

**Reading First Students' Motivation to Read:  
2004 Baseline Data**

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## Executive Summary

One objective of Delaware's Reading First Initiative is to increase students' access to engaging reading materials. The Reading First evaluation plan calls for data on student reading motivation and reading behaviors to be collected in year 2 (2004-05) and year 4 (2006-07) of the project. These longitudinal data will permit a comparison between two cross-sections of the Reading First student population. This report contains 2004-05 baseline data on students' motivation to read.

Baseline data on Delaware's Reading First students' motivation to read were collected in November 2004 using the Elementary Reading Attitude Survey (ERAS) [McKenna and Kear, 1990]. The 20 items on the ERAS comprise two 10-item subscales, recreational (items 1-10) and academic (items 11-20) reading motivation, and a total scale that is the sum of the subscales (the survey is in Appendix 1, p. 18). During its development and validation, the ERAS was administered to a national sample of over 18,000 students in grades 1-6 (McKenna and Kear, 1990; McKenna et al., 1995). This sample was stratified to be representative of the US population in terms of gender and race. We compare these national results to data from Reading First students in Delaware.

In addition to the ERAS, we included four items modified from the National Assessment of Educational Progress (NAEP) [Table 1 and Appendix 1]. The original NAEP items were administered to national samples of grade 4 students in 2000, 1998, 1994, and 1992 (National Center for Education Statistics, 2004). These items provide additional insight into children's motivation to read by asking how often they engage in (or are given the opportunity by their teachers to engage in) certain reading activities.

All twelve Reading First schools in Delaware were asked to participate in the survey. We gave Reading First teachers and coaches the option to administer the survey themselves, or to have it administered by staff from the Delaware Education Research and Development Center (hereafter, the "Center"). Five of the twelve schools asked the Center staff to administer the survey.

Nine hundred eighty-seven (987) surveys were collected from 11 of the 12 schools. Based on a Reading First grades 1-3 student count of 2642 in the 12 schools, the return rate of completed surveys was 37.4%. Survey participation rates at the school and grade levels are in Appendix 4 (p. 30).

Table 2 and Figure 1 compare Reading First ERAS scores in Delaware with national results. Across grades 1-3 in Delaware Reading First schools, the mean recreational and academic scale scores are approximately 32 out of the maximum of 40 for each subscale. The mean statewide ERAS total scale score is approximately 63 out of 80. It is notable that the Delaware ERAS scores appear to hold steady across grades 1-3. The national scores decline slightly across these grades (Table 2) and continue to decline through grade 6 (McKenna &

Kear, 1990, McKenna et al., 1995). Based on the national data from McKenna and Kear (1990), the Delaware Reading First grade 1 recreational, academic, and total scale scores are at the 52<sup>nd</sup>, 53<sup>rd</sup>, and 55<sup>th</sup> percentiles, respectively. Grade 2 recreational, academic, and total scale scores are at the 62<sup>nd</sup>, 67<sup>th</sup>, and 63<sup>rd</sup> percentiles, respectively. And grade 3 recreational, academic, and total scale scores are at the 63<sup>rd</sup>, 74<sup>th</sup>, and 70<sup>th</sup> percentiles, respectively.

School-level ERAS results for 11 schools, designated Schools A-K, are in Appendix 5 (p. 33). Rather than emphasizing comparisons between schools, the school-level data should be viewed as baseline data against which to compare data that will be collected from each school in year 4 (2006-07) of Reading First. There is little variation among the schools in the aggregated mean ERAS scale scores for grades 1-3. Most of the schools show recreational and academic scale scores of 30-32, and a total scale score of 62-64, both of which are well within one standard deviation of the statewide means.

In general, grade-level scale scores *within* schools increase slightly from grade 1 to grade 3, but in some cases the scale scores decline slightly. Variation among grades is small compared to the standard deviations of the mean scale scores. There are no clear differences between the recreational and academic scale scores within grades.

Unlike the ERAS items, the modified NAEP items used in this survey do not comprise a scaled measure of students' *feelings* about reading. Instead, each modified NAEP item asks *how often* students engage in (or are given the opportunity by their teachers to engage in) certain reading-related activities. School and grade-level results for the modified NAEP questions are in Appendix 6 (p. 36). As is the case with the ERAS results, these data will be most informative as a baseline for longitudinal comparisons within schools, rather than to examine differences among schools at a single point in time. School-level results for each question are summarized below:

- "How often do you read for fun on your own time?"

Approximately 87% of grade 4 students nationally and grade 1-3 Reading First students replied "almost every day" or "some days." (Table 3 & Figure 2). In seven of the nine schools that have students in grades 1-2 or 1-3, the frequency of students who read for fun increases in the higher grades.

- "How often do you take books out of the school library or public library for your own enjoyment?"

In the 2000 NAEP, 83% of grade 4 students replied "almost every day/some days." Similarly, in the Reading First survey approximately 84% of students across all schools and grades replied "almost every day/some days." (Table 4 & Figure 3). Results at the

school level are variable, with several schools showing fluctuations from grades 1 to grade 3.

- “How often does your teacher give you time to read books you have chosen yourself?”  
Approximately 92% of both grade 4 students on the 2000 NAEP and Delaware Reading First students replied “almost every day/some days.” (Table 5 & Figure 4). Across all grades the frequency of “almost every day/some days” ranges from 100% in School E to a approximately 82% in Schools C and F. The frequency of “never or hardly ever” drops substantially between grade 1 and grades 2/3 in Schools C, D, G, and H.
- “How often does your teacher ask you to read silently?”  
Ninety-three percent of grade 4 students on the 2000 NAEP replied “almost every day/some days,” compared to 87% of grade 1-3 Reading First students. The percent of Reading First students who answered “almost every day/some days” increased slightly from 86% in grade 1 to 88% in grade 3, with a peak of 92% in grade 2 (Table 6 & Figure 5). In Schools A, D, and J the frequency of “almost every day/some days” responses was somewhat higher in grade 2 than in grade 1 or 3, which reflects the pattern in the statewide data.

#### Conclusions and considerations:

- *Interpreting the Results.* The Reading First student motivation survey data reported here were collected to establish a baseline for comparison with data that will be collected in 2006-07 from another cross-section of Reading First students. Comparisons of Delaware results with national data should be made with care, keeping in mind that the national data for ERAS are 16 years old, and data from the 2000 NAEP items are from grade 4 children. Similarly, the school and grade-level results will be most informative as a baseline for longitudinal comparisons within schools, rather than to examine differences among schools.
- *ERAS Results.* Statewide ERAS scores for Reading First students hold steady or increase slightly over grades 1-3. Nationally, ERAS scores tend to decline as children move through school. Therefore, the national rank of Delaware students’ ERAS total scale score increases from the 55<sup>th</sup> percentile to the 70<sup>th</sup> percentile, from grade 1 to grade 3, respectively.
- *Modified NAEP Results.* When the results from the modified NAEP questions are aggregated across all Reading First schools and grades, they are broadly similar to the 2000 national NAEP data from grade 4 students. In general, over 80% of grade 1-3 Reading First students

reported engaging in (or being given the opportunity by their teachers to engage in) favorable reading behaviors on at least some days. In general, there are few marked variations among Reading First schools in students' responses to the modified NAEP questions. The frequency of student and teacher reading-related activities described in the questions tends to increase from grade 1 to grade 3, although this does not hold for all the schools.

- *Survey Participation Rate.* It is likely that the requirement to obtain signed parental consent for students to participate in the 2004 survey significantly limited the number of students who completed the survey. Subsequent to the 2004 survey administration, the University of Delaware Institutional Review Board revised its determination, noting that 1) this is an *evaluation* study and that 2) participation in the reading motivation survey poses no risk to students. The Board therefore determined that in the future, parental notification, rather than signed parental consent, will be sufficient to administer the reading motivation survey to students. This change is likely to substantially increase the student sample size when the survey is administered in 2006-07.

## **Introduction**

One objective of Delaware's Reading First Initiative is to increase students' access to engaging reading materials. The Reading First evaluation plan calls for data on student reading motivation and reading behaviors to be collected in year 2 (2004-05) and year 4 (2006-07) of the project. These longitudinal data will permit a comparison between two cross-sections of the Reading First student population. This report contains 2004-05 baseline data on students' motivation to read.

Some studies have demonstrated that students' motivation to read is positively correlated with how often they read, and frequent reading has, in turn, been linked to higher reading achievement (Guthrie et al., 1999). This suggests that there may be an association between motivation to read and reading achievement, but the nature and strength of this relationship needs further study (Baker and Wigfield, 1999; Wang and Guthrie, 2004). In the Delaware Reading First Initiative, increased motivation to read is identified as a valued outcome in its own right, as well as for its possible association with increased reading achievement.

## **Reading Motivation Survey Data Collection**

*Elementary Reading Attitude Survey* – Baseline data on Delaware's Reading First students' motivation to read were collected in November 2004 using the Elementary Reading Attitude Survey (ERAS) [McKenna and Kear, 1990]. The ERAS consists of twenty questions that ask students how they feel about reading (the survey is in Appendix 1, p. 18). The Delaware Education Research and Development Center (hereafter, the "Center") produced a Spanish language version of the ERAS to be used as needed with Spanish speaking children.

The 20 items on the ERAS comprise two 10-item subscales, recreational (items 1-10) and academic (items 11-20) reading motivation, and a total scale that is the sum of the subscales. Students respond to each item by circling one of four pictures of the cartoon character Garfield that represent very happy, a little happy, a little unhappy, and very unhappy feelings about each statement. Responses are scored on a four-point scale (very happy = four points; very unhappy = one point). These scores are summed across items to yield a recreational scale score (maximum of 40 points), an academic scale score (maximum of 40 points), and total scale score (maximum of 80 points).

In 1989, the ERAS was administered to a national sample of over 18,000 students in grades 1-6 (McKenna and Kear, 1990; McKenna et al., 1995). This sample was drawn from 38 states and 95 school districts, and was stratified to be representative of the US population in

terms of gender and race. In this report we compare these national results to data from Reading First students in Delaware.

*Modified NAEP Items* – In addition to the ERAS, we adapted four items from the National Assessment of Educational Progress (NAEP) [Table 1 and Appendix 1]. The original NAEP items were administered to national samples of grade 4 students in 2000, 1998, 1994, and 1992 (National Center for Education Statistics, 2004). These items provide additional insight into children’s motivation to read by asking how often they engage in (or are given the opportunity by their teachers to engage in) certain reading activities. To make the NAEP items more appropriate for the grade 1-3 Reading First students, we simplified the questions and reduced the response scale from four to three choices (Table 1).

**Table 1. The NAEP items used in the Reading First survey of students’ reading motivation. Original response scale for NAEP questions: Almost every day; 1-2 times a week; 1-2 times a month; Never or hardly ever. Response scale for modified questions: Every day; Some days; Never or hardly ever.**

Original NAEP Questions	Modified Questions
How often do you do each of the following?: Read for fun on your own time. [R810901]	How often do you read for fun on your own time?
How often do you do each of the following?: Take books out of the school library or public library on your own. [R810903]	How often do you take books out of the school library or public library for your own enjoyment?
When you have reading assignments in school, how often does your teacher do each of the following?: Ask you to read silently. [R811007]	How often does your teacher ask you to read silently?
When you have reading assignments in school, how often does your teacher do each of the following?: Give you time to read books you have chosen yourself? [R811009]	How often does your teacher give you time to read books you have chosen yourself?

*Survey Administration* – The University of Delaware Institutional Review Board determined that written parental consent was required for students to participate in the survey of reading motivation. Parental consent forms were distributed to teachers, who sent them home with

students. Only students who returned signed consent forms were invited to complete the survey. The parental consent form is in Appendix 2 (p. 25).

All 12 Reading First schools in Delaware were asked to participate in the survey. We gave Reading First teachers and coaches the option to administer the survey themselves, or to have it administered by staff from the Center. Five of the 12 schools asked the Center staff to administer the survey. The remaining seven schools chose to administer the survey themselves. The Center provided postage-paid return envelopes for surveys and consent forms.

To seek consistency among sites, teachers and coaches were asked to follow the same administration protocol used by the Center staff (see Appendix 3, p. 28). The protocol began with a brief description of the purpose of the survey, and with an explanation to students of how to use the Garfield pictures to show how they feel about reading. Each survey question and the four response choices were then read aloud to students as they followed along. Each item was read as many times as necessary to insure student understanding. The last four questions were the modified NAEP items. The students were led through a practice question to help insure that they understood the new response scale, which was no longer about how they *felt*, but about *how often* they did certain things. Typically, two or three Center staff members worked with a group of 10-20 students to keep them on task and on the proper question. Administration of the survey took 20-25 minutes.

## Results

Nine hundred eighty-seven (987) surveys were collected from 11 of the 12 schools.<sup>1</sup> Based on a Reading First grades 1-3 student count of 2642 in the 12 schools, the return rate of completed surveys was 37.4%. Survey participation rates at the school and grade levels are in Appendix 4 (p. 30). Statewide, school, and grade-level results for the ERAS and NAEP components of the reading motivation survey are described below.

*ERAS Statewide vs. National Data* – Table 2 contains the ERAS scale scores (recreational, academic, and total) aggregated across all the participating Reading First schools in Delaware, as well as scale scores from a national sample of grade 1-3 students reported by McKenna and Kear (1990). Figure 1 represents the Delaware Reading First and national ERAS results. Across grades 1-3 in Delaware Reading First schools, the mean recreational and academic scale scores are approximately 32 out of the maximum of 40 for each subscale. The mean statewide ERAS total scale score is approximately 63 out of 80 (scale scores may not sum exactly due to rounding). There appears to be a slight increase in the statewide mean ERAS scale scores

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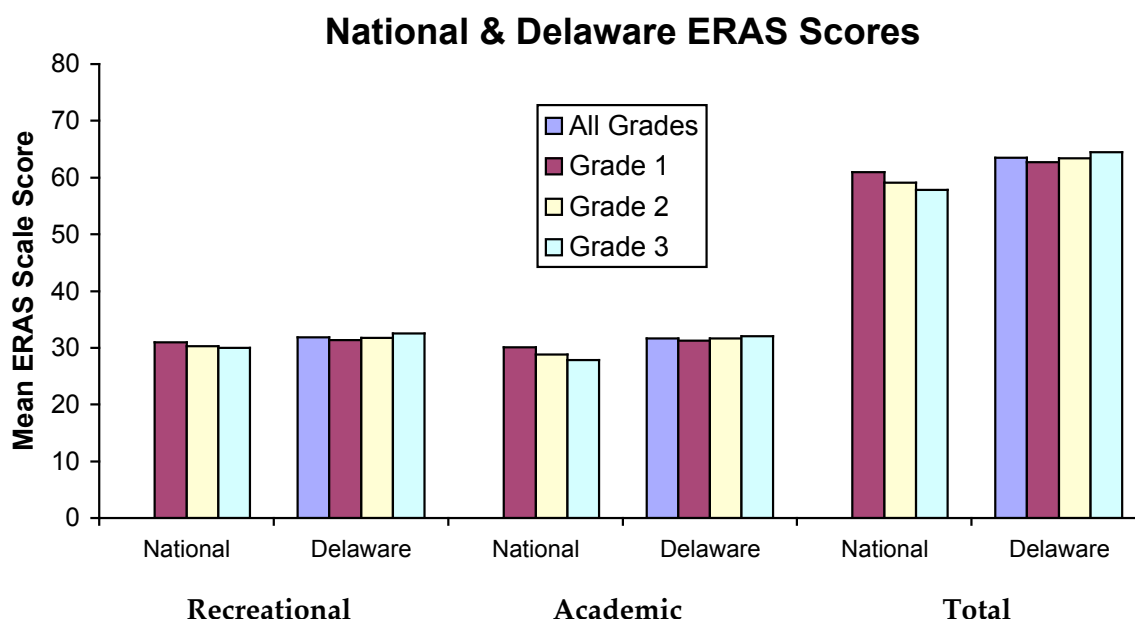
<sup>1</sup> The Center did not receive surveys from one school. The completed surveys appear to have been lost in the US mail.



between grades 1, 2, and 3, but this increase is much smaller than the standard deviation. It is notable that the Delaware ERAS scores hold steady or increase slightly across grades 1-3. The national scores decline slightly across these grades (Table 2), and continue to decline through grade 6 (McKenna & Kear, 1990; McKenna et al., 1995). Based on the national data from McKenna and Kear (1990), the Delaware Reading First grade 1 recreational, academic, and total scale scores are at the 52<sup>nd</sup>, 53<sup>rd</sup>, and 55<sup>th</sup> percentiles, respectively. Grade 2 recreational, academic, and total scale scores are at the 62<sup>nd</sup>, 67<sup>th</sup>, and 63<sup>rd</sup> percentiles, respectively. And grade 3 recreational, academic, and total scale scores are at the 63<sup>rd</sup>, 74<sup>th</sup>, and 70<sup>th</sup> percentiles, respectively. When interpreting the significance of these comparisons, it is important to keep in mind that the national data reported by McKenna and Kear (1990) and McKenna et al. (1995) are 16 years old.

**Table 2. Mean ERAS scores for grade 1-3 students from Delaware Reading First Schools and from a national sample reported by McKenna and Kear (1990).**

			<b>Recreational Reading Scale</b>	<b>Academic Reading Scale</b>	<b>Total Scale</b>
		<b>No. of students</b>	<b>Mean (SD)</b>	<b>Mean (SD)</b>	<b>Mean (SD)</b>
<b>National Sample</b>	<b>Grade 1</b>	N=2518	31.0 (SD=5.7)	30.1 (SD=6.8)	61.0 (SD=11.4)
	<b>Grade 2</b>	N=2974	30.3 (SD=5.7)	28.8 (SD=6.7)	59.1 (SD=11.4)
	<b>Grade 3</b>	N=3151	30.0 SD=5.6)	27.8 SD=6.4)	57.8 (SD=10.9)
<b>All Delaware Reading First Schools (N=11)</b>	<b>All Grades</b>	N=987	31.83 (SD=6.26)	31.63 (SD=7.10)	63.46 (SD=12.55)
	<b>Grade 1</b>	N=364	31.40 (SD=6.57)	31.28 (SD=7.50)	62.69 (SD=13.20)
	<b>Grade 2</b>	N=340	31.74 (SD=6.21)	31.67 (SD=7.06)	63.41 (SD=12.51)
	<b>Grade 3</b>	N=283	32.49 (SD=5.86)	32.01 (SD=6.58)	64.50 (SD=11.65)



**Figure 1. Mean ERAS scores for grade 1-3 students from Delaware Reading First Schools and from a national sample reported by McKenna and Kear (1990).**

*ERAS School & Grade-Level Data* – School-level ERAS results for 11 schools, designated Schools A-K, are in Appendix 5 (p. 33). There is little variation among the schools in the aggregated mean ERAS scale scores for grades 1-3. Most of the schools show recreational and academic scale scores of 30-32, and a total scale score of 62-64, both of which are well within one standard deviation of the statewide means. Rather than emphasizing comparisons between schools, the school-level data should be viewed as baseline data against which to compare data that will be collected from each school in year 4 (2006-07) of the Reading First Initiative.

In general, grade-level scale scores *within* schools increase slightly from grade 1 to grade 3, but in some cases the scale scores decline slightly over time. Variation among grades is small compared to the standard deviations of the mean scale scores. Similarly, there are no clear differences between the recreational and academic scale scores within grades.

*Interpreting the Modified NAEP Questions* – Unlike the ERAS items, the modified NAEP items used in this survey do not comprise a scaled measure of students' *feelings* about reading. Instead, each modified NAEP item asks *how often* students engage in (or are given the opportunity by their teachers to engage in) certain reading-related activities. Several caveats are relevant to comparisons of data from the modified NAEP items and the national NAEP results. We simplified the stems and response scales of the NAEP items to make them more appropriate

for grade 1-3 students (see Table 1). In particular, we reduced the response scale from four to three choices by using a single intermediate choice (“some days”), rather than the two intermediates (“1-2 times a week” and “1-2 times a month”) in the original NAEP questions. In our analysis we add the frequencies of the two intermediate choices in the national NAEP data and compare that sum to the frequency of the single intermediate choice in our modified questions. Finally, the national NAEP data for these items are only available for grade 4 students, while the data in this study are from grade 1-3 students. All these factors suggest the need for caution when comparing the data from the modified NAEP items to the national NAEP data.

*Modified NAEP Statewide vs. NAEP National Data*– Tables 3-6 contain responses to NAEP questions from the 2000 national sample of grade 4 students and from grade 1-3 Reading First students in Delaware. Figures 2-5 compare the responses to each NAEP question of Delaware Reading First students in grades 1, 2, and 3.

The question in Tables 3 asks how often students read for fun on their own time. Approximately 87% of grade 4 students nationally and grade 1-3 Reading First students replied “almost every day” or “some days.” The percent of Reading First students who answered “almost every day/some days” increased from 80% in grade 1 to 92% in grade 3 (Figure 2).

In Table 4 the question asks how often students take books out of the school or public library. In the 2000 NAEP, 83% of grade 4 students replied “almost every day/some days.” Similarly, in the Reading First survey approximately 84% of students across all schools and grades replied “almost every day/some days.” The percent of Reading First students who answered “almost every day/some days” increased from 78% in grade 1 to 89% in grade 3 (Figure 3).

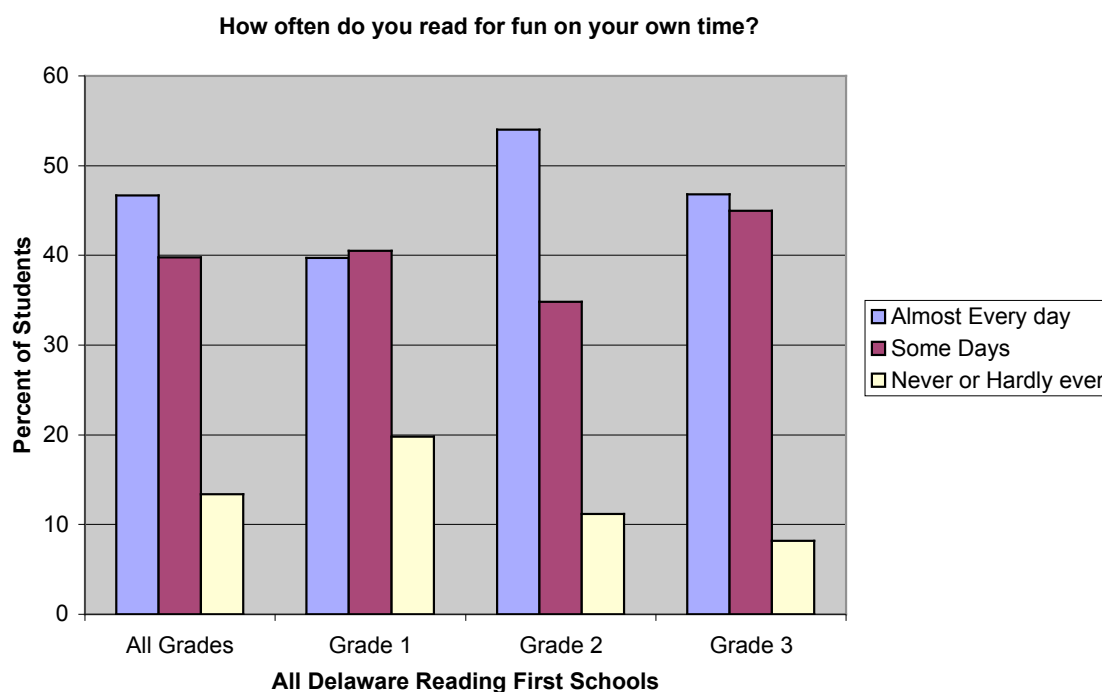
Table 5 contains students’ replies to how often their teachers give them time to read books the students choose. Approximately 92% of both grade 4 students on the 2000 NAEP and Delaware Reading First students replied “almost every day/some days.” The percent of Reading First students who answered “almost every day/some days” increased from 88% in grade 1 to 95% in grade 3 (Figure 4).

The question in Table 6 asks how often the students’ teachers ask them to read silently. Ninety-three percent of grade 4 students on the 2000 NAEP replied “almost every day/some days,” compared to 87% of grade 1-3 Reading First students. The percent of Reading First students who answered “almost every day/some days” increased slightly from 86% in grade 1 to 88% in grade 3, with a peak of 92% in grade 2 (Figure 5).

**Table 3. Responses to “How often do you read for fun on your own time?” from a national sample of grade 4 students on the 2000 NAEP and grade 1-3 Reading First students in Delaware.**

How often do you read for fun on your own time?					
		No. of students	Almost every day	Some days*	Never or hardly ever
2000 National NAEP	Grade 4	N=5850	43%	44%	14%
All participating Reading First Schools (N=11)	All Grades	N=974	46.7% n=455	39.8% n=388	13.4% n=131
	Grade 1	N=353	39.7% n=140	40.5% n=143	19.8% n=70
	Grade 2	N=339	54.0% n=183	34.8% n=118	11.2% n=38
	Grade 3	N=282	46.8% n=132	45.0% n=127	8.2% n=23

\* The modified NAEP items used a three-point response scale: Almost every day, Some days, and Never or hardly ever. The original NAEP items have a four point scale: Almost every day, 1-2 times per week, 1-2 times a month, and Never or hardly ever. For comparative purposes, we collapsed the percentages from the two middle responses in the original NAEP items (“1-2 times per week” and “1-2 times a month”) into our “Some days” category.



**Figure 2. Responses of grade 1-3 Reading First students.**

Table 4. Responses to “How often do you take books out of the school library or public library for your own enjoyment?” from a national sample of grade 4 students on the 2000 NAEP and grade 1-3 Reading First students in Delaware.

How often do you take books out of the school library or public library for your own enjoyment?					
		No. of students	Almost every day	Some days	Never or hardly ever
2000 National NAEP	Grade 4	N= 5828	16%	67%	17%
All participating Reading First Schools (N=11)	All Grades	N=972	32.9% n=320	51.2% n=498	15.8% n=154
	Grade 1	N=349	33.8% n=118	44.7% n=156	21.5% n=75
	Grade 2	N=340	35.6% n=121	50.6% n=172	13.8% n=47
	Grade 3	N=283	28.6% n=81	60.1% n=170	11.3% n=32

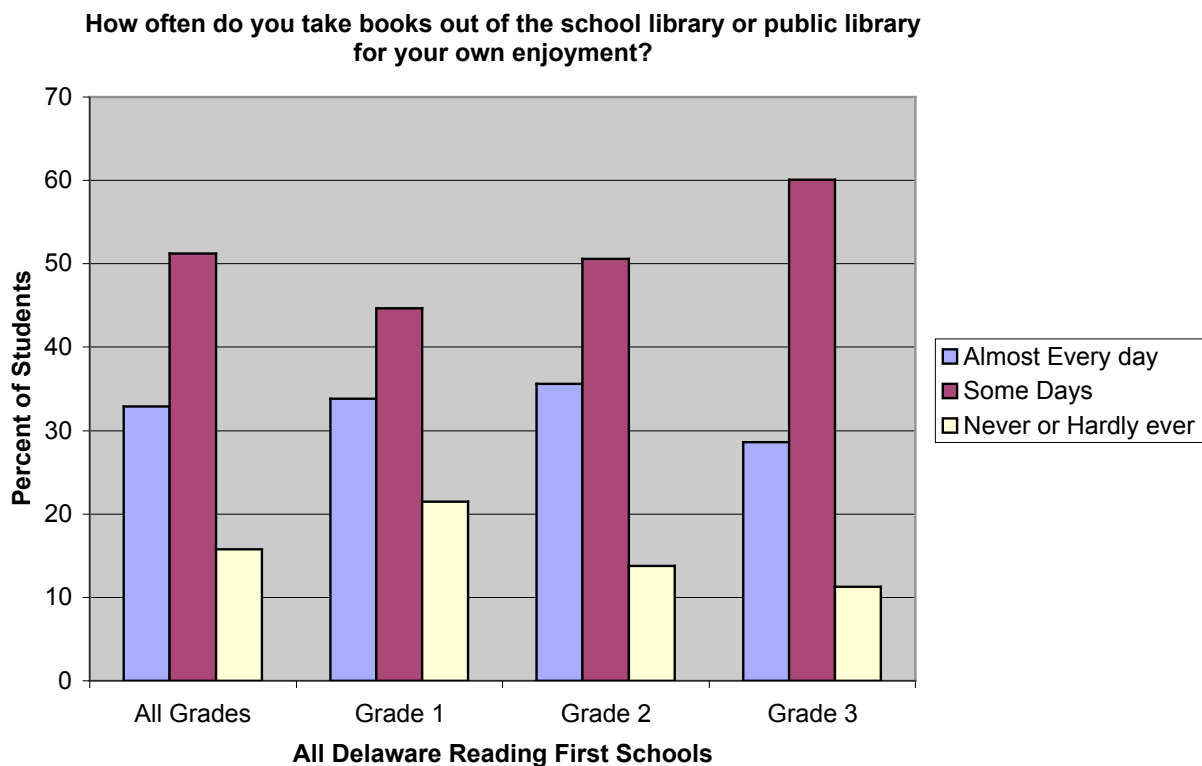


Figure 3. Responses of grade 1-3 Reading First students.

Table 5. Responses to “How often does your teacher give you time to read books you have chosen yourself?” from a national sample of grade 4 students on the 2000 NAEP and grade 1-3 Reading First students in Delaware.

How often does your teacher give you time to read books you have chosen yourself?					
		No. of students	Almost every day	Some days	Never or hardly ever
2000 National NAEP	Grade 4	N=5562	58%	34%	9%
All participating Reading First Schools (N=11)	All Grades	N=969	54.7% n=530	36.9% n=358	8.4% n=81
	Grade 1	N=353	46.5% n=164	41.1% n=145	12.5% n=44
	Grade 2	N=337	54.9% n=185	38.0% n=128	7.1% n=24
	Grade 3	N=279	64.9% n=181	30.5% n=85	4.7% n=13

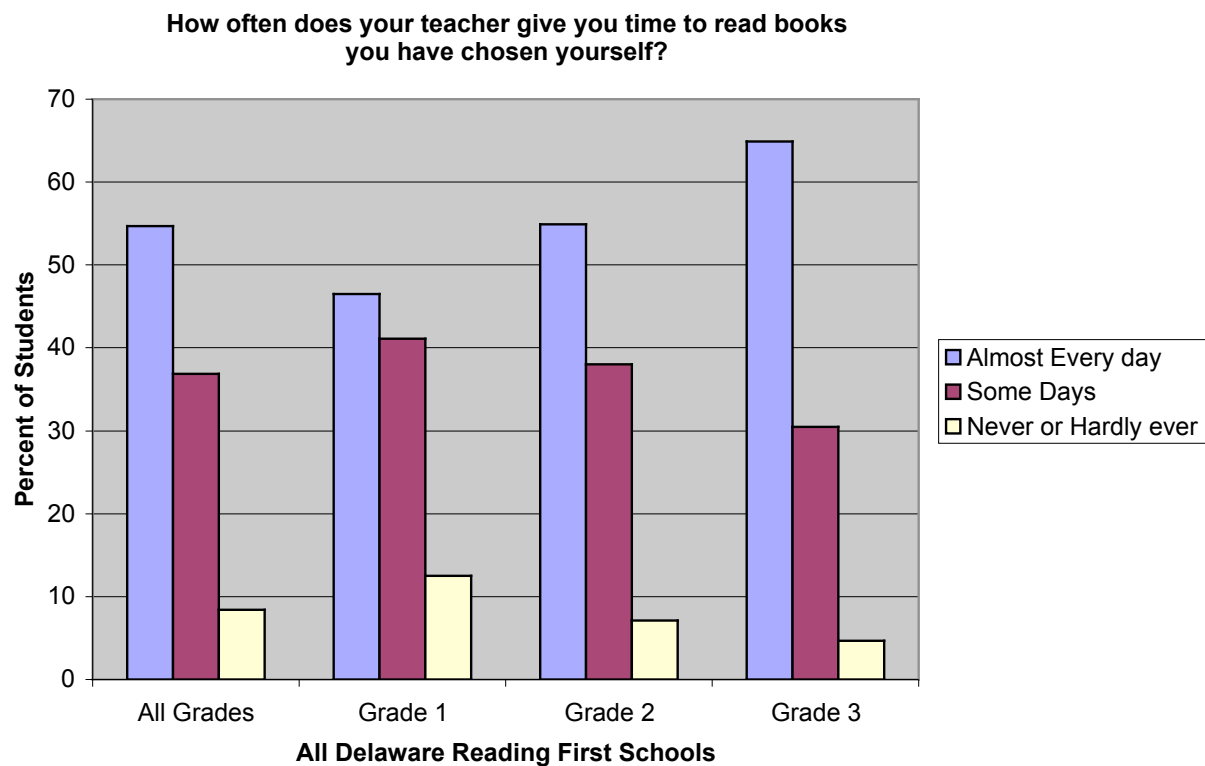


Figure 4. Responses of grade 1-3 Reading First students.

Table 6. Responses to “How often does your teacher ask you to read silently?” from a national sample of grade 4 students on the 2000 NAEP grade 1-3 Reading First students in Delaware.

How often does your teacher ask you to read silently?					
		No. of students	Almost Every day	Some Days	Never or Hardly ever
2000 National NAEP	Grade 4	N=5447	67%	26%	7%
All participating Reading First Schools (N=11)	All Grades	N=971	59.6% n=579	29.0% n=282	11.3% n=110
	Grade 1	N=351	52.4% n=184	33.6% n=118	14.0% n=49
	Grade 2	N=339	66.4% n=225	25.4% n=86	8.3% n=28
	Grade 3	N=281	60.5% n=170	27.8% n=78	11.7% n=33

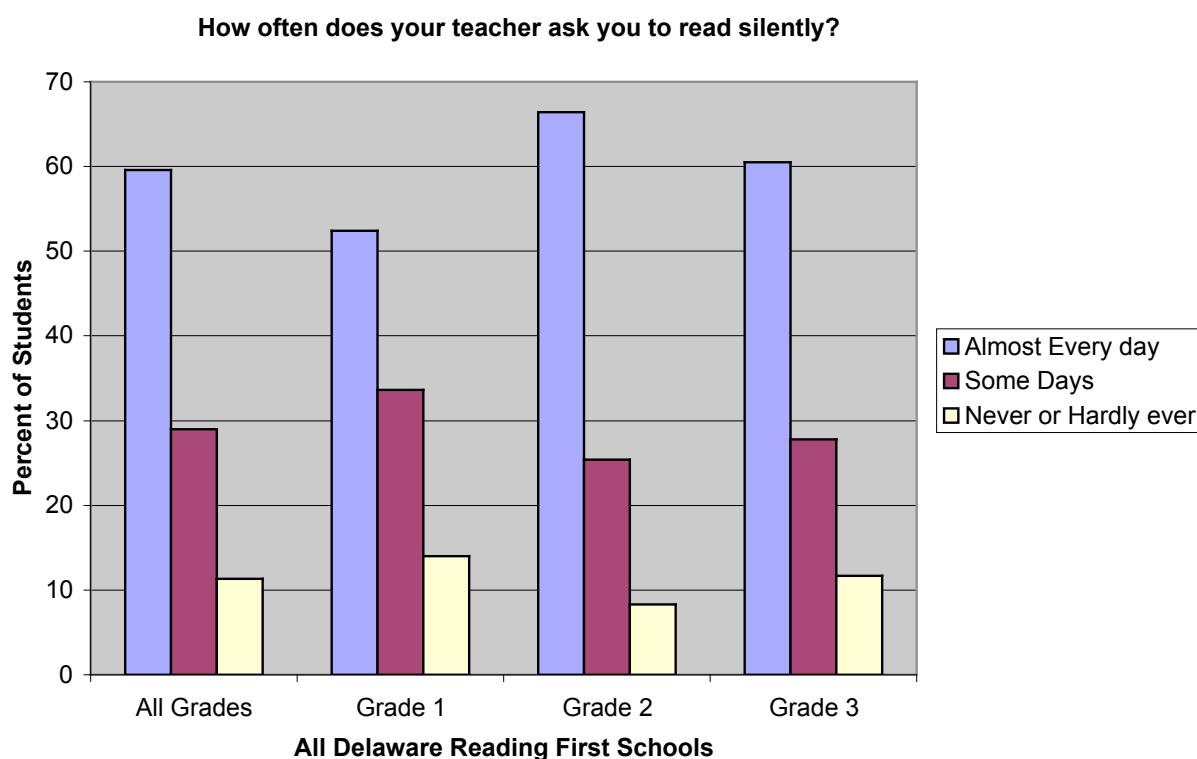


Figure 5. Responses of grade 1-3 Reading First students.

*Modified NAEP School & Grade-Level Data* – School and grade level results for the modified NAEP questions are in Appendix 6 (p. 36). As is the case with the ERAS results, the 2004 data from the modified NAEP questions were collected as a baseline against which to compare data that will be collected again in 2006-07. The school and grade-level results from the modified NAEP questions will be most informative as a baseline for longitudinal comparison within schools, rather than as a means to examine differences among schools. With this in mind, notable patterns in school and grade level results for each modified NAEP question include:

“How often do you read for fun on your own time?”

- In seven of the nine schools that have students in grades 1-2 or 1-3, the frequency of students who read for fun increases in the higher grades.

“How often do you take books out of the school library or public library for your own enjoyment?”

- Results at the school level are variable, with several schools showing fluctuations from grades 1 to grade 3.

“How often does your teacher give you time to read books you have chosen yourself?”

- Across all grades the frequency of “almost every day / some days” ranges from 100% in School E to a approximately 82% in Schools C and F. The frequency of “never or hardly ever” drops substantially between grade 1 and grades 2 or 3 in Schools C, D, G, and H.

“How often does your teacher ask you to read silently?”

- In Schools A, D, and J the frequency of “almost every day / some days” responses is somewhat higher in grade 2 than in grades 1 or 3, which reflects the pattern in the statewide data.

### **Conclusions and Considerations**

- *Interpreting the Results.* The Reading First student motivation survey data reported here were collected to establish a baseline for comparison with data that will be collected in 2006-07 from another cross-section of Reading First students. Comparisons of Delaware results with national data should be made with care, keeping in mind that the national data for ERAS are 16 years old, and data from the 2000 NAEP items are from grade 4 children. Similarly, the school and grade-level results will be most informative as a baseline for longitudinal comparisons within schools, rather than to examine differences among schools.



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- *Modified NAEP Results.* When the results from the modified NAEP questions are aggregated across all Reading First schools and grades, they are broadly similar to the 2000 national NAEP data from grade 4 students. In general, over 80% of grade 1-3 Reading First students reported engaging in (or being given the opportunity by their teachers to engage in) favorable reading behaviors on at least some days. In general, there are few marked variations among Reading First schools in students' responses to the modified NAEP questions. The frequency of student and teacher reading-related activities described in the questions tends to increase from grade 1 to grade 3, although this does not hold for all the schools.
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**APPENDIX 1**  
**2004 Reading First Student Reading Motivation Survey**

## ELEMENTARY READING ATTITUDE SURVEY

School \_\_\_\_\_ Grade \_\_\_\_\_ Name \_\_\_\_\_

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



JIM DAVIS

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?



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5. How do you feel about spending free time reading?



6. How do you feel about starting a new book?



7. How do you feel about reading during summer vacation?



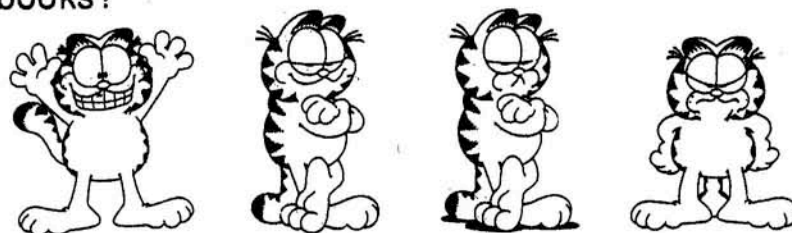
8. How do you feel about reading instead of playing?



9. How do you feel about going to a bookstore?



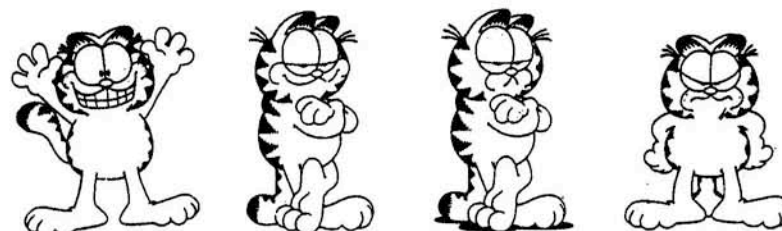
10. How do you feel about reading different kinds of books?



11. How do you feel when the teacher asks you questions about what you read?



12. How do you feel about doing reading workbook pages and worksheets?



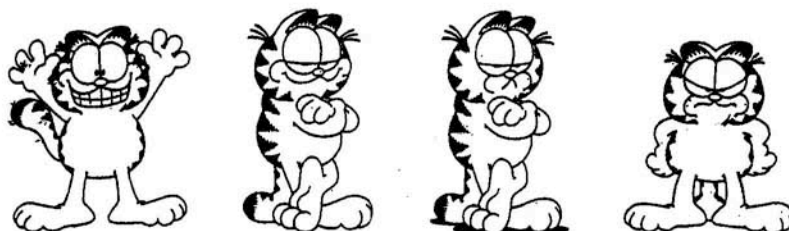


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13. How do you feel about reading in school?



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 class?



17. How do you feel about the stories you read in reading class?



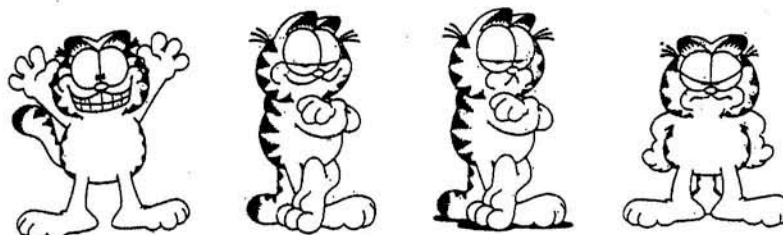
18. How do you feel when you read out loud in class?



19. How do you feel about using a dictionary?



20. How do you feel about taking a reading test?



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**PRACTICE QUESTION: How often do you bring lunch to school?**

almost every day

some days

never or hardly ever

**1. How often do you read for fun on your own time?**

almost every day

some days

never or hardly ever

**2. How often does your teacher give you time to read books you have chosen yourself?**

almost every day

some days

never or hardly ever

**3. How often does your teacher ask you to read silently?**

almost every day

some days

never or hardly ever

**4. How often do you take books out of the school library or public library for your own enjoyment?**

almost every day

some days

never or hardly ever

**APPENDIX 2**  
**Parent Consent Form**

# RESEARCH PARTICIPANT INFORMATION AND CONSENT FORM

## *Reading First Evaluation Study*

### **Purpose of the Study**

Your child's school is in the Delaware Reading First Program. The U.S. Department of Education sponsors this program. The DE State Department of Education leads the program. How do children in Reading First schools feel about reading? We want to ask your child how he/she feels about reading. We need your approval. If you agree to let your child join in this study, your child will take a brief survey in class.

### **Description of Participation**

We will also ask your child if he/she wishes to take part. If your child chooses not to take part, the teacher will have some other school activity for him/her at that time. If he/she chooses to join in, an adult will read the survey questions aloud. Your child will circle a picture to show how he/she feels about reading. All of the children in the class will answer the questions at the same time. The survey takes 5-10 minutes.

### **Confidentiality**

Your child's name will be recorded on the survey. This will allow us to learn how a child's feelings toward reading change as they grow. To do this, we will return in one or two years to again ask your permission to give the same survey to your child. (6.5 -5.9)

We will take special steps to protect the privacy of your child. All surveys will be kept in a locked cabinet. Your child's name will not be used in any reports. Results will tell how groups of students feel about reading. Only the evaluators working on this will see the surveys. They are Dr. Audrey J. Noble, director of the DE Education R & D Center; Dr. Pamela Stazesky, associate director; educational researchers Andy Augustine, Dr. Steven Fifield, Barbara Shepperson and Linda Grusenmeyer; and graduate students who work with this study. You can ask for a copy of any report that uses your child's opinion. All surveys will be kept at the University of Delaware until August 2011. At that time, they will be destroyed.

### **Risks**

No child will be identified in any reports, so there is little risk to you or to them.

### **Benefits**

There is no *direct* benefit to you or your child for taking part in this survey. However, your child will help us learn how well the program works to improve reading.

### **Payment for Participation**

There is no payment for taking the survey.

### **Voluntary Participation**

Taking part in this survey is voluntary. You or your child can decide not to take part in this survey. It will in no way affect your child's participation in the Reading First program. (8.0- 6.1)

**Please Initial \_\_\_\_\_**

### Questions

Questions about this project can be answered by Dr. Audrey J. Noble at (302) 831-4433, or Linda Grusenmeyer, M.Ed. at (302) 831-0732. If you have questions about your child's rights as a participant, you may call Dr. Fraser Russell, Vice-Provost for Research, University of Delaware at (302) 831-2136.

Below, please check the "Yes" or the "No" box to indicate if you agree to allow your child to participate.

**Sign both copies of this form and return one copy to your child's teacher by September 27, 2004.**

**Keep the other copy for your records.**

If you do not return this consent form, we will assume that you do not consent to your child's participation.

### Consent

I understand this consent form. All of my questions have been answered. I have been given enough time to decide if I would like my child to participate.

☐ **Yes, I consent to my child's participation in this survey.**

☐ **No, I do not consent to my child's participation in this survey.**

**Child's name:** \_\_\_\_\_

**(Type or print full name)**

**Parent or guardian:** \_\_\_\_\_

**(Type or print full name)**

**Signature of Parent or guardian:** \_\_\_\_\_ **Date:** \_\_\_\_/\_\_\_\_/\_\_\_\_

☐ **I would like to receive a copy of the study results. Please mail the report to this address:**

*If the Parent/Guardian is blind or not able to read:*

*This form may be read to them, and*

*An impartial witness must be present and sign the following statement:*

**I confirm that the information in the consent form was truthfully explained to, and apparently understood by the Parent/Guardian. He/she freely gave permission for the child named above to take part.**

**Signature of Impartial Witness:** \_\_\_\_\_ **Date:** \_\_\_\_/\_\_\_\_/\_\_\_\_

*Note: This signature block cannot be used for translation into another language. A translated consent form is necessary to enroll participants who do not speak English.*

APPENDIX 3  
Reading Motivation Survey Administration Protocol  
**Script for Administering the  
Elementary Reading Attitude Survey**  
Delaware Education Research & Development Center  
November 2004

*[Gather the students whose parents consented to their participation in the survey. Students without parental consent should not take the survey.]*

**Part 1 - GARFIELD**

I would like to ask you how you feel about reading. Would you like to do that now? There are no right or wrong answers. I only want to know how you feel about reading.

*[Ask students to write their FIRST AND LAST NAME and GRADE at the top of the survey. Check that ALL students have done so, and provide help if necessary.]*

The pictures of Garfield show different moods. Everybody point to the first picture at the top. We call this mood “very happy.” Move your finger to the next picture. Look closely at his mouth. How does it look different from the first picture? We call this picture “a little happy.” Look at the third picture of Garfield. His mouth has changed. He is “a little upset.” Point to the last picture of Garfield. Look at his mouth. He looks “very upset.”

*[Wait for response. Point out the differences, if students do not seem to follow.]*

Together we will read some statements about reading. I want you to think about how you feel about each sentence. Then circle the one picture of Garfield that is closest to YOUR feelings. Remember: There are no right or wrong answers. We only want to know how you feel about reading, not how Garfield feels!

Please follow along while I read.

*[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 when it's time to turn the page. Allow time to spot check that everyone is on the same item and ready to move to the next.]*

## Part 2

These sentences are about how often you read. Listen to each sentence and decide how often YOU do these things. There are no right or wrong answers. We only want to know about how often you read.

Here is one to try before we start on the ones about reading. Everybody touch the first question on this page. I will read aloud first. Do not circle until I tell you. *[check]*

How often do you bring your lunch to school? Touch the first choice- it says "Almost everyday." The next choice says "Some days." The last choice says "Never or hardly ever."

How often do you bring lunch to school? Circle the answer that fits you. Almost every day - Some days - or Never or hardly ever.

*[If needed, ask:*

*If the answer is **Almost every day**, which choice should you circle? (first choice)*

*If the answer is **Some days**, which choice should you circle? (middle choice)*

*If the answer is **Never or hardly ever**, which choice should you circle? (last choice)]*

Okay, we are ready to start on the questions about reading. Remember, when you give your answers you should think about when you read. There are no right or wrong answers, we are just interested in when YOU read. To give your answer, circle ONE choice on each line. The answer lines are right under each statement.

Please follow along while I read.

*[Read each item aloud slowly and distinctly. Then read it a second time while students are thinking. Be sure to read the item NUMBER. Allow time to spot check that everyone is on the same item and ready to move to the next.]*

**APPENDIX 4**  
**Participation rate in the 2004 Reading First reading motivation survey at  
school and grade levels.**

<b>2004 Reading Motivation Survey Participation Rate</b>				
		<b>Completed Surveys</b>	<b>Reading First Students</b>	<b>Percent Participation</b>
<b>School A</b>	<b>All Grades</b>	N=63	N=282 (grades 1,2,3)	22.3%
	<b>Grade 1</b>	N=21	N=95	22.1%
	<b>Grade 2</b>	N=27	N=94	28.7%
	<b>Grade 3</b>	N=15	N=93	16.1%
<b>School B</b>	<b>All Grades</b>	N=90	N=184 (grades 1,2,3)	48.9%
	<b>Grade 1</b>	N=33	N=75	44%
	<b>Grade 2</b>	N=31	N=68	45.6%
	<b>Grade 3</b>	N=26	N=41	63.4%
<b>School C</b>	<b>All Grades</b>	N=46	N=78 (grades 1,2)	59%
	<b>Grade 1</b>	N=23	N=38	60.5%
	<b>Grade 2</b>	N=23	N=40	57.5%
	<b>Grade 3</b>	-	-	
<b>School D</b>	<b>All Grades</b>	N=161	N=343 (grades 1,2,3)	46.9%
	<b>Grade 1</b>	N=52	N=119	43.7%
	<b>Grade 2</b>	N=51	N=109	46.8%
	<b>Grade 3</b>	N=58	N=115	50.4%
<b>School E</b>	<b>All Grades</b>	N=39	N=105 (Grade 1 only)	37.1%
	<b>Grade 1</b>	N=39	N=105	37.1%
	<b>Grade 2</b>	-	-	-
	<b>Grade 3</b>	-	-	-

#### APPENDIX 4 (Con't.)

		Completed Surveys	Reading First Students	Percent Participation
<b>School F</b>	<b>All Grades</b>	N=59	N=232 (grades 1,2)	25.4%
	<b>Grade 1</b>	N=21	N=125	16.8%
	<b>Grade 2</b>	N=38	N=107	35.5%
	<b>Grade 3</b>	-	-	-
<b>School G</b>	<b>All Grades</b>	N=165	N=455 (grades 1,2,3)	36.3%
	<b>Grade 1</b>	N=41	N=164	25%
	<b>Grade 2</b>	N=65	N=147	44.2%
	<b>Grade 3</b>	N=59	N=144	41%
<b>School H</b>	<b>All Grades</b>	N=106	N=197 (grades 1,2,3)	53.8%
	<b>Grade 1</b>	N=32	N=63	50.8%
	<b>Grade 2</b>	N=36	N=63	57.1%
	<b>Grade 3</b>	N=38	N=71	53.5%
<b>School I</b>	<b>All Grades</b>	N=153	N=319 (grades 1,2,3)	48%
	<b>Grade 1</b>	N=60	N=106	56.6%
	<b>Grade 2</b>	N=33	N=102	32.4%
	<b>Grade 3</b>	N=60	N=111	54%



# APPENDIX 4 (Con't.)

		Completed Surveys	Reading First Students	Percent Participation
<b>School J</b>	<b>All Grades</b>	N=97	N=270 (grades 1,2,3)	35.9%
	<b>Grade 1</b>	N=34	N=75	45.3%
	<b>Grade 2</b>	N=36	N=75	48%
	<b>Grade 3</b>	N=27	N=120	22.5%
<b>School K</b>	<b>All Grades</b>	N=8	N=24 (Grade 1 only)	33%
	<b>Grade 1</b>	N=8	N=24	33%
	<b>Grade 2</b>	-	-	-
	<b>Grade 3</b>	-	-	-

**APPENDIX 5**  
**Mean ERAS scores for 11 Reading First schools in Delaware from the fall 2004 reading motivation survey.**

<b>2004 ERAS Results by School</b>					
			<b>Recreational Reading</b>	<b>Academic Reading</b>	<b>Total Scale Score</b>
		<b>No. of Students</b>	<b>Mean (SD)</b>	<b>Mean (SD)</b>	<b>Mean (SD)</b>
<b>School A</b>	<b>All Grades</b>	N=63	28.90 (SD=7.48)	29.71 (SD=8.38)	58.62 (SD=15.26)
	<b>Grade 1</b>	N=21	31.43 (SD=7.31)	32.05 (SD=9.20)	63.48 (SD=16.00)
	<b>Grade 2</b>	N=27	27.37 (SD=7.10)	27.93 (SD=7.98)	55.30 (SD=14.25)
	<b>Grade 3</b>	N=15	28.13 (SD=7.93)	29.67 (SD=7.60)	57.80 (SD=15.21)
<b>School B</b>	<b>All Grades</b>	N=90	34.03 (SD=5.96)	32.50 (SD=7.40)	66.53 (SD=12.68)
	<b>Grade 1</b>	N=33	34.00 (SD=6.54)	33.39 (SD=7.77)	67.39 (SD=13.88)
	<b>Grade 2</b>	N=31	33.84 (SD=5.53)	32.35 (SD=7.06)	66.19 (SD=11.78)
	<b>Grade 3</b>	N=26	34.31 (SD=5.91)	31.54 (SD=7.45)	65.85 (SD=12.55)
<b>School C</b>	<b>All Grades</b>	N=46	32.52 (SD=5.35)	32.26 (SD=7.66)	64.78 (SD=11.98)
	<b>Grade 1</b>	N=23	31.35 (SD=4.93)	31.26 (SD=6.53)	62.61 (SD=10.25)
	<b>Grade 2</b>	N=23	33.70 (SD=5.60)	33.26 (SD=8.67)	66.96 (SD=13.37)
	<b>Grade 3</b>	N=N/ A	-	-	-
<b>School D</b>	<b>All Grades</b>	N=161	32.40 (SD=6.14)	31.41 (SD=6.48)	63.81 (SD=11.87)
	<b>Grade 1</b>	N=52	31.33 (SD=7.11)	30.46 (SD=7.97)	61.79 (SD=14.05)
	<b>Grade 2</b>	N=51	31.94 (SD=6.24)	31.00 (SD=6.28)	62.94 (SD=12.00)
	<b>Grade 3</b>	N=58	33.76 (SD=4.85)	32.62 (SD=4.91)	66.38 (SD=9.03)

# APPENDIX 5 (Con't.)

			Recreational Reading	Academic Reading	Total Scale Score
		No. of Students	Mean (SD)	Mean (SD)	Mean (SD)
School E	All Grades	N=39	32.13 (SD=4.99)	31.44 (SD=6.72)	63.56 (SD=10.77)
	Grade 1	N=39	32.13 (SD=4.99)	31.44 (SD=6.72)	63.56 (SD=10.77)
	Grade 2	N=N/ A	-	-	-
	Grade 3	N=N/ A	-	-	-
School F	All Grades	N=59	31.83 (SD=5.59)	32.25 (SD=6.38)	64.08 (SD=11.38)
	Grade 1	N=21	30.86 (SD=5.88)	31.14 (SD=6.14)	62.00 (SD=11.49)
	Grade 2	N=38	32.37 (SD=5.44)	32.87 (SD=6.50)	65.24 (SD=11.31)
	Grade 3	N=N/ A	-	-	-
School G	All Grades	N=165	31.72 (SD=6.10)	32.10 (SD=7.21)	63.82 (SD=12.44)
	Grade 1	N=41	30.39 (SD=6.41)	30.68 (SD=8.40)	61.07 (SD=13.77)
	Grade 2	N=65	31.35 (SD=6.32)	31.43 (SD=7.45)	62.78 (SD=13.05)
	Grade 3	N=59	33.03 (SD=5.44)	33.83 (SD=5.65)	66.86 (SD=10.17)
School H	All Grades	N=106	31.47 (SD=6.69)	30.53 (SD=7.64)	62.00 (SD=13.65)
	Grade 1	N=32	29.25 (SD=6.85)	28.59 (SD=7.78)	57.84 (SD=13.82)
	Grade 2	N=36	33.06 (SD=5.22)	32.97 (SD=5.14)	66.03 (SD=9.62)
	Grade 3	N=38	31.84 (SD=7.42)	29.84 (SD=8.97)	61.68 (SD=15.81)

**APPENDIX 5 (Con't.)**

			<b>Recreational Reading</b>	<b>Academic Reading</b>	<b>Total Scale Score</b>
		<b>No. of Students</b>	<b>Mean (SD)</b>	<b>Mean (SD)</b>	<b>Mean (SD)</b>
<b>School I</b>	<b>All Grades</b>	N=153	31.61 (SD=6.52)	31.65 (SD=6.79)	63.25 (SD=12.36)
	<b>Grade 1</b>	N=60	32.45 (SD=7.65)	32.28 (SD=7.05)	64.73 (SD=13.79)
	<b>Grade 2</b>	N=33	29.36 (SD=6.40)	29.64 (SD=8.07)	59.00 (SD=13.49)
	<b>Grade 3</b>	N=60	32.00 (SD=5.01)	32.12 (SD=5.56)	64.12 (SD=9.58)
<b>School J</b>	<b>All Grades</b>	N=97	30.88 (SD=5.72)	31.67 (SD=6.59)	62.55 (SD=11.54)
	<b>Grade 1</b>	N=34	28.79 (SD=5.00)	29.97 (SD=6.30)	58.76 (SD=10.26)
	<b>Grade 2</b>	N=36	32.53 (SD=5.98)	33.58 (SD=5.67)	66.11 (SD=10.97)
	<b>Grade 3</b>	N=27	31.30 (SD=5.60)	31.26 (SD=7.58)	62.56 (SD=12.63)
<b>School K</b>	<b>All Grades</b>	N=8	36.25 (SD=4.92)	37.50 (SD=7.07)	73.75 (SD=11.52)
	<b>Grade 1</b>	N=8	36.25 (SD=4.92)	37.50 (SD=7.07)	73.75 (SD=11.52)
	<b>Grade 2</b>	N=N/ A	-	-	-
	<b>Grade 3</b>	N=N/ A	-	-	-

**APPENDIX 6**  
**Results of the modified NAEP questions for 11 Reading First schools in Delaware from the fall 2004 reading motivation survey.**

How often do you read for fun on your own time?					
		No. of students	Almost every day	Some days	Never or hardly ever
School A	All Grades	N=63	50.8% n=32	36.5% n=23	12.7% n=8
	Grade 1	N=21	57.1% n=12	28.6% n=6	14.3% n=3
	Grade 2	N=27	63.0% n=17	22.2% n=6	14.8% n=4
	Grade 3	N=15	20.0% n=3	73.3% n=11	6.7% n=1
School B	All Grades	N=90	54.4% n=49	34.4% n=31	11.1% n=10
	Grade 1	N=33	54.5% n=18	36.4% n=12	9.1% n=3
	Grade 2	N=31	54.8% n=17	38.7% n=12	6.5% n=2
	Grade 3	N=26	53.8% n=14	26.9% n=7	19.2% n=5
School C	All Grades	N=46	50.0% n=23	30.4% n=14	19.6% n=9
	Grade 1	N=23	34.8% n=8	39.1% n=9	26.1% n=6
	Grade 2	N=23	65.2% n=15	21.7% n=5	13.0% n=3
	Grade 3	N=N/ A	-	-	-

# APPENDIX 6 (Con't.)

How often do you read for fun on your own time?					
		No. of students	Almost every day	Some days	Never or hardly ever
School D	All Grades	N=161	47.8% n=77	36.6% n=59	15.5% n=25
	Grade 1	N=52	42.3% n=22	30.8% n=16	26.9% n=14
	Grade 2	N=51	45.1% n=23	39.2% n=20	15.7% n=8
	Grade 3	N=58	55.2% n=32	39.7% n=23	5.2% n=3
School E	All Grades	N=36	25.0% n=9	61.1% n=22	13.9% n=5
	Grade 1	N=36	25.0% n=9	61.1% n=22	13.9% n=5
	Grade 2	N=N / A	-	-	-
	Grade 3	N=N / A	-	-	-
School F	All Grades	N=58	39.7% n=23	41.4% n=24	19.0% n=11
	Grade 1	N=20	15.0% n=3	60.0% n=12	25.0% n=5
	Grade 2	N=38	52.6% n=20	31.6% n=12	15.8% n=6
	Grade 3	N=N / A	-	-	-
School G	All Grades	N=163	41.7% n=68	44.8% n=73	13.5% n=22
	Grade 1	N=40	30.0% n=12	42.5% n=17	27.5% n=11
	Grade 2	N=64	46.9% n=30	40.6% n=26	12.5% n=8
	Grade 3	N=59	44.1% n=26	50.8% n=30	5.1% n=3

# APPENDIX 6 (Con't.)

How often do you read for fun on your own time?					
		No. of students	Almost every day	Some days	Never or hardly ever
School H	All Grades	N=104	42.3% n=44	44.2% n=46	13.5% n=14
	Grade 1	N=31	45.2% n=14	45.2% n=14	9.7% n=3
	Grade 2	N=36	47.2% n=17	44.4% n=16	8.3% n=3
	Grade 3	N=37	35.1% n=13	43.2% n=16	21.6% n=8
School I	All Grades	N=148	56.1% n=83	35.1% n=52	8.8% n=13
	Grade 1	N=55	50.9% n=28	32.7% n=18	16.4% n=9
	Grade 2	N=33	66.7% n=22	27.3% n=9	6.1% n=2
	Grade 3	N=60	55.0% n=33	41.7% n=25	3.3% n=2
School J	All Grades	N=97	44.3% n=43	41.2% n=40	14.4% n=14
	Grade 1	N=34	29.4% n=10	38.2% n=13	32.4% n=11
	Grade 2	N=36	61.1% n=22	33.3% n=12	5.6% n=2
	Grade 3	N=27	40.7% n=11	55.6% n=15	3.7% n=1
School K	All Grades	N=8	50.0% n=4	50.0% n=4	0% n=0
	Grade 1	N=8	50.0% n=4	50.0% n=4	0% n=0
	Grade 2	N=N/ A	-	-	-
	Grade 3	N=N/ A	-	-	-

# APPENDIX 6 (Con't.)

How often do you take books out of the school library or public library for your own enjoyment?					
		No. of students	Almost every day	Some days	Never or hardly ever
School A	All Grades	N=62	38.7% n=24	48.4% n=30	12.9% n=8
	Grade 1	N=20	25.0% n=5	45.0% n=9	30.0% n=6
	Grade 2	N=27	51.9% n=14	40.7% n=11	7.4% n=2
	Grade 3	N=15	33.3% n=5	66.7% n=10	0% n=0
School B	All Grades	N=90	30.0% n=27	60.0% n=54	10.0% n=9
	Grade 1	N=33	36.4% n=12	54.5% n=18	9.1% n=3
	Grade 2	N=31	32.3% n=10	61.3% n=19	6.5% n=2
	Grade 3	N=26	19.2% n=5	65.4% n=17	15.4% n=4
School C	All Grades	N=46	41.3% n=19	45.7% n=21	13.0% n=6
	Grade 1	N=23	47.8% n=11	43.5% n=10	8.7% n=2
	Grade 2	N=23	34.8% n=8	47.8% n=11	17.4% n=4
	Grade 3	N=N/ A	-	-	-



**APPENDIX 6 (Con't.)**

<b>How often do you take books out of the school library or public library for your own enjoyment?</b>					
		<b>No. of students</b>	<b>Almost every day</b>	<b>Some days</b>	<b>Never or hardly ever</b>
<b>School D</b>	<b>All Grades</b>	N=161	33.5% n=54	42.9% n=69	23.6% n=38
	<b>Grade 1</b>	N=52	40.4% n=21	23.1% n=12	36.5% n=19
	<b>Grade 2</b>	N=51	31.4% n=16	51.0% n=26	17.6% n=9
	<b>Grade 3</b>	N=58	29.3% n=17	53.4% n=31	17.2% n=10
<b>School E</b>	<b>All Grades</b>	N=33	15.2% n=5	15.2% n=5	69.7% n=23
	<b>Grade 1</b>	N=33	15.2% n=5	15.2% n=5	69.7% n=23
	<b>Grade 2</b>	N=N/ A	-	-	-
	<b>Grade 3</b>	N=N/ A	-	-	-
<b>School F</b>	<b>All Grades</b>	N=59	35.6% n=21	49.2% n=29	15.3% n=9
	<b>Grade 1</b>	N=21	28.6% n=6	57.1% n=12	14.3% n=3
	<b>Grade 2</b>	N=38	39.5% n=15	44.7% n=17	15.8% n=6
	<b>Grade 3</b>	N=N/ A	-	-	-
<b>School G</b>	<b>All Grades</b>	N=163	33.7% n=55	55.2% n=90	11.0% n=18
	<b>Grade 1</b>	N=39	33.3% n=13	56.4% n=22	10.3% n=4
	<b>Grade 2</b>	N=65	35.4% n=23	49.2% n=32	15.4% n=10
	<b>Grade 3</b>	N=59	32.2% n=19	61.0% n=36	6.8% n=4

**APPENDIX 6 (Con't.)**

<b>How often do you take books out of the school library or public library for your own enjoyment?</b>					
		<b>No. of students</b>	<b>Almost every day</b>	<b>Some days</b>	<b>Never or hardly ever</b>
<b>School H</b>	<b>All Grades</b>	N=106	16.0% n=17	67.0% n=71	17.0% n=18
	<b>Grade 1</b>	N=32	9.4% n=3	75.0% n=24	15.6% n=5
	<b>Grade 2</b>	N=36	19.4% n=7	55.6% n=20	25.0% n=9
	<b>Grade 3</b>	N=38	18.4% n=7	71.1% n=27	10.5% n=4
<b>School I</b>	<b>All Grades</b>	N=147	33.3% n=49	59.2% n=87	7.5% n=11
	<b>Grade 1</b>	N=54	42.6% n=23	51.9% n=28	5.6% n=3
	<b>Grade 2</b>	N=33	30.3% n=10	63.6% n=21	6.1% n=2
	<b>Grade 3</b>	N=60	26.7% n=16	63.3% n=38	10.0% n=6
<b>School J</b>	<b>All Grades</b>	N=97	43.3% n=42	42.3% n=41	14.4% n=14
	<b>Grade 1</b>	N=34	35.3% n=12	44.1% n=15	20.6% n=7
	<b>Grade 2</b>	N=36	50.0% n=18	41.7% n=15	8.3% n=3
	<b>Grade 3</b>	N=27	44.4% n=12	40.7% n=11	14.8% n=4
<b>School K</b>	<b>All Grades</b>	N=8	87.5% n=7	12.5% n=1	0% n=0
	<b>Grade 1</b>	N=8	87.5% n=7	12.5% n=1	0% n=0
	<b>Grade 2</b>	N=N / A	-	-	-
	<b>Grade 3</b>	N=N / A	-	-	-

# APPENDIX 6 (Con't.)

How often does your teacher give you time to read books you have chosen yourself?					
		No. of students	Almost every day	Some days	Never or hardly ever
School A	All Grades	N=62	53.2% n=33	38.7% n=24	8.1% n=5
	Grade 1	N=20	45.0% n=9	45.0% n=9	10.0% n=2
	Grade 2	N=27	63.0% n=17	25.9% n=7	11.1% n=3
	Grade 3	N=15	46.7% n=7	53.3% n=8	0% n=0
School B	All Grades	N=89	62.9% n=56	30.3% n=27	6.7% n=6
	Grade 1	N=33	51.5% n=17	39.4% n=13	9.1% n=3
	Grade 2	N=31	61.3% n=19	35.5% n=11	3.2% n=1
	Grade 3	N=25	80.0% n=20	12.0% n=3	8.0% n=2
School C	All Grades	N=46	63.0% n=29	19.6% n=9	17.4% n=8
	Grade 1	N=23	47.8% n=11	17.4% n=4	34.8% n=8
	Grade 2	N=23	78.3% n=18	21.7% n=5	0% n=0
	Grade 3	N=N/ A	-	-	-

**APPENDIX 6 (Con't.)**

<b>How often does your teacher give you time to read books you have chosen yourself?</b>					
		<b>No. of students</b>	<b>Almost every day</b>	<b>Some days</b>	<b>Never or Hardly ever</b>
<b>School D</b>	<b>All Grades</b>	N=160	41.9% n=67	45.6% n=73	12.5% n=20
	<b>Grade 1</b>	N=52	36.5% n=19	42.3% n=22	21.2% n=11
	<b>Grade 2</b>	N=51	62.7% n=32	31.4% n=16	5.9% n=3
	<b>Grade 3</b>	N=57	56.1% n=32	40.4% n=23	3.5% n=2
<b>School E</b>	<b>All Grades</b>	N=36	50.0% n=18	50.0% n=18	0% n=0
	<b>Grade 1</b>	N=36	50.0% n=18	50.0% n=18	0% n=0
	<b>Grade 2</b>	N=N/ A	-	-	-
	<b>Grade 3</b>	N=N/ A	-	-	-
<b>School F</b>	<b>All Grades</b>	N=58	34.5% n=20	48.3% n=28	17.2% n=10
	<b>Grade 1</b>	N=21	19.0% n=4	71.4% n=15	9.5% n=2
	<b>Grade 2</b>	N=37	43.2% n=16	35.1% n=13	21.6% n=8
	<b>Grade 3</b>	N=N/ A	-	-	-
<b>School G</b>	<b>All Grades</b>	N=163	54.6% n=89	38.0% n=62	7.2% n=12
	<b>Grade 1</b>	N=40	40.0% n=16	45.0% n=18	15% n=6
	<b>Grade 2</b>	N=65	60.0% n=39	35.4% n=23	4.6% n=3
	<b>Grade 3</b>	N=58	58.6% n=34	36.2% n=21	5.2% n=3

**APPENDIX 6 (Con't.)**

How often does your teacher give you time to read books you have chosen yourself?					
		No. of students	Almost every day	Some days	Never or hardly ever
School H	All Grades	N=104	47.1% n=49	43.3% n=45	9.6% n=10
	Grade 1	N=32	28.1% n=9	50.0% n=16	21.9% n=7
	Grade 2	N=34	29.4% n=10	67.6% n=23	2.9% n=1
	Grade 3	N=38	78.9% n=30	15.8% n=6	5.3% n=2
School I	All Grades	N=148	74.3% n=110	23.0% n=34	2.7% n=4
	Grade 1	N=55	63.6% n=35	34.5% n=19	1.8% n=1
	Grade 2	N=33	84.8% n=28	12.1% n=4	3.0% n=1
	Grade 3	N=60	78.3% n=47	18.3% n=11	3.3% n=2
School J	All Grades	N=95	53.7% n=51	40.0% n=38	6.3% n=6
	Grade 1	N=33	54.5% n=18	33.3% n=11	12.1% n=4
	Grade 2	N=36	61.1% n=22	38.9% n=14	0% n=0
	Grade 3	N=26	42.3% n=11	50.0% n=13	7.7% n=2
School K	All Grades	N=8	100% n=8	0% n=0	0% n=0
	Grade 1	N=8	100% n=8	0% n=0	0% n=0
	Grade 2	N=N/ A	-	-	-
	Grade 3	N=N/ A	-	-	-

**APPENDIX 6 (Con't.)**

<b>How often does your teacher ask you to read silently?</b>					
		<b>No. of students</b>	<b>Almost every day</b>	<b>Some days</b>	<b>Never or hardly ever</b>
<b>School A</b>	<b>All Grades</b>	N=63	61.9% n=39	28.6% n=18	9.5% n=6
	<b>Grade 1</b>	N=21	61.9% n=13	23.8% n=5	14.3% n=3
	<b>Grade 2</b>	N=27	66.7% n=18	29.6% n=8	3.7% n=1
	<b>Grade 3</b>	N=15	53.3% n=8	33.3% n=5	13.3% n=2
<b>School B</b>	<b>All Grades</b>	N=89	75.3% n=67	20.2% n=18	4.5% n=4
	<b>Grade 1</b>	N=33	57.6% n=19	36.4% n=12	6.1% n=2
	<b>Grade 2</b>	N=31	83.9% n=26	12.9% n=4	3.2% n=1
	<b>Grade 3</b>	N=25	88.0% n=22	8.0% n=2	4.0% n=1
<b>School C</b>	<b>All Grades</b>	N=46	60.9% n=28	39.1% n=18	0% n=0
	<b>Grade 1</b>	N=23	52.2% n=12	47.8% n=11	0% n=0
	<b>Grade 2</b>	N=23	69.6% n=16	30.4% n=7	0% n=0
	<b>Grade 3</b>	N=N/ A	-	-	-

**APPENDIX 6 (Con't.)**

<b>How often does your teacher ask you to read silently?</b>					
		<b>No. of students</b>	<b>Almost every day</b>	<b>Some days</b>	<b>Never or hardly ever</b>
<b>School D</b>	<b>All Grades</b>	N=160	55.0% n=88	29.4% n=47	15.6% n=25
	<b>Grade 1</b>	N=52	48.1% n=25	30.8% n=16	21.2% n=11
	<b>Grade 2</b>	N=51	62.7% n=32	31.4% n=16	5.9% n=3
	<b>Grade 3</b>	N=57	54.4% n=31	26.3% n=15	19.3% n=11
<b>School E</b>	<b>All Grades</b>	N=34	52.9% n=18	41.2% n=14	5.9% n=2
	<b>Grade 1</b>	N=34	52.9% n=18	41.2% n=14	5.9% n=2
	<b>Grade 2</b>	N=N/A	-	-	-
	<b>Grade 3</b>	N=N/A	-	-	-
<b>School F</b>	<b>All Grades</b>	N=59	39.0% n=23	40.7% n=24	20.3% n=12
	<b>Grade 1</b>	N=21	38.1% n=8	42.9% n=9	19.0% n=4
	<b>Grade 2</b>	N=38	39.5% n=15	39.5% n=15	21.1% n=8
	<b>Grade 3</b>	N=N/A	-	-	-
<b>School G</b>	<b>All Grades</b>	N=162	57.4% n=93	29.0% n=47	13.6% n=22
	<b>Grade 1</b>	N=39	56.4% n=22	35.9% n=14	7.7% n=3
	<b>Grade 2</b>	N=64	65.6% n=42	20.3% n=13	14.1% n=9
	<b>Grade 3</b>	N=59	49.2% n=29	33.9% n=20	16.9% n=10

# APPENDIX 6 (Con't.)

How often does your teacher ask you to read silently?					
		No. of students	Almost every day	Some days	Never or hardly ever
School H	All Grades	N=106	51.9% n=55	33.0% n=35	15.1% n=16
	Grade 1	N=32	40.6% n=13	31.3% n=10	28.1% n=9
	Grade 2	N=36	52.8% n=19	36.1% n=13	11.1% n=4
	Grade 3	N=38	60.5% n=23	31.6% n=12	7.9% n=3
School I	All Grades	N=147	66.0% n=97	27.9% n=41	6.1% n=9
	Grade 1	N=54	50.0% n=27	40.7% n=22	9.3% n=5
	Grade 2	N=33	78.8% n=26	18.2% n=6	3.0% n=1
	Grade 3	N=60	73.3% n=44	21.7% n=13	5.0% n=3
School J	All Grades	N=97	64.9% n=63	20.6% n=20	14.4% n=14
	Grade 1	N=34	55.9% n=19	14.7% n=5	29.4% n=10
	Grade 2	N=36	86.1% n=31	11.1% n=4	2.8% n=1
	Grade 3	N=27	48.1% n=13	40.7% n=11	11.1% n=3
School K	All Grades	N=8	100% n=8	0% n=0	0% n=0
	Grade 1	N=8	100% n=8	0% n=0	0% n=0
	Grade 2	N=N/ A	-	-	-
	Grade 3	N=N/ A	-	-	-