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AUTHOR Cosgrove, Maryellen S.  
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## ABSTRACT

This paper addresses the analysis of surveys administered to prekindergarten through eighth grade students and the analysis of parent and teacher interviews in an effort to determine why children read, what they prefer to read, and how adults can further motivate them to read. The premise of the paper is that attitudes (feelings toward an activity) and purposes (reasons to engage in an activity) are just as vital as knowing how to read. The paper first presents a review of the literature and then explains that the survey, designed by graduate students, was distributed to 431 students in four counties in a state located in the southeastern United States. It states that two teachers whose students completed the survey were interviewed, as were 22 parents. The paper reports that the data analysis indicated a significant disconnect between teachers' perceived notions of the purposes of their students' reading and the students' expressed purposes of why they read and what they want to read. It also reports that none of the students who regarded themselves as "poor" readers have a positive attitude toward reading, whereas 71% of the students who read "well" do enjoy reading, and recommends that educators become more aware that students who perceive themselves as weak readers have poor attitudes and have different reading preferences and purposes than more accomplished readers. The paper concludes with eight guidelines for improving reading skills and motivation. Contains 38 references and 5 tables of data. (NKA)

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by Maryellen S. Cosgrove

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Students' Views on the Purposes of Reading from  
Three Perspectives - Students, Teachers and Parents

Maryellen S. Cosgrove, Ph.D.

As I recently enjoyed a cappuccino and leisurely scanned the NY Times in my local chain bookstore, I overheard a young voice eagerly reading aloud a J. K Rowling's book to another child. I estimated that the reader was probably in first grade so I was quite impressed with her tackling such a long and complex book as well as by her oral reading. Having read Harry Potter and the Sorcerer's Stone myself, I knew that she was reading it accurately - and not just 'telling' the story. Her pace, fluency, and expression were extraordinary and far advanced beyond her age. When she paused to sip on a beverage, I couldn't help but compliment her excellent oral reading. She looked quite surprised and immediately responded with "That's not reading." Puzzled, I followed up with an obvious question - "Then what is reading?" As she reached for the book - a hint that our conversation was over - the young reader blurted out "Reading is for school work. This is fun." Even though her reply may be the opinion of just one student, she brought to the surface a concern that I have had for a long time.

As a doctoral student in the mid 1980's, I was inspired by the writings of Dr. Vincent Greaney (1980) and Jim Trelease (1982) in my attempt to identify factors and instructional strategies that would positively influence students' attitudes toward reading and their subsequent reading achievement. My dissertation yielded a statistically significant difference between the experimental and control groups on the effects of reading aloud on students' attitudes ( $F=4.609$ ,  $df=1$ ,  $p<0.05$ ). But despite changes in our society during the last fifteen years, we must still be concerned with the phenomenon that many students do not like to read despite possessing the

ability to read. Inspired by the young girl's comment, I decided to update my knowledge of students' attitudes toward reading. This article will address the analyses of interviews and surveys administered to prekindergarten through eighth grades students, parents and teachers in an effort to determine why children read, what they prefer to read, and how adults can further motivate them to want to read. It is the premise of this article that attitudes (feelings toward an activity) and purposes (reasons to engage in an activity) are just as vital as knowing how to read.

### Review of the Literature

We, in reading education, have a long history of advocating the importance of leading our students to value reading. Nearly one hundred years ago, Edmund Burke Huey (1908) noted that the "child does not want to learn reading as a mechanical tool. He must have a personal hunger for what is read" (p. 306). And more recently Graves, Juel, and Graves (1998) wrote:

Can you imagine reading something without a purpose for doing so? ... Why do you pick up the evening newspaper? Why do you read that novel before bedtime? Purpose is what motivates us, helps us focus our attention, or gives us a goal of something tangible to work towards. ... We read because somewhere in that combination of symbols is something we need or want - information, escape, excitement, knowledge, or whatever else our purpose may be. (p. 228)

The Commission on Reading, authors of the 1984 land-mark document Becoming a Nation of Readers, concluded that reading requires motivation and providing this motivation needs to be a top priority. The Commission, which was created by the United State Senate to write a meta-analysis of current research in reading, added that "increasing the proportion of

children who read widely and with evident satisfaction ought to be as much a goal of reading instruction as increasing the number who are competent readers” (p. 15). Today lawmakers are mandating the right to literacy as a ‘new civil right’. (Henry, 2001). Recent legislation, which has already been adopted in the House and Senate, will overhaul the federal elementary and secondary education programs including the addition of specific reading requirements for our nation’s children at every grade level.

The results from the 1999 National Assessment of Education Progress (NAEP) in reading reports that over 38 percent of fourth graders and 26 percent of eighth graders read below the ‘basic’ level which is defined as “partial mastery of the prerequisite knowledge and skills that are fundamental for proficient reading at each grade level” ( Hughes, 1999, p. 11). Furthermore, the overall reading performance levels are relatively flat among fourth graders across assessments given in 1992, 1994, 1998, and 2000 and the gap between the worst and best readers is widening (Christie, 2001; Haycock, Jerald & Huong, 2001). What is tragic about this report is the fact that we now know more about how children learn to read than ever before!

There is a plethora of research supporting the fact that instilling positive attitudes towards reading is just as fundamental as teaching decoding skills and comprehension strategies. In 1972 Wilson and Hall stated that a positive attitude is “essential for mastery of the printed page, yet this aspect of the reading process has generally not received the attention it deserves unlike word attack skills, comprehension skills, and study skills” (p. 1) Nine years later Spiegel (1981) asked “how is it that thousands of teachers in the United States have been unable to instill in their students a love of reading?” (p. 3) She attempted to answer her own question in the IRA

publication Reading for Pleasure by noting that the “nature of many developmental reading programs militates against voluntary reading for enjoyment” (p. 4). Nodelman (1992) concurred by writing “Many conventional methods of teaching children to read may be counterproductive producing more despair and disinterest than pleasure. ... Above all we need to avoid classroom experiences that might turn children away from the pleasures of literature” (p. 213). But despite the findings of a 1992 U.S. National Reading Research Center poll of International Reading Association members, which concluded that educators consider motivating students to want to read as a top priority, the act of teaching students to value reading is still neglected in many classrooms today (Cramer & Castle, 1994). Mikulecky (1994) admonished educators by stating that:

Love of literacy makes life richer but it is much more important than that.

Developing the habit of lifelong literacy helps ensure that our educational efforts are not wasted and that short-term literacy gains in school are not lost through disuse over summer and indeed throughout life. One-sided education that ignores fostering positive reading habits and attitudes is a potential danger to us all. It squanders resources through attempting to teach narrow skills which will be rapidly lost by a large percentage of children. It also develops negative literacy habits and attitudes which nearly guarantees that many students will be ill-fitted for life in a developed nation. (p. 253).

Indeed, the development of a love of reading is too important to be left to chance!

Alexander and Filler (1976) reported that teachers are a “significant force in promoting

positive attitude development and maintenance” (p. 34) and they must consciously attend to not only their actions but also their nonverbal behaviors such as tone of voice, facial expression, and posture during reading time. Dwyer and Dwyer (1994) succinctly wrote that “positive teachers create enthusiastic readers” (p. 72). Thus the pervasive atmosphere of the classroom and the teacher’s own attitudes toward reading can either enhance or decrease students’ attitudes towards reading (Cleworth, 1958; Kemper, 1969; Quick, 1973).

Since children learn from the behaviors of their teachers and parents, programs which provide time during the school day for both teachers and students to read for pleasure are very beneficial. According to Spiegel (1981), a recreational reading program should be a deliberately planned part of every classroom program. Although dated the comprehensive review of the effects of ‘sustained silent reading’ (SSR) indicated a positive effect on student attitudes when combined with a regular program of reading instruction (Moore, Jone, & Miller, 1980). Data from the updated version of SSR, now called ‘drop everything and read’ (DEAR), also yielded similar results. The common element of both programs encourages students to select their own reading materials and read at their own pace for recreational purposes during the school day (Lee-Daniels & Murray, 2000).

The importance of matching students to reading materials which support their individual interests cannot be underscored either. Groff (1962) established a significant correlation between students’ interest in the material and their attitudes toward reading. Spache (1974) reported that the most important influence on creating and maintaining positive attitudes toward reading is finding materials that match the students’ interests. Boulware and Foley (1998) wrote, “the

teacher's role is no longer one of pointing the students to the area of the library where books are found of appropriate difficulty but to aid them in discovering those books on the library shelves that will ultimately transform them into avid readers" (p. 21). According to Worthy (1996), students' interest in a topic is more important than the readability of the book. "In fact, when students have strong interest in what they read, they can frequently transcend their so-called reading level" (p. 205).

It has also been indicated that reading interests may be gender-based. Hansen (1969) found that girls showed a significantly higher reading attitude than boys and Askov and Fisher (1973) discovered the same finding even after removing the effects of achievement. Numerous studies have shown that all students have general reading preferences such as adventure, mystery and books with jokes and riddles (Fisher & Ayers, 1990; Greaney & Hegarty, 1987). But girls are usually satisfied to reading any kind of stories and genres whereas the boys prefer non-fiction materials about science, sports, and information (Fisher, 1994).

As students matriculate through elementary school, their reading attitudes and frequency of leisure time reading decline (Ley, 1994). Alexander and Filler (1976) warned that despite having favorable attitudes toward reading in the primary grades, it may lessen with time; thus, teachers and parents need to attend to maintaining a positive attitude towards reading in their children. However, Healy (1963) proved in her longitudinal study that the experimental group of fifth grade subjects whose attitudes had been positively changed continued to show positive attitudes and improved reading achievement in junior high school.



### Data Analysis

Graduate students enrolled in an educational research course designed the survey that was used for this study. The survey was distributed to 431 pre-kindergarten through grade eight students in four counties in a state located in southeastern United States. Besides demographic data (#1-grade level and #2-gender), the survey asked respondents four additional questions:

#3 - perceptions of reading ability - I THINK I READ (a) well, (b) poor, (c) average,

#4 - attitudes toward reading - I LIKE TO READ (a) yes, (b) no, (c) sometimes,

#5 - preferred types of reading - I READ (a) books, (b) newspapers, (c) magazines,

#6 - purpose of reading - THE REASON(S) I READ IS FOR

(a) information, (b) entertainment, (c) relaxation,

(d) finding out about other people, (e) learning how to do something,

(f) improving my reading skills, (g) doing school assignments.

Students' perceptions of their own reading abilities improved from prek through grade three (.69 to .80), dipped in grade four and then increased from grades five through eight (.58 to .67). Their attitudes toward reading declined from .69 in prek to .30 in grade eight with a low of .18 in seventh grade. The selection of books also declined from .92 in prek to .53 and .54 in seventh and eighth grades. On the other hand, the selection of magazines inversely increased from .15 in prek to .74 and .70 in seventh and eighth grades. A pattern was not established regarding the selection of newspapers; however, the highest percentages were at the third and eighth grades with .23 and .27 respectively. Students' purposes for reading were also scattered as follows:

Information - range = .41 (high of .80 at prek - low of .39 at grade seven),

Entertainment - range = .41 (high of .81 in grade seven - low of .40 in grade one),

Relaxation - range = .61 (high of .80 in prek - low of .21 in grade six),

Find out about people - range = .32 (high of .47 in K - low of .15 in prek),

Learn to do something - range = .37 (high of .50 in K - low of .23 in prek),

Improve reading skills - range = .56 (high of .72 in grade four - low of .16 in grade eight),

Do school work - range = .70 (high of .70 in K - low of 0 in prek).

Although not statistically significant, the difference between gender was greater than between grade levels. A 9.5 difference indicated that girls perceive themselves to be better readers than boys and 10.3 more girls have positive attitudes toward reading than the boys. Both genders enjoy reading books more than newspapers and magazines with fewer boys selecting books but more boys preferring magazines. Although slightly different in a numerical sense, both the girls and boys ranked their purposes for reading in the same order from the highest for 'entertainment' (62.5 and 55.3), 'do school work', 'information', 'improve skills', 'learn how to do something', 'relaxation', to the lowest 'find out about other people' (3.8 and 31.8). (Table One)

Not surprisingly, none of the students who regarded themselves as 'poor' readers have a positive attitude towards reading, whereas .71 of the students who read 'well' do enjoy reading. On the other hand more 'poor' readers (.50) selected magazines as compared to the good readers (.26). Also, 'poor' readers listed 'improve reading skills' and 'do school work' (.30 and .40) higher than the good readers (.10 and .18). (Table Two)

The survey responses between first grade students in a literature-based (LB) classroom

and a skills-based (SB) classroom were compared. These classroom ‘types’ were designated by the teachers themselves. During follow-up interviews, the literature-based teacher said that she primarily uses children’s literature and purposeful writing whereas the skills-based teacher uses only basals and workbooks. Students in the LB classroom marked that they are better readers than students in the SB classroom (.80 compared to .50). They also indicated more positive attitudes toward reading (.83 compared to .60). The LB students selected both books and magazines and all the SB students selected only books as their reading preference. No children in either classroom selected newspapers. The LB students indicated a cross-section of purposes for reading with ‘relaxation’ as the first choice (.90) and ‘find out about people’ as the last choice (.66). On the other hand ‘relaxation’ was the last choice (.17) for the SB students who selected ‘do school work’ as their first choice (.83). (Table Three)

As noted above, 23 graduate students in an education research class designed the survey. First they listed all their purposes for reading and then prioritized their responses. Secondly, they ranked the reasons why they think their students read. All but one listed entertainment and relaxation as their first choice to read but only 22.7 said it was their students’ first choice. This contrasts with 59.2 of the students who read for relaxation and entertainment. The next most commonly listed purpose was reading for information and learning; however, they ranked this as their second choice. 33.3 teachers rated their students’ purpose to read for information and learning as compared to 57.1 students. There was also a discrepancy between the third most commonly listed purpose - reading for school or work. Teachers ranked this as their third purpose but 66.6 noted that it ranked first for their students. On the other hand, 54.0 students

listed reading for school (or work) as a purpose. (Table Four)

As noted above, I interviewed two teachers after their students completed the survey. The first teacher referred to herself as a 'literature-based' educator who became dissatisfied using the required basal series several years ago when she noticed that, despite average standardized test scores, her students rarely read for pleasure. She noted that the more she began to use a variety of genres and encouraged her students to select their own materials the more "enthusiasm the students began to have toward reading." She continued with "connectivity to the written language is just as important as the mechanics of the written language". The teacher concluded the interview with the following comment.

This survey has opened my eyes to the fact that education is a two-way street. It is imperative for teachers to identify with the need for students to feel that they have a part of their own education. By allowing students to own their feelings about reading and letting their thoughts and ideas have value, these young people will begin to realize that reading and learning has a purpose for them.

The second teacher who admittedly uses only a basal reader and emphasizes skills over pleasure questioned the survey analysis which concluded that her students do not perceive themselves as 'good' readers nor do they appreciate reading. She concluded that the results were "thought-provoking and would begin to survey her students at the beginning of the year to better match her instruction with their affective needs."

Twenty-two parents also agreed to be interviewed. In order to ascertain their home literacy environment, I asked them what reading materials they have - including newspapers,

reference books, and novels. All of them read aloud to their children at least once per week and they all encourage them to read for pleasure, too. The parents listed reading for 'fun' as the primary purpose for their children's reading (.82) with doing school work as a secondary reason (.07). They indicated the preferred reading materials in the same proportion as their children with books being the highest at .90, then magazines at .09, and newspapers last at .01. As an aside, I also determined that all the parents expect their children to go to college even though more than half were not college graduates themselves. (Table Five).

In summary, the analyses of the surveys indicate a significant disconnect between teachers perceived notions of the purposes of their students' reading and the students expressed purposes of why they read and what they want to read. On the other hand, parents tend to be more aware of their own children's reading habits than the teachers.

The results of this study have several implications for educators. First, teachers need to be aware of their students' interests and purposes to read. What is read without purpose and interest, even though intended to apply isolated skills to reading, may help teach students to read but never very effectively or with lasting benefits. Secondly, the analysis of the student survey can assist educators and parents to understand their reasons why they want to read. These generalizations can be helpful in evaluating reading materials as well as guiding students to appropriate selections that meet their individual needs and purposes. Lastly, educators must be more aware that students who perceive of themselves as weak readers also have poor attitudes and have different reading preferences and purposes than more accomplished readers.

### Implications

The researchers cited in this review of the literature have indicated an association between purposeful and voluntary reading and students' general achievement in reading ability. Their conclusions were based, in part, on the thesis that personal motivation to want to read with a purpose leads to greater skill development. Just like an athlete who knows how to play a game will not improve unless s/he practices the sport, the same may be said for reading. Knowing the skills of reading will not necessarily guarantee a mastery of reading unless students 'practice' it on a voluntary and purposeful basis. This can be accomplished by adopting the following eight guidelines.

1. Periodically assess your students' attitudes because if you don't know where they are - you will not know where to lead them or be able to measure progress. I recommend using the McKenna and Kear (1990) instrument for younger children and the Estes scale (1971) for older students.
2. Monitor your own attitudes toward reading, too. Demonstrate your personal value of reading by practicing it orally and silently so that students can literally observe you reading with pleasure and enthusiasm. Make it apparent to your students that you enjoy reading and that you also expect them to value reading as well.
3. Be positive in your teaching approaches by reinforcing successful reading habits. Emphasize ability and comprehension rather than frequently correcting students' miscues particularly if they do not interfere with meaning. And never, ever use reading as a punishment!
- 4 Give children freedom to select their books since readers tend to choose what interest them.

Allow them ready access to the school and classroom media-centers and provide them with a variety of reading genres and materials. Make time for recreational reading during every school day, too.

5. Guide them to relate reading to their own lives. This is a powerful approach to lead readers to connect with the text on a personal level. By utilizing prereading strategies, such as K-W-L and anticipation guides, you will explicitly teach them how to find relevance in their reading.
6. Plan follow-up reading and writing activities that students enjoy while at the same time enhancing their comprehension. Some examples include writing a TV screen version for the story, creating a book jacket or poster for the book, or videotaping a commercial to 'sell' the book.
7. Provide situations where usefulness of reading is apparent, such as completing an interesting project, building a model, or cooking a favorite meal. Also, supply them with a variety of materials found in the every-day world including menus, bus schedules, recipes, TV schedules, phone books, coupons, ads, and even drivers' manuals.
8. Encourage parents to improve their children's attitudes by reading aloud to them, bringing attention to their own reading, and having a variety of reading materials in the home.

In conclusion, I want to thank the young reader in the bookstore by making me acutely aware that we still have a long way to go to instill positive attitudes in our students. She obviously is fortunate to have an adult in her life who values reading so much by immersing her in a literate environment and exposing her to literature. Remember though, that many of our students are not as fortunate; thus, it is up to us to not only teach them how to read but also instill in them the passion to want to read!

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**TABLE ONE - Grade and Gender Comparisons**

	PreK			K			1st			2nd			3rd		
	T	G	B	T	G	B	T	G	B	T	G	B	T	G	B
	13	8	5	34	21	13	74	39	35	39	18	21	65	41	24
2a	0.69	0.87	0.40	0.59	0.52	0.69	0.45	0.85	0.80	0.79	0.94	0.67	0.80	0.73	0.92
b	0.15	0.12	0.25	0.15	0.24	0	0	0	0	0	0	0	0.03	0.02	0.04
c	0.15	0	0.40	0.26	0.24	0.44	0.17	0.15	0.20	0.20	0.11	0.28	0.17	0.24	0.04
3a	0.69	0.87	0.40	0.68	0.57	0.85	0.66	0.64	0.68	0.67	0.61	0.71	0.66	0.68	0.62
b	0.08	0	0.25	0.03	0.05	0	0.04	0.02	0.06	0	0	0	0.08	0.04	0.12
c	0.23	0.12	0.40	0.29	0.34	0.15	0.31	0.36	0.26	0.33	0.44	0.24	0.28	0.27	0.29
4a	0.92	1.00	0.80	0.62	0.57	0.69	0.77	0.74	0.88	0.85	0.89	0.81	0.91	0.95	0.83
b	0	0	0	0.12	0.09	0.15	0.04	0.02	0.06	0.05	0.05	0.05	0.23	0.15	0.08
c	0.15	0.12	0.20	0.32	0.38	0.23	0.17	0.20	0.14	0.36	0.39	0.33	0.40	0.39	0.42
5a	0.80	0	0.20	0.65	0.76	0.46	0.59	0.64	0.54	0.61	0.78	0.48	0.52	0.58	0.52
b	0.69	0.87	0.40	0.59	0.62	0.54	0.40	0.41	0.40	0.41	0.39	0.43	0.48	0.49	0.46
c	0.80	0.12	0	0.53	0.52	0.54	0.42	0.41	0.43	0.36	0.39	0.33	0.40	0.39	0.42
d	0.15	0.12	0.20	0.47	0.48	0.46	0.35	0.36	0.34	0.26	0.33	0.19	0.29	0.36	0.17
e	0.23	0.25	0.20	0.50	0.57	0.38	0.44	0.54	0.34	0.46	0.55	0.38	0.40	0.39	0.42
f	0.23	0.25	0.20	0.62	0.67	0.54	0.57	0.51	0.63	0.67	0.72	0.62	0.48	0.46	0.50
g	0	0	0	0.70	0.67	0.77	0.59	0.49	0.71	0.59	0.61	0.57	0.61	0.63	0.58

T = Total  
 G = Girls  
 B = Boys

**TABLE ONE - Grade and Gender Comparisons**

Continued

	4th			5th			6th			7th			8th			Total Gender Differences				
	T	G	B	T	G	B	T	G	B	T	G	B	T	G	B	T	G	B		
2a	0.58	0.69	0.45	0.65	0.79	0.50	0.55	0.57	0.52	0.63	0.80	0.52	0.67	0.50	0.84	0.67	0.50	0.84	72.6	63.1
b	0	0	0	0.04	0.04	0.04	0.05	0	0.09	0	0	0	0	0	0	0	0	0	4.2	4.2
c	0.42	0.30	0.55	0.30	0.17	0.45	0.43	0.43	0.43	0.37	0.20	0.48	0.32	0.50	0.16	0.32	0.50	0.16	23.4	34.3
3a	0.46	0.52	0.40	0.35	0.37	0.32	0.40	0.57	0.24	0.18	0.33	0.09	0.30	0.39	0.21	0.30	0.39	0.21	55.5	45.2
b	0.05	0.04	0.05	0.02	0	0.04	0.09	0	0.19	0.29	0.13	0.39	0.13	0.11	0.16	0.13	0.11	0.16	3.9	12.3
c	0.51	0.48	0.55	0.63	0.67	0.64	0.52	0.43	0.62	0.53	0.53	0.52	0.57	0.50	0.63	0.57	0.50	0.63	41.4	43.0
4a	0.74	0.91	0.55	0.76	0.79	0.73	0.74	0.86	0.62	0.53	0.67	0.43	0.54	0.55	0.53	0.54	0.55	0.53	79.3	68.7
b	0.12	0.09	0.15	0.06	0	0.14	0.09	0.42	0.05	0.18	0.27	0.13	0.27	0.22	0.31	0.27	0.22	0.31	13.1	11.2
c	0.46	0.26	0.70	0.39	0.29	0.50	0.57	0.67	0.48	0.74	0.80	0.69	0.70	0.72	0.68	0.70	0.72	0.68	42.2	43.7
5a	0.65	0.61	0.70	0.43	0.46	0.41	0.48	0.52	0.43	0.39	0.47	0.35	0.62	0.50	0.74	0.62	0.50	0.74	53.2	48.3
b	0.58	0.61	0.55	0.69	0.50	0.91	0.57	0.71	0.43	0.81	0.87	0.78	0.70	0.78	0.63	0.70	0.78	0.63	62.5	55.3
c	0.56	0.61	0.50	0.50	0.37	0.64	0.21	0.24	0.19	0.42	0.67	0.26	0.40	0.44	0.37	0.40	0.44	0.37	41.6	36.8
d	0.42	0.43	0.40	0.33	0.37	0.27	0.40	0.38	0.43	0.45	0.60	0.35	0.38	0.39	0.37	0.38	0.39	0.37	33.8	31.8
e	0.56	0.52	0.60	0.30	0.25	0.36	0.45	0.33	0.57	0.50	0.66	0.39	0.49	0.33	0.63	0.49	0.33	0.63	43.9	42.7
f	0.72	0.78	0.65	0.63	0.62	0.64	0.64	0.71	0.57	0.18	0.13	0.22	0.16	0.28	0.05	0.16	0.28	0.05	51.3	46.2
g	0.65	0.69	0.60	0.65	0.58	0.73	0.50	0.71	0.28	0.53	0.67	0.43	0.57	0.55	0.59	0.57	0.55	0.59	56.0	52.7

**T = Total**  
**G = Girls**  
**B = Boys**

**Note: Students responded to multiple choices for items #4 and #5.**

**TABLE TWO: Students' Perceptions of Own Reading Ability**

	<b>POOR</b> 10	<b>AVERAGE</b> 114	<b>WELL</b> 294
3a	0	0.29	0.71
b	0.40	0.17	0
c	0.60	0.54	0.29
4a	0.70	0.72	0.91
b	0	0.10	0.11
c	0.50	0.52	0.26
5a	0.60	0.42	0.82
b	0.50	0.64	0.86
c	0.40	0.40	0.80
d	0.50	0.29	0.75
e	0.70	0.48	0.80
f	0.30	0.53	0.10
g	0.40	0.60	0.18

**Note: PreK was not used in this sample.**

**TABLE THREE: Literature vs. Skills 1st Grade**

	<b>LITERATURE</b> 15	<b>SKILLS</b> 6
2a	0.80	0.50
b	0	0
c	0.20	0.50
3a	0.83	0.60
b	0	0
c	0.40	0.17
4a	0.66	100
b	0	0
c	0.34	0
5a	0.80	0.33
b	0.80	0.33
c	0.93	0.17
d	0.66	0.33
e	0.80	0.33
f	0.86	0.67
g	0.86	0.83

**TABLE FOUR: Comparison of Teachers and Students**

**A. Entertainment and Relaxation (22/23):**

	<b>Teacher's Own Purpose</b>	<b>Teacher's Perceptions of Students</b>	<b>Students</b>
1st	54.5	22.7	Listed: 59.2
2nd	18.1	22.7	Girls: 62.5
3rd	13.6	45.4	Boys: 55.3
Not Listed	13.6	0.0	

**B. Information and Learning (18/23):**

	<b>Teacher's Own Purpose</b>	<b>Teacher's Perceptions of Students</b>	<b>Students</b>
1st	16.6	33.3	Listed: 57.1
2nd	61.1	38.8	Girls: 53.2
3rd	16.6	16.6	Boys: 48.3
Not Listed	5.5	11.1	

**C. School or Work (15/23):**

	<b>Teacher's Own Purpose</b>	<b>Teacher's Perceptions of Students</b>	<b>Students</b>
1st	13.3	66.6	Listed: 54.0
2nd	6.6	6.6	Girls: 56.0
3rd	66.6	26.6	Boys: 52.7
Not Listed	13.3	0.0	



**TABLE FIVE: Parent Interviews**

	<b>Yes</b>	<b>No</b>
1 <b>Daily Newspaper</b>	89%	11%
2 <b>Reference Books</b>	100%	0%
3 <b>Novels</b>	100%	0%
4 <b>Read to Child Weekly</b>	100%	0%
5 <b>Read to Child Daily</b>	87%	13%
6 <b>Encourage Child to Read</b>	100%	0%
7 <b>Child's Purpose to Read:</b>		
Fun	82%	
Work	7%	
Both	11%	
8 <b>Child's Preferences:</b>		
Books	90%	
News	1%	
Magazines	9%	
9 <b>Expectation of Child's Education:</b>		
Grad School	5%	
College	95%	
High School	0%	
10 <b>Own Education:</b>		
Grad School	4%	
College	45%	
High School	51%	



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Signature: <i>Maryellen Cosgrove</i>	Printed Name/Position/Title: <i>Maryellen S. Cosgrove, Ph.D. Professor</i>
Organization/Address: <i>Armstrong Atlantic State Univ.</i>	Telephone: <i>912 921 5587</i>
<i>11935 Abercorn Street</i>	Fax: <i>912 921 5587</i>
<i>Savannah, GA 31419-1997</i>	E-mail Address: <i>cosgrovm@</i>
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