

**DEVELOPING READING IDENTITIES:
UNDERSTANDING ISSUES OF MOTIVATION
WITHIN THE READING WORKSHOP**

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Empirical evidence suggests a correlation between motivation and reading achievement as well as a decline in motivation as students progress through the grades. In order to address this issue, it is necessary to determine the instructional methods that promote motivation and identity development in reading. This study examines the motivation and the identity development of four fourth grade students as they experienced the reading workshop over the course of one year. Ford's Motivational Systems Theory and Wenger's Theory of Learning frame the study of student motivation and identity development within the reading workshop. Data related to motivation and identity development was collected weekly through student interviews, surveys, and conferences. A description of the context was gained through researcher observations and a teacher interview. Analysis of this data revealed that (1) Increased time spent reading self-selected books correlates positively to student motivation and identity development. (2) Increased responsive feedback from teachers and peers is correlated with increased motivation and reading identity development. (3) These elements form the crux of the reading workshop, which supports the notion that this model of instruction encourages motivation and identity development. (4) The correlation between motivation, identity development, and achievement is not evident in the context of this study. However, this correlation often emerges over time.

This dissertation concludes with directions for future research, which may contribute to a further understanding of the relationship between student motivation, identity development and the reading workshop.

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PREFACE

I dedicate this dissertation to my family, Reed, Oliver, and Isaac. Oliver, thank you for your amazing napping ability, which allowed me to complete almost my entire doctorate between the hours of 1:00 and 4:00 pm, as you snoozed peacefully in your crib. Isaac, thank you for your patience in enduring Statistics class in utero and nursing with the background noise of computer keys clicking. Reed, my ultimate supporter and husband, thank you for all of your sacrifices, which allowed me to pursue this dream. I love you.

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1.0 INTRODUCTION

The United States is currently ranked 16th internationally in student reading achievement, an astonishing statistic considering the increasingly competitive global job market that demands high levels of literacy (Calkins & Ehrenworth, 2012). Many studies have inextricably linked reading achievement to reading engagement and motivation (Alexander & Filler, 1976; McKenna & Kear, 1990; Elley, 1992; Guthrie, Schafer, Wang & Afflerbach, 1993; Purves & Beach, 1972; Walberg & Tsai, 1985; Wixson & Lipson, 1991), driving the need to better understand the factors associated with the development of positive reading attitudes. Intrinsic motivation for reading (referring to reading for its own sake, and reading for enjoyment) predicts reading achievement relatively well. Research into engaged and motivated readers has found that these students read more than their less enthusiastic counterparts (Wigfield & Guthrie, 1997a), attain higher levels of achievement in reading (Cunningham & Stanovich, 1991; Guthrie, Schafer, & Huang, 2001), perform better on standardized tests of reading (Gottfried, 1990), and receive higher grades in school (Baker & Wigfield, 1999; Sweet, Guthrie, & Ng, 1998; Unrau & Schlackman, 2006; Vansteenkiste, Simons, Lens, Soenens, & Matos, 2005).

For 9-year-olds on the National Assessment of Educational Progress (NAEP) in 1998, the correlation between the indicator of engaged reading and reading comprehension achievement was higher than any other demographic characteristic, including gender, income, or ethnicity

(Guthrie, Schafer, & Huang, 2001). Even more significant was the finding that 9-year-olds whose family background was characterized by low income and low education, but who were highly engaged readers, substantially outscored students who came from backgrounds with higher education and higher income, but who themselves were less engaged readers. Similar findings appeared for 15-year-old students in a study of 32 countries on the Programme for International Student Assessment (PISA, 2010). Researchers found that highly engaged readers from homes with lower material advantage showed higher excellence in reading than less engaged readers from homes with higher material advantage. Globally, both within and across nations, the association of high engagement with high achievement and low engagement with low achievement was repeatedly observed (Kirsch, de Jong, Lafontaine, McQueen, Medelovitz, Monseur, 2002). These findings suggest that engaged reading can overcome traditional barriers to reading achievement, including gender, parental education, and income.

Many researchers believe that the relationship between engagement and achievement is not unidirectional, but rather reciprocal in what has been termed “The Matthew Effect” (Cunningham & Stanovich, 1991). Young readers that develop their decoding skills are enabled to read more stories and books, assuming they are available. With increased amounts of reading, students’ fluency and knowledge expand, which leads to the development of a literate identity and a high level of self-efficacy for the task of reading. However, reciprocal forces are equally potent in the opposite direction. Students with fewer skills read relatively less and often avoid texts, claiming that they are disinterested in reading (Guthrie, 2004). Because engagement and achievement in reading have a reciprocal relationship, instructional experiences in school must develop students’ motivation to read, while also improving students’ ability to comprehend texts. Unfortunately, many of the current approaches to remediating the reading difficulties of young

students do not address children's motivational needs; rather, they focus only on improving specific reading skills (Quirk & Schwanenflugel, 2004). Morgan and Fuchs (2007) described low reading motivation as both a consequence of limited skill acquisition and a cause of later reading failure. This description was drawn from research showing the negative impact that early struggles with reading can have on student motivation (Chapman & Tunmer, 2003; Wigfield, 1997).

Engaged readers are intrinsically motivated and read regularly and enthusiastically for a variety of their own purposes (Guthrie & Anderson, 1999). They are strategic in their reading behaviors, knowledgeable in their construction of new understandings from text, and socially interactive with text (Gambrell, 2011). Based on this information, it is not surprising that reading teachers identified *creating interest in reading* as the research issue they most cared about in a survey of members of the International Reading Association (O'Flahavan, Gambrell, Guthrie, Stahl, & Alvermann, 1992). In addition, a substantial increase in the research on reading motivation over the past two decades acknowledges the important role of reading motivation in reading development (Malloy, Marinak, & Gambrell, 2010).

1.1 DECLINE IN MOTIVATION AND ENGAGEMENT

Empirical studies have found a general decline in positive reading attitudes as children progress through school (Barnett & Irwin, 1994; Guthrie & Greaney, 1991; Kush & Watkins, 1996;

McKenna & Kear, 1990, Smith, 1990; Sperling & Head, 2002; Swanson, 1982). In the most comprehensive study of reading attitudes of elementary students, McKenna, Kear, and Ellsworth (1995) found recreational reading attitudes to steadily decline from a relatively positive attitude in first grade to a relative indifference toward reading in sixth grade. Attitudes declined for recreational reading more sharply for less able readers than for more able readers, whereas academic reading attitudes declined sharply regardless of reading ability. Lazarus and Callahan (2000) found that the reading attitudes of learning disabled students followed a similar developmental pattern to those of the non-disabled low and average students in McKenna, Kear and Ellsworth's (1995) study.

Researchers have attempted to explain this developmental decline in reading interest in terms of children's growing awareness of their own performance as compared to others, as well as a preponderance of instruction that emphasizes competition and does not address children's interests (Edmunds & Bauserman, 2006). This type of instruction makes it difficult for children to maintain a strong sense of competence and over time, lowers their intrinsic motivation for school (Eccles & Midgely, 1989; Eccles, Wigfield, Schiefele, 1998; Gottfried, Fleming, Gottfried, 2001). According to a 2004 National Research Council (NRC) report, 40% of high school students were disengaged from learning and reported being bored in school. In a 2006 NRC report, 70% of high school drop outs reported that they were unmotivated (Bridgeland, Dilulio, & Morrison, 2006). Due to these staggering statistics, there has been an abundance of research on the motivation of adolescents (Greene, Miller, Crowson, Duke, Akey, 2004, Papastergiou, 2009, Legault, Green-Demers, Pelletier, 2006), but relatively few studies on the motivation of early and late elementary school students. At this point, it is crucial to ask whether

the decline in motivation is solely due to developmental issues and therefore inevitable, or if it is related to instruction and can be ameliorated.

1.2 INSTRUCTION AND MOTIVATION

The question that teachers often ask about the children they are most concerned about is, “How can I motivate this student to read?” Research from the Literacy Motivation Project (Gambrell, 1996) and noted motivational theorists such as Deci and Ryan (1985) and Lepper (1988) suggest that a more appropriate question to ask is, “How do we create an environment in which this student will be motivated to read?” Some experiences and educational practices can enhance children’s motivation, and others may undermine it (Stipek, 1996, 2002; Turner, 1995). One of the key components in a child’s motivation is the connection between the task and their own sense of value and purpose. This sense of value and purpose stems from the development of the child’s identity as a reader. The elementary school years are of considerable consequence for shaping reading motivation and identity (Allington, 1994; Purcell-Gates, McIntyre, & Freppon, 1995; Turner, 1992). During this critical period, children must be supported and nurtured in both affective and cognitive aspects of literacy development (Alexander & Entwisle, 1988; Oldfather, 1993; Snow, Barnes, Chandler, Goodman, & Hemphill, 1991). Researchers and theorists are currently interested in creating classrooms with a comprehensive and balanced view of reading that includes an emphasis on motivation, identity development, and social interaction, as well as

cognition and knowledge acquisition. This view brings together the cognitive research of the 1980's and the research on motivation in reading that has characterized much of the reading research of the 1990's (Brandt, 1990; Csikszentmihaly, 1991; McCombs, 1989, Turner & Paris, 1995). Although there is a small amount of research that suggests teachers can impact student attitudes toward reading through the use of specific classroom interventions (Barnett & Irwin, 1994; Lehr, 1982; Wigfield & Asher, 1984), the research gap lies in the lack of a refined, empirical understanding about the specific classroom practices that promote engagement (Guthrie, 2004).

1.3 OVERVIEW OF THE STUDY

The purpose of this study is to investigate issues of motivation and identity from the perspective of four fourth grade students as they experience the reading workshop model of instruction for the first time. The reading workshop is one instructional framework that emphasizes motivation, identity and social interaction around text, while focusing on cognition and knowledge acquisition of developing readers. Thus, there are two research questions driving this investigation:

1. How do four fourth grade students describe their motivation for reading within the reading workshop model and how does their motivation change over the course of one year?

2. How do four fourth grade students describe their identity as readers in a motivationally responsive approach to reading instruction and how does this description change over the course of one year?

The conceptual framework guiding the investigation into students' motivation is set forth by Martin Ford (1992) in his Motivational Systems Theory. Ford defines motivation as the organized patterning of three psychological functions that serve to direct, energize, and regulate goal-directed activity: personal goals, emotional processes, and personal agency beliefs. Ford developed the Motivational Systems Theory, which integrates multiple theories of motivation and organizes them into three dimensions: goals, emotions, and personal agency. Within this theoretical framework, Ford explicates four elements of a motivationally responsive environment: 1) congruence with the individual's personal goals, 2) congruence with the individual's capabilities, 3) provision of resources needed to facilitate goal attainment, and 4) supportive emotional climate. The reading workshop meets the criteria of a motivationally responsive environment as defined by Ford's Motivational Systems Theory. These elements of a motivationally responsive environment will serve as the conceptual framework guiding the investigation into student motivation.

As identity development is a key component of student motivation, it is necessary to examine this process as well. The conceptual framework guiding the investigation into students' reading identity is set forth by Etienne Wenger in his social theory of learning (1998). Wenger describes identity as the way people define themselves and how others define them, including the perception of their experiences with others as well as their aspirations. Identities are malleable and dynamic, an ongoing construction of who people are as a result of their participation with others in the experience of life (Wenger, 1998). In his social theory of learning, he puts forth

three modes of belonging within communities of practice (engagement, imagination, and alignment), which interact to form and maintain identity.

The two theoretical frameworks utilized in this study are linked by their shared commitment to learning in social contexts. The reading workshop model is anchored in social constructivism theory, meaning that learning is thought to occur through interaction, negotiation, and collaboration. In his social theory of learning, Wenger examines identity development through the three components of social belonging. Ford accentuates this notion of social learning by highlighting the importance of a supportive emotional environment in developing motivationally responsive learning environments. The correlation between a child's motivation and their sense of value or purpose in the task is strong and is an integral part of the child's identity as a reader.

1.4 ORGANIZATION OF THE DISSERTATION

This dissertation is divided into six chapters. Chapter one includes the rationale for this study as well as a general overview of the investigation. Chapter two aligns the research on motivation and identity with the components of the reading workshop and explains how Ford's Motivational Systems Theory (1992) and Wenger's Social Theory of Learning (1998) serve as the organizational frameworks for the study. Chapter three details the research methodology and system of data analysis. Chapter four describes the instructional context of the study, including

the teacher's understanding and reflections on the implementation. In chapter five, the results of the student data collection measures are reported. Finally, chapter six provides a synthesis of the results, limitations of the study, and directions for future research. Together, these chapters create a coherent picture of student motivation and identity development within the reading workshop.

2.0 REVIEW OF LITERATURE

2.1 OVERVIEW

This chapter is a systematic review of the literature related to issues of motivation and identity development within the reading workshop. Theories of motivation and identity development are at the heart of this research study. Specifically, Ford's (1992) Motivational Systems Theory and Wenger's Social Theory of Learning (1998) provide useful lenses to understand students' motivation and identity development inside a motivationally responsive classroom.

2.2 THEORETICAL FRAMEWORKS

The complexity and number of theoretical perspectives that have been proposed around the topic of motivation has made it difficult to understand and apply motivational theory to practice (Bergin & LaFave, 1998). Historically important theories considered foundational to the study of motivation include Freud's psychoanalytic theory (1915/1957), Maslow's hierarchy of needs (1970), Roger's actualization theory (1961), Skinner's operant conditioning (1971), Rotter's

social learning theory (1966), deCharms personal causation theory (1968), Seligman's theory of learned helplessness (1975), and Csikszentmihalyi's optimal experience theory (1990). Because researchers have identified some "truth" in all of these historical perspectives, more recent theories of motivation have been based on sophisticated combinations of these ideas in order to explain and predict behavior based on an integrated system of theories (e.g. Bandura, 1986; Csikszentmihalyi, 1990; Deci & Ryan, 1985; Dweck & Leggett, 1988; Elliot & Dweck, 1988, Emmons, 1989, Kuhl, 1986; Locke & Latham, 1990a; Maher & Braskamp, 1986; Markus & Ruvuolo, 1989; Seligman, 1991). In order to facilitate research based on theories of motivation and to achieve a more comprehensive perspective on motivation, Ford (1992) examined thirty-one separate theories of motivation and organized them into his Motivational Systems Theory. Ford's Motivational Systems Theory (MST) consists of three major dimensions: goals, emotions, and personal agency beliefs, the latter of which can be subdivided into capability and context beliefs. Each of the three dimensions is interconnected and tends to overlap within each motivational theory. ¹ Ford's fusion of the many theories results in a conception of motivation and achievement where the elements interact, which he represents with the formula in figure 2.1.

¹ Pages 174-200 of Ford's book, *Motivating Humans* (1992) contains an exhaustive table of how each of the 31 theories of motivation connect to the three dimensions of MST.

Figure 2.1 Formula for motivation and achievement (Ford, 1999)



In other words, achievement or competence requires a motivated, skillful person whose biological and behavioral capabilities interact with an environment that facilitates goal attainment. If any of these components is missing or inadequate, achievement will be limited and competence development will be thwarted. This formula shows that being able to achieve is the result of motivation tempered by developed skill, but limited to and augmented by the individual's biological condition, with all of that being encouraged or discouraged by the environment (Ford, 1992).

In his book, *Motivating Humans*, Ford (1992) goes on to define each of the components in his MST formula. Achievement, defined as the attainment of relevant goals, is the result of a motivated, skillful, and biologically capable person interacting with a responsive environment. Ford describes motivation as the foundation for learning, skill development, and behavior change and determines how, where, and to what ends people will invest their efforts. The concept of motivation is defined in MST as the organized patterning of an individual's personal goals, emotions, and personal agency beliefs. Goals can be defined as the psychological processes that represent desired future states and outcomes and prepare the person to try to produce those desired futures. Goals also provide the criteria for evaluating the effectiveness of the person's activity. Emotions are motivational processes because they provide the person with evaluative information about problems and opportunities. Capability beliefs are expectancies about whether one has the personal capabilities needed to attain the goal. Finally, context beliefs are expectancies about whether the person's context will facilitate or support the person's goal-attainment efforts. Together these beliefs provide the person with the information needed to decide whether to initiate, maintain, amplify, or inhibit some pattern of goal-directed activity (Ford, 1992).

One way to understand context beliefs is to consider the different functional elements that are needed to create an optimally responsive environment. First, the environment must be congruent with an individual's personal goals. This means that it must support the attainment of personally valued outcomes (Maehr & Braskamp, 1986). It also implies, however, that the context must not be experienced as overly controlling in terms of the way it defines the menu of possible goals. Motivation is usually diminished when people experience a lack of personal commitment to the goals they are pursuing, or when they feel that they have no choice about

what goals to pursue or how to pursue them (Deci & Ryan, 1985). Contexts may also be viewed as unresponsive if they are overly demanding, that is, if the goal requirements defined by the context are regarded as unreasonable in terms of time, effort, difficulty, or perceived obstacles.

Second, the environment must be congruent with the person's biological, transactional, and cognitive capabilities. For example, a context may be so dark, crowded, noisy, or physically unsafe that desired outcomes are virtually impossible to accomplish; or, the environment may be unresponsive in the sense that it fails to provide information about goals, standards, rules, procedures, or contingencies in a clear, consistent, or meaningful way.

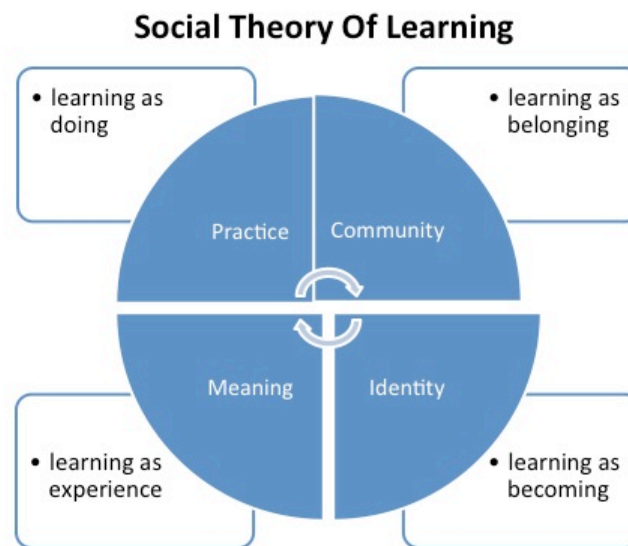
Third, the environment must have the material and informational resources needed to facilitate goal attainment. For example, people must have access to needed tools, equipment, transportation, supplies, and other materials necessary to attaining their goals. In addition, people must be able to obtain sound advice, instruction, training, and guidance when they are unable to continue making progress toward their goals on their own.

Finally, the environment must provide an emotional climate that supports and facilitates effective functioning. Concepts such as warmth, social support, and trust focus on this facet of environmental responsiveness. Such variables have been linked with enhanced motivation, learning, and performance in a diversity of contexts, including home, school, work, and clinical settings (Baumrind, 1978; Bergin, 1987; Brophy, 1987; Cohen & Wills, 1985; Erickson, 1963; Karimi, 1988, Zand, 1972). These four elements of a motivationally responsive environment will be utilized to align the reading workshop with the research on motivation.

As motivation and identity development are closely linked, the concept of identity will be further explored utilizing Wenger's social theory of learning. This theory begins with the following assumption: engagement in social practice is the fundamental process by which we

learn and so become who we are. In order to give a social account of learning, the theory explores the intersection of issues of community, social practice, meaning, and identity, which is represented in figure 2.2.

Figure 2.2 Social theory of learning (Wenger, 1998)



In Wenger's social theory of learning, meaning refers to a way of talking about changing ability – individually and collectively – to experience life and the world as meaningful. Practice is a way of talking about the shared historical and social resources, frameworks, and perspectives that can sustain mutual engagement in action. Community refers to a way of talking about the social configurations in which our enterprises are defined as worth pursuing and our participation is recognizable as competence. Finally, identity is a way of talking about how learning changes whom we are and creates personal histories of becoming in the context of our communities.

For the purposes of this study, the focus will be identity as it relates to belonging to a community of readers. Wenger states that identity is not an object, but a constant becoming; something we constantly renegotiate during the course of our lives. To make sense of the processes of identity formation and learning, Wenger sets forth three distinct modes of belonging to a community of practice, 1) engagement, 2) imagination, and 3) alignment. Engagement is the active involvement and negotiation of meaning. Imagination refers to how people create images of the world by extrapolating from their own experiences and alignment relates to the coordination of energies, capabilities and activities.

2.3 THEORETICAL AND EMPIRICAL TRENDS IN MOTIVATION AND IDENTITY

In order to better understand the terrain of motivation and identity research, theoretical and empirical trends were examined and identified. Although correlational investigations into motivation and identity development are plentiful, experimental studies in which students' motivation or identity is increased by a treatment condition and compared to control conditions are unusual. The few studies that are available can be grouped into either laboratory studies or field research. Guthrie and Humenick (2004) reviewed the laboratory studies in a meta-analysis of 22 investigations with 131 comparisons, which were both experimental and quasi-experimental. In these studies, the motivation outcomes included interest, intrinsic motivation, enjoyment, and behavioral indicators such as time spent reading or studying. The comparisons

could be classified into four types of treatment conditions: (a) affording students choice versus controls, (b) providing high interest text versus controls, (c) providing meaningful conceptual goals for reading versus controls, and (d) providing social collaboration versus individual work. In her review of research, Stipek (2002) cites the following recurring themes in the findings of researchers interested in promoting engagement and achievement through instruction: (a) encouragement of challenging, conceptual thinking that fosters self-efficacy development and interest, (b) emphasis on learning and understanding rather than on simply receiving correct answers, (c) active student participation and control that supports autonomy development, (d) authenticity and meaningfulness of activities to life outside of school, and (e) teachers expressing high expectations to their students to consistently be on task and learning (Pressley, Wharton-McDonald, Mistretta-Hampton, & Echevarria, 1998). Guthrie, Wigfield, and colleagues (2000, 2004) have also identified several teacher practices that appear to optimize engagement in reading, particularly when implemented in concert with one another. These practices include, (a) emphasis on learning and knowledge goals, (b) provision of real-world interactions connected to reading topics, (c) comprehension strategy instruction using interesting information and literacy texts, (d) support for student autonomy, and (e) support for student collaboration. In her work at the Literacy Motivation Project, Gambrell, (1996) suggests that classroom cultures that foster reading motivation and identity development are characterized by a teacher who acts as a reading model, a book-rich classroom environment, opportunities for choice, familiarity with books, social interactions about books, and literacy-related incentives that reflect the value of reading. Finally, research by Dahl and Freppon (1995) points to variances in students' affective responses to different models of literacy instruction. Students in whole-language or learner-centered classrooms more often identified themselves as readers and exhibited ownership of literacy

experiences. In contrast, traditional drill and practice activities have been found to correlate negatively with reading attitudes because the tasks are isolated and unrelated to authentic literacy (Barnett & Irwin, 1994; Diffily, 1992; Shapiro, 1992; Turner, 1995).

There is near consensus regarding the instructional factors leading to increased motivation and identity development in recent research. In many of the studies on the effects of instructional practices on motivation, researchers have explored relations between some of these dimensions of motivation and their effects. Few, if any, studies have simultaneously evaluated more than two dimensions in an effort to understand their relationship with one another. In addition, researchers have primarily used general teacher and self-reports of engagement, rather than more objective third-party measures (Guthrie, Wigfield, Humenick, Perencevich, Taboada, & Barbosa, 2006). Moreover, research on motivation and identity commonly examines large groups of students in a general overview over a short period of time, often using only one or two measurements, most commonly the Motivation to Read Profile (Gambrell, Palmer, Codling, & Mazzoni, 1996) and the Early Elementary Reading Attitude Survey (McKenna & Kear, 1990). In efforts to measure the complex nature of motivation and identity development, these tools provide superficial information on levels of motivation and identity development across many subjects, but are ineffective in measuring the intricate relationships between various instructional tasks and individual student's motivation, identity development and achievement profiles. In addition, neither of these tools reflect the current practices of online and multimedia reading that are so prevalent among youth today.

2.4 OVERVIEW OF THE READING WORKSHOP

The reading workshop aligns with Ford's (1992) elements of a motivationally responsive environment and Wenger's (1998) notion of a learning environment that supports identity development. In this study, the motivation and identity development of students experiencing the reading workshop will be studied. The reading workshop model is an instructional framework dedicated to the goals of developing students' identities as readers, providing substantial amounts of time spent reading, and focusing on the specialized knowledge required for students to become proficient readers. The workshop structure includes a daily mini-lesson focused on explicit modeling and guided practice of issues related to author's craft, active reading, and genre features, an active engagement component designed for students to apply their learning in a supported context, extended time for independent reading, individual teacher conferences, participation in small group reading, and a concluding meeting time for students to share their thinking within their learning community. The reading workshop encourages a high degree of teacher ownership of the curriculum as each teacher is expected to explicitly model his/her own behavior and thinking as a reader. Teachers in this instructional model must also have a strong understanding of the specialized knowledge of teaching reading as the curriculum is designed to be individually adapted to the varied and differing needs of young readers across a wide spectrum of development. The reading and writing workshop developed by Donald Graves (1983) and popularized by Lucy Calkins (1996, 1997) remains the touchstone for the model, and while there are many iterations, it is apparent that they are a modifications/elaborations of the original work of Graves and Calkins. The common elements of the reading workshop include the following; self-selected book choice, development of personal reading goals and reading plans,

individualized reading level assessments, daily mini-lessons consisting of explicit modeling of the specialized knowledge of readers, a substantial amount of time devoted to individual reading, one-on-one teacher conferences, collaborative work in small group reading lessons, instructor modeling of reading behaviors, and an emphasis on creating a community of readers.

Recall that the reading workshop model is anchored in social constructivism theory, meaning that learning is thought to occur through interaction, negotiation, and collaboration. Instruction that is informed by sociocultural theory attends to the discourse, norms, and practices associated with the goal of supporting students to engage in the activities, talk, and use of tools consistent with the practices of the community to which students are being introduced (e.g., scientists, mathematicians, historians) (Vygotsky, 1941/1997). An important tenant of social constructivism is that communities of practice negotiate shared understandings. The reading workshop provides an opportunity for students to participate in a literate community of practice where they come to know what it means to be a reader and writer. This is very different than what students experience under a basal reading curriculum where they come to think of reading and writing as isolated skill practice to be completed independently.

The philosophy undergirding the reading workshop is child-centered and focused on differentiating instruction and materials to meet individual students' needs. Teachers within this model aim to teach readers, rather than reading as a subject. They spend time researching the interests and abilities of each student through assessment and conferencing. This data then informs their one-on-one, small group, and whole group instruction to move each child along their individual paths toward becoming proficient and critical readers.

In contrast, basal reading curricula provide fewer opportunities for differentiation, mainly due to the fact that every student in the class reads from the same text anthology. Basal readers

are commercially-produced series of grade-specific anthologies which are built around a hierarchical series of skills. These resources are designed to guide both teacher instruction and student learning in the reading classroom (Aukerman 1981, Harris & Hodges, 1995, Shannon, 1989). Despite the fact that current basal texts include high quality children's literature, the stories are often excerpted from the original text and include pre and post reading comprehension activities for the teacher and student. The teacher manuals, although they offer a multitude of options for adaptation, still encourage teachers to follow the manual page by page (Crawford, 1997). This format encourages teachers to develop an institutionalized instructional reading experience in their classrooms.

Historically, both basal reader based curricula and the individual elements of the reading workshop have existed within reading instruction since the early 1950's, at times even complementing one another within one reading program. Basal reading series were developed in response to an educational movement that delineated reading into a discrete set of technical skills in the 1950's. There was concern over inadequate teacher preparation and it was felt that the development of scientifically-based programs would ensure that all teachers would be able to provide adequate reading instruction, simply by following the pedagogy outlined in the program (Crawford, 1997). By the 1960's, Jeanne Chall (1967), reported that basals were so predominant in American schools, that any criticism of reading instruction was, in essence, a critique of the basal reading system. Chall characterized basals as not only being widely used, but also as having "largely unquestioned acceptance." However, during this same time period, Goodman (1965) re-iterated the importance of silent reading and pushed for a wider array of children's literature, rather than stories written to conform to certain vocabulary or readability formulas. Goodman is charged as the founder of the whole language movement, which encouraged

teachers to observe children, decide on their needs, and provide opportunities for them to discover insights about reading for themselves, suggestions which align closely with the philosophy of the reading workshop (Pearson, 2002). During the 1970's and 1980's, some schools moved away from basal readers and toward a more literature-based approach to reading instruction in response to the whole language movement. Atwell (1987) encouraged student choice in reading material and Graves' (1983) work with the writing workshop received acclaim in the reading field. In the 1990's, reading instruction became a political issue as the educational climate turned toward high stakes testing and teacher accountability. Phonics was brought to the forefront once again and many teachers were instructed to strictly follow skills-based basal reading programs (Morris & Ellis, 1996). Despite this call, some teachers were reticent to pull back from the reading workshop approach that focused on the individual needs of the child. Current published reports and studies of these classrooms are scarce, perhaps due to a lack of funding for this type of instruction (Donnelly, Egaway, Files, Mills, Stephens, 2002; Meyer, 2010, Serafini, 2005, Towle, 2000).

In this current educational climate of high accountability, many schools are moving away from a reading workshop model of instruction and towards a more direct-instruction approach that utilizes commercially developed materials and places teachers in the role of curriculum deliverer, leaving them little space to own, adapt, and modify the curriculum based on the instructional needs of the students in the classroom. The movement towards standardized curricula is typically an attempt to improve students' achievement scores on standardized reading measures and to raise the level of accountability among teachers. However, curricula that emphasize drill and skill, while providing more uniformity in instruction, may also decrease levels of student motivation for reading, which can counteract efforts to increase achievement

(Barnett & Irwin, 1994; Diffily, 1992; Shapiro, 1992). It is important to note that intrinsic motivation has been correlated to reading achievement on standardized tests by several researchers for elementary school students (Baker & Wigfield, 1999; Gottfried, 1990) and middle school students (Unrau & Schlackman, 2006; Vansteenkiste, Simons, Lens, Soenens & Matos, 2005). For this reason, it is essential that researchers, administrators and teachers examine instructional models from a motivation and engagement perspective as they make decisions about which type of curriculum will be most effective in increasing achievement.

2.5 THE READING WORKSHOP AS A MOTIVATIONALLY RESPONSIVE ENVIRONMENT

In the following section, the reading workshop model will be aligned with the four elements of a motivationally responsive classroom, as delineated by Ford (1992). As identity development is a major factor in motivation, Wenger's (1998) theory of identity as a member of a community of practice will provide the theoretical framework to examine identity development within the reading workshop.

2.5.1. Congruence with the individual's personal goals

Congruence with the individual's personal goals relates to feelings of ownership and autonomy within the student. If the desired goal falls outside of the student's personal value system,

students will not be able to make sufficient progress toward attaining the goal. The reading workshop is designed so that students' interests are at the core of the curriculum in a way that promotes autonomy in their process and pace of learning. Students select their own books based on their interest and ability level from a classroom library filled with authentic literature. Teachers support students in determining and expanding their interests by regularly introducing and promoting new reading materials through book talks and encouragement of peer referrals. Students also set their own reading goals based on their individual strengths and weaknesses as readers. Progress toward these goals is reviewed regularly during student teacher conferences.

Autonomy refers to an individuals' sense of control over their own learning. When children perceive that they have control over their actions, as compared with being controlled by others or the environment, they are more likely to be intrinsically motivated (Grolnick, Curland, Jacob & Decourcey, 2002; Ryan & Deci, 2000; Skinner, Zimmer-Gembeck & Connell, 1998; Turner, 1995). Studies indicate that motivation increases when students have opportunities to make choices about what they learn and when they believe they have some autonomy or control over their own learning (Jang, Reeve & Deci, 2010; Skinner & Belmont, 1993). It has been shown that students who are able to choose their own reading materials are more motivated to read, expend more effort, and gain a better understanding of the text (Gambrell, 1996; Guthrie et al., 2007; Schiefele, 1991; Spaulding, 1992). However, Turner (1995) cautions that choice and autonomy should not solely drive instruction, but rather students should be provided bounded choice within the constraints of the conceptual theme and the limitations of their current reading and writing levels. The reading workshop, which provides the instructional context of this study, offers students bounded choice, meaning that students choose books of interest to them within the confines of specific genres.

The research related to self-selection of reading material supports the notion that the books and stories that children find most interesting are those they have selected for their own reasons and purposes (Gambrell, 1996). Allowing students to pursue their interests does more than provide a sense of autonomy and self-direction. It allows children to make use of prior knowledge for understanding and producing text (Hidi & Anderson, 1992; Hidi, Berndorff, & Ainley, 2002), making success experiences more likely and fostering self-efficacy and positive emotions (Pajares, 2003; Pekrun, Goetz, Titz & Perry, 2002; Walker, 2003). Research suggests that when students are interested in what they read, they engage in deeper processing, experience an improved level of recall, and have better comprehension. However, it is not the recall of factual information that distinguishes interested and less-interested readers. Instead, it is their responses to questions that require deep and complex comprehension, their detection of relationships between and among ideas, and their application of ideas to new situations (Shiefele, 1991). According to Hidi and Anderson (1992), people who are interested in a topic or an activity pay more attention, persist for longer periods of time, and acquire more knowledge than subjects without such interest.

The reading workshop is a mastery-oriented learning environment because students work at their own pace toward goals set during one-on-one teacher conferences. Students are evaluated in terms of progress toward goals and effort and normative grades are not given. During a reading conference, the teacher and student work together to set appropriate and attainable goals. Goals motivate students to exert extra effort and persistence, focus on relevant task features, and use strategies that will help them learn (Horner & Shwery, 2002). Research studies on goal setting show that short-term, specific goals, like the ones set during reading conferences, are

more productive than long-term general goals, however goals are only effective if readers self-evaluate their progress in reaching their target goals (Schunk & Zimmerman, 1996).

A mastery-oriented learning environment emphasizes a focus on improvement, a value on effort, a view of errors as a natural part of learning, and an evaluation of students in terms of their own progress and improved competence (Ames & Archer, 1988). Classroom characteristics that can foster non-mastery learning include social comparison, normative grading, and competition. Even though American society and many classrooms tend to emphasize ego and competition goals, there is considerable evidence that mastery learning orientations foster better learning strategies, motivation, and achievement outcomes (Ames & Archer, 1988; Nolen & Haladyna, 1990, Maehr, 1976).

Motivational researchers have identified two types of goals that children set in different situations. The first type of goal is learning-oriented and motivates children to learn or master a task, in other words, intrinsic motivation. In the area of reading, Wigfield and Guthrie (1997a) identified dimensions of intrinsic motivation as reading curiosity and preference for challenge. They found that students who were intrinsically motivated to read were much more likely to report that they engaged frequently in reading both in and out of school. When students have learning oriented goals, they are interested in learning, are challenged by difficult, but attainable tasks, show persistence, even in the face of failure, and exhibit a high level of self-regulation. The second type of goal is performance-oriented, where children are motivated to look good and perform well. When students have performance-oriented goals, they are interested in being perceived as smart or competent by others or receiving a reward (extrinsic motivation) for completing the task. Wigfield and Guthrie (1997a) identified recognition for reading and reading for grades as aspects of extrinsic motivation to read. In general, tangible incentives have been

found to undermine the development of intrinsic motivation (Deci & Ryan, 1992). Clear and replicable research findings on the effects of rewards reveal that offering students tangible rewards, such as money or prizes, for performing an intrinsically motivating activity, such as reading, leads to a decrease in intrinsic motivation. Students are given the impression that the task is a chore, not worth doing unless it is rewarded (Deci, 1971, 1972, 1975; Kohn, 1993). Here it is important to note that it is difficult to establish total coherence of a mastery-oriented learning environment. For example, despite the fact that the research school site had adopted the reading workshop as their method of reading instruction, teachers were still required to provide letter grades on the report card. This disconnect between philosophy and reporting procedure contributes to a diminished authenticity of the mastery-oriented learning environment.

2.5.2 Congruence with the individual's capabilities

In school settings, congruence with the individual's capabilities relates to the idea that tasks, activities, and experiences for learners must be within their developmental reach. Tasks that are too easy will not promote growth and momentum and tasks that are too challenging will result in frustration. Instruction should focus on individual progress and mastery, rather than on performance and competition.

The design of the reading workshop supports learning within each child's zone of proximal development (Vygotsky, 1978) because every child is reading at their own discrete reading level and does not advance to the next level until they have achieved mastery (95% or above accuracy in decoding and comprehension). Students' reading levels are formally assessed periodically throughout the year using various reading inventories and informally monitored

through individual conferences and small group reading lessons. Students are provided with substantial time to read books at their independent reading levels and are provided scaffolds to advance to the next level in their small group reading lessons. In these groups, the teacher supports comprehension by providing text introductions, vocabulary previews, and comprehension monitoring. By scaffolding the students' efforts to read slightly more challenging texts, the teacher is providing opportunities for successful experiences, which will support their sense of competence, or self-efficacy, as readers.

The idea of matching instruction with the developmental level of students is closely related to Vygotsky's (1978) concept of the zone of proximal development. He states that teaching is most effective when instruction is aimed at a level slightly above the students' current functioning state, as it is in small group reading lessons. A rich body of research on achievement motivation (Weiner, 1992) suggests that tasks of intermediate difficulty provide the most information about students' capabilities and provide an optimal opportunity to increase their sense of competence, which facilitates motivation and engagement (Csikszentmihalyi, 1990; Deci & Ryan, 1985; Malone & Lepper, 1987; Pintrich & Schunk, 2002). Success with challenging reading tasks provides students with evidence of accomplishment, resulting in increased feelings of competence and motivation (Schunk, 1989; Schunk & Zimmerman, 1997; Urdan & Turner, 2005).

The expectancy-value theory of motivation (Eccles, 1983) states that motivation is strongly influenced by one's expectation of success or failure at a task as well as the "value" or relative attractiveness the individual places on the task. The expectancy component of Eccles' theory is supported by a number of research studies that suggest that students who believe they are capable and competent readers are more likely to outperform those who do not hold such

beliefs (Paris & Oka, 1986; Schunk, 1985). Pajares (1996) defines self-efficacy as the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations, or perceived competence. He explains that people's self-efficacy beliefs determine their level of motivation, as reflected in how much effort they will exert in an endeavor and how long they will persevere in the face of obstacles. Students with positive self-efficacy feel in control of their learning and believe they have the power to succeed (Cole, 2003). In relation to reading, children's beliefs about their ability to decode and comprehend a particular text will influence their motivation to read that text, the strategies they select, how they monitor their reading progress, and their reading effectiveness.

Self-efficacy is often the crux of the problem for struggling or disengaged readers. Children who have reading disabilities often believe that their reading ability is controlled by external factors, and that reading is difficult and something they cannot master. They often fail because they do not experience progress and competence (Becker, McElvany, Kortenbruck, 2010). This low academic self-concept may decrease children's interest in reading and deter them from engaging in reading activities (Chapman, Tunmer & Prochnow, 2000).

2.5.3. Provision of resources needed to facilitate goal attainment

In order for an instructional environment to be motivationally responsive to students' needs, the resources required for students to achieve their goals must be attainable. These resources include routines of learning, explicit instruction, substantial time devoted to the practice, responsive feedback, and a supportive physical environment.

The reading workshop is marked by a high degree of routine. These routines are evident in the structure of the workshop, which includes a daily mini-lesson, independent practice, small group reading, and a sharing time. The mini-lesson also follows the sequence of connection, teaching point, teacher model, active involvement, and link. The connection places the learning in context by reviewing previous learning and explicitly connecting new thinking to the ongoing work of readers. The teaching point is a clear and explicit explanation of the instructional purpose, followed by a teacher model of the new skill or strategy. The active engagement portion of the mini-lesson provides the students with the opportunity to practice the new skill or strategy under the guidance of the teacher, and the link restates the instructional purpose and sets expectations for how the students will apply their new learning to their ongoing work as readers. Researchers claim that the need for competence, a prerequisite for motivation, can be met when students experience classrooms as optimal in structure and have adequate information about how to effectively achieve desired outcomes (Connell & Wellborn, 1991; Skinner & Belmont, 1993).

In the reading workshop, the teacher provides explicit instruction with a direct teaching point, followed by a model during each mini-lesson. Human beings have evolved an advanced capacity for observational learning that enables them to develop their knowledge and skills from information conveyed by modeling influences (Bandura 1986; Rosenthal & Zimmerman, 1978). Social cognitive theory asserts that modeling is one of the most powerful ways of learning a new behavior (Bandura, 1986). Modeling involves an expert performing a task so that the students can observe and build a conceptual model of the processes that are required to accomplish it (Collins, Brown & Holum, 1991). In modeling their own self-regulated reading, teachers are not teaching students what to do, but rather how they can think. Because reading is usually an internal cognitive process, teachers use cognitive modeling, or thinking aloud, to model their

reading behavior. Teachers can verbalize as they choose, use, and monitor their reading strategies. By doing this, they give students a window into their minds (Horner & Shwery 2002).

The cornerstone of the reading workshop is a substantial amount of time that students spend independently reading. Each day the students meet for a 10-minute mini-lesson and are then expected to read independently for 30-40 minutes. During this time, students may confer with a teacher, meet with a small reading group either for a book discussion or for teacher directed small group reading instruction, read independently, or write in response to what they've read.

The practice of reading helps to automatize the reading process and increases understanding of text, which in turn, affects choice of reading material, motivation to read, and reading achievement (Byrnes, 2000; Pearson & Fielding, 1996). Research supports the positive effect of increased reading on reading achievement, (Mazzoni, Gambrell & Korkeamaki, 1999; Taylor, Frye & Maruyama, 1990) intrinsic motivation to read, (Allington & McGill-Franzen, 1993; Mizelle, 1997) as well as the likelihood of becoming a lifelong reader (Morrow, 1992; Wang & Guthrie, 2004). The relationship between time spent reading and motivation to read is a reciprocal one. Elementary school children who are motivated to read spend more time reading than those who are not motivated and children who spend a lot of time reading often develop an increased motivation to read (Guthrie, Wigfield, Metsala, Cox, 1999; Morrow, 1992; Wigfield & Guthrie, 1997). Recent studies confirm that highly motivated children read three times as much outside of school when compared to their less motivated peers (Guthrie et al., 1999). Guthrie and his colleagues (1999) found that motivation significantly predicted amount of reading practice after statistically controlling for prior reading achievement. These and other results led them to conclude that motivation is the preeminent predictor of frequent reading. Research has also

indicated that children who spend more time reading are better readers and comprehenders than children who spend little time reading (Edmunds & Bauserman, 2006; Stanovich, 1986).

In the reading workshop, students receive regular feedback on their progress as readers through individual conferences with the teacher, participation in small reading groups, and through whole class and partner sharing time. An individual conference consists of a teacher/student conversation related to managing personal reading plans, adherence to reading goals, and feedback on effort and progress. While working within small reading groups, students receive responsive feedback both from the teachers and other members of the group. The conversations that take place in a small group setting promote comprehension and provide a sounding board for the students' personal connections and reflections around text. Finally, students receive responsive feedback from their teacher and peers during sharing time. During this time, students either meet with partners to discuss their thinking while reading or with the whole group to share their work as readers. Students in the learning community provide feedback by agreeing, disagreeing, or questioning the reader.

The research is clear that constructive and supportive feedback provides a powerful and motivating incentive to learn (Cameron & Pierce, 1994; Deci, 1971; Deci & Ryan, 2000; Wang & Holcombe, 2010). Teachers that organize their classrooms to promote consistent and responsive feedback, help their students evaluate their abilities and compensate for their weaknesses, which in turn fosters intrinsic motivation (Dweck & Elliot, 1983). Research on feedback encourages a focus on both effort and ability, as it has been shown to have a strong effect on self-efficacy (Ames, 1992; Pajares, 1996; Stipek, 1996). When evaluation is directed toward students' task success rather than toward their comparison with other students, motivation for achievement increases (Schunk & Schwartz, 1993).

In order for students to thrive as readers and participate actively in this community of practice, it is important that the physical environment be conducive to their work as readers. An essential resource in a reading workshop classroom is an abundant supply of reading materials. This includes books of multiple genres, magazines, student-authored texts, access to online texts, etc. In their study of the components of a reading program that most influenced students' motivation to read (Pachtman & Wilson, 2006), students reported that having a lot of books in the classroom library contributed most to their motivation to read. This is supported by a number of studies that prove that when children have environments that are book-rich, including books from an array of genres and text types, their motivation to read is high (Allington & McGill-Franzen, 1993; Elley, 1992; Gambrell, 1993; Guthrie, McRae, & Klauda, 2007; Kim, 2004; Lundberg & Linnakyla, 1993; Morrow, 1992; Neuman & Celano, 2001; Purcell-Gates, McIntyre, & Freppon, 1995). Au and Asam (1996) confirmed that student ownership of literacy (which is similar to intrinsic motivation for reading and writing) was increased in a program where they provided a diversity of interesting books. In addition to an abundance of texts within the classroom, linkages to community resources outside of the classroom, such as libraries and the Internet, are known to directly facilitate motivation.

However, a book-rich classroom environment alone is not sufficient for the development of highly motivated readers. The Bradford Book-Flood experiment (Ingham, 1981), a large-scale study conducted in England, investigated the effects of increased book access on students' reading motivation and achievement. No significant increase was found for either reading motivation or achievement, despite the substantial increase in books available to children. One of the major findings of this study was that it was what was done with books that made the difference. Teachers need to invite students to read by raising curiosity about books and other

materials, as evidenced in book talks and peer recommendations in the reading workshop (Byrnes, 2000; Cohen, Raudenbush, & Ball, 2003; Kim & White; 2008).

Smith (1971) states that we cannot learn to read without substantial opportunities to read and highlights the importance of creating literate environments in the classroom that mirror those of literate families. Mathewson (1985) recommends placing students in a pleasant physical location in order to positively change attitudes toward reading. In their study of learning engagement in museums, researchers have found that learning is enhanced in quieter, smaller, better-differentiated spaces and that learners will only engage in a challenge if they are comfortable and oriented (Hayward & Brydon-Miller, 1984; Maxwell & Evans, 2002). Morrow's (1996) independent reading and writing interventions showed that a program that increased the amount of time spent reading interesting text in a pleasant corner of the classroom reliably increased both achievement and motivation for reading.

These principles are reflected in the physical design of the reading workshop classroom. The classroom has multiple comfortable places for reading and discussing books. There may be a reading couch or cozy reading nook with soft lamps to create a more inviting atmosphere. The bookshelves of a reading workshop classroom are filled with authentic literature that interests learners, in contrast to commercially published basal readers filled with excerpts from trade books.

2.5.4 Supportive emotional climate

The emotional climate in a school setting involves both the teacher and the community of learners. The instructional philosophy should provide opportunities for relationship building

between teacher and student, between student and student, and between students and the learning community.

Teachers in the reading workshop position themselves as expert readers who explicitly teach their skills and behaviors during each mini-lesson. In addition to their reading behaviors, they model their own love of reading in an effort to inspire young developing readers to take on a more literate identity. Research on student motivation supports the concept of an expert model, under which the students apprentice themselves.

The primary reason people initially perform actions is because the behaviors are prompted, modeled, or valued by significant others to whom they feel (or want to feel) attached or related (Deci & Ryan, 1985). In order for students to benefit from expert modeling and observational learning, they must first recognize the teacher's excitement and competence in the subject, as students are most impressed and influenced by teachers showing interest and enjoyment in what they teach (Csikszentmihalyi & McCormack, 1986). Research suggests that teachers' personal and professional reading experiences can have a positive impact upon their pedagogy and influence children's engagement as readers (Bisplinghoff, 2002; Dreher, 2003; Rief, 2002). Teachers who love reading and are avid readers themselves have students who have higher levels of reading achievement than students of teachers who rarely read (Lundberg & Linnakyla, 1993). One possible explanation for this is that teachers who read are more likely to be authentic models for their students. Teachers become authentic reading models when they share their own reading experiences with students and emphasize how reading enhances and enriches their lives.

In order to foster reader development, make book recommendations to individuals and promote independent reading for pleasure, studies demonstrate that teachers need a wide

knowledge of children's literature (Block, Oakar, & Hurt, 2002; Medwell, Wray, & Poulson, 1998) and competence in the specialized knowledge required to teach reading, in other words, the ability to separate and explain the elements of reading and comprehension to novices. In order for teachers to use their own experiences as a reader to illustrate and present this knowledge to students, they need a clear sense of how to navigate lots of different texts competently (Lesesne, 2002).

Recall that the reading workshop model is anchored in theories of social-constructivism, meaning that students work together to build personal meaning from text. There are multiple opportunities for social interaction around text in the reading workshop classroom community. Students participate in daily whole group sharing time and weekly individual reading conferences where the teacher functions as a member of the community of readers. Students also meet with their small reading groups at least once a week to read and discuss texts together.

Current theories of motivation recognize that learning is facilitated by social interactions with others (McCombs, 1989; Oldfather, 1993). A number of recent reading studies have indicated that social collaboration promotes achievement, higher-level cognition, and intrinsic desire to read (Almasi, 1995; Brown, 1997; Wood, 1990; Slavin, 1990; Turner, 1995). In addition, research shows that students who engaged in frequent discussions about their reading with friends were more motivated and had higher reading achievement scores than did students who did not have such interactions (Mullis, Campbell, & Farstrup, 1993).

Social interaction supports motivation to read in a variety of ways, according to Turner and Paris (1995). First, peer comments can pique a students' curiosity. Second, student observations of their peers' progress may increase their confidence in their own ability to succeed. Third, working with others promotes student interest and engagement. Guthrie, Schafer,

Wang, and Afflerbach (1995) found that when students share books with friends or talk about their writing, they are more likely to be motivated to read widely and frequently. A number of studies have documented that instruction incorporating social interaction around text increases students' motivation to read and reading comprehension achievement (Gambrell, Hughes, Calvert, Mallowy, & Igo, 2011; Guthrie et al., 2007; Ng, Guthrie, Van Meter, McCann, & Alao, 1998).

2.6 IDENTITY DEVELOPMENT WITHIN THE READING WORKSHOP

The core of the reading workshop is the development of students' reading identities (Atwell, 1998; Calkins, 2001). Students experiencing this instructional approach are encouraged to author their own reading lives in the classroom by developing personal reading plans that consist of books, genres, and authors they would like to read throughout the course of the year. Students are encouraged to support the development of one another's reading identities through book recommendations and participation in interest-based book clubs.

Developing identity is a process of ideological becoming (Bahktin, 1981) that entails recognizing and building upon one's personal interests and forming opinions and ideas about particular subjects. The development of a literate identity includes an awareness of one's abilities and preferences. Several studies have revealed that engagement is particularly strong when the task is perceived as being closely connected to the values, interests, and goals that constitute the core of one's authentic self and identity (Katz & Assor, 2003; Reeve, Nix, & Hamm, 2003; Ryan, 1993). When students make connections between the material they are reading and their lives, or develop their reading identity,

they become more involved and engaged in comprehending text (Deci, 1992; Guthrie et al., 2007; Hulleman, Godes, Hendricks, & Harackiewicz, 2010). Kelly and Decker (2009) suggest that the value students place in reading is directly correlated with their reading motivation. If reading and discussing text become more closely linked with students' vision of themselves, their perceived value in reading will increase (Nasir & Hand, 2008). In addition, students who perceive reading as valuable and important, who have personally relevant reasons for reading, and in turn have a well developed reading identity, will engage in reading in a more planned and effortful manner and will become more engaged in the reading process (Ames & Archer, 1988; Dweck & Elliott, 1983; Paris, Lipson, & Wixsom, 1994; Paris & Oka, 1986; Wigfield, 2000).

Within this study, Wenger (1998) provides us with three categories to understand the concept of reading identity - engagement, imagination, and alignment. Specifically, the construct of engagement refers to the reader's description of their self as a reader, including their preferences and dislikes. This information sheds light on the student's active involvement and negotiation of what it means to be a reader. Imagination as a factor of reading identity relates to the student's beliefs about the purpose and value of reading in life, while alignment encompasses the correlation between the task of reading and the student's awareness of their own strengths and weaknesses.

As four students experience the reading workshop, data associated with each element from Ford's Motivational Systems Theory (1992) and Wenger's Social Theory of Learning (1998) will be analyzed with the intent of forming a deeper understanding of how the reading workshop contributes to students' motivation and identity development in reading. This research has the potential to contribute to a research literature that is relatively scant on small scale

descriptive, longitudinal studies focused closely on students and their perceptions of instructional implementations designed to increase motivation and identity development.

3.0 METHODOLOGY

3.1 STUDY OVERVIEW

This study is aimed at investigating issues of motivation and identity development within the reading workshop. The overarching research question driving this study is how the reading workshop shapes a reader's motivation and identity development. This question can be subdivided into the following two supporting research questions:

1. How do four fourth grade students describe their motivation for reading within the reading workshop model and how does their motivation change over the course of one year?
2. How do four fourth grade students describe their identity as readers in a motivationally responsive approach to reading instruction and how does this description change over the course of one year?

This study utilizes an embedded case study design in order to gain an in depth understanding of student motivation and identity development in the contexts of a reading workshop instructional setting. A qualitative case study is an intensive, holistic description and analysis of a single instance, phenomenon, or social unit (Merriam, 1998). Creswell (1998) explained that bounded case studies are used when the collection is limited. In this study, the case study is bounded -- it took place in one classroom context over the course of one year. Yin

(2009) defined case studies as “empirical inquiry” (p. 18). The inquiry, according to Yin (2009), investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident. Merriam (1998) notes that case studies are useful for studying *educational innovation* and Yin (2009) portrayed case studies as a method to study a *phenomenon*. For this particular study, the educational innovation is the reading workshop model of instruction and the phenomenon is the experience of the fourth grade students who were involved in the reading workshop for the first time. Yin (2009) notes that an embedded study design is useful when the single case involves more than one unit of analysis. Data for this study involved evidence collected from a variety of sources: assessments, weekly conferences, interviews and surveys. The researcher was positioned as a participant observer during the study, interacting with students during weekly conferences, interviews, and survey administration.

3.2 HISTORY OF RESEARCHER

The researcher has twelve years of experience teaching in elementary classrooms utilizing the reading workshop model of instruction in public, private, and charter institutions, both in the United States and internationally. The researcher’s teaching experience has been in the form of classroom teacher, title one reading teacher, reading specialist, literacy consultant, and literacy coach. Throughout her educational history, the researcher has experienced firsthand the academic and motivational benefits of teaching within the reading workshop model. This

research study was undertaken to move from anecdotal to empirical evidence in terms of understanding this instructional format.

3.3 DESCRIPTION OF CONTEXT

During the 2010-2011 school year, a literature-based reading workshop was piloted in three fourth grade classrooms at Creekside Elementary², a K-5 urban charter school that began in 2008. The school, in its third year, was using a commercially produced, skills-based basal reading curriculum, Harcourt Storytown (2006). During the 2010-2011 school year, the fourth grade team, with approval from school administrators, made the decision to abandon use of the basal reading curriculum in favor of a literature based reading workshop model. This decision reflected the teachers' discontent with the philosophy of education inherent in the basal curriculum and the lack of correlation between the basal texts and the school's environmental focus. The hope was that the workshop model would allow for more interdisciplinary integration and better reflect the school's student-centered educational philosophy. Although the focus of this study is the reading workshop, the workshop model as implemented at Creekside Elementary, incorporated the following instructional components: daily morning meeting, daily read aloud, daily vocabulary instruction derived from Robust Vocabulary Instruction (Beck,

² All names are pseudonyms

McKeown, & Kucan, 2002), and reading and writing units focused on the specialized knowledge required to comprehend and compose various genres of literature.

The reading workshop model is a K-12 instructional framework dedicated to the goals of developing students' identities as readers, providing substantial amounts of time for independent reading, and focusing on the specialized knowledge required for students to become proficient readers. The workshop structure includes a mini-lesson focused on explicit modeling and guided practice of issues related to author's craft, active reading, and genre features, an active engagement component designed for the students to apply their learning in a supported context, extended time for independent reading, and a concluding meeting time for students to share their thinking within their learning community.

University faculty and fourth grade teachers collaborated to design eight reading units (Developing Habits as Readers, Being Active Readers, Beyond the Book, Historical Fiction, Poetry, Test Reading as a Genre, Mystery, and Responding to Literature). The University research collaborators supported the fourth grade teachers in the implementation of the reading workshop throughout the year by providing initial professional development on the structures of the workshop and attending weekly planning and lesson reflection meetings. Daily lesson sketches for the reading mini-lessons were written by the University research collaborators in order to build specialized knowledge and provide teachers with a vision for explicit modeling. A lesson sketch provided the structure, focus, examples for modeling, and useful language, while allowing the teachers flexibility to personalize the lesson to fit their own needs. See Appendix E for a sample of a lesson sketch.

3.4 PARTICIPANTS

In May 2011, the researcher sent out a request to all third grade parents at Creekside Elementary school, asking for permission for their children to be involved in a year long investigation on the motivational and identity shaping effects of the newly implemented reading workshop model of instruction. Twenty parents responded positively and the third grade teachers selected five students with a range of reading abilities and attitudes from the pool of students whose parents had returned consent forms. The students chosen to participate in the study can be generally described as a high ability female, a medium ability female, a medium ability male, and two low ability males. All five of these students participated in the first round of data collection at the end of their third grade year. Once the students were placed in fourth grade classes, it was determined that four of the focal students were in one class. The fifth student, the high ability female, was dropped from the study in order to maintain a more consistent research environment.

3.5 DATA COLLECTION

This study draws from a range of data sources including assessments, interviews, and surveys designed with the intent of gaining a more robust picture of students' motivation and identity development over time. The data collection measures are described in detail in the following section.

3.5.1 Measures of student achievement

The measures utilized to understand the student's academic profile in the area of literacy include the Fountas and Pinnell Benchmark Reading Assessment and the 4Sight Reading Benchmark Reading Assessment.

Fountas and Pinnell Benchmark Reading Assessment

The Fountas and Pinnell Benchmark Reading Assessment is a comprehensive system for one-on-one assessment that systematically matches students' instructional and independent reading abilities to the Fountas and Pinnell Text Level Gradient (Appendix F). The assessment requires students to orally read and answer comprehension questions related to specific text passages. In addition to determining the student's independent and instructional reading levels, the assessment provides information related to the decoding and comprehension strategies currently employed by the reader. This assessment was administered in June of the third grade year and September, January, and June of the fourth grade year,

4Sight Benchmark Reading Assessment

The 4Sight Benchmark Reading Assessment is given in grades 3-11 and is aligned with the Pennsylvania State Standardized Assessment (PSSA) in reading and math. This assessment provides an estimate of student performance on the PSSA as well as diagnostic sub-skill data to guide classroom instruction and professional development efforts. It is a multiple choice standardized test that provides incremental information on student progress toward state

benchmarks. Student scores fall within the ranges of advanced, proficient, basic, or below basic. This assessment was administered in September, January, and June of the fourth grade year.

3.5.2 Reader identity interview

The reader identity interview was developed by the researcher, but influenced and informed by Gambrell's Motivation to Read Profile (1996) and Moje and Tysvaer's Literacy Practices Interview (2009). The reader identity interview consists of 23 open-ended questions and aims to provide a comprehensive window into the student's reading motivation, engagement and identity. The interview was piloted with five fourth grade students in order to determine how students would respond to each question. The interview protocol was then revised in an effort to ascertain the desired data from the students. The reader identity interview was administered to the focal students three times during the year (June, December, and June). The interviews were conducted in a quiet space outside of the classroom and each session was recorded and transcribed. The protocol for the reader identity interview can be found in Appendix A.

3.5.3 Elementary reading attitude survey

The Elementary Reading Attitude Survey (ERAS; McKenna & Kear, 1990) is a 20-item self-report instrument developed for use in grades 1 through 6. Pictorial representations are presented on a 4-point scale that asks children to rate their feelings about reading under various circumstances. Percentile ranks are obtained for total reading attitude on two component

subscales: recreational reading attitude and academic reading attitude. Norms for interpreting ERAS scores were created by administering the instrument to a sample of 18,138 students in grades 1–6 from 95 school districts, representing 38 U.S. states. This survey was administered to the four focal students at three time points during the year (June, December, and June).

3.5.4 Weekly conference and observation

The researcher visited the fourth grade classroom once a week during the reading workshop from September to June of the focal students' fourth grade year. Each reading workshop session followed a three-part structure; first a mini-lesson enacted by the classroom teacher, then independent work time where students applied their learning from the mini-lesson to their independent reading, and finally a sharing time where the teaching point was reinforced through peer discussions. During the visits, the researcher observed the mini-lesson enacted by the teacher and met with each focal student during independent reading time. The conference followed the same protocol during each session and was aimed at monitoring the students' level of reading motivation and development of reading identity. Due to absences, field trips, changes in schedule, and standardized testing, the researcher was able to meet with each student 12 times throughout the course of the year. The mini-lesson observation form and weekly conference protocols can be found in Appendix B & C.

3.5.5 Teacher interview

While the primary focus of this study is students, it was also important to understand the instructional context. For this reason, the researcher took field notes about the mini-lessons, which guided conferencing, and interviewed the teacher about her instructional practice. During the interview, the teacher was asked to reflect upon her experience during the two-year implementation, in regards to her own growth as a teacher and to her students' development as readers. She was also asked to reflect upon issues of student motivation and engagement before and after the implementation. The teacher interview protocol can be found in Appendix D.

3.6 DATA ANALYSIS

Recall that the purpose of this study is to understand four readers' profiles in terms of their motivation and identity development within one fourth grade reading workshop classroom. Multiple data sources were analyzed through descriptive coding aimed at ascertaining the students' perspectives on the elements of a reading workshop that actualize the research on motivationally responsive and identity shaping learning environments.

In order to understand how four fourth grade students describe their motivation for reading within the reading workshop model and how their motivation changed over the course of one year, the researcher undertook coding of the student interviews and weekly conferences

using Ford's (1992) four elements of a motivationally responsive environment as the analytic framework. The student responses related to each element were ascertained through the questions listed in table 3.1.

Table 3.1 Data according to Ford's four elements of a motivationally responsive environment

Element	Data Measure	Relevant Questions
Congruence with the individual's personal goals	Weekly Conference	1. What are you working on as a reader?
Congruence with the individual's capabilities	Reader Interview	1. How do you know when a book is a good fit for you? 2. How do you know when a book is too challenging or too easy for you?
	Weekly Conference	1. Is this book a good fit for you and why?
Provision of resources needed to facilitate goal attainment	Reader Interview	1. How much time do you spend reading each day? 2. How does your teacher encourage you to be a better reader?" 3. How do you know what you need to do to become a better reader?
Supportive emotional environment	Reader Interview	1. Is your teacher a good reader? How do you know? 2. Does your teacher enjoy reading? How do you know? 3. Who do you know that is a good reader and how do you know? 4. Do you ever talk about reading with your friends outside of school? What do you talk about? 5. Do you talk about books with your classmates during school? When? What do you talk about? 6. How do you feel about sharing your ideas with

		others in your class? 7. How have your classmates influenced you as a reader?
	Weekly Conference	How did you hear about this book?

In order to understand how four fourth grade students identify themselves as readers in a motivationally responsive approach to reading instruction and how their identity changes over the course of one year, the researcher undertook coding of the student interviews and weekly conferences using Wenger's three components of identity (engagement, imagination, and alignment) as proposed in his Social Theory of Learning (1998) as the analytic framework. The student responses related to each element were ascertained through the questions listed in table 3.2.

Table 3.2 Data according to Wenger's components of identity

Component	Data Measure	Relevant Questions
Engagement	Reader Interview	1. Tell me about yourself as a reader 2. Do you ever read just for fun? When? 3. Tell me about your favorite author. 4. What type of book do you spend most of your time reading? 5. What types of text do you not like to read? Why?
	Weekly Conference	1. What book are you reading? What page are you on? 2. How excited are you to read this book (1-5)? 3. What do you like about this book?
Imagination	Reader Interview	1. Reading is an important skill to have in order to be a

		successful person in the world. Do you agree or disagree? Why? 2. The habit of reading is necessary to live a happy life. Do you agree or disagree? Why? 3. What do you need to be able to do in order to be a good reader?
Alignment	Reader Interview	1. What are your strengths as a reader? 2. What type of text are you best at reading? 3. What would you like to improve upon as a reader?
	Weekly Conference	1. What about this book is challenging for you?

3.7 LIMITATIONS

There are several limitations of the methodology that should be brought to the reader's attention. First, it is often the case that the introduction of an observer perturbs the natural environment of the classroom. Consequently, teachers and students may change their behavior and act in accordance with the interests and/or goals of the observer. Thus, data obtained from classroom observations may not be illustrative of a typical day. Another limitation of this study is the subjective and intangible nature of the objects of this study, namely student motivation and identity development. These concepts are highly variable, situationally dependent, and often measured through relative, internal perspectives. For example, during the interviews students

discussed their own reading motivation and identity development, which creates a subjective platform from which to base data analysis. However, this subjective nature was balanced with attempts to assess the same constructs through multiple and diverse measures, such as interviews and surveys.

4.0 DESCRIPTION OF CONTEXT

4.1 IMPLEMENTATION PROCESS

During the 2010-2011 school year, a literature-based reading workshop was piloted in three fourth grade classrooms at Creekside Elementary School. Previously the school was utilizing a commercially produced, skills-based basal reading curriculum, Harcourt Storytown (2006). The decision to move away from the basal curriculum and toward the workshop model reflected the teachers' discontent with the philosophy of learning inherent in the basal curriculum and the lack of correlation between the basal texts and the school's environmental focus. The hope was that the workshop model would allow for more interdisciplinary integration and better reflect the school's student-centered educational philosophy. The workshop model, as implemented at Creekside Elementary School, incorporated the following instructional components: daily morning meeting, daily read aloud, daily vocabulary instruction derived from Robust Vocabulary Instruction (Beck, McKeown, & Kucan, 2002), and reading and writing workshop units focused on the specialized knowledge required to comprehend and compose various genres of literature.

The resources required for proper implementation of the workshop model were ordered during the summer of 2010. These included classroom libraries, carpets for classroom meeting spaces, student book boxes and reading binders. Additionally, desks were replaced with tables to

foster a social learning environment. In terms of teacher support, the fourth grade team and school administrators participated in a week-long professional development session led by the researchers in the summer of 2010. During this week, the team explored the philosophy and practiced the methodology associated with the workshop model. Once the school year began, the researchers developed and provided the reading and writing workshop unit calendar, lesson sketches each week, video-recorded the teachers enacting the lessons, and facilitated ongoing professional development during weekly team meetings. The lesson sketches were one page overviews of the lesson, including the instructional purpose, the standards addressed, and language and exemplars related to the components of a mini-lesson: connection, teaching point, active engagement, link, and share. An example of a lesson sketch can be seen in Appendix E. The initial goal was for the task of writing the unit calendars and lesson sketches to be transferred from the researchers to the teachers by the middle of the year. However, when this time came, the teachers did not feel prepared to take on this task, so the researchers continued to support teachers by writing the unit calendars and lesson sketches throughout the 2010-2011 school year.

The first stage of implementation focused on the development of the reading workshop structure (mini-lesson, independent reading, share) and the enactment of the mini-lessons. Teachers were aware that the reading workshop model included reading conferences and small reading groups during the independent reading time, but this was not the focus during the first year. At the onset of the second year (the study focus year), the fourth grade teachers felt comfortable with the structure of the workshop model and were working to personalize the lesson sketches and gain confidence in their implementation of the model. In January of the second year, concerns arose among the fourth grade teachers regarding the lack of progress of

low ability readers within the reading workshop. At this time it was determined by the teachers that the students scoring in the below basic range of the 4Sight Reading Benchmark Assessment would participate in a brief, structured remedial reading lesson with the learning resource teacher three times a week within the time period of the reading workshop. In addition, the classroom teacher would meet with the students scoring in the basic range in a small reading group each day. This decision required the teacher to allocate less time to conferencing with students scoring in the proficient and advanced ranges for the remainder of the school year. In terms of this research study, it was not ideal for the structure of the reading workshop to be altered for students of differing abilities mid-year, but the best interests of the students superseded the need to maintain a consistent research environment.

At this point, it is important to note the variability, instability, and reality involved in classroom-based educational research. Despite the fact that the study took place during the second year of implementation, the focal teacher considered herself a novice and did not feel confident in her ability to enact this model successfully without the support of the curriculum guide materials close at hand. Due to her lack of confidence in the area of reading instruction, she often allowed her strength of science instruction to usurp classroom reading time. During the course of the implementation and study, changes were often made both reflectively and reactively to support the current needs of the teachers and students. Despite the fact that the original focus of the study was on the motivation and identity development of the students, there was much to be learned about the implementation process of the reading workshop through the weekly classroom visits.

4.2 DESCRIPTION OF TEACHER INTERVIEW

In May of the second year, a reflective open-ended interview was conducted with each fourth grade teacher by the researcher. During this interview, the teachers were asked to reflect on the implementation process, their development as a teacher, their current understanding of the workshop model, and their goals for the future.

4.2.1 Teacher Perspective

During the reflective interview, the focus teacher discussed her students' increased motivation for reading, the opportunities for differentiation and autonomy, evidence of student reading achievement, and her own growth as a reader while teaching the reading workshop. When comparing the basal reading program with the reading workshop, the teacher noted that the students have more time to read books that they are motivated to read and it is easier for her to differentiate by interest, pace and reading level in the reading workshop. She also noted that the structure of the workshop encouraged a high degree of teacher interaction with students regarding their choices and behavior as readers. In addition to higher levels of motivation, the teacher noted the increase in reading achievement during the year as shown through the Fountas and Pinnell Benchmark Assessment and the 4Sight Reading Subtest. Finally, the teacher discussed how teaching within the reading workshop had inspired her to prioritize reading in her personal life. By increasing the amount of time she spent reading, she was able to draw on her

own experiences during mini-lessons in order to achieve a higher level of authenticity in her teaching.

Based on the interview responses, it is evident that this teacher had concerns related to her ability to meet with a significant amount of students each day, questions about their knowledge retention, and frustration over the amount of time required to understand and authenticate each lesson. At the time of the interview, it had recently been decided that each fourth grade teacher would meet with the lowest level readers daily in a modified guided reading group. This decision reflected the concern over the number of students in each class that had not developed the skills to productively and independently read during the reading workshop. In order for this to happen, teachers were required to sacrifice the amount of time spent conferencing with other students in the class, which resulted in teachers meeting with on grade level or above students monthly at best. In addition, students that received learning resource support were pulled out of the reading workshop three times a week to work in a small phonics-based group; Isaac and Anson were included in this group. During the interview, this teacher discussed her discontent with her guided reading groups because the groups were not meeting regularly and the amount of struggling students often led to groups that were too large for focused instruction. Due to the fact that the teacher was unable to meet with the students individually or in small groups on a regular basis, she had questions as to whether the students were retaining the skills and strategies taught during her mini-lessons. According to Graves (1983) and Calkins (2001), student conferences should drive the instructional focus each day, but without time to check in and monitor progress, this was not possible. The teacher was aware that time to meet with students was an essential component of the reading workshop, but seemed unsure as to how to remedy this situation given the current scheduling constraints. The limited

amount of time allocated daily to the reading workshop prevented her from properly and effectively implementing each component of the instructional model. Finally, the teacher expressed frustration with the time frame in which she was given the lessons each week by the researchers. After the first year of implementation, this concern seemed to dissipate as the teachers became more familiar with the units and had time to personalize them.

4.2.2 Researcher Observation

Each week, the researcher took on the role of participant observer within the reading workshop. The researcher observed the mini-lesson and took field notes (Appendix D) focused on the teacher's enactment of the lesson as well as the focus students' participation and engagement with the lesson. During independent reading time, the researcher conferenced with the four focus students while also observing the class as a whole. Finally, the researcher observed the sharing time that concluded the reading workshop each day. The discussion of the researcher's perspective is derived from these observations and field notes.

4.3 DISCUSSION OF RESEARCHER PERSPECTIVE

Through observations and field notes, the researcher noted that there were many positive aspects of the reading workshop implementation. The students were provided with substantially more time for reading independently each day as compared to instruction within the basal reading

program. In order to support this effort, the amount of trade books available in the classroom also increased considerably. Each day, the teacher taught an explicit mini-lesson consisting of the four essential components (connection, teaching point, active involvement, and link). Students then read independently, while the teacher conferenced with students or met with a small reading group. At the conclusion of each reading workshop, the students were given an opportunity to share their thinking as a reader that day. During the mini-lesson and the share time, efforts were made to encourage a community of readers within the classroom.

In addition to the positive aspects of the implementation, the researcher noted instructional issues that may have hindered the potential reading motivation and identity development amongst the students. During the first year of implementation, the researchers developed the reading mini-lesson sketches taught by the fourth grade teachers each day. A lesson sketch consisted of one page detailing the four components of the mini-lesson (connection, teaching point, active involvement, and link), including language, examples, and standards addressed by the lesson. This support was helpful for the teachers to understand the structure of the workshop as well as the language and specific genre knowledge required to instruct students within the workshop model. The goal of the written lesson sketches was to support the teachers during the first year with the intent of teachers personalizing the lessons and adapting them to the needs of their class in year 2. Despite their support, the written plans appeared to inhibit the teachers from personalizing and taking ownership of the lessons, which led to the effect of teachers reading scripts, rather than teaching. During year 2, the focus of this study, the majority of the lessons remained consistent from year 1, however the issue of lesson script reading was still evident.

The philosophy of the workshop model as set forth by Donald Graves (1983) and Lucy Calkins (2001) revolves around assessment driven instruction based on student conferencing. Within a reading unit, the topics of the mini-lesson set the focus, but there should be flexibility in the instructional sequence in order to address students' differing needs. It was noted by the teacher that conferencing was not a focus for the first two years of implementation and time for conferencing was sacrificed in order to meet with a small group of struggling readers each day. The lack of time and value placed on conferencing in the initial years of implementation may have led to teachers moving from a scripted basal reading curriculum to another scripted reading workshop curriculum. Without dedicated time for conferencing with multiple students each day, the concepts of goal-setting and responsive feedback were lost in this version of the reading workshop. Student needs could not drive the foci of the mini-lessons when teachers found it challenging to meet with students more than once a month. In addition, teachers did not have a forum to regularly and formatively assess their students' retention and application of the skills and strategies taught during the mini-lessons.

Rising from the lack of purposeful conferences and assessments, a concern for the struggling students in the fourth grade began to surface. In response to this concern, it was decided that the lowest achieving students, Isaac and Anson included, would receive remedial small group reading instruction three times a week during the reading workshop. In addition, the classroom teacher would meet with the next lowest achieving students (including Emilia) in a focused small reading group each day during the independent reading time of the workshop. Here it is important to note that rather than providing additional reading support to these students, their current instructional time was simply restructured. This decision counters the research that claims struggling students should remain in the classroom during the language arts

block and receive their additional reading support at another time during the day (Clay, 1994; Elbaum, Vaughn, Tejero Hughes & Watson Moody, 2000).

As teachers worked to implement the reading workshop, the professional development focus was on the enactment of the mini-lesson. Therefore, the focus could not also be on conferencing and small group reading, despite the fact that these are also driving and sustaining components of the reading workshop. Due to the intense focus on the low achieving readers every day through small group reading and conferencing, the teacher was only able to meet with the other students individually on occasion and never in small groups. This lack of time for small reading groups stripped the intermediate and advanced readers in the class of the scaffolding and support required for them to progress as readers as well as the opportunity to interact socially around books. The social factor of reading was addressed during a book club unit in May, but this was an isolated unit and group discussion around reading was not pervasive throughout the year. Through classroom observations each week, it was noted that the reading workshop occurred during the final 45 minutes of the day, with the previous lesson often running into 10-15 minutes of the reading workshop time. The mini-lesson often consumed more time than expected (20 minutes rather than the recommended 10 minutes), leaving 15-20 minutes for independent reading and sharing time. When the teacher was conducting a reading group (10 – 15 minutes) and attempting to conference (5 minutes), there was often not any time left for sharing at the conclusion of the workshop. In a vain attempt, the teacher often asked one or two students to share their thinking from their seats in the midst of the chaos of 25 other students packing to go home. Ultimately, the issue of time was a major factor limiting the potential positive motivation and identity development among students in the classroom. Despite the focal teacher's discussion of the motivational and identity development benefits of the reading

workshop, her allocation of time for reading in her class did not clearly illustrate this value. It is also important to note that the teacher viewed her strengths as a teacher of science, rather than a teacher of reading. This lack of self-efficacy as a reading teacher may have contributed to her lower value for reading in her class. Although she was working hard to personalize the reading workshop mini-lessons, she did not have a strong grasp on the child-centered, differentiated philosophy necessary to implement an effective reading workshop.

See table 4.1 for a report of the presence of the common elements of the reading workshop in the study context.

Table 4.1 Presence of elements of the reading workshop in study context

Common element of the Reading Workshop	Presence in Study Context
Self-selected book choice	Yes
Development of personal reading goals and reading plans	No
Individualized reading level assessments	Yes
Daily mini-lessons consisting of explicit modeling	Yes
Substantial amount of time devoted to individual reading	Yes
One-on-one teacher conferences	Occasional
Collaborative work in small group reading lessons	For struggling readers only
Emphasis on creating a community of readers.	Occasional

From the teacher's perspective, the implementation of the reading workshop increased student motivation for reading, provided opportunities for differentiation and autonomy, raised student reading achievement, and encouraged the teacher to develop her own reading life. The

teacher's concerns related to time to assess student development through conferencing and small group reading, and frustration over the amount of time required to understand and authenticate each lesson. From the researcher's perspective, the implementation of the reading workshop provided more time for daily student reading, explicit reading instruction through mini-lessons, and an encouragement of a reading community. Limitations that may have hindered maximum motivation, identity development, and achievement relate to a lack of teacher ownership over lessons, a set instructional sequence that was not driven by student needs, and a lack of time for individual student conferencing, small group reading, and whole class sharing time.

5.0 RESULTS

In this chapter, the data collected from multiple sources across the year has been organized into student vignettes; first introducing each student's academic achievement profile, second addressing Ford's (1992) components of a motivationally responsive environment (congruence with the individual's personal goals, congruence with the individual's capabilities, provision of resources needed to facilitate goal attainment, and supportive emotional climate), and third, highlighting Wenger's (1998) components of identity (engagement, imagination, and alignment).

The two driving research questions will be addressed as they relate to each student:

- 1) How do four fourth grade students describe their motivation for reading within the reading workshop model and how does their motivation change over the course of one year?
- 2) How do four fourth grade students describe their identity as readers in a motivationally responsive approach to reading instruction and how does this description change over the course of one year?

5.1 EMILIA

Emilia is an African American girl characterized as a struggling reader by her third and fourth grade teachers. At the end of third grade, she was reading at a Fountas and Pinnell reading level L. The expectation for third grade students is level P at the end of third grade, so Emilia was reading below grade level. She made steady progress through her fourth grade year, testing at level N in September, level O in January, and level Q in June. The expectation for the end of fourth grade is level S, so although she made progress, she continue to read slightly below grade level. In September of her fourth grade year, she scored in the basic range (1237) on the 4Sight Reading subtest. When she took this test again in January, she progressed to the proficient range (1372), but her scores plummeted to the below basic range (1088) when she took the test in April. The results of these two assessments contradict one another, leading the researcher with questions related to their validity.

Emilia's description of her motivation for reading within the reading workshop model and its change over time is organized by the four components of a motivationally responsive classroom environment as set forth by Ford (1992). The data related to motivation is also organized by the measure through which it was obtained.

5.1.1 Congruence with the individual's personal goals

Weekly Conferences

When asked what she was working on as a reader that day, Emilia answered “nothing” or “I don't know” during the first two conferences. During the next three conferences, her answers focused on reading slower in order to understand more. During the final six conferences, Emilia's answers were more closely connected to the daily mini-lesson focus, for example,

“telling the mood that is in the book, staying focused and droning out background noise, stopping regularly to ask myself what is happening, and noticing the words that introduce a flashback.” This information suggests that throughout the course of the year Emilia developed the ability to transfer the teaching point in the mini-lesson to her personal goals as a reader.

5.1.2 Congruence with the individual’s capabilities

Reader Interviews

When asked how she knows if a book is a good fit for her, Emilia discussed the five-finger rule both in June of her third grade year and January of her fourth grade year, meaning that if there are more than five unknown words on a page, then the book is deemed too challenging. She was able to state, “When I don’t know most of the words, I know it’s too challenging, because it doesn’t help me do anything. I spend too much time focusing on one word.” However, in January she also mentioned that she needed to be interested in the book and it needed to be the right reading level for her.

Weekly Conferences

During each of the reading conferences, Emilia felt that the book she had chosen was a good fit for her. She spent the first three months of fourth grade reading books from the *My Weird School Daze* series by Dan Gutman and felt that these books were a good fit because they were the first chapter books she had ever finished and were not too easy and not too hard. When she deviated from this series in March and began reading *Jackie and Me*, also by Dan Gutman, she spoke about the content of the book for the first time when discussing whether it was a good fit. She said, “I like sports and think that Jackie is cool.” She also talked about having read a

couple of the author's books before, but noted that this one was longer and better. As the year progressed, Emilia broadened her understanding of what it means for a book to be a "good fit." Initially, she felt that reading level was the sole predictor of a just right book, but the importance of her own interest in the content began developing throughout her fourth grade year.

5.1.3 Provision of resources needed for goal attainment

Reader Interviews

At the end of her third grade year, Emilia stated that she read for 15 minutes every day. In fourth grade, she said, "I read all of the time, maybe 45 minutes a day, because I read for 30 minutes at school, when I am finished with my work, and then for 15 minutes at home." This data suggests that the amount of time Emilia was provided for reading dramatically increased from third to fourth grade with the implementation of the reading workshop.

When asked how her teacher encouraged her to become a better reader in third grade, she discussed the hundred-book challenge. Students read twenty-five books a quarter and completed a worksheet. Her teacher also told her to practice and read as much as she could to get better. In fourth grade, she said that her teacher encouraged her by having her read every day and every night for 20 minutes. Her teacher also conducted lessons each day before they read. Emilia stated, "In these lessons, she tells us what we need to learn and what we're going to do that day." From Emilia's perspective, the focus of instruction in third grade seemed to be on quantity of books read, while in fourth grade she also discussed the reading lessons taught by her teacher each day before they read.

5.1.4 Supportive emotional environment

Reader Interviews

At the end of her third grade year, when asked if her teacher is a good reader, Emilia said, “yes, because when she reads chapter books she knows all of the words, even some she has never heard before. She reads the whole book and she knows what she is reading.” She also felt that her teacher enjoyed reading because “sometimes she just reads a book that she likes during lunchtime.” Emilia said that her fourth grade teacher was a good reader because “she reads fluently, she reads all of the words, and she understands what she’s reading.” She also felt that her teacher enjoyed reading because “she often talks about the new books she is reading during class meetings and when she finishes, she tells us all about it. She often says that she likes reading and during share time, she is always sharing about a new book that she is reading.” Emilia’s vision of a good reader was fairly similar in both third and fourth grade, with the addition of a good reader talking about the books she reads in fourth grade.

As a third grader, Emilia said that her mom and dad were both good readers because they read letters and they taught her how to read. In fourth grade, Emilia named her brother as a good reader because he helped her read the directions on her homework and she stated that he spends a lot of time reading his driving book. Emilia viewed her family members as supportive readers in both third and fourth grade because they were competent and they supported her as a reader.

At the end of third grade, Emilia said that she did not talk about reading with her friends outside of school, but sometimes during school they shared favorite books and why they liked them. In January of fourth grade, she still did not talk with her friends about reading outside of school, and talked with friends during school only when their teacher told them to talk about

their books. In June, she said “I don’t talk with my friends outside of school all of the time, but if they say there is a book they like, then we talk about it.” Although Emilia was not always talking about reading outside of school by the end of fourth grade, her view of reading as a social activity was more present than it was earlier in the year.

As a third grader, she did not like sharing her ideas in class “because if others disagree with me, they might say something mean and weird”. In January of fourth grade, Emilia said that in class they talked about their thoughts related to what they were reading during their class meetings. In June of her fourth grade year, she explained that she enjoyed sharing her ideas in class because she was able to compare her ideas with others. Emilia’s development in terms of sharing her ideas in class was pronounced over the course of the year. Initially she did not like sharing at all and was concerned about what others thought of her, but by the end of fourth grade she found pleasure in comparing her ideas to others’ in the class.

When asked how her classmates have influenced her as a reader in third grade, she said, “When they read, it tells me that I should read too.” When asked the same question in fourth grade, she said that her classmates influenced her “by telling me words that I don’t know and helping explain something if it doesn’t make sense.” Emilia’s understanding of how her classmates influenced her broadened over the course of the year. Initially their behavior motivated her behavior, while later in the year she viewed them as a resource in her reading community.

Weekly Conferences

Emilia was asked how she heard about the book she was reading during the last seven reading conferences. For the first three books, she said that she found the books in the classroom library and *Wilma Unlimited* by Kathleen Krull was provided by her teacher. During the fourth

conference, she chose to read *Jackie and Me* by Dan Gutman because she saw real pictures of Jackie Robinson and thought it would be interesting. She read the captions and the back of the book and knew that she liked Jackie Robinson. She was also looking for a historical fiction book. The progression of how Emilia chose her books developed over the course of the year. Initially, she chose books based on convenience, but by the end of the year, content and genre were influential in her choice.

Emilia's description of her motivation as a reader while experiencing the reading workshop model highlights the congruence of the daily mini-lesson foci with her own goals as a reader. A broad understanding of her capabilities, with a shared emphasis on reading level and content was also evident. The resources provided to her through the reading workshop model include increased time for reading and explicit teacher instruction in reading. Emilia described her emotional environment as supportive with teachers and parents who were proficient and instructive to her as a reader. While experiencing the reading workshop, Emilia spoke to her friends about reading, enjoyed sharing and comparing her ideas with others, and recognized her classmates' influence and ability to help her as a reader.

Over the course of the year, Emilia's motivation as a reader developed in multiple ways. At the beginning of the year, she was unable to discuss her goals as a reader, but over time she was able to connect the mini-lesson focus to her ongoing work as a reader. Emilia also broadened her understanding of what makes a book a good fit for her, moving from strictly reading level at the beginning of the year to a more inclusive understanding of how interest, content, and reading level complement one another. During her fourth grade year, Emilia spent more time reading in school and recognized the benefits of the daily reading instruction provided by her teacher. Emilia's emotional environment, including her parents and brothers, remained a

consistent positive force in her development over the year of study. However, Emilia's social view of reading changed dramatically during the year. In the beginning, she did not talk about reading outside of school and did not enjoy sharing her ideas in class. Through the year, she began talking about reading with friends both in and outside of school, and even learned to enjoy the process of sharing ideas with others. Finally, Emilia's recognition of her friends' influence changed throughout the year from mere behavior to a more instructive influence.

The development of Emilia's identification of herself as a reader in a motivationally responsive approach to reading instruction is organized by the three components of identity as set forth by Wenger (1998). The data related to identity is also organized by the measure through which it was obtained.

5.1.5 Engagement

Reader Interviews

When asked to tell about herself as a reader at the end of her third grade year Emilia stated, "I really don't like reading a lot. When I have to read, I read very slowly. I don't read fast. It takes me a long time to finish a chapter book. When I read, I read one sentence after another. Sometimes I forget to stop at periods, and then I don't know what I'm talking about." In January of her fourth grade year, her attitude toward reading had changed significantly. In her words, "I like to read and it's easier because I read a lot now and I read different books. I'll read for fun, and I watch less TV." In June, her attitude toward reading remained positive. She said, "I like reading now, because it's quiet, and I like reading interesting stuff."

When asked at the end of her third grade year, Emilia said she did not read for fun. In September, she said “I read for fun a lot now, a little bit every night before bed.” In June, she stated “[I read] sometimes at home, unless I am doing something else, but I read during the summer a lot.” When asked about her favorite author, Emilia described Dan Gutman’s funny books during each of the three interviews, but could never remember his name. This data suggests that Emilia’s attitude toward reading increased in positivity during her fourth grade year.

At the end of her third grade year, Emilia stated that she spent most of her time reading chapter books and did not like reading articles or magazines. This was mainly because “they are so short and if you like it, there is nothing more to read.” When asked in January and June, she had specified her preference to fiction books and emphasized her continued dislike of non-fiction articles because they are short and not funny. This data suggests that through the course of her fourth grade year, Emilia developed the ability to specify her reading interests.

Weekly Conferences

When asked what book she was reading during the weekly reading conferences, Emilia was reading a book from the same series, *My Weird School Daze* by Dan Gutman, for the first six conferences. In January and February, she read the *Diary of a Wimpy Kid* by Jeff Kinney and *Wilma Unlimited* by Kathleen Krull. From March through June, Emilia and a partner read *Jackie and Me* by Dan Gutman. Each time the researcher checked in with Emilia, she was near the middle of her book and it was evident that she was reading at a steady pace. When asked to rank the level of excitement she had for reading each book, Emilia answered 4/5 the first time, and 5/5 during each subsequent conference. When asked what she liked about the books, Emilia referred to the books as funny and interesting while reading the six books within the *My Weird School*

Daze series. While reading *Diary of a Wimpy Kid* and *Jackie and Me*, she began to provide more specific reasons for liking the books. For example, “We were just talking about flashback. This is not a flashback but it is like one.” And “We read the back page and the first page and we thought it was good. It seems really interesting because he had to forfeit the game because he had anger issues,” and finally, “because it is a mystery – you want to see if he is going back to the regular time period.” This data suggests that over the course of the year, Emilia’s engagement for reading increased because she widened her repertoire of reading materials and was able to specify her reasons for enjoying a book.

Early Reading Attitude Survey

The average of Emilia’s recreational reading attitude scores on the Early Reading Attitude Survey (ERAS) at the end of her third grade year was 2.0. Her recreational reading attitude positivity increased slightly with an average score of 2.1 in September, decreased in January (1.4), and increased to its highest point in June (2.5). The average of Emilia’s academic reading attitude scores at the end of her third grade year was 2.1. Her academic reading attitude positivity decreased slightly with an average score of 2.0 in September, decreased further in January (1.5), and increased back to an average score of 2.0 in June. According to the ERAS scores, Emilia’s recreational reading attitude increased in positivity during her fourth grade year, while her academic reading attitude decreased in positivity at the beginning of the year, but recovered to her end of third grade level by the end of the year.

Teacher Engagement Inventory

Emilia’s third grade teacher said she was “sometimes” engaged during independent reading time and “sometimes” excited for independent reading time. She marked that Emilia “sometimes” read outside of the required time in class. Her fourth grade teacher noted that she

was “often” engaged during independent reading time and “often” excited for independent reading time. She also marked that she “often” read outside of the required time in class. Emilia’s teacher’s comments on the Teacher Engagement Inventory support an increase in engagement over the course of the year.

5.1.6 Imagination

Reader Interviews

Emilia agreed with the statement, “Reading is an important skill to have in order to be a successful person in the world” during all three interview sessions stating, “If you don’t know how to read, you won’t know how to do most of the stuff in life.” She also agreed to the statement, “The habit of reading is necessary to live a happy life” during all three interview sessions, stating emphatically in June of her fourth grade year that, “books can make you happy, because some people really like reading, and it can be something they like to do.” Emilia’s imagination related to the purpose of reading in her future did not change from third to fourth grade.

When asked what good readers do at the end of her third grade year, Emilia said that “good readers know how to sound out words and what chapter they are on.” In January, she said that “good readers practice reading different kinds of books.” In June she said, “good readers keep reading and see what the author would be thinking.” Emilia’s view of good readers developed over the course of the year from a focus on decoding print to include various genres and author’s perspective.

5.1.7 Alignment

Reader Interviews

At the end of her third grade year, Emilia said, “ I am good at sounding out words when I don’t know them and I would like to improve on finishing books that I think are boring, but are really not.” In January of her fourth grade year, she said, “ I am good at thinking and making mental pictures while reading.” She claimed to do this a lot since she was now reading chapter books with less pictures. At this point, she said, “I would like to improve on my ability to focus on the book I am reading, rather than looking somewhere else.” By the end of her fourth grade year, her acknowledged strengths involved talking about the story to herself when she finished reading and she hoped to improve upon not skipping words or lines while reading. During the course of the study, Emilia’s acknowledged strengths moved from the word level at the end of third grade to higher level thinking skills, such as making mental pictures and talking about the story internally while reading, by the end of fourth grade. During each interview session, she was able to identify a specific area that she would like to work to improve upon.

At the end of her third grade year, she believed that she was best at reading both chapter and picture books. In January, she felt that she was best at reading fiction books because she enjoyed reading about imaginary things. In June, she still felt that she was best at reading fiction books because the characters were often funny. Her specificity about the books she liked increased during the course of her fourth grade year, by the end including a rationale for her thinking.

Weekly Conferences

When asked what about her books were challenging for her, she answered “nothing” for the first four conferences. During the last seven conferences, she remarked that some of the words, phrases, and sentences were difficult to understand. During the last two conferences, she gave examples of challenging words and explained that she struggled because there were a lot of names and words from a different time period. Emilia’s increase in specificity was evident in the progression of her weekly conferences. By the final conference, she had progressed to giving examples and reasoning when asked which parts of the book were challenging for her.

In response to research question 2, Emilia identified herself as a reader in terms of her engagement, her imagination of the purpose of reading in her future, and the alignment of the task of reading with her own interests and capabilities. Within a motivationally responsive approach to reading instruction, Emilia’s engagement as a reader flourished. She enjoyed spending her time reading and did so often. She was able to speak specifically about the types of books she liked and her reasons for enjoying them. Her results on the ERAS and the Teacher Engagement Survey confirmed a high level of engagement in reading. Emilia’s imagination of the purpose of reading in her future remained positive throughout the year. Emilia’s alignment of reading with her own interests and capabilities was high as she was able to specifically discuss and provide examples of her interests as well as her strengths and weaknesses.

Over the course of the year Emilia’s ability to identify herself as a reader within a motivationally responsive approach to reading instruction improved in many ways, most dramatically in her engagement as a reader. At the beginning of the year, she did not like reading because she did not feel like it was her strength. By the end of the year, she was reading often and viewed reading as an enjoyable activity. She began reading a wider variety of books, while narrowing her interest profile. According to the ERAS, Emilia’s recreational reading attitude

increased over the course of the year, and her academic reading attitude remained stable. Her teachers confirmed an increase in engagement over the course of the year on the Teacher Engagement Inventory. Emilia's imagination related to the purpose of reading in her future did not change from third to fourth grade, but her view of a good reader widened to include an ability to read various genres as well as consider the author's perspective. During the course of the study, Emilia's acknowledged strengths moved from the word level at the end of third grade to higher level thinking skills at the end of fourth grade. She maintained the ability to identify strengths and weaknesses throughout the year, but by the end of the year, she was able to provide examples and a rationale for her thinking. As Emilia's motivation and identity developed throughout the year, her reading achievement increased by 5 reading levels on the Fountas and Pinnell reading assessment, which is more than one year's growth, although still slightly below grade level expectations. The 4Sight Reading Subtest did not confirm this progression in April of her fourth grade year.

5.2 ISAAC

Isaac is a Caucasian male who received remedial support for reading in both third and fourth grade. At the end of third and beginning of fourth grade, he was reading at a Fountas and Pinnell reading level L, which was slightly below the grade level expectation of level P. By January, he had progressed to a level N and had not moved beyond this level when retested in June. At this point Isaac's reading level was significantly below the grade level as students are expected to be

reading at a level S by the end of fourth grade. He scored in the below basic range on the 4Sight Reading subtest in September (1042), January (1005), and June (1059).

Isaac's description of his motivation for reading within the reading workshop model and its change over time is organized by the four components of a motivationally responsive classroom environment as set forth by Ford (1992). The data related to motivation is also organized by the measure through which it was obtained.

5.2.1 Congruence with the individual's personal goals

Weekly Conferences

Isaac's answers to the question, "What are you working on as a reader today," is indicative of his quantitative philosophy of reading at the beginning of the year because he referred to reaching a page number goal during four out of eleven conferences. During five out of eleven conferences, he either said, "I don't know," or "nothing." In March, Isaac stated, "I am trying to see if this is a good book for me and if it is I will keep reading it and I might just go to the book store to get the next two in the series." In the beginning of the year, it was clear that Isaac's goals as a reader related to quantity (how many pages read), while near the end of the year, his goals broadened to include finding books that he enjoyed reading.

5.2.2 Congruence with the individual's capabilities

Reader Interviews

When asked how he knows if a book is a good fit for him, Isaac discussed the five-finger rule in June of his third grade year, meaning that if there are more than five unknown words on a page, then the book is deemed too challenging. In January and June of his fourth grade year, he said that he usually skims through the book to see if it is a good fit, the focus being mainly on the size of the print and the number of words.

Weekly Conferences

During each conference, Isaac said that the book he chose was a good fit for him, mainly because he was interested in the specific topic. During his weekly conferences he was often reading a book that was above his reading level, mostly because he was interested in the content. Throughout the year, it was not evident that Isaac progressed toward choosing books that matched his capabilities as a reader. It is also possible that the classroom library did not contain many books that were at his level and interested him.

5.2.3 Provision of resources needed for goal attainment

Reader Interviews

At the end of his third grade year, Isaac stated that he read for 15-20 minutes every day. In fourth grade, he said that he read for an hour a day at the most. This increase in reading time indicates a significant shift from third to fourth grade. When asked how his teacher encouraged him to become a better reader, Isaac said that his third grade teacher helped him read big words so that he could understand them. In fourth grade, Isaac was working with a pull out resource teacher for reading. He said that in this group they read chapter books together and his teacher encouraged

him to read more and more each day. Isaac's participation in the remedial pull out group, while deemed necessary, detracted from his time within the reading workshop.

5.2.4 Supportive emotional environment

Reader Interviews

At the end of his third grade year, when asked if his teacher was a good reader, Isaac said, "yeah, she's a pretty good reader because she reads fast and only one kid can catch up to her." He felt that she enjoyed reading because "she read to them all the time." In fourth grade, Isaac felt that his teacher was a good reader because "she doesn't miss words when she reads to us." In January, he felt that his teacher enjoyed reading as long as everyone was listening. In June, Isaac felt that his teacher was a good reader because "she's really good at saying how the words should be and she changes her voice based on punctuation." He felt that she still enjoyed reading because "she tries to read a lot and sometimes she grabs a book when we are doing something else." Isaac's perception of his teacher as a reader remained fairly procedural during most of the year, although he did include her affective response to reading in June of his fourth grade year.

As a third grader, Isaac named his friend as a good reader because he was once able to finish a chapter book in one week. In January of fourth grade, he named two peers as good readers because they read long books. In June of his fourth grade year, Isaac named Oliver as a good reader because he sat next to him and saw him focused on his book and turning the pages very quickly. This data suggests that Isaac's vision of good reading remained focused on quantity, rather than quality.

At the end of third grade, Isaac said that he did not talk about reading with his friends outside of school, except for sometimes on the bus. In January and June of fourth grade, he still did not talk with friends about reading inside or outside of school, but said that he was good at sharing ideas because he liked to see if others agreed or disagreed. Throughout the year, Isaac did not view himself as a social reader, but by the end of the year he admitted to enjoying sharing his ideas in class.

When asked if his classmates influenced him as a reader, he said, “No, they haven’t made any suggestions.” In June, he said that his classmates had told him to try to read as much as he could. “I tell people to do that too because if some people are behind in our book clubs, I just tell them to try to read as much as you can and try to get to our goal, and then the next day, before you know it, they’re caught up.” Again, Isaac’s comments focus on the quantity of text digested, rather than the content or meaning.

Weekly Conferences

When asked how he heard about the book he was reading each week, he mentioned the library, his mom, and friend referrals. During the last two conferences, he made reference to his own interests, by saying, “I couldn’t find any other books that interested me,” and “[I] just looked at the historical fiction section and this was the only book.” Throughout the year, Isaac often referred to his mom as his source for new books. Although this support was helpful, Isaac never took on the task of selecting books for himself.

In response to research question 1, Isaac’s view of reading as congruent with his personal goals as a reader relates mainly to quantity of text read. He struggled to choose books that were at his reading level, which lead to limited congruence with his capabilities. Isaac had a substantial amount of time to read within the reading workshop, but his time with the remedial

resource teacher detracted from his ability to transfer the mini-lesson focus to his individual work as a reader. He had a supportive emotional climate, consisting of his mother and teacher. When asked to define good reading, his response remained focused on the quantity of pages read, rather than the meaning extracted from the text. Isaac did not take advantage of the social community of readers in his classroom, though he did begin sharing his ideas in class near the end of the year.

Over the course of the year, Isaac demonstrated his motivation as a reader in terms of performance-oriented learning, rather than mastery-oriented learning. This type of learning, focused on quantity of text read, is initially motivating for some students, but does not endure over time. At the beginning of the year, Isaac's goals as a reader related to quantity, while near the end of the year, his goals broadened to include finding books that he enjoyed reading. He struggled to choose books that matched his reading level throughout the year, however his time spent reading increased from third to fourth grade. Isaac's perception of his teacher and friends as readers remained procedural and focused on quantity throughout the year. He did not move toward greater socialization around books during the study, but he did enjoy sharing his ideas in class more near the end of the year. As for the influence of his friends, his comments remained focused on the quantity of text read.

The development of Isaac's identification of himself as a reader in a motivationally responsive approach to reading instruction is organized by the three components of identity as set forth by Wenger (1998). The data related to identity is also organized by the measure through which it was obtained.

5.2.5 Engagement

Reader Interviews

At the end of his third grade year, Isaac said that he liked to read space books and Percy Jackson books. In January, he said, “I like to read books like chapter books, and sometimes I like to read not always chapter books, but they’re like chapter books, but they don’t have as many chapters.” By June, his description of himself as a reader was much more comprehensive. He stated, “I think I feel good to be a reader, because I’m really into books. My mom’s been giving me a lot of books recently and now I have a collection. Titanic, some space, I’m still into space, but I’m mostly into Titanic now. She gave me a *Believe It Or Not* book. She gave me a *Guinness Book of World Records* book. She gave me a *National Geographic Angry Birds* space book, which was pretty much a space book that has Angry Birds in it.” When asked about his favorite author, Isaac could not remember the name during any of the three interviews, but referred to titles (*Diary of a Wimpy Kid* and *I Survived*) and favorite topics (space). The increase in Isaac’s specificity about his interests indicates that his reading identity developed substantially during his fourth grade year.

At the end of his third grade year, Isaac stated that he spent most of his time reading space books. At this time, he did not like reading books with big words because they made it hard for him to understand. When asked in January, his preference had changed to chapter books and he could not think of a type of book that he did not like to read. By June, he had specified his preference to historical fiction books and stated that he pretty much liked to read all types of books.

When asked if he read for fun at the end of his third grade year, Isaac replied, “yes, I mostly read just for fun.” His answer was also yes in September and June, stating that “sometimes I decide to not do computer and do books instead. Sometimes my mother doesn’t tell me to read ‘em, sometimes I just decide to read ‘em.” This data further indicates an increased sense of engagement in reading throughout the year.

Weekly Conferences

When asked what book he was reading each week, Isaac spent the first four conferences discussing a *Magic School Bus* book. As the year progressed, he added some variety to his reading diet, focusing mainly on non-fiction (eight out of eleven books). During five out of eleven conferences he was just beginning the book, an indicator that he enjoyed skipping around and reading shorter books. When asked how excited he was about reading his current book, his rankings were mainly 4-5, with the exception of one 3.

When asked what he liked about the book he was reading each week, he said, “I don’t know” or mentioned an interest in the topic for the first seven conferences. In January, he began referring to text structures such as, “it has lots of questions and answers,” and “it starts with the scary part – usually books wait until the middle.” Like Emilia, this data suggests that through the course of his fourth grade year, Isaac widened his repertoire of reading materials, developed strong positive feelings for reading, and developed the ability to specify his interests and reasons for selecting a book.

Early Reading Attitude Survey

The average of Isaac’s recreational reading attitude scores at the end of his third grade year was 3.3 on a four point scale. His attitude positivity decreased with an average score of 2.4 in September, increased slightly in January (2.8), and increased to its highest point in June (3.8).

The average of Isaac's academic reading attitude scores at the end of his third grade year was 2.4. His attitude positivity increased with an average score of 2.8 in September, decreased in January (2.2), and increased to its highest point in June (3.5). During his fourth grade year, Isaac experienced a dramatic increase in positivity in both his recreational and academic reading attitude.

Teacher Engagement Inventory

On the Teacher Engagement Inventory, Isaac's third grade teacher said he was "always" engaged during independent reading time and was "often" excited for independent reading time. She noted that he "often" read outside of the required reading time in class and was "sometimes" able to select books that matched his interest and ability level. At this point, he "often" talked with his teacher about books. His fourth grade teacher noted that he was "often" engaged during independent reading time and "often" excited for independent reading time. At this time, he continued to read "often" outside of the required time in class and "sometimes" talked with friends about books. She also marked that he was "sometimes" able to select books that matched his interest and ability level. His level of engagement in reading seemed stable from third to fourth grade according to his teacher's perspective.

5.2.6 Imagination

Reader Interviews

Isaac agreed with the first statement, "Reading is an important skill to have in order to be a successful person in the world," during all three interview sessions stating, "to be a successful person, you need to be able to read." He disagreed with the second statement, "The habit of

reading is necessary to live a happy life,” during all three interviews, stating, “I don’t read often, like, every single day, but I still have a happy life.” Isaac’s answers indicate that he understands reading as a functional necessity, rather than an emotional need.

Throughout the year, Isaac did not show much growth in terms of moving toward a mastery learning orientation. At the end of his third grade year, Isaac said that good readers need to practice reading so they can get better and better. In January, he said that good readers need to be able to scan over the words and know them. In June, he said that good readers need to build up their word skills. The fact that Isaac’s focus remains at the word level likely interferes with his ability to make meaning from text.

5.2.7 Alignment

Reader Interviews

At the end of his third grade year, Isaac said that he was good at reading small words. He felt that he read too fast, and would like to work on slowing down so he could understand what the book was telling him. In January of his fourth grade year, he said that he was good at reaching his goals of how much he could read at one time. At this time, he wanted to work on reading more challenging books. He referred to his mother’s influence with this goal by saying, “she’s not going to let me have any of those little chapter books; she is going to make me have these challenging ones.” In June, he said that his strengths lie in reading longer words because he was used to seeing them in the *Titanic* books he was now reading. He maintained his focus on reading more challenging books by saying, “I think I should start reading more chapter books, because it’s better for me, it helps me learn a little better.” His answers here are consistent with

his performance-oriented motivation to read longer and harder books. At the end of his third grade year, he felt that he was best at reading comics and big chapter books. In January, he felt that he was best at reading magazines because they were interesting. In June, he felt that he was best at reading historical fiction books because he likes history and he is into a historical fiction series.

Weekly Conferences

When asked what is challenging about his book, Isaac answered, “I don’t know,” or referred to difficult words during the first five conferences. In November, he began saying that there wasn’t anything challenging about the books he was reading, although it was noted that he seemed unaware of the multiple decoding errors he was making.

During the course of the study, Isaac was never able to move beyond the surface level reading skills of finishing books or decoding long words when discussing his strengths as a reader. When discussing areas in which he would like to improve, he was always able to indicate a specific focus, but in June of his fourth grade year, he was also able to include a reason for his goal. When discussing his preferences, he was always able to indicate a specific genre interest throughout the course of the study.

In response to research question 2, Isaac identifies himself as a reader in a motivationally responsive approach to reading instruction through his engagement, his imagination of the purpose of reading in his future, and the alignment of reading with his own interests and capabilities. Isaac was able to specifically describe his reading interests and favorite genres while experiencing the reading workshop. He also stated that he liked to read for enjoyment. The results of the ERAS survey revealed that his recreational and academic reading attitude increased to its highest level at the culmination of his fourth grade year. The results of his teacher

engagement inventory confirmed that his reading engagement was high within the reading workshop. In terms of his imagination of the purpose for reading in his future, Isaac understands reading as a functional necessity, rather than an emotional need. His view of good readers focused on decoding skills, rather than on the ability to extract meaning. Isaac was able to indicate his specific genre interests and provide a rationale for his goals as a reader. Throughout the study, he maintained his focus on surface level skills such as decoding long words and finishing books.

Over the course of one year, Isaac demonstrated considerable growth in his identity development as a reader. This was measured through his engagement, his imagination of the purpose of reading in his own life, and the alignment of reading with his own strengths and weaknesses. Through the year, Isaac progressed from providing very general comments about his interests to very specific comments, which is an indicator of a honed sense of engagement in reading. His ERAS and Teacher Engagement Inventory confirmed this increase in engagement over the course of the year. Over the year, Isaac did not show much growth in his level of mastery learning, but sustained motivation for performance-oriented skills such as decoding long words and finishing books. The alignment of reading with his own capabilities seemed to be lacking throughout the year. Isaac continued to choose books that were too difficult for him to read and did not seem to notice the multiple decoding errors he made while reading. Isaac's scores on the Fountas and Pinnell reading assessment and the 4Sight Reading Subtest indicated a lack of progression throughout the year. Despite Isaac's performance-oriented motivation and identity development, he did not make steady progress academically in reading. This could in part be due his external motivation to finish the book, rather than gain meaning from the text.

5.3 OLIVER

Oliver, an eight-year-old Caucasian boy at the beginning of the study, was reading at a Fountas and Pinnell reading level P at the end of third grade, which met the grade level expectation. He made steady progress over the summer and through his fourth grade year, reading at a level S in September, a level U in January, and a level W in June. By the end of fourth grade, Oliver was reading 4 levels above the grade level expectation. He increased his score on the 4Sight Reading subtest from the proficient range (1349) in September, to the advanced range in January (1485) and June (1573).

Oliver's description of his motivation for reading within the reading workshop model and its change over time is organized by the four components of a motivationally responsive classroom environment as set forth by Ford (1992). The data related to motivation is also organized by the measure through which it was obtained.

5.3.1 Congruence with the individual's personal goals

Weekly Conferences

When asked what he was working on as a reader each day, Oliver answered vaguely during the first five conferences, often just referring to reading more. In November, he started to increase his specificity, relating his goal as a reader to the focus of the daily mini-lesson. For example, "I am trying to find different moods and trying to identify how I know that they are changing." And "I am trying to read it like the author would read it." By the end of the year, he seemed to lose

momentum and answered, “I don’t know” in both March and April. Oliver made progress with his application of teaching points to his independent reading during the first half of the year. However this growth seemed to stall and his emotional commitment to reading seemed to decrease toward the end of the year.

5.3.2 Congruence with the individual’s capabilities

Reader Interviews

At all three interview points, Oliver discussed his level of absorption in the book as an indicator of whether or not it was a good fit. In June of his fourth grade year, he said “if I like the book I’ll be reading it at a little faster and I’ll read for a longer time without realizing it.” During all three interviews he also referred to his level of understanding and his speed of reading as an indicator of whether the book was too easy or too challenging.

Weekly Conferences

During each conference he said that the book was a good fit for him, referring to his familiarity with the series, topic, author and whether it was the appropriate reading level for him.

5.3.3 Provision of resources needed for goal attainment

Reader Interviews

At the end of third grade, Oliver stated that he read for 20 minutes each night at home, but that he did not read during the school day. In fourth grade, Oliver said that he read for 25 minutes

during reading workshop at school and 20 minutes for homework. When asked how his teacher helped him to become a better reader in third grade, he said that his teacher allowed them to either read or draw, but he always chose to draw. When asked if that was all, he said, “I haven’t really picked up on anything else.” In fourth grade, he said, “our teacher has books that we can choose from and she talks about reading a lot, so that kind of helps. She also has reading workshop where we just read.” When asked if she ever gives him ideas on how to become a better reader, he said, “Not like super-boldly.” According to his comments in third grade, Oliver did not see himself as a reader. In fourth grade, his time spent reading increased and he noticed general aspects of the curriculum as being supportive, but he did not note his teacher’s specific efforts to support him as a reader.

5.3.4 Supportive emotional environment

Reader Interviews

At the end of his third grade year, when asked if his teacher was a good reader, Oliver said, “yes, because she reads the *Percy Jackson* books really well. She doesn’t skip parts or sputter with words.” He felt that she enjoyed reading because “she often stops at really good parts while reading aloud!” In fourth grade, he felt that his teacher was a good reader because she had been a teacher for 2 or 3 years and she never stumbled across words. He also felt that she enjoyed reading, but wasn’t able to provide evidence. Through his comments, Oliver displayed an understanding that good readers need to be proficient as well as enjoy reading.

As a third grader, Oliver named a friend as a good reader because she was able to read a *Harry Potter* book when she was four. When asked if good readers just need to learn early, he

said, “No, it’s because whenever they read, they understand it and they make all these comments about it, like, whoa this happened or dang, I didn’t want that to happen. I can really see them paying attention.” In January of fourth grade, he named his parents as good readers because they were able to pronounce the names in *Harry Potter* correctly the first time. They also read a lot of different types of books. In June of his fourth grade year, Oliver named his teacher as a good reader because she read aloud for a half hour a day and she never stumbled on a word. Oliver’s understanding of good reading seemed to move from an emotional connection in third grade to a focus on decoding difficult words and refraining from stumbling in fourth grade.

At the end of third grade, Oliver said that he did not talk about reading with his friends inside or outside of school. In fourth grade, he still did not talk with friends about reading outside of school, but said that “sometimes in reading workshop, we read a paragraph [from our books] and we have to talk about it with partners.” This comment displays an increase in the opportunities provided for sharing about reading during the reading workshop in fourth grade, but it also highlights the fact that Oliver views talking about reading with peers as a task set forth by the teacher, rather than an authentic means of enhancing comprehension.

When asked if he felt comfortable sharing his ideas in class in third grade, he said, “Yeah, I’m fine with it. I don’t really care.” In fourth grade, he claimed that he never really talked about books in class, but felt fine sharing about other things. During all three-interview sessions, Oliver claimed that his classmates did not influence him as a reader. When asked how he heard about his current book, his answers included a variety of means, such as the bookstore, library, friend referral, author familiarity, and interest in the topic. Oliver’s comments reveal that throughout the year he was not encouraged and supported by the developing community of readers within his classroom.

In response to research question 1, Oliver referenced the congruency of the foci of the mini-lessons with his personal goals as a reader as well as the congruency of reading with his own capabilities as he discussed the multiple facets involved in deciding whether a book was a good fit, including absorption, content, and reading level. There was evidence of the provision of instructional resources through his teacher's instruction, and the opportunity to spend time reading the many books in the classroom and share his thinking with others. Despite the opportunities provided, Oliver did not share his thinking about books with his friends and did not consider them to be an influence on him as a reader, indicating that he did not take advantage of the community of readers within the classroom.

Over the course of the year, Oliver's motivation as a reader peaked in the middle of fourth grade and then decreased toward the close of the year. Oliver made progress with his application of teaching points to independent reading during the first half of the year. This growth seemed to stall and his emotional commitment to reading decreased toward the end of the year. This could be due in part to the fact that test preparation and standardized testing had hijacked the focus of the reading workshop routine at this time of year. His view of what makes a book a "good fit" remained steady during the year. His time spent reading increased significantly from third to fourth grade, and he recognized the curricular affordances encouraging his growth as a reader in fourth grade, although he never acknowledged his teacher's specific efforts to support him as an individual reader. His view of good reading moved from an emotional connection in third grade to a focus on decoding difficult words and refraining from stumbling in fourth grade. Throughout the year, Oliver did not change in his social interactions around reading and did not seem to embrace the developing community of readers in the classroom.

The development of Oliver's identification of himself as a reader in a motivationally responsive approach to reading instruction is organized by the three components of identity as set forth by Wenger (1998). The data related to identity is also organized by the measure through which it was obtained.

5.3.5 Engagement

Reader Interviews

When asked to describe himself as a reader at the end of his third grade year, Oliver stated, "when I read, I try to find something that I like to read and not force myself to read something I don't like, because I find that I can't really concentrate, and I'll find myself looking up at the wall or out a window or something. So I have to find something that I'm interested in to actually read it." In January he said, "I like comic books and I guess it doesn't matter what type of genre it is, I guess it just matters on the subject. If I don't like the subject of a book, I can't read the book. I like *Harry Potter* because of the wizardry and magic. I'm not a big fan of *Percy Jackson*. It doesn't grab my attention the way *Harry Potter* does." By June, his answer was more concise, "I like to read comics. I like to read scary stories. I guess some poetry is OK. I don't really like that a lot though."

When asked about his favorite author, he referenced J.K. Rowling in all three interviews. In June he stated, "I don't really pay attention to the author when I read a book. I just pick the book up and read it." When asked what he pays attention to, he said, "sometimes I read the back. I'll see what it's about and look at the title and the cover; usually that gives me a pretty good hint. I like books that are quicker, that don't drag on a long time. So, if there's a long book

that has a person reading a book on it, I'm not going to read that. I like books that have fighting in them, like UFC and WWE.” At the end of his third grade year, Oliver claimed that he did not read for fun. He confirmed this statement in January, and again in June.

At the end of his third grade year, Oliver stated that he spent most of his time reading George Lucas and J.K. Rowlings books. He said that he did not like reading newspapers because they are boring. When asked in January, his preference was comic books and he did not like poems or non-fiction. In June, he still preferred to read comic books, but added to his list of genres that he did not like, saying, “I don’t like a lot of stuff. I don’t like memoirs or autobiographies or biographies. I don’t really like Greek and Roman myths. I don’t really like to read picture books any more. I feel like they’re boring, just boring.” Oliver’s responses to these questions reveal that he is very thoughtful about his book choices. He shows an awareness of his own engagement level and chooses books that interest him. This data also suggests that Oliver’s interest in reading peaked during the middle of his fourth grade year, and then waned as the year progressed, as evidenced by the long list of reading materials that he did not like in June.

Weekly Conferences

When asked what he liked about the book he was reading each week, Oliver was prolific in describing his reasons, often referring back to the text for evidence. For example, “I like mysteries because I like the suspense. Usually in the beginning there is something that happened that someone did and I like to figure out what they did to ruin something.” and “the font changes and I think the author does this to make it fun.” During his reading conferences, it was evident that Oliver read from a variety of genres, including fiction, mystery, non-fiction, and poetry. When asked what page he was on, he was often near the middle of the book, indicating that he seemed to stick with a book until he finished. When asked how excited he was to read his

current book, his interest levels ranged from 2-4, never 5. This data suggests that Oliver was a developed, though not enthused, reader throughout the course of his fourth grade year

Early Reading Attitude Survey

The average of Oliver's recreational reading attitude scores at the end of his third grade year was 2.2. His attitude remained exactly the same in September (2.2), decreased slightly in January (2.1), and decreased even further in June (1.8). During the course of his fourth grade year, Oliver's recreational reading attitude decreased in positivity. The average of Oliver's academic reading attitude scores at the end of his third grade year was 1.9. His attitude positivity increased slightly with an average score of 2.2 in September. His score remained exactly the same in January (2.2), and decreased slightly in June (2.1). Over time, Oliver's academic reading attitude was relatively stable.

Teacher Engagement Inventory

On the Teacher Engagement Inventory, Oliver's third grade teacher marked that he was "sometimes" able to select books that matched his interest and ability level, while his fourth grade teacher marked that he was "often" able to do this. Oliver's third grade teacher said that he "never" read outside of the required time in class, while his fourth grade teacher said that he "always" read outside of the required time in class. His third grade teacher said he was "sometimes" engaged during independent reading time and "sometimes" excited for independent reading time, while his fourth grade teacher, noted that he was "often" engaged during independent reading time and "often" excited for independent reading time. This data suggests that Oliver's engagement increased throughout his fourth grade year from the perspective of his teacher.

5.3.6 Imagination

Reader Interviews

At the end of his third grade year Oliver said “no and yes” when asked if he agreed with the statement, “Reading is an important skill to have in order to be a successful person in the world” because he believed that there were some jobs that did not require you to be able to read. By January and June of his fourth grade year, he had revised his answer to full agreement, saying that, “If you can’t read, you can’t do anything and you’re not going to get a lot of places.” Oliver agreed with the statement, “The habit of reading is necessary to live a happy life,” during his first interview, wavered toward disagreeing in his second interview, and firmly disagreed during his third interview, stating, “I’m perfectly happy, and I don’t read a whole lot. But some people really like reading and are really happy, too, so I think it’s kind of mutual [relative].” Oliver’s answers to these questions indicate that throughout his fourth grade year his understanding of reading as a functional necessity increased, while his understanding of reading as an emotional need decreased.

At the end of his third grade year, Oliver said, “Good readers need to have good eyesight and be able to imagine things. They also need to be able to think and use context clues, like using stuff from your head and the story to help find out stuff.” In January, he said, “Good readers need to be able to read fluently, draw conclusions, and make predictions.” In June, he said, “Good readers need to practice, use context clues, think about things, and have a certain vocabulary.” Oliver’s understanding of what it means to be a good reader did not change drastically through the year, although he highlighted different facets during each interview.

5.3.7 Alignment

Reader Interviews

At the end of his third grade year, Oliver was unable to articulate his strengths as a reader. When asked what he would like to improve upon as a reader, he said, “when I’m reading bigger books, like the *Harry Potter* series, I don’t really understand some parts and I need to reread them a couple times.” In January, he said that he was good at making inferences and figuring out what was going to happen next. He also believed that he was good at drawing conclusions. He explained this by saying, “if this happened and that happened, then this will probably happen next.” He felt that he needed to work on his understanding of some books. He said, “some books I just don’t understand. I’ll read part of a book and there will be almost this knot and I won’t understand it.” In June, he said, “I guess I am OK at figuring out words.” He said he would like to work on reading faster because he felt that he read very slowly.

At the end of third grade, he felt that he was best at reading comic strips as well as regular books, like mysteries. In January, he still felt that he was best at reading comics. He felt most confident about reading comics because they were short and simple, but claimed that he was OK with shorter chapter books too. During each interview, he maintained that he was best at reading comic books because they were short and simple.

Weekly Conferences

When asked what about each book was challenging for him, Oliver discussed a range of concepts, such as cursive font, challenging words, names, setting, and historical language. Oliver’s description of his own strengths peaked in specificity and quality during the middle of

his fourth grade year and then returned to the original state by the end of the year. He was able to indicate areas in which he would like to improve during each conference.

In response to research question 2, Oliver displayed an awareness of his own engagement level and was able to select books accordingly. Oliver was prolific and specific in describing his reasons for enjoying a book, often referring back to the text for evidence. He never seemed overly enthused about reading, although his reading identity was well developed. Oliver believes that reading is very valuable, stating, “If you can’t read, you can’t do anything and you’re not going to get a lot of places.” Despite his beliefs regarding the functional necessity of reading, Oliver did not believe that reading is a necessity to living a happy life, stating, “I’m perfectly happy and I don’t read a whole lot.” Although Oliver did not claim to read often, he has a well-developed sense of what it means to be a good reader. He was very detailed in his description of his strengths and challenges in reading.

Over the course of the year, Oliver’s interest in reading peaked during the middle of his fourth grade year, and then waned as the year progressed. Oliver’s recreational reading attitude decreased in positivity, while his academic reading attitude remained relatively stable. The data from the Teacher Engagement Inventory suggests that from the perspective of his teacher, Oliver’s engagement increased throughout his fourth grade year. In terms of Oliver’s imagination of the purpose of reading in life, Oliver’s answers indicated that his understanding of reading as a functional necessity increased, while his understanding of reading as an emotional need decreased. Like his engagement, Oliver’s description of his own strengths peaked in specificity and quality during the middle of his fourth grade year and then returned to the original state by the end of the year.

5.4 ANSON

Anson is an African American male who received remedial support in reading during his third and fourth grade year. He finished third grade reading at a Fountas and Pinnell level J, which was significantly below the grade level of expectation of level P. He made steady progress in reading through his fourth grade year, reading at a level N in September, a level O in January, and a level R in June. By the end of fourth grade, Anson's reading level had dramatically increased to slightly above grade level. He scored in the below basic range (1070) on the 4Sight Reading subtest in September. His scores improved on the 4Sight Reading subtest to the basic range (1202) in January, and remained at the same level when he was retested in June.

Anson's description of his motivation for reading within the reading workshop model and its change over time is organized by the four components of a motivationally responsive classroom environment as set forth by Ford (1992). The data related to motivation is also organized by the measure through which it was obtained.

5.4.1 Congruence with the individual's personal goals

Weekly Conferences

When asked what he was working on as a reader each day, he responded with "nothing" each time, with the exception of the February conference when he responded with, "I really don't know. We said something that we were going to do on the carpet, but I forgot. Oh, I remember,

we are reading poems and we are trying to picture it in our heads.” This was evidence of an attempt to transfer his learning into his independent work, but still only a glimpse.

5.4.2 Congruence with the individual’s capabilities

Reader Interviews

In June of his third grade year, Anson said that a book needs to have interesting action on the first page to be a good fit. In January, he said that he mainly looked at the cover to see if it looked good or boring. In June, he talked about reading the first few pages and deciphering how many words he could not read or were too easy for him. When deciding whether a book was too easy or too challenging, he discussed the length of the words and sentences during all three-interview sessions.

Weekly Conferences

Despite his difficulty in selecting books, Anson almost always said that his chosen book was a good fit for him. When asked why the book was a good fit, he often discussed his interest in the topic or the fact that it was funny or had action. This data suggests that Anson did not attend to his own reading abilities when choosing a book but did focus on topic and interest.

5.4.3 Provision of resources needed for goal attainment

Reader Interviews

At the end of third grade, Anson stated that he read for 15-20 minutes each night at home, but that he did not read during the school day. In fourth grade, Anson said that he read for 30-40

minutes during reading workshop at school and 10-15 minutes for homework. When asked how his teacher helped him to become a better reader in third grade, he said that she told them to read every day. In fourth grade, he said “Ms. _____ has this little reading time where we read our books and then she lets us all read to her for a minute. Then she teaches us how to sound stuff out and use different strategies, but I sometimes forget the strategies, so then I have to ask her again.” In June, he said that his teacher used to give them goals in their planners, but they don’t do that anymore. When asked why, he said, “I don’t know. Maybe she thinks we are better readers now.” This data reveals that although the time Anson spent reading increased from third to fourth grade, he did not have a strong understanding of his teacher’s role in his development as a reader.

5.4.4 Supportive emotional environment

Reader Interviews

At the end of his third grade year, when asked if his teacher was a good reader, Anson said, “yes, because she is always reading and she wouldn’t read to us if she didn’t want to.” In fourth grade, Anson also thought that his teacher was a good reader because “she reads all the time at home, especially on her phone.” As a third grader, Anson named his teacher and mom as good readers because they read *Percy Jackson* books to him. He said, “my dad is kind of a good reader but he mostly just reads football or video game books.” As a fourth grader, Anson named his teacher and me, the researcher, as good readers because we both read often and we know all the words.

At the end of third grade, Anson said that he did not talk about reading with his friends outside of school, but he talked to his mom and dad about reading. During school he said that he sometimes talked with his friends about reading, but not a lot. In January of fourth grade, he continued to not talk often with his friends about reading outside of school. However, during school he talked with his friends a lot about the *Batman* books because they all really liked them. In June, he still did not talk with friends outside of school, but during school he said that he and his friends talk about types of books they like, how good they are, and what they should read next.

At the end of third grade, he said he felt fine about sharing his ideas in class. In January, he said, “It’s not great because if you give a bad idea, someone might laugh at you and be mean.” When asked how his classmates have influenced him as a reader, he said, “they’re always reading, pretty much and I’m sometimes reading, not all the time.” In January, he said, “If we’re supposed to read, I might read or I might just look at a book and just look at the pictures.” In June, he said his classmates did not influence him as a reader, stating, “Some people in my book club are not nice. They don’t pay attention or anything, and then when you start reading, they start interrupting and talking with people at the other tables.”

Weekly Conferences

When asked how he had heard about his book each week, he made reference to “the cover catching his eye, or just picking it up” during the first five conferences. By the middle of the year, it became evident that Anson struggled to choose just right books and the remaining books were teacher chosen.

In response to research question 1, Anson did not show evidence of congruence between reading and his own personal goals. This was evidenced through his inability to discuss his

personal reading goals throughout the year. Anson was able to discuss how he selected books based on interest, however his actual book choices did not display congruence with his capabilities. During interviews, Anson stated that he read for approximately one hour each day, however classroom observations revealed most of this time was spent viewing illustrations, rather than decoding text. When asked to discuss his reading instruction, Anson did not have a strong sense of his teacher's role in facilitating his development as a reader. Anson was able to articulate that a good reader must be both proficient and spend a substantial amount of time reading. He socialized around reading more than the other subjects in the study, but seemed to allow this socialization to detract from his focus, rather than enhance it.

Over the course of the year, Anson did not make progress in connecting his personal goals with reading. The time that he spent reading increased dramatically from third to fourth grade, but it was noted by the researcher that much of this time was spent socializing, looking at illustrations, or selecting new books. His view of his teacher's role in his development moved from just telling him to read to an acknowledgment of some instruction as well as encouragement for goal setting. His view of a good reader did not seem to change over the course of the year, always focusing on time spent reading and ability to decode the words. Anson did not speak to his friends about reading in or out of school in third grade, but spoke about doing this often in fourth grade. Many of his books were recommendations from friends, however they did not always match his ability level. Near the end of his fourth grade year, he participated in book clubs and his social abilities allowed him to shine in reading for the first time.

The development of Anson's identification of himself as a reader in a motivationally responsive approach to reading instruction is organized by the three components of identity as set

forth by Wenger (1998). The data related to identity is also organized by the measure through which it was obtained.

5.4.5 Engagement

Reader Interviews

When asked to tell about himself as a reader at the end of his third grade year, Anson struggled with the question, stating, “I don’t know.” When asked if he liked to read, he said, “yes, kind of.” When asked if he would call himself a reader, he replied, “kind of.” In January of his fourth grade year, his ability to describe himself as a reader had improved. He stated, “I like to read comics. Sometimes I like to read *Batman* books that are cool and have graphics. I also like wrestling books. They make me feel good because they are kind of funny, and have some action.” In June, he stated, “instead of reading, I would rather write a book or something like that. Reading is kind of boring because you just read words and there’s nothing going on. It’s OK. It’s not like the greatest thing in the world, but it’s OK.” This progression shows that although Anson could describe his reading interests, he did not identify himself as a reader.

When asked about his favorite author at the end of his third grade year, Anson stated that he did not have one. By January of his fourth grade year, he was able to answer quickly, “Rick Riordan. He writes *Percy Jackson* books. I really like his books. I like Percy Jackson a lot. [His books] say some funny and weird stuff and have a lot of action.” In June, he answered, “There’s this article by John ___, he’s a wrestler, I read that and it was good.” This data suggests that like Oliver, Anson’s interest in reading peaked during the middle of his fourth grade year and then slightly waned as the year progressed.

At the end of his third grade year, Anson stated that he spent most of his time reading *Percy Jackson* books, comics, sports and action books and he did not like boring books, meaning books without action. When asked in January, he had specified his answer to comic and wrestling books. He also continued his dislike for long, boring books such as *Harry Potter*. He stated, “sometimes if I keep reading it over and over again, it gets boring and it gives me a headache.” In June, he stated that he still spent most of his time reading wrestling and action books and again mentioned his dislike of *Harry Potter* because it was so long and boring. His strong feelings against books like *Harry Potter* may suggest that he felt insecure about his own reading abilities, considering many other students in his class, including his teacher, were currently reading these books.

Weekly Conferences

During each conference, Anson was beginning a new (picture) book. He had difficulty with selecting books and often chose books that were too easy or challenging. When asked how excited he was about reading his chosen book, his answers ranged from 1-5, mainly depending on how interested he was in the topic and whether he had selected the book himself or not (he was not excited to read books chosen by the teacher). When asked why the book was a good fit, he often discussed his interest in the topic or the fact that it was funny or had action.

Early Reading Attitude Survey

The average of Anson’s recreational reading attitude scores at the end of his third grade year was 1.7. His attitude positivity increased significantly with an average score of 2.8 in September, decreased in January (2.0), and increased slightly in June (2.1). Anson stated that he “sometimes” read for fun at the end of his third grade year. In January and in June he maintained that he still read for fun “sometimes,” with the qualifier, “if I’m really, really bored.” Over time,

Anson's recreational reading attitude slightly increased in positivity. The average of Anson's academic reading attitude scores at the end of his third grade year was 1.5. His attitude positivity increased significantly in September (2.1) and remained the same in June.

Teacher Engagement Inventory

On the Teacher Engagement Inventory, Anson's third grade teacher said he was "never" engaged during independent reading time and "sometimes" excited for independent reading time. She also marked that he was "often" able to select books that matched his interest and ability level and "sometimes" read outside of the required time in class. His fourth grade teacher noted that he was "sometimes" engaged during independent reading time and "sometimes" excited for independent reading time. She also marked that he was "sometimes" able to select books that matched his interest and ability level and that she was "not sure" if he read outside of the required time in class. This data suggests that Anson's engagement in reading from the perspective of his teacher increased slightly from third to fourth grade.

5.4.6 Imagination

Reader Interviews

Anson agreed with the first statement, "Reading is an important skill to have in order to be a successful person in the world" during all three interview sessions because "mostly everything requires reading and you need to be able to read to get a good education or a job. You need to be able to read to babysit, play football, pretty much everything." Anson disagreed with the second statement, "The habit of reading is necessary to live a happy life" during all three interviews,

stating that, “if you like sports and you don’t like reading, then [you] wouldn’t be happy if you kept reading all the time because reading’s not all that fun. It’s fun sometimes, like when you’re really into it, but that’s pretty much it.” Like Isaac and Oliver, Anson’s answers indicate that he understands reading as a functional necessity, rather than an emotional need.

At the end of his third grade year, Anson said, “good readers need to know how to see, and how to sound out and pronounce words.” In January, he said, “Good readers need to be able to read, spell, and sound out words.” In June, he said, “Good readers need to know how to spell and sound out words as well as read every day.” Like Isaac, Anson’s focus remains on the word level, which likely affects his ability to make meaning from text.

5.4.7 Alignment

At the end of his third grade year, Anson said that he was “good at reading sports books.” When asked what he would like to improve upon as a reader, he did not seem to understand the question, even when clarified. His answers were football and drawing. In January, he felt his strength was looking at the pictures and thinking in his mind about what it was going to say in the story. He was proud to say that, “sometimes the story said exactly the same thing that I thought it would say.” He said that he would like to work on reading words that were difficult. He also said that he could not always sound out words, so he wanted more strategies to solve hard words. By June, he stated that his strength was, “figuring out a word and sounding stuff out.” At this time, he wanted “to work on liking books better so he could get more answers right and not get in trouble if he’s doing something else.” This statement from Anson may be

connected to the fact that he had just recently spent four weeks preparing for and completing the Pennsylvania State Standardized Assessment.

At the end of his third grade year, Anson felt he was best at reading comic books because they have shorter sentences and aren't so long. In January, he felt that he was best at reading wrestling books because he knew a lot about the topic. In June, he still claimed to be best at reading wrestling books because they have a lot of action, as well as pictures.

Weekly Conferences

When asked what about the book was challenging for him each week, he answered “nothing” or “I don't know” during nine out of ten conferences. In the last conference, he stated that some words were difficult for him.

In response to research question 2, Anson did not identify himself as a reader within the reading workshop. Although he was able to describe his interests and note favorite authors, he stated that reading was boring and he would rather do something else. He often mentioned his strong dislike of long books such as *Harry Potter* during the year, which could be evidence of his insecurity as a reader. Despite his ability to describe his interests, he had difficulty with selecting books and often spent the majority of his reading time trying to do so. This could be an indicator of a mismatch between books available in the classroom at his interest and ability level. In terms of his imagination of the purpose of reading in his future life, he understood reading as a functional necessity, rather than an emotional need. By the end of fourth grade, Anson seemed to understand that his strengths did not align with the task of reading, as he said he would like to work on liking books better so he could get more answers right and not get in trouble if he's doing something else. Despite the fact that Anson's reading abilities were low, he was unable to identify challenges or areas of need while reading.

Over the course of the year, Anson's ability to identity himself as a reader was initially very low, peaked in the middle of fourth grade, and then decreased again by the end of the year. In the middle of the year, he was able to clearly identify his reading interests, including his favorite author, but by the end he had returned to a blasé state regarding reading. Over the year, his recreational and academic reading attitude increased slightly. According to the Teacher Engagement Inventory, Anson made small gains in his engagement, moving from "never" engaged in reading in third grade to "sometimes" engaged in fourth grade. Anson did not waver in his beliefs regarding the purpose of reading in life. He understood that it was a functional need, but did not acknowledge the emotional benefits. When discussing his strengths and challenges, again he peaked in specificity in the middle of his fourth grade year, and ended the year with more general statements. It is important to note that Anson made steady progress on reading achievement tests throughout the year, yet still remained in the basic range on the 4Sight Reading Subtest.

5.5 SYNTHESIS OF RESULTS

This section is focused on a cross case analysis of the development of motivation, identity and student achievement across the four focal students. This cross case analysis has been organized utilizing Ford's four components of a motivationally responsive learning environment and Wenger's three components of identity. The aim of this chapter is to view the four focal students through a summative and reflective lens.

5.6 MOTIVATION DEVELOPMENT IN THE READING WORKSHOP

5.6.1 Congruence with personal goals

Emilia and Isaac displayed a growing congruence between reading and their personal goals throughout the year. Emilia began the year without the ability to express learning goals and moved toward being able to articulate a strong link between the mini-lesson focus and her own personal goals as a reader, while Isaac moved from articulating performance-oriented goals toward mastery-oriented learning goals. This data suggests that the reading workshop model was integral in developing congruence between reading and the personal goals of both Emilia and Isaac. Despite the fact that Oliver began the year with a strong link between reading and his personal goals, which was maintained for most of the year, this congruence dissipated near the

end of his fourth grade year. This could be due to a lack of attention to supporting his abilities as a high level reader. Targeted conferences and small reading groups were focused on the struggling readers in the class, while the high level readers were left to sustain their abilities with relative independence. Without limited responsive peer and teacher feedback (Cameron & Pierce, 1994; Deci, 1971; Deci & Ryan, 2000; Wang & Holcombe, 2010), Oliver could not sustain his enthusiasm for reading. Among the four students, Anson displayed the lowest level of congruence between reading and his personal goals. He was unable to articulate his personal reading goals throughout the year and his view of good reading remained focused on decoding and the quantity of pages one reads. This low level of congruence between reading and his personal goals may be associated with his low self-esteem regarding his own reading abilities (Cunningham & Stanovich, 1991).

5.6.2 Congruence with personal capabilities

During the year, Emilia broadened her understanding of what constitutes a good book fit, moving from a strict focus on reading level to a more inclusive understanding of how interest, content, and reading level complement one another. Oliver had similar views, which remained steady throughout the year. Isaac's book selections reflected his interests, but not his reading abilities, while Anson struggled to choose appropriate books throughout the year. Due to the fact that Isaac and Anson had the lowest reading abilities (both receiving remedial resource support), they struggled to find books that interested them at their reading levels. This data supports the research stating that classrooms need to have a wide variety of books at various reading and interest levels to support all students (Allington & McGill-Franzen, 1993; Elley, 1992; Gambrell,

1993; Guthrie, McRae, & Klauda, 2007; Kim, 2004; Lundberg & Linnakyla, 1993; Morrow, 1992; Neuman & Celano, 2001; Purcell-Gates, McIntyre, & Freppon, 1995), but it also supports the need for individual teacher-student reading conferences in which the teacher can support the student in selecting appropriate reading material.

5.6.3 Provision of resources needed for goal attainment

All four of the focal students experienced a significant increase in the amount of time that they spent reading from third to fourth grade; this is not surprising given that the workshop structure calls for daily independent reading time. Both Oliver and Emilia recognized the benefits of the increased time spent reading in class. Emilia recognized the benefits of the daily reading instruction provided by their teacher, while Oliver could not detect any specific efforts made by his teacher to support him as an individual reader. Again, this may be due to the fact that the teacher's attention was focused on supporting the low achieving readers. Isaac's time with the remedial resource teacher detracted from his ability to transfer the mini-lesson focus to his individual work as a reader because he was often not present for independent reading time. By providing instruction, the remedial reading program likely provided Isaac with a fragmented instructional experience, rather than a supplemental experience. Despite the fact that Anson experienced an increase in time for reading, it was noted by the researcher that much of this time was spent not reading, but rather socializing, looking at illustrations, or selecting new books. These avoidance techniques are common amongst students with low abilities (Allington, 2000). Anson's view of his teacher's role in his development moved from just telling him to read to an acknowledgment of some instruction as well as encouragement for goal setting. Anson did

experience a significant increase in his reading achievement during his fourth grade year, which may have been caused by the increased teacher attention on the struggling readers in the class.

5.6.4 Supportive emotional environment

Emilia's social view of reading changed dramatically during the year. By the end of fourth grade, she enjoyed talking about reading with friends both in and outside of school, and even learned to enjoy the process of sharing ideas with others. Emilia's recognition of her friends' influence also changed throughout the year from mere behavior to a more instructive influence. The reading workshop is anchored in social constructivist theories of learning; Emilia benefited from the new opportunities to socialize around reading in this model of instruction. The fact that Emilia was the only girl in the study may suggest a link between gender and the need for and appreciation of social interaction. Isaac's perception of his teacher and friends as readers remained procedural and focused on quantity throughout the year. He did not move toward greater socialization around books during the study, but he did enjoy sharing his ideas in class towards the end of the year. As Isaac developed a stronger reading identity, he also developed more confidence to share his thinking in class. Oliver, by contrast, did not change in his social interactions around reading and did not seem to embrace the community of readers in the classroom. As a high level reader, Oliver did not have the opportunity to benefit from the support and encouragement of other high level readers in his class through partnerships, frequent book clubs or regular teacher conferences. This may have led to Oliver's reclusiveness as a reader throughout fourth grade. Anson did not speak to his friends about reading in or out of school in third grade, but spoke about doing this often in fourth grade. Many of his books were recommendations from friends,

however they did not always match his ability level. Like Isaac, he struggled to find books at his reading level that interested him in the classroom. Near the end of his fourth grade year, he participated in book clubs and his social abilities allowed him to shine in reading for the first time. Although Anson interacted with others about reading more than the other students in the study, at times he socialized as an avoidance technique and allowed it to detract from his focus, rather than enhance it, as noted in the researcher's observation notes during weekly visits.

5.7 IDENTITY DEVELOPMENT IN THE READING WORKSHOP

5.7.1 Engagement

Emilia's engagement as a reader changed dramatically over the course of the year, as defined by time spent reading and enjoyment of reading. Initially, Emilia did not like reading because she did not feel like it was her strength. By the end of the year, she was reading often and viewed reading as an enjoyable activity. She began reading a wider variety of books, while narrowing her interest profile. Through the year, Isaac progressed from providing very general comments about his interests to very specific comments, which is an indicator of a honed sense of engagement in reading. Oliver displayed an awareness of his own engagement level and was able to select books accordingly. Oliver was prolific and specific in describing his reasons for enjoying a book, often referring back to the text for evidence, and had a well developed reading identity. For these three students, it is likely that the increased time spent reading books that

interested them, led to an increased level of engagement in reading. On the other hand, Anson did not identify himself as a reader within the reading workshop. Although he was able to describe his interests and note favorite authors, he stated that reading was boring and he would rather do something else. He often mentioned his strong dislike of long books such as Harry Potter during the year, which could be evidence of his insecurity as a reader. Despite his ability to describe his interests, he had difficulty with selecting books and often spent the majority of his reading time trying to do so. Again, this could be an indicator of a mismatch between books available in the classroom at his interest and ability level and a lack of teacher support in selecting new books. Emilia, Isaac, and Anson all displayed an increase in engagement as evidenced through their recreational reading attitude scores on the ERAS, while Oliver's recreational reading attitude decreased slightly. It is interesting to note that Emilia, Isaac, and Anson all received increased teacher attention due to their low reading abilities, while Oliver was left to sustain his own high level abilities. Each of the students finished the year with a higher academic reading attitude than they began, with the exception of Emilia, whose score was only slightly less positive than it was at the beginning of the year. According to the Teacher Engagement Inventory, all four of the students displayed increased engagement over the course of the year. This data supports the fact that the reading workshop model of instruction supports increased engagement, which is a key factor in developing a strong reading identity (Wenger, 1998). Figure 6.1 displays the change in recreational reading attitude and Figure 6.2 displays the change in academic reading attitudes for the four focus students over the course of the year.

Figure 5.1 Change in recreational reading attitude over one year

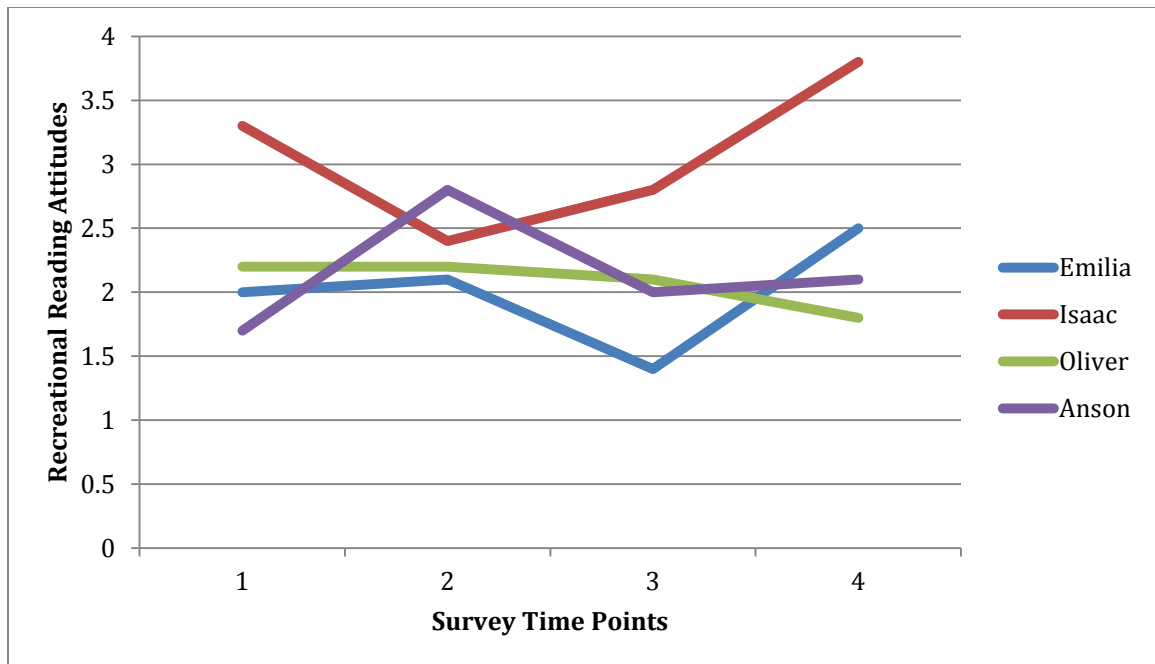
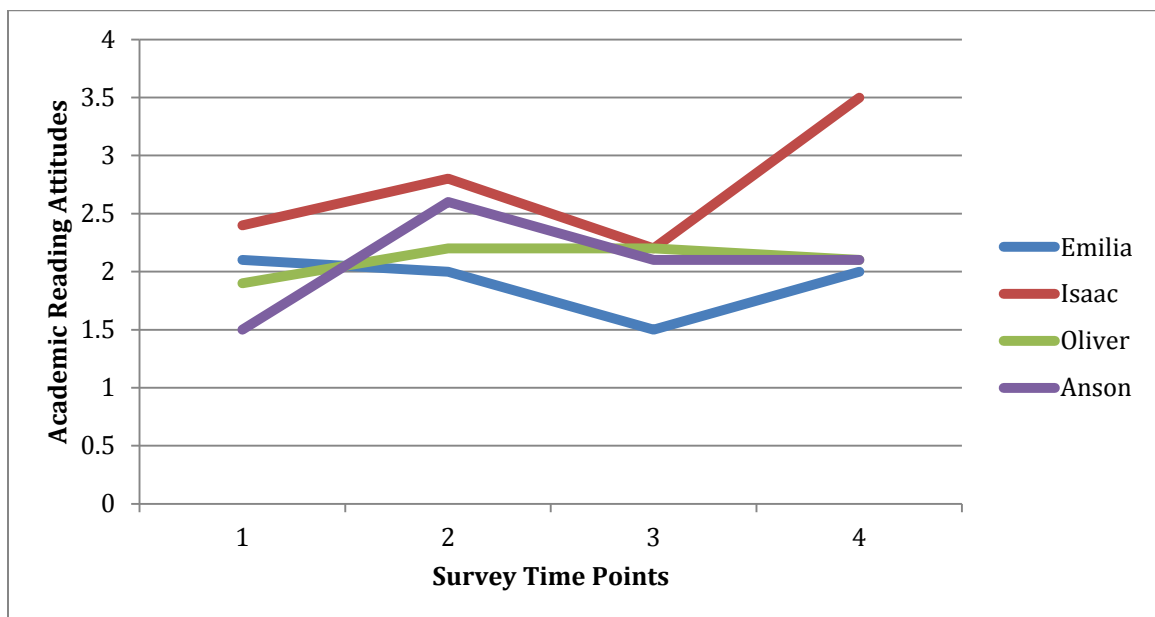


Figure 5.2 Change in academic reading attitude over one year



5.7.2 Imagination

All four of the students agreed on the functional purpose of reading in their future, although Emilia was the only student that felt reading was an emotional need as well. It is interesting to note that Emilia was the only girl in the study, which again may suggest a link between gender and emotional connection to reading. Each of their views related to the purpose of reading in their lives remained consistent throughout the year.

5.7.3 Alignment

During the course of the study, Emilia's acknowledged strengths moved from the word level at the end of third grade to higher level thinking skills by the end of fourth grade. She maintained the ability to identify her own strengths and weaknesses throughout the year, but by the end of the year she was able to provide examples and rationale for her thinking. This increased self-awareness of her reading abilities could be attributed to the explicit instruction on reading behaviors and strategies provided in the daily mini-lessons. Isaac was able to indicate his specific genre interests and provide a rationale for his goals as a reader, although the alignment of reading with his own capabilities seemed to be lacking throughout the year. He continued to choose books that were too difficult for him to read and did not seem to notice the multiple errors he made while reading. Throughout the study, he maintained his focus on surface level skills such as decoding long words and finishing books. It is difficult to determine the cause of Isaac's

continued focus on quantitative aspects of reading when the focus of the mini-lessons remained on constructing meaning. It is possible that accuracy and completion, rather than comprehension, were emphasized within his pull out reading support group. Oliver's descriptions of his own strengths peaked in specificity and quality during the middle of his fourth grade year and then returned to the original state by the end of the year. By the end of fourth grade, Anson seemed to understand that his strengths did not align with the task of reading, as he said he would like to work on liking books better so he could get more answers right and not get in trouble if he's doing something else. Despite the fact that Anson's reading abilities were low, he was unable to identify challenges or areas of need while reading. Throughout the year, Anson viewed reading as a school skill, rather than an opportunity for enjoyment. This could be attributed to his lack of success in accurately reading and understanding the texts that he chose.

Overall, each of the four students responded differently to the reading workshop implementation. Table 6.3 displays the elements of motivation and identity for which the students provided strong positive evidence during the interviews and conferences. In addition, student achievement information is included to examine the correlation between motivation, identity, and achievement.

Table 6.3 Synthesis of achievement, motivation and identity elements

		Emilia	Isaac	Oliver	Anson
Achievement	Fountas and Pinnell Reading Level growth	L – Q (5 levels)	L-N (2 levels)	P–W (7 levels)	J-R (8 levels)
	4Sight Reading Subtest	1237, 1372, 1088 (Decrease)	1042, 1005, 1059 (Increase)	1349, 1485, 1573 (Increase)	1070, 1202, 1202 (Increase)
Motivation	Congruence with personal goals	X		X	
	Congruence	X		X	

	with capabilities				
	Resources needed for goal attainment	X		X	
	Supportive Emotional Environment	X	X		X
Identity	Engagement	X	X	X	
	Imagination	X			
	Alignment	X		X	

Emilia displayed the most positive evidence of motivation and reading identity development during the year, which could be attributed to the fact that as a low, but not remedial reader, she received the most teacher attention in her teacher's implementation of the reading workshop. The teacher conferenced with her regularly and by mid-year she was meeting daily with a teacher-led guided reading group. During the year of study, her reading level increased by 5 levels and her 4Sight Reading scores initially increased, and then suffered a drop at the end of the year. The expectation set forth by the Fountas and Pinnell Benchmark Assessment is for students to advance three reading levels between the end of third and the end of fourth grade, so Emilia's reading achievement increased at a faster rate than the expected growth. Isaac demonstrated strong engagement and experienced a very supportive emotional environment during the year, despite the fact that he did not show positive evidence of growth related to the other elements of motivation and identity. It is hypothesized that the lack of positive growth across elements could be due to the fact that Isaac received a fragmented version of the reading workshop as he was pulled out of class for remedial support three times a week. Over the course of the year his reading level increased slightly on the Fountas and Pinnell Benchmark

Assessment and the 4Sight Reading Test. Oliver demonstrated many elements of motivation and identity development, though not all, and his reading level increased dramatically over the course of the year. Oliver began the year with high levels of motivation and a strong reading identity, so it is notable that this was maintained through the reading workshop. Oliver's enthusiasm for reading experienced a dip near the end of his fourth grade year, which could be due to the end of year focus on standardized testing or the fact that as a high reader, Oliver did not receive as much teacher and peer response through conferencing and small group reading. Anson not did display evidence of motivation or identity development within the reading workshop, however his reading achievement increased dramatically through the year. Both Isaac and Anson received remedial reading support during the year, however Anson reaped greater academic benefits from this intensive support. The fact that these two boys experienced an altered reading workshop due to their remedial pull out support may have had an effect on their lack of motivation and identity development in comparison to Emilia and Oliver. This data does not suggest a significant correlation between motivation, identity, and achievement at this point. However, the link between motivation and achievement is often not evident initially, but rather increases over time.

6.0 DISCUSSION

In this chapter, issues associated with the relationship between reading motivation, identity development and achievement, as well as the implementation process of the reading workshop will be explored. Additionally, research contributions, limitations, and future directions for research will be discussed.

6.1 ACHIEVEMENT AND MOTIVATION

In the introduction, a significant amount of time was dedicated to the discussion of the positive relationship between reading achievement and motivation, ultimately setting the rationale for this focused study into the motivation and identity development of students within the reading workshop. Data from this study did not reveal a positive relationship between motivation, identity development and achievement, but rather an inverse relationship, as Anson experienced the highest increase in achievement, yet the lowest levels of motivation and identity development. This developing phenomenon spurred many questions between the researcher and the teacher throughout the course of the year. In response to Anson's low reading ability level, the teacher dedicated a significant amount of time to encouraging his motivation for reading. Ultimately, she found that discussing his standardized test scores seemed to have the greatest

effect on his desire to improve. She showed him that he was only nine points away from reaching the next level on the 4Sight Reading Benchmark Assessment. She also told him specifically what he needed to do to increase his score. He felt like this was an achievable goal and was able to focus his attention on the test preparation practice involved in his remedial reading sessions.

Based on the motivation literature, it was expected that the introduction of choice, responsive feedback, and social interaction around reading would lead to an increase in motivation, identity development, and in turn, achievement in reading for all focal students. Anson's high level of achievement and low level of motivation and identity development brought this expectation to question. Anson was motivated by a sense of quantitative competition with himself, rather than by the elements of choice, responsive feedback or social interaction. Studies show that Anson is not alone in his competitively motivated behaviors. Teachers that have included elements of competition within their reading programs have reported increases in the level of interest and amount of books read among boys (Gustafson, 2008). However, a review of research reveals that competition has only been shown to induce performance goals and still renders less favorable effects on long-term learning and motivation (Lam, Yim, Law & Cheung, 2004).) In this study, Anson was motivated by self competition to achieve a desired score on the 4Sight benchmark assessment, which is a performance goal, and will not likely lead to increased motivation and identity development as a reader.

Throughout the year, Anson displayed a very low level of self-efficacy related to his reading abilities, often stating that he was not a good reader and that others were much faster at reading than him. In reflection, it may have been that Anson first needed to develop his self-efficacy as a reader before he could develop an intrinsic motivation to read. By providing Anson with discrete and achievable reading goals, the teacher was able to increase Anson's self-efficacy

as a reader, which may have been the necessary first step in developing his motivation to read. Remedial reading instruction is often focused on isolated skill practice with the intent of an immediate increase in ability and achievement (Quirk & Schwanenflugel, 2004). In Anson's case this focus was effective in helping him to improve. The question remains whether this increase in self-efficacy will lead to an increase in motivation and identity development as a reader. A longitudinal study would be necessary to ascertain these long-term effects.

In Emilia's case, her motivation and identity development did increase due to the introduction of choice, responsive feedback, and social interaction around reading, however her achievement levels on the 4Sight Reading Benchmark assessment did not reflect this increase. However, one must question the current standardized measures in conversation with the workshop model. For example, recent research on reliable measures of teacher quality indicate that assessments need to be designed to assess higher order thinking skills and include cognitively challenging items that require writing, analysis, and application of concepts (Mihaly, K, McCaffrey, D, Staiger, D. & Lockwood, J., 2012). Considering the 4Sight benchmark assessment consists solely of multiple choice questions focused on literal and inferential comprehension, this may not serve as a robust indicator of Emilia as a reader.

6.2 IMPLEMENTATION

During this study, each of the students experienced the reading workshop model in different ways, despite the fact that they were in the same fourth grade classroom. The reading workshop, in its authentic implementation, embodies the components necessary to support motivation and

identity development amongst all students. The model is differentiated by nature, allowing opportunities for all students to read texts that interest them and correlate with their reading abilities, as well as receive individualized instruction and responsive feedback targeted to their specific needs as readers. However, considering Creekside Elementary was only in its second year of implementation, their early version of the reading workshop did not honor the needs of all students within the class. The lowest ability readers received a fragmented curriculum consisting of a pull out remedial program situated within the reading workshop. The middle and high level readers received whole group explicit reading instruction and the opportunity to read self-selected books for long periods of time, but did not benefit from the individualized conferences involving goal setting and responsive feedback that characterize the reading workshop model. As a result, there were increases in motivation and reading identity development due to the increased amount of time spent reading and the opportunities for students to read self-selected texts, but the increases might have been significantly greater had the reading workshop been implemented authentically.

Recall that the philosophy undergirding the reading workshop requires the teacher to view herself as a reader as well as an inspirer of life long readers. The teacher is a teacher of readers, rather than a teacher of the discrete and isolated skills of reading. This model of instruction is innately differentiated in that students select their own reading materials based on interest and ability and set personal reading goals and plans for the year. The teacher is knowledgeable about the process of becoming an expert reader and is able to assess the abilities of students and move them along the continuum of reading growth through one-to-one, small and whole group instruction.

During year one of the implementation process, the researchers aimed to immerse the teachers in the type of reading instruction purported by the reading workshop and believed that the philosophy would be absorbed by the teachers once they experienced the instructional model firsthand. As the year progressed, it became evident that the focal teacher had not absorbed the student-centered philosophy of the reading workshop and was mainly focused on the “correct” enactment of the mini-lessons written by the researchers. As a novice, the teacher did not display a high level of self-efficacy related to her own abilities as a reading teacher and therefore was not willing to stray from the lesson sketches. Teacher self-efficacy is defined as the analysis of personal capabilities balanced against personal weaknesses or liabilities in a particular teaching context (Goddard, Hoy & Hoy, 2000). The focal teacher did not have confidence in her own abilities and needed to rely on the language and skill progression laid out by the researchers in the lesson sketches (See Appendix E). She was more comfortable with the scripted basal reading series that she had used previously, and therefore she treated the reading workshop lesson sketches as a scripted manual as well. Research provides evidence of a strong link between teacher efficacy and student achievement (Bruce, Esmonde, Ross, Dookie, & Beatty, 2010, Khan, 2012, Shidler, 2009), which suggests that the focal teacher’s lack of self-efficacy in the workshop model may have had a negative effect on the implementation, and ultimately students’ reading achievement.

As the reading workshop is ultimately a philosophy of education as well as an instructional model, it was an oversight of the researchers to assume that this would be conveyed through practice. A substantial amount of time should have been dedicated to discussing the teachers’ abilities and beliefs as readers at the onset of the implementation. The Teachers College Reading and Writing Project at Columbia University begins their reading and writing

workshop training by asking that teachers experience the workshop model as students before trying it on as teachers. This experience provides the opportunity for teachers to see themselves as readers and writers, which is the underlying key to the philosophy of the workshop model.

Having experienced an authentic and comprehensive implementation of the reading workshop in personal teaching experiences, the researcher expected this study to take place under these circumstances. Throughout the course of the year, it became evident that the focal teacher did not feel a strong sense of ownership over the reading curriculum and had not fully developed her own philosophy toward reading instruction. Therefore, this study does not reflect the potential results of a reading workshop delivered by a teacher who is committed to the philosophy, as teacher ownership of the planned curriculum is an essential element of school and student success with regard to workshop implementation (Bradley, 2004). This study also raises questions about instructional coherence and the overall system of instruction (Bryk, 2010). While the school was committed to the workshop model, it was also committed to improving test scores through intervention, which took place during workshop time. This seems to stand in contrast with the school's commitment to the workshop model, or at the very least, pose challenges for instructional coherence and fidelity of implementation of the model.

Since the completion of this study, Creekside Elementary has moved towards a departmentalized philosophy of elementary education. This means that one teacher at each grade level teaches the reading workshop to all students at that grade level. In this model, the teacher choosing to teach the reading workshop has a deep understanding and commitment toward the philosophy and is able to more intensely prepare her reading instruction for all students. Further study into the motivational, identity development, and achievement effects of this instructional

model would be beneficial in determining the potential results of a comprehensively implemented reading workshop.

As teachers are the single most important school-level factor in student learning (McCaffrey, Koretz, Lockwood, & Hamilton, 2004; Rivkin, Hanushek, & Kain, 2005; Rockoff, 2004), it is essential that the teacher's implementation, philosophy of education, and level of self-efficacy be examined within any study of instruction. This study suggests a relationship between student motivation, identity development and the amount of time that students spend reading self-selected texts, however results also suggest that this relationship would have been more evident within a comprehensively implemented reading workshop classroom. As a possible result of the method of introduction by the researchers, the focal teacher did not display evidence of the student-centered philosophy required by a comprehensively implemented reading workshop, as demonstrated through individual conferences, student goals, and responsive mini-lessons. The focal teacher also lacked a sense of self-efficacy, which may have had a negative effect on the implementation of the workshop and, ultimately, on students' reading achievement.

Although the results of this study do not point to a clear correlation between motivation, identity development and achievement, many questions were raised which have the potential to inform future research. Potential areas for future study include gender and motivation, the relationship between short- and long-term motivation, and the complex interplay between the individual classroom teacher's beliefs, efficacy, and identity as it relates to the implementation of instructional models. For example, further study on gender and motivation could illuminate why Emilia, as the only female student, experienced the most significant increase in motivation and identity development in comparison to the other three male students. Study into the relationship between short-term achievement and long term motivation could shed light on Anson's levels of

motivation, identity development, and achievement within this study. While studies of classroom contexts are inherently complex, a study that looked more closely at teachers' beliefs as they relate to instructional implementation and decision making, while difficult to design, could be illuminating. Finally, continued research on reliable measures of reading achievement that move beyond multiple choice testing would be supportive to further research on this topic.

In sum, motivation, and in turn, identity development, have been inextricably linked to student achievement through decades of research (Alexander & Filler, 1976; McKenna & Kear, 1990; Elley, 1992; Guthrie, Schafer, Wang & Afflerbach, 1993; Purves & Beach, 1972; Walberg & Tsai, 1985; Wixson & Lipson, 1991). This study provides insight into the potential of a motivationally responsive classroom and raises a number of questions about the intricacies of the complex constructs of motivation and identity and their relationship with one another as they relate to individual students, teachers, and classroom environments.

6.3 RESEARCH CONTRIBUTIONS

This study contributes to the research literature on reading motivation and reading identity development because it confirms the research stating that increased time spent reading self-selected books correlates positively to student motivation and identity development. This study also suggests that increased responsive feedback from teachers and peers is potentially correlated with increased motivation and reading identity development. The fact that these elements are a major component of the reading workshop

supports the notion that this model of instruction encourages motivation and identity development. However, the fact that this version of the reading workshop did not include a focus on other essential elements, such as regular individual conferences and small group reading, leaves questions as to the potential effect of the reading workshop on motivation and identity development if it is not implemented with these elements.

6.4 LIMITATIONS OF STUDY

This study was limited by the fact that the workshop model was only in the second year of implementation at the time of the study. Although the teacher was working hard to effectively implement this instructional model, she was still a novice in terms of her specialized knowledge of reading instruction. Due to the fact that students were randomly selected from a pool of students with parental permission, three out of four students were struggling readers and two out of four students received remedial reading support outside of the classroom. Therefore, these two struggling readers experienced an altered reading workshop, which may have affected their levels of motivation and identity development. The fourth grade teacher was given the ability to schedule her own core classes and she chose to dedicate the final 45 minutes of the day to reading workshop. The decision to teach reading at the end of the day reflects the teacher's relatively low value for reading as students are often tired and have difficulty focusing near the end of the day. The fact that the teacher was only allotted 45 minutes a day to teach reading also does not reflect a strong sense of value for reading instruction within the school. Finally, the

peak of motivation and identity development near the middle of the year and decline at the end of the year may have been due to the fact that the final interviews took place after a week of standardized test preparation and two weeks of testing. This test preparation was placed within the workshop model, however the narrow focus limited the amount of time that students spent reading self-selected books.

6.5 DIRECTIONS FOR FUTURE RESEARCH

In order to effectively and accurately measure the motivation and identity development of students experiencing the reading workshop model of instruction, this study would need to be longitudinal, taking place over 3-5 years spanning all of the stages of implementation. This study focused on the transition that students experienced as they moved from a basal reading program to a reading workshop model. In order to enhance this study, it would be beneficial to compare the levels of motivation and identity development with other fourth grade students experiencing a basal curriculum. The analysis of the reading workshop implementation reveals that personal goal setting and responsive teacher and peer feedback were not evident for all students in this version of the reading workshop. It would be beneficial for researchers to examine versions of the reading workshop that comprehensively include these components in order to measure their effect on student motivation and reading identity development.

This study was a subsection of a larger study across three fourth grade classrooms as they implemented the reading workshop. There was a noted difference in teacher buy-in across the

classrooms and students with the most committed teacher experienced a greater increase in attitude positivity through the year (Miller, Scott, Kisa, 2013). Future research may focus on the correlation between teacher commitment and student attitude. Considering motivation and identity development are constructs that develop over time, it would also be beneficial to analyze the reading achievement, motivation, and identity development of high school students that had experienced a reading workshop model and basal reading curriculum in their pasts. Finally, this study, and the workshop in general, are analog and do not consider the digital demands of the current generation. Future research may focus on how the reading workshop might be modified in order to support the motivation and identity development of children growing up in a digital age.

APPENDIX A

READER IDENTITY INTERVIEW

Hi _____,

My name is Ms. Miller and I am studying how students grow as readers. Today I am going to ask you a few questions about yourself as a reader and about your habits for reading. We will meet two more times during your fourth grade year and I will ask you the same questions. Your answers will help me to see how you are changing as a reader throughout the course of your fourth grade year. If you have difficulty understanding any of my questions or if you don't feel comfortable answering one of them, just let me know. You will notice that I often use the word "text" instead of "book" in my questions because I want you to think about all of the things you like to read, not just books, but magazines, newspaper articles, websites, etc. Do you have any questions? Are you ready to begin?

1. Tell me about yourself as a reader.
2. What are your strengths as a reader?
3. What would you like to improve upon as a reader?
4. What types of text are you best at reading? Why?

5. What types of text do you not like to read? Why?
 6. Tell me about your favorite author.
 7. Do you ever read just for fun? How often? What do you read?
 8. Do you ever talk about reading with your friends outside of school? What do you talk about?
- Now I am going to make some statements about reading and then ask you if you agree or disagree and why.
9. Reading is an important skill to have in order to be a successful person in the world. Do you agree or disagree? Why?
 10. The habit of reading is necessary to live a happy life. Do you agree or disagree? Why?
 11. How much time do you spend reading each day?
 12. What type of text do you spend most of your time reading?
 13. What do you need to be able to do in order to be a good reader?
 14. Who do you know that is a good reader? How do you know?
 15. Is your teacher a good reader? How do you know?
 16. How do you know when a book is a good fit for you?
 17. How do you know when a book is too challenging or too easy for you?
 18. How does your teacher encourage you to become a better reader?
 19. How do you know what you need to do to become a better reader?
 20. Does your teacher enjoy reading? How do you know?
 21. Do you talk about books with your classmates during school? When? What do you talk about?
 22. How do you feel about sharing your ideas with others in your class?
 23. How have your classmates influenced you as a reader?

APPENDIX B

WEEKLY CONFERENCE PROTOCOL

Name:	Date:
Minilesson:	
<p>What book are you reading?</p> <p>What page are you on?</p> <p>Would you say that this book is a good fit for you as a reader?</p> <p>Why or why not?</p> <p>What do you like about this book?</p> <p>What about this book is challenging for you?</p>	

How did you hear about this book?

How excited are you about reading this book on a scale of 1-5, with 1 being not at all excited and 5 being really excited.

What are you working on as a reader today?

APPENDIX C

MINI-LESSON OBSERVATION FORM

Date:
Mini-lesson:
Anson Engagement Level:
Oliver Engagement Level:
Emilia Engagement Level:
Isaac Engagement Level:

1 – Active, on-task, 2 – Passive, on-task, 3 – Passive off-task, 4 – Active off-task

APPENDIX D

TEACHER INTERVIEW PROTOCOL

1. Tell me about your experience over the past two years in terms of the implementation of the reading workshop.
2. Have you noticed a change in your students' reading behavior and/or reading achievement with the implementation of the reading workshop?
3. How have you changed as a teacher of reading through the implementation of the reading workshop?
4. Tell me about your understanding of each component of the reading workshop.

Connection

Teaching Point

Active Involvement

Link

Conference

Share

5. How do you compare the reading workshop curriculum with the basal curriculum? What are the strengths and weaknesses of each?

APPENDIX E

LESSON SKETCH SAMPLE

Subject: Literature Circles

Grade level: 4

DAY 8: Prepare for discussions

Instructional Purpose	Mark their thinking and take notes to prepare for book club discussions.
Common Core Standards	SL.4.4 – Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Materials	Chart paper Marker Student examples of marked thinking (from previous day)

Procedure	<p>Connection: Yesterday we met with our book clubs for the first time. To create group goals. Today we will learn how to mark our thinking when reading to prepare for our book club discussions.</p> <p>Teaching Point: Today is our first official working day for our book clubs. This means that we will be reading and marking our thinking in order to prepare for the discussions that will take place tomorrow. By marking our thinking and taking notes as we read, we are preparing for our book club discussions. Let's first discuss some different types of thinking that you can mark.</p> <p>[On chart paper, generate a class list of types of thinking: questions, ideas, opinions, links, etc.]</p> <p>Active Engagement: I'm going to share with you a few examples of good marked thinking that I saw some people marking yesterday as they read. Together, let's categorize these examples into the categories on our chart paper. [Work as a group to categorize each example of thinking. i.e. "I think Mrs. King stole the salamander" = opinion]</p> <p>As you read and mark your thinking today, focus on compiling three types of questions. [PowerPoint slide].</p> <p>Link: Use these examples as a guide to help you mark your thinking in preparation for tomorrow's discussion.</p> <p>Share: Have one or two students share an example of how they marked their thinking.</p>
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APPENDIX F

FOUNTAS AND PINNELL BENCHMARK ASSESSMENT GRADE LEVEL EXPECTATIONS

	Beginning of Year (Aug.–Sept.)	1st Interval of Year (Nov.–Dec.)	2nd Interval of Year (Feb.–Mar.)	End of Year (May–June)
Grade K		C+	D+	E+
		B	C	D
		A	B	C
				Below C
Grade 1	E+	G+	I+	K+
	D / E	F	H	J
	C	E	G	I
	Below C	Below E	Below G	Below I
Grade 2	K+	L+	M+	N+
	J / K	K	L	M
	I	J	K	L
	Below I	Below J	Below K	Below L
Grade 3	N+	O+	P+	Q+
	M / N	N	O	P
	L	M	N	O
	Below L	Below M	Below N	Below O
Grade 4	Q+	R+	S+	T+
	P / Q	Q	R	S
	O	P	Q	R
	Below O	Below P	Below Q	Below R
Grade 5	T+	U+	V+	W+
	S / T	T	U	V
	R	S	T	U
	Below R	Below S	Below T	Below U
Grade 6	W+	X+	Y+	Z
	V / W	W	X	Y
	U	V	W	X
	Below U	Below V	Below W	Below X
Grade 7	Z	Z	Z+	Z+
	Y	Y	Z	Z
	X	X	Y	Y
	Below X	Below X	Below Y	Below Y
Grade 8	Z+	Z+	Z+	Z+
	Z	Z	Z	Z
	Y	Y	Y	Y
	Below Y	Below Y	Below Y	Below Y

school/
district requirements
and professional teacher
judgement.

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