EFFECTS OF READING ATTITUDE ON READING ACHIEVEMENT OF STUDENTS IN GRADES ONE THROUGH SIX

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DEDICATION

This dissertation is dedicated to my husband Mike, and sons Brandon, and Evan:

Thank you for your unending love and encouragement. I would never have been able to finish without your love and support. I appreciate that you believed in me throughout.
Abstract

No Child Left Behind (2001) and Individuals with Disabilities Education Act (2004) has put pressure on all teachers to develop proficient readers. In order to do just this, develop proficient readers, teachers must understand the effects that reading attitude has on reading achievement for all students. Research states that individuals with a positive attitude toward reading typically achieve at a higher level than those students with a poor attitude toward reading (Sainsbury & Schagen, 2004). However, there is a limited amount of research that has provided insight into how factors of socioeconomic status, gender, and disability may play a part in both attitudes and achievement in reading. This study examined whether socioeconomic status, gender, and/or disability played a role in the reading attitudes of students in grades one through six. The study also evaluated whether students’ attitude toward reading changed depending on their grade level.
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Chapter I

Introduction of Study

General Description

Reading is an essential skill that provides a gateway into acquiring valuable information that is necessary to live a productive and successful life. Understanding this value of reading and placing it in high regard has become a priority of our nation (No Child Left Behind, 2001). Teachers across all grades and disciplines strive to produce proficient readers so that every student has a fair opportunity to be successful in life. Teachers, however, face a definite challenge as they attempt to teach the diverse range of individuals with varying ability levels within their classrooms the skills necessary to become proficient readers. In meeting these individual needs, it becomes necessary for teachers not only to understand their students’ reading achievement but also their attitude toward reading. Research states that individuals with a positive attitude toward reading typically achieve at a higher level than those students with a poor attitude toward reading (Sainsbury & Schagen, 2004). However, there is a limited amount of research that has provided insight into how factors of socioeconomic status, gender, and disability may play a part in both attitudes and achievement in reading.

Conceptual Framework

The Elementary and Secondary Education Act as reauthorized by the No Child Left Behind (NCLB) Act of 2001 was enacted so that the current gap in achievement between students who were high-performing and those who were low-performing,
including students who were disadvantaged and/or from a minority background, would be closed. One of the goals of NCLB (2001) was to ensure teachers were implementing research-based reading instruction to assist with reducing the number of students who were not reading at grade level. Reading First was established as a subpart of NCLB, identifying multiple purposes to assist in closing the achievement gap in reading. The purpose of Reading First as outlined in NCLB was to provide assistance to state and local educational agencies in instituting reading programs grounded in scientific research. Reading First also provides assistance in preparing general and special education teachers through the use of professional development to assist in identifying barriers that prevent success in reading. In addition, the Reading First grant monies provide assistance in selecting and administering reading assessments, providing resources that would allow teachers to implement the essential components of a reading program (phonemic awareness, phonics, fluency, vocabulary, and comprehension instruction) that have been found to be successful in improving reading, and strengthening early literacy and family literacy programs (NCLB, 2001).

The National Reading Panel, a panel Congress convened in 1997 to research various aspects of reading, also found that in order to develop proficient readers teachers need to include phonemic awareness, phonics, fluency, vocabulary, and comprehension instruction in their reading program. Phonemic awareness is the first skill necessary in reading and requires that students have the ability to manipulate sounds in spoken words. Research states that “phonemic awareness can be taught and learned” (Eunice Kennedy Shriver National Institute of Child Health and Human Development, 2001, p. 4). There are multiple avenues through which teachers can instruct their students in phonemic
Phonemic awareness helps a child to learn how to read and spell. Phonics instruction is the next essential reading component. Phonics instruction entails teaching students to understand the relationship between letters and sounds. The National Institute for Literacy pointed to scientific research on phonics that states “systematic and explicit phonics instruction is more effective than non-systematic or no phonics instruction” (Eunice Kennedy Shriver National Institute of Child Health and Human Development, 2001, p. 12). This research leads teachers to understand the necessity that students apply the phonetic skills learned in their reading and writing.

Once students have developed an understanding of sounds and the relationship sounds have with letters then students are ready to develop reading fluency. Fluency is the ability to read words both accurately and quickly. Research has found that “repeated and monitored oral reading improves reading fluency and overall reading achievement” (Eunice Kennedy Shriver National Institute of Child Health and Human Development, 2001, p. 21).

Vocabulary instruction is an important component of reading instruction in that it allows the reader to comprehend what has been read. The National Institute for Literacy found in research that students learn most of their vocabulary indirectly; however, some vocabulary still needs to be taught directly. Finally, the last component of reading instruction is comprehension. According to the National Reading Panel, teachers should teach specific comprehension strategies to allow students to make sense of what they are reading. The specific strategies found to be beneficial were: monitoring comprehension,
using graphic and semantic organizers, answering questions, generating questions, recognizing story structure, and summarizing. The importance of teaching these five essential components of reading was for all students to be reading on grade level by grade three.

The state of Indiana has aligned reading expectations with that of NCLB through its recently developed reading framework (Indiana Department of Education, 2011). The Indiana K-6 Reading Framework (2011) was designed around the Reading First initiative and the National Reading Panel’s theory of reading to include the five essential elements of reading instruction to ensure that all children are reading proficiently by the end of third grade. The components of the framework include: Reading Goals, Assessment, Instruction, Leadership, Professional Development and Commitment. The framework states that “until all Indiana students acquire the sophisticated reading skills they need to be prepared for college and careers, reading must become and remain a high priority for every school” (The Indiana K-6 Reading Framework, 2011, p. 3).

In addition, the Individuals with Disabilities Education Act (IDEA) of 2004 has been aligned with NCLB (2001) to ensure that children are receiving empirically based reading instruction by highly qualified teachers. NCLB has outlined in its regulations that, by the end of the 2005-2006 school year, all children in special education would be instructed by highly qualified teachers; meaning that special education teachers would be certified in both special education and the core academic subjects that they taught. IDEA (2004) supports the need for highly qualified teachers in both the general education and special education classroom. In fact, IDEA states that regular education teachers are to be provided with professional development to teach students with disabilities in their
general education classroom and that special education teachers are to be highly qualified.

A final component that needs to be addressed as teachers strive to ensure that their students are performing at grade level in conjunction with the implementation of scientifically based reading instruction is that of one’s attitude toward reading. McKenna, Kear, and Ellsworth (1995) found that as children progress through their childhood there are multiple distracters that are competing with their desire to read for pleasure; thus, the importance of understanding how reading attitude impacts reading achievement. Understanding the importance of creating proficient readers of each individual child prompted the desire to better appreciate the connection between reading attitude and reading achievement. This particular study about the effects of reading attitude on reading achievement came about due to the limited nature of the studies completed with students (particularly students with disabilities) in grades one through three in the field of education. Parker and Paradis (1986) completed a study on attitude development toward reading with first through sixth grade in the mid-1980s and noted the lack of available reports on children’s attitude in first through third grade developed through the years.

More recent studies (Merisuo-Storm, 2006; Roberts & Wilson, 2006; Sainsbury & Schagen, 2004) have been completed in the area of reading attitude primarily focus on children in the intermediate grades; for example, Merisuo-Storm (2006) did a comparison study on girls and boys (aged 10-11) and their attitudes toward reading and writing. Although Merisuo-Storm’s study was with intermediate aged children, it was noted that children develop this attitude toward reading and writing early, emphasizing the
importance of exposure to literature even prior to entering school. Sainsbury and Schagen (2004) conducted a longitudinal study between 1998 and 2003 concerning the attitudes of nine and eleven year old students and found that their reading achievement possibly increased as students described reading to be an easier task; however, their attitude toward reading had declined over time. Roberts and Wilson (2006) also discredited the theory that attitude and achievement were directly linked. Their study results indicated that fourth-grade students in the United Kingdom who had high achievement in reading skills demonstrated a low disposition toward reading.

Lazarus and Callahan (2000) brought to light the fact that limited studies in the area of reading attitudes with children in the primary grades were not the only area of study that were lacking; but, also “studies are lacking that describe the attitudes toward reading of students diagnosed with learning disabilities” (p. 273). Not only have there been limited studies but the studies that have been completed place their focus on “school-based attitudes” in relation to the “students’ educational placement” while ignoring how attitude may be affected (positively or negatively) by subject areas such as reading (Lazarus & Callahan, 2000, p. 272).

Additional research needs to be completed in the area of how reading attitudes effect reading achievement. Specifically, teachers and students could benefit from understanding how reading attitudes effect the reading achievement of students with learning disabilities in grades one through six. In addition, it would be beneficial to investigate the influence reading attitude has on reading achievement during the primary years. If teachers are to create a nation of proficient readers by the year 2014, then they
will benefit from understanding the relationship between reading attitude and reading achievement.

In addition, a ten year study completed by Yang-Hansen (2008) established that socioeconomic status (SES) plays a significant part in a child’s attitude toward reading. Children from low SES backgrounds tend to have a poor attitude toward reading due to limited literacy exposure prior to entering school. Studies have also shown that children who come from low SES backgrounds tend to have lower achievement scores (D’Angiulli, Siegel, & Maggi, 2004). In fact, D’Angiulli, et al. found that achievement scores varied greatly at the extremes of the SES spectrum; meaning that students from low SES backgrounds had low achievement scores and students from high SES backgrounds had high achievement scores.

Another factor that will be taken into account is that of gender. Coddington and Guthrie (2009) indicated that stereotypical gender roles are continuing to be upheld in the classroom. In other words, girls typically have a more positive attitude toward reading and thus, have higher achievement scores than their peers who are boys. Coddington and Guthrie also suggested that boys who have deficits in basic reading skills tended to have little motivation to read, while girls who had similar basic reading skills were more motivated to read. Understanding these gender differences would have implications on how to develop positive attitudes toward reading and increased reading achievement in boys and girls.

A final aspect to explore is the relationship one’s disability has on reading attitude and reading achievement. Morgan and Fuchs (2007) found that students with disabilities can fall into a negative cycle in which poor reading skills produce poor motivation to
read which “could help explain why many children with disabilities continue experiencing long-term reading failure despite receiving intensive skills-focused remediation” (p. 166). In other words, students with disabilities continue to struggle with finding the motivation to read despite the prescribed reading interventions that have been implemented. This study investigated the relationship between reading attitude and reading achievement while taking into account differences that may occur due to socioeconomic status, gender, and disability so that teachers can best understand the students they teach.

**Statement of the Problem**

With the enactment of No Child Left Behind in 2001, President George W. Bush challenged schools across the country to develop proficient readers, so that by the end of the 2013-2014 school year all students would be reading on grade level. According to the U.S. Department of Education Policy and Program Studies Service Report Highlights (2009) many schools are falling short of this goal. In Indiana, data from the 2007-08 school year documents this problem. Indiana’s 2007-2008 annual school report card identified that the state was failing to meet adequate yearly progress on the English/Language Arts assessments in all areas except for the categories of White and Asian (Indiana Department of Education, Annual School Report Card).

Two school districts in rural Midwest communities attempting to ensure that all students are on grade level by 2013-2014, were falling short of this goal. One of the school corporations failed to make adequate yearly progress during the 2011-12 school year in language arts at both the middle school and high school levels, whereas the other school corporation failed to make adequate yearly progress in three of the four schools in
the district. One of the two elementary schools failed to make adequate yearly progress in language arts in the special education subgroup. The junior high school failed in the subgroup of free and reduced lunch for language arts as well as math for the special education subgroup while the high school failed to make progress in the graduation rate and language arts for the free and reduced lunch subgroup (IDOE, AYP Information, 2012). Both districts are located in rural communities with limited resources. The students themselves come from impoverished backgrounds providing the school districts with an added challenge. The school systems have been charged with the challenge of finding a way to reach their students in the area of reading so that each student will be a proficient reader (The Indiana K-6 Reading Framework, 2011).

Students’ attitudes affect their achievement; thus, the more positive the attitude, the more likely the student will be engaged in reading, therefore, producing higher achievement in reading (McKenna & Kear, 1990; McKenna et al., (1995); Sperling & Head, 2002). Also, limited studies have demonstrated that students in the primary grades tend to have more positive experiences in reading aligning with the theory that they have a more positive attitude and as a result, a better chance at achieving proficiency in reading (Sainsbury & Schagen, 2004). Critics, on the other hand, state that attitude toward reading and reading achievement does not connect with one another (Roberts & Wilson, 2006). Therefore, it would be beneficial for teachers of these school systems to see if attitude truly affects reading achievement as they search for the best methods to meet the needs of their students.
Research Questions

The purpose of this study was to examine the relationship between reading attitude and reading achievement of elementary aged students (grades 1-6). The study was conducted in two rural, Midwestern community school systems. The proposed differences were investigated through the following research questions:

1.) What are the differences in attitude between students with disabilities and those who do not have a disability who take the Elementary Reading Attitude Survey (ERAS) (McKenna & Kear, 1990)?
2.) What are the gender differences noted on the Elementary Reading Attitude Survey (ERAS) (McKenna & Kear, 1990)?
3.) What are the gender differences noted on the Northwest Evaluation Association Assessments (NWEA) in reading?
4.) What are the socioeconomic differences noted on the Elementary Reading Attitude Survey (ERAS) (McKenna & Kear, 1990)?
5.) What are the socioeconomic differences noted on the Northwest Evaluation Association Assessments (NWEA) in reading?
6.) What are the differences in attitude of reading between primary elementary students and intermediate elementary students?

Research Hypothesis

The following hypotheses were examined at the level of significance p<.05:

Hypothesis I: There will be no significant difference in reading attitude between students with disabilities and those without disabilities.
Hypothesis II: There will be no significant difference in reading attitude between males and females.

Hypothesis III: There will be no significant difference in reading achievement between males and females.

Hypothesis IV: There will be no significant difference in reading attitude between students from low socioeconomic status and those not from low socioeconomic status.

Hypothesis V: There will be no significant difference in reading achievement between students from low socioeconomic status and those not from low socioeconomic status.

Hypothesis VI: There will be no significant difference in reading attitude between students from primary grades and those in intermediate grades.

**Definition of Terms**

The following are terms used throughout the study:

*Academic Reading.* School-related reading (McKenna et al., 1995).

*Achievement.* Student performance on assessments over state academic standards (NCLB, 2001).

*Dispositions.* The student’s mood or attitude toward reading both in a recreational and academic setting (Sainsbury & Schagen, 2004).

*Elementary Reading Attitude Survey (ERAS).* An instrument used to determine a student’s attitude toward reading in both academic and recreational settings (McKenna & Kear, 1990).

*Individuals with Disabilities Education Act (IDEA).* Federal legislation that governs how states are to provide education to students with disabilities. IDEA
requires that students with disabilities be given access to the general education curriculum (IDEA, 2004).

**Intermediate Grades.** Students who are currently in grades four, five, and six (Lazarus & Callahan, 2000).

**Northwest Evaluation Association (NWEA).** Computer-based adaptive assessments that provide measures of academic progress in reading, math, and language arts (Northwest Evaluation Association, 2011).

**No Child Left Behind (NCLB).** Federal legislation enacted in 2001 stating that schools are to make adequate yearly progress toward developing students proficient in reading, math, and science. The ultimate goal is to have all students on grade level in reading, math and science by the year 2014 (NCLB, 2001).

**Primary Grades.** Students who are currently in grades one, two, and three (Lazarus & Callahan, 2000).

**Recreational Reading.** Reading that is done for enjoyment (McKenna & Kear, 1990).

**Reading Proficiency.** Meeting the states academic achievement standards in reading (NCLB, 2001).

**Socioeconomic Status (SES).** Variables that include employment, family income, and education (D’Angiulli et al., 2004).

**Significance of Study**

The majority of the research regarding the effect that reading attitude has on reading achievement has centered on children in the intermediate grades of elementary school (grades 4-5-6) (Lazarus & Callahan, 2000; McKenna & Kear, 1990; McKenna et
This study focused on children in grades one through six to see if reading attitude was affected by reading achievement. This study will help teachers in the two rural, Midwestern school systems understand if students in this corporation were experiencing the same decline in reading attitudes beyond first grade as previous research has outlined (McKenna et al., 1995; Lazarus & Callahan, 2000).

In addition, the study investigated the extent with which socioeconomic status (SES) played a role in a child’s attitude toward reading as well as his or her reading achievement. Yang-Hansen (2008) established that socioeconomic status (SES) played a significant role in a child’s attitude toward reading. For example, students that were from a high socioeconomic background tend to have a “more favourable peer culture and effective learning environment” leading to higher academic achievement (Yang-Hansen, 2008, p. 522). On the other hand, D’Angiulli et al. (2004) found that students who come from lower socioeconomic backgrounds tend to have lower academic achievement. This deficit in achievement may be a result of less effective learning environments, facilities, and teachers (Yang-Hansen, 2008). The current study investigated whether socioeconomic status was a factor in the reading achievement and reading attitude of students in both school systems, as it was found to be in previous studies.

Another factor that this study took into consideration was the impact that gender had on the development of reading attitude and reading achievement. Multiple studies (Coddington & Guthrie, 2009; Kush, Watkins, & Brookhart, 2005; Logan & Johnston, 2009; McKenna & Kear, 1990; McKenna et al., 1995; Sainsbury & Schagen, 2004) have
found that gender does play a role in the development of reading attitudes. Girls have been found to have a more positive attitude toward recreational reading than their male peers (Logan & Johnston, 2009). Logan and Johnston (2009) also noticed that this gender difference seems to widen as the students got older. Coddington and Guthrie (2009) supported the theory that girls tend to have a more positive attitude toward reading and consequently with this more positive attitude toward reading girls tend to have higher achievement scores, too. Another aspect to consider was that of motivation. Boys tend to lose motivation to read when they have deficits in reading ability whereas, girls with deficits in reading ability still tend to be motivated to read (Coddington & Guthrie, 2009). The current study considered whether gender seemed to affect reading attitude and achievement in the two rural, Midwestern school systems in order to use this information to develop positive attitudes toward reading in both boys and girls.

A final aspect this study explored was the relationship one’s disability had on reading attitude and reading achievement. Martinez and Semrud-Clikeman (2004) noted that children with learning disabilities face many challenges in school including poor motivation and “modest academic achievement” (p. 411). Martinez and Semrud-Clikeman’s theory of poor motivation and limited, academic achievement supports Kos’ (1991) research that indicated that children who failed to learn to read were thought by their teachers to be of low intelligence. Moreover, students with disabilities can fall into a negative cycle in which poor reading skills produce poor motivation to read (Morgan & Fuchs, 2007). This study helped to identify if students in both the rural, Midwestern school systems were facing the same concerns of having a poor attitude toward reading
and low reading achievement and if so, it helped teachers to identify those students and provide necessary educational supports.

**Basic Assumptions**

*Elementary Reading Attitude Survey (ERAS).* The assumption was made that the survey was administered in accordance with the directions such that the results are reliable and valid.

*Northwest Evaluation Association.* It was assumed that the achievement tests were administered according to the protocol and that the data provided were reliable and valid.

*Reading Instruction.* It was assumed that teachers who participated in the study used the district’s adopted reading program as their primary means for teaching reading.

*Reading Proficiency.* The assumption was made that factors such as gender, socioeconomic status, ethnicity, and disability may have affected the students’ ability to master state academic standards in reading.

*Survey Results.* The assumption was made that the students answered the questions to the survey honestly and accurately.

**Basic Limitations**

*Sample size.* Permission slips were sent out to all students in grades one through six. A census type sample was used in order to achieve a large enough sample size to disaggregate data by gender, socioeconomic status, and disability. This selection process created a self-selected sample.
Elementary Reading Attitude Survey (ERAS). McKenna and Kear (1990) developed the Elementary Reading Attitude Survey (ERAS) as a tool to evaluate students’ attitude toward recreational and academic reading. The initial study was done with 18,138 students in grades 1-6, in which 84.3% of the students were European-American while the remaining 15% were Hispanic and African-American (Kazelskis, Thames, & Reeves, 2004, p. 113). Some concern was raised about the reliability of the ERAS, however, it was found that “there was no evidence of differences in the factor variances for the academic reading attitude” for the racial groups (Kazelskis, et. al., 2004, p. 118). There was some question as to whether there was a difference in the recreational attitude among racial groups (p. 119): additional research can explore if a difference indeed exists.

Classroom Instruction. There was no control over how reading was taught during the study. If varying methods of instruction were used, it may have influenced the reading attitudes and/or reading achievement of students who participated in the study. In addition, Kush et al., (2005) stated that “not all instructional practices improve reading attitudes” (p. 40).

Classroom Teacher. There was no control over the influence the teacher may have had on a student, which, may have influenced reading attitudes and/or reading achievement.

Home Environment. There was no control over the home environment, and how attitudes of parents and/or caregivers may have influenced students’ attitude toward reading and/or reading achievement.
Summary

As teachers strive to meet the challenge placed before them as part of NCLB (2001) that each student in their classroom be proficient in reading, they must understand the impact that reading attitude has on reading achievement for all students. This study assisted in identifying whether socioeconomic status, gender, and/or disability played a role in the reading attitudes of students in grades one through six. The study also evaluated whether students’ attitude toward reading changed depending on their grade level. In addition, this study provided additional empirical evidence in the area of reading attitude and reading achievement with children in grades one through three. Finally, the study outlined the effects that reading attitude had on reading achievement for children with disabilities.
Chapter II

Review of Related Literature

Introduction

NCLB (2001) has established rigorous standards for schools in an effort to improve the education of all students in the United States. The premise of NCLB is to provide students with a fair and equitable education regardless of socioeconomic background, gender, ethnicity, and disability. The federal government has also established federal legislation and regulations with the Individuals with Disabilities Education Act of 2004 (IDEA) that educators must follow when educating individuals with disabilities. Both NCLB (2001) and IDEA (2004) require schools to provide instruction and teaching methods that are grounded in empirically-based research.

As one delves into understanding the whole child and finding the best methods to educate him or her as is mandated through NCLB (2001) and IDEA (2004), it becomes necessary for educators and administrators to have a solid foundation in research-based instructional methodology. One area that necessitates extreme focus in ensuring academic and lifelong success is the area of reading instruction. Educators must not only expand on an understanding of skills associated with reading development but also on attitudes related to reading. Children develop an attitude toward reading very early on, and this attitude appears to be linked to academic success. “Researchers have theorized that attitudes affect one’s motivation and subsequent achievement by increasing the amount
of time learners engage in reading” (Roberts & Wilson, 2006, p. 64). The purpose of this literature review was to explore literature associated with reading attitudes and how such attitudes affect the teaching, learning, and motivation of students.

A comprehensive review of the literature in relation to reading development, reading attitudes and motivation, reading attitude and socioeconomic status, reading attitude and gender, reading attitude and disability, in addition to, reading attitude and its relation to reading achievement was completed in order to demonstrate a balanced view of the most current research. Literature was retrieved through multiple sources including but not limited to: Ball State University online and campus library, Indiana Wesleyan University online and campus library, Google, Yahoo search engine, Jstor, special education online journals, and Exceptional Children and Education Leadership journals received through professional memberships. The following review of literature demonstrates a relationship of the various factors that affect the connection between reading achievement and reading attitudes of children in grades one through six.

Historical Aspects of Reading Development

The Commission on Reading (1985) outlined five guiding principles that define the nature of reading. First, “reading is a constructive process” (Anderson, Hiebert, Scott, & Wilkinson, 1985, p. 9). Readers pull from their personal background to create meaning of what has been read. Second, “reading must be fluent” (p. 10): in other words, the reader must be able to read information with ease and accuracy. Third, “reading must be strategic” (p. 13). Readers must be able to use their own insight in determining how to read and interpret the text. Fourth, “reading requires motivation” (p. 14). Students are more motivated to read when the content is exciting and engaging. They need to
understand the purpose behind what they are reading and why they are reading the particular text. Finally, the fifth principle is “reading is a continuously developing skill” (p. 16). Students continue to develop reading skills into adulthood. Each one of these principles plays a major role in the development of one’s reading achievement and attitude toward reading.

Whereas, The Commission of Reading (1985) had outlined the five principles that define the nature of reading, the National Reading Panel (1997) (NRP) has identified five fundamental areas that are essential for effective early reading instruction. In 1997, Congress formed the NRP to review research on the effectiveness of various instructional methods used to teach children reading (Ehri, Nunes, Stahl, & Willows, 2001). Research was reviewed in the areas of “alphabetics, comprehension, fluency, teacher education, and technology” (Ehri et al., 2001, p. 393). The five essential areas the NRP identified in their research as effective reading instruction include: “(1) phonemic awareness, (2) phonics, (3) fluency, (4) vocabulary, and (5) comprehension” (Roberts, Torgesen, Boardman, & Scammacca, 2008, p. 64). These five elements are not only crucial for reading development but must be mastered by children early in their educational career to ensure a positive attitude toward reading. Lerkkanen, Rasku-Puttonen, Aunola, and Nurmi (2004) questioned whether the beginning elements of reading were essential in developing fluent reading through investigating various research studies that explored elements that could be used to predict reading performance in children. Lerkkanen et al. found in some studies completed by Stanovich (1981), Bradley and Bryant (1983), Ehri (1989), Vellutino and Scanlon (1991), and Wagner, Torgensen, & Rashotte (1994), that letter knowledge and phonological awareness were the best predictors for word reading.
skills. On the other hand, they also noted that other research was completed that did not support the findings that letter knowledge and phonological awareness were necessarily predictors of future word reading skills. Lerkkanen et al. completed their own longitudinal study to investigate whether one theory was, in fact, true. They found through their research that letter knowledge was a predictor of word reading skills but only during the first years of school (Lerkkanen et al., 2004).

Roberts et al. (2008) revised the five elements essential to reading instruction for older students to include: “(1) word study, (2) fluency, (3) vocabulary, (4) comprehension, and (5) motivation” (p. 64). Word study and motivation have replaced phonemic awareness and phonics instruction for those students who can decode single syllable words. Word study allows students to learn strategies on how to decode multisyllabic words and use word analysis strategies as students analyze the meanings and structure of words (Roberts et al., 2008). Once students have a solid foundation of analyzing and understanding words, they will be able to read more fluently thus having a more positive experience when reading.

Kainz and Vernon-Feagans (2007) reiterated the importance of developing these foundational skills as students move from “learning to read” and transition into the “reading to learn” stage (p. 408). Whitehurst and Lonigan (1998) described the importance of “emergent literacy” (p. 848) which would be the step in which students were developing the foundational skills of reading during the “learning to read” phase. Emergent literacy is defined as skills, knowledge, and attitudes that are developed during the beginning stages of reading and writing (Whitehurst & Lonigan, 1998). Children begin by learning such skills as phonemic awareness, alphabetics, and vocabulary in
order to make meaning of their reading even in the earliest of stages (Ehri et al., 2001; Roberts et al., 2008; Whitehurst & Lonigan, 1998).

Ehri et al. (2001) expressed the importance of using instructional time as efficiently as possible. Teachers need to be able to identify the “active ingredients” of reading programs (Ehri et al., 2001, p. 432). In addition, Roberts et al. (2008) outlined four elements that were crucial for students when developing and maintaining a positive attitude toward reading. These four elements, which teachers need, in their reading instruction include: “(1) providing interesting content goals for reading, (2) supporting student autonomy, (3) providing interesting texts, and (4) increasing social interactions among students related to reading” (pp.67-68). Finally, to emphasize the importance of developing the aforementioned reading skills, Kos (1991) indicated that research indicated that individuals who fail to develop reading skills as anticipated develop feelings of helplessness and were mistaken by their teachers as being lazy, uncooperative, and unintelligent. These behaviors contribute to students’ attitude toward reading both recreationally and for academic purposes.

**Reading Attitude and Motivation**

According to McKenna, Kear, and Ellsworth (1995), reading attitude can be classified into two categories: “attitude toward recreational reading and attitude toward school-related, academic reading” (p. 934). Attitude, regardless of whether it is toward academic or recreational reading is influenced by multiple factors. The “McKenna Model” states that as children progress through childhood there are multiple factors that compete with their desire to read for pleasure (McKenna et al., 1995). For example, reading for entertainment has taken a back seat to mp3 players, video games, DVDs, and
social networking (Powell-Brown, 2006). Because of this new trend in entertainment, teachers face a daunting challenge of influencing children’s attitudes toward reading. In fact, few children choose to spend their leisure time engaged in reading (Strommen & Mates, 2004). Unfortunately, many children see reading as a chore instead of a positive experience, which leads to teachers finding themselves with a hard battle to fight. Children lose interest in what they are reading when they have to spend too much time decoding the words. Their focus on decoding affects their ability to understand the text being read. Often these children have little confidence in their ability to read, and this lack of confidence typically causes the students to feel uncomfortable and hesitant to read for pleasure (Powell-Brown, 2006). One way teachers can begin to face this challenge is to provide a classroom environment that allows students to interact socially as they learn. Teachers must also provide their students with individualized instruction that challenges each diverse learner; including students with disabilities and those who perform above grade level (Reis, Eckert, McCoach, Jacobs, & Coyne, 2008).

Wigfield, Guthrie, Tonks, and Perencevich (2004) investigated how children’s motivation influenced reading. Wigfield et al. found that motivational theorists begin by looking at the choices children make to understand better why they make those choices. Understanding why children make certain choices can help a teacher better understand how to motivate their students to read. “Reading is an effortful activity that often involves choice” (Wigfield et al., 2004, p. 299), therefore, teachers need to find a means with which to motivate their students to choose to read. Wigfield et al. also made the point that even the strongest of readers may choose not to spend much time reading if
they are lacking the motivation. Thus, teachers face the challenge of motivating all children to read regardless of their academic abilities.

Through the years, it has been purported that motivation to read has also affected one’s attitude toward reading (Lazarus & Callahan, 2000; McKenna et al., 1995; Sainsbury & Schagen, 2004; Wigfield et al., 2004). One factor that may play into the lack of motivation is that children have been known to link motivation and ability. Younger children perceive ability and motivation to be linked together and, therefore, may be more apt to try hard whereas, older children are more likely to see putting more effort into their work as a link to their ability, meaning that if they have to try hard then they are not as smart as their peers (Wigfield et al., 2004). Consequently, Wigfield et al. explained that children who find that there is a correlation between effort and ability are less inclined to be motivated to complete the task that has been set before them. This lack of motivation to read has resulted in a negative attitude toward reading. In fact, this deficit in motivation has been documented quite frequently as the problem that most teachers face in teaching (Edmunds & Bauserman, 2006). Therefore, teacher training must involve providing teachers with instructional methods and strategies that not only develop literacy skills but also a motivation to read. Students’ motivation to read increased as they were engaged in reading for a purpose. As students were more engaged in reading, teachers found that the students’ comprehension skills improve and have stronger reading outcomes (Guthrie et al., 2006).

A few studies (Chapman & Tunmer, 2003; Edmunds & Bauserman, 2006; Guthrie et al., 2006; Morgan et al., 2008) have shown early reading failure to be correlated with a low motivation toward reading. Students who perceive themselves as
poor readers spend very little time engaged in reading. A cycle is created in which students who recognize themselves as poor readers will have little motivation and spend limited time on reading due to their early reading failure, which in turn decreases the opportunity to improve their reading skills and attitude toward reading. A study conducted by Morgan et al. (2008) found that teachers rated children with poor reading skill levels as both less intrinsically motivated to read and more likely to avoid tasks that involved reading. They also found that poor readers lagged behind those more skilled in reading in both reading motivation and reading practice as they entered school (Morgan et al., 2008). Strommen and Mates (2004) reiterated this notion by stating that children who do not develop the habit of reading for pleasure (typically those poor readers) may struggle with reading and writing at the level necessary to be successful out in the world later in life.

Teachers must begin to understand the link between motivation to read and reading attitude if they are going to reach students who are at-risk and/or have learning disabilities. One must investigate how motivation and reading attitudes are linked. Research has shown that there are five aspects of motivation, which include: “learning orientation, intrinsic motivation, extrinsic motivation, self-efficacy, and social motivation” (Sainsbury & Schagen, 2004, p. 373). In other words, students must first learn to understand the content of what is being read. Without an understanding of the content being read students will struggle to find the motivation to continue reading. Intrinsic motivation occurs when the student shows an excitement for reading and takes time to seek out reading activities (Sainsbury & Schagen, 2004).
On the other hand, extrinsic motivation involves a reward. Students may be rewarded for reading a certain number of pages or books. Even though intrinsic and extrinsic motivation are both predictors of the amount students read, intrinsic motivation is a stronger prediction (Kush, Watkins, & Brookhart, 2005). A fourth aspect of motivation and reading is self-efficacy, which has been defined as being confident in one’s own ability as a reader (Sainsbury & Schagen, 2004). Finally, Sainsbury and Schagen (2004) discussed the importance of social motivation, which occurs when students are motivated to share with their peers what they have been reading. Students who are less motivated to read whether it is through learning orientation, lack of intrinsic or, extrinsic awards, lack of self-efficacy, or lack of social motivation have been found to have a poor attitude toward reading. One would think that this poor attitude toward reading is primarily with students who struggle academically with reading; however, it has been found even amongst the best of readers (Wigfield, Guthrie, Tonks, & Perencevich, 2004).

It is important to consider why motivation is so important to reading. Researchers have found that students with a higher degree of motivation also had a positive attitude about reading and were apt to read more often and achieve at a higher rate in reading (Sainsbury & Schagen, 2004). These positive attitudes toward reading produce adults who will read throughout their lifetime (Kush et al., 2005). Ironically, reading motivation predicts reading achievement on the same national tests that also have been found to have a negative impact on developing reading for pleasure. Students surveyed in grades one through six were found to have a gradual but steady decline in attitude toward reading across this entire age range (Sainsbury & Schagen, 2004). Research also found that
children were quite perceptive and accurate in understanding their personal capabilities to read (Sainsbury & Schagen, 2004); in other words, students with lower reading abilities were less motivated to read although this was not true all of the time. More often, attitudes toward reading would decline as students progressed through school (Kush et al., 2005).

The shift in attitude most likely follows the shift in the curriculum in which students go from learning-to-read to reading-to-learn. This attitudinal shift is more prominent with those students who were least skilled in reading (Kush et al., 2005). This shift in attitude is important to understand because, as Morgan et al. (2008) found, the motivation of at-risk children may be far behind their peers early on, requiring a need for specific targeted early intervention in reading. These at-risk children may need to receive intervention prior to entering kindergarten. Strommen and Mates (2004) also expressed concern as they noted that children’s attitudes toward reading typically changes through the years from excitement about reading to comparative indifference by the end of elementary school.

Edmunds and Bauserman (2006) conducted a study in which they interviewed students from an elementary school in the southern United States about their motivation to read. The children were asked 14 questions using the “Conversational Interview of the Motivation to Read Profile” (p. 415). The results of the study found that children have a more positive attitude toward reading when the material they read is linked to topics of interest. The children also shared in the study that it was important for them to gain insight from the information read. They enjoyed sharing the information gleaned with their peers. Various types of books motivated children to read. Characteristics of the
books that most likely engaged children in reading were those that were funny or scary (Edmunds & Bauserman, 2006). Book referrals were also noted as a means for motivating children to read. The school library was one of the most influential places that children visit providing them with opportunities for exposure to various types of literature. Edmunds and Bauserman (2006) noted that children leave the library having been positively affected and excited to read. Other sources of positive influence encouraging students to want to read included family members, teachers, and themselves. Those influencing the students were able to do so by buying books for them, reading to them, and sharing (Edmunds & Bauserman, 2006).

Guthrie et al. (2006) synthesized multiple research studies and found that there are several instructional practices that teachers and parents can implement to increase motivation in reading and reading comprehension. These instructional practices include using “content goals, providing choice, properties of text, cooperative-learning, teacher involvement, extrinsic rewards, mastery goals and situational interest” (p. 233). Teachers also found that using stimulating tasks such as hands on activities allowed them to get students more engaged and motivated to read. Thus, the students were reading for a purpose and were more likely to complete the task. In fact, students who were provided with stimulating activities were shown to have an increased motivation for reading which in turn demonstrated an increased achievement on the standardized reading assessments (Guthrie et al., 2006).

Choice, as mentioned previously, is a powerful tool that teachers can use to motivate and engage students in learning. Teachers need to design instruction in such a way that it increases the amount of time children spend actively engaged in reading
According to Guthrie et al. (2006) “when students who can choose (a) the texts they read, (b) the tasks they perform with the texts, or (c) their partners during instruction, their intrinsic motivation for reading increases” (p. 233). In addition, skill practice and social interaction are two key ways to engage and assist at-risk students and students with disabilities. Davenport et al. (2004) contended that children learn best when they were provided with instruction that was meaningful, engaging, and allowed them choice. Powell-Brown (2006) offered teachers a variety of active learning strategies that teachers can use that provide students with choice when reading. One such learning strategy is the use of literature circles. Literature circles combine the use of choice with social interaction. When students participate in literature circles, they share their insights on books in meaningful ways (Powell-Brown, 2006) thus motivating them to read while at the same time creating a positive attitude toward reading.

Social interaction was one strategy Roberts et al. (2008) suggested teachers use to engage and motivate struggling readers. One example of how social interaction could be implemented would be through the use of peer tutoring. Peer tutoring is a means through which students can be actively engaged in learning while socially interacting with their peers. Cross-age tutoring which occurs when an older student tutors a younger student, could also be used to increase time students are engaged in reading. Cross-age tutoring has shown to increase both academic achievement and a positive attitude toward school in participants. Davenport et al. (2004) conducted a study in which they used the Elementary Reading Attitudes Survey (ERAS) (McKenna & Kear, 1990) to assess the reading attitudes of students who participated in cross-age tutoring. Findings of the study
demonstrated that cross-age tutoring had a positive impact on reading attitudes. In fact, data from another study showed that when an older child reads to a younger child the older child develops a positive attitude toward reading (Davenport et al., 2004).

Understanding the importance of easily and accurately identifying words in text to improve reading fluency, reading comprehension, and developing a positive attitude toward reading, requires teachers to find teaching practices that will do just that (Roberts et al., 2008). Reis et al. (2008) suggested using teaching methods that provide self-selected independent reading of challenging texts for 25-35 minutes per day as it can increase reading fluency. Students’ reading fluency increased when they were provided with differentiated instruction and sustained independent reading for extended time as compared to those students participating in a strictly basal reading program (Reis et al., 2008). Edmunds and Bauserman (2006) reiterated this concept of providing self-selected reading to motivate students as it increased their desire to read when they could choose their own books.

**Reading Attitude and Individuals with Disabilities**

Laws have been established to service students with disabilities. For example, IDEA (2004) requires that individuals with disabilities be taught in the general education setting to the greatest extent possible. In addition, the law requires that individuals with disabilities not only participate in the general education curriculum, but also be held accountable to the same standards as individuals without disabilities through state mandated assessments (IDEA, 2004). Thus, the challenge becomes finding a means through which the students with disabilities receive instruction designed around their unique learning needs while at the same time providing them access to the same
curriculum through which their peers are being taught. Teachers also face the challenge of creating lessons that are motivating and purposeful due to emotional difficulties and lack of self-motivation amongst many of these students (Martinez & Semrud-Clikeman, 2004).

Hanich and Jordan (2004) found that there was contradictory information on how children with learning disabilities rated themselves in the area of self-worth. Some of the studies investigated demonstrated that children with learning disabilities rated themselves lower than their normally achieving peers, whereas other studies showed no difference. The discrepancy may be due in part to the findings that students in the early grades view their ability positively, and it is only as school becomes more difficult that their perceptions of achievement and self-worth declines (Hanich & Jordan, 2004; Wigfield et al., 2004). Martinez and Semrud-Clikeman (2004) also emphasized that students with learning disabilities who have difficulties in school will develop a negative self-affect that will continue through high school. Sideridis, Mouzaki, Simos, and Protopapas (2006) stated that students with learning disabilities normally have a more favorable attitude toward negative affect than their “typical peers” (p. 160). However, Sideridis et al. also suggested that additional research studies need to be completed in the area of affect and students with learning disabilities. There are limited studies available; therefore, additional research would be necessary in deciphering the contradictory information on why some students with learning disabilities have a negative affect toward learning whereas others do not.

Morgan and Fuchs (2007) noted that students with disabilities can fall into a negative cycle in which poor reading skills produce poor motivation to read which in
turn, helps to explain why a large number of students with disabilities continue to experience reading failure regardless of intensive remediation efforts. In other words, students with disabilities continue to struggle with finding the motivation to read despite the prescribed reading interventions that have been implemented.

**Reading Attitude and Socioeconomic Status**

Reis (2008) found that classroom environment, socioeconomic status, and teacher training play a major role in achievement and low literacy rate of at-risk students. Each of these factors also influences students’ motivation and attitudes toward reading. Primarily, students need to be engaged in reading at an early age as this provides them with a greater chance of becoming a life-long reader. Strommen and Mates (2004) found that students who engage in reading for leisure become literate individuals with a large vocabulary, a better capability to comprehend text that is read, and well developed writing skills. In addition, students who feel safe, connected, and motivated to read are engaged thinkers and better students (Brozo & Flynt, 2008; Cohen, Pickeral, & McCloskey, 2009). Finally, children who enjoy reading tend to spend more time reading. Therefore, attitude of the child affects their willingness to read and plays an important part in improving their reading skills (Wilson & Casey, 2007).

SES plays an important role in understanding the literacy development of young students as it influences the development of attitude and motivation toward reading in young students. The importance of understanding how SES plays into reading and attitude is amplified when one realizes that there are 38.8 million Americans in poverty (Payne, 2009). This large number puts into perspective the urgency to understand the need to develop literacy skills in all students, especially those students from poverty. In
order to understand how to teach students the literacy skills necessary to be successful one must realize the characteristics of the students they teach. Payne described children from poverty as having deficits in language skills and cognition (Sato & Lensmire, 2009).

Molfese, Modglin, and Molfese (2003) found that SES influences many aspects in the development of reading skills. In fact, they found that “activities in the home, home characteristics, and parenting practices contributed to development of a child’s cognitive abilities – both intellectual abilities and reading abilities” (p. 65). Strommen and Mates (2004) also found that the home environment is essential to literacy development. Children’s literacy experiences begin well before they enter kindergarten (Van Steensel, 2006). Literacy development begins in the home as children observe and participate in literacy activities such as listening to stories, writing letters, and observing their parents using literacy in day to day activities (Strommen & Mates, 2004; Van Steensel, 2006, Yang-Hansen, 2008).

Students coming from low SES environments have been found to have limited home literacy experiences prior to entering school. Understanding that SES is an influencing factor of reading development has prompted schools to develop early literacy programs. The purpose of the early literacy programs is to target students from low SES environments, providing them with explicit teaching in the areas of linguistic knowledge and reading skills (D’Angiulli, Siegel, & Maggi, 2004). According to D’Angiulli et al. (2004) the literacy programs have been found to have positive impacts on enhancing the reading skills of students from low SES environments. Cummins (2007) disagreed that there had been much progress noted due to the early literacy programs. The Reading First initiative established out of NCLB (2001) was designed to provide grant money to
low-income schools so that research based literacy programs could be implemented with children from poverty. Cummins (2007) indicated that one should expect to see reading gains; however, little evidence has been found demonstrating that students from low-income schools have benefitted the Reading First and NCLB initiatives. Kainz and Vernon-Feagans (2007) pointed out another aspect to consider is that children from poverty were more frequently identified as having reading delays.

In addition to SES influencing reading abilities, Conlon, Zimmer-Gembeck, Creed, and Tucker (2006) found that family history also contributes to children’s reading problems through genetics, the home literacy environment, and children’s attitudes toward reading. Conlon et al. (2006) found many longitudinal studies (Elbro, Borstrom, & Petersen, 1998; Gallagher, Frith & Snowling, 2000; Locke, Hodgson, Macaruso, Roberts, Lambrecht-Smith & Guttentag, 1997; Scarborough, 1989) that compared the use of parent self-reports indicated that those parents who had a history of reading difficulties also had children with difficulties in literacy development. Children from low socioeconomic backgrounds with reading difficulties face obstacles such as, having limited availability to books as well as time being read to by their parents. Although genetics and limited exposure to print influence the reading ability of children, they are not the only factors. Conlon et al. (2006) noted that children typically understand their capabilities in reading, which is noted in their performance. Those students who perform better are more motivated to accomplish more difficult tasks than those who perceive themselves to have limited abilities (Conlon et al., 2006). Children’s attitudes are crucial in developing reading competence. If a student does not have a positive attitude toward reading it will most likely affect their reading achievement.
**Reading Attitude and Gender**

Other factors that have been noted as affecting a student’s motivation and attitude toward reading include gender (Coddington & Guthrie, 2009), family history (Conlon et al., 2006), and early reading failure (Morgan, Fuchs, Compton, Cordray, & Fuchs, 2008). Research has shown that gender has an effect on reading motivation. Boys typically are seen as having strengths in science and math; whereas, girls’ strengths tend to be in language arts and writing (Coddington & Guthrie, 2009). In addition, Coddington and Guthrie (2009) noted that boys were found to possess less motivation than girls in the area of reading when they had low levels of initial reading skills. White (2007) supported this theory as achievement tests and various assessments have demonstrated that girls have exceeded boys in the area of reading ability. White noted that data from the National Assessment in Educational Programs (NAEP) reveal that, by grade 8, the boys’ achievement scores decline whereas the girls’ scores increase. NAEP reported in 2004 that, by age 13, there continues to be a gap in which females score ten points higher on reading achievement tests than their male counterparts. Sainsbury and Schagen (2004) found in their study of reading attitudes of boys and girls in grades one through six that “girls’ attitudes were found to be significantly more positive than boys” (p.377). Therefore, not only are girls exceeding academically over their male peers but also have a more positive attitude toward reading.

Teachers of students with disabilities have shared that the hardest students to motivate to read are boys (Jenkins, 2009). In fact, boys would frequently avoid completing tasks that involved reading. Understanding the challenge associated with boys and their attitude toward reading require teachers to seek instructional practices that
have been found to be successful in motivating boys to read. Research has shown that boys do tend to read; but, that what they read is not academic in nature. Boys are likely to read more magazines and less fiction than girls (Wilson & Casey, 2007).

Jenkins (2009) described the problems associated with motivating boys to read and provided recommendations to teachers on how to reach the struggling male reader. The recommendations were based on Jenkins’ (2009) personal experience with tutoring an African American male over a period of three years (third through sixth grade) and included “working as a team, building on past successes, connecting reading to the real world, allowing the student to have a choice in reading activities, and the use of a variety of texts on the same topic” (Jenkins, 2009, pp. 160-161). Each of the recommendations has been included in research studies (Tatum, 2006; Brozo, 2002) as instructional strategies that have been found to be successful in reaching struggling readers. According to Wilson and Casey (2007), boys will avoid reading experiences that do not provide them with success. They indicated that boys want choice and control in their reading experiences. Wilson and Casey (2007) found that boys see reading as a feminine task. Therefore, teachers need to provide boys with reading materials that are reflective of male interests if they are going to invoke a positive attitude toward reading.

Although girls are seen to have a more positive attitude, Martinez and Semrud-Clikeman (2004) argued that girls with learning disabilities have greater levels of depression than their peers who are boys, which may affect their reading achievement. Martinez and Semrud-Clikeman further explained that the problems with girls being less recognized as having learning disabilities may be because boys typically get more attention due to their acting out behaviors that could lead to higher referrals for special
education than girls. White (2007) also warned that one should not use “the results in their reports to make simple causal inferences between a particular factor (i.e., gender) and students achievement (e.g., National Assessment of Education Progress, 2005)” (p.557). White found that results from another report demonstrated that the fact that boys are underachieving in reading may just be an overstatement. In a study about gender differences and reading White (2007) concluded that “gender failed to account for even 1 per cent of the variance in reading achievement” (p. 568).

**Reading Attitude and Reading Achievement**

McKenna et al. (1995) highlighted the importance of understanding the relationship between reading attitudes and reading achievement. First, student’s achievement may be influenced by one’s attitude. Students who are poor readers may be less inclined to read which may influence their capabilities to achieve. On the other hand, students who are good readers may have a poor attitude toward reading influencing them to choose activities that are not connected to reading (Powell-Brown, 2006). McKenna et al. (1995) defined this behavior of fluent reading skills but poor attitude toward reading as “aliteracy” (p. 934). Aliteracy is an issue that needs to be identified and addressed in the same regards as those students who have lower achievement and low dispositions toward reading. McKenna and colleagues investigated this issue by creating an instrument that could be used to understand better the reading attitudes of students in grades one through six. The instrument was divided into two categories: academic reading and recreational reading. The rationale behind dividing attitude into categories was to delineate subtypes of interests. They found that a student may have a positive attitude toward science fiction, whereas their attitude toward romantic fiction may be
negative. This insight would be valuable to teachers as they plan lessons and design instruction to engage their students in reading.

It is essential to understand this impact that attitude has on achievement as research studies (Guthrie, et al., 2009; Lazarus & Callahan, 2000; Sainsbury & Schagen, 2004) have demonstrated that one’s attitude toward reading affects not only his or her motivation but also reading achievement. Research has shown that reading attitude for all students declined through the years with students having the most positive attitude in grade one (Lazarus & Callahan, 2000; McKenna et al., 1995). The studies, more importantly, noted that students with low achievement scores were found to have more rapidly declining attitudes toward recreational reading (Lazarus & Callahan, 2000). Thus, students with low abilities are least likely to spend time reading for fun. Roberts and Wilson (2006) discredited this theory through a study completed with fourth grade students in the United Kingdom. Roberts and Wilson found that students who had high achievement in reading skills demonstrated a low disposition toward reading.

Another issue is that of the lack of improvement in reading achievement over the last few decades. The National Assessment of Educational Progress (NAEP) assesses students in the various content areas, including reading, during the fourth, eighth, and twelfth grade years. Data from the NAEP beginning in 1992 through assessments given in 2005 demonstrated little change in reading achievement (Shanahan, 2007). Even with the creation of a new reading assessment that was aligned to the new reading framework administered by the NAEP in 2009 data continued to demonstrate little change. In fact, as a nation, fourth-graders’ performance in reading remained unchanged from the 2007 data. This lack of improvement raises concern in the area of reading achievement;
therefore, additional research would benefit teachers in understanding how to improve reading achievement and develop positive reading attitudes in all students.

**Conclusion**

The process of developing proficient readers begins before the child ever enters a classroom. It begins in the home environment as parents are the first and most influential reader a child will encounter. Unfortunately, a vast number of students will enter school without ever being exposed to the joys and benefits of literacy. This limited exposure to reading has been shown in some instances to negatively affect the child’s attitude toward reading (Conlon et al., 2006). Typically, a positive attitude toward reading is developed when a child has been engaged in the reading process at a very early age. The child sees the purposes and benefits behind reading thus developing more proficient reading skills and, with this, a more positive attitude toward reading (D’Angiulli et al., 2004; Yang-Hansen, 2008).

Continuing the process of building a positive attitude toward reading beyond the home is a daunting task for teachers today. The diversity of every classroom makes it impossible to find a one size fits all solution to producing students who are proficient readers. In fact, teaching in this pluralistic society comes with its challenges as teachers strive to find the best methods and strategies in the field of reading that are geared toward the individual needs of students within their classrooms. Teachers may be stretched as they will find that even the students with high academic achievement do not always have a positive attitude toward reading. One way that teachers may be able to develop this positive attitude toward reading is through the use of methods that engage the learner while building academic success (Edmunds & Bauserman, 2006).
Influencing motivation to read has been shown to be vital in developing a positive attitude toward reading. Teachers can use a variety of approaches to connect with students and motivate them to read. According to Sainsbury and Schagen (2004), some students are motivated by having a purpose and interest in what they are reading while other students are motivated intrinsically and have an inward desire to read. Extrinsic motivation is yet another way to reach students by offering them rewards for pages and/or books read (Sainsbury & Schagen, 2004). Sainsbury and Schagen also suggested that self-efficacy has been found to be a positive force in developing a self-motivated reader. Finally, providing students with the opportunity to share what they are reading with their peers creates a positive relationship with reading. Students are motivated when they can work with their peers and engage in reading together. Book clubs are a good way to provide such opportunities (Powell-Brown, 2006).

Implications

The literature review has attempted to outline the skills and conditions necessary for academic achievement in reading, in addition to the possible effects, reading attitude plays on reading achievement. For example, Kos (1991) disagreed with the theory that students with learning disabilities should be taught skills individually but instead may have benefited from a more holistic approach. Martinez and Semrud-Clikeman (2004) also described the challenge that teachers face as they seek motivating teaching methods to engage students that lack self-motivation. Yet another challenge teachers must overcome is the changing attitude (from positive to negative) of students as they progress through school (Martinez & Semrud-Clikeman, 2004). Sideridis et al. (2006) countered this theory that attitude changes from positive to negative as the students move toward
high school and suggested additional research to determine whether attitude truly changes through the years.

The impact of socioeconomic status was another factor that needs further exploration on how it affects the reading achievement and reading attitude of students. Reis et al. (2008) found in their study that socioeconomic status may play a part in the lower dispositions and academic achievement of students. According to Payne (2009) poverty has reached epidemic proportions with 38.8 million Americans in poverty. She explained that in order to teach children from poverty one must understand the characteristics of these children. Other studies (Yang-Hansen, 2008; Strommen & Mates, 2004; Molfese et al., 2003) identified issues with facilities, teaching staff, and limited exposure to literacy at an early age as possible factors impeding on opportunities for students to develop positive attitudes toward reading and higher levels of academic achievement in reading. D’Angiulli et al. (2004) found that early literacy programs had a positive impact on reading achievement whereas Cummins (2007) disagreed that much progress had been made with students from low socioeconomic backgrounds.

Gender is another aspect that has been found to influence the reading attitude and reading achievement of students in all grades. Studies (Coddington & Guthrie, 2009; Morgan et al., 2008; Sainsbury & Schagen, 2004; White, 2007) have shown that girls typically possess a more positive attitude toward reading, in addition to outperforming boys academically. Other studies (Wilson & Casey, 2007; Jenkins, 2009) indicated that boys do enjoy reading; however, the material they enjoy reading is not typically academic in nature. On the other hand, Martinez and Semrud-Clikeman (2004) found that girls with learning disabilities were more likely to experience depression resulting in a more
negative attitude toward reading. Another reason that it may seem boys are trailing behind is that boys are more readily identified for special education, which may be due in part to their acting out behaviors (Martinez & Semrud-Clikeman, 2004). White (2007) disagreed with the theory that boys are achieving at lower levels than girls are by stating that “gender failed to account for even 1 per cent of the variance in reading achievement” (p. 568).

In conclusion, the urgency of developing proficient readers by the 2013-14 school year as outlined in NCLB, leads to the importance of reviewing additional reading research to identify if one possible issue influencing reading proficiency is a student’s attitude toward reading. The term coined by McKenna et al. (1995) (i.e., students can read fluently but choose to do other activities instead of reading) is a definite problem when developing proficient readers. Some studies (Guthrie, et al., 2009; Lazarus & Callahan, 2000; Sainsbury & Schagen, 2004) demonstrate a direct correlation between reading attitude and reading achievement while other studies (Martinez & Semrud-Clikeman, 2004; Osborne, 1997; Robert & Wilson, 2006) seem to contradict this theory. This study will provide further exploration in the area of reading attitudes and its effects on reading achievement to assist in clarifying the impact it has on students in grades one through six.
Restatement of Purpose

The purpose of this study was to explore the effects that reading attitude has on reading achievement of children in grades one through six at the elementary level. The literature review explored how reading attitudes effect reading achievement in students based on grade level, socioeconomic status, gender, and disability.

According to the current literature, the effect reading attitude has on reading achievement has centered primarily on children in the intermediate grades of elementary school (grades 4-5-6) (Lazarus & Callahan, 2000; McKenna & Kear, 1990; McKenna et al., 1995; Merisuo-Storm, 2006; Morgan et al., 2008; Roberts & Wilson, 2006; Sainsbury & Schagen, 2004). An important finding noted was that students’ attitude toward reading was typically positive as they began school but reading attitude began to decline by as early as the end of first grade (Lazarus & Callahan, 2000; McKenna et al., 1995). Socioeconomic status was found to have an impact on the academic achievement of students, as well.

Multiple studies (Coddington & Guthrie, 2009; Kush et al., 2005; Logan & Johnston, 2009; McKenna & Kear, 1990; McKenna et al., 1995; Sainsbury & Schagen, 2004) found that gender also played a role in the development of reading attitudes. Girls were found to have a more positive attitude toward recreational reading than boys in their same grade level group, and this gender difference seemed to widen as students got older.
(Logan & Johnston, 2009). Finally, the literature review explored the relationship between disability and one’s attitude toward reading. Morgan and Fuchs (2007) found that poor motivation and poor achievement from students with disabilities can lead to a negative cycle in which poor reading skills can produce poor motivation to read.

The current study investigated the relationship between reading attitude and reading achievement of students in regards to their grade level, socioeconomic status, gender, and disability. The information from the study will be beneficial to both rural, Midwestern school corporations as they strive to meet the needs of all students in their corporations. The study may be able to answer questions about the low achievement scores that have been found amongst students with disabilities in particular. This study will also help teachers in both school systems understand if students in their corporation are experiencing the same decline in reading attitudes beyond first grade as previous research has identified (McKenna et al., 1995; Lazarus & Callahan, 2000), and it will help teachers to identify those students and provide necessary educational supports.

The primary research questions used to measure the effects reading attitude has on reading achievement are as follows:

1.) What are the differences in attitude between students with disabilities and those who do not have a disability who take the Elementary Reading Attitude Survey (ERAS) (McKenna & Kear, 1990)?

2.) What are the gender differences noted on the Elementary Reading Attitude Survey (ERAS) (McKenna & Kear, 1990)?

4.) What are the socioeconomic differences noted on the Elementary Reading Attitude Survey (ERAS) (McKenna & Kear, 1990)?

5.) What are the socioeconomic differences noted on the Northwest Evaluation Association Assessments (NWEA) in reading? (Northwest Evaluation Association, 2011).

6.) Does attitude toward reading differ in primary students compared to intermediate elementary students?

**Research Hypothesis**

The following hypotheses were examined at the level of significance p<.05:

Hypothesis I: There will be no significant difference in reading attitude between students with disabilities and those without disabilities.

Hypothesis II: There will be no significant difference in reading attitude between males and females.

Hypothesis III: There will be no significant difference in reading achievement between males and females.

Hypothesis IV: There will be no significant difference in reading attitude between students from low socioeconomic status and those not from low socioeconomic status.

Hypothesis V: There will be no significant difference in reading achievement between students from low socioeconomic status and those not from low socioeconomic status.
Hypothesis VI: There will be no significant difference in reading attitude between students from primary grades and those in intermediate grades.

**Description of Participants**

This study was conducted with 475 students in grades one through six in two different school corporations located in a Midwestern community with a population of approximately 70,651 people. One school district had enrolled approximately 600 students in first through sixth grade and employed 48 teachers during the 2011-2012 school year. The other school corporation had enrolled approximately 700 students in grades one through six and employed 48 teachers during the 2011-2012 school year. In the first school corporation, ninety-six percent of students were white and 4% were classified as other ethnicities (http://compass.doe.in.gov/Dashboard.aspx?view=CORP&val=). Forty-six percent of students were classified as meeting criteria to receive free and reduced lunch. Fourteen percent of students were serviced with an Individualized Education Plan (IEP) in conjunction with a special education teacher and 1% qualified as being an English Language Learner (ELL).

Eighty-three percent of third graders, 63% of fourth graders, 76% of fifth graders, and 78% of sixth graders passed the ISTEP+ assessment administered in spring of 2011. ISTEP+ was the assessment used by the Indiana Department of Education to document whether students were meeting adequate yearly progress (AYP) in Language Arts, Math, and Science. The ISTEP+ was administered to students in grades three through eight during the spring semester. Based on the results of the 2011 ISTEP+ assessments, this school district met adequate yearly progress as outlined in NCLB, in grades three through
six. There were two groups that did not meet adequate yearly progress for language arts. Those two groups were with the free/reduced lunch population at both the junior high and high school level.

The second school corporation had ninety-four percent of students who were white and 6% were classified as other ethnicities (http://compass.doe.in.gov/Dashboard.aspx?view=CORP&val=2815&desc=). Thirty-seven percent of students were classified as meeting criteria to receive free and reduced lunch. Fourteen percent of students were serviced with an Individualized Education Plan (IEP) and .4% qualified as being an English Language Learner (ELL).

Seventy-four percent of third graders, 86% of fourth graders, 79% of fifth graders, and 80% of sixth graders passed the ISTEP+ assessment administered in spring of 2011. Based on the results of the 2011 ISTEP+ assessments this school district met AYP as outlined in NCLB, in grades three through six. This second school district also had three groups that did not meet adequate yearly progress for language arts: the free/reduced lunch population at both the junior high and high school level, and special education at the elementary level.

The participants in the study consisted of 203 students enrolled in the first district and 272 students enrolled in the second district for a total of 475 participants. The 475 participants included 248 male students and 227 female students, 38 students identified having an individualized education plan for special education services, 104 students who qualified for free/reduced lunch and 236 primary students (grades 1-3) and 239 intermediate students (grades 4-6). Before students were included in the study, they were required to return a completed permission form in which parents provided consent for
their participation. The consent forms were sent home one month prior to the study with all children in grades one through six in both school corporations. Teachers collected the consent forms and returned them to the researcher. Reminders to return consent forms were sent home each week prior to the study to allow for most permission slips to be collected. All parent consent and student participation in the study were voluntary. The participants completed the Elementary Reading Attitude Survey (ERAS) during one of their weekly library classes. The students who participated in the study were classified into the following groups: grades 1 through 3, grades 4 through 6, socioeconomic status, gender, and disability.

Achievement data were collected for each student who participated in the study. The data were given to the researcher by an administrator who was employed at both school districts. The researcher created a database with survey results and demographic information. This database was then forwarded to the administrator who worked for both districts. The reading achievement data from the most current NWEA administration were entered into the database by the school administrator and returned to the researcher. The data were recorded in such a manner that when received by the researcher it was coded to protect the identity of each student who participated.

**Description of Instrumentation/Measurement**

Elementary Reading Attitude Survey

Reading attitudes were measured using the norm-referenced Elementary Reading Attitude Survey (ERAS) (McKenna & Kear, 1990). Students completed the ERAS by responding to 20 questions related to their feelings about academic reading and reading for fun. The ERAS converts student responses into a percentile rank that can be used to
compare their attitude toward reading amongst peers in the same grade. Reading achievement was identified using the Northwest Evaluation Association (NWEA) MAPS assessment in Reading. The NWEA is an assessment used three times throughout the year to determine progress toward grade level on Indiana academic standards. Students who were not on grade level in reading for the standards that are evaluated using NWEA were pulled out and/or pushed in for remedial services. The remedial services were provided 30 minutes a day four-five days a week.

Elementary Reading Attitude Survey (ERAS).

The survey for this study was created by McKenna and Kear (1990) as a “public domain instrument” (Kazelskis et al., 2004, p. 29) so that it would have “a large scale normative frame of reference”, “empirically documented reliability and validity”, and “be applicable to all elementary children” (meaning children in grades one through six) (p. 625). The ERAS (McKenna & Kear, 1990) is a group-administered tool that consists of twenty questions surveying students’ reading attitude toward recreational (10 questions) and academic reading (10 questions).

According to the directions (McKenna & Kear, 1990), the tool was designed so that the administrator first familiarizes students with the tool. The administrator of the survey was to encourage students to understand that they were not taking a test and that there were no “right” answers (McKenna & Kear, 1990). After the administrator explained the purpose behind the survey, students were to review each picture of the comic character Garfield and the mood that each picture represented. The administrator then read each question aloud twice as students chose one of four pictures of the comic character Garfield (ranging from happiest on the left to saddest on the right) to identify
best how the student felt in regards to the question. Administration of the survey was
designed to be given to an entire class and took 10 to 15 minutes to complete (McKenna
& Kear, 1990).

Scoring was completed by ranking student responses from a high of 4 points
(happiest attitude) to a low of 1 point (saddest attitude). The rank was determined by the
four pictures of Garfield that were ordered 4, 3, 2, and 1 with 4 being the happiest picture
of Garfield and 1 being the saddest picture of Garfield. Student scores were tallied to
find three attitude scores: Full Scale Reading Attitude score, Recreational Reading
Attitude score, and Academic Reading Attitude score. The Full Scale, Recreational
Reading Attitude, and Academic Reading Attitude scores were then converted to a
percentile rank using the table provided in the Appendix of the survey.

The percentile ranks were created through a large-scale study that included 18,
138 students in grades one through six. McKenna and Kear (1990) took the steps that
were necessary to achieve a sample that would allow for confident generalizations. The
sample was created from 95 school districts located in 38 states. The ratio of boys to
girls was closely aligned with only five more girls participating than boys. The percentile
rank scores can be used to compare individual scores to the national sample and can be
interpreted like achievement test percentile ranks (McKenna & Kear, 1990).

The Full Scale Reading Attitude score was found by tallying the score for all
twenty questions administered. The Full Scale Reading Attitude score was converted to a
percentile rank and was compared to a national sample. The percentile rank score can
then be interpreted in the same manner as achievement test percentile ranks. The
percentile rank for the Full Scale Reading Attitude score was used to better understand
the student's attitude toward reading in general. The Recreational Reading Attitude score provided insight into the student’s attitude toward reading for fun. The student was asked ten questions related to recreational reading habits. For example, a couple questions students were asked included: “How do you feel about reading for fun at home?” and “How do you feel about spending free time reading?” The student next responded to ten questions about academic reading. Examples of academic reading questions students were asked included: “How do you feel when the teacher asks you questions about what you read?” and “How do you feel about reading in school?” The administrator then tallied the raw score ranging from 20 to 80 points. The raw score, once tallied, was converted into a percentile rank to use as a comparison against other students who had taken the survey. Teachers use the Recreational Reading Attitude percentile rank to understand better how students’ attitude toward reading for fun compares to their peers. The Academic Reading Attitude score was also converted into a percentile rank that provided the administrator with a comparison to the national sample. The Academic Reading Attitude score allowed the teacher to understand better how students’ attitude toward reading for academic purposes compared to their peers (McKenna & Kear, 1990, pp. 630-633).

Kazelskis et al. (2004) found that teachers and administrators frequently use this instrument to make a guess about student attitude, to obtain a class profile, or monitor the impact of instructional programs on attitude. The instrument was used in this study to see the attitudinal impact of reading on reading achievement scores. The ERAS was evaluated for reliability and validity to ensure that scores could be used to understand better the attitude of students participating in the survey. Cronbach’s alpha (1951) was
calculated at each grade level for Recreational Reading Attitude, Academic Reading Attitude, and Full Scale Reading Attitude scores to determine the reliability. The alpha scores ranged from .74 to .89 demonstrating internal consistency and reliability of the survey (McKenna & Kear, 1990). The researchers used a variety of means to determine the validity of all three scales (Recreational Reading, Academic Reading, and Full Scale) of the Elementary Reading Attitude Survey. McKenna and Kear (1990) separated recreational attitude scores and analyzed the significance ($p < .001$) and means to determine if having access to the library, checking books out from the school library, and watching less than one hour of television per night significantly exceeded those who did not have access to the library, had not checked books out from the school library, or had watched more than an hour of television per night. It was determined that the means of the two groups varied significantly.

Academic Reading Attitude was also analyzed for validity in relation to scores on the survey in comparison to the students’ reading ability. Students were categorized into low, average, and high reading ability and the results found that the mean subscale of high-ability readers ($M = 27.7$) significantly exceeded the mean of low-ability readers ($M = 27.0$, $p < .001$) (McKenna & Kear, 1990). The relationship between the two subscales was also analyzed and was found to be related but “also reflect(ed) dissimilar factors – a desired outcome” (McKenna & Kear, 1990, p. 639). In an additional study, McKenna, Stratton, and Grindler (1992) found that less than 10% of the variance in the respondents answers were due to children wanting to provide socially acceptable responses (Lazarus & Callahan, 2000).
The Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP) is a computerized assessment that provided teachers with each student’s achievement level in basic skills such as reading. The assessment also determines what the student still needed to learn. Once the student has completed the assessment, a Rasch unit (RIT) score is provided to identify the student’s achievement level. The teacher uses the RIT score for instructional planning for an individual student or whole class. In addition, the RIT score could be used to follow a student’s educational growth from year to year.

The NWEA MAPS assessment is typically given three times a year. The student would take the Survey with Goals test in the fall and spring and a shorter Survey test during the winter. The Survey with Goals assessment consists of 42 to 64 items that provide not only a RIT score but also a report on how the student has performed on goal areas. The shorter Survey assessment has 20 items and provides only a RIT score. The shorter Survey assessment is typically given when a student moves into a school or as a monitoring tool mid-year.

The MAPS assessment also allows students with special needs to have accommodations and modifications as they take the test. The accommodations and modifications are permissible from site to site so that scores could be compared from one district to another. Examples of allowable accommodations and modifications include changes in timing such as extra time, breaks during the testing session, time of day
assessment is administered, and extending testing session over several sessions. Changes in the test directions read at the beginning of the assessment include having directions reread, clarifying directions, simplifying directions, highlighting words in the directions and/or the use of an audible device. Visual magnification devices and auditory amplification devices can be used to change how test questions are presented to the student. Students can dictate responses and/or point for a scribe when responding to each question. The testing session can be moved so that the student takes it in a separate setting or with a small group. The proctor can minimize distractions by moving the student to a separate environment such as a study carrel to allow the student to focus on the assessment. Finally, the student can use references and tools such as a sticky note that the student moves down the screen to guide as he or she reads.

Students take the MAPS assessment three times throughout the given school year; therefore, NWEA has conducted numerous test and re-test studies and found the tests to be both reliable and valid between multiple test events for the same student (http://www.nwea.org/support/article/533/reliability-nwea-results). In addition, reliability between the test items assures there is internal reliability, too. The teacher receives a MAP class report that identifies each student, grade level, test type, test date, term, RIT, standard error of measure, RIT range, percentile rank, percentile range, lexile range, mean RIT, median RIT, standard deviation, and goal performance. The RIT score as identified on the MAP class report is also correlated with the MetaMetrics® Lexile® to help identify reading material that is developmentally appropriate. Teachers can use the lexile range to determine reading levels for each student on the MAP class report.
**Research Design**

This study was a quantitative research design that included the collection and use of descriptive and parametric statistical data and analysis. The study’s results were similar to that of previous studies (Lazarus & Callahan, 2000; Logan & Johnston, 2009; Sideridis et al., 2006) that used a survey to collect data about students’ reading attitude and compared the data with reading achievement scores. Reading achievement (dependent variable) was analyzed to see if it was influenced by the students’ reading attitudes in academic reading, recreational reading, and reading as a whole. The grouping variables for the study include: gender, socioeconomic status, grade, and disability. Reading attitude and reading achievement were examined to measure differences across gender, socioeconomic status, grade level, and disability. Factors that could not be controlled but that could influence results include the classroom teacher (age, gender, years of teaching experience, years in current position, and levels of education), methodology used to teach reading, and exposure (or lack thereof) to reading in the home environment.

**Data Analysis**

Quantitative data were analyzed by the researcher using the IBM SPSS Statistics 20 (SPSS). A hierarchical multiple regression was used to determine how closely related reading attitude was with reading achievement when factoring out disability, gender, socioeconomic status, and grade level. The researcher first evaluated demographic characteristics (grade, gender, disability, and gender) associated with reading attitude. The Pearson Correlation was used to determine the relationship between grade and attitude. Next, an independent $t$-test was conducted to determine the relationship between
gender (male and female), disability (those with a disability and those without a
disability), and socioeconomic status (those who were classed as low socioeconomic
status and those not low socioeconomic status) in relation to reading attitude.

After the relationship between demographic characteristics and reading attitude
were determined, demographic characteristics associated with reading achievement were
calculated. A correlation between grade and achievement was calculated and analyzed to
determine how closely they were related. Finally, an independent t-test was used to
determine the relationship between gender (male and female), disability (those with a
disability and those without a disability), and socioeconomic status (those who were
classed as low socioeconomic status and those not low socioeconomic status) in relation
to reading achievement.

In determining whether reading attitude had an effect on reading achievement, a
hierarchical multiple regression was used to control for any variables that had a
significant relationship between reading achievement and that variable. The first step was
to enter those variables that had an effect on reading achievement into the analysis to
allow for statistical control of these variables. The second step was to enter reading
attitude into the equation as done previously with those variables that were shown to have
a significant relationship with reading achievement. The possible effect of the variables
was then removed to determine whether reading attitude could explain some variance of
reading achievement.

The relationship between reading attitude and reading achievement was compared
in each of the demographic areas gender (male and female), disability (those with a
disability and those without a disability), and socioeconomic status (those who were
classed as low socioeconomic status and those not low socioeconomic status) using a \(t\)-test to examine the mean differences in raw scores. A \(t\)-test was used to explore the gender differences noted on the Elementary Reading Attitude Survey and on the NWEA MAPS assessment. The \(t\)-test was used to examine the differences between students with disabilities and those who do not have a disability on the Elementary Reading Attitude Survey and on the NWEA MAPS assessment. In addition, a \(t\)-test was used to examine the differences between students from different socioeconomic backgrounds (those who were classified low socioeconomic status and those not low socioeconomic status) on the Elementary Reading Attitude Survey and NWEA MAPS assessment. Finally, a \(t\)-test was used to examine the differences of achievement and attitude between primary elementary and intermediate elementary students.

Summary

This study was completed to look at the effects reading attitude had or did not have on reading achievement of students in grades one through six at the elementary level in two rural Midwest school corporations. The Elementary Reading Attitude Survey was used to measure students’ attitude toward reading in the areas of Recreational Reading and Academic Reading. A composite or full-scale score of Reading Attitude was also established using the reading attitude survey. The NWEA MAPS assessment RIT score was the measure used to determine students’ achievement in reading. Data from the assessment were disaggregated into the following categories: gender, disability, socioeconomic status and grade and compared against data from the reading attitude survey. The research questions and hypotheses outlined in this chapter will be answered.
using the disaggregated data from both the Elementary Reading Attitude Survey and NWEA MAPS assessment RIT scores.
Chapter IV
Results and Discussion

Introduction
The current study investigated the effects that reading attitude had on the reading achievement of children in grades one through six. The following questions were addressed: What are the differences in attitude between students with disabilities and those who do not have a disability who take the Elementary Reading Attitude Survey (ERAS) (McKenna & Kear, 1990)? What are the gender differences noted on the Elementary Reading Attitude Survey (ERAS) (McKenna & Kear, 1990)? What are the gender differences noted on the Northwest Evaluation Association Assessments (NWEA) in reading? What are the socioeconomic differences noted on the Elementary Reading Attitude Survey (ERAS) (McKenna & Kear, 1990)? What are the socioeconomic differences noted on the Northwest Evaluation Association Assessments (NWEA) in reading? What are the differences in attitude of reading between primary elementary students and intermediate elementary students?

Descriptive Statistics
Students in grades one through six in two rural, Midwestern school corporations participated in the study. Participation in the study was voluntary, requiring both parental and student consent. The 475 participants included 248 male students and 227 female students, 38 students identified as having an individualized education plan for special
education services, 104 students who qualified for free/reduced lunch and 236 primary students (grades 1-3) and 239 intermediate students (grades 4-6).

Students were given the Elementary Reading Attitude Survey to determine their attitude toward reading both, at school and home. Achievement data in the form of a RIT score (an equal interval score that measures growth over time) were collected from the Northwest Evaluation Association Assessment of reading for each student who participated in the study. The RIT score and full-scale reading attitude score were compared to see if reading achievement is effected by reading attitude.

**Research Hypothesis**

The following hypotheses were examined at the level of significance p<.05:

Hypothesis I: There will be no significant difference in reading attitude between students with disabilities and those without disabilities.

Hypothesis II: There will be no significant difference in reading attitude between males and females.

Hypothesis III: There will be no significant difference in reading achievement between males and females.

Hypothesis IV: There will be no significant difference in reading attitude between students from low socioeconomic status and those not from low socioeconomic status.

Hypothesis V: There will be no significant difference in reading achievement between students from low socioeconomic status and those not from low socioeconomic status.

Hypothesis VI: There will be no significant difference in reading attitude between students from primary grades and those in intermediate grades.
Quantitative Results and Discussion

Data Analysis

A hierarchical multiple regression was used to determine how closely related reading attitude was with reading achievement when factoring out disability, gender, socioeconomic status, and grade level. First, demographic characteristics (grade, gender, disability, and socioeconomic status) associated with reading attitude were evaluated. A correlation between grade and attitude was calculated and analyzed. An independent t-test was used to determine the relationship between gender (male and female), disability (those with a disability and those without a disability), and socioeconomic status (those who were classified as low socioeconomic status and those not low socioeconomic status) in relation to reading attitude.

Next, demographic characteristics associated with reading achievement were calculated. A correlation between grade and achievement was calculated and analyzed. An independent t-test was used to determine the relationship between gender (male and female), disability (those with a disability and those without a disability), and socioeconomic status (those who were classified as low socioeconomic status and those not low socioeconomic status) in relation to reading achievement.

The relationship between reading attitude and reading achievement was controlled for significant demographic factors. The grade level of the student, the classification of a student with a disability, and socioeconomic status were found to be statistically significant in relation to reading achievement. In determining whether reading attitude had an effect on reading achievement a hierarchical multiple regression was used to control for these three variables. The first step was to enter grade, disability, and
socioeconomic status into the analysis to allow for statistical control of these variables. The second step was to enter reading attitude into the equation as done previously with grade, disability, and socioeconomic status. The possible effect of grade, disability and socioeconomic status were then removed to determine whether reading attitude is able to explain some variance of reading achievement.

Hierarchical Multiple Regression

Does reading attitude play a role in the development of reading achievement in students in first through six grade? In order to answer this question a hierarchical multiple regression was performed to assess the ability to control variables in order to predict whether reading attitude effects reading achievement. The Pearson Correlation was used to measure the strength of the relationship between grade and reading attitude. The R-Square was -.24 indicating that there was a statistically significant small correlation between a students’ grade level and their attitude toward reading, meaning that as the students increased in grade their positive attitude toward reading decreased, $r = -.24$, $n=475$, $p<.001$.

An independent $t$-test was used to determine the relationship between gender and reading attitude. Results suggest that the reading attitudes of males ($n=248$, $M=52.39$, $SD= 11.54$) was significantly lower than reading attitudes of females ($n=227$, $M=57.29$, $SD= 12.62$), $t (458) = 4.41$, $p<.05$ as shown in Table 4.3.

An independent $t$-test was run to determine the relationship between students in special education and reading attitude. Results suggest that the reading attitudes of individuals with disabilities ($n=38$, $M=52.03$, $SD 14.74$) are not significantly different
from reading attitudes of individuals without disabilities \((n=437, M=54.97, SD\ 12.10)\), \(t(473) = 1.20, p>.05\) as shown in Table 4.2.

An independent \(t\)-test was run to determine the relationship between students from low-socioeconomic backgrounds and reading attitude. Results suggest that reading attitude of individuals from low socioeconomic backgrounds \((n=104, M=53.54, SD=12.96)\) is not significantly different from that of individuals not from low socioeconomic backgrounds \((n=371, M=55.06, SD=12.11)\), \(t(157) = 1.12, p>.05\) as shown on Table 4.5.

Next, demographic characteristics associated with reading achievement were evaluated and Pearson Correlation was used to measure the strength of the relationship between grade and achievement. The R-Square was .71 indicating that there was a statistically significant positive correlation between students’ grade level and reading achievement, \(r =.71, n=475, p<.001\).

An independent \(t\)-test was used to determine the relationship between gender (male and female) and reading achievement. Results suggest that reading achievement of males \((n=248, M=203.75, SD=17.95)\) is not significantly different from reading achievement of females \((n=227, M=204.49, SD=16.45)\), \(t(473) = .47, p>.05\) as shown in Table 4.4. Since this relationship between gender and achievement was not statistically significant, there was not a need to control for the possible effects gender may have had on reading achievement.

An independent \(t\)-test was used to determine the relationship between special education (those in special education and those not in special education) and reading achievement. Results suggest that reading achievement of students in special education
(n=38, M=194.58, SD=18.03) is significantly different from reading achievement of students not in special education (n=437, M=204.93, SD=16.94), t (473) = 3.60, p>.05. Since this relationship between special education and achievement was statistically significant, there was a need to control for the possible effects special education placement may have had on reading achievement.

Finally, an independent sample t-test was run to determine whether socioeconomic status (those who were classified as low socioeconomic status and those not low socioeconomic status) played a role in determining reading achievement. Results suggest that reading achievement as determined by RIT scores on the Northwest Evaluation Association Assessments of individuals from low socioeconomic backgrounds (M=196.78) is significantly lower than that of individuals not from low socioeconomic backgrounds (M=206.16), t (162) = 4.96, p<.05 as shown in Table 4.6. Since the relationship between socioeconomic status and achievement was statistically significant, there was a need to control for the possible effects low socioeconomic background may have had on reading achievement.

The hierarchical multiple regression was used to assess the ability of reading attitude to predict reading achievement, after controlling for the influence of grade level, special education, and socioeconomic status. Grade level, special education, and socioeconomic status were entered in Step 1, explaining 57% of the variance in reading achievement. After entry of reading attitude in Step 2 the total variance explained by the model as a whole was 59%, F (4, 470) = 165.39, p < .001. Reading attitude explained an additional 1.4% of the variance in reading achievement, after controlling for grade, special education, and socioeconomic status, R squared change = .014, F change (1, 470)
64.16, p < .001. In the final model, all control measures were statistically significant, with grade recording a higher beta value (beta = .75, p < .001) than special education (beta = .17, p < .001), socioeconomic status (beta = .14), and reading attitude (beta = .12, p < .001) as shown in Table 4.1.

*Table 4.1*

**Hierarchical Multiple Regression Analyses Predicting Reading Achievement from Reading Attitude**

<table>
<thead>
<tr>
<th>Predictor</th>
<th>ΔR²</th>
<th>β</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control Variables&lt;sup&gt;a&lt;/sup&gt;</td>
<td>.57&lt;sup&gt;*&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td>.75&lt;sup&gt;*&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>.17&lt;sup&gt;*&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>Socioeconomic Status</td>
<td>.14&lt;sup&gt;*&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>Step 2</td>
<td>.59&lt;sup&gt;*&lt;/sup&gt;</td>
<td>.12&lt;sup&gt;*&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

<sup>a</sup>Control variables included grade, special education, and socioeconomic status
<sup>*</sup>p < .001

The independent t-test was used to analyze each hypothesis: the difference between students with disabilities and those who do not have a disability on the Elementary Reading Attitude Survey (ERAS) and on the Northwest Evaluation Association (NWEA) Measure of Academic Performance (MAP); the difference between males and females on the ERAS and NWEA MAP, the difference between students from different socioeconomic backgrounds (free/reduced lunch and paid lunch) on the ERAS and NWEA MAPS assessment, and the difference between reading attitude of students in the primary grades versus intermediate grades on the ERAS.
Hypothesis I

Hypothesis I: There is no significant difference in reading attitude between students with disabilities and those without disabilities on the full-scale score of the Elementary Reading Attitude Survey. To test this hypothesis an independent samples $t$-test was run to examine the mean differences of the full-scale results from the Elementary Reading Attitude Survey. Results suggest that the reading attitudes of individuals with disabilities ($n=38, M=52.03, SD=14.74$) are not significantly different from reading attitudes of individuals without disabilities ($n=437, M=54.97, SD=12.10$), $t(473)=1.20$, $p>.05$ as shown in Table 4.2.

Table 4.2

$t$-Test Analysis for Full Scale Reading Attitude of Students in General Education and Students in Special Education

<table>
<thead>
<tr>
<th>Full Scale Reading Attitude Score</th>
<th>$n$</th>
<th>$M$</th>
<th>$SD$</th>
<th>$t$</th>
<th>$p$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students without Disabilities</td>
<td>437</td>
<td>54.97</td>
<td>12.10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>38</td>
<td>52.03</td>
<td>14.74</td>
<td>1.20</td>
<td>.16</td>
</tr>
</tbody>
</table>

Hypothesis II

Hypothesis II: There is no significant difference in reading attitude between males and females on the full-scale score of the Elementary Reading Attitude Survey. To test this hypothesis an independent samples $t$-test was run to examine the mean differences of the full-scale results from the Elementary Reading Attitude Survey. Results suggest that the reading attitudes of males ($n=248, M=52.39, SD=11.54$) was significantly lower than reading attitudes of females ($n=227, M=57.29, SD=12.62$), $t(473)=4.41$, $p<.05$ as shown in Table 4.3.
Table 4.3

t-Test Analysis for Full Scale Reading Attitude of Students in Males and Females

<table>
<thead>
<tr>
<th>Full Scale Reading Attitude Score</th>
<th>n</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>227</td>
<td>57.29</td>
<td>12.62</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>248</td>
<td>52.39</td>
<td>11.54</td>
<td>4.41</td>
<td>.00*</td>
</tr>
</tbody>
</table>

*Note:  p<.05

Hypothesis III

Hypothesis III: There is no significant difference in reading achievement between males and females on the Northwest Evaluation Association Assessments in reading. To test this hypothesis an independent samples t-test was run to examine the mean differences of the RIT score from the Northwest Evaluation Association Assessments in reading. Results suggest that reading achievement of males (n=248, M=203.75, SD=17.95) is not significantly different from reading achievement of females (n=227, M=204.49, SD=16.45), t (473) = .47, p>.05 as shown in Table 4.4.

Table 4.4

t-Test Analysis for NWEA RIT Score of Reading Achievement of Male and Female Students

<table>
<thead>
<tr>
<th>NWEA RIT Score</th>
<th>n</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>227</td>
<td>204.49</td>
<td>16.45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>248</td>
<td>203.75</td>
<td>17.95</td>
<td>.47</td>
<td>.64</td>
</tr>
</tbody>
</table>
Hypothesis IV

Hypothesis IV: There is no significant difference in reading attitude between individuals from low socioeconomic backgrounds and individuals who were not from low socioeconomic backgrounds on the full scale score of the Elementary Reading Attitude Survey. To test this hypothesis an independent samples $t$-test was run to examine the mean differences of the full-scale results of the Elementary Reading Attitude Survey of students who were from low socioeconomic backgrounds and those who were not from low socioeconomic backgrounds. Results suggest that reading attitude of individuals from low socioeconomic backgrounds ($n=104, M=53.54, SD=12.96$) is not significantly different from that of individuals not from low socioeconomic backgrounds ($n=371, M=55.06, SD=12.11$), $t(473) = 1.12, p>.05$ as shown on Table 4.5.

Table 4.5

$t$-Test Analysis for Full Scale Reading Attitude of Students from Low Socioeconomic Backgrounds and those not from Low Socioeconomic Backgrounds

<table>
<thead>
<tr>
<th>Full Scale Reading Attitude</th>
<th>n</th>
<th>$M$</th>
<th>$SD$</th>
<th>$t$</th>
<th>$p$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Socioeconomic Status</td>
<td>104</td>
<td>53.54</td>
<td>12.96</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Low Socioeconomic Status</td>
<td>371</td>
<td>55.06</td>
<td>12.11</td>
<td>1.12</td>
<td>.26</td>
</tr>
</tbody>
</table>

Hypothesis V

Hypothesis V: There is no significant difference in reading achievement between individuals from low socioeconomic backgrounds and individuals who were not from low socioeconomic backgrounds on the Northwest Evaluation Association Assessments in reading. To test this hypothesis an independent samples $t$-test was run to examine the mean differences of the RIT score from the Northwest Evaluation Association
Assessments in reading of those students from low socioeconomic backgrounds and those who were not from low socioeconomic backgrounds. Results suggest that reading achievement as determined by RIT scores on the Northwest Evaluation Association Assessments of individuals from low socioeconomic backgrounds \((M=196.78)\) is significantly lower than that of individuals not from low socioeconomic backgrounds \((M=206.16)\), \(t(473) = 4.96, p<.05\) as shown in Table 4.6.

Table 4.6

\[
\begin{array}{lllll}
\text{Reading Achievement (RIT Score)} & \text{n} & \text{M} & \text{SD} & \text{t} & \text{p} \\
\hline
\text{Low Socioeconomic Status} & 104 & 196.78 & 17.14 & & \\
\text{Not Low Socioeconomic Status} & 371 & 206.16 & 16.72 & 4.96 & .00^* \\
\end{array}
\]

\(^*p < .05\)

Hypothesis VI

Hypothesis VI: There is no significant difference in reading attitude between individuals in the primary grades and individuals in the intermediate grades on the full scale score of the Elementary Reading Attitude Survey. To test this hypothesis an independent samples \(t\)-test was run to examine the mean differences of the full-scale results of the Elementary Reading Attitude Survey of students who were in the primary grades and those who were the intermediate grades. Results suggest that reading attitude of individuals in the primary grades \((M=57.89)\) is significantly more positive than that of individuals from the intermediate grades \((M=51.61)\), \(t(473) = 5.76, p<.05\) as shown on Table 4.7.
Table 4.7

\textit{t-Test Analysis for Full Scale Reading Attitude of Students in Primary Grades and Students in Intermediate Grades}

\begin{tabular}{lrrrr}
\hline
\textbf{Full Scale Reading Attitude} & \textbf{n} & \textbf{M} & \textbf{SD} & \textbf{t} & \textbf{p} \\
\hline
Primary & 236 & 57.89 & 11.97 & & \\
Intermediate & 239 & 51.61 & 11.84 & 5.76 & .00* \\
\hline
\end{tabular}

\*p < .05

\textbf{Summary}

The examination of the effects of reading attitude on reading achievement revealed that there was a significant relationship in which 1.4\% of variance in achievement is affected by a student’s attitude toward reading. Further examination of the results also found that in certain situations there were indications that a significant relationship between the variables existed. For example, when comparing the reading attitude and reading achievement of males and females, a significant difference occurred in relation to reading attitude. Males tended to have a less positive attitude (lower mean score) toward reading than their peers who were female. When comparing the reading attitudes of students in the primary grades versus the intermediate grades a significant difference in mean score was also noted. The students in the primary grades had a significantly more positive attitude toward reading than their peers in the intermediate grades.

The results of the quantitative analysis indicated that there was not a statistically significant difference in the reading attitude of individuals receiving special education services as compared with those who do not receive special education services even though reading achievement was significantly higher for individuals not receiving special
education services. No significant difference in mean reading attitude score was noted between individuals from low socioeconomic backgrounds and those who were not from low socioeconomic backgrounds; however, reading achievement was significantly higher for those students not from low socioeconomic backgrounds.
Chapter V
Summary and Conclusions

Summary of the Study

Purpose

The purpose of this study was to examine the effects that reading attitude has on reading achievement of children in grades one through six at the elementary level. The literature review explored how reading attitudes affect reading achievement in students based on grade level, socioeconomic status, gender, and disability. According to the current literature, the effect reading attitude has on reading achievement has centered primarily on children in the intermediate grades of elementary school (grades 4-5-6) (Lazarus & Callahan, 2000; McKenna & Kear, 1990; McKenna et al., 1995; Merisuo-Storm, 2006; Morgan et al., 2008; Roberts & Wilson, 2006; Sainsbury & Schagen, 2004). An important finding noted was that students’ attitude toward reading was typically positive as they began school but reading attitude began to decline by as early as the end of first grade (Lazarus & Callahan, 2000; McKenna et al., 1995). Socioeconomic status was found to have an impact on the academic achievement of students, however; the research did not specify what role if any reading attitude played in reading development. Multiple studies (Coddington & Guthrie, 2009; Kush et al., 2005; Logan & Johnston, 2009; McKenna & Kear, 1990; McKenna et al., 1995; Sainsbury & Schagen, 2004) found that gender also played a role in the development of reading attitudes. Girls were found to have a more positive attitude toward recreational reading than boys in their same grade.
level group, and this gender difference seemed to widen as students got older (Logan & Johnston, 2009). Finally, the literature review explored the relationship between disability and attitude toward reading. Morgan and Fuchs (2007) found that poor motivation and poor achievement from students with disabilities could lead to a negative cycle in which poor reading skills can produce poor motivation to read.

Teachers must understand what influences the attitude of each student if they want to ensure that their students have a fair opportunity to do well in school. The current study investigated the relationship between reading attitude and reading achievement of students in regards to their grade level, socioeconomic status, gender, and disability.

Research Questions

The primary research questions used to measure the effects reading attitude has on reading achievement were as follows:

1.) What are the differences in attitude between students with disabilities and those who do not have a disability who take the Elementary Reading Attitude Survey (ERAS) (McKenna & Kear, 1990)?

2.) What are the gender differences noted on the Elementary Reading Attitude Survey (ERAS) (McKenna & Kear, 1990)?


4.) What are the socioeconomic differences noted on the Elementary Reading Attitude Survey (ERAS) (McKenna & Kear, 1990)?
5.) What are the socioeconomic differences noted on the Northwest Evaluation Association Assessments (NWEA) in reading? (Northwest Evaluation Association, 2011).

6.) Does attitude toward reading differ in primary students compared to intermediate elementary students?

Participants

This study was conducted with 475 students in grades one through six in two school districts located in a Midwestern community with a population of approximately 70,651 people. One school district had enrolled approximately 600 students in first through sixth grade and employed 48 teachers during the 2011-2012 school year. The other school corporation had enrolled approximately 700 students in grades one through six and employed 48 teachers during the 2011-2012 school year. In the first school corporation, ninety-six percent of students were white and 4% were classified as other ethnicities (http://compass.doe.in.gov/Dashboard.aspx?view=CORP&val=). Forty-six percent of students were classified as meeting criteria to receive free and reduced lunch. Fourteen percent of students were serviced with an Individualized Education Plan (IEP) in conjunction with a special education teacher and .1% qualified as being an English Language Learner (ELL).

Eighty-three percent of third graders, 63% of fourth graders, 76% of fifth graders, and 78% of sixth graders passed the ISTEP+ assessment administered in spring of 2012. ISTEP+ was the assessment used by the Indiana Department of Education to document whether students were meeting adequate yearly progress (AYP) in Language Arts, Math, and Science. The ISTEP+ was administered to students in grades three through eight
during the spring semester. Based on the results of the 2011 ISTEP+ assessments this school district met adequate yearly progress as outlined in NCLB, in grades three through six. There were two categories that did not meet adequate yearly progress for language arts. Those two categories were with the free/reduced lunch population at both the junior high and high school level.

The second school corporation had ninety-four percent of students who were white and 6% were classified as other ethnicities (http://compass.doe.in.gov/Dashboard.aspx?view=CORP&val=2815&desc=). Thirty-seven percent of students were classified as meeting criteria to receive free and reduced lunch. Fourteen percent of students were serviced with an Individualized Education Plan (IEP) and .4% qualified as being an English Language Learner (ELL).

Seventy-four percent of third graders, 86% of fourth graders, 79% of fifth graders, and 80% of sixth graders passed the ISTEP+ assessment administered in spring of 2012. Based on the results of the 2011 ISTEP+ assessments this school district met AYP as outlined in NCLB, in grades three through six. This second school district also had three categories that did not meet adequate yearly progress for language arts: the free/reduced lunch population at both the junior high and high school level, and special education at the elementary level.

The participants in the study consisted of 203 students enrolled in the first district and 272 students enrolled in the second district for a total of 475 participants. Of the 475 participants in the study, 248 were male students and 227 were female students. Thirty-eight of the participants were students identified as having an individualized education plan for special education services and were classified as students with disabilities. One
hundred four students who participated in the study qualified for free/reduced lunch and were identified as low socioeconomic status for the purpose of this study. Two hundred thirty-six students were in grades 1 – 3 and classified as primary students whereas, 239 were in grades 4 – 6 and classified as intermediate students. The 475 participants provided a representative sample in each classified area for both school districts.

Procedures

Prior to the beginning of the study, students were required to return a completed permission form in which parents provided consent for their participation. The consent forms were sent home one month preceding the study with all children in grades one through six in both school corporations. Teachers collected the consent forms and returned them to the researcher. Reminders to return consent forms were sent home each week prior to the study to allow for the most permission slips to be collected. All parent consent and student participation in the study was voluntary. The participants completed the Elementary Reading Attitude Survey (ERAS) during one of their weekly library classes. The students who participated in the study were classified into the following groups: grades 1 through 3, grades 4 through 6, socioeconomic status, gender, and disability.

Achievement data were collected for each student who participated in the study. The data was given to the researcher by an administrator who was employed at both school districts. The researcher created a database with survey results and demographic information. This database was then forwarded to the administrator who worked for both districts. The reading achievement data from the most current NWEA administration were entered into the database by the school administrator and returned to the researcher.
The data were recorded in such a manner that when received by the researcher it was coded to protect the identity of each student who participated.

Summary of Results

This study attempted to answer the overarching question: Does reading attitude effect reading achievement? In addition, the study explored six different research questions, which generated six hypotheses statements as the researcher explored the relationship between reading attitude and reading achievement. To begin, results of a hierarchical multiple regression found that reading attitude explained 1.4% of the variance in reading achievement, after controlling for grade, gender, special education, and socioeconomic status.

Next, the following hypotheses were investigated and found:

Hypothesis I: There is no significant difference in reading attitude between students with disabilities and those without disabilities on the full-scale score of the Elementary Reading Attitude Survey.

Hypothesis I was not rejected. Results suggest that the reading attitudes of individuals with disabilities were not significantly different from reading attitudes of individuals without disabilities. An individual sample t-test was employed to examine the differences in reading attitude between individuals with disabilities and those without disabilities. The differences of reading attitude were not statistically significant at p < .05.

Hypothesis II: There is no significant difference in reading attitude between males and females on the full-scale score of the Elementary Reading Attitude Survey.
Hypothesis II was rejected. The reading attitude of males was significantly lower than the reading attitudes of females on the Elementary Reading Attitude Survey. An individual sample $t$-test was employed to examine the differences in reading attitudes of males and females. The differences in reading attitude were statistically significant at $p < .05$.

Hypothesis III: There is no significant difference in reading achievement between males and females on the Northwest Evaluation Association Assessments in reading.

Hypothesis III was not rejected. Results suggest that the reading achievement of males and females on the Northwest Evaluation Association Assessments in reading was not significantly different. An individual sample $t$-test was employed to examine the differences in reading achievement of males and females. The results revealed no significant differences in reading achievement of males and females on the Northwest Evaluation Association Assessment in reading for $p < .05$.

Hypothesis IV: There is no significant difference in reading attitude between individuals from low socioeconomic backgrounds and individuals who were not from low socioeconomic backgrounds on the full scale score of the Elementary Reading Attitude Survey.

Hypothesis IV was not rejected. To test this hypothesis an independent samples $t$-test was run to examine the mean differences of the full-scale results of the Elementary Reading Attitude Survey of students who were from low socioeconomic backgrounds and those who were not from low socioeconomic backgrounds. Results suggest that the reading attitudes of individuals from low socioeconomic backgrounds were not significantly different from reading attitudes of individuals not from low socioeconomic backgrounds.
backgrounds. An individual sample t-test was employed to examine the differences in reading attitude between individuals from low socioeconomic backgrounds and those not from low socioeconomic backgrounds. The differences of reading attitude were not statistically significant at p < .05.

Hypothesis V: There is no significant difference in reading achievement between individuals from low socioeconomic backgrounds and individuals who were not from low socioeconomic backgrounds on the Northwest Evaluation Association Assessments in reading.

Hypothesis V was rejected. To test this hypothesis an independent samples t-test was run to examine the mean differences of the RIT score from the Northwest Evaluation Association Assessments in reading of those students from low socioeconomic backgrounds and those who were not from low socioeconomic backgrounds. Results suggest that reading achievement as determined by RIT scores on the Northwest Evaluation Association Assessments of individuals from low socioeconomic backgrounds was significantly lower than that of individuals not from low socioeconomic backgrounds at p < .05.

Hypothesis VI: There is no significant difference in reading attitude between individuals in the primary grades and individuals in the intermediate grades on the full scale score of the Elementary Reading Attitude Survey.

Hypothesis VI was rejected. To test this hypothesis an independent samples t-test was run to examine the mean differences of the full-scale results of the Elementary Reading Attitude Survey of students who were in the primary grades and those who were the intermediate grades. Results suggest that reading attitude of individuals in the
primary grades was significantly more positive than that of individuals from the intermediate grades for \( p < .05 \).

Conclusions

McKenna et al. (1995) highlighted the importance of understanding the correlation between reading attitudes and reading achievement. First, student’s achievement may be influenced by attitude. Students who are poor readers may be less inclined to read which may influence their capabilities to achieve. Some additional studies (Chapman & Tunmer, 2003; Edmunds & Bauserman, 2006; Guthrie et al., 2006; Morgan et al., 2008) have shown early reading failure to be correlated with a low motivation toward reading. Results of this current study show similar results as it indicates that 1.4% of the variance in reading achievement can be associated with attitude toward reading. Therefore, although it is a small variance, it is an important aspect for teachers to understand when striving to help their students achieve in reading.

Martinez and Semrud-Clikeman (2004) emphasized that individuals with learning disabilities were found to have a negative self-affect as they continued through high school and learning became more difficult. Hanich and Jordan (2004) found that there was contradictory information on how children with learning disabilities rated themselves in the area of self-worth. Some of the studies investigated demonstrated that children with learning disabilities rated themselves lower than their normally achieving peers, whereas other studies showed no discrepancy. The discrepancy may be due in part to the findings that students in the early grades view their ability positively, and it is only as school becomes more difficult that their perceptions of achievement and self-worth decline (Hanich & Jordan, 2004; Wigfield et al., 2004). According to the current study, students
with disabilities rated themselves the same as those students who were not identified as having a disability; thus, there was no discrepancy in reading attitude. The results of the current study could be explained because students (with and without a disability) in the primary grades generally rated themselves with a more positive attitude than their peers in the intermediate grades. Results could have possibly been different had the study been conducted with students through the high school level.

Molfese, Modglin, and Molfese (2003) found that socioeconomic status influences many aspects in the development of reading skills. According to Kainz and Vernon-Feagans (2007), another aspect to consider was that children from poverty were more frequently identified as having reading delays. The current study supports the notion that students from low socioeconomic status backgrounds have a lower level of reading achievement. In fact, in the current study, students from low socioeconomic backgrounds were found to achieve at a significantly lower rate than students who were not from a low socioeconomic background. Reading attitude, however, did not show a significant difference between individuals from low socioeconomic backgrounds than those who were not from low socioeconomic backgrounds. The fact that the reading attitude of students from low socioeconomic backgrounds was not yet affected by the low reading achievement in the elementary grades could be a positive sign that students are not “giving up” on reading at an early age. A longitudinal study may be helpful to identify if reading attitude would eventually decline as the student entered junior high or high school.

Gender has been found to affect attitude toward reading (Coddington & Guthrie, 2009). Boys typically are seen as having strengths in science and math whereas girls’
strengths tend to be in language arts and writing (Coddington & Guthrie, 2009). In addition, Coddington and Guthrie (2009) noted that boys were found to possess less motivation than girls in the area of reading when they had low levels of initial reading skills. White (2007) noted that data from the National Assessment in Educational Programs (NAEP) revealed that, by grade 8, the boys’ achievement scores decline whereas the girls’ scores increase. NAEP (2004) reported that, by age 13, there continues to be a gap with females scoring ten points higher on reading achievement tests than their male counterparts.

According to the current study, there was no significant difference in reading achievement between boys and girls. The current study did find a significant difference in reading attitude during the elementary school years. The study found that boys tended to have a significantly lower attitude toward reading than girls even though they both were achieving at the same level. Seeing that earlier studies have shown reading achievement to be different between genders beyond the primary years, future research should include all grades one through twelve to determine if achievement truly does decrease and how this decrease may continue to impact reading attitude.

According to the McKenna Model as a child progresses through their childhood his or her attitude toward reading is influenced by multiple factors (McKenna, et al., 1995). Motivation to read as noted by several authors (Lazarus & Callahan, 2000; McKenna et al., 1995; Sainsbury & Schagen, 2004; Wigfield et al., 2004) may be linked to ability. Therefore, the attitude of the child affects the willingness to read and plays an important part in improving reading skills (Wilson & Casey, 2007). According to the current study, reading attitude does significantly decrease as a child moves through
elementary school. Students start in the primary grades with a more positive attitude toward reading and as they move into the intermediate grades their attitude begins to decline. Understanding that 1.4% of a child’s reading achievement is influenced by reading attitude may allow teachers to target reading attitude as a means to help in increasing reading achievement.

Limitations

Sample size. Permission slips were sent out to all students in grades one through six. A census type sample was used in order to achieve a large enough sample size to disaggregate data by grade, gender, socioeconomic status, and disability. This selection process created a self-selected sample. The sample size represented 203 students enrolled in the first district and 272 students enrolled in the second district for a total of 475 participants. Of the 475 participants in the study, 248 were male students and 227 were female students. Thirty-eight of the participants were students identified as having an individualized education plan for special education services and were classified as students with disabilities. One hundred four students who participated in the study qualified for free/reduced lunch and were identified as low socioeconomic status for the purpose of this study. Two hundred thirty-six students were in grades 1 – 3 and classified as primary students whereas, 239 were in grades 4 – 6 and classified as intermediate students. The smaller sample size of students in special education in addition to those from low socioeconomic background make it difficult to generalize the study to other populations.

Elementary Reading Attitude Survey (ERAS). McKenna and Kear (1990) developed the Elementary Reading Attitude Survey (ERAS) as a tool to evaluate
students’ attitude toward recreational and academic reading. The initial study was done with 18, 138 students in grades 1-6, in which 84.3% of the students were European-American while the remaining 15% were Hispanic and African-American (Kazelskis, Thames, & Reeves, 2004, p. 113). Some concern was raised about the reliability of the ERAS, however, it was found that “there was no evidence of differences in the factor variances for the academic reading attitude” for the racial groups (Kazelskis, et. al., 2004, p. 118). There was some question as to whether there was a difference in the recreational attitude among racial groups (p. 119): additional research can explore if a difference indeed exists.

The Elementary Reading Attitude Survey was created in the early 1990’s which may have resulted in some of the questions being out of date. For example, there were not any questions related to reading on an electronic device. Other questions related to a student’s opinion of how they are taught reading. Reading pedagogy has changed through the years so it is possible not all students were taught reading in the same way as the survey suggested.

*Classroom Instruction.* There was no control over how reading was taught during the study. If varying methods of instruction were used, it may have influenced the reading attitudes and/or reading achievement of students who participated in the study. In addition, Kush et al., (2005) stated that “not all instructional practices improve reading attitudes” (p. 40).

*Classroom Teacher.* Students in the study came from 70 different classrooms. There was no control over the influence the teacher may have had on a student, which, may have influenced reading attitudes and/or reading achievement.
Curriculum. There was no control over whether the reading curriculum being used in the classrooms influenced students’ attitude toward reading either positively or negatively.

Grade Level. The current study examined the attitude of students in grades one through six and found males and females to be achieving at the same level. The National Assessment in Educational Programs (NAEP) revealed in their study that by grade 8, the boys’ achievement scores declined whereas the girls’ scores increased (White, 2007).

Home Environment. There was no control over the home environment, and how attitudes of parents and/or caregivers may have influenced students’ attitude toward reading and/or reading achievement.

Future Research/Implications

The current study has answered multiple questions in the field of reading achievement and reading attitude and in turn, created several additional questions that could be best answered with future research. The current study reinforced the idea that reading attitude does have a significant effect on reading achievement as noted in previous studies (Lazarus & Callahan, 2000; McKenna et al., 1995; Sainsbury & Schagen, 2004; Wigfield et al., 2004; Wilson & Casey, 2007). However, would the results be different if a more updated reading attitude survey had been used? The researcher noted as students answered questions on the Elementary Reading Attitude Survey (ERAS) (McKenna, et al., 1995) that several of the questions were not relative to reading in school and home; either in part because of the location of where the study took place (rural setting) or because some of the questions were out of date. One example, a question asked on the ERAS was “How do you feel about going to a bookstore?”
Students in this study hesitated when answering this question because they do not regularly visit a bookstore. The students would have to travel 20 miles or more to visit a bookstore. Instead, many of the students purchase books online or from a local multi-purpose store.

Another question that may have produced different results had it been worded differently was “How do you feel about reading a book on a rainy Saturday?” (McKenna, et al., 1995). It is possible had there been a question related to reading on an electronic device, students might have responded more favorably to reading on a rainy Saturday. Research has shown that reading for entertainment has taken a back seat to mp3 players, video games, DVDs, and social networking (Powell-Brown, 2006). One of the school districts in the study has moved to using 1:1 computing with electronic devices as a means for teaching all content areas. Future studies on reading attitude and reading achievement need to include a digital component to help the school district identify if the electronic devices influence both reading attitude and reading achievement.

An additional question, “How do you feel about reading workbook pages and worksheets?” may also have been influenced by the current reading pedagogy in the schools. Many of the teachers in the two school systems that participated in the study no longer use the traditional reading workbooks and worksheets when teaching reading. Students in the current study spend their 90-minute reading block participating in self-selected reading activities, literature circles, and guided reading groups instead of the more traditional basal reader and workbook pages as referred to in the survey.

Future studies in the area of gender and reading achievement would be beneficial. The current study found that there was not a significant difference between the reading
achievement amongst boys and girls through grade six. However, the study found that there was a significant different between girls’ and boys’ reading attitude with girls having a significantly more positive attitude toward reading than boys. The question to explore further is whether boys would achieve significantly higher than girls if their attitude toward reading increased. In addition, another area worthy of exploration in a future study is how this significant difference may affect reading achievement and reading attitude of boys in special education. Would boys in special education have an increase in reading achievement if their attitude toward reading increased? Finally, exploring reading achievement and reading attitude with boys and girls beyond elementary school would offer insight into whether boys’ achievement is dropping in the current districts through the eighth grade as White (2007) noted on the results of the NAEP.

As mentioned earlier, reading attitude influences 1.4% of a student’s reading achievement score. Further studies may want to explore why reading achievement was significantly lower for the following groups: individuals with disabilities and individuals from low socioeconomic backgrounds even though there was not a significant difference in reading attitude for either group of individuals. As one investigates further, some avenues to explore may include using a larger sample size and/or exploring whether the incorporation of methods to increase reading attitude would have a positive effect on reading achievement.

The final area to explore beyond the current study is how to protect the positive reading attitude noted in the early grades so that it does not change as the students get older. Initial research indicates that younger children perceive ability and motivation to
be linked together. The younger children thus try harder on reading tasks whereas their older peers see effort being linked to ability causing them to believe if they have to try harder than they are not as smart as their peers (Wigfield, et al., 2004). As noted previously, this lack of motivation in the older peers has been documented quite frequently as the problem most teachers face in teaching (Edmunds & Bauserman, 2006).

Summary

The results of the current study indicate that reading attitude for the students in this study does have an effect on their reading achievement score. There is a 1.4% variance in the reading achievement of a student based on their attitude toward reading. Other important factors from the study include understanding that boys have a significantly less positive attitude toward reading than girls do and younger students have a significantly more positive attitude toward reading than older students do. Finally, the study found that reading achievement was significantly different based on socioeconomic status of an individual and whether or not one had a disability.

Findings from this study indicate that more research needs to be completed in the areas of reading attitude and reading achievement. Further exploration into using a different reading attitude survey that reflects digital learning/reading, how reading attitude and reading achievement relate beyond the elementary levels, and the effects of reading attitude on reading achievement of boys in special education will allow school districts such as the two that participated in the study to be informed on how reading attitude influences reading achievement and how the use of this information can guide future reading instruction.
References


Brozo, W. G. (2002). *To be a boy, to be a reader: Engaging teen and preteen boys in active literacy*. International Reading Association, Inc.


Appendix A

Parental Permission Form
Dear Parent,

I am currently pursuing a Doctor of Education at Ball State University and would like to conduct research concerning children’s attitude on reading and how it effects their reading achievement. I am asking for your permission to allow your child to participate in this study. Each child will be asked to complete the Elementary Reading Attitude Survey once during their library time. The survey will take 15 minutes to complete and only requires your child to circle pictures that represent how they feel about reading in particular situations.

The completed Elementary Reading Attitude Surveys and paper data will be stored in a locked filing cabinet in the researcher’s office for three years and then be shredded. Only the researcher will have access to the survey data. The school district will provide the researcher with achievement data in a confidential manner so that the researcher will not know your child’s achievement levels.

Your child’s participation in this study is voluntary. You are free to withdraw your permission at any time for any reason without penalty or prejudice from the investigator. Please feel free to ask any questions of the investigator before signing this Parental Permission form and at any time during the study.

For one’s rights as a research subject, you may contact the following: Research Compliance, Sponsored Programs Office, Ball State University, Muncie, IN 47306, (765) 285-5070, irb@bsu.edu.

Sincerely,

Faculty Supervisor:
Dr. Nina Yssel
Department of Special Education
Ball State University
Muncie, IN 47306
Telephone: (765) 285-5703
Email: nyssel@bsu.edu

Amy Forshey, Graduate Student
Department of Special Education
Ball State University
Muncie, IN 47306
Telephone: (765) 677-2366
Email: alforshey@bsu.edu
Appendix A
Effects of Reading Attitudes on Reading Achievement of Students in Grades One through Six
Parental Permission Form

I give permission for my child, ____________________________, to participate in the research project entitled “Effects of Reading Attitudes on Reading Achievement of Students in Grades One through Six.” I have had the study explained to me and my questions have been answered to my satisfaction. I understand that I will receive a copy of this permission form to keep for future reference.

__________________________  ________________________
Parent’s Signature          Date

For questions you may have concerning the study contact: Amy Forshey, Doctoral Candidate, 765-677-2366 or alforshey@bsu.edu, or Dr. Nina Yssel, Associate Professor, 765-285-5703 or nyssel@bsu.edu.
Appendix B

Child Assent Form
Appendix B
Child Assent Form

Child Assent Form

Effects of Reading Attitudes on Reading Achievement of Students in Grades One through Six

The purpose of this study is to find out if there is a connection between one’s attitude toward reading and how they achieve when reading in school. Most reading research focuses on the aspects connected to reading achievement but not necessarily, if attitude plays into this achievement. Instead of the evaluating effectiveness of instructional programs, the data used for this study will analyze the results of a reading attitude survey and compare to how children are achieving in reading. Findings from this research may help teachers understand how to increase their students’ reading attitudes.

To be eligible for this study, you must be in grades one through six in the or public schools. As part of your regular weekly library time, you will be asked to complete a series of questions about how you feel about reading for school and fun. It will take approximately 15 minutes to complete the survey.

If you grant permission to participate, your permission will allow the researcher to access information on file related to reading achievement data. The reading achievement data will be retrieved by school personnel and provided to the researcher blindly so that the researcher will not know your personal data. All data will be maintained as confidential, and no identifying information such as names will appear in any publication or presentation of the data. Paper data
will be stored in a locked filing cabinet in the researcher’s office for three years and then be shredded. Only the researcher will have access to the data.

Participation in this study is completely voluntary and you are free to withdraw your permission at any time for any reason without penalty or prejudice from the researcher. There is no anticipated risk from participating in this study. One benefit you may gain from participating in this study is a better understanding about attitudes toward reading. You may quit the study at any time. Please feel free to ask any questions of the researcher before signing this Child Assent form and at any time during the study.

For one’s rights as a research subject, you may contact the following: Research Compliance, Office of Research Integrity, Ball State University, Muncie, IN 47306, (765) 285-5070, or irb@bsu.edu.
Effects of Reading Attitudes on Reading Achievement of Students in Grades One through Six

Child Assent

The research project has been explained to me, and I have had the opportunity to ask questions. I understand what I am being asked to do as a participant. I agree to participate in the research.

___________________________________________  _______________________
Child’s Signature                              Date

Researcher Contact Information

Principal Investigator:                        Faculty Supervisor:
Amy Forshey, Graduate Student                Dr. Nina Yssel
Special Education                             Special Education Department
Ball State University                         Ball State University
Muncie, IN 47306                              Muncie, IN 47306
Telephone: (765) 677-2366                     Telephone: (765) 285-5703
Email: alforshey@bsu.edu                       Email: nyssel@bsu.edu
Appendix C

Elementary Reading Attitude Survey
Appendix C
Reading Attitude Survey

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.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>How do you feel about spending free time reading a book?</td>
<td></td>
</tr>
<tr>
<td>![Picture 1]</td>
<td>![Picture 2]</td>
<td>![Picture 3]</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>How do you feel about starting a new book?</td>
<td></td>
</tr>
<tr>
<td>![Picture 4]</td>
<td>![Picture 5]</td>
<td>![Picture 6]</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>How do you feel about reading during summer vacation?</td>
<td></td>
</tr>
<tr>
<td>![Picture 7]</td>
<td>![Picture 8]</td>
<td>![Picture 9]</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>How do you feel about reading instead of playing?</td>
<td></td>
</tr>
<tr>
<td>![Picture 10]</td>
<td>![Picture 11]</td>
<td>![Picture 12]</td>
</tr>
</tbody>
</table>
Please circle the picture that describes how you feel when you read a book.

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>![Picture 1]</td>
<td>![Picture 2]</td>
<td>![Picture 3]</td>
</tr>
</tbody>
</table>

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>![Picture 4]</td>
<td>![Picture 5]</td>
<td>![Picture 6]</td>
</tr>
</tbody>
</table>

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>![Picture 7]</td>
<td>![Picture 8]</td>
<td>![Picture 9]</td>
</tr>
</tbody>
</table>

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

<p>| | | |</p>
<table>
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</thead>
<tbody>
<tr>
<td>![Picture 10]</td>
<td>![Picture 11]</td>
<td>![Picture 12]</td>
</tr>
</tbody>
</table>
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?
Elementary Reading Attitude Survey Scoring Sheet

Student Name ____________________________

Teacher ____________________________ Administration Date ____________________________

Grade ____________________________

<table>
<thead>
<tr>
<th>Scoring Guide</th>
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<tbody>
<tr>
<td>4 points</td>
<td>Happiest Garfield</td>
</tr>
<tr>
<td>3 points</td>
<td>Slightly smiling Garfield</td>
</tr>
<tr>
<td>2 points</td>
<td>Mildly upset Garfield</td>
</tr>
<tr>
<td>1 point</td>
<td>Very upset Garfield</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recreational reading</th>
<th>Academic reading</th>
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<td>1.</td>
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<td>8.</td>
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<td>9.</td>
<td>9.</td>
</tr>
<tr>
<td>10.</td>
<td>10.</td>
</tr>
</tbody>
</table>

Raw Score: ___________ Raw Score: ___________

Full scale raw score ................ (Recreational + Academic): ___________

Percentile ranks: ................ Recreational ___________

................ Academic ___________

................ Full scale ___________

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Survey designed by Dennis J. Knez, Wichita State University
Appendix D

Sample NWEA
Appendix D
NWEA Sample

NWEA Sample District
Student Progress Report for Emily, N. S.
Johnson Elementary School
Growth is measured from Fall to Spring

Mathematics

<table>
<thead>
<tr>
<th>Season/Year</th>
<th>Grade</th>
<th>Student Score Range</th>
<th>Dist. Avg</th>
<th>Norm Group Avg.</th>
<th>Student Growth</th>
<th>Typical Growth</th>
<th>Student Tule Range</th>
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<tbody>
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<td>8</td>
<td>225-226-236</td>
<td>225</td>
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<td>221</td>
<td>229</td>
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<td>220-225-235</td>
<td>220</td>
<td>225</td>
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<td>20</td>
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<td>F02</td>
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<td>228</td>
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Reading

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<th>Norm Group Avg.</th>
<th>Student Growth</th>
<th>Typical Growth</th>
<th>Student Tule Range</th>
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<td>215</td>
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<td>29</td>
<td>205</td>
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<tr>
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<td>183</td>
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<td>29</td>
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<tr>
<td>W03</td>
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<td>205-208-211</td>
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<tr>
<td>F02</td>
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<td>205-209-215</td>
<td>205</td>
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<td>29</td>
<td>29</td>
<td>215</td>
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<tr>
<td>S02</td>
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<td>199</td>
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<td>29</td>
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</tr>
<tr>
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Mathematics Goals Performance - Spring 2004

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<th>Number Sense</th>
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<td>Algebraic Methods</td>
<td>Avg</td>
</tr>
<tr>
<td>Data Collection &amp; Analysis</td>
<td>Low/Avg</td>
</tr>
<tr>
<td>Geometry</td>
<td>Avg</td>
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<tr>
<td>Measurement</td>
<td>Low/Avg</td>
</tr>
<tr>
<td>Computational Techniques</td>
<td>Avg</td>
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Reading Goals Performance - Spring 2004

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<th>Word Meaning &amp; Recognition</th>
<th>Avg</th>
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<tbody>
<tr>
<td>Literal Comprehension</td>
<td>Low</td>
</tr>
<tr>
<td>Application of Thinking Skills</td>
<td>Low</td>
</tr>
<tr>
<td>Literary Expression</td>
<td>H/ Avg</td>
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</table>

Leslie Range: 790-946