

F	df1	df2	Sig.
.038	1	33	.847

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + NWEAWinter + Group

Tests of Between-Subjects Effects

Dependent Variable: Spring

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	5794.589 ^a	2	2897.294	46.044	.000	.742
Intercept	443.246	1	443.246	7.044	.012	.180
NWEAWinter	5411.852	1	5411.852	86.006	.000	.729
Group	103.408	1	103.408	1.643	.209	.049
Error	2013.583	32	62.924			
Total	1418629.00	35				
Corrected Total	7808.171	34				

a. R Squared = .742 (Adjusted R Squared = .726)

Estimated Marginal Means

1. Group

Dependent Variable: Spring

Group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Control	202.659 ^a	1.992	198.602	206.716
Treatment	199.181 ^a	1.826	195.461	202.902

a. Covariates appearing in the model are evaluated at the following values: Winter = 195.60.

2. Grand Mean

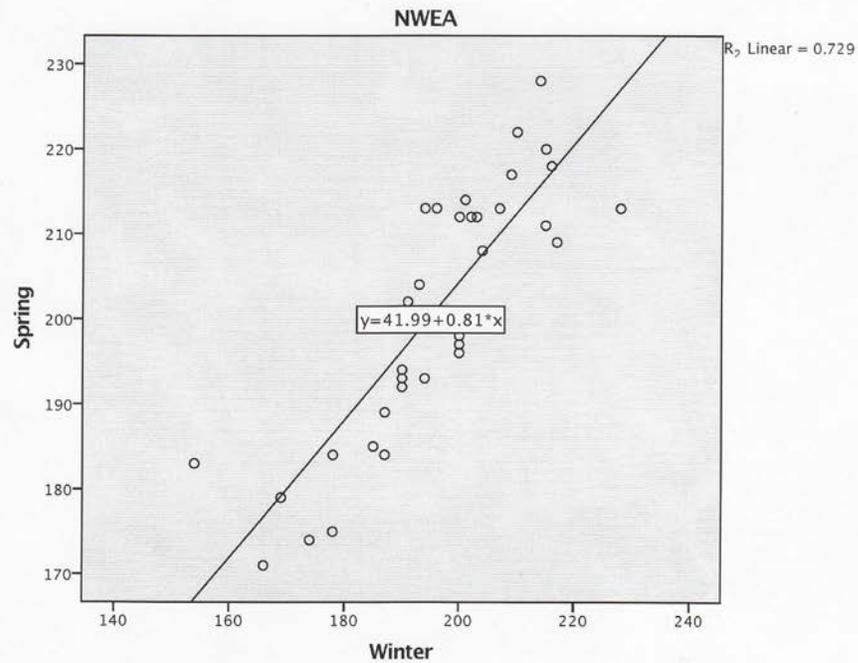
Dependent Variable: Spring

Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound
200.920 ^a	1.346	198.179	203.662

a. Covariates appearing in the model are evaluated at the following values: Winter = 195.60.

```
GRAPH  
/SCATTERPLOT(BIVAR)=NWEAWinter WITH NWEASpring  
/MISSING=LISTWISE  
/TITLE='NWEA '.
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Graph

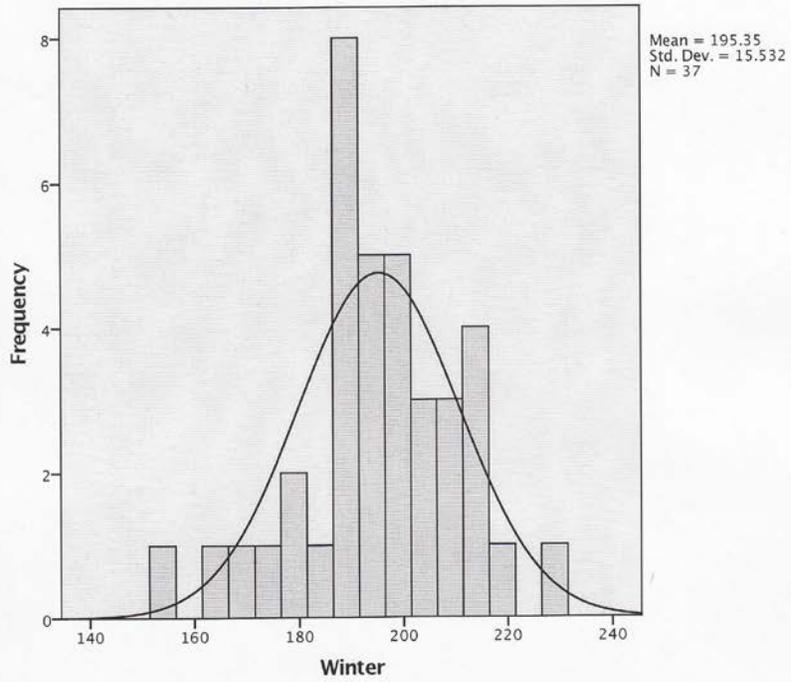


GRAPH

Page 4

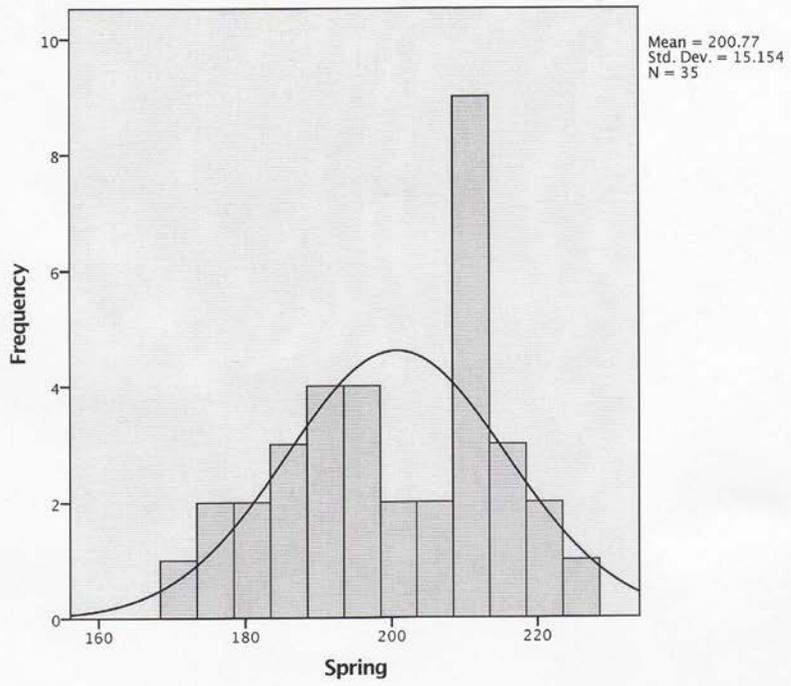
/HISTOGRAM(NORMAL)=NWEAWinter.

Graph



GRAPH
/HISTOGRAM(NORMAL)=NWEASpring.

Graph



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