

January 1995

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Recommended Citation

Garofalo, V James (1995) "Reading Attitudes and Perceptions of Seventh-Eighth Grade Students,"
Michigan Reading Journal: Vol. 28: Iss. 2, Article 8.
Available at: <https://scholarworks.gvsu.edu/mrj/vol28/iss2/8>

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Reading Attitudes and Perceptions of Seventh-Eighth Grade Students



PART II OF A RESEARCH REPORT BY V. JAMES GAROFALO

The Impact of a Reading Workshop Class on Middle School Students

This article is a description of a reading workshop style class and of its effect on the seventh and eighth-grades students who enrolled in the class.

The class was taught as an elective to be taken for a marking period by seventh and eighth-grade students. The students' reading attitudes and perceptions were recorded at the beginning and end of the class. Their reading behaviors were observed and recorded throughout the class. The students who took the classes during the 1991-1994 school years participated in the study.

Background

In a 5,900 student school district on the edge of an large city in West Michigan, there was a moderately successful traditional reading program in place. In 1987 the reading program in the middle school where the study was conducted was replaced by a state mandated health/science class. Reading became the total responsibility of the English teachers. Assigning students four novels to be read *outside of class* each year and trying to persuade the core content teachers (science, social studies, math) to include informational reading skills within their instruction, the English Department continued to be absorbed in their focus on writing, spelling, literature appreciation, vocabulary development and speech.

Four years later the students were still scoring above the 50th percentile in large numbers on measures of specific reading skills but were scoring consis-

tently below the 50th percentile in informational reading skills and attitude toward reading (choosing not to read and not liking to read). It was decided to create a reading class to be offered to students on a voluntary basis.

The instructor assigned to the class felt the most important area to address was students' attitude toward reading, so he designed a reading workshop class based on Nancie Atwell's model (Atwell, 1987). He felt it was important to gather information in terms of the students' reading background, how they selected books, their perceptions of and interest in reading and their current reading habits. With this information adjustments could be made to the class format, lessons could be developed, and additional materials purchased. Comparisons of selected behaviors and attitudes before and at the end of the course could be made at the end of each marking period's class experience.

The elective class was called Exploring Books. The first ten minutes or so of class were spent sharing with the whole class. Usually the teacher presented a book, author or genre, reading portions of books or poems. From time to time a student would share from their readings. Daily, 40 minutes of the class was spent silently reading. Each student read a book and/or magazine they selected (as long as their parents would not object to their choice). The last three to five minutes would be free time for students to pick up and chat with each other.

Students were responsible for bringing reading material to class, reading silently, daily logging their readings, weekly sharing with the teacher about their readings (orally, in writing, or visually). Each student was to develop a project related to one of the books they read during the marking period. The project could be a poster to attract other readers, a radio or television commercial, an oral report to class, a letter to the author sharing their opinions about the book, a drawing of a scene from the reading or pictures of key characters, a review of the book for the next marking period's students to read, a rewriting of the ending of the story, a musical theme song for the novel, and so on.

Research Questions

The information gathered from students and the observations made during the class were used to answer the following questions.

1. Did students' reading attitudes and behaviors change over the course of the instruction, as measured at the end of the reading class:
 - a. In book selection strategies?
 - b. About reading?
 - c. In kinds of books they like to read?
 - d. In finding a favorite author?
 - e. About being read to?
 - f. In amount of reading completed?
2. Do reluctant (do not like to read) and non-readers (have not read a novel in last 12 months) make any positive reading changes by the end of the elective reading class in relation to:
 - a. Number of books read?
 - b. Attitude about reading?
 - c. Strategies for book selection?
 - d. Knowledge of authors and kinds of books?
 - e. Perception of why people read?

The Study

The students at the beginning and end of each marking period's classes com-

pleted a pre- and post-class questionnaire (see Appendix A). The pre-class questionnaire was created by and described in Atwell (Atwell, 1987, 271-2), and the post-class questionnaire is a modification of the pre-class form. Student answers to these questions, plus the daily log of their reading, the instructor's observations and selected interviews, were used to collect information to answer the research questions.

In the first year of the study the Exploring Books class was nine weeks long and competed with choir, band, shop, physical education, art, computers, school newspaper/yearbook and Latin/French elective classes for students. The following two years the middle school went to six-week marking periods, and the choices of electives increased to over 50 different classes. Exploring Books was reduced to a six-week-long elective.

A total of 370 students enrolled in the Exploring Books class over the three-year period of the study, approximately 20 percent of all students who were eligible to enroll. Almost all students freely chose the class; a few had parents who signed them up.

Over the three years of the study, students completed the questionnaires, the teacher observed their classroom work and the information was tabulated. Over 1,200 different books were available in the classroom, with a school library of over a thousand books open to the students as well. In the second and third year of the study, magazines were allowed but not counted in records of books explored and/or read. The teacher daily recorded observations of what was looked at and what was read and made a weekly updated printout of this information. Selected students were interviewed to clarify their answers on the questionnaires, and this was added to the recorded information. In a few classes a follow-up call was made to parents to confirm

ownership of books by student and family. A "report card" (see Appendix A) on the class was completed by the students in each section over the three years. In the marking periods when mid-year and final exams were held, the Exploring Books students dressed up like a favorite character from literature. Other class members had to guess, from a list of possible characters (drawn up by the teacher), who their classmates were imitating.

One section in one marking period did not complete a post-class questionnaire due to a scheduling mix-up in the last week of classes. Otherwise all information was gathered as described.

The Results — The Population

The entire school district had a minority student enrollment of 13 percent, and 27 percent of the families met the federal definition of low-income.

One hundred and ninety students were enrolled in 12 sections of Exploring Books in the first year. This was approximately 44 percent of all seventh and eighth-grade students in the middle school building who could enroll. One hundred and forty-four students were enrolled in six sections in the second year. This was approximately 33 percent of all possible seventh and eighth grade students. Thirty-four students were enrolled in two sections the third year. This was approximately eight percent of all eligible students. Of the enrollees 49.6 percent were females; 13.5 percent were minorities (African-American, Hispanic-American, Asian-American, Native American); 26.6 percent were reluctant and/or non-readers. Although special needs children were enrolled in the class, none of them fell into the reluctant or non-reader category.

The Questions of the Study

Tables listing the specific responses to each question in percentages of

responses or number of books may be found in Appendix B. What follows is a summary of the relevant information to answer the research questions. The students responses on the pre-class questionnaire were shared in the fall issue of *MRJ* (Garofalo, 1994); therefore, that data will be alluded to where appropriate, but will not appear in the appendix.

Question One: Did students' reading attitudes and behaviors change over the course of the instruction, as measured at the end of the class?

Students changed in their manner of selecting books. More students relied on recommendations (8.4% over 5.7% before) and chose by author and genre (14.2% to 10.5% before). A drop in dependence on front cover (14.7% down from 25.6% before), back cover (28.4% down from 29.7% before) and book features (size of print, number of pages, quality and number of illustrations, 1.6% from 4.8% before). Disturbing to the researcher were the changes in selecting by reading parts of the book (13.9% down from 16.7%), and increase in the total number of students who had no plan for selecting books (18.8% from 6.8% before).

The attitudes about reading shifted to the two extremes from beginning to end of class. Almost seven percent from the middle category (conditionally like reading) blossomed into very positive readers, while 2.1 percent wilted into the reluctant readers' group.

Ninety-two percent of the students identified kinds of books they liked, compared to 96% on the pre-class form. A shift did occur between first and second place. The top three remained the top choices with adventure becoming the top pick (22.6%), followed by mystery/suspense (19.6%) and horror (18.8%). Popularity increases were noted in realism (+4.4%), adventure (+4.1%); remaining almost the same were horror

(+0.7%), fantasy (+0.7%) and animal stories (+0.8%); the rest decreased.

At the end of class 76% of the students listed favorite authors (up 8.2% over the pre-class responses). Students selected four of the top five authors they had at the beginning of the class. R.L. Stine (14.7%) replaced Stephen King (10.7%) as the top choice. S.E. Hinton (7.6%) was third and was not among the top ten writers students listed on the pre-course questionnaire. Other newcomers to the top ten list were Lois Duncan (2.9%), Scott O'Dell (2.2%), Walter Dean Meyers and Caroline Cooney (1.8%) tied with R. Dahl.

When selected authors were grouped by genre, writers of horror stories (50.8%) continued to be the choice of over half of the students. Realism writers (20.9%) remained second with an increase of almost seven percent. Fantasy writers moved to third with an increase of over six percent. Animal stories doubled in student choice to four percent. All other categories stayed the same or decreased in popularity, with romance stories dropping over six percent.

In most of the book talks carried out during the beginning of class, the teacher, and occasionally students, read portions of books to the class. On the end-of-the-course survey almost 56% of the students reported enjoying at least some of the book talks. This is contrasted with 60% on the pre-survey stating they did not like being read to.

Over the time period of Exploring Books students read an average of slightly less than one book per week. During the first year, when the class was nine weeks long, the students read an average of 8.9 books in the nine-week term, with a range of zero to 44 books. In Years Two and Three when the classes were six weeks long, students read an average of 6.1 books, with a range of zero to 22 books. The pre-course survey

reported that in a twelve-month period the students read an average of 9.3 novels; with a range of zero to a hundred.

Summary: Students did change in how they selected books. Increases in reliance on recommendations and who wrote the book and the genre of the books were noted. Students reported a decrease in reliance on the front and back cover, reading portions of the book and physical book features. A disconcerting increase in students having "no strategy" for selecting a book was also found.

More students (+7%) reported a change to a very positive attitude than to a negative (+2%) attitude toward reading at the end of Exploring Books class.

Students' interest in kinds of books remained relatively stable, with an increase in interest in realism, adventure, and animal novels at the end. Adventure novels became the most popular. Yet adventure, mystery/suspense and horror remained the top three being the choice of 61% of the students.

More students could name or had favorite authors at the end of the class. Four of the top five remained the same from the beginning to the end of the class. R.L. Stine climbed to number one and Stephen King dropped to second. S.E. Hinton was the big discovery of students. She was literally unknown before the class to most students. *The Outsiders* was the single most read novel over the three years. Twelve copies were in continuous circulation. Other authors discovered during the class and enjoyed were Walter Dean Meyers, Lois Duncan, Scott O'Dell and Caroline Cooney.

A majority of students shifted from not liking to be read to enjoying some of the book presentations.

Question Two: Do reluctant and non-readers make any positive reading changes by the end of the elective reading class?

Every reluctant and/or non-reader completed at least one book during the class. The range of books read was one to 18 books in the nine-week classes, and one to 14 in the six-week classes. The average number of books read during the class by reluctant and non-readers was 7.2 books in the nine-week and 5.1 books in the six-week formats.

Many reluctant and/or non-readers' attitudes toward reading improved (29.3%). Most (53.4%) remained the same, and some (17.2%) went down by the end of the class.

Most students had the same strategies for selecting books at the end of class. Some (15.5%) developed a strategy by the end, while 17% had no strategy.

The results were mixed on students being able to identify kinds of books and authors they liked. About 7% more of the reluctant and/or non-readers listed books they liked at the course's end. However, the same percentage decreased from the beginning of the class in identifying authors they liked.

More (3.4%) reluctant and/or non-readers had an understanding of why people would choose to read at the end of the class, then at the beginning. Yet, some (10.2%) still had no idea why a person would choose to read.

Summary: All reluctant and/or non-readers read during Exploring Books. The six-week class students read on average one book below the class mean, where the nine-week class students read two books below the average. It should be kept in mind that these were students who had not read a novel in the last twelve months and/or do not like to read. Forty-six percent of the group changed their attitude about reading. More (29%) changed in a positive direction, then changed (17%) in a negative direction. Strategies for selecting books, knowledge of genre and authors, and perceptions of why people read remained about the same.

Discussion and Conclusions:

Twentieth century trends in reading instruction have shifted the teaching of reading comprehension to a silent reading activity, with heavy emphasis on student responsibility for developing reading skill mastery. The demonstrative evidence of mastery has shifted to inference drawing and text summarizing. Reading lessons have evolved to specific, direct teaching followed by independent practice (Robinson, et.al, 1990). This new instruction is an effort to guide students to be effective readers of informational material and to become life-long readers.

In a survey of reading comprehension research conducted from 1783 to 1992, 16 studies addressed in some way a comparison of significant independent reading time instruction (free-choice reading) to a more structured teacher-centered approach. Often the free choice was called silent sustained reading (SSR), with students having the freedom to choose their reading material. Not all SSR studies allowed free choice; therefore, those that did not were not reviewed. The majority, but not all, of the studies found the students in the more independent reading time programs having superior scores, sometimes significantly so, on the measures under study.

As early as 1927, C.V. Good conducted a study with college students over a four-week period. He compared the reproduction of ideas and thought units of students who could read widely to those who were to read selected texts intensively. He found no significant differences (Good, 1927). Possibly the amount of time (four weeks) and reading level of students (college students, thus probably above-average readers) were factors in the results.

Almost 20 years later M.A. Goldberg contrasted remedial reading students who were taught via wide-reading (stu-

dent choice) with remedial reading students taught through intensive drill reading instructions. He also had a control group that experienced no special instruction. Using the *Nelson-Denny Reading Test*, he compared scores of matched student sets (wide-reading, intensive drill and control). He found the wide-readers superior in paragraph comprehension, the controls superior in vocabulary, and both experimental groups without improvement in oral reading of the paragraphs (Goldberg, 1946).

In studies comparing silent sustained reading (SSR), which allowed students to choose their reading material with another form(s) of reading instruction, Oliver (1973), Kefford (1981), Rucker (1982), Farrell (1982), Rehder (1982), Manning and Manning (1983), Hicks (1983), Davis (1988), Reusing (1989) and Taylor, *et.al.* (1990) all found wide independent reading time readers superior in measures of comprehension, vocabulary recall and/or attitude.

Krashen (1989) reviewed studies of student acquisition of vocabulary and spelling skills. His conclusion was that comprehensive reading is a vital factor in mastery of vocabulary knowledge and spelling skills. It was more effective than skill building or output instruction. In contrast, Wolf and Mikulecky (1978) found no difference in vocabulary scores with seventh-graders when taught with free-choice SSR or with direct skills instruction.

The vast majority of these studies imply that average reading level students appear to profit, in terms of reading test scores and improved reading attitudes from having daily chunks of reading time to read material of their choice. When this is combined with focused activities, such as peer and teacher discussion or readings, student writing about readings, setting goals for amount of readings and additional instruction, the increases are

more dramatic. Time also appears to be a factor: the longer independent reading is employed, the more successful are the students. All of this seems captured by Nancie Atwell in her book, *In The Middle ...*, in which she describes "reading workshop" as an extremely effective way to guide students to being life-long readers. Her reading workshop devotes large portions of each daily class to silently reading books of the students' choice. There are times reserved to share, discuss and present. Students are obligated to share with the teacher on a regular basis what they are reading (Atwell, 1987).

Above-average readers' test scores and attitudes seem less influenced by independent reading based on the research cited above. Possibly because they were at the higher end in the pre-testing, they had less space to show growth. Below-average readers seem not to show much gain, although the few studies, with one exception, in which they were involved were inconclusive. These findings are cautionary notes to those considering mandating the implementation of independent reading programs for all students.

The study described in this article clearly supports the use of independent reading of student-selected books in a reading workshop format as a powerful way to improve students' attitudes toward reading, expanding student exposure to genres of books and specific authors, and increasing the number of books they read.

Dwyer, *et.al.* (1989) found in a group of southeast school students that their attitude toward reading dropped in both the independent reading and control groups. When they regrouped the scores by gender, ignoring control and choice groupings, the boys' scores dropped dramatically, while the girls' scores increased slightly. The findings in this study described in this article were not

grouped by gender, but more reluctant and/or non-readers (2:1) improved in their attitude about reading, than dropped. All read books when this reading class format was used. Overall 7% of all students moved to a more positive attitude about reading, while 2% decreased to not liking reading.

The researcher felt the nine-week format was more successful in connecting reluctant readers, non-readers and troubled students to books. Often it was the fourth or fifth week before the students had enough success to literally "take off" into reading.

Having a large library collection in the room was a critical factor in bringing reader and books together. The school library also had a popular collection, was decorated with posters of popular people reading and urging others to read, and the librarian was helpful in connecting kids with books. Players and the owner of a local minor-league professional basketball team came into the building each year and promoted reading.

The goal of the class was to provide an environment where life-long reading attitudes could be nurtured. It appears that this goal was, to a large extent, achieved. A wide background of reading is a valuable resource for students to carry into their ninth through twelfth grade schooling. It provides background information, broader perspectives on people and things, more knowledge of different kinds of writing and use of words, and more reference points for future explanations and for use as models.

As a next step measures of reading comprehension, vocabulary knowledge, reading speed and oral reading could be used to measure the impact of a reading workshop class on specific reading skill development. Informational reading skills, such as gaining an overview, mapping the organization of material, identi-

fying key details, recalling sequence of events, identifying main ideas, interpreting visually-presented information, using "book parts," and employing skim/scan strategies, belongs ideally in subject matter classes, where the strategies could be applied directly to the reading material required in these classes.

However, one question that seems unanswered is why the drop in popularity of the class. The student evaluations (report cards, see Appendix A) of each section of the Exploring Books class rated the class overall at A and B levels, indicating a high level of satisfaction with the class. The course was successful in reaching academic and affective goals. Yet it dropped from enrollments of 44% of all eligible students in Year One to 8% by Year Three. Certainly the increase in number of electives is part of the answer. Possibly the decrease to a six-week class reduced the power of the class on the full range of students, which may have affected the "word of mouth" value of the class. Also, students often chose classes where they could be with their friends, rather than ones they were truly interested in. The elective classes are student-driven; student requests determine the number of sections. For 1994-5 school year, one section is scheduled based on student demand for the class.

Becoming A Nation of Readers (Anderson, et.al., 1984) urged allowing students to have more independent reading time, having well-stocked and managed libraries and an ethos supportive of reading as three of 17 specific recommendations to increase the number of readers in the United States. This study demonstrates the validity of those three recommendations.

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APPENDIX A: FORMS USED IN STUDY

PRE-COURSE QUESTIONNAIRE: ATWELL READING SURVEY

See the fall issue of MRJ (Vol. 28, No. 1, p. 11) for this instrument.

POST-COURSE QUESTIONNAIRE: Modified Atwell Reading Survey

END OF CLASS SURVEY

Name _____ Date _____

Answer questions 3, 4, 5 and 7 on back of this sheet.

1. How many books did you look at this marking period? _____
2. How many books did you read all the way through? _____
3. Why do you read? (answer on back)
4. What kinds of books did you like to read this marking period?
5. How did you decide on what kinds of books to read for this class?
6. Who are/is your favorite author(s)? _____
7. In general, how do you feel about reading?
8. Did you enjoy any of the books talks? List ones liked. _____

EXPLORING BOOK REPORT CARD FORM: (student evaluation of course)

Rate *how well you learn* on the items below using the following rating scale:

A=I learn best this way; B=I learn well this way; C=I learn this way;
D=I cannot learn very well this way; E=I can't learn this way.

I. Rate your personal goals for the class on the sheet where you wrote them: *more than achieved, achieved, partially achieved, not achieved.*

II. Rate the following items on the A, B, C, D, E scale shown above.

- ___ 1. Choosing where to sit, as long as I do not disturb others.
- ___ 2. Introduction to books at the beginning of class.
- ___ 3. Option of listening to a tape player (with earphones) while reading.
- ___ 4. Being able to choose what books to read.
- ___ 5. Being able to get another book, if one being read is not interesting.
- ___ 6. Setting my personal goals for books to read and the project.
- ___ 7. Having the last 3-5 minutes as free time.
- ___ 8. Having 40 minutes of silent reading time.
- ___ 9. Choices of how to make weekly journal.
- ___ 10. Parts of the Grading System
 - ___ a. 25% based on daily score (being in class on time, with paper, pencil, book and doing what is required).
 - ___ b. 25% based on making at least one journal a week.
 - ___ c. 25% based on reaching personal goals of books to read and marking period project on one book read.
 - ___ d. 25% based on marking period project.
- ___ 11. Overall rating of the class: Exploring Books.
12. One thing that should be kept the same in this class is ... _____
13. One thing that should be changed in this class is ... _____
14. Additional comment(s) to improve the class is/are ... _____

APPENDIX B: STUDENT RESPONSES TO POST-CLASS QUESTIONNAIRE

Question One: How many books did you look at this marking period?

Table 13: Average number of books explored by students during the length of the course, as reported by students, as observed by the teacher and the range of number of books explored.

	1991-92+	1992-93*	1993-94*	1992-94*
Student Report:	12.5 bks	7.9 bks	10.7 bks	8.7 bks
Teacher's Records:	10.6 bks	8.2 bks	8.6 bks	8.3 bks
Range of Books:	2-42 bks	2-24 bks	1-26 bks	1-26 bks

+ nine week class, * 6 week class

Question Two: How many books did you read all the way through?

Table 14: Average number of books completely read during the class as reported by the students, observed by the teacher and the range of books read.

	1991-92+	1992-93*	1993-94*	1992-94*
Student Report:	8.9 bks	5.9 bks	6.3 bks	6.1 bks (6 wk)
Teacher's Records:	8.1 bks	5.2 bks	5.4 bks	5.2 bks (6 wk)
Range of Books:	0-44 bks	0-17 bks	1-22 bks	0-22bks (6 wk)

Question Three: Why do you read?

Table 15: Percentage of students' responses to why they read.

	1991-92	1992-93	1993-94	1991-94
Recreation:	60.3	49.0	56.2	54.7
Information:	25.0	21.0	25.0	23.1
Both R/I:	10.3	18.7	0.0	13.0
Don't Know:	4.3	10.9	18.7	9.0

Question Four: What kinds of books did you like to reading this marking period?

Table 16: Percentage of total student responses by genres of books they liked read (more than one answer/student accepted).

	1991-92	1992-93	1993-94	1991-94
Adventure:	19.1	24.8	27.0	22.6
Mystery/Suspense:	20.9	17.7	21.6	19.6
Horror:	21.6	16.5	16.2	18.8
Realism:	8.6	13.0	18.9	11.7
Fiction:	7.4	10.6	0.0	8.2
Romance:	8.0	4.1	5.4	6.0
Fantasy:	5.5	3.5	5.4	4.6
Other:	3.7	5.3	2.7	4.3
Animals:	1.8	2.9	2.7	2.4
Humor:	3.0	1.1	0.0	1.9
% of St. Responding	94.9	92.9	78.1	92.1

Question Five: How did you decide on what kinds of books to read for this class?

Table 17: Percentage of students choosing elements of selection strategies (more than one element/student accepted).

	1991-92	1992-93	1993-94	1991-94
Back Cover:	31.7	23.6	37.5	28.4
Front Cover:	12.4	16.9	12.5	14.7
Recommendations:	10.0	8.1	3.1	8.4
Read portions:	13.1	16.2	6.2	13.9
Genre/Author:	13.9	15.5	9.3	14.2
No Plan:	16.2	19.6	25.0	18.8
Book Features:	2.3	0.0	6.2	1.6

Question Six: Who are/is your favorite author(s)?

Table 18A: Percentage of total number of votes for authors listed for the ten most often mentioned favorite authors.

	1991-92	1992-93	1993-94	1991-94
R.L. Stine:	12.2	13.3	21.7	14.7
S. King:	12.9	6.3	8.6	10.7
S.E. Hinton:	7.0	5.5	13.0	7.6
J. Blume:	6.4	5.5	0.0	6.2
C. Pike:	5.0	4.7	0.0	5.1
A.M. Martin:	3.2	3.9	0.0	3.6
L. Duncan:	4.5	0.8	0.0	2.9
F. Pascal:	0.6	4.7	0.0	2.5
S. O'Dell:	2.5	1.6	0.0	2.2
W.E. Meyers:	0.6	0.8	13.0	1.8
C. Cooney:	1.2	2.3	0.0	1.8
R. Dahl:	1.2	2.3	0.0	1.8

Note: Students may list more than one author.

80.2% of the '91-2, 73.4% of the '92-3, 71.9% of the '93-4, and 76.4% of all students listed a favorite author.

Table 18B: Percentage of students selecting favorite authors, grouping votes by the genre of the authors' writing.

	1991-92	1992-93	1993-94	1991-94
Horror:	55.4	48.3	33.3	50.8
Realism:	20.6	18.9	38.0	20.9
Fantasy:	9.0	14.8	0.0	11.0
Romance:	3.8	7.4	0.0	4.9
Adventure:	3.8	4.0	9.5	4.3
Animals:	3.8	3.4	0.0	4.0
Mys/Suspense:	1.9	2.0	9.5	2.5
Humor:	1.2	0.6	9.5	1.5

Question Seven: In general, how do you feel about reading?

Table 19: Percentage of students who feel very positively, conditionally positively and negatively toward reading.

	1991-92	1992-93	1993-94	1991-94
Very Positive:	56.0	58.6	53.1	56.9
Conditionally Positive:	32.0	22.6	21.8	24.6
Negative:	16.3	18.8	25.0	18.5

Question Eight: Did you enjoy any of the book talks? List the ones you liked.

Table 20: Percentage of students who did and did not enjoy the book talks.

	1991-92	1992-93	1993-94	1991-94
YES:	53.4	59.3	50	55.8
NO:	46.5	40.6	50	44.2

Note: No pattern that would lend itself to charting appeared from the books listed by students.



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