

Northwestern College, Iowa

NWCommons

Master's Theses & Capstone Projects

Education

Spring 2023

The Impact of Motivational Elements on Reading Achievement and Reading Motivation in Young Learners

Meredith Stroot

Follow this and additional works at: https://nwcommons.nwciowa.edu/education_masters



Part of the [Education Commons](#)

**The Impact of Motivational Elements
on Reading Achievement and Reading Motivation
in Young Learners**

Meredith Stroot

Capstone Project: An Action Research Project

Northwestern College, Orange City, Iowa

Abstract

The purpose of this action research project was to study the impact reading instruction that included motivational elements had on the reading achievement and reading motivation of early elementary students. Added motivational elements included modifying instruction to meet students' preferences and interests and allowing for choice and collaboration within learning experiences. Struggling first grade readers were the target of this quantitative research, which used a fluency word reading probe and reading motivational survey to gather data. The data of a control and treatment group were compared using a four-way factorial means test to analyze the impact the modified reading intervention had on students' reading skills and motivation growth. The outcomes of this study can inform teachers and interventionists wanting to understand their students as a whole reader and adjust their instruction accordingly. The research on reading motivation and its impact on young struggling readers provides educators with another avenue to explore in their quest to successfully grow the reading skills and beliefs of their students.

Keywords: early elementary, reading achievement, reading intervention, reading motivation

Table of Contents

Abstract.....	2
Introduction.....	4
Review of the Literature.....	6
Linking Reading Achievement to Reading Motivation.....	6
Expectancy-Value Theory of Motivation.....	9
Measuring Reading Motivation in Young Students.....	12
Integrating Motivational Elements into Instruction.....	15
Conclusion.....	19
Methodology.....	19
Participants.....	20
Intervention.....	21
Research Questions and Variables.....	22
Data Collection.....	23
Data Analysis.....	25
Discussion.....	29
Summary of Major Findings.....	29
Limitations of the Study.....	31
Future Research.....	32
Conclusion.....	33
References.....	35
Appendix. Treatment Group’s Intervention Lesson Plans and Notes.....	39

**The Impact of Motivational Elements
on Reading Achievement and Reading Motivation
in Young Learners**

Equipping students with foundational reading skills and intervening early in their reading development is vital in helping students become successful readers (Partanen & Siegel, 2014). Difficulties can arise when students who are struggling to attain reading skills are also struggling with the motivation to read and learn to read (Vaknin-Nusbaum et al., 2018). When both factors are working simultaneously, a lack of motivation can deepen a lack in reading growth and vice versa. Addressing both reading achievement and reading motivation in how we intervene around reading difficulties in early learners can have a lasting impact in developing students prepared to use reading as a means of learning later in their educational career.

Could improving reading motivation improve reading achievement in students as young as first grade? This is the question of this action research project. The site for this study is two early elementary buildings in a small rural school district in Iowa. The schools serve students in preschool through first grade. Currently the schools are using research-based reading interventions within a Multi-Tiered System of Supports structure to meet the needs of struggling readers. Whereas these efforts are proving to be effective for some students, many students, especially at the first-grade level, continue to score below grade level expectations on universal reading screeners. Some of these students' struggles seem to go deeper than a lack of foundational reading skills, instead lying in their motivation and self-efficacy to build their reading skills. This action research project will look at the problem of improving these students' reading achievement by examining instructional strategies to address their reading motivation.

This problem has been examined in other research, but mostly with older students, so there is a need to explore more strategies to address developing reading motivation in young

students and how this lack of motivation impacts their reading achievement (Vaknin-Nusbaum & Tuckwiller, 2022). This action research project aims to look at how adding motivational elements to first grade students' reading intervention impacts growth in both their reading achievement and motivation. As educators work with students acquiring the skills necessary to become fluent readers, considering these readers' thoughts, concerns, and emotions can become lost. This action research project will allow educators to look at the whole student in their quest to help them become readers. Strategies and tools explored in this action research will be built not only on research-based foundational reading instruction, but infused with developmentally appropriate strategies that address students' self-beliefs and efficacy in becoming a reader. With this knowledge, the hope is that educators will be able to build successful readers who know the power of being able to read.

Research for this paper was drawn from the ERIC (Education Resources Information Center) database, the WorldCat discovery tool through DeWitt Library, and Google Scholar. Articles included in this research were chosen based on a publication date within the last ten years and are all peer-reviewed articles published in a scholarly journal. Articles were also chosen based on research specifically around reading motivation, even though motivation is a factor in other academic areas. Location and language were not inclusion factors as articles chosen span countries and languages where students are being taught to read. A selection focus was placed on the age of students in the research as most included articles are aimed at learners between preschool and second grade.

Researchers have found that reading motivation does correlate to the reading achievement of young learners (Erickson et al., 2021; Vaknin-Nusbaum & Tuckwiller, 2022; Fives et al., 2014; Vaknin-Nusbaum et al., 2018). These findings suggest the need for educators

to intentionally plan and integrate motivational elements into reading instruction. If implemented, motivational elements will impact growth in students' reading motivation and in turn affect their reading achievement.

Research around reading motivation and its impact on instruction and students is further explored in the following literature review. The literature review begins by examining the link between reading motivation and reading achievement and the factors that can influence this data. Next, the expectancy-value theory of motivation is defined, and the ways this theory connects to students' reading motivation are explored. Then, research is shared around data collection for reading motivation in young students. Finally, research around why specific motivational elements were chosen to be integrated into this action research study is shared.

Review of the Literature

Linking Reading Achievement to Reading Motivation

When students are struggling in the area of reading, teachers attempt to diagnose holes in their skill acquisition. Does the student lack foundational phonemic awareness skills? Are their decoding skills impacted by the need for more phonics instruction? Do they require explicit instruction around vocabulary and reading comprehension? The findings of several researchers have prompted the question, is the student's lack of reading motivation preventing them from growing and finding success as a reader? Several studies have found that reading motivation does influence the reading achievement of students, but differences exist in the ways age, gender, socioeconomic status, and skill areas impact reading motivation and thus reading achievement (Toste et al., 2020).

An assumption might be made that the factor of motivation plays a significant role only in the reading achievement of secondary students. Young students are often perceived as eager to

learn and less aware of their development in comparison to others, but research has shown that age is not a reason to discount the importance of reading motivation development. In Toste et al.'s (2020) meta-analytic review of research on reading achievement and reading motivation in kindergarten through twelfth grade students, data indicates that although high school students' reading motivation is more impactful on their reading achievement ($r = .33$), young students' reading motivation is a significant piece ($r = .20$) of their reading development, a factor that should be taken into consideration.

Altun's (2019) research dove into an even younger age bracket by interviewing preschoolers around their reading motivation. These preschool students, just in the early stages of their reading development, could already indicate the importance of learning to read by connecting it to their future scholastic achievements and employment and financial success. While young students' reading motivation is important to consider, difficulties in gathering accurate reading motivation data can arise due to the developmental stage of their learning and thinking. Young struggling readers may have an inflated sense of self-belief as they may not realize they have reading struggles or are overcompensating as a defense mechanism (Fives et al., 2014). Knowing and understanding students' age and background is important in collecting reading motivation data and will be explored more deeply in a later section. Understanding the importance reading motivation plays in reading achievement in older students raises further reasons that reading motivation should be considered and nurtured in young students, all to prevent low reading motivation later in their academic career.

Achievement gaps related to gender and socioeconomic status are well known within our education system, though these demographics do not necessarily play a significant part in the impact of reading motivation on reading achievement. Research conducted on sixth grade

students in Ireland looked at the relationship between gender and socioeconomic status and reading motivation (Kavanaugh, 2019). This study concluded that there were not significant differences in the strength of the relationship between girls' and boys' or between low socioeconomic status students' and high socioeconomic students' reading motivation and reading achievement. Kavanaugh's (2019) research did find there were differences in how much reading students were doing. Girls and students of higher socioeconomic status read more than boys or students of lower socioeconomic status. Increased reading activity strengthens students' reading motivation and achievement. Gender and socioeconomic status were not a factor in an increased correlation of reading achievement and reading motivation, but this study's data does point to the importance of increasing motivation for populations in a quest to improve reading skills and close achievement gaps.

It seems only natural that students who are good readers are motivated to read and those students who struggle with reading avoid and dislike the task. Research findings align with this hypothesis, indicating a significant correlation ($r = .44$) between high-achieving students and high reading motivation and low-achieving students and low reading motivation (Vaknin-Nusbaum & Tuckwiller, 2022). Struggling readers can have a variety of skill deficits impacting their reading achievement; improving these skill areas can, in turn, improve their reading motivation (Vaknin-Nusbaum et al., 2018). Vaknin-Nusbaum et al.'s (2018) research included several assessments of individual reading skills alongside a reading motivation questionnaire. Data indicated a correlation between reading motivation and decoding ($r = .32$) and reading comprehension ($r = .30$) in low achieving students. As expected, students who performed poorly in these areas had lower overall reading motivation scores. Instruction aimed at building students' skills in unlocking words and reading for meaning will instill a strong belief in their reading skills,

encouraging them to read more and continue to develop their skills. Skill-driven instruction is an integral piece of foundational reading skill development for early readers. Likewise, diagnosing and intervening with young struggling readers around the skills necessary for overcoming reading difficulties lays a foundation of strong reading motivation that is essential in their current and future reading success.

The proceeding research indicates that reading achievement and reading motivation correlation is highest between the reading skill level of the reader and their motivation. In this sense, reading motivation and achievement go hand in hand with one influencing the other. This correlation drives this action research project. If educators are to assist struggling readers, reading motivation must be factored into their instruction.

Expectancy-Value Theory of Motivation

Motivation encompasses more than the desire to do a task. A person's brain weighs their ability, the value, and the cost involved in completing the task. All these factors contribute to a student's motivation to participate and engage in learning, and young children are no exception. The expectancy-value (E-V) theory encompasses the importance of "choice, persistence, and performance" in the motivation of an individual and has emerged as a guiding principle in understanding and designing instruction that takes a child's reading motivation into account (Erickson, 2019b, p. 68). Other theories of motivation have been researched in relation to reading motivation in students, but E-V theory aligns well with the developmental stage of young students. It is necessary that early readers begin establishing a view of learning to read as a doorway to lifelong learning. Teachers can foster this belief by understanding the underlying concepts that shape value and lead to motivation.

“Why do I need to learn this?” This is a question students often ask teachers. This question is evidence that students are judging the utility value of the learning, and this type of thinking affects their motivation to learn the skill or concept. Students may wonder how they will use the skill across other contexts or within future learning. Students who see usefulness with learning to read value the practice and effort it takes to acquire the prerequisite skills (Erickson et al., 2021).

In Erickson’s (2019b) research of young students’ perceptions about their reading intervention, six of the eight students reported their appreciation for a quiet place to complete the intervention. In a different study from Erickson (2019a), an interviewed student reflected on the importance of getting feedback from a teacher on their reading within their intervention time. This qualitative data is evidence of the value students place on learning to read along with their understanding of the required focus, concentration, and effort. The level of usefulness students attach to a skill or concept is one deciding factor in their motivation to participate and engage with the learning.

Another factor impacting students’ perception of a task is the interest value it holds (Erickson, 2019a). In other words, will students find enjoyment in the task and learning? Even before a learning activity begins, students’ prior experiences and personal preferences impact how they will engage with the activity. Students’ interest in a task can be piqued by the inclusion of a favorite character or style of learning, resulting in their willingness to participate (Erickson et al., 2021). Students might also find interest value in how the skill can help them expand on their interests. In Erickson’s (2019a) research, students cited the importance of reading about a topic that interested them in their motivation to participate in their reading intervention. They were able to learn more about a topic through reading, motivating them to strengthen their

reading skills. The value placed on tailoring early reading interventions to students' interests can get lost when designing instruction, but for students with low reading motivation, interest value is an asset to understand and include.

Along with considering the value or benefits of participating in learning, a student also considers the costs of participating. Costs can be described as any negative part of participating in a task or learning (Erickson, 2019b). Students in Erickson's (2019b) research described lack of choice within their intervention and the comfort-level of the classroom as costs of participating in their reading intervention. When the costs of participating in a task outweigh the benefits, teachers begin to see students avoid the task or not engage in the learning. Three of the eight students enrolled in Erickson's (2019b) study noted more costs than benefits in their participation in the intervention; this assessment was further confirmed through observations of these students' behaviors during instruction. The last thing teachers want to do is conduct an intervention that digs a struggling reader even deeper into a lack of reading motivation. According to Erickson (2019a), "In thinking specifically of reading intervention programs serving individuals whose motivation is already vulnerable (e.g., boys), it is disheartening to imagine that students who perceive participation in such programs too costly may avoid both tasks during intervention sessions and those that appear similar outside of them" (p. 359). Understanding the costs students associate with participating in reading can further aid in designing an intervention geared at addressing not only a skill deficit, but also reading motivation.

Understanding and aligning with a theory provides advantages within the research of reading motivation, but only 39% of the research articles included in McBreen & Savage's (2021) meta-analysis included mention of an adhered theory. In fact, researchers who have

adapted E-V theory as their framework are calling for more research to better understand its impact on the reading motivation of elementary aged students (Erickson, 2019a; Erickson, 2019b; Erickson et al., 2021) By understanding the underlying theory involved in the design of an intervention, teachers are better able to generalize and adapt the intervention to their own unique students. Reading motivation is going to look different for every student, but common themes about what students find beneficial and costly about learning to read can provide teachers with a framework for providing instruction balanced on building reading skills along with reading motivation. This understanding will grow with more careful data collection around reading motivation.

Measuring Reading Motivation in Young Students

If a teacher wants to diagnose and monitor growth in an area of concern for a student, assessment and data collection are necessary. The same holds true for the area of reading motivation. The what and how of measuring reading motivation in students, especially young readers, can prove to be challenging, and requires a clear understanding of the multi-dimensional traits of reading motivation and best practices around assessing young students.

Several facets create the whole of a person's reading motivation, but two areas have emerged as the most important to measure: reading self-concept and reading value (Marinak et al., 2015; Zheng et al., 2016). Reading self-concept is how a reader perceives their own process of learning to read and their current reading abilities. Reading value is how a reader perceives the value in learning how to read and how it relates to their future. Both areas play a part in shaping a student's reading motivation and should be considered when designing reading instruction.

Reading self-concept impacts our thinking around and performance of the task of reading. The higher our reading self-concept is, the more intrinsically motivated we are to read

(Marinak et al., 2015). Questions to probe students' perceived reading self-concept might ask if reading is difficult or easy, if they are a good or not good reader, and if they enjoy reading or not. Research has shown that reading self-concept can change over time and correlates to an increase in students' reading achievement (Vaknin-Nusbaum et al., 2018; Walgermo et al., 2018).

Reading skills and reading self-concept often work in tandem. In the research of Vaknin-Nusbaum et al. (2018), a strong correlation ($r = .29$) was found between increased reading comprehension and decoding skills of struggling second grade readers and an increase in their reading self-concept. Because of the developmental stage of young readers, differences might lie in how the child perceives their reading abilities and what they truly are. For example, a student may think they are a good reader, but in actuality has gaps in their skills. Even in these instances, the link between reading skills and reading self-concept remains strong. Walgermo et al. (2018) found that young students who perceived themselves as good readers were better able to develop their skills in comparison to students who thought they were poor readers and just "anticipate failure" (p. 1394). This finding indicates that teachers need to understand the reading self-concept of their students, especially those that are struggling, to better tailor their instruction and monitor changes in their reading self-concept over time.

The ways that students value reading is shaped over the experiences they have had in their community, home, and school. As stated earlier, even preschoolers begin making connections between reading skills and their future success (Altun, 2019). When students find value in reading, they are more motivated to develop their reading skills. Questions to probe students' thoughts around the value of reading might ask about the importance of learning to read, spending time reading, and becoming a good reader. Although the value of reading is part

of measuring a student's reading motivation, it has not been shown to have a high correlation to changes in students' reading skills or motivation over time (Vaknin-Nusbaum et al., 2018).

Marinak et al. (2015) debates this finding, stating that reading value is important in motivating students to persevere even when learning to read is challenging. Whereas the findings are mixed, understanding the value a student places on learning to read impacts the way teachers will present reading to students and can give insight to their thoughts, feelings, and actions during reading instruction.

In measuring reading motivation in early readers, a third area of importance has emerged—"literacy out loud" (Marinak et al., 2015, p. 53). Marinak et al (2015) state, "Reading out loud, talking about books, and being read to appear to influence the development of reading motivation in kindergarten through second-grade children more so than in grades 3 and beyond" (p. 60). This finding aligns with Altun's (2019) research around preschool students' emergent reading motivation. In this study, emergent readers identified entertainment and play and communication as important parts of reading. These areas were not identified in data collected from later elementary students. Questions that probe students' thoughts towards literacy out loud might ask how students feel about talking to their peers about books, listening to their teacher read books aloud, or about reading aloud to someone else. In early childhood classrooms, much of reading instruction is done through literacy out loud activities, and students' participation in these activities is vital to their reading development. Data collected around students' feelings towards literacy out loud experiences gives teachers insight into underlying reasons for their reading motivation and how to encourage students' participation.

Knowing the importance of measuring young readers' reading self-concept, reading value, and feelings towards literacy out loud in studying reading motivation helps in choosing an

appropriate assessment. Me and My Reading Profile (MMRP) is a reading motivation survey geared towards students in kindergarten through second grade and has been proven reliable and valid in measuring reading motivation in young students (Marinak et al., 2015). Not only does the MMRP include questions around the three highlighted areas of reading motivation, but it does so in a way that honors students' developmental stage. The MMRP uses a Likert scale to measure students' thoughts and feelings. It uses a three-point scale rather than a four- or five-point scale so young students are not overwhelmed with remembering what each number of the scale represents. Animal icons are used to help students navigate through the survey as their teacher reads each question aloud to them. The survey's questions and answer options are concise and easy for young students to understand. Both the appearance and the administration of the MMRP have been designed with young students' developmental stage in mind, making it a helpful tool in measuring their reading motivation.

Teachers cannot begin to reap the benefits of the connection between reading achievement and reading motivation without first understanding what traits to look for in the development of reading motivation and how to measure progress over time. Reading motivation is multi-dimensional, with each strand having a different level of impact depending on the age and stage of the student. The MMRP offers questions clearly tied to the three dimensions of reading motivation in young students. With this data, teachers can plan instruction that not only targets reading skills but considers traits and struggles of students' reading motivation.

Integrating Motivational Elements into Instruction

Through intentionally planned teacher actions and instructional activities, reading motivation can be influenced side by side with reading achievement. The number of strategies that emerge from looking at the research around reading motivation can be overwhelming but

can be narrowed by considering the specific needs of young readers. Young students' reading self-concept needs to be supported through strategies that embrace scaffolded instruction and self-regulation. To foster students' sense of reading value and interests, the inclusion of relevance, choice, and collaboration should be considered when choosing instructional strategies. When looking through the lens of these motivational elements, teachers can better choose instructional strategies that will impact students' reading motivation.

Struggling readers need to feel supported if they are to make progress in their skill development. If they feel threatened or anxious about the activities within their reading intervention, it is unlikely they will engage and participate to the level needed to make growth. Reading Recovery is a well-researched reading intervention for young struggling readers that contains several tenets that support the reading motivation of students and can be generalized to other settings (Bates et al., 2016; Forbes & Fullerton, 2014). Instruction within Reading Recovery is carefully scaffolded and individualized to support the stage of each student's skills: "This [tailored approach] reduces the likelihood of children experiencing the type of frustration that can lower motivation" (Bates et al., 2016, p. 57). Teachers must consider students' reading skill data in determining what skills they have mastered and what skill they are ready to tackle next. This essential information supports the importance of the time and effort that should go into administering diagnostic assessments to students to pinpoint the skills needed and matching instruction to these skills. Planning opportunities within reading interventions for teacher modeling, choral reading, echo reading, and partner reading offer students a supportive environment that builds their reading self-concept and ensures they will experience success throughout the instruction (Mehigan, 2020).

Students' self-concept is also increased when self-regulation strategies are integrated into a reading intervention. Denton et al.'s (2021) research included a reading intervention with self-regulation instruction. The self-regulation instruction included a goal-setting aspect and time for students to practice positive self-talk around their reading abilities. Teachers in the study observed a positive impact on their students' reading self-concept in response to the intentionally added strategies. The way reading interventions are structured and the intent behind included elements can positively impact students' reading self-concept. Teachers can design for success by scaffolding instruction and including self-regulation strategies.

When students can relate to the activities and experiences and are provided choice within their reading intervention, motivation is increased (Nevo & Vaknin-Nusbaum, 2020). Relevance and choice play a key role in increasing students' interests and engagement during a reading intervention, making it more likely they will participate fully, push through challenges, and continue practice outside of the intervention setting. Establishing relevance for students within a reading intervention requires teachers to get to know their students' background knowledge, interests, and preferences. Incorporating favorite characters or animals can draw students in. These might be included in the texts students read or as a manipulative in a game or activity (Erickson et al., 2021). Students who learn best visually or through hands-on activities will benefit from technology integration and gamified learning experiences. Choice can be reflected in the array of texts provided or in the materials used for learning activities. If students are not given an active voice in the relevance and choice of their intervention, the intervention can negatively impact reading motivation. For example, students participating in a reading intervention themed around worms expressed their boredom and tiredness of the topic after several exposures and wanted to be able to choose other topics they were interested in (Erickson,

2019a). Relevance and choice are commonplace in many early childhood classrooms but should be laser focused when working to improve the reading motivation of struggling young readers.

Collaboration is another motivational element proven to increase the reading motivation of young readers. Collaboration could include interaction between peers, but also relies on the relationship built between the teacher and student. Literacy out loud was deemed an important trait of reading motivation specifically in young readers as much of this strategy is implemented through communication and collaboration between teachers and students and students and students (Marinak et al., 2015). Many of the intervention modifications already mentioned reflect the characteristics of literacy out loud, such as echo reading, choral reading, and partner reading. These strategies invite students to work together in practicing and improving their reading skills. Gamifying learning experiences also promotes collaboration amongst peers during an intervention. In the research study of Barwasser et al. (2023), students played a racetrack-style fluency game with a peer, resulting in an effect size of .76 on students' reading fluency score.

Teacher relatedness is another important piece that impacts students' reading motivation (Guay et al., 2019). Students' intrinsic reading motivation is positively impacted by a warm and caring relationship with their teacher and can be strengthened by the type of feedback delivered by the teacher. The before-mentioned intervention, Reading Recovery, encourages teachers to follow the lead of the student and build a "collaborative dance" that does not rely on a script but responds to students' needs and interests in the moment (Bates et al., 2016, p. 50). Collaboration, in all its forms, not only engages young readers, but impacts their reading achievement and motivation.

Incorporating motivational elements into reading interventions does not require teachers to discard their current practices; it can be accomplished through modifying the activities,

materials, and tone of the intervention. Putting the student and their strengths and needs at the center of the intervention design will help a teacher integrate supportive learning structures to foster reading self-concept and incorporate relevance, choice, and collaboration. These modifications can have a lasting impact on increasing the reading achievement and reading motivation of students.

Conclusion

The connection between reading achievement and reading motivation cannot be ignored and needs to be more actively recognized and responded to, especially when working with young struggling readers. Through understanding the underlying theory and measuring reading motivation in young readers, instruction can be implemented that responds to students' reading skill needs and their level of reading motivation. In the words of Erickson et al. (2021), "There is no need to dismiss one goal to prioritize the other. Both are worthy and necessary to produce proficient lifelong readers" (p. 501). By improving reading motivation early on in young readers' educational careers, teachers have the potential to save them from continuing hardships that come with being a struggling reader.

Methodology

The literature related to reading motivation and its impact on reading achievement informed this action research project. Tools and components discovered in the literature were embedded into the methodology of the project. The purpose of this project was to examine the effects a reading intervention with added motivational elements had on the reading skills and reading motivation of first grade students. The outcomes of this project will help shape future interventions that best serve the needs of young struggling readers at the research site.

Participants

This action research project was conducted in a rural public school district in Central Iowa. The sites were two early elementary buildings that house preschool through first grades. The student population of approximately 326 consists of 85% Caucasian students, 7% Hispanic students, 7% multi-racial students, and 1% African American students. Around 42% of students qualify for free or reduced lunch.

All kindergarten and first grade students participate in a daily 90-minute literacy block that involves whole and small group instruction. In addition to the 90-minute literacy block, all students are placed in a literacy intervention group that meets for 20-minutes daily. This intervention time is called What I Need (WIN). Each group is delivered instruction based on the specific foundational literacy skill area around which the students need remediation, practice, or extension. Twenty-two students in kindergarten through first grade have a reading goal as part of their Individualized Education Program (IEP) and receive specially designed instruction daily around reading. Fifty-seven students receive an additional daily reading intervention through the schools' Title I reading program. The two building sites have been working in the last three years to strengthen literacy instruction and in turn impact the reading achievement of all student populations.

The specific students chosen for this action research project are first grade students who are working on the skill of fluently reading words with the consonant-vowel-consonant (CVC) spelling pattern. By the winter of first grade, students are expected to read seventeen CVC nonsense words in one minute. All eight students participating in this research did not meet the winter benchmark score and were put into a WIN group to increase their fluency around reading CVC words. The eight students were split evenly into a control and treatment group with one group at each of the two building sites. Each group contained two boys and two girls. The

treatment group consisted of one Hispanic student and three Caucasian students, while the control group consisted of all Caucasian students and one student with a reading IEP. The teacher for the control group was an experienced first grade teacher, and the treatment groups' teacher was the researcher.

Intervention

Since students in the control and treatment groups needed continued instruction around fluently reading CVC words, research-based interventions tied to this skill area were chosen. Both groups received an intervention that included components around building and spelling CVC words, reading CVC words in isolation, and reading CVC words within decodable texts in the form of sentences and passages. The control group's teacher used a research-based intervention protocol, Word Mix Up, created by FASTBridge. The treatment group's teacher used the research-based curriculum Foundations from the University of Florida Literacy Institute (UFLI). Both interventions were delivered for ten sessions, each twenty minutes long.

The control group's intervention was delivered with fidelity, and the teacher used the Word Mix Up protocol to guide the instructional steps. The researcher observed the control group's teacher twice over the course of the ten intervention sessions, filling out a fidelity checklist provided by FASTBridge and tied to the intervention protocol. These fidelity checks resulted in a score of 94% and 95% respectively, indicating a strong adherence to the intervention's prescribed protocol.

The treatment group's intervention used the UFLI Foundations curriculum as a base, but motivational elements were added into the instructional steps. Prior to instruction, lesson plans, including the motivational elements, were clearly written out and described. Notes were taken after each intervention session to record what occurred in each session (see Appendix).

Motivational elements added to the intervention included the following: using intentional language to build relevance and students' reading self-concept, giving students choice around tools or materials used, gamifying the learning activities, creating collaborative experiences between students, using interests of the students to drive instructional choices, and integrating technology. Each intervention session included between three to five of the motivational elements listed above.

Research Questions and Variables

The data collected through this research aimed to answer two research questions:

- Do students' reading skills improve when their Tier 2 intervention includes motivational elements, and how does this data compare to students who did not receive an intervention including motivational elements?
- Does students' reading motivation improve because of the addition of motivational elements to their reading intervention, and how does this data compare to students who did not receive an intervention including motivational elements?

The independent variable of this research was the implementation of a reading intervention with no changes to procedures for the control group and a reading intervention with added motivational elements for the treatment group. This instruction is the independent variable because the intervention is being changed to study the resulting impact on students' reading skill progress and reading motivation.

The dependent variables are the growth in students' reading skills and reading motivation. This action research plan's dependent variables were measured with quantitative data collection methods. Before and after the intervention, students completed a progress monitoring probe from FASTBridge's one-minute timed nonsense word fluency assessment. This assessment's reliability was analyzed by its creator using alternate-form reliability, inter-rater reliability, and

test-retest reliability and was found to have strong stability across administrations (Illuminate Education, 2021). FASTBridge's nonsense word fluency assessment was also tested for validity in providing a score that was indicative of a student's future reading success. The assessment was found to be valid with a median coefficient of .60, indicating strong evidence of validity (Illuminate Education, 2021).

To collect data around students' reading motivation, the Me and My Reading Profile (MMRP) reading motivational survey was used. The MMRP consists of twenty statements to which students respond with a three-option Likert scale to express their feelings or preferences. The MMRP has been determined to be a reliable data collection instrument with alpha scores ranging from .86-.87 (Marinak et al., 2015). Analysis of the MMRP's validity indicates the tool produces accurate information around students' reading self-concept, value in learning to read, and feelings towards literacy out loud activities.

Data Collection

Students of the control and treatment groups completed a FASTBridge nonsense word fluency probe and the MMRP before the intervention began on February 16 and 17, 2023 and after the intervention concluded on March 8 and 9, 2023. The FASTBridge nonsense word fluency probe was done one on one by each student's classroom teacher as part of their weekly required progress monitoring. During the assessment the student was presented with a sheet containing fifty nonsense words. The teacher asked the student to either sound out and blend the sounds of each word to read it or say the whole word. Using the FASTBridge online system, the teacher began a one-minute timer when the student was ready. While the student read, the teacher recorded any errors and the last word read, all within the online system. The

FASTBridge system calculated the resulting score, which indicates how many words students read correctly in one minute.

The MMRP was administered by the researcher to all participants during their WIN time. While the assessment was completed individually by students, it was administered to each group of four students together. The researcher read each question and response choice aloud. Students were given as much time as needed before moving onto the next question and had the option to have any parts of the survey reread for them. Students sat at separate tables to ensure they were not choosing answers based on the answer choices of their peers.

After students completed the MMRP, the researcher compiled their scores using the MMRP's scoring scale. Each question had a score value ranging from one to three. After determining the corresponding score and adding together the scores for each sub-test area, students had a resulting score for reading self-concept (maximum score of 15), literacy out loud (maximum score of 15), and reading value (maximum score of 30). All scores were then added together to determine an overall reading motivation score (maximum score of 60).

Resulting data from the FASTBridge nonsense word fluency probe and MMRP was entered and stored in a spreadsheet. Letter codes were used in replacement of students' names on the data collection spreadsheet to protect identities throughout the data analysis and project. Data was then analyzed using a four-way factorial design to determine if the treatment group's post-intervention data was higher than the control group's post-intervention data. The final data analysis helped determine the answers to the research questions and how this information can be used moving forward.

This action research project was determined to be of exempt status by the Northwestern College Institutional Review Board. This project was deemed exempt because it did not disrupt

the normal educational practices of the involved teachers or students. Students participated in the intervention during their normal WIN time and continued to receive a research-based intervention tied to a reading skill area of need. The researcher took great care in protecting the identities of the students and teacher involved throughout the research process.

Data Analysis

Five sources of data were gathered to answer this project's research questions. Pre-intervention and post-intervention nonsense word fluency scores and MMRP reading value, reading self-concept, literacy out loud, and overall reading motivation scores were each analyzed through a four-way factorial means test. This data analysis will help to determine if a statistically significant amount of growth happened in any of the tested areas in the treatment group compared to the control group.

First, pre-intervention data was analyzed to determine if both the control and treatment groups were similar in their reading skills and motivation before the intervention began. Using an independent samples t-test, pre-intervention data for all five data sources was shown to be at a p value not less than or equal to .05, indicating no significant differences between the two groups' pre-intervention scores. This data indicates that both the control and treatment groups started the intervention with a similar level of skill in fluently reading nonsense words and a similar level of reading motivation.

Table 1*Pre-intervention Means, Standard Deviations, and Independent Samples T-test Results*

	Control group		Treatment group		T-test results
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
Nonsense word fluency score	14.5	1.29	13.25	1.71	$t(6) = 1.168, p = .287$
Reading value score	24.75	4.5	22.75	7.85	$t(6) = .442, p = .674$
Reading self-concept score	9.25	2.63	12.25	1.5	$t(6) = 1.982, p = .095$
Literacy out loud score	8.25	2.36	10.5	1.29	$t(6) = 1.671, p = .146$
Overall reading motivation score	40.25	11.44	47.5	4.72	$t(6) = 1.171, p = .286$

Next, using a dependent samples t-test, the control group's pre-intervention and post-intervention data and then the treatment group's pre-intervention and post-intervention data was analyzed for growth. All data sources' analyses resulted in a p value greater than .05. These results indicate there was no statistically significant growth from the control group's pre-intervention to post-intervention scores or the treatment group's pre-intervention to post-intervention scores.

Table 2*Control Group's Dependent Samples T-test Results*

	T-test results
Nonsense word fluency score	$t(3) = .397, p = .718$
Reading value score	$t(3) = .378, p = .731$
Reading self-concept score	$t(3) = .578, p = .604$
Literacy out loud score	$t(3) = .578, p = .604$
Overall reading motivation score	$t(3) = 1.133, p = .339$

Table 3*Treatment Group's Dependent Samples T-test Results*

	T-test results
Nonsense word fluency score	$t(3) = -1.732, p = .182$
Reading value score	$t(3) = -.571, p = .608$
Reading self-concept score	$t(3) = -.480, p = .664$
Literacy out loud score	$t(3) = .225, p = .836$
Overall reading motivation score	$t(3) = -.335, p = .759$

The last analysis performed was an independent samples t-test. This test was used to decide if there were significant differences between the post-intervention scores of the control and treatment groups. All data sources' analyses were calculated at a p value greater than .05, indicating no statistically significant differences in growth of the control versus the treatment group's post-intervention data.

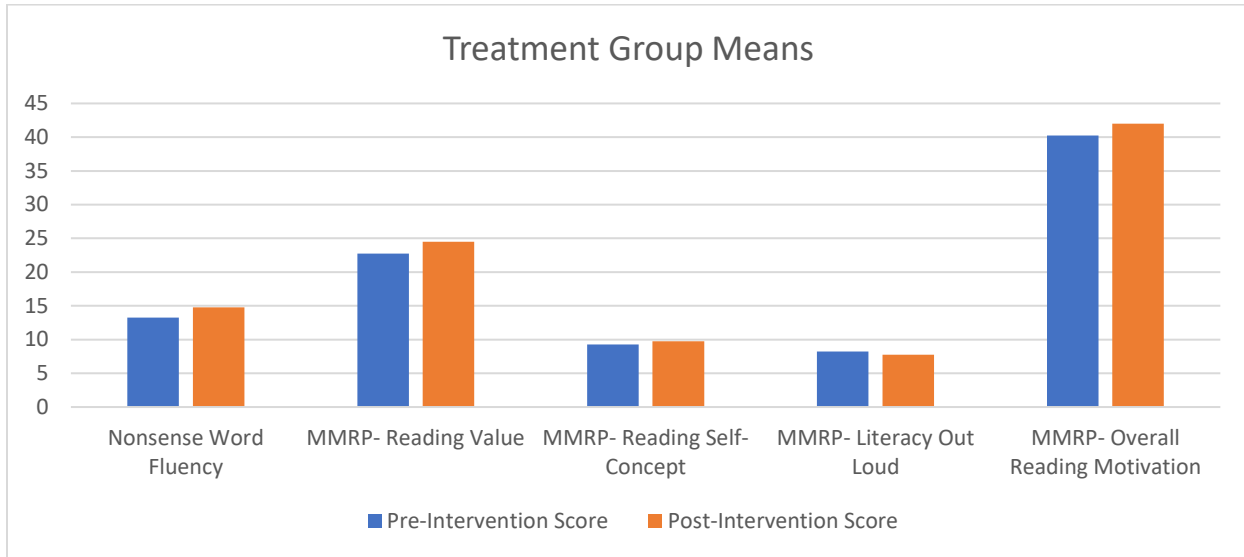
Table 4*Post-intervention Means, Standard Deviations, and Independent Samples T-test Results*

	Control group		Treatment group		T-test results
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
Nonsense word fluency score	14	3.16	14.75	1.26	$t(6) = -.441, p = .675$
Reading value score	24.25	2.06	24.5	2.38	$t(6) = -.159, p = .879$
Reading self-concept score	11.75	2.36	9.75	3.4	$t(6) = .965, p = .372$
Literacy out loud score	10	1.63	7.75	2.36	$t(6) = 1.567, p = .168$
Overall reading motivation score	46	2.16	42	6.88	$t(6) = -1.109, p = .310$

Despite no resulting data showing a statistically significant amount of growth, the treatment group's mean scores improved in four of the five data sources when comparing pre-intervention to post-intervention scores. When looking at the treatment group's mean scores, the most amount of growth happened between the pre-intervention and post-intervention data in the areas of reading value and overall reading motivation, both increasing by 1.75 points.

Figure 1

Comparison of Treatment Group’s Pre-intervention to Post-intervention Means



Statistical evidence does not indicate that the addition of motivational elements made a significant difference in the growth of students’ reading skills or motivation, but the positive trend of the data is encouraging enough to continue studying the impact over a longer span of time in future research.

Discussion

Summary of Major Findings

The results of this action research project did not find that adding motivational elements into reading instruction made a significant impact on students’ reading achievement or reading motivation. However, the data collected and observations made suggest a relationship of importance to continue exploring. This research project did shed light on how collecting data around reading motivation can play an integral role in teachers planning effective reading instruction, especially for struggling readers. This finding supports earlier research findings around the abilities of even young students to express their thoughts around the value of reading

and their reading self-concept and how attention to these factors in instruction can lead to growth in reading achievement and motivation (Marinak et al., 2015; Erickson et al., 2021). Observing an impact, though not significant, will continue to influence future instructional choices and student learning at the research site for years to come.

Collecting data around reading motivation was never before done when intervening with the participating students in this study. Putting the MMRP to action and understanding how its results could assist the teacher not only in planning targeted instruction but understanding students' thoughts and feelings about reading proved to be helpful. For example, during the administration of the MMRP a student in the treatment group expressed their anxiety around reading aloud during reading instruction. With this knowledge, adjustments were made to instructional routines, and special attention was given to this student to validate these feelings and help them feel supported. This student's nonsense word fluency score increased the most in the group, growing from eleven words correctly read in a minute to fifteen words. Many influencing factors could have caused this growth, but the student was observed to be more confident in their reading self-concept as the research period came to an end. This connection from reading achievement to reading motivation may not have been made without the use of the MMRP in collecting data.

“Are we going to play that game today?” This question was eagerly asked by a student in the treatment group on several days of the research. Gamifying learning activities was one of the motivational elements intentionally added to the instructional routines of the intervention. The game the student wanted to play was using a die to guide what CVC word the student would read and covering this word with a block when finished. This simple adjustment to the practice of reading CVC words fluently motivated this particular student to sustain this vital practice

opportunity for a longer period of time. Students also expressed their disappointment when the usual intervention location was unavailable, and technology integrated into the learning activities was not able to be used that day. Students noticed and reacted to the motivational elements added into instruction, which prompted a higher level of participation and engagement in the learning.

These responses align with the principles of the E-V theory and support the use of this theory in the development of the motivational elements added to the instruction in this research. Students were observed to weigh the cost of participating in the intervention's activities, and their perceptions of the activity's interest value played a part in their engagement and enjoyment during the intervention, aligning with the research of Erickson (2019b). Delivering reading interventions with fidelity is vital to student success, but even deeper benefits can be reached by intentionally making minor adjustments to cater to the motivation of students.

The findings of this action research will result in making reading motivation a normal part of exploring how teachers diagnose and respond to struggling readers at the research site. The MMRP should be used in getting to know students as readers, and instruction delivered during interventions should be tailored to not only the students' skill deficit, but their values, interests, and motivation. Reading motivation is a factor that cannot be ignored, especially when helping our most at-risk students. Our students deserve to have teachers who target not only their reading skills, but their overall sense of being a reader.

Limitations of the Study

This study's most notable limitation was the factor of time. Students participated in a total of ten intervention sessions before post-intervention data was collected. During the intervention time, sessions were disrupted by snow days and students' absences. Of the treatment group, only two students were in attendance every day of the intervention with the other two students being present only six and seven days. These disruptions caused issues to the continuity

of the intervention's routines and overall effectiveness for some students. Time also impacted the amount of growth students were able to make in their nonsense word fluency and reading motivation. Impacting these two areas in only ten intervention sessions happened, but not at a high rate. The question is raised: if there was more time, would students have shown more growth, and would the outcome of the research have been different?

Further Study

This action research project was conducted as a quantitative study, but it was observed that much could be learned from the actions and responses of the research participants. If this research was continued, there would be benefits to collecting qualitative data. Such data would help the researcher gather more insight into why students felt a certain way and illuminate patterns in engagement and participation during reading instruction. The quantitative data expressed only part of the story; qualitative data would help ensure the problem was analyzed and improved from all angles.

Reading motivation is a factor that influences demographics differently and in turn impacts how teachers might adjust instruction. This research project did not include analysis of how differences in gender, race, or socioeconomic class affected the outcomes. Future research around reading motivation and its impact on reading achievement could include a variety of demographics and how responses and resulting data differed. In this research there was a noticeable difference in what motivated female versus male students and how they engaged with the activities. More focus could be spent analyzing these differences, and experiments in grouping same sex students together versus mixed groupings could be explored.

All the students in this action research project were struggling readers. Previous research confirmed that readers who struggle to read often also struggle with reading motivation, but what about skilled or advanced readers? Future research could include a variety of readers from on-

grade level to above-grade level readers. This data might bring to light the existence of non-struggling readers who have low reading motivation and prompt the exploration of instruction aimed solely at improving reading motivation versus both reading achievement and motivation.

Conclusion

This action research project was aimed at answering questions around how reading instruction that includes motivational elements impacts young students' reading achievement and reading motivation. Previous research has shown that reading achievement and reading motivation share a strong connection (Toste et al., 2020). This project sought to explore this connection further and provide research and guidance in diagnosing and helping students overcome reading struggles at the research site. The methods of intervention chosen for this research were based on the principles of the E-V theory, positing that the motivational elements added to instruction were meant to support students in building a positive perception of the value of reading. Motivational elements should be focused on alignment with students' preferences and interests, allow for choice, and build students' reading self-concept. Assessing young students' reading motivation is possible through intentionally designed assessments tailored to their developmental stage. The MMRP provided a research-based assessment to guide the instructional choices and track growth in this research.

While positive trends were noted in the resulting data of this action research project, no statistically significant results were found. Despite the outcome, the results of this research will impact future students at the research site. The MMRP proved to be a valuable tool in uncovering students' feelings about learning to read and can effectively be used in understanding and reaching all readers. The modification of research-based reading interventions to include motivational elements aimed at the needs and interests of students will be examined and

implemented based on the positive response of this project's participants. Time may have been a factor in the results, and future research would include a longer intervention period along with exploring a variety of data types and responses of other population groups.

The struggles of learning to read are only compounded when a student has low reading motivation. Picture a student who must work at decoding each and every word. This taxing act causes the student to question their beliefs around their abilities to ever be a successful reader. In addition, experiences may have shaped them to not see the value of learning to read. You are left with a young student unmotivated to even attempt to improve their reading skills, with a long, hard road in front of them. Early elementary teachers are not only providing students with a solid set of foundational reading skills but have the power to influence the way students perceive themselves as readers and the value in becoming literate. Reading may always be difficult for some students, but building their reading motivation at a young age may be just the fuel needed to push through obstacles and become a successful lifelong reader.

References

- Altun, D. (2019). Preschoolers' emergent motivations to learn reading: A grounded theory study. *Early Childhood Education Journal*, 47(4), 427-443. <https://doi.org/10.1007/s10643-019-00939-3>
- Barwasser, A., Urton, K., Grünke M., Sperling, M., & Coker, D.L. (2022). Fostering word fluency of struggling third graders from Germany through motivational peer-tutorial reading racetracks. *Reading and Writing*, 35(1), 29-53. <https://doi.org/10.1007/s11145-021-10172-3>
- Bates, C. C., D'Agostino, J. V., Gambrell, L., & Xu, M. (2016). Reading recovery: Exploring the effects on first-graders' reading motivation and achievement. *Journal of Education for Students Placed at Risk*, 21(1), 47-59. <https://doi.org/10.1080/10824669.2015.1110027>
- Denton, C. A., Montroy, J. J., Zucker, T. A., & Cannon, G. (2021). Designing an intervention in reading and self-regulation for students with significant reading difficulties, including dyslexia. *Learning Disability Quarterly*, 44(3), 170–182. <https://doi.org/10.1177/0731948719899479>
- Erickson, J. D. (2019a). Primary readers' perceptions of a camp guided reading intervention: A qualitative case study of motivation and engagement. *Reading & Writing Quarterly*, 35(4), 354–373. <https://doi.org/10.1080/10573569.2018.1548952>
- Erickson, J. D. (2019b). Primary students' emic views of reading intervention: A qualitative case study of motivation. *Literacy Research: Theory, Method, and Practice*, 68(1), 86-107. <https://doi.org/10.1177/2381336919870282>

Erickson, J.D., Ward, A.E., Boivin, J A., & Fornauf, B. (2021). Five principles to nurture motivation within early reading interventions. *The Reading Teacher*, 74(5), 493-503.
doi:10.1002/trtr.1964

Fives, A., Russell, D., Kearns, N., Lyons, R., Eaton, P., Canavan, J., Devaney, C., & O'Brien, A. (2014). The association between academic self-beliefs and reading achievement among children at risk of reading failure. *Journal of Research in Reading*, 37(2), 215–232.
<https://doi.org/10.1111/1467-9817.12025>

Forbes, S. & Fullerton, S.K. (2014). Motivational changes in reading recovery children: A pre and post analysis. *Journal of Reading Recovery*, 13, 43-53.
https://scholarworks.uni.edu/cgi/viewcontent.cgi?article=1001&context=ci_facpub

Guay, F., Stupnisky, R., Boivin, M., Japel, C., & Dionne, G. (2019). Teachers' relatedness with students as a predictor of students' intrinsic motivation, self-concept, and reading achievement. *Early Childhood Research Quarterly*, 48, 215–225.
<https://doi.org/10.1016/j.ecresq.2019.03.005>

Psychometric evidence of FASTBridge universal screening and progress monitoring system.

(2021). Illuminate Education. Retrieved March 9, 2023, from

<https://www.illuminateed.com/wp-content/uploads/2021/07/Psychometric-Evidence-of-FastBridge-Universal-Screening-Progress-Monitoring-System-2021.pdf>

Kavanagh, L. (2019). Relations between children's reading motivation, activity and performance at the end of primary school. *Journal of Research in Reading*, 42(3-4), 562–582.
<https://doi.org/10.1111/1467-9817.12284>

Marinak, B.A., Malloy, J.B., Gambrell, L.B., & Mazzoni, S A. (2015). Me and my reading profile: A tool for assessing early reading motivation. *The Reading Teacher*, 69(1), 51-62. <https://www.jstor.org/stable/24574714>

McBreen, M., & Savage, R. (2021). The impact of motivational reading instruction on the reading achievement and motivation of students: A systematic review and meta-analysis. *Educational Psychology Review*, 33(3), 1125-1163. <https://doi.org/10.1007/s10648-020-09584-4>

Mehigan, G. (2020). Effects of fluency oriented instruction on motivation for reading of struggling readers. *Education Sciences*, 10(3), 56. <https://doi.org/10.3390/educsci10030056>

Nevo, E., & Vaknin-Nusbaum, V. (2020). Enhancing motivation to read and reading abilities in first grade. *Educational Psychology*, 40(1), 22-41. <https://doi.org/10.1080/01443410.2019.1635680>

Partanen, M., & Siegel, L. S. (2014). Long-term outcome of the early identification and intervention of reading disabilities. *Reading and Writing*, 27(4), 665-684. <https://doi.org/10.1007/s11145-013-9472-1>

Toste, J. R., Didion, L., Peng, P., Filderman, M. J., & McClelland, A. M. (2020). A meta-analytic review of the relations between motivation and reading achievement for K–12 students. *Review of Educational Research*, 90(3), 420–456. <https://doi.org/10.3102/0034654320919352>

Vaknin-Nusbaum, V., Nevo, E., Brande, S., & Gambrell, L. (2018). Developmental aspects of reading motivation and reading achievement among second grade low achievers and

typical readers. *Journal of Research in Reading*, 41(3), 438-454.

<https://doi.org/10.1111/1467-9817.12117>

Vaknin-Nusbaum, V., & Tuckwiller, E. D. (2022). Reading motivation, well-being and reading achievement in second grade students. *Journal of Research in Reading*, 46(1), 64-85.

<https://doi.org/10.1111/1467-9817.12414>

Walgermo, B.R., Foldnes, N., Upstad P.H., & Solheim, O.J. (2018). Developmental dynamics of early reading skill, literacy interest and readers' self-concept within the first year of formal schooling. *Reading and Writing*, 31(6), 1379-1399.

<https://doi.org/10.1007/s11145-018-9843-8>

Zheng, G., Schwanenflugel, P. J., & Rogers, S. M. (2016). Emergent motivation to read in prekindergarten children. *Reading Psychology*, 37(3), 392-423.

Appendix

Treatment Group’s Intervention Lesson Plans and Notes

2/15	2/16	2/17		
	Treatment group-conducted MMRP	Treatment group-finished MMRP with absent students, asked about preferences Control group-conducted MMRP		
2/20	2/21- Day 1	2/22	2/23	2/24- Day 2
No School	UFLI- Lesson #17-/b/- Part 1 I can read 22 nonsense words in a minute. This will help me become a fluent reader. Self-regulation goal: I can keep my eyes on the letters. Go over schedule for intervention 1) PA- Blend, segment 2) Visual drill (gamify, teacher vs. students), auditory drill (whiteboards, markers) 3) Blending drill (tech integration- virtual blending board) 4) New concept- /b/ sound, Bb-letter formation (whiteboards, markers) 5) Read words and sentences (tech integration- slides) Reflect on self-regulation, brain break			UFLI- Lesson #17-/b/- Part 2 I can read 22 nonsense words in a minute. This will help me become a fluent reader. Self-regulation goal: I can keep my eyes on the letters. Go over schedule for intervention 1) Review new concept- Bb sound, letter formation 2) Roll and Read (dice, gamify, collaboration) 3) Word Work- build words (student preferences- whiteboard & markers) 4) Irregular words- review, teach "said" 5) Connected Text- read on screen,

	<p>*Observe control group's intervention</p>			<p>read on paper, illustrate (student preferences) Reflect on self-regulation, brain break</p>
	<p>Notes: Student A and Student B absent completed phonemic awareness (easy for both Student C and Student D), visual and auditory drills (Student C and Student D did well), blending drill (attentive to technology, this went better than I expected), new concept, reviewed b and use of "b" hand as tool, both students actively used it the rest of lesson, used magic envelope for blending words, did not get to sentences, brain break at end Understood schedule and counting down to completion of tasks, motivated by surprise at end (especially Student D) Student D struggled with accuracy more than Student C Student C struggled with b, d and say /p/ instead Observed control group's intervention for fidelity Fidelity Score: 94%</p>	<p>Notes: Snow Day</p>	<p>Notes: Snow Day</p>	<p>Notes: Did Lesson #17-part 2 Student A and Student B absent Had to go to rainy day closet due to inside recess- no technology Reviewed b hand, did word work with whiteboard and markers, struggled to read word after changing one sound, kept attaching new sound to beginning Roll and read-successful- Student D read less words than Student C, Student D noticed this, both struggled with accuracy, especially with b/d Read connected text aloud, then together, then independently-listened to Student D, Student C seemed confident, Student D struggled to focus and keep trying</p>

2/27- Day 3	2/28- Day 4	3/1/2023- Day 5	3/2- Day 6	3/3- Day 7
<p>Lesson repeat: "UFLI- Lesson #17- /b/- Part 2 I can read 22 nonsense words in a minute. This will help me become a fluent reader. Self-regulation goal: I can keep my eyes on the letters. Go over schedule for intervention 1) Review new concept- Bb sound, letter formation 2) Roll and Read (dice, gamify, collaboration) 3) Word Work- build words (student preferences- whiteboard & markers) 4) Irregular words- review, teach ""said"" 5) Connected Text- read on screen, read on paper, illustrate (student preferences) Reflect on self-regulation, brain break"</p>	<p>UFLI- Lesson #38a-short a, i, o review- Part 1 Set purpose- warm up with NW 1 min. read, go over score, establish need to get to 22 words in a minute Go over schedule for intervention 1) PA- Blend, segment 2) Visual drill (gamify, teacher vs. students), auditory drill (whiteboards, markers) 3) Blending drill (tech integration- virtual blending board) 4) New concept- short a, i, o review 5) Read words and sentences (student interests- Mystery Envelope for words, tech integration- slides for sentences) Reflect on self-regulation, brain break</p>	<p>UFLI- Lesson #38a-short a, i, o- Part 2 I can read 22 nonsense words in a minute. This will help me become a fluent reader. Self-regulation goal: I can keep my eyes on the letters. Go over schedule for intervention 1) Review new concept- short a, i, o review 2) Roll and Read (dice, gamify, collaboration) Reflect on self-regulation, brain break</p>	<p>UFLI- Lesson #38a-short a, i, o- Part 2 I can read 22 nonsense words in a minute. This will help me become a fluent reader. Self-regulation goal: I can keep my eyes on the letters. Go over schedule for intervention 4) Irregular words- review 5) Connected Text- read on screen, read on paper, illustrate (student preferences) Reflect on self-regulation, brain break</p>	<p>UFLI- Lesson #19-all short vowels- Part 1 I can read 22 nonsense words in a minute. This will help me become a fluent reader. Self-regulation goal: I can keep my eyes on the letters. Go over schedule for intervention 1) PA- Blend, segment 2) Visual drill (gamify, teacher vs. students), auditory drill (whiteboards, markers) 3) Blending drill (tech integration- virtual blending board) 4) Build words Reflect on self-regulation, brain break</p>
<p>Notes: All students present Grasping onto b hand</p>	<p>Notes: All students present Best day so far!! Lesson felt like it flowed well, students</p>	<p>Notes: Student B absent Warmed up with</p>	<p>Notes: All present Warmed up with nonsense words</p>	<p>Notes: Student A absent Warmed up with nonsense words</p>

<p>Did review of b hand, word building with whiteboards and markers (did well), reviewed heart words (knew all of them except "of" said for "off"), gave choice if they wanted to do Roll and Read or passage reading and draw illustration, Student A and Student B chose to play Roll and Read together (did well, engaged 90% of the time), Student C and Student D chose to read passage and draw illustration, Student C was fairly fluent in reading the passage, Student D struggled and often just guesses words based on first sound</p>	<p>were engaged Student D struggles to sit still, might offer her a different seating option tomorrow or a fidget Started with 1 minute read of NW, counted total words read, I will graph results, emphasized no one was at 22 words yet, so we have to do more practice to get there Grasped onto perky pace, cheering on peers throughout lesson Phonemic awareness-blending/segmenting Visual and auditory drills Blending with mystery envelope (Student D struggled with vowels) most students actively using b hand Read words and sentences on screen Enjoyed brain break at end Respond well to visual schedule and checking off parts as we go</p>	<p>nonsense word 1 min. read, all but one improved their score Reviewed vowel sounds and read words together on screen Played Roll and Read individually- all stayed actively engaged the entire time, Student A said, I love this game when I first got out materials, all using "b" hand, all read 20+ words during the 5-7 minutes we played Insistent on doing brain break before leaving</p>	<p>1 min. read, reviewed heart words, did passage reading Tried giving everyone a fidget, used them well, but it didn't necessarily help with focus Student C and Student A did really well with the passage reading, Student B and Student D really struggled to stay engaged and actually read the words even though they have the skill and are capable, both often just insert their own words and don't actually use the sounds to sound out the words</p>	<p>1 min read Phonemic awareness-blending and segmenting Visual and auditory drill- let the write on wall whiteboard, loved that Blending board- after we did several, I let them take turns coming up and tapping the letter, they LOVED this and then at the end I let them choose their own letter to tap Building words- only got one word in, used wall whiteboard again Little bit more silly and unfocused today, did not earn brain break</p>
<p>3/6- Day 8</p>	<p>3/7- Day 9</p>	<p>3/8/2023- Day 10</p>	<p>3/9</p>	<p>3/10</p>
<p>UFLI- Lesson #41a- all short vowels- Part 1 can read 22 nonsense words in a minute. This will help me become a fluent reader. Self-regulation goal: I can keep my eyes on the letters. Go over schedule for intervention 1) PA- Blend, segment 2) Visual drill (gamify, teacher vs. students), auditory drill (whiteboards, markers)</p>	<p>UFLI- Lesson #41a- all short vowels- Part 2 I can read 22 nonsense words in a minute. This will help me become a fluent reader. Self-regulation goal: I can keep my eyes on the letters. Go over schedule for intervention 1) Review new concept- all short vowels 2) Roll and Read (dice, gamify, collaboration) 3) Word Work- build words (choice- virtual, letter tiles, whiteboards)</p>	<p>UFLI- Lesson #41a- all short vowels- Part 2 I can read 22 nonsense words in a minute. This will help me become a fluent reader. Self-regulation goal: I can keep my eyes on the letters. Go over schedule for intervention 4) Irregular words- review 5) Connected Text- read on screen, read on paper, illustrate</p>	<p>Data Collection</p>	<p>No School</p>

<p>3) Blending drill (tech integration- virtual blending board) 4) New concept- review all short vowels 5) Read words and sentences (student interests- blending cards, tech integration- slides for sentences) Reflect on self-regulation, brain break</p>		<p>(student preferences) Reflect on self-regulation, brain break</p>		
<p>Notes: Student B absent Warmed up with 1 min. nonsense word read, all used accurately their b hand with no reminders, Student D announced she was setting a goal to get to a certain word, I recognized this with her Phonemic awareness warm up, visual drill, auditory drill with little whiteboards, read words from mystery envelope, used virtual blending board- gave them the chance to read a word and then tap a letter to make the next word, brain break at end Student A asked several times if it was a game day and was excited to hear that it was tomorrow- he really bought into any kind of gamification I felt they read a lot of words today through the different activities and were actively engaged throughout all of it Control group- teacher recorded lesson to be</p>	<p>Notes: All present Warmed up with 1 min. nonsense word read, not as focused as usual (change in usual location), but more accurate with sounds and blending in comparison to the start of our time together Built words with letter tiles- enjoyed the manipulative, better with switching out letter and reading new word then when we did it with just markers and boards Played Roll and Read- love this game, highly successful way for them to read many words and stay engaged</p>	<p>Notes: All present Warmed up with 1 min. nonsense word read Read words from mystery envelope, all actively using b hand Passed out connected text passage- all decodable words had been highlighted and we talked about how they were capable of accurately reading the highlighted words if they used their phonics knowledge and sounded it out, this was a helpful visual I read the passage as they followed along, they then read the passage independently while I listened to each of them read at least 2 sentences. We then read the passage</p>		

<p>reviewed for fidelity Fidelity score: 95%</p>		<p>together chorally. We finished by starting an illustration to go with the passage, they really enjoyed this part and were happy to spell CVC words to label their illustrations</p> <p>Completed data collection for both groups today instead of tomorrow due to potential winter storm tomorrow</p>		
--	--	--	--	--