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Individualized E-book Experiences: Personalized Reading Plans' Impact on First-Grade Students' Reading Motivation And Engagement

Hannah Brunson Miles

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INDIVIDUALIZED E-BOOK EXPERIENCES: PERSONALIZED READING PLANS'
IMPACT ON FIRST-GRADE STUDENTS' READING MOTIVATION AND
ENGAGEMENT

by

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DEDICATION

This dissertation is dedicated to the many people in my life who have supported me throughout this process and beyond.

To my husband, Rhys Miles: You have supported every one of my dreams and ambitions since we met, and this process has been no different. You gave me comfort through the late nights, the early mornings, the stress, the tears, and the learning opportunities. You celebrated every victory and success with me. Your encouraging words and unconditional love made this accomplishment possible, and for that, I am forever grateful you are the one I get to walk through life with.

To my parents, Meg and Bubba Brunson, and my grandparents Dolly and Tommy Brunson: Your continuous encouragement over the years has been much appreciated. Thank you for instilling in me that I am capable of anything I set my mind to and always reminding me of my limitless potential.

To all my friends: I have been blessed with an incredible group of people I can call friends who have offered encouragement and praise along this journey. Thank you epically to my St. Simons Small Groups for their continued support and many prayers over the past 3 years.

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ABSTRACT

The purpose of this action research was to address the issue of first-grade students being unengaged and unmotivated to read independently for the recommended 20-minute block of time in class. Students were also not electing to read independently during any free time they had in class. This research was designed to investigate how implementing a personalized e-book reading plan (PRP) affected students' reading motivation and engagement during independent reading. The research questions that guided this study were: (a) How and to what extent do the personalized e-book reading plans impact students' motivation to read? (b) How and to what extent do the personalized e-book reading plans impact students' reading engagement? (c) How might students' attitudes toward reading change after the personalized e-book reading plan intervention? and (d) How and to what extent do the personalized e-book reading plans impact performance on reading comprehension quizzes?

PRPs were created for first-grade participants within the e-book library myON during teacher and student conferences. During these conferences, students were guided in creating PRPs that contained a specific number of books based on their interests and reading abilities. Teacher notes documented conferences and when students completed their PRPs. Observations prompted by the Reading Engagement Index (REI) provided information regarding student engagement while reading and revealed an increase in student engagement and less time engaging in off-task behaviors after the intervention was put in place. Student interviews were also used to gather qualitative data regarding

students' reading motivation and attitudes toward reading. The Me and My Reading Profile (MMRP) and the Elementary Reading Attitude Survey (ERAS) were used to gather data on students' reading motivation and attitudes toward reading both before and after the intervention. These sources revealed students' opinions of reading were impacted, however the overall value students found in reading was not. Finally, system logs provided data regarding the amount of time students spent reading before and during the intervention, the number of comprehension quizzes they took, and their quiz performance. These system logs revealed a significant increase in the amount of time students spent reading on myON, but there was a significant decrease in the number of quizzes taken and student quiz performance during the intervention.

These sources point to the PRP interventions having an impact students' reading engagement and some impact on their reading motivation.

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CHAPTER 1

INTRODUCTION

National Context

The Common Core Standards reflect the beginning skills students need to master in the early primary grades to succeed in later grades and throughout their lives (Butterfield & Kindle, 2017; National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010; Shanahan, 2013). The purpose of the creation and implementation of these standards was “to ensure that all students graduate from high school with the skills and knowledge necessary to succeed in college, career, and life, regardless of where they live” (Common Core State Standards Initiative, n.d., p. 1). The reading comprehension, decoding, phonics, word identification, writing, and language skills taught in first grade help lay a reading foundation for students (Tennessee State Department of Education, 2017). To help students master these rigorous literacy standards, teachers should implement the National Reading Panel’s (NRP) five instructional reading components, which include phonemic awareness, phonics, fluency, vocabulary, and reading comprehension (Cervetti & Hiebert, 2015; Rickenbrode & Walsh, 2013). The NRP’s five components and the assigned standards can be taught through the essential components of a balanced first-grade reading curriculum that includes guided reading, independent reading, independent writing, and phonics and word instruction (Fresch, 2016; Frey et al., 2005; Kragler & Martin, 2012). The end goal of using these practices in any first-grade classroom is for students to be able to read

challenging grade-recommended leveled texts while also developing a love of reading (i.e., students are engaged with reading).

Skinner et al. (2008) defined engagement as “active, goal-directed, flexible, constructive, persistent, focused, emotionally positive interactions with the social and physical environments” (p. 766). Marchand and Furrer’s (2014) research showed there is a correlation between reading engagement and reading achievement, as students who were more engaged in reading performed better than those who were disengaged during reading. The study further showed reading engagement had more impact on student achievement scores than race, ethnicity, gender, and whether students had an Individual Education Plan (IEP) or were identified as an English language learner (Marchand & Furrer, 2014). These results support that elementary school teachers should teach students how to engage in reading and use methods to increase students’ motivation to read independently and enjoyment of reading to increase reading achievement (Taboada et al., 2009).

This enjoyment of reading and reading for pleasure often stem from students developing reading motivation. Reading motivation also plays a vital role in encouraging students to read more often and to read larger amounts of texts (Ciampa, 2016). Motivating students to read independently is challenging, yet essential. Gambrell and Morrow (2015) summarized that “research on motivation indicates that students are most engaged with reading tasks when offered opportunities that include a choice of activity, social collaboration with peers, appropriate levels of challenge, and experiences of success” (p. 89). Including these factors in daily reading activities remains critical in developing students’ intrinsic motivation to read (Kusdemir & Bulut, 2018). Reading

motivation can also serve as an influencer and indicator of a child's reading ability (Kusdemir & Bulut, 2018; Taboada et al., 2009; Vaknin-Nusbaum et al., 2018). Vaknin-Nusbaum et al. (2018) found lower-performing readers often had lower reading motivation levels compared to their higher-performing peers. Those students with lower reading motivation levels also displayed less growth in a school year than their more motivated peers (Vaknin-Nusbaum et al., 2018).

It has long been understood that students who are more engaged in reading and motivated to read perform better on reading achievement tests (Becker et al., 2010; Gardiner, 2001; Marchand & Furrer, 2014; Marinak, 2013; Schiefele et al., 2016). This is credited by findings showing “engaged readers spend 500% more time reading than disengaged students” (Guthrie, 2004, p. 1). This increased time spent reading independently can add up and expose students to more types of texts, vocabulary, and more rigorous and challenging material, thereby increasing their reading performance (Guthrie, 2004; Locher & Pfof, 2020).

The *Nation's Report Card* for the 2017 school year showed only 37% of fourth-grade students performed at or above proficient levels on end-of-year reading assessments (U.S. Department of Education et al., 2018). The *Nation's Report Card* also showed 68% of fourth graders were reading at the basic level and 9% were reading at the advanced level (U.S. Department of Education et al., 2018). Though the results have reflected an increased reading ability since the first assessment year in 1992, this year's data are not significantly different from those in the 2015 report card (U.S. Department of Education et al., 2018). These results also show that though most students are “passing” end-of-year reading assessments, it is understood that schools must move students into

higher proficiency and advanced levels of achievement. Even though kindergarteners, first graders, and second graders do not take national or state reading achievement tests, it remains the duty of educators to instill the foundational reading skills in students to later perform well on these rigorous tests.

As previously mentioned, one of the cornerstones of a balanced first-grade curriculum includes the time students are allowed to read independently. Allington (2014) mentioned an increase in reading volume and independent reading could result in higher reading achievement and higher test scores. Independent reading involves reading a book independently without assistance or guidance from a peer or an adult (Gardiner, 2001; Young et al., 2018). Teachers include this block of time to build readers' fluency, vocabulary, word recognition, decoding skills, and self-sufficiency with literature (Sanden, 2012). These skills help increase students' reading comprehension and achievement on reading assessments (Akyol & Kayabaş, 2018; Clayton, 2019; McKeown, 2019; Purvis, 2016). Though including independent reading time for students who can read independently is essential, the NRP acknowledged that students who are unable to read independently may require more assistance (National Institute of Child Health and Human Development, 2000). It is common for a first-grade classroom to contain students who read within a range of abilities, and some students may still be considered "nonreaders" who are unable to decode words fluently and make meaning of what is being read. Other interventions and resources may need to be put in place for these students so they can read independently (National Institute of Child Health and Human Development, 2000).

Another issue in classrooms with young students relates to book choice and selection. Researchers have found some classroom libraries fail to include an adequate range of choices and volume of books that encourage student reading, especially in schools that serve students from a low socioeconomic background (Duke, 2000; Fractor et al., 1993). The lack of diversity and representation of minorities in classroom library books is another problem that may influence students' desire to read (Crisp et al., 2016). Assisting students in book selection while offering a wide range of choices remains vital to help students continue to develop as readers (Weber, 2018).

Local Context

Winding Road Elementary School (a pseudonym) is part of the Camden County School District system, which serves Camden County in southeastern Georgia. Students at Winding Road Elementary School reflect a diverse and transient population. The school is in close proximity to a naval base and the children who live on the base attend Winding Road Elementary School. This causes the population at Winding Road to be different from that of other schools in the county because students are from all over the United States and represent different cultures and backgrounds than those typical of students in southeast Georgia.

Winding Road serves a population of approximately 585 students in prekindergarten through Grade 5 (Camden County School District, 2020a). The diverse student population is composed of 58% Caucasian students, 19% African American students, 8% multi-racial students, 14% Hispanic students, and 1% Asian/Pacific Islander students (The Governor's Office of Student Achievement, 2019). Winding Road Elementary School qualifies as a Title I school, with 23% of its student population

classified as coming from an economically disadvantaged background (The Governor's Office of Student Achievement, 2019). Even with the challenges that come with this transient and low socioeconomic population, Winding Road Elementary School continues to outperform other Title I Georgia elementary schools by making the Georgia Department of Education's Highest Performing Title I Schools list from 2012–2018.

Receiving Title I status as a school is essential for Winding Road Elementary School to maintain its current technological environment. Some of the funds allotted to the school through Title I are used directly to buy technology resources and computer programs, like the myON digital library. Title I funding is also used to pay for other budgeted school purchases so other funds can be allocated to buy resources like these.

Winding Road's third-, fourth-, and fifth-grade students perform well on the Georgia Milestones end-of-year reading assessment (Camden County School District, 2020a). This test is used to measure students' reading Lexile level and then compare student performance to average student performance in the county, state, and nationally. Data for the 2019 Georgia Milestones revealed only 65.5% of third graders at Winding Road could score at or above the recommended target score of 650L (The Governor's Office of Student Achievement, 2019). This is higher than the county average of 60.1% and the State of Georgia's average of 51.7% of third graders at or above the 650L target score (The Governor's Office of Student Achievement, 2019).

Even though Winding Road's scores on the Georgia Milestones are higher than those at many elementary schools across Georgia, the administrator, teachers, and staff at Winding Road Elementary continue to look for ways to improve student ability and performance. The first section of the "Five Strategic Focus Areas" developed by leaders

of the Camden County School District is to “raise the academic challenge and performance of each student” (Camden County School District, 2020b, para. 1). Specifically, teachers at Winding Road Elementary School work toward “Goal 1.3: rigorous, relevant curriculum that exceeds state and national expectations” (Camden County School District, 2020b, para. 1).

The 2020–2021 school year was my fifth year teaching first grade at Winding Road Elementary. Though my students are not tested using the Georgia Milestones, my first-grade team and I play a role in preparing students for the standardized tests they will take later. We teach the critical reading foundational skills necessary for students to meet the Lexile level requirements of the end-of-year tests. To monitor students’ progress, first- and second-grade teachers rely on the MAP Growth assessment to measure reading ability, Lexile level, and progress throughout the years (NWEA, n.d.). Teachers administer this test three times every year and use the information to determine student reading groups and any instructional inventions students may need to continue to make progress. The goal for first-grade teachers in the 2018–2019 school year was that 80% of first-grade students would score between 190L and 530L on the end-of-year MAP Growth assessment. The desired Lexile scores were based on the recommended reading levels from the Georgia Department of Education that outline what level students should be reading to reach the desired score range of 1185L–1385L by the time they are graduating from Georgia public schools (Georgia Department of Education, 2017).

For the 2018–2019 school year, I did meet my goal, with 80% of my students scoring between 190L–530L on the final assessment. The remaining 20% scored Beginning Reader (BR) on the assessment, showing four of my students could not read

within their recommended grade-level Lexile-band. It is also important to note that 62.5% of the students who met the goal scored between 190L and 300L. Even though these students scored within the recommended band, they scored within the lower third of the band, indicating they may struggle to receive a proficient or advanced score on the Georgia Milestones assessments when they reach the upper grades.

For the 2019–2020 school year, I could not give my students the final MAP assessment because my school closed in March in response to the COVID-19 pandemic.

For the 2020–2021 school year, my end of the year goal was for 80% of the students to meet their individual end-of-year MAP Reading Growth goal. This goal is based on their scores at the beginning of the year and students should meet this goal they are making sufficient progress in their reading abilities throughout the year. I was able to meet my goal with 81.82% of my students meeting their end-of-year MAP Reading Growth goal. Still, even though most of the students I had with me since the beginning of the year made sufficient progress, many of my students are falling short of the recommended first-grade performance bands. This indicates they will struggle in later grades and could have lower scores when they take the Georgia Milestones in third grade.

To ensure students are given opportunities to develop their reading skills, all teachers at Winding Road are required to include an independent reading block as part of their literacy instruction. Though I understand the benefits of including this block of time in my literacy instruction, some of my students' young ages and low reading levels can sometimes be problematic. Most students at the beginning of first grade are unable to receive a Lexile level score. A BR score often reflects that though the student may know some sight words and possess the necessary decoding and phonics skills to read, they are

often unable to read a simple text fluently (Purvis, 2016). This means students are unable to gather meaning from passages and books, and therefore cannot answer reading comprehension questions or explain what they are reading.

These students struggle to read even lower-leveled books independently because they do not have the necessary skills. They often appear disinterested during this block of time, and can be seen turning pages and looking at pictures in books without engaging in the literature. These students often leave their seats to trade books or walk around the room and engage in problem behaviors that distract other students. Even those students who can independently read sometimes appear disengaged and not motivated to read. I have a limited selection of print books in my classroom, and students quickly read through this selection. The ephemeral nature of books on my students' levels also causes them to trade out books often because they are not ready to read chapter books or longer texts. Another issue they face is finding books on topics or within genres that interest them. They may enjoy a particular book, but then, due to my limited selection, cannot find similar books they would also enjoy.

My goal in conducting this action research was to use the e-book library myON during this independent reading block. For students who could read, myON provided an unlimited arsenal of exciting books to read independently in one place so they did not need to get out of their seats and become disengaged during the independent reading block. My nonreaders also benefited from the expansive digital library because its text-to-speech feature can be used to read stories aloud to students. Even though they were not reading the texts independently, they still interacted with the literature and were not engaged in problematic and distracting behaviors. I held conferences with students to

develop personalized e-book reading plans (PRPs), where together, we selected books based on the students' reading levels and interests. These selected books became the students' "myON Bookshelves." Together, students and I set goals for them to read the books on their shelves and I encouraged students to take the reading comprehension quizzes after reading their books to check for understanding and reading comprehension. The hope was that through developing these plans, students' reading motivation would improve, and the amount of time they spent reading would increase. With improved reading motivation and an increased amount of reading, their reading ability would improve through the intervention's implementation.

Statement of the Problem

First-grade students were not motivated to read and were unengaged while interacting with literature during the 15- to 20-minute independent reading block in class. Students were unfocused and off task during this period, avoided reading, conversed with each other, and elected to spend time out of their seats. As the teacher, I did not have time to listen to students read or conference with students about their reading because I had to address students' off-task behavior. Because of these issues, students were not receiving the full benefits of an independent reading block and were not provided as many opportunities to practice their independent reading skills.

Purpose Statement

The purpose of this action research was to assess how implementing a PRP impacted the reading engagement and motivation to read of students in a first-grade classroom at Winding Road Elementary School.

Research Questions

The four research questions that guided this study included:

1. How and to what extent do the PRPs impact students' motivation to read?
2. How and to what extent do the personalized e-book reading plans impact students' reading engagement?
3. How might students' attitudes toward reading change after the personalized e-book reading plan intervention?
4. How and to what extent do the personalized e-book reading plans impact performance on reading comprehension quizzes?

Statement of Research Subjectivities and Positionality

The 2020–2021 school year marked my seventh year as a teacher. I have spent 6 of those 7 years in a first-grade classroom trying to help young students learn to read and learn to fall in love with reading.

After graduating from Clemson University in 2014 with a bachelor of arts degree in early childhood education, I joined the AmeriCorps program Teach for America (TFA). While working for TFA, I was placed in rural South Carolina, working for the Lee County School District. This district was underfunded and lacked the technology necessary for teachers to enhance learning and provide meaningful experiences. With no computer lab, Chromebooks, smartboards, or any other digital resources available, students could not learn and practice the valuable technology skills necessary to become 21st century learners or future employees (Prettyman et al., 2012). Working in this environment led me to form my own opinions and biases about how vital technology is in a modern-day classroom. I have realized that technological resources provide learners

exposure to limitless media and connections to the rest of the world outside of the school building.

During the 2020–2021 school year, I worked for the Camden County School District, whose purpose statement reads, “We will ensure educational excellence in a safe and nurturing environment where all students reach their potential and become productive citizens” (Camden County School District, 2020c, para. 2). This is especially true when it comes to efforts to ensure students are exposed to technological resources and experiences. Camden County provides all students with access to individual Chromebooks to use in and out of the classroom and continues to invest in resources and training for teachers to continue to expose students to new material in an exciting and relevant way. Working for a district that places such a high priority on technology in the classroom has further cemented my feelings on technology’s importance.

When it comes to action research, I have identified that I fit within the pragmatism research paradigm. The flexibility of pragmatism makes it the most appealing because “pragmatism is not committed to any one system of philosophy and reality” (Creswell, 2014, p. 39). I appreciate that pragmatism emphasizes the importance of mixed methods research, and I feel collecting both quantitative and qualitative data strengthens action research and its findings (Stark, 2014).

As far as positionality is concerned, I identify as an insider who studied the effects of an individualized e-book reading plan in my classroom setting (Herr & Anderson, 2005). I consider myself an insider because I used my students and my classroom as the participants and setting of my action research. I played a part in this research as the orchestrator and teacher in the classroom. I consider the action research

self-reflective because I studied how the program and PRP development fit into the routines, procedures, and classroom environment I constructed. I had no personal stake and affiliation with the myON program and, therefore, believe I was able to critically evaluate its effectiveness in the classroom without additional favoritism. Still, I acknowledge some biases that came with being an insider during this action research study. I knew my students personally and was heavily invested in their success throughout this action research and other classroom matters.

Definition of Terms

Attitude. Reading attitudes refers to the thoughts, emotions, feelings, and value students place on reading (Martínez et al., 2008; Mohd-Asraf & Abdullah, 2016) Studies regarding reading attitude have shown “students who develop a positive attitude toward reading are more likely to enjoy what they read, become a good reader, understand what they read better, and have higher academic achievement” (Bayraktar & Firat, 2020, p. 79).

Engagement. The term engagement is often cited as referring to a contract someone enters and involves something occupying an individual’s attention or effort for some time (Oh et al., 2018). The engagement process involves a point of focus in which a student’s interest is piqued and a period of engagement refers to how long the student remains engaged and working (O’Brien & Toms, 2008). Oh et al. (2018) looked at the engagement of students using technology and explained:

Users pay attention to the overall aesthetics of the system at the beginning stages of interaction, and thereafter sustain that attention by using interactive features (e.g., exploring different actions afforded by the system), by challenging their

skills, and by experiencing novel interactions. Thus, user engagement includes both the first encounter with the message or the medium as well as a sustained period of involvement with media content that can be affected by the initial interaction with the message or medium. (p. 739)

Independent reading. Independent reading involves a reader reading a book independently without assistance or guidance from a peer or an adult (Gardiner, 2001; Young et al., 2018). Classroom teachers often incorporate independent reading through blocks of time known as DEAR (drop everything and read) or SSR (sustained silent reading). The purpose of DEAR and SSR is to provide a child a developmentally appropriate block of time, typically 15–30 minutes, during which they are allowed to independently read without interruptions or other required work (Gardiner, 2001; Moore, 1980; Truby, 2012; Weber, 2018). Teachers include this block of time to build readers’ fluency, vocabulary, word recognition, decoding skills, and self-sufficiency with literature (Sanden, 2012).

Motivation. I designed my study to explore how myON can be used to improve students’ motivation and interest in reading. The term motivation refers to the intrinsic and external factors contributing to human behavior (Deci et al., 2001). Motivation theories and researchers hope to answer questions about “why” people behave in specific ways and “what” causes these actions (Fisher, 2013). In relation to reading and learning, motivation can also be viewed “as a willingness to engage in an activity and a willingness to persist in that activity, even when it becomes difficult” (Malloy et al., 2013, p. 273). Research supports the idea that students who possess a higher level of motivation to read

perform better on reading assessments and read at a higher level than their less motivated peers (Kusdemir & Bulut, 2018; Taboada et al., 2009; Vaknin-Nusbaum et al., 2018).

MyON and e-books. I used the e-book library website MyON during this action research because my school subscribes to the website and students have easy access to the resource. MyON is an online e-book platform owned by Renaissance that offers over 13,000 digital e-books to its subscribers (Renaissance Learning, 2021). Jones and Brown (2011) defined e-books as “print books that have been completely converted to or originated in a digital format” (p. 7). These e-books are available to readers through online or personal electronic reading devices and are increasing in popularity because of their increasing accessibility, low cost, and low environmental impact (Brown & Hill, 2009; Jones & Brown, 2011; Korat, 2010).

CHAPTER 2

LITERATURE REVIEW

The purpose of this action research was to assess how implementing a PRP impacted the reading engagement and motivation to read of students in a first-grade classroom at Winding Road Elementary School. The questions that guided this research were: (a) How and to what extent do the personalized e-book reading plans impact students' motivation to read? (b) How and to what extent do the personalized e-book reading plans impact students' reading engagement? (c) How might students' attitudes toward reading change after the personalized e-book reading plan intervention? and (d) How and to what extent do the personalized e-book reading plans impact performance on reading comprehension quizzes?

I conducted searches for content for this literature review based on the guiding purpose and research questions. I used the electronic source databases Academic Search Complete, ERIC, JSTOR, the University of South Carolina Catalog Search, and Google Scholar to locate quality sources. The variety of keywords to collect references for this literature review included e-books (e.g., Ebooks, ebooks, eBooks, etc.), digital libraries, e-book libraries, reading, independent reading, engagement, motivation, digital storybooks, iPad, reading fluency, reading comprehension, primary grades, reading instruction, action research, conferences, early childhood, shared reading, print book, students with disabilities, struggling readers, digital tools, balanced literacy, sustained silent reading, book choice, library, balanced literacy, guided reading, whole group

reading instruction, phonics, and writing. Sometimes I combined these phrases to narrow the search results and find sources on a more specific topic.

I used the bibliography and cited sources sections of found articles to locate similar topics and additional resources. Additionally, I used index searches of authors' names or titles of the sources to narrow down the search results. Specific authors have been identified as experts on certain topics due to the large amount of content they have written on a particular subject. I searched these authors to gather more information regarding their topic expertise. These searched authors included Ofra Korat, Amelia Moody, Linda Gambrell, Adriana Bus, John Guthrie, Allan Wigfield, and Maria de Jong.

This literature review is organized into three sections that cover the variables within the research questions. The first section provides an overview of teaching and fostering independent readers and reading habits in a K-2 setting. The second section contains a focus on the role of motivation and engagement in promoting students' reading practices and abilities. The third section provides information about e-books and e-book libraries and bridges how these sources can assist with addressing the problems identified with teaching K-2 students reading and assist in motivating and engaging students.

Teaching and Fostering Independent Readers in K-2

Teaching young students to read has remained a primary focus in K-2 classrooms. This section contains a focus on strategies used to teach reading in today's primary grade classrooms, specifically looking at the popular balanced literacy approach. Balanced literacy promotes the skills young readers need to become successful independent readers (Frey et al., 2005). This section also details the suggestions and criticisms associated with

independent reading practice in the primary grades and how these practiced skills look in today's classrooms.

Strategies for Teaching Reading in K-2

Today's educators still find value in the reading instructional strategies used throughout the 20th century, though many of these strategies have been enhanced and combined to provide students with more comprehensive literacy instruction. The NRP recommended that teachers incorporate five main literacy education components (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension) ensure students are getting a balanced and complete reading education (National Institute of Child Health and Human Development, 2000).

Past Strategies

Teaching students how to read has been a fundamental focus of teachers of primary grades throughout history. The past century has seen many changes in how reading instruction has been carried out. Originally taught through phonics instruction, teaching reading focused on teaching students the individual sounds that make up words and then putting those sounds together (Will, 2019). Small words were taught in isolation through word families and familiar word onsets and rhymes. After students demonstrated sufficient phonological skills, they were introduced to more extensive text passages that they could read to decipher meaning (Will, 2019). Students were taught to “decode” or sound out long or unfamiliar words using typical phoneme patterns (Stahl, 1998).

Later as the 20th century progressed, this view shifted to teaching through the whole language approach (Clayton, 2019). Instead of teaching students to read using phonics and sounding out words, students were taught to read through reading passages

and being introduced to words in context (Clayton, 2019). Sight words became an essential staple of instruction as students memorized commonly found words so when they came across them while reading, they could read them instantly. Still, despite its support during the latter half of the 20th century, it was soon discovered that though the more practical approach sounded good in theory, students still needed more instruction while learning how to form and sound out words (Will, 2019).

Though both strategies were successful in teaching many students to read, most reading professors today argue for a marriage of the two methods (Will, 2019). These approaches should be used in the classroom to help students learn to read; students need the explicit instruction of decoding words with a more traditional phonics curriculum (Cervetti & Hiebert, 2015). They also need to be exposed to words in appropriate contexts of texts, working together to form sentences (Fresch, 2016).

Five Components

Today's researchers argue that an appropriate reading curriculum does not present instruction as a "this or that" problem like in the past. Instead, it offers students experiences with many types of instruction to meet their individual needs (Shanahan, 2013). In 2000, the NRP identified five reading instruction components that all literacy programs should include: phonemic awareness, phonics, fluency, vocabulary, and comprehension (Cervetti & Hiebert, 2015; Rickenbrode & Walsh, 2013). The NRP encourages teachers of primary grades to include these components so students receive a balanced understanding of how to form, segment, and decode words through phonemic awareness and phonics instruction (Cervetti & Hiebert, 2015). Fluency instruction allows students to practice reading passages in a fluid and meaningful way so they can

understand the texts they are reading and so others can understand their vocal reading (Rickenbrode & Walsh, 2013; Worthy & Broaddus, 2001). Vocabulary and comprehension instruction allow students to continue to understand and make meaning out of the words they are decoding and reading (Cervetti & Hiebert, 2015; Rickenbrode & Walsh, 2013).

Even though teachers are encouraged to include all five components in their instructional practices, most teacher preparation programs do not provide future teachers with instruction on the importance of all five components. The National Council on Teacher Quality (2012) started collecting data in 2011. Of the 609 educational programs studied, data showed only 18% of these schools received an adequate rating, indicating they covered all five components (Rickenbrode & Walsh, 2013). An additional concern was discovered when 30% of the schools did not cover any of the components according to the NRP's recommendations (Rickenbrode & Walsh, 2013). This inadequacy shows the challenges many instructors face with offering students a balanced and inclusive curriculum that needs to address recommended concepts through ideal instructional practices and routines.

Balanced Literacy

Balanced literacy can offer educators a way to address all five of the components recommended by the NRP through instruction and authentic and meaningful classroom routines (Rickenbrode & Walsh, 2013; A. M. Wilson & Falcon, 2018). These classroom instructional routines include guided reading instruction, whole group shared reading instruction, writing, word study, and independent reading practice (Fresch, 2016).

Definition of Balanced Literacy

Balanced literacy is a curricular approach that melds traditional phonics instruction with the practicality of the whole language approach (Fresch, 2016; Frey et al., 2005). Balanced literacy outlines a reading and writing instructional plan that allows for standards to be taught in various settings and contexts so readers' needs can be met. Within a balanced literacy approach, teachers use multiple approaches to "create a balance between reading and writing, between teacher-directed and student-centered activities, and between skills-based and meaning-based approaches to literacy instruction" (Frey et al., 2005, p. 272). Today's balanced literacy curriculum involves teachers using small group guided reading groups with whole group instruction and read-alouds to help students work toward reading comprehension at their level. Word study offers students direct teaching of phonemic awareness, phonics, and vocabulary through various instructional strategies and independent practice (Fresch, 2016). Writing also helps students take these phonics and comprehension skills to create and develop their own stories (Cutler & Graham, 2008). Independent reading allows students to work on fluency skills while practicing comprehension and word work skills (Frey et al., 2005; Okkinga et al., 2018; A. M. Wilson & Falcon, 2018; Worthy & Broaddus, 2001).

Still, some critics argue that balanced literacy is just the whole language approach with phonics sprinkled in and there is not enough explicit instruction of sounds, letters, and word formation (Will, 2019). A key aspect of balanced literacy is the proportional time allotted for each component. There is no standard amount of recommended time for each component as different schools and teachers are given different lengths of time as part of their literacy block. Also, depending on students' ages, abilities, and educational

histories, different classrooms will require different amounts of time for each component. Yet, educators are encouraged despite these classroom fluctuations to find equality when teaching the components (Will, 2019). Frey et al. found an inequality in their 2005 study looking at an urban school district whose teachers followed a recommended balanced literacy program. Though teachers in the district did include all of the components of balanced literacy, they did not teach them in equal amounts of classroom time (Frey et al., 2005). It was also discovered that there was inequality between the average amount of time devoted to teacher-directed instruction and student-centered activities (Frey et al., 2005). For a successful balanced literacy block, students must receive instruction in all components and be allowed sufficient time to then practice the skills in a meaningful way (Frey et al., 2005).

Even with these criticisms, the approach remains widely supported. Supporters agree that for balanced literacy to be successful, adequate teacher training and professional development must be in place (A. M. Wilson & Falcon, 2018).

Guided Reading Instruction

Guided reading is a teacher-led instructional practice used to teach reading to students in a small group setting (Jamison, 2012; Young, 2018). Through this model, students are able to listen to reading, participate in shared reading, and practice independent reading with familiar texts. Though guided reading is primarily reading comprehension instruction, successful guided reading lessons include other components of literacy instruction (Fresch, 2016). The key to guided reading is the small group setting that allows students to be grouped according to reading level. The teacher then tailors lessons to these smaller groups using appropriately leveled texts, focusing on skills, and

offering appropriate support levels according to the groups' abilities (Donnelly, 2019). Teachers will use various testing and assessment methods to determine student groupings and use their professional judgment and progress monitoring to plan instruction (Davis et al., 2019). Proponents of guided reading applaud the practice for its approach toward more individualized instruction, claiming that this small group approach leads to more reading achievement gains than just a whole class reading lesson (Martinez & Plevyak, 2020; Shanahan, 2020; Valiandes, 2015). Still, there are some criticisms of guided reading. These do not target the individualized instruction of small group reading but how students are grouped and what is being taught. Donnelly (2019) pointed out that the current model focuses too heavily on students' reading and fluency levels and does not address the skills students need. It is recommended that teachers also group students based on specific skills on which they need instruction and not just their current reading level (Davis et al., 2019; Donnelly, 2019). Still, it is recognized that guided reading remains an effective approach to literacy instruction and an essential part of balanced literacy.

Whole Group Shared Reading Instruction

Whole group reading instruction involves a teacher leading the entire class through a reading lesson (Martinez & Plevyak, 2020). This lesson will most likely involve explicit teacher instruction of a concept, teacher modeling, opportunities for students to practice skills with the class or in partnered groups, and students being given a chance to practice the taught skills independently (Fresch, 2016). The skills and level of instruction will typically come from the state or national standards and the expected performance norms for that grade (Shanahan, 2013). Many researchers have cited the

benefits of whole group reading instruction as it is a time-efficient way to teach reading comprehension standards to all students, and through quality instructional practices, most students will meet instructional expectations (Okkinga et al., 2018; Shanahan, 2013, 2020).

Other benefits of whole group reading come from the whole group reading or peer discussion that may take place during the lesson. English as a Second Language (ESOL) students benefit from hearing choral reading and interacting with their peers during these whole group reading lessons as it builds their competence and confidence with reading (Monobe et al., 2017). Whole group reading instruction also leads to more teacher-directed instructional time than typically seen with small group lessons (Okkinga et al., 2018; Shanahan, 2020). Shanahan (2020) confirmed that teachers are spending more time on instruction in most whole group reading lessons, and therefore students spend less time engaged in practiced work, whereas during small group reading, students are spending a lot of time doing seatwork independently while teachers work with other student groups (Okkinga et al., 2018). This further supports the argument that both are essential parts of a balanced literacy curriculum so students can receive the benefits from both forms of instruction.

Despite the benefits of whole group reading, many still criticize the approach for being too general an instructional practice for most students. Researchers point out that whole group instruction cannot meet all students' individual needs (Shrenker, 1997). Critics argue that students experience more success in reading performance when they are taught using small group instructional practices instead of whole group instruction (Martinez & Plevyak, 2020; Shanahan, 2020; Valiandes, 2015). These opposing views

are further reason to support using both guided reading and whole group reading.

Educators do not have to choose either small or whole group reading but can incorporate both into their balanced literacy practice (Shanahan, 2020).

Writing

Writing is an important component of balanced literacy as it requires students to take the reading comprehension, fluency, and word study skills they have been learning and compose their own writing pieces (Frey et al., 2005). Writing offers students an opportunity to create their own words, sentences, and stories. When taught correctly, writing further assists students in understanding how words and sentences can work together to make meaning in their own stories and in the texts they may read (Fresch, 2016). Successful writing lessons have an appropriate balance of direct instruction and independent practice. Though the instructional piece is vital in helping students understand how to compose narratives, enough time must be provided to students to brainstorm, compose, edit, and revise their writing pieces (Philippakos et al., 2019). Cutler and Graham (2008) also noted motivation plays a pivotal role in students' desire to write and the writing piece's outcome. Technology integration serves as a motivational factor in student writing, and when used correctly, these tools can lead to student success (Cutler & Graham, 2008). Self-regulation strategies are also important factors for student success. Students should be encouraged to develop ideas, construct meaningful sentences, and edit, revise, and reflect on their writing on their own instead of being reliant on teacher assistance. These skills help further develop their writing and allow students more independence and self-confidence as writers (Graham et al., 2012).

Word Study

Word study or word work are terms often used when discussing phonemic awareness, phonics, and vocabulary skills (Fresch, 2016). Word study looks different throughout the primary grades; as students' reading development progresses, they will need to spend less time working on letter sounds and more time working on decoding complex words and vocabulary (Cervetti & Hiebert, 2015; McKeown, 2019). Still, these instructional components are important when teaching students how to sound out or decode words they come across in texts and help make meaning of those words (Ehri & Flugman, 2018; Noltemeyer et al., 2013). Phonics instruction is often heavy in teacher-led instruction, and it is advised that the concepts and skills be explicitly taught (Frey et al., 2005). Though there are pieces to quality phonics programs that allow students to practice the skills, reading and writing remain the most precise indicators of whether students have absorbed the taught skills (Ehri & Flugman, 2018). Whole language proponents remain the largest group of those who criticize phonics, phonemic awareness, and vocabulary instruction (Clayton, 2019; Noltemeyer et al., 2013; Will, 2019). They claim this type of explicit teaching does not allow students to transfer skills in a real reading application. Proponents feel students should spend the majority of their literacy block practicing reading and not memorizing phonological rules and word meanings (Noltemeyer et al., 2013).

Independent Reading

Independent reading remains a significant practical component of balanced literacy. This block of time allows students time to interact with texts that are not part of the teacher's instructional lesson (Gardiner, 2001; Jones & Brown, 2011; Truby, 2012).

Students should spend this time choosing books from a large available selection and reading them for a set amount of time with few interruptions (Gardiner, 2001; Moore, 1980; Truby, 2012). Though the amount of time and teacher interaction may differ according to age groups, ability levels, and teaching styles, the fact remains that this block of time allows children to independently practice the reading skills taught within the other components of balanced literacy (Frey et al., 2005).

Independent reading has been shown to improve reading performance (Akyol & Kayabaş, 2018; Purvis, 2016). Those who spend more time reading independently score better on reading comprehension assessments (Purvis, 2016). Independent reading has also been linked to improving students' vocabulary development as they come across new words in a text. Through context clues, students can decipher the meaning of words on their own (Clayton, 2019; McKeown, 2019). Students who spend more time reading independently also have better decoding skills and reading fluency (Akyol & Kayabaş, 2018; Purvis, 2016). Independent reading remains an important component of balanced literacy because it allows students to practice the five literacy instruction components in a meaningful and practical way. The next section provides further detail on how independent reading practice allows students to become self-sufficient readers.

Developing Independent Readers

Independent reading is an essential part of a balanced literacy program because it is a student-driven practice that allows readers to interact with text independently and apply learned skills in practice (Sanden, 2012; Truby, 2012). There are several steps teachers should take to initiate a constructive and successful independent reading block, such as selecting materials, establishing classroom routines, and explicitly teaching

students how to select books (Gardiner, 2001; Truby, 2012; Weber, 2018). If all of these factors are exercised correctly, the resulting literacy block can lead to motivated and engaged independent readers (Jones & Brown, 2011).

Steps for the Implementation of Independent Reading

Independent reading has been established as an essential component to balanced literacy, but teachers are encouraged to not just assume that students are reading independently with their spare class time, during instruction, or at home (Sanden, 2012; Truby, 2012). Teachers need to set aside a block of time during which students can read independently with few or no interruptions (Gardiner, 2001; Moore, 1980; Truby, 2012). This will enable students to take the instruction from guided and whole group reading and apply the skills. Independent reading fosters student independence as they are left to decode and comprehend on their own (Sanden, 2012). It is also noted that the value of independent reading must be known to educators and students as well (Weber, 2018). Students need to understand why this block of time is valuable to developing their reading ability, and that is important for them to build their learned skills through practice (Weber, 2018).

Classroom Routines and Behavior Management

For this block of time to be successful, established classroom routines must be addressed and made clear to students (Sanden, 2012; Truby 2012; Weber, 2018). Students need to know what is expected of them during this time and teachers need to communicate these expectations through explicit teaching and practice with students (Truby, 2012). Students need to understand what independent reading looks like, how to ask for help during this time, where in the classroom they can read, what materials they

can access, and how to retrieve those materials (Truby, 2012). Teachers should let students know the rewards for following the routines and the consequences should they not comply. Teachers must also not expect students to read for a significant amount of time at the beginning of starting an independent reading block. Stamina must be built, which means teachers may need to begin hosting independent reading blocks that last for shorter amounts of time and then gradually build to the time-limit expectations (Sanden, 2012).

Materials Required for Independent Reading. A well-stocked library is essential during independent reading blocks so students can select books that are on their reading level and pique their interest (Gardiner, 2001; Truby, 2012; Weber, 2018). Researchers have warned that students should have access to all classroom books and that no books featured in the classroom should be off-limits to students as they seek out the texts they want to read (Gardiner, 2001). These classroom libraries need to include various genres and sufficient numbers of fiction and nonfiction books from which students can choose (Gardiner, 2001; Truby, 2012; Weber, 2018). The books featured in a classroom need to cater to various levels so students can select a book that challenges them while still being able to read it independently (Gardiner, 2001; Truby, 2012; Weber, 2018). It has been noted that these classroom libraries should not be limited to traditional print books. Digital libraries can offer students a variety of levels, genres, and topics while not taking up as much space in a classroom and remaining more cost-efficient than a traditional print book library (Jones & Brown, 2011; Mosito et al., 2017).

Explicit Teaching of Book Selection. Aiding students in book selection is a necessary routine that should be explicitly taught in the classroom (Marinak, 2013;

Moore, 1980; Weber, 2018). Students should be familiar with their reading level and know how to quickly check a book to determine whether it is appropriate for their own reading abilities. Students who spend too much time selecting books miss out on valuable reading time (Weber, 2018).

Even if students are reading e-books, they should be familiar with the browsing and selecting features of e-book libraries. Hence, students spend the optimal amount of time reading instead of just browsing covers (Roskos et al., 2016). Book choice is important to fostering engagement, motivation, and independence as it gives the reader control and choice over what they are reading (Jones & Brown, 2011; Truby, 2012; Weber, 2018).

Reading With Peers. Peer reading can take on many forms during a reading session. It can include two students reading beside each other, helping decode texts; two students taking turns reading from a text, with one student reading to another; and other forms of shared reading experiences (Lee, 2014; Palincsar et al., 1987). Many researchers support setting up a classroom where shared reading routines are promoted and encouraged (Monteiro, 2013). Like other reading practices, peer reading or partner reading needs to be explicitly taught to students and monitored. Peer reading can occur with both print books and e-books (Korat, 2010; Reid, 2016). Reading with others often leads students to talk about their reading experiences, which further increases their reading motivation and helps them develop a sense of who they are as a reader (McCarrick & Li, 2007; Shamir & Shlafer, 2011). This type of shared collaborative experience will enable students to learn from their peers and further motivate them to read (Boushey & Moser, 2014; Lee, 2014; Monteiro, 2013).

Challenges With Implementing Independent Reading

Though there are many benefits to independent reading in class, this practice does come with some challenges. Students' age and ability may cause issues to arise, as this practice requires a level of student maturity and self-sufficiency (Sanden, 2012). Some challenges relate to the supplies and texts researchers require teachers to have in their classrooms. Finally, many suggested setups and arrangements for this specific in-class reading setup can confuse educators about the direction in which to take their independent reading blocks.

Age and Ability Challenges

The young age of primary grade students makes implementing an independent reading block challenging for many teachers. Sanden (2012) noted primary grade students lack the stamina to read independently for large blocks of time. Many young readers, even when there are low leveled texts available, lack the decoding, phonics, and phonemic awareness skills to read independently (Sanden, 2012). With these issues, it is often challenging to keep readers sitting and engaged in "reading" texts if they lack the skills and stamina. Another issue that may arise with young readers is that at times even if a student chooses a book they can fluently read and decode, they still may not comprehend the text (Amendum et al., 2016). This leaves students decoding texts without making any meaning from the content, which may cause them to become bored and lose interest very quickly.

Book Selection

The immaturity of primary grade students may also cause them to struggle with book selection (Weber, 2018). Students may have trouble determining an appropriately

leveled book even with teacher instruction and direction. Students may select texts that are too challenging, which can negatively affect their comprehension and self-concept as readers (Amendum et al., 2016; Furrer & Skinner, 2003). Students may also find themselves spending more time selecting books than reading texts as they struggle to find books that interest them (Truby, 2012). Fitch (2013) warned that students who are offered too many choices of books may feel overwhelmed and lose interest in reading.

Conflicting Research and Practices

Many teachers face a challenge when implementing independent reading regarding the supports and structures that need to be put in place for readers. Some view this block of time as a silent set amount of time where students are reading completely uninterrupted (Gambrell, 1978; Gardiner, 2001; Moore, 1980). Often referred to as Drop Everything and Read (DEAR) or Sustained Silent Reading (SSR), these practices dictate that students in the classroom are silent and not interacting with peers so they can read uninterrupted (Gardiner, 2001). Teachers are encouraged not to conference or engage with students as it might distract or affect their behaviors during this block of time (Gambrell, 1978).

Yet other researchers encourage teacher conferences with students. Teachers are allowed to periodically check-in with students and ask a few questions about what they are reading and make sure they are making progress with their books (Marinak, 2013; Moore, 1980). Teachers may also ask students to read small sections of their books to ensure students are successfully reading the text and understanding the book (Gardiner, 2001; Moore, 1980; B. M. Taylor et al., 1990). Allowing for some peer interaction and book talks can also further motivate peers and allow students to help each other

comprehend text and decode words (Reutzel & Juth, 2014). These conflicting views can leave some teachers feeling overwhelmed and unsure of how to carry out this potentially beneficial block of time to allow students to grow in their reading ability and develop a positive relationship with books and reading.

Motivation and Engagement in K-12 Education

Motivation and engagement are two behavioral factors that can significantly affect students' abilities to read and comprehend texts (Marinak et al., 2010). In this section, the theories of motivation are discussed, as are the classroom practices researchers claim motivate students to read. This section also covers the role of engagement with students interacting with texts and the effect of engagement and motivation on students' reading development.

Theories of Motivation and Engagement

Throughout the history of education, behavioral psychologists have been challenged to define motivation and engagement. Specifically, researchers are interested in learning what drives humans to act in specific ways and how these actions can be directed toward learning or meaningful work (Cambria & Guthrie, 2010).

Definition of Motivation

Motivation is a behavioral phenomenon that has been extensively studied and yet continues to interest researchers. Guthrie and Wigfield (2000) defined reading motivation as "the individual's personal goals, values, and beliefs with regard to the topics, processes, and outcomes of reading" (p. 405). Later in 2010, Cambria and Guthrie explained that reading motivation refers to the interest, dedication, and confidence students show while reading text. Though motivation may be hard to define, it is clear

that it remains an internal force that drives behavior, thoughts, and actions. Educators have been studying this force to find ways to further influence students to develop positive and beneficial reading habits.

Theories of Motivation

Psychologists and educators have sought to theorize motivation as they attempt to determine why humans behave in specific ways, what causes these behaviors, and how motivation relates to learning new material and practices. Vygotsky noted the importance of outside influences in motivating behavior and explained through social learning theory that rewarded behaviors are reinforced, and therefore become patterned learned behaviors (Pritchard & Woollard, 2010). Extrinsic and intrinsic rewards can be used to mold desired behaviors; educators can use these rewards to help students learn new skills and content (Ryan & Deci, 2017; Wigfield & Guthrie, 1997). Understanding motivational theories and contributors to motivation and incorporating them into classroom practices can further motivate students to complete a task.

Achievement Goal Theory. Achievement goal theory reflects the importance of individuals setting goals and accomplishing tasks and the influence these actions have on motivation (Elliot & Hulleman, 2017; Urdan & Kaplan, 2020). Senko (2016) noted highly motivated individuals set goals because they want to learn something new or improve their existing skills. Setting goals also gives their actions a purpose and focuses their efforts. These individuals seek the confidence and reassurance that come with meeting a goal (Ames, 1992; Seifert, 2004).

Self-Efficacy Theory. Bandura's (1977) self-efficacy theory, along with achievement goal theory, helps explain why challenge is such an important factor in

motivation. When individuals meet a challenging goal or task, their feelings of self-worth and accomplishment increase (Ortlieb & Schatz, 2020). Self-efficacy theory reflects the importance of an individual's belief that they can accomplish something and that their efforts will be rewarded (Tschannen-Moran & McMaster, 2009). Self-efficacy can enrich reading motivation; if a student is confident in their reading abilities, they will be more motivated to attempt to read and engage with a text (Cleary & Zimmerman, 2004; Colvin & Schlosser, 1997; Denner et al., 2019). They will also elect to read more challenging books and learn from the errors they make rather than letting their mistakes inhibit their motivation to read (Gambrell, 2011; Ortlieb & Schatz, 2020).

Self-Concept Theory. Self-concept theory focuses on a reader's self-concept and self-esteem. A reader's self-concept refers to how they view their reading abilities and performance (Henk & Melnick, 1995). For young students, seeing themselves as readers is important to the development of their reading motivation (Nevo & Vaknin-Nusbaum, 2020). Like self-efficacy theory, this theory reflects the importance of a reader's self-confidence and identity as a capable reader. Readers with higher self-concept believe they are successful readers and are more motivated to read (Gambrell, 2011; Nevo & Vaknin-Nusbaum, 2020). Helping students develop and grow their self-concept is a goal of educators as it increases reading motivation.

Engagement

Engagement is another studied behavioral phenomenon that has kept researchers interested. Marchand and Furrer (2014) concluded engagement is the focused interactions of individuals in an environment, and within education, this is the classroom. They added that engagement is in an attentive behavioral, emotional, and cognitive state (Marchand

& Furrer, 2014). Like with motivation, teachers influence a student's engagement during in-class activities.

Motivation and Engagement

Engagement and motivation tend to correlate when it comes to student behavior. Students who are more engaged in reading are also more motivated to start reading (Marchand & Furrer, 2014; Wigfield et al., 2008). It has been noted that motivation is a factor that might begin the reading process and encourage a child to pick up a book, and engagement is the behavioral force that keeps that child reading (Marchand & Furrer, 2014). Research has shown those who spend more time engaged in reading show higher reading motivation (McGeown et al., 2016).

Motivating young students to read can appear challenging on the surface; however, several factors have been researched to help educators in this endeavor. The 6 Cs of motivation were developed to provide insight into what factors can motivate students' specific behaviors, learn new material, and establish positive reading habits (Turner & Paris, 1995). Certain aspects of reading instruction and interventions can be put in place to set students up for success and certain environmental influences can further motivate and engage students in reading.

6 Cs of Motivation

Since studying motivation, researchers have identified certain factors or influences of motivation that when present, will motivate an individual to do a particular task. Turner and Paris (1995) described what is known as the 6 Cs of motivation. The 6 Cs do not describe a theory of motivation, but the authors explained that this phrasing is used as a mnemonic device to help individuals remember the factors. These factors

include choice, collaboration, construct meaning, challenge, control, and consequences (Turner & Paris, 1995). Including these ideas and factors in lessons and classroom practices can further influence students' motivation and desire to learn (Wigfield & Guthrie, 1997).

Collaboration

Collaboration was described by Wigfield and Guthrie (1997) as “the social discourse among students in a learning community that enables them to see perspectives and to socially construct knowledge from text” (p. 413). Collaborating with both their peers and their teacher further motivates students to read independently (Wigfield & Guthrie, 1997). When a classroom environment is set up in a way that allows for collaboration, students feel socially supported to attempt difficult or new tasks (Turner & Paris, 1995; Wentzel, 1997). These collaborations can take the form of peer tutoring, talking about their reading, peer reading, conferencing, and other forms of on-task social interactions while reading (Boushey & Moser, 2014).

Teacher-Controlled Aspects

Knowing and understanding motivation is a critical step in motivating students in the classroom. Teachers need to be familiar with the 6 Cs of motivation and strive to use these factors every day in school by incorporating them into plans and strategies (Unrau et al., 2015). Unrau et al. (2015) found the factor with the greatest influence was students' relationships with the teacher when motivating students to read. Students who have a positive relationship with the teacher are more motivated to read and show a more positive relationship with text than those who do not have a strong student–teacher relationship. Like motivation, students who have a positive student–teacher relationship

tend to be more engaged and interactive with text than those who do not have a positive student–teacher relationship (Lockwood, 2009; L. Taylor & Parsons, 2011).

Conferencing with students should include modeling and feedback to increase self-efficacy. Tschannen-Moran and McMaster (2009) explained that through appropriate modeling, students can view how a task is accomplished and gain the feeling that they themselves can imitate the teacher’s actions. This makes the task appear more attainable and accomplishable. Feedback through conferencing that includes praising students’ strengths and discussing improvement areas can also further motivate students (Ruegg, 2018). Feedback and continuous conferencing allow students to understand that learning is a process and not just a product. Students who develop an attitude that allows for improvement tend to have higher self-efficacy and higher levels of motivation to learn (Cleary & Zimmerman, 2004; Uribe & Vaughan, 2017).

Allowing students time to interact with texts on their own will also foster engagement in texts. Students who feel a sense of autonomy and independence while reading are more engaged with texts and feel a sense of success with their reading. (Guthrie, 2004; Lockwood, 2009; Marchand & Furrer, 2014; McGeown et al., 2016; L. Taylor & Parsons, 2011).

Explicitly teaching students about engagement and motivation remains just as influential. Students who have a better understanding of what engaged and focused reading looks like will be more engaged when reading (Abdelhalim, 2017). A positive home–school connection is also crucial in motivating students to read. Law (2008) studied different variables that can affect reading motivation and found students who had home literacy reading practices and habits had more reasons to read for pleasure. Helping

parents set up these routines at home to reflect similar motivation and instructional practices as those teachers put in place at school leads to beneficial home reading habits (Union et al., 2015).

It should be noted that incorporating motivational techniques into teaching routines does not guarantee students will show an increase in motivation to read or improve their reading performance. Marinak (2013) conducted a study incorporating choice and collaboration into reading routines by letting students select books and work with others during independent reading. After the intervention period, students did not show improvement in their motivation to read but did show an increase in their perceived value in reading (Marinak, 2013).

Environmental Influence

Educators control the environment in which students learn every day and thus control how the environment and setting can further motivate students to read. A well-stocked and organized classroom library can motivate students to read by providing a variety of books from which to choose (Catapano et al., 2009; Fractor et al., 1993; Grice, 2018). With an extensive library, students are provided with choices of books that interest them. Selecting materials relevant to students that pique their interests not only motivates students to read, it also keeps them engaged while they are reading (Lockwood, 2009; McGeown et al., 2016).

This unlimited access to materials is important as it encourages students to learn new things and challenges their reading skills without overwhelming them (Catapano et al., 2009; Fractor et al., 1993). Unfortunately, Fractor et al. (1993) noted in their study of classroom libraries that most are not large enough to support engaged and motivated

reading. The limited space and resources allowed students little choice in new reading material, and the limited number of subjects and genres did not appeal to most students' interests.

Motivation and Engagement and the Effect on Reading Development

Educators understand the importance of motivation as it can positively influence reading performance (Becker et al., 2010; Gardiner, 2001; Marinak, 2013; Schiefele et al., 2016). Certain aspects of reading instruction and interventions can be put in place to set students up for success. These, along with certain environmental influences, can further motivate and engage students in reading, encourage them to spend more time reading, and keep them reading for more extended periods (Locher & Pfof, 2020). It is also essential to know the difference between intrinsic motivators and extrinsic motivators and how these two factors can affect reading motivation differently (Becker et al., 2010).

Reading Motivation and Performance

Reading motivation has been correlated with reading performance and achievement (Becker et al., 2010; Gardiner, 2001; Marinak, 2013; Schiefele et al., 2016). Students who are higher-achieving readers will show a higher motivation to read and spend more extended amounts of time reading. More motivated readers score higher on reading comprehension tests than their less motivated peers (Becker et al., 2010; Gardiner, 2001; Marinak, 2013; Schiefele et al., 2016). Readers who score as highly motivated on surveys often show higher reading speeds and better fluency scores than their lower-performing peers (McGeown et al., 2015). It has also been found that students who are more motivated to read also have better attitudes toward reading (Fractor et al.,

1993). Similarly, more engaged readers perform better on reading comprehension tests (Guo et al., 2015; Marchand & Furrer, 2014; Wigfield et al., 2008). Reading engagement can also be a predictor of later academic performance as students who show higher reading engagement at a young age go on to perform better on later assessments (Marchand & Furrer, 2014).

Time Spent Reading

The amount of time a student spends reading has a positive impact on reading performance, as the more time a student spends reading, the more words and texts they will come across and become familiar with (Locher & Pfof, 2020; Wigfield et al., 2008). Students who are more engaged in reading spend more time reading for pleasure (Lockwood, 2009; Marchand & Furrer, 2014).

Locher and Pfof (2020) conducted a study with participants at the elementary level, high school level, college level, and adults to observe the effects of time spent reading on their reading comprehension. The results revealed students and adults who spent more time reading, whether for work, school, or pleasure, showed higher reading comprehension skills than those who chose not to read or spent less time reading (Locher & Pfof, 2020). Those who were more motivated to read for pleasure and had higher enjoyment of reading had better reading comprehension scores (Locher & Pfof, 2020). Individuals with higher reading motivation read more often and read for more extended periods (Gardiner, 2001; Wigfield & Guthrie, 1997; Wigfield et al., 2008).

Intrinsic Motivation Versus Extrinsic Motivation

Understanding the differences between intrinsic and extrinsic motivational factors with reading is essential because the two types of motivation have been found to have

different impacts on reading motivation and performance (Becker et al., 2010).

Hebbecker et al. (2019) outlined the difference between intrinsic and extrinsic motivation by stating, “Intrinsically motivated students read because they experience the activity itself as satisfying and enjoyable, whereas extrinsically motivated students read because they are driven by external subjective reasons and the expected consequences such as grades, praise, or outperforming others” (p. 420).

In their 2019 longitudinal study of third- and fourth-grade students, Hebbecker et al. looked at how intrinsic and extrinsic motivation factors predict reading performance. Their study revealed a reciprocal effect of intrinsic motivation and reading achievement, meaning students with higher intrinsic motivation performed better on reading assessments. However, there was no joint effect for extrinsic motivation and reading achievement. Schiefele et al. (2016) conducted a similar study and examined how this effect can be seen in younger primary grade students (i.e., second- and third-grade students). The results showed there was a clear correlation between intrinsic motivation, specifically the involvement with a text, and reading comprehension performance (Schiefele et al., 2016). The study also showed this relationship did not exist between extrinsic motivators, especially competition, and reading ability (Schiefele et al., 2016). Finally, a third study showed intrinsic motivation positively predicted reading proficiency and achievement for the years to come. This study also showed extrinsic motivation factors negatively predicted reading performance (Becker et al., 2010).

Using E-Books in Primary Grades

Though e-books may be new when looking at the history of education, the past 20 years have indicated they have cemented their place in today’s classrooms (Korat & Falk,

2019). With this new instructional tool comes many benefits and disadvantages as compared to traditional print books. Still, they continue to influence the learning outcomes, motivation, engagement, and reading attitudes of the students and teachers using them.

Benefits and Disadvantages of E-Books Compared to Traditional Print Books

Since e-books were first introduced, researchers and educators have been comparing the tool to traditional print books, the materials they are replacing in classrooms. Comparative studies have been conducted on how e-books affect reading comprehension performance, vocabulary development, book choice, and engagement when compared to print books (Ciampa, 2016; Jones & Brown, 2011; Korat, 2010; Korat & Shamir, 2008). Content analysis of the quality of e-books has been conducted to verify that these resources are equivalent to traditional print books (Korat & Shamir, 2008). Finally, researchers have looked at the importance of implementing both traditional print and e-books in the classroom.

Reading Comprehension Performance

Reading comprehension remains an important performance skill in the primary and elementary school grades. Since e-books were first introduced in primary grade classrooms, researchers have looked at their impact on reading comprehension. Several studies have shown e-books do have a positive impact on reading comprehension as e-book exposed groups have been shown to outperform those students only exposed to traditional print books (Ciampa, 2016; Jones & Brown, 2011; Korat, 2010; Korat & Shamir, 2008). Korat (2010) conducted a comparative study of the effect of e-books on kindergarten and first-grade students' reading ability. The experimental group in each

grade level had access to e-books and the control group was taught using the traditional literacy program already in place (Korat, 2010). The study revealed the experimental groups that read the e-books scored higher on the vocabulary, writing, and reading comprehension posttests than the control group (Korat, 2010).

In another study, students with disabilities used e-books and the researcher looked at the effects on reading comprehension compared with traditional print books (Gonzalez, 2010). The students with disabilities showed significant improvement in their reading comprehension test performance. Gonzalez (2010) attributed this improvement to the text-to-speech feature of e-books reading the texts to students so they could focus on the story elements and not have to worry about decoding words. Students with disabilities showed significant improvement as a result of the text-to-speech feature (Gonzalez, 2010).

Korat and Shamir (2008) conducted a multivariable study looking at how e-book exposure affected different participant groups according to their socioeconomic status (SES). Results showed all SES subgroup students exposed to e-books outperformed their control group peers on an emergent literacy test. The study also showed those students from low SES backgrounds saw more significant improvements from the pretest to the posttest than any other subgroup (Korat & Shamir, 2008).

Despite these studies showing improved reading comprehension, de Jong and Bus (2002) concluded there was no significant difference between traditional print book and e-book reading when it came to vocabulary and word understanding with the emergent readers' tests. Furthermore, they concluded that students exposed to traditional print books outperformed their e-books exposed peers in story internalization and

comprehension performance (de Jong & Bus, 2002). The authors attributed the many distracting features and animations of e-books as the possible reason for this group's lower performance. These studies show e-books have the potential to affect reading comprehension. However, more studies need to be conducted to gain a complete understanding of how e-books affect reading comprehension.

Vocabulary Development

E-books have also been shown to positively influence vocabulary development in students (Korat, 2010; Korat & Shamir, 2008; Roskos et al., 2016; Smeets & Bus, 2012). Roskos et al. (2016) conducted a study of three different prekindergarten classrooms with a focus on how the tool could improve students' vocabulary development. Students showed a significant increase in vocabulary usage and understanding from the pre- to posttest in the experimental e-book group (Roskos et al., 2016). The study also showed those in the experimental groups showed more improvement than those in the control group (Roskos et al., 2016). The authors credited the choice, browsing features, and teacher instruction with the program as the main factors that led to the success of the e-book library (Roskos et al., 2016).

Other researchers have rejected the idea that e-books have more impact on vocabulary development than traditional print books. De Jong and Bus (2002) found no significant difference in vocabulary development and use on the performance test when comparing the traditional print book and e-book exposed groups. A study conducted by Segers et al. (2010) showed teacher read-aloud print books had more of an impact on ESOL students' vocabulary development and use than computer read-aloud e-books.

Book Choice and Engagement

Both e-books and digital libraries have been shown to influence book choice, engagement, and reading preference (Ciampa 2012, 2016; Jones & Brown, 2011; McVicker, 2017). Studies have shown students exhibit more engagement and interaction with e-books and their devices than while reading print books (Jones & Brown, 2011). Other studies have revealed the extensive amounts of book choice and browsing features lead to increased engagement and word use from emergent and early readers (Roskos et al., 2012; Roskos et al., 2016).

Ciampa (2012) used questionnaires, interviews, field observations, student report cards, and running record assessments to determine the effect of e-book platforms on first-grade students' literacy instruction. The researcher reviewed students' reading habits and preferences. Results showed students' opinions of reading and desire to read independently and in group settings increased as a result of implementing the e-book platform (Ciampa, 2012). The author stated, "The findings of this study contribute to the growing evidence base on the positive motivational effects of computer-assisted reading instruction on students, especially those who had reading and behavioral difficulties during their classroom reading instruction" (Ciampa, 2012, p. 126). The author mentioned that low-performing students benefited tremendously from the reading assistance associated with e-books and could use the programs without teacher or adult support (Ciampa, 2012). Avoidance behaviors associated with required reading also decreased when these programs were implemented in the classroom (Ciampa, 2012).

Kucirkova and Cremin (2018) confirmed these results through their content analysis study of digital libraries and concluded their personalization features could

potentially improve students' opinion of reading and increase their desire to read for pleasure. The authors explored each of the identified six factors, which included "affective, creative, interactive, shared, sustained and personalized reading engagements" (Kucirkova & Cremin, 2018, p. 573). The authors discussed how these factors operate within the context of digital libraries and how they aid in a reader's engagement and contribute to building a child's pleasurable reading.

Another study revealed similar results, showing that when students were surveyed about whether they preferred to read traditional print books or e-books, most showed a preference for reading e-books (McVicker, 2017). However, this majority was not significant as many students still preferred traditional books, leading the study's author to recommend using both e-books and regular print books in classrooms (McVicker, 2017).

Quality of E-Books

Those who are not familiar with e-books and digital libraries may be wary of the quality of these resources, especially if they are replacing traditional print books with e-books. Content analysis studies have revealed the e-books analyzed scored as high quality on their rating and coding scales (de Jong & Bus, 2003; Korat & Falk, 2019). De Jong and Bus (2003) conducted a study in which they coded 60 books based on book processing, multimedia in pictures, multimedia connected to printed or spoken text, interactivity of the story, and interactive legibility. Results showed the books studied scored high in all categories and would make great additions to classroom libraries (De Jong & Bus, 2003). Korat and Falk (2019) conducted a recent study in which results revealed today's e-books have fewer distracting elements than were previously featured, making them higher quality and more useful as a classroom resource. Developers have

been applauded for using teacher and user feedback as they continue to modify and develop quality products (de Jong & Bus, 2003; Korat & Falk, 2019; Schugar et al., 2013).

Implementation of Both

As previously mentioned, many researchers recommend using both e-books and traditional print books in the classroom. McVicker (2017) and Jones and Brown (2011) revealed that though more students prefer e-books, many still enjoy traditional print books and their value in the classroom remains significant. Thus, it is widely recommended among experts to include both e-books and traditional print books as part of a comprehensive reading program (de Jong & Bus, 2002, 2003; McVicker, 2017; Moody, 2010). Many are reaffirming that e-books should not replace traditional print books, but should be added as an additional classroom and instructional resource (de Jong & Bus, 2003; Jones & Brown, 2011; McVicker, 2017).

Impact of E-Books on Student Learning Outcomes

Educators can efficiently use e-books and digital libraries in the classroom as helpful tools for students that encourage reading development. There are many uses for these resources in a school, and a teacher's professional knowledge and judgment are essential factors in whether or not the tool will prove beneficial. Finally, when discussing e-books, it is important to mention the devices used to access e-books, the features of e-book readers and digital libraries, and the distracting features of e-books.

Use of E-Books in the Classroom

E-books have been used in various capacities in the primary grades (Korat & Shamir, 2008; Moody, 2010). The amount of e-book use has almost doubled since 2010,

making them popular both inside and outside the classroom (Brueck & Salem, 2017). Ciampa (2016) and Moody (2010) both studied the use of e-books as an independent reading resource. Moody (2010) cited that a large amount of choice is available through e-books, and the helpful text-to-speech features make this an excellent resource for independent readers to engage with while reading. Ciampa (2016) studied how incorporating e-books and digital libraries into an independent reading block could foster and improve student reading motivation and found students liked the choice associated with selecting e-books along with the number of books available.

Students also enjoyed using the features of the iPads to navigate through the e-books (Ciampa, 2016). The multiple levels of books available to students through the e-book platform challenged students and allowed them to select higher leveled texts (Ciampa, 2016). Studies have shown that e-books, especially those with text-to-speech and additional features, can be used as an intervention tool for students with disabilities (Gonzalez, 2010; Mosito et al., 2017). Finally, researchers encourage teachers to understand that ensuring the use of quality e-books and libraries is essential to a successful implementation (Brueck & Salem, 2017; Korat & Falk, 2019).

Teacher's Role. Teachers are responsible for using their professional judgment and grade-level knowledge when it comes to the implementation of e-books in the classroom (Brueck & Salem, 2017; Korat & Falk, 2019; Schugar et al., 2013). Making sure they are using e-books an appropriate amount and in a proper setting depends on the age, ability, and makeup of a classroom's students. Researching which e-books and digital libraries are highly rated and effective among other professionals is a crucial step teachers should be taking to ensure they are using the tool to its highest potential (Brueck

& Salem, 2017; Korat & Falk, 2019; Schugar et al., 2013). Also, teachers should familiarize themselves with the criticisms and negative aspects of e-books to monitor their use and determine whether or not they are beneficial to or impeding student reading development (Korat & Falk, 2019; Schugar et al., 2013). Teachers are also encouraged to explicitly teach students how to use e-books and navigate digital libraries so they can fully understand how to read the texts, use the features correctly, and browse digital libraries easily (Moody, 2010; Roskos et al., 2016).

The EBook Quality Rating Tool (EQRT) was developed for teachers to assess the quality of e-books used in classrooms (Brueck & Salem, 2017). A recent study followed nine teachers as they were trained on how to use the EQRT (Brueck & Salem, 2017). The researchers then looked at whether the teachers used it often and effectively in their teaching practice to rate the quality of e-books their students were using (Brueck & Salem, 2017). Teachers in the study evaluated the quality of e-books and felt comfortable with the accuracy of the tool in determining high-quality texts (Brueck & Salem, 2017). Instruments similar to this one could be especially useful to teachers as they try to decide what e-books and digital resources to use in the classroom (Brueck & Salem, 2017).

Devices Used to Access E-Books. The instruments used to access e-books are valuable tools that can meet many needs in the classroom. Several types of devices, such as tablets, computers, and laptops, can be used to access e-books and digital libraries (Roskos et al., 2014; Union et al., 2015). Some of these devices are portable and can be transported from school to home with ease. Establishing a school–home connection helps cement positive reading habits at home and ensures reading occurs both in and out of school (Law, 2008; Union et al., 2015). Even if devices are not portable between school

and home, many of the e-book platforms and programs can be accessed anywhere and on any device, allowing students to access the programs used in school at home.

For these devices to be used to their fullest potential, teachers need to understand how to use them and access the platforms efficiently (Montrieux et al., 2014). If teachers do not understand the devices or programs available, they will not be as effective in the classroom and will be viewed as more of a nuisance than a resource (Montrieux et al., 2014).

Unique Features of E-Book Readers and Digital Libraries

Though the devices used to access e-books and digital libraries can prove useful, there are also distinctive features in e-book readers and digital libraries that add to their use and potential in the classroom. The text-to-speech feature of e-books can help early readers, struggling readers, or students with disabilities (Gonzalez, 2010). This feature, which is available through many e-book platforms, reads the text of the story to the reader; this way, even if the reader struggles to read and decode the words fluently, they can still comprehend and enjoy the story (Jones & Brown, 2011).

Often, e-books will link to videos, animations, and other resources that can help students who want to learn more about a book's topic (Korat & Falk, 2019). The vocabulary features of e-books can also prove helpful to students. Many e-books feature vocabulary assistance with pop-up definitions, glossary links, and pronunciation text-to-speech for readers (Gonzalez, 2010; Korat, 2010; Smeets & Bus, 2012). In some studies, these vocabulary features allowed e-book readers to outperform traditional print book readers on vocabulary pre- and posttests (Korat, 2010; Roskos et al., 2016; Smeets & Bus, 2012).

Distracting Elements of E-Books

Though the features of e-books and digital libraries can prove beneficial, many researchers have warned of their adverse effects (Moody, 2010). As previously mentioned, e-books will often feature pop-up vocabulary definitions, animations, links, and other resources that some readers and educators find overwhelming and distracting (Korat & Falk, 2019; Moody, 2010).

These distracting elements support why some students still prefer traditional books (Korat & Falk, 2019; Moody, 2010). Korat and Falk (2019) recently revisited a study from 10 years ago that criticized e-books for these distracting elements. The authors wanted to analyze the current state of e-books to determine whether e-book developers and digital library platforms had listened to researchers', readers', and educators' criticisms of these features (Korat & Falk, 2019). The authors used an e-book coding system and found a decrease in the number of features and distracting elements and an overall improvement in educational quality (Korat & Falk, 2019). This demonstrates the developers' efforts to reduce distracting elements and meet teachers' and students' needs (Jones & Brown, 2011; Korat & Falk, 2019; Moody, 2010).

Motivation and Engagement

E-books can serve as a tool that can increase students' motivation and engagement with reading. This can also lead to an overall better attitude toward reading and result in students reading more for pleasure (Rashid & Asghar, 2016; L. Taylor & Parsons, 2011).

Impact of Technology on Engagement

E-books can have a positive effect on student engagement with texts. Provided the technology's use is authentic and meaningful to students, the inclusion of digital resources in the classroom can lead to greater attention and interest (Rashid & Asghar, 2016; L. Taylor & Parsons, 2011). Moody et al. (2010) conducted a two-phase study in which they compared student-led and teacher-led e-book and traditional print book reading sessions. In the first phase, the device variable changed with a teacher-led traditional print book reading session compared to an e-book teacher-led reading session (Moody et al., 2010). This phase revealed students communicated more during the traditional print book session but showed more persistence and engagement during the e-book session (Moody et al., 2010). In the second phase, a teacher-led e-book session was compared to a student-led e-book session. This session revealed more engagement and communication during the adult-led session (Moody et al., 2010). The authors noted the importance of both text delivery methods used in the study and stated both can create an enriched literary environment (Moody et al., 2010).

Impact of E-Books on Motivation

Tech support environments have been shown to increase student engagement (Godzicki et al., 2013). Provided the use is authentic and meaningful, these technology-supported environments can enhance students' learning. Students are exposed to more resources and work through problems using the technology they will one day use after schooling. E-book libraries can motivate students because they provide easy access to a variety of books and resources that cover a broad range of topics (Ciampa, 2012, 2016). Students have more choices in the books they are selecting (Paganelli & Houston, 2013).

Also, if students are properly taught how to use a digital library's browsing features, selecting books can prove more manageable and less stressful (Catapano et al., 2009; Ciampa, 2012). This allows students to spend more time engaging in texts and less time browsing for books.

Chapter Summary

Throughout the history of education, teaching students how to read has remained a complicated process. Despite the different trends of reading instruction, two conclusions can be drawn. One is that students need a combination of reading instruction from teachers and opportunities to practice these skills in authentic contexts. The other takeaway is that students learn in different ways and at different speeds, so instruction needs to be individualized to fit students' strengths and cater to their needs. Today's instructional trend of a balanced literacy curriculum provides students with opportunities to learn and practice the reading, writing, and word work skills needed to learn how to read and comprehend texts. Yet, carrying out all of the components of a student-centered balanced literacy curriculum can remain challenging for teachers.

Another challenge teachers face in the classroom involves motivating students to engage in reading. Research shows students are more motivated to read when they are provided with the ability to choose from a large number of texts that are appropriately challenging and appeal to their interests (Becker et al., 2010). The more motivated a student is to read, the more engaged and focused they will be in what they are reading. Highly motivated readers and highly engaged readers outperform their peers on reading performance assessments. Furthermore, highly motivated readers spend more time reading, show overall higher opinions of reading, and get more enjoyment from reading.

Therefore, reading motivation remains a high priority for educators. Still, with a lack of appropriate text selections and resources, motivating students can remain challenging.

E-books can provide a possible solution to the problems educators face when motivating students to read. Implementing an e-book library into independent or shared reading blocks affords students access to more books than those in a traditional print book classroom library. These additional resources allow for more variety in levels and genres that pique students' interests while challenging their reading abilities. This large number of available books provides students with unlimited reading content choices and can further motivate them to select texts that are appealing and appropriately leveled. The features available with e-books, including comprehension tests, text-to-speech features, and vocabulary features, can provide further instructional assistance for teachers and support for students. Furthermore, using researched teaching and motivational practices along with this tool can prove beneficial to students and encourage reading. Using an e-book library during student independent reading time can allow students to practice the instructional skills previously taught, while the library features and teaching practices can further motivate them to read.

CHAPTER 3

METHODS

This action research study was designed to address the identified problem in my classroom that first-grade students were not motivated to read and interact with literature during the independent reading block. To help address this problem, I conducted this action research study to assess how implementing a personalized e-book reading plan affected students' reading engagement and motivation. The four questions that guided this research included:

1. How and to what extent do the personalized e-book reading plans impact students' motivation to read?
2. How and to what extent do the personalized e-book reading plans impact students' reading engagement?
3. How might students' attitudes toward reading change after the personalized e-book reading plan intervention?
4. How and to what extent do the personalized e-book reading plans impact performance on reading comprehension quizzes?

Research Design

Edwards and Willis (2014) explained that “action research is a family of methods for doing research in the field rather than in a laboratory setting. It is often done by practicing professionals rather than research professionals” (p. 4). This definition fits the role I played in this research as my first-grade classroom was the setting for this action

research and the students enrolled in my classroom served as the participants (McNiff & Whitehead, 2005). This role was unique because of my preestablished and familiar relationship with the study's participants (Mac Naughton & Hughes, 2008). This student–teacher relationship continued after the study concluded as I served as their teacher for the remainder of the school year, which gave me further access and understanding of how the research intervention affected students (Herr & Anderson, 2005).

The purpose of action research is unique because it is not conducted to answer theoretical, universal questions, but rather specific and practical questions that address everyday problems, such as those I identified in my classroom prior to this action research implementation (Edwards & Willis, 2014). Action research remains the most appropriate approach as I incorporated the interventions associated with this study into the daily routines and practices in my classroom (Somekh, 2006). I did not conduct this action research as a large-scale study that would provide information that could be applied to many settings, but instead looked at an in-classroom phenomenon that can benefit my students (Townsend, 2014). In turn, this study's results provided insight into what interventions and strategies can be applied to classroom practices to benefit students and enhance their learning (Edwards & Willis, 2014; Mac Naughton & Hughes, 2008).

In this action research, I used a convergent parallel mixed methods design approach in which I used the strengths of both quantitative and qualitative data collection methods to answer the research questions (Creswell, 2014). Schoonenboom and Johnson (2017) explained that “the overall goal of mixed methods research, of combining qualitative and quantitative research components, is to expand and strengthen a study's conclusions and, therefore, contribute to the published literature” (p. 110). In this study, I

used quantitative data collection methods to gather data about the amount of time students were reading, the number of books students started and completed, the number of pages students read, the number of quizzes students took, and students' quiz performance. I also used quantitative data to compare students' scores on surveys before and after the intervention. I gathered qualitative data to understand the behaviors students displayed before and during the intervention, as well as to gauge students' thoughts and opinions toward reading. I believe the open-ended nature and flexibility of qualitative data and the concrete evidence and validity of quantitative data worked together to provide a holistic and thorough picture of how the interventions implemented in this study can benefit students (Creswell, 2014; Hesse-Biber, 2015; Ridenour & Newman, 2008).

The practicality of using mixed methods when collecting data further supports my action research goal, which was to address a problem identified in the everyday practice of teaching my first-grade students. Ridenour and Newman (2008) credited mixed methods research as being used when it best fits the research's purpose and noted that using a mixed methods design allows for validity and consistency throughout the research. Triangulation remains another benefit of conducting a mixed methods study. As the researcher, I used triangulation to find where convergence and corroboration occurred within the data, further validating the results (Greene et al., 1989; Schoonenboom & Johnson, 2017). Greene et al. (1989) also noted that through mixed methods research, the data collection methods are complementary to one another, meaning one method can enhance and elaborate on another's findings. With my participants' young age in mind, I felt this aspect of mixed methods proved especially beneficial. When students did not

elaborate or communicate their thoughts, opinions, or feelings through one just one methodological approach, the others helped elaborate on and expand their ideas and enabled me to draw more conclusive findings (Corr et al., 2020).

Setting and Participants

Setting

The setting for this action research was my first-grade classroom at Winding Road Elementary School. Leaders of Winding Road Elementary School have made efforts to incorporate technology into the classrooms. All classrooms have class sets of Chromebooks, making the ratio of students to Chromebooks 1:1. This allows students access to individual programs and resources during lessons and during independent learning times.

In my classroom, students did not sit at individual desks but instead sat in table groups that had between two and four students in each group. This arrangement allowed students to interact with each other while participating in lesson activities, seat work, Chromebook assignments, or while reading. The classroom also had two different large rugs with spot markers where students sat in assigned spots for different lessons throughout the day. During certain times of independent work, partner work, group work, and independent reading, students were allowed to sit anywhere on the floor of the classroom. This routine allowed students to spread out and sit near peers they may not have sat with at their tables. Students were allowed to sit on the floor as long as they were following classroom rules and procedures and completing assigned tasks.

The focus in my research was on students reading e-books on myON from a PRP, but these were not the only books available to students. A library was located in the back

of the classroom that held 150–180 books. This library was displayed in two parts. One part had a triangular display bookshelf that held books I had read in class. Students were familiar with these books, as the books were usually part of a unit we had studied in class or belonged to a seasonal theme. The other library section had books separated by reading levels in tubs. Students could read these books during the independent reading block and during any free time. Students had already been taught routines and procedures for selecting books and returning books to the library before the preintervention period of this action research.

My classroom also had two kidney-shaped teaching tables that I used throughout the research to conduct interviews, hold conferences with students about their PRPs, and administer surveys. These tables were situated away from the rest of the class so the students and I had privacy during these meetings and did not disturb the other learners.

Participants

The participants for this study were the students enrolled in my first-grade classroom in the 2020–2021 school year. I used purposeful sampling to select this pool of participants because this provided the richest and most accurate data for my research from the limited number of students I had in class (Patton, 2002). I had close access to the students and easily incorporated the intervention into their daily classroom routines without disruption (Creswell, 2014). Participants in this study were present during the daily independent reading block so they could participate in the intervention. The participants in this study ranged in age from 6–8 years old.

There were students in my classroom with IEPs who were dually enrolled in my classroom and served by our school's special education teacher. Three of these students

participated in the study because they were present in my classroom during the independent reading block and no aspects of this study went against their IEP requirements.

Throughout this action research, I served in dual roles as the researcher and teacher in the classroom. I continued with the daily responsibilities assigned to me as a teacher at Winding Road Elementary School. I added on the responsibilities and tasks required as the researcher in this study, which included implementing the intervention, gathering data, assessing the intervention, analyzing the results, and reporting the findings.

Innovation

The following section details the intervention that took place throughout this research. The intervention associated with this action research involved creating PRPs with students while using an e-book library to measure how they affected students' motivation to read independently. I compared the motivational impact of reading using these plans to students' use of the same e-book library during the preintervention phase of research before the plans were constructed. This section provides a description and justification for this study's intervention and includes the procedures, practices, and tools used during the preintervention, intervention, and data analysis phases of the research.

Intervention Description

The intervention used in this action research was the PRPs with student participants using the myON program. The students and I worked together to create these reading plans, which, after questioning and prompting, consisted of a "bookshelf" of selected e-books. I met with participants every 2 weeks during the 6-week intervention

period to update these plans. The participants and I set goals for students to finish reading all of the books on their shelves before their next conference. If students finished earlier, I met with them to set new goals.

As mentioned previously, these reading plans were created using the digital library myON. Students had been using myON to read e-books during school hours and at home since the beginning of the school year. Though this tool provides an extensive collection of e-books, students did not always take advantage of the program or use it often during independent reading blocks, free time, or at home as indicated by time log reports. The components and procedures that went along with creating these reading plans were intentionally planned. Table 3.1 shows the different aspects of these plans and the research I used to justify the decisions made when creating these plans.

These reading plans provided students with choices of books that matched their interests while limiting the overwhelming selection of books to choose from within the entire digital library (Becker et al., 2010; Catapano et al., 2009; Fitch, 2013; Gambrell & Morrow, 2015). Setting a goal to read all of the books in their reading plan and conferencing with students further motivated students to read (Cassidy et al., 2003; Gambrell, 2011; Guay et al., 2010; Spinath & Steinmayr, 2012).

Another reason for creating the PRP intervention within the myON program was to provide a more authentic and intentional use of the program. Creating authentic practices with technology is vital to its effectiveness (Koehler et al., 2013). Research has shown creating intentional routines and practices with educational technology leads to more positive impacts on students than just having students use the resources passively in the classroom (Laine & Nygren, 2016; Lowell & Moore, 2020).

Table 3.1 *Components and Justifications for Personalized Reading Plan Conferences*

Component	Justification
Offering students choice based on interests	Offering students choice in reading material has proven to be an essential factor in increasing reading motivation (Jones & Brown, 2011; Turner & Paris, 1995). Offering students choice in reading materials allows them autonomy and ownership of their learning. When students are allowed to select reading materials, they can choose topics they are interested in and find texts relevant to their lives (Jones & Brown, 2011; Truby, 2012; Weber, 2018).
Conferencing with students	A positive student–teacher relationship remains an important indicator of motion and engagement (L. Taylor & Parsons, 2011; Unrau et al., 2015). Also, by conferencing with students, I was able to praise and reinforce students’ positive reading habits and success, thereby encouraging and motivating them to continue to read books from their personalized reading plan shelves (Droe, 2013; Gambrell, 2011). Guiding students to choose books that were appropriate for them to read at their reading level helped prevent students from reading books that were too challenging and losing interest or lowering their self-confidence as readers (Wigfield & Eccles, 2000).
Books on students’ level	Choosing books on students’ levels for their personalized reading plans allowed students to select books that challenged them without lowering their self-view as readers. Challenge is a factor in motivation that indicates readers need to be challenged when reading; otherwise, they will become bored and uninterested and not feel accomplished when finished reading (Guthrie, 2004; Turner & Paris, 1995). However, the books from which students can choose should not be so challenging that they overwhelm students and cause them to become discouraged (Fitch, 2013). Self-efficacy theory and self-worth theory reflect the importance of students viewing themselves as successful and capable readers for them to be motivated to read (Furrer & Skinner, 2003; Gambrell, 2011; Seifert, 2004).
Limiting the number of books	Offering students several choices in reading materials is an essential factor in increasing students’ motivation (Becker et al., 2010). However, Fitch (2013) argued that offering students too many choices may overwhelm students and cause students to lose

Component	Justification
	<p>direction and purpose in the reading process. If students are overwhelmed by book choices, they may become “stuck” when selecting a book and never start the reading process. By limiting the books students can choose from to those in their PRPs, students could still choose from these selected books without becoming overwhelmed by the entire myON library.</p>
Setting individual attainable goals	<p>Setting individual attainable goals for students to reach further motivated them to read from their PRPs. Spinath and Steinmayr (2012) noted achievement goal theory explains why students spend time and effort working on mastering a task and accomplishing a goal. Goal setting allows students to work toward achieving a challenge they have set for themselves and provides learning a more direct purpose (Guthrie, 2004; Schunk, 2012). Self-efficacy theory also explains why goal setting can be beneficial. Students who set goals feel a sense of competency and success after accomplishing them (Seifert, 2004). Making these goals attainable and appropriate for individual learners ensures students will be challenged but not overwhelmed. If a plan is unattainable for a student to hope to reach, they will become discouraged and their self-worth will decrease, which could lower their motivation to read (Schiefele et al., 2016).</p>
Encouraging students to take quizzes	<p>Students who display higher reading motivation also perform better on reading comprehension assessments (Gardiner, 2001; Marinak, 2013; Schiefele et al., 2016). By having students take the reading comprehension quizzes after reading books on myON, I had an indicator that showed a change in their reading motivation. I could also observe whether students were engaged and paying attention to the books they were reading. These data further indicated their reading comprehension levels and abilities and helped with selecting books for their reading plans.</p>

Preintervention Phase

To evaluate the effectiveness of the intervention, I designed a preintervention phase to obtain baseline data regarding how students interacted with the program without creating PRPs. During these 2 weeks, students were allowed to use the myON program during their independent reading block, during any free time they had in class, and at

home. During this phase and the intervention phase, using this program was a choice because students could choose to read print books during this time as well. Students were familiar with using the program because they had been using it since the beginning of the 2020–2021 school year. I answered any questions students had about using the program or locating books. Students were also encouraged to take the postreading quizzes that occurred after many of the books on myON during this research phase.

Intervention Phase

The intervention phase of this action research involved the participants and I creating the PRPs, participants reading the books on their PRPs while I observed and made notes, and continued conferencing throughout the intervention with students to add to their PRPs and set goals.

Creating Personalized E-Book Reading Plans

Creating the PRPs took place during the independent reading block in the classroom. I conferenced with students at the kidney table located at the back of the classroom. The conferences took approximately 5 minutes per participant.

During this time, I used my computer and myON account to access the platform. Teachers are able to create “projects” for students to complete. These projects can contain a list of books for students to read and writing assignments for students to complete. A list of books can be created for students to read that are selected by the reader.

Once I had logged in, I placed the computer on the table in front of myself and the student. From there, I asked the student questions about what genres, topics, and types of books they liked to read. I typed any book topics a student said they were interested in into the search bar. I would also narrow down the results to books that were appropriate

for the student's reading level range. Students' level ranges were based on their recent performance on the MAP reading assessment. I then showed the results of the search to students. I would read the title of the book, show them the cover, and preview the book with the student. They would either agree to add it to their shelf or skip that book.

The number of books added to student shelves was based on the previous number of books read in the preintervention phase of the research. Students could have filled their shelves with books about one topic or a few depending on their own interests and preferences.

Once a student had collected an appropriate number of books on their shelf, I worked with them to set a goal to read all the books on their shelf. We discussed times in class and outside of class when they could read these books. I reminded students that they could take the postreading quizzes that were available after many of the books. I then saved the bookshelf under the name "Student Name's Bookshelf #." I then had students log onto their own Chromebook and showed them where to go to access their bookshelf. I also answered students' questions about their PRPs or myON during these conferences. I explained to students that once they met their goal of reading all the books on their PRPs, they should let me know and we would create another bookshelf. Students and I set up their first bookshelves during the 1-week intermission between the preintervention and intervention phases of this research. I let students know that their bookshelves would be available on Monday of the next week, which was the first day of the intervention phase.

Conferencing Schedule

I followed a conferencing schedule with students and conferenced with them every 2 weeks for at least three conferences per student for the 6-week intervention

phase. As mentioned previously, when a student completed their PRP prior to their next scheduled conference, they would let me know and I would host a conference with them, during which we would create their next bookshelf.

Data Collection Methods

I used a variety of data sources to answer the research questions in this study. A mixed methods design approach using qualitative and quantitative data sources was most appropriate (Kuada, 2012). Mixed methods data sources offer a more complete, broader picture of the data than just one method alone and further validate the data through triangulation (Creswell, 2014; McKim, 2017). The methods I used in this study included time logs, quiz logs, student interviews, teacher notes, participant observations, and student surveys. The alignment of the research questions and data sources can be found in Table 3.2.

Table 3.2 *Research Questions and Data Sources*

Question	Data sources
How and to what extent do the personalized e-book reading plans impact students' motivation to read?	Me and My Reader Profile Survey Interview questions Field notes Time logs
How and to what extent do the personalized e-book reading plans impact students' reading engagement?	Reading Engagement Index Field notes
How might students' attitudes toward reading change after the personalized e-book reading plan intervention?	Elementary Reading Attitude Survey Interview
How and to what extent do the personalized e-book reading plans impact performance on reading comprehension quizzes?	Quiz logs Interview

I used student interviews and field notes as qualitative data sources to better understand students' motivation to read, their reading engagement, and how their perceptions of reading had changed after implementing the personalized e-book reading plans (Mack et al., 2005). The Reading Engagement Index (REI) was the teacher-scored survey I used during the observations that provided quantitative data on students' reading engagement (Wigfield et al., 2008). I collected qualitative data from the additional notes I took during observations based on the survey prompts. I used two other preintervention and postintervention student surveys in addition to the REI. The Me and My Reading Profile (MMRP; Marinak et al., 2013) and the Elementary Reading Attitude Survey (ERAS; McKenna & Kear, 1990) measured how students' motivation and attitudes toward reading had changed since implementing the personalized reading plans (Kuada, 2012; Mertler, 2017). In addition to these, myON system logs served as quantitative data sources to further support the qualitative data sources (Molina-Azorín, 2011; Roni et al., 2019). Specifically, for each student, I collected data on time spent reading e-books from the individualized reading plan, number of quizzes taken, and performance on comprehension quizzes using the system logs.

Student Interviews

Student interviews played an essential role in this study. I used semi-structured interviews to obtain qualitative data regarding students' attitudes, thoughts, and reading behaviors at the intervention's conclusion (S. Taylor et al., 2015; Tracy, 2013). I developed all interview protocol questions based on the guiding research questions of this study. I used the interviews to ask students questions about what motivated them to read, their opinions and attitudes toward reading, and their self-concept as readers. I also asked

about their opinion of the e-book library myON, creating and using PRPs, behaviors when reading on myON, quizzes on the books they read, and how they would continue to use myON in the future.

The interviews were semi-structured and the questions aligned with the purpose of my action research and three of the research questions (Davies & Beaumont, n.d.; S. Taylor et al., 2015; Tracy, 2013). I asked students the interview questions from a script. However, I did diverge from the script when I needed students to clarify an answer, when I needed to rephrase a question, and when students said something I wanted to know more about. I conducted interviews with one student at a time in the classroom while the other students were in another class.

Because my students were mostly 6- and 7-year-olds, the student interviews took an age-appropriate amount of time, no more than 10 minutes per participant (Mack et al., 2005). Student interviews took place during the school day. Because of the time limitations, each interview was composed of eight questions. Table 3.3 shows the interview questions I used and how these prompts aligned with the research questions. I recorded and transcribed the interviews to allow me to look for patterns among participants. The interview protocol can be found in Appendix A.

Table 3.3 *Interview Questions and Research Question Alignment*

Research questions	Interview questions
How and to what extent do the personalized e-book reading plans impact students' motivation to read?	<ol style="list-style-type: none"> 1. Do you like choosing books for you to read on myON? Why or why not? 2. When you met your reading goal and finished reading books on your bookshelf how did you feel? How did you feel about your reading abilities when you did this? 3. Do you read when you have nothing to do at home or do you do other things? 4. How do you think meeting with me to talk about your PRP on myON affected your interest in reading?
How might students' attitudes toward reading change after the personalized e-book reading plan intervention?	<ol style="list-style-type: none"> 5. Do you like reading? Why do you like reading? Why do you not like reading? 6. Do you think reading is important? How will reading help you when you are older?
How and to what extent do the personalized e-book reading plans impact performance on reading comprehension quizzes?	<ol style="list-style-type: none"> 7. Do you take the quizzes after reading books on myON? Why or why not? 8. Are these quizzes hard or easy? Why?

Field Notes

I used field notes to gather data about students' behaviors and actions during this study (Mulhall, 2003). These notes were divided into two sections. One section allowed me to gather data through student observations. The other section included teacher notes from PRP conferences, goal setting and attainment, and any other phenomena in the study regarding the participants' PRPs. These field notes were divided into two sections because they reflected two different study components but I kept both pieces of the field notes in one location for easy access.

Student Observations

The field notes' observation component included three sections: the REI survey section, a corresponding REI note-taking section, and an additional field note-taking section. These three sections provided qualitative and quantitative data about students' engagement and reading behaviors observed during the preintervention and intervention phases of the action research (S. Taylor et al., 2015; Tracy, 2013). The three sections can be found on the Student Observation Organizer I developed to organize and keep track of all of the field note observation data. This organizer consisted of two pages and I kept copies in a 3-ring binder throughout the preintervention and intervention phases. The two-page Student Observation Organizer can be found in Appendix B.

Reading Engagement Index. I used the REI to guide the observations of individual students and measure engagement during the intervention. This rating tool is designed for researchers or teachers to give students a numerical score of 1–4 based on observed reading behaviors to measure reading engagement (Wigfield et al., 2008). I used the survey to score students based on behaviors I saw during the observation session and throughout the school day.

The REI was first developed in 2004 by Guthrie and Davis to measure how Concept-Oriented Reading Instruction (CORI) strategies can marry motivation and engagement with instructional reading strategies to improve students' reading comprehension (Vongkrachang & Chinwonno, 2015; Wigfield et al., 2008). The REI measures three different observable engagement components, which are the cognitive, motivational, and behavioral dimensions of reading engagement (Unrau & Quirk, 2014; Wigfield et al., 2008). The resulting REI is an 8-question rating scale that provides a

quantitative measure of students' reading engagement. Teachers respond to the prompts using a 1–4 rating, in which 1 indicates *not true* and 4 *indicates* very true, that best matches the students' reading behaviors. Table 3.4 displays the REI question prompts and alignment to the research questions.

Table 3.4 *Reading Engagement Index Prompts*

Research question	Reading Engagement Index
How and to what extent do the personalized e-book reading plans impact students' reading engagement?	<ol style="list-style-type: none"> 1. This student often reads independently. 2. This student reads favorite topics and authors. 3. This student is easily distracted in self-selected reading. (reverse-scored) 4. This student works hard in reading. 5. This student is a confident reader. 6. This student uses comprehension strategies well. 7. This student thinks deeply about the content of texts. 8. This student enjoys discussing books with peers.

Wigfield et al. (2008) assessed this tool for reliability and validity using a sample of 492 fourth graders whose teachers used the tool to rate their engagement. The results revealed the internal consistency reliability of this sample of fourth graders as .92. In my study, I modified the administration of the REI from its developer's original intention. Wigfield et al. noted in their original study that teachers could rate all students in their classes in one 20-minute session. Instead, I used this index as a guide during my field note observations. During both the preintervention and postintervention phases of the research, I conducted two to three student observations each session, each lasting 5–10 minutes. I used this to rate students' behavioral, cognitive, and motivational dimensions of engagement. Next to the prompts, a comment section was included to collect notes about the behaviors students displayed during the observations. This section

provided qualitative data that could later be analyzed and justified the scaled answers given and checked the validity and reliability across two data sources.

Additional Note-Taking Section. In addition to the REI section of the Student Observation Organizer, there was an additional note-taking section that allowed me to take field notes about the behaviors I saw from students during the observations (S. Taylor et al., 2015). This section had a large, blank note-taking box that I used to describe any behaviors students displayed during the observation session. I later analyzed these notes through coding and inductive analysis to look for patterns across students' observations. This note-taking section also contained a space to note the student, the time and date of the observation, and the observation number for that student.

Teacher Notes

Another section of teacher notes provided descriptive information regarding students' use of the PRPs. I kept these notes along with the student observation notes in the same binder. However, instead of focusing on the student observations, these field notes were the place where I detailed how all students were progressing with reading plans, whether or not students met their PRP goals, and what occurred during PRP conferences. I used this information to provide a description of how the reading plans contributed to the number of books students were reading, how their behaviors changed as a result of PRPs, and whether or not the goal-setting aspect of PRPs was contributing to students' motivation to read. These field notes added qualitative information to support the other data sources and provided a log of the practices and procedures that followed creating and using PRPs. These notes also provided quantitative information regarding

how often students met their reading goals by completing their PRPs and how often they needed a conference to create new plans.

I only used these notes during the intervention phase of the research and not during the preintervention phase. These field notes were organized by participant, so each student had an organizer dedicated to recording their progress. I took notes on the Teacher Notes Organizer that can be found in Appendix C. Whenever a PRP was developed, I indicated the date, and the number of books the student was assigned to read. There was also space to indicate when they reached their goal. The note-taking section allowed me to take notes from the PRP conferences and how the students progressed with their plans.

Pre- and Postintervention Surveys

I used a total of three surveys during this research study to provide information regarding students' motivation to read and attitude toward reading. I administered these three surveys both before and after the intervention. I used descriptive statistics to obtain measures of central tendencies for both sets of surveys to gauge how students' motivation changed through the course of the intervention (Creswell, 2014; Roni et al., 2019; Tomal & Hastert, 2010).

Reading Engagement Index

As mentioned above, the Reading Engagement Index (REI) was a teacher-scored survey I used to obtain quantitative information about students' behavior. The REI prompts also served to guide the student observations. I used this tool to provide quantitative data about changes in student engagement and reading behaviors during both the preintervention and intervention phases of the research.

Me and My Reading Profile

I used the Me and My Reading Profile (MMRP) to measure students' reading motivation before the preintervention phase, before the intervention phase, and after the intervention (Marinak et al., 2013). The MMRP is a 20-item survey used to assess students' motivation across three subscales (Marinak et al., 2013). Five of the questions measure self-concept, which refers to how students view themselves and their abilities as a reader (Marinak et al., 2013). Ten questions measure the value students find in reading. The developers noted this category's importance because students will persist at tasks they believe have value and are beneficial to them. Finally, five questions measure "literacy out loud," which Marinak et al. (2013) referred to as the outward and vocal literary behaviors students display, such as reading out loud, talking about books and reading, and listening to others reading books. I chose all three subscale measures because they indicate a student's motivation to read. Table 3.5 lists the survey questions, answer choices and subscales of each prompt.

Table 3.5 *Me and My Reading Profile Question, Answer Choices, and Corresponding Subscales*

Question	Answer choices	Subscale
What grade are you in?	Kindergarten First grade Second grade	Practice Questions
I am a _____.	Boy Girl	Practice Questions
Do you like to read books all by yourself?	Yes It's OK No	Self-Concept as a Reader

Question	Answer choices	Subscale
Learning how to read is ____.	Not very important Sort of important Very important	Value of Reading
What kind of reader are you?	I am not a good reader I am an OK reader I am a very good reader	Self-Concept as a Reader
My friends think reading is ____.	Really fun OK to do No fun	Value of Reading
How do you feel when you read out loud to someone?	Happy OK Sad	Literacy Out Loud
Do you tell your friends about books you read?	Never Sometimes A lot	Literacy Out Loud
For me, learning to read is ____.	Easy Sort of hard Really hard	Self-Concept as a Reader
When someone reads books out loud to me, I think it is ____.	Great OK Boring	Literacy Out Loud
Do you like to read books out loud to someone else?	No It's OK Yes	Literacy Out Loud
I think libraries are ____.	A great place to spend time An OK place to spend time A boring place to spend time	Value of Reading
How do you feel about reading?	I don't like it It's Ok I like it a lot	Self-Concept as a Reader

Question	Answer choices	Subscale
I spend ____.	None of my time reading books. Some of my time reading books A lot of my time reading books	Value of Reading
How do you feel when you are in a group talking about books?	I do not like to talk about my ideas I sometimes like to talk about my ideas I always like to talk about my ideas	Literacy Out Loud
How would you feel if someone gave you a book for a present?	Mad OK Happy	Value of Reading
How do you feel about learning to read?	I like it a lot It's OK I don't like it at all	Value of Reading
Do you like to read when you have free time?	No It's OK Yes	Value of Reading
How do you feel about reading with others?	I really like it It's OK I don't like it at all	Value of Reading
Do you have "favorite" books?	Lots Some None	Value of Reading
For me, reading is ____.	Really hard Sort of hard Easy	Self-Concept as a Reader
I think becoming a good reader is ____.	Very important Sort of important Not very important	Value of Reading

Marinak et al. (2013) provided evidence for the survey's reliability and validity, which was administered to 899 students in kindergarten, first, and second grade. The

reliability analysis indicated scale alpha reliabilities of .86 for the Self-Concept subscale and .87 for the Value of Reading and Literacy Out Loud subscales (Marinak et al., 2013).

I administered the survey to students individually and read all questions and answer choices to students. There were two items on the survey that asked for students' grades and gender to gather demographic information and allowed students to practice answering the scaled answer choices for each question. I allowed about 5–10 minutes for each administration, and I explained to students that there were no right or wrong answers and that they should answer each question honestly. Each question offered students a scaled answer option of 1–3 with a written explanation to score a number that most closely matched how they felt. Question answers are mixed; some are scaled from least to most motivated, whereas others indicate the most to least motivated to ensure reliability and validity. A scoring table was provided by Marinak et al. (2013) that I used to provide a total motivation score for students as well as scores for each of the individual subscales.

Elementary Reading Attitude Survey

The Elementary Reading Attitude Survey (ERAS) was developed by McKenna and Kear (1990) to measure students' attitudes toward academic and recreational reading. The authors cited the impact of a student's attitude about reading and reading ability as the purpose for creating the survey (McKenna & Kear, 1990). The authors noted the survey was created to fill the research need for an appropriate elementary measure of students' reading attitudes. The survey uses a 1–4 scale and excludes neutral options, so students must answer positively or negatively. The scale uses images of the cartoon character Garfield displaying four different emotions that range from very happy to very

upset to reflect how students feel when answering the survey prompts. There are 20 questions within the survey; 10 refer to students' attitudes about academic reading and the other 10 refer to recreational reading.

The survey is designed to be given to students individually and takes 5 minutes to administer (McKenna & Kear, 1990). I read the questions to students and gave them time to answer the prompts during both preintervention and postintervention survey sessions.

McKenna and Kear (1990) noted that this survey was normed using 18,000 elementary students in Grades 1–6. The academic subscale, recreational subscale, and full scale's internal consistency were found to be at an appropriate range of .74–.89 (Kush & Watkins, 1996; McKenna & Kear, 1990).

Since its introduction, the ERAS has been used in several research studies of students' attitudes about academic and leisurely reading (Kazelskis et al., 2004; Kush & Watkins, 1996; Worrell et al., 2006). The child-appropriate language and rating scale make it especially appealing for elementary and primary grade students. I used a modified version of this survey for these reasons. The modified version I chose only featured the questions regarding recreational reading because that was the type of reading in which students participated during this research. These 10 survey questions can be found in Table 3.6.

Table 3.6 *Elementary Reading Attitude Survey, Recreational Reading Subscale Questions*

Research question	Elementary Reading Attitude Survey subscale	Elementary Reading Attitude Survey questions
How might students' attitudes toward reading change after the personalized e-	Recreational Reading	<ol style="list-style-type: none"> 1. How do you feel when you read a book on a rainy Saturday? 2. How do you feel when you read a book in school during free time?

Research question	Elementary Reading Attitude Survey subscale	Elementary Reading Attitude Survey questions
book reading plan intervention?		3. How do you feel about reading for fun at home? 4. How do you feel about getting a book for a present? 5. How do you feel about spending free time reading a book? 6. How do you feel about starting a new book? 7. How do you feel about reading during summer vacation? 8. How do you feel about reading instead of playing? 9. How do you feel about going to a bookstore? 10. How do you feel about reading different kinds of books?

System Logs

I used system logs to gather data about the amount of time spent reading from myON and the number of quizzes taken and quiz scores from the Accelerated Reader (AR) program as quantitative sources for this study. Both programs are a part of the Renaissance education software package.

Time Log

I used a system time log to record the amount of time students spent reading e-books each week during the 2-week preintervention period before the reading plan intervention and during the 6-week reading plan intervention period. The myON program provided a report that detailed the number of minutes students spent reading e-books every week. I used descriptive statistics to determine the measures of central tendencies and compare the two time periods (Creswell, 2014; Roni et al., 2019; Rugg, 2007).

Through this data source, I was able to see any changes in the amount of time students spent reading e-books. The amount of independent reading block time students were allotted daily did not change between the preintervention and intervention stages. However, any difference in the amount of time between the two phases was possibly caused by students' choice in reading materials, the amount of time students spent browsing on myON instead of reading, and students' choices during in-school or at-home free time where they could have elected to read.

System Quiz Log

I used another system log to analyze the reading comprehension quizzes the myON program offers to students after certain books. I used descriptive statistics to calculate measures of central tendencies in both the preintervention and intervention phases of the research (Roni et al., 2019; Tomal & Hastert, 2010).

The system report generated through AR detailed the number of quizzes taken per week and the percentage of questions students answered correctly on these quizzes. Throughout this study, some students chose not to take the quizzes after reading books on myON during both the preintervention and intervention phases. By using this system log, I was able to observe whether there were changes in the number of quizzes students were electing to take and changes in their performance on these quizzes.

Data Analysis

Data Analysis

I used both qualitative and quantitative data collection methods to fully understand how using PRPs affected my first-grade students' motivation to read. I gathered qualitative data through interviews, teacher notes, and observations. In addition,

I collected quantitative data using pre- and postintervention surveys that included the MMRP, REI, and ERAS. Further, I used system logs to gather information about students' interactions with the e-book library. Table 3.7 shows the alignment between these data collection methods, the research questions, and the data analysis methods. Using a mixed methods approach helped me answer the research questions of this study and obtain reliable and valid findings (Creswell, 2014).

Table 3.7 *Research Questions, Data Sources, and Methods of Analysis*

Question	Data sources	Methods of analysis
How and to what extent do the personalized e-book reading plans impact students' motivation to read?	Me and My Reader Profile Survey Interview Teacher notes Time logs	Descriptive statistics Inductive analysis
How and to what extent do the personalized e-book reading plans impact students' reading engagement?	Reading Engagement Index Observations	Descriptive statistics Inductive analysis
How might students' attitudes toward reading change after the personalized e-book reading plan intervention?	Elementary Reading Attitude Survey Observations Interview	Descriptive statistics Inductive analysis
How and to what extent do the personalized e-book reading plans impact performance on reading comprehension quizzes?	Quiz logs Interview Observations	Descriptive statistics Inductive analysis

Student Interviews

I used the semi-structured postintervention interviews as a method to collect qualitative data after the 6-week intervention period (Mertler, 2017; Tracy, 2013). I

transcribed the interviews immediately after their conclusion to ensure the audio quality was intact and then began the inductive analysis process.

Thomas (2006) noted “the primary purpose of the inductive approach is to allow research findings to emerge from the frequent, dominant, or significant themes inherent in raw data, without the restraints imposed by structured methodologies” (p. 238).

Thomas outlined the six steps I followed when inductively analyzing my interview data. These steps included preparing raw data, a close reading of the text, creating categories, coding and *I* the text, and continuous revision of the categories (Thomas, 2006).

I used the online word processing tool Google Docs when preparing and transcribing the interview data. After transcribing all interviews, I read through the transcriptions closely to familiarize myself with the information and informally looked for patterns and consistency across each individual interview (Creswell, 2014; Saldaña, 2014; Thomas, 2006). I then began the coding process by creating categories or themes found across the interview transcription. I also used the online qualitative data analysis tool Delve. This computer-assisted qualitative data analysis software (CAQDAS) helped me create, assign, and organize codes. I used descriptive coding to interpret and sort what students said when answering the interview questions. I also used in vivo coding to look for specific quotes and phrases participants used across interviews (Creswell, 2014; Saldaña, 2014; Saldaña et al., 2011). I used emotion coding to identify the emotions participants expressed regarding reading and the intervention components and process coding to identify actions and behaviors the readers felt they exhibited (Saldaña, 2014). This process continued cyclically throughout a few coding rounds as I revised and refined my codes, uncoded sections, and noted overlaps (Creswell, 2017; Thomas, 2006). I

communicate the thematic analysis results as descriptive “narrative text” (Creswell, 2014, p. 260), pulling student quotes and responses to support the inductive analysis findings in Chapter 4.

Teacher Notes

I also used inductive analysis to analyze the teacher notes. I followed the same process outlined in the previous student interview section (Liu, 2016). I transcribed my hand-written teacher notes on student behaviors and interactions during the PRP conferences. I used inductive analysis to code these notes using Delve. I used process coding and descriptive coding to look for patterns in students’ behaviors and actions (Saldaña, 2014; Saldaña et al., 2011).

Observation Field Notes

I analyzed the observation field notes through inductive analysis (Creswell, 2014). The notes included those taken based on the REI prompts and additional notes I recorded during student observations. I used process coding and in vivo coding to code students’ behaviors and quotations from the observations (Saldaña, 2014). A detailed description of observations is presented to communicate students’ behavior during the independent reading block before and during the intervention in Chapter 4.

The data are presented along with the REI survey scores. The quantitative data from the REI supported the qualitative data from the field notes I took during the observations to provide a fuller picture of the behaviors and level of engagement students displayed during this block of time (Hesse-Biber, 2015).

Student Surveys

I used three surveys, the REI, the ERAS, and the MMRP, to collect comparable preintervention and postintervention data. I employed a descriptive analysis of the data collected from these surveys (Roni et al., 2019; Rugg, 2007). Information for each survey is presented in a table detailing the scored results for each student to show how the scores differed from the preintervention to the postintervention administration. I present both descriptive statistics and inferential statistics in Chapter 4, including the class mean, standard deviation, and statistical significance (Larini & Barthes, 2018).

System Logs

I employed descriptive statistics to communicate the data contained in the system logs (Larini & Barthes, 2018). I created tables along with a description to display individual student data. These tables show the amount of time students spent reading, quiz performance, and the number of quizzes taken during 2-week preintervention stage and then the 2-week intervention average. Again, I used descriptive statistics, specifically measures of central tendencies, to determine the amount of time students spent reading and interacting with books on the program and how many quizzes students elected to take and their performance on the quizzes (Larini & Barthes, 2018). The class mean and standard deviation are presented along with individual student data to show how the student behavior changed from the preintervention phase through the intervention phase of this research study (Roni et al., 2019). I ran paired-samples *t* tests and used inferential statistical data to show how students' behaviors in the preintervention compared to their behaviors during the intervention.

Procedures and Timeline

The procedures for this study were divided into five phases lasting a total of 14 weeks. These five phases included Phase 1: Consent, Phase 2: Preintervention, Phase 3: Intermission, Phase 4: Intervention, and Phase 5: Preliminary Data Analysis. A more detailed description of the procedures occurring in each phase can be found in this section, and a timeline and a brief description of the phases can be found in Table 3.8.

Table 3.8 *Timeline for Procedures*

Phases	Researcher responsibilities	Participant activities	Timeline
Phase 1: Consent	Provide participants with permission forms and information about the study Collect signed permission forms Answer any questions from parents or participants about the study	Ask any questions about research	1 week
Phase 2: Preintervention	Take observation notes Score the REI at beginning and end of phase Administer MMRP at beginning and end of phase Administer ERAS at beginning and end of phase	Use the myON program without creating PRPs	2 weeks
Phase 3: Intermission	Gather data from preintervention phase Create PRPs with students	Continue to use the myON program without creating PRPs Create PRPs with researcher	1 week
Phase 4: Intervention	Take observation notes and teacher notes Score the REI at beginning and end of phase Administer MMRP at the end of phase Administer ERAS at the end of phase	Participants used the myON program by reading e-books from their PRPs	6 weeks

Phases	Researcher responsibilities	Participant activities	Timeline
Postintervention interview			
Phase 5: Preliminary data analysis	Gather, organize, and clean up data Prepare data for later data analysis	Students had no responsibilities during this phase	4 weeks

Phase 1: Consent

In the first phase, I obtained permission from students and their parents or guardians to let students serve as participants for this study. This phase only lasted for 1 week and I sent permission forms home with students for parents to sign at the beginning of the week. I collected the signed permission forms throughout the week. This phase also required that I fully communicate the intervention's procedures to participants and parents to ensure they understood all components of the study and how they would contribute. The permission form included information detailing the study that parents kept at home to reference throughout the study. I answered any questions parents or students had about the study. A copy of the informed consent form can be found in Appendix D. In addition to gaining permission from the parents of participants I also obtained permission from my principal and district superintendent to conduct the study at my school site. The signed permission letter from my principal and confirmation email from my superintendent can be found in Appendix E.

Phase 2: Preintervention

The preintervention data collection phase involved students using the e-book library program myON without creating PRPs. During this 2-week phase, students used the myON program during their independent reading block, which lasted 15–20 minutes every day. During this phase, I conducted student observations using the REI to note the

behaviors students displayed while interacting with the program. I observed each participant using the program once during this phase of the research. I scored these observations using the REI and took notes based on the REI's prompts. I also collected data from the system logs about the amount of time students read on myON, the number of pages students read, the number of books students started, the number of books students completed, and the reading comprehension quiz information before the intervention took place.

Phase 3: Intermission

I used the 1-week intermission phase to gather any data needed from the preintervention phase. I determined how many books students were typically reading over 2 weeks to establish appropriate reading goals for students when creating their PRPs. I also administered the MMRP and the ERAS to establish whether students' scores were affected by using the myON program without the intervention. During the final 2 days of this week, I held the first PRP conferences with students to create their e-book shelves. These shelves were not activated and available for students to use until the first day of the intervention phase.

Phase 4: Intervention

During the 6-week intervention period, students read books from their PRPs during the independent reading block. As participants interacted with myON, I used student observations to capture students' behavior and engagement with the program based on the REI's survey prompts. I also continued to meet with students and update their PRPs if they read all of the books on their original plans. I used teacher notes to track and collect data from these updated conferences. At the conclusion of this phase, I

conducted the postintervention student interviews during the final week and gathered information regarding reading motivation, opinions of reading, and reading behaviors. These interviews were recorded and later transcribed during the data analysis phase. I also administered the final MMRP and the final ERAS.

Phase 5: Preliminary Data Analysis

During the preliminary data collection phase, I spent 4 weeks gathering the data from Phase 2 and Phase 4. I organized, cleaned up, and prepared the data for analysis.

Rigor and Trustworthiness

I used qualitative and quantitative data collection methods to fully understand how the e-book library myON and individualized e-book reading plans affected students' motivation to read. I used triangulation, peer debriefing, rich descriptions, prolonged engagement, and an audit trail to ensure the data's trustworthiness (Mertler, 2017; Morse, 2015).

I also shared all participant data, including negative cases that show my intervention did not improve students' reading motivation and engagement. Sharing negative cases helps ensure objectivity is not compromised and data are dependable and credible (Morse, 2015; Tracy, 2013). Explaining the methods for ensuring rigor and trustworthiness for all data collection methods I used was essential when verifying the data's accuracy (Tobin & Begley, 2004).

Triangulation

Using different collection methods, I gathered a variety of data types to answer my research questions. Methodological triangulation allows for the use of different data collection methods that result in similar findings and conclusions to support each other's

merit and prove the methods trustworthy and valid (Creswell, 2008; Denzin, 2012; Kwok, 2012). Mertler (2017) explained that this is one of the many advantages to using mixed methods because “a given finding is supported by integrating inferences and demonstrating that independent measures of it tend to agree with each other” (p. 142). I used quantitative and qualitative methods that resulted in different data types but worked to answer the same research questions. Tobin and Begley (2004) warned researchers not to favor one data source over another. For triangulation to occur and be effective, all data sources must be respected and treated with equal validity. These different data points serve as a “reliability check” (Ridenour & Newman, 2008, p. 57) and coordinate with one another to ensure consistency between the different collection methods and increase the likelihood that the results are credible (Nowell et al., 2017).

Peer Debriefing

I used peer debriefing to validate the results of this action research study. Peer debriefing involves professional individuals outside of the action research critically looking at the methods, intervention, results, and findings to check for the accuracy, reliability, and overall trustworthiness of the conclusions (Creswell, 2008; Lincoln, 1995). Peer debriefing can involve questioning, criticizing, and challenging interpretations and results to maintain methodological rigor and trustworthiness (Suzuki, 1999). Having these outside sources examine results further strengthens the findings and quality of the research.

My colleagues in the Learning Design & Technologies doctoral program served as peer reviewers as I was developing my action research plan and study. My dissertation chair and assigned committee with the University of South Carolina also provided insight

and guidance to refine this research and help maintain the study's credibility (Morse, 2015).

Thick, Rich Description

Using thick, rich description proved essential in the later stages of the action research process and helped enhance the study's trustworthiness (Efron & Ravid, 2013; Morse, 2015). I took notes that were as detailed as possible and included student quotations from the interviews and observations to allow outside readers to better understand what transpired during the student interviews and through the preintervention and intervention phases at the research site (Mertler, 2017). The purpose of providing a thick, rich description of participant experiences, responses, and actions throughout the study is to allow a reader to experience the study through the participants' eyes. This is important when gathering qualitative data as these data reflect participants' perspectives and experiences within a study (Efron & Ravid, 2013). These in-depth descriptions eliminate vagueness and allow for the potential transferability of research themes to other settings (Riege, 2003).

Prolonged Engagement

My position as the teacher for this school year gave me access to prolonged engagement with the participants. This extended amount of time with students allowed me to form a trusting relationship with students, which provided me with richer data (Morse, 2015). During interviews, participants share more and provide more descriptive answers to researchers they trust and with whom they hold a relationship (Morse, 2015; Suzuki, 1999). This was especially helpful considering the young age and vulnerability of my participants, who may not have shared as much information with adults they did not

trust (Holland et al., 2010). Knowing my participants for a more extended period of time prior to the research phases allowed me to familiarize myself with their behavioral patterns and thought processes, which proved immensely helpful during student observations and other interactions throughout the research (Lincoln, 1995; Morse, 2015).

Audit Trail

Finally, I maintained an audit trail during this action research to ensure the research's validity and offer a transparent description of the processes, procedures, and decisions made during the data collection process (Nowell et al., 2017). Ridenour and Newman (2008) explained that an audit trail is a crucial method to ensure a study's validity and stated notes should be thorough, saying "this not only means that someone would be able to replicate the current study but be able to confirm or to contradict the interpretation based on the same data" (p. 59). An audit trail increased my study's dependability because it will enable others to examine my data, decisions, methods, analysis, and results (Castle, 2012; Tobin & Begley, 2004). Outsiders can then determine the validity and accuracy of my interpretations based on the data presented (Efron & Ravid, 2013).

Plan for Sharing and Communicating Findings

After completing my action research, I shared the data and conclusions with the stakeholders involved. Sharing findings is an essential step toward fostering change and allowing my study to influence my school community (Townsend, 2014). I first shared my results with my students, the study participants, and their parents. Later, I shared the

results with my first-grade team of teachers, my principal, and my school's teaching and learning specialist (TLS).

I first shared the data with the students who participated in the research. I had a one-on-one conference with each student to discuss their survey results, observation notes, PRP goals, and interview answers. I also shared these data with the parents of the participants who were interested in the results.

I shared the results with my first-grade team of teachers during a scheduled Tuesday morning planning meeting. My principal and TLS were present during the meeting as well. I used Google Slides to present the data I collected and shared the impact of the individualized e-book reading plans on student motivation and engagement during an independent reading block. I protected the identities of all students who participated in the action research by omitting names and other personal information. Sharing the findings with these individuals allowed me to review the research and results and allowed others in the educational community around me to continue to grow (Townsend, 2014).

CHAPTER 4

ANALYSIS AND FINDINGS

The purpose of this action research was to assess how implementing a PRP impacted the reading engagement and motivation to read of students in my first-grade classroom at Winding Road Elementary School. To measure this impact, I collected both quantitative and qualitative data. The research questions were as follows:

1. How and to what extent do the personalized e-book reading plans impact students' motivation to read?
2. How and to what extent do the personalized e-book reading plans impact students' reading engagement?
3. How might students' attitudes toward reading change after the personalized e-book reading plan intervention?
4. How and to what extent do the personalized e-book reading plans impact performance on reading comprehension quizzes?

In this chapter, I share the results of the five quantitative data sources and then the results of the two qualitative data sources.

Quantitative Data Analysis and Findings

This study included five quantitative data sources: two system logs and three surveys (i.e., ERAS, MMRP, and REI). The following sections contain the results of these data sources by presenting the descriptive statistics, the inferential statistics, and the levels of significance for each data source.

Time Logs

I used time logs as a quantitative data source to compare the amount of time students spent reading from myON during the 2-week preintervention phase and the 6-week intervention phase. The intervention phase was divided into three 2-week time intervals. I calculated the means of these intervals to determine the intervention average minutes read. Overall, the amount of time students read from the myON e-book library increased from the preintervention phase ($M = 14.31$, $SD = 21.99$) to the intervention phase ($M = 55.50$, $SD = 27.29$), showing students elected to read from myON more when the personalized e-book plans were in place.

Data regarding the number of minutes individual participants read can be found in Table 4.1. Individual student data varied greatly, but the class average revealed an increase in average minutes read from the preintervention ($M = 14.31$, $SD = 21.99$) to the intervention ($M = 55.50$, $SD = 27.29$) for all participants.

Table 4.1 *Individual Student Time Spent Reading*

Student	Time spent on reading before intervention	Time spent on reading during intervention	Difference scores
Carrie	5.05	28.03	22.98
John	0.00	84.84	84.85
Jim	31.48	52.47	20.99
Josiah	2.083	28.14	26.06
Rachel	2.80	41.96	39.16
Evie	5.48	100.05	94.57
Lawrence	0.00	38.21	38.21
Gregg	20.33	65.83	45.49

Student	Time spent on reading before intervention	Time spent on reading during intervention	Difference scores
Dion	5.90	28.17	22.27
Donnie	69.93	87.24	17.31
Student average	14.31	55.50	41.19

Note. All student names are pseudonyms to protect participants' identities.

I conducted a paired-samples *t* test to compare the class average of minutes read during the preintervention to the average minutes read during the intervention. Results showed there was a significant difference in the number of minutes read during the preintervention ($M = 14.31$, $SD = 21.99$) and the intervention ($M = 55.50$, $SD = 27.29$), $t(9) = 4.78$, $p < .05$. A large effect was found ($d = 1.51$ 95% $CI [.57-.2.42]$), revealing the number of minutes students read on myON during the intervention period was significantly higher than during the preintervention period. After tests of normality (i.e., Shapiro-Wilk), the data sets were determined to be nonnormal ($W = .79$, $p = .01$). Therefore, I conducted Wilcoxon signed ranks tests for both sets of data. The output indicated the intervention average minutes read ($Mdn = 47.22$) was significantly higher than the preintervention average minutes read ($Mdn = 5.27$) and was statistically significant, $Z = -2.80$, $p < .05$.

Quiz Logs

I encouraged students during both the intervention and preintervention periods to take reading comprehension quizzes on the AR program. Students can take quizzes on both print books and books they read on myON. Quiz logs revealed the number of quizzes students took and their average performance on these quizzes. Table 4.2 displays the number of quizzes taken during the preintervention phase, the average score students

received on those quizzes, the number of quizzes students attempted during the intervention period, and the intervention average quiz score students earned.

Table 4.2 *Descriptive Statistics for Quizzes Taken and Performance Before and After Intervention*

	Before intervention		During intervention	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Number of quizzes taken	6.70	3.34	5.77	2.86
Average quiz score	83.60	14.22	69.07	11.80

Descriptive statistics showed that, on average, students took more quizzes during the preintervention phase ($M = 6.70$, $SD = 3.34$) than the intervention phase ($M = 5.77$, $SD = 2.86$). The students' quiz score performance averages also decreased from the preintervention ($M = 83.60$, $SD = 14.22$) to the intervention phase ($M = 69.07$, $SD = 11.84$), showing students took more quizzes during the preintervention and also performed better on reading comprehension quizzes before the intervention than during the intervention. Table 4.3 displays the individual student quiz data.

Table 4.3 *Individual Student Quizzes Taken and Performance Before and During Intervention*

Student	Number of quizzes taken before the intervention	Average quiz score before the intervention	Average number of quizzes taken during the intervention	Average quiz score during the intervention
Carrie	8	66	6.00	84.33
John	6	71	6.00	57.00
Jim	8	87	3.00	78.67

Student	Number of quizzes taken before the intervention	Average quiz score before the intervention	Average number of quizzes taken during the intervention	Average quiz score during the intervention
Josiah	3	100	4.33	60.67
Rachel	2	100	4.00	54.67
Evie	9	96	7.33	61.67
Lawrence	8	60	7.00	60.00
Gregg	13	78	12.67	70.33
Dion	7	90	3.33	76.33
Donnie	3	88	4.00	87.00
Student average	6.70	83.60	5.77	69.07

I conducted a paired-samples *t* test to compare the average reading comprehension quiz performance during the preintervention and intervention phases. Results showed student performance was significantly higher when comparing student performance on quizzes from the preintervention time period ($M = 83.60$, $SD = 14.22$) and the intervention average ($M = 69.07$, $SD = 11.84$), $t(9) = -2.33$, $p < .05$. A medium to large effect was found ($d = -0.74$ 95% *CI* [-1.42-0.02]). In addition, I used a Shapiro-Wilk test to determine the normality of the data set ($W = 0.94$, $p = .59$) and results showed the data were normally distributed (Salkind, 2006).

Student Surveys

I used three different surveys to compare students' reading motivation, engagement, and attitudes toward reading during the preintervention and intervention periods of this study. I administered the ERAS and the MMRP to participants at the beginning of the preintervention period, the end of the preintervention period during the

intermission phase, and the end of the intervention period. I completed the REI to assess students' reading engagement during observations in both the preintervention and intervention phases of the study.

Elementary Reading Attitude Survey

I used the ERAS to measure student reading engagement both before and after the intervention. I tested the internal consistency reliability of the ERAS using SPSS and found Cronbach's alpha = .91, meaning this test had an acceptable rating of reliability (Cho, 2016). Results of a Shapiro-Wilk test data showed the data were not normally distributed ($W = .83, p = .03$). Therefore, I conducted a Wilcoxon signed ranks test for this set of data. The results indicated postintervention scores ($Mdn = 35.00$) were significantly higher than preintervention scores ($Mdn = 28.00$), $Z = -.77, p = .48$.

Individual student survey scores from the three administrations of the ERAS can be found in Table 4.4. Descriptive statistics show there was a decrease in the average score from the administration of the ERAS at the start of the preintervention ($M = 28.60, SD = 7.11$) to the intermission ($M = 27.40, SD = 7.62$) administration. Descriptive statistics also show an increase in class average scores during the postintervention administration ($M = 32.60, SD = 7.89$) from both the preintervention and intermission administrations of the survey.

Table 4.4 *Individual Student ERAS Scores*

Student	Preintervention	Intermission	Postintervention
Carrie	31	29	29
John	27	29	22
Jim	27	25	36

Student	Preintervention	Intermission	Postintervention
Josiah	23	25	40
Rachel	18	22	40
Evie	29	25	27
Lawrence	40	40	40
Gregg	36	34	34
Dion	35	33	39
Donnie	20	12	19
Student average	28.60	27.40	32.60

I conducted a paired-samples *t* test to compare students' reading attitudes before and after the intervention and results revealed no significant difference between the preintervention ($M = 28.60$, $SD = 7.10$) and postintervention ($M = 32.60$, $SD = 7.89$) administrations, $t(9) = 1.38$, $p = .20$. A small to medium effect was found ($d = 0.44$ 95% *CI* [-.22 -1.08]).

Me and My Reading Profile

The MMRP was developed to measure students' reading motivation across three subscales: Literacy Out Loud, Value, and Self-Concept (Marinak et al., 2013). I used SPSS to calculate the internal consistency reliability of the three subscales and the survey as a whole. The Self-Concept subscale (5 items) showed a Cronbach's alpha value of .70 and the Literacy Out Loud subscale (5 items) had a value of .76; both subscales had acceptable reliability ratings (Cho, 2016). The Value subscale originally consisted of 10 questions. However, prompt 2, "Learning how to read is ____" had to be removed because all participants answered, "Very important." Ellis (2016) explained, "If there is a

manifest variable with variance equal to 0, then factor analysis is impossible. For such a variable, factor analysis would be completely useless” (p. 79). Because all answers were the same, the variance for this prompt was 0 and the prompt had to be removed. This prompt was not analyzed. The remaining nine prompts for the Value subscale showed a Cronbach’s alpha of .84. With prompt 2 removed, the complete assessment showed a Cronbach’s alpha of .88. This means the survey as a whole and all subscales had acceptable reliability (Cho, 2016).

I conducted a Shapiro-Wilk test to test the normality of the data for all three subscales and results showed the data were normally distributed for the Literacy Out Loud subscale ($W = 0.96, p = .77$), the Self-Concept subscale ($W = 0.92, p = .33$), and the Value subscale ($W = 0.95, p = .64$; Salkind, 2006). I used a Shapiro-Wilk test to test the normality of whole MMRP survey data and results showed the data were normally distributed ($W = 0.96, p = .74$; Salkind, 2006).

Individual student scores for the survey can be found in Table 4.5. Descriptive statistics show student scores decreased from the preintervention administration ($M = 45.20, SD = 8.99$) to the intermission administration ($M = 43.40, SD = 9.29$). The scores from the postintervention administration ($M = 46.10, SD = 7.95$) of the survey showed a slight increase from the preintervention administration and the intermission administration.

Table 4.5 *Individual Student MMRP Scores*

Student	Preintervention	Intermission	Postintervention
Carrie	41	41	46
John	40	40	42
Jim	54	57	57
Josiah	43	41	49
Rachel	37	31	44
Evie	53	47	45
Lawrence	57	57	57
Gregg	50	49	48
Dion	49	41	44
Donnie	28	30	29
Student average	45.20	43.40	46.10

Three subscales of the MMRP showed similar results as the combined survey scores. Individual scores for the Self-Concept subscale can be found in Table 4.6. This subscale showed similar results to the overall survey results. Students' scores slightly decreased from the preintervention ($M = 12.10$, $SD = 2.56$) to the intermission ($M = 11.40$, $SD = 2.68$), but showed an increase at the postintervention administration ($M = 12.40$, $SD = 2.41$).

Table 4.6 *Individual Student Self-Concept Subscale Scores*

Student	Preintervention	Intermission	Postintervention
Carrie	13	12	14
John	10	11	9
Jim	15	15	15
Josiah	12	9	13
Rachel	11	9	11
Evie	15	13	13
Lawrence	15	15	15
Gregg	11	13	12
Dion	12	10	14
Donnie	7	7	8
Student average	12.10	11.40	12.40

Scores for the Value subscale decreased from the preintervention ($M = 23.10$, $SD = 4.31$) administration to the intermission ($M = 22.10$, $SD = 3.99$) administration. Student scores from the postintervention ($M = 23.80$, $SD = 3.74$) showed an increase from the intermission and the preintervention administrations. Individual student scores for the Value subscale can be found in Table 4.7.

Table 4.7 *Individual Student Value Subscale Scores*

Student	Preintervention	Intermission	Postintervention
Carrie	23	24	25
John	20	20	24
Jim	27	27	27
Josiah	23	23	27
Rachel	19	17	24
Evie	27	25	25
Lawrence	27	27	27
Gregg	25	22	24
Dion	26	21	20
Donnie	14	15	15
Student average	23.10	22.10	23.80

Individual student scores for the Literacy Out Loud subscale can be found in Table 4.8. The class average of scores for this subscale decreased slightly from the preintervention ($M = 10$, $SD = 3.23$) to the intermission ($M = 9.90$, $SD = 3.70$). The class average of scores remained the same at the final postintervention administration ($M = 9.90$, $SD = 3.18$) as they were in the intermission. This is the only subscale that showed the postintervention scores were lower than the preintervention scores.

Table 4.8 *Individual Student Literacy Out Loud Subscale Scores*

Student	Preintervention	Intermission	Postintervention
Carrie	5	5	7
John	10	9	9
Jim	12	15	15
Josiah	8	9	9
Rachel	7	5	9
Evie	11	9	7
Lawrence	15	15	15
Gregg	14	14	12
Dion	11	10	10
Donnie	7	8	6
Student average	10.00	9.90	9.90

I planned to use inferential statistics to analyze the MMRP survey and all three subscales. A paired-samples t test conducted on the total MMRP showed the difference to be non-significant, $t(9) = 0.59$, $p = .57$, from the preintervention ($M = 45.20$, $SD = 8.99$) and postintervention scores ($M = 46.10$, $SD = 7.95$) and a small effect was found ($d = 0.18$ 95% $CI [-0.44-0.81]$).

I conducted a paired-samples t test on preintervention ($M = 10.00$, $SD = 3.23$) and postintervention ($M = 9.90$, $SD = 3.18$) question prompts for the Literacy Out Loud subscale, and the difference in the data was not significant, $t(9) = -0.15$, $p = .89$. The effect size for the t test was found to be small ($d = -0.05$ 95% $CI [-0.67-0.58]$). Results revealed the data from the Value subscale were not significant, $t(9) = 0.67$, $p = .52$, and a

small effect was found ($d = 0.21$ 95% $CI [-0.42-0.83]$) from the preintervention administration ($M = 23.10$, $SD = 4.31$) to the postintervention administration ($M = 23.80$, $SD = 3.74$). Last, the students' self-concept ratings did not change significantly from preintervention ($M = 12.10$, $SD = 2.56$) to postintervention ($M = 12.4$, $SD = 2.41$), $t(9) = 0.82$, $p = .43$. The calculated effect size indicated a small effect of the individual reading plans ($d = 0.26$ 95% $CI [-0.38-0.88]$).

Reading Engagement Index

I scored the REI when observing students during the independent reading block. I used JASP, an open-source computer software program for statistical analysis supported by the University of Amsterdam, to find that Cronbach's alpha for this assessment had a value of .90. Thus, this test also has acceptable reliability and can be used as a quantitative data source (Cho, 2016). I used a Shapiro-Wilk test to test the normality of the data and results showed the data were normally distributed ($W = 0.96$, $p = .73$; Salkind, 2006).

Individual student scores for the observations conducted once in the preintervention phase and once in the intervention phase can be found in Table 4.9.

Table 4.9 *Individual Student REI Survey Scores*

Student	Preintervention observation	Intervention observation
Carrie	31	36
John	18	17
Jim	38	35
Josiah	16	20
Rachel	12	15

Student	Preintervention observation	Intervention observation
Evie	26	34
Lawrence	34	32
Gregg	36	38
Dion	30	30
Donnie	15	24
Student average	25.60	28.10

Descriptive statistics revealed an increase in the average student's reading engagement from the survey conducted during the preintervention phase ($M = 25.60$, $SD = 9.59$) and the intervention phase ($M = 28.10$, $SD = 8.43$).

I used inferential statistics to measure the significance of the data from the REI. I used a paired-samples t test to compare the preintervention observation ($M = 25.6$, $SD = 9.95$) and the invention observation ($M = 28.10$, $SD = 8.43$). The paired-samples t test revealed no significant difference $t(9) = 1.93$, $p = .90$ in the scores from the preintervention and the intervention observations, although a medium to large effect was found ($d = 0.61$ 95% $CI [-0.08-1.28]$).

Qualitative Data Analysis and Findings

The qualitative data sources I used in this study included field notes and participant interviews. I conducted interviews with all 10 student participants and applied codes to all transcripts. The field notes included observation notes and teacher notes taken during the reading plan conferences. In the following sections, I explain the process I used to analyze the data and to represent the results and interpretations: (a) qualitative

data analysis, (b) preintervention themes and interpretations, and (c) intervention themes and interpretations.

Qualitative Data Analysis

This section details the process I used to analyze, sort, code, and interpret the qualitative data. I use the following sections to explore the process of coding the data and the themes that emerged from this process: (a) coding process and (b) emerging themes.

Coding Process

I used inductive analysis to analyze the participant interviews, observations, and teacher notes from the intervention phase and observations from the preintervention phase (Mertler, 2017).

First, I created verbatim transcripts from participant interview recordings and then put them into the CAQDAS tool Delve. I first used open coding to create initial codes based on student responses (Saldaña et al., 2011). Next, I used descriptive coding by going through the student interviews and assigning codes based on how students answered the interview questions. I also used emotion coding to capture how students felt about reading or the myON program (Saldaña, 2016). I used simultaneous coding so more than one code could be applied to student responses. Finally, I used in vivo coding to capture particularly descriptive responses; however, many students answered the interview questions with short responses, so not many quotations could be coded in this way (Saldaña, 2014).

I used two types of field notes: student observations recorded during the independent reading block and teacher notes recorded during student conferences. I analyzed the transcriptions of these notes within Delve to create codes, categorize the

codes, and then create emerging themes based on the data. For the student observations and teacher notes, I again used open coding. In addition, I employed process coding to code the different participant behaviors during both the preintervention and intervention periods (Saldaña, 2016). I also used emotion coding to code the emotions and feelings students displayed during observations. Finally, I used simultaneous coding to assign multiple codes to the recorded section of the field notes. Initially, I developed 447 codes from the four data sources using this process of coding, demonstrating the richest and depth of the analysis. Figure 4.1 shows some of the codes created through this coding process in Delve.

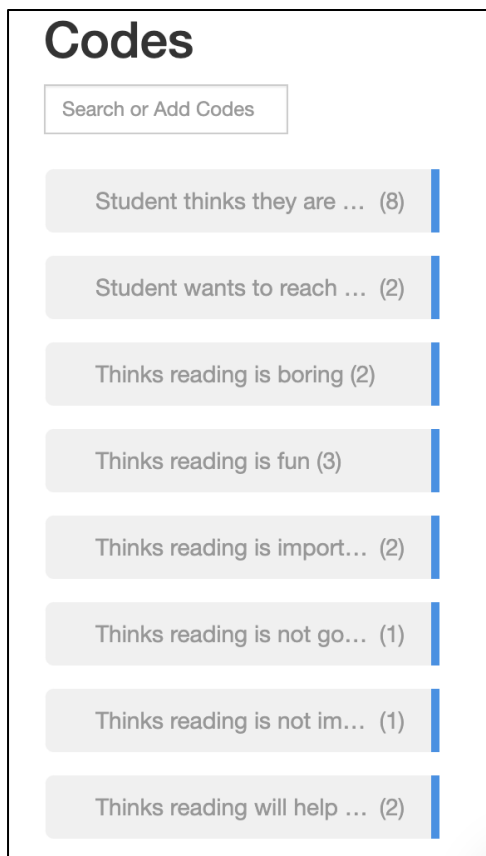


Figure 4.1. Example codes created in Delve.

I coded the preintervention data and intervention data separately without any type of framework. This was done so the data, codes, and categories that emerged in each section would not impact each other. I then utilized a second round of coding for each phase to eliminate repetitive or unimportant codes, condense codes, and categorize the codes. I used pattern coding to condense the codes created in the first round and sort them into meaningful and related categories (Saldaña, 2016). I used an exported Word document from the Delve program that listed all of the codes with the transcript sections from each data source. I discarded codes that were repetitive or not relevant to the study or its research questions and then combined similar codes. This process left 44 codes to be analyzed from the preintervention phase and 228 codes to be analyzed from the intervention phase. Table F.1 and Table F.2 found in Appendix F show the codes created from both the preintervention and intervention phases of analysis.

I copied and pasted the codes into a second Word document so codes with similar characteristics could be grouped. In this second Word document, I gave categorical names to the groupings and added and rearranged codes to form categories. An example of this from the interview analysis can be found in Figure 4.2.

-
- 1. Amount Students Read
 - a. Reads the whole book when reading at home
 - b. Amount of time read
 - i. Read everyday (2)
 - ii. Read a lot
 - 2. Reading routines at home
 - a. Chooses reading when they have nothing to do at home (6)
 - i. "Get smarter"
 - ii. "Bored"
 - iii. "Helps me know the words"
 - b. Reads every day (2)
 - c. Reads the whole book when reading at home
 - d. AR test routines "So I can take an AR test on the book when I go back to school"
 - e.
 - i. Operator Errors with Myon
 - f. Wrong Language
 - i. Because of um they um don't have anything Spanish and nothing that kinda I um can't read
 - ii. because sometimes it might go on Spanish. Sometimes my books gets in Spanish.
 - iii.
 - 3. Quiz Avoidance
 - a. Issues with quizzes
 - i. Does not read it to the student (1)
 - ii. I and I have to do the tests every time I keep on clicking on the blue button it's actually not bringing me to its actually not bringing me to the test area.
 - iii. No, because of um I get to some um some hard parts of and then I might just skip it and actually doesn't show any AR testing but some of the times I can get turn up the voice so I can hear it saying

Figure 4.2. Initial sorting of codes.

I used color coding throughout the individual documents to identify categories that reflected similar content and could work together to represent an idea. Figure 4.3 shows this color coding in the teacher notes analysis.

1. Student requested topics
 - a. M2: Student picked books about individual players (2)
 - b. M2: Student wanted football books (2)
2. Behaviors of students who did not meet goal
 - a. M2: Agreed to conference when finished (5)
 - b. M2: Set goal to finish in a day or two (2)
 - c. M2: Set goal to finish within the week (3)
3. Negative Aspects of Myon
 - a. M2: Myon takes too long to log in during independent reading (1)
 - b. M2: Student was unaware that goal was met (1)
 - i. Went to the bookshelf and realized that although he had finished the books the program did not give him full checks.
4. Reasons students are not reading from shelf
 - a. M2: Prefers to read print books with friends (1)
 - b. M2: Reading books on Myon that are not on shelf (1)
 - c. M2: Student prefers to read print books (1)
 - d. M2: Wants to read different books than on his shelf (1)
5. Behaviors of students who did meet their goals
 - a. M2: Student completed books on bookshelf (2)
 - i. Went to the bookshelf and realized that although he had finished the books the program did not give him full checks.
 - ii. The student has finished all books on his bookshelf.
 - iii.
6. Student initiated Goal Setting behaviors
 - a. M2: Student wanted to increase number of books on next bookshelf (2)
 - b.
7. Teacher Guidance
 - a. M2: Teacher offered instruction for Myon to clear up confusion (3)

Figure 4.3. Example of color categorizing codes.

Emerging Themes

I analyzed the categories from the different data methods to create themes that emerged concerning the research questions and methodologies. The following themes emerged in both the preintervention source and intervention sources: Theme 1: Collaboration; Theme 2: Book Choice and Control; Theme 3: Engaged Reading Behaviors; Theme 4: Importance, Prioritization, and Opinion of Reading; and Theme 5: Success, Goal Setting, and Reader Self-Concept. A sixth theme of Unique Aspects of myON emerged in only the intervention phase when the PRPs were in place.

Theme 1: Collaboration referred to the interactions students had with peers concerning their reading. Students also referenced moments during which peer influence and opinion influenced their reading or their choices during reading routines. Guthrie and Wigfield (2000) noted the importance of collaboration in students' intrinsic motivation

and stated collaboration disposes students to read more independently in the future (p. 414). This theme also encompassed collaboration and interactions with students and the teacher when asking for help, seeking praise, and needing redirection.

The second theme, Book Choice and Control, encompassed students' behaviors and decisions when choosing books and texts to read. Students also stressed the importance of book choice and how it allowed them to have control in their own reading. These choices are critical for students' motivation to read and enable them to take ownership of their reading (Gambrell & Morrow, 2015).

Theme 3: Engaged Reading Behaviors referenced all behaviors observed when students were engaged in focused reading and used reading strategies to identify unknown words and concepts. Some students discussed the amount they read and their reading routines at home, which indicated the amount of engaged reading in which they participated. These focused behaviors afford students valuable fluent reading practice and enable students to comprehend a text without being distracted and losing interest (O'Brien & Toms, 2008).

The fourth theme was Importance, Prioritization, and Opinion of Reading. Students showed how they felt about reading through the observations and their answers to interview questions. Students spoke about whether or not they liked reading, its perceived importance, and how they felt about reading routines. Students also indicated its importance to them based on whether or not they prioritized reading over other activities both at home and based on their behaviors at school. Students' opinions and their perceived importance of reading are direct indicators of whether or not students will be motivated to read (Guthrie & Klauda, 2014). Students who recognize the importance

of the behavior and understand how it can help them in the future will be more likely to engage in reading and put forth more significant effort when reading (Rosenzweig et al., 2019).

Theme 5: Success, Goal Setting, and Reader Self-Concept emerged in the analysis of behaviors and quotations from students that reflected how students viewed themselves as readers. Reader self-concept refers to how students view themselves as readers and the confidence they have in their reading abilities. Students need to anticipate success with what they are reading and know they can correctly decode and understand a text to be motivated to read. Students with high reader self-concept have more motivation to read and tend to read more than those with low self-esteem (Henk & Melnick, 1995; Nevo & Vaknin-Nusbaum, 2020). Goal setting provides students with a purpose and a plan to work toward and allows for more reading motivation. Students experience success when they meet a goal and further increases how they feel about themselves as readers (Ortlieb & Schatz, 2020). This theme encompassed the codes reflecting when students discussed how they felt about themselves as readers, the importance of working toward a goal, and when they experienced success while reading.

The final theme, Unique Aspects of myON, reflected students' opinions of the program and behaviors students exhibited while using the program. This theme was only present in the intervention data methods when PRPs were put in place and students were using myON more frequently. This theme capitalized on the positive and negative aspects of the program as seen in the observations and was based on students' thoughts expressed during the conferences and interviews. These ideas are highlighted to focus on how the

program contributed to readers’ motivation and engagement during the intervention and how students felt about the program implementation.

Preintervention Themes and Interpretations

Fives themes emerged from the analysis of the preintervention observations: (a) collaboration; (b) book choice and control; (c) engaged reading behaviors; (d) importance, prioritization, and opinion of reading; and (e) success, goal setting, and reader self-concept. Figure 4.4 shows the categories that formed the five themes.

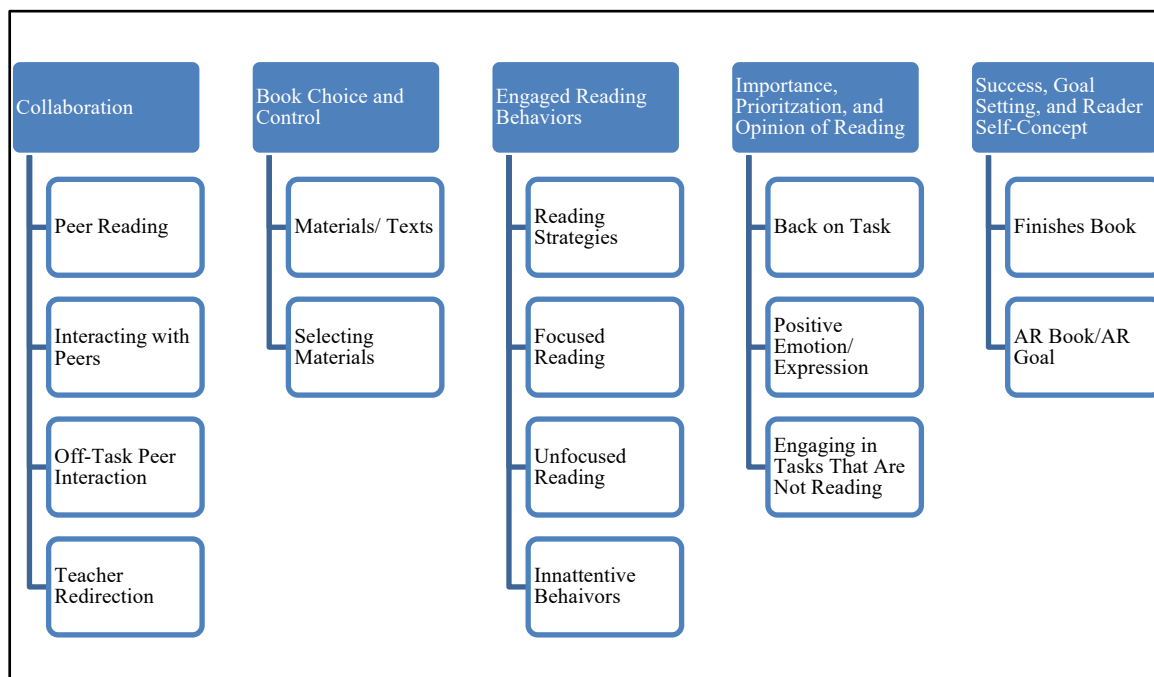


Figure 4.4. Preintervention themes and categories.

Collaboration

Collaboration refers to the codes that captured any instances in the preintervention observations where students were seen interacting with others in reading routines.

Research has shown collaboration with peers increases students’ intrinsic motivation, helps them socially construct knowledge, and helps them feel supported (Guthrie & Wigfield, 2000). Peer reading is taught and practiced in the primary grades so students

can have the opportunity for peer interaction and to work together as they read and decode texts (Boushey & Moser, 2014; Lee, 2014). During the preintervention observations, students were seen collaborating with peers in both on-task and off-task activities. The categories of peer reading, interacting with peers, off-task peer interaction, and teacher redirection demonstrate students engaging in both beneficial and distracting collaboration.

Peer Reading. Peer reading is the practice of students reading a text with one another. This can occur throughout the day during guided reading, independent reading, whole group lessons, and reading centers. Peer reading can look like peers taking turns reading parts of a book together, with one peer reading while the other listens; one peer reading while the other assists; or students chorally reading books together (Palincsar et al., 1987). These behaviors were observed during the preintervention. The codes of asks peer to read a book with them, peer listens to student read, student listens to peer read a book, and student reads along with peer demonstrate the different types of peer reading that occurred.

During Lawrence's preintervention observation I noted, "Starts talking with other students about what is going on in the book and asks higher-performing peer that is next to him to read with him." During Jim's preintervention observation I wrote, "Student sitting next to him is listening to him read and looking at pictures with him." Another example of peer reading occurred during Donnie's preintervention observation in which I described, "Begins looking at a friend's book looking at the pictures while they read along."

In all cases recorded, students would share one print book with the peer with whom they were reading and take on different roles during the peer reading. Because students were reading and interacting with text, this behavior was allowed and considered an on-task behavior. This peer reading encouraged on-task reading and helped students develop their literacy skills.

Interacting With Peers. Some of the student interactions that occurred during the observation included talking about what they were reading and helping each other read. The MMRP authors discussed the importance of students talking about reading. The Literacy Out Loud subscale focuses on these behaviors with students talking about what they are reading, sharing their experiences with others, and helping one another (Marinak et al., 2013). During Jim's observation, he excitedly shared a picture from his graphic novel with the student reading next to him. When Gregg finished reading a Clifford book, he turned to the back cover and started looking at other Clifford books by the same author. He turned to a peer reading with him and said, "Oh my gosh, look, so many Cliffords to read," which demonstrated his excitement over the possibility of reading other similar books in the series.

Students were observed asking each other for help or providing help to peers. Specifically, during these observations, students needed help decoding words. Students are encouraged to ask peers for help when they do not know a word instead of immediately asking the teacher. During Carrie's observation I noted, "The other student asked for help with reading a word. Carrie helps him and continues reading." During Lawrence's observation I observed, "He wants to be the main reader and have the other student help him." Later I noted that Lawrence "asks peer next to him to help him read

the words *Zing* and *forgot*.” Not only does encouraging students to help each other prevent multiple students from getting up to ask the teacher for help, it also allows students to help each other and interact about reading.

Off-Task Peer Interaction. Though peer interactions about reading were encouraged, students would often talk about subjects not related to reading. For example, during the preintervention observation, both Rachel and Carrie spoke to others for an extended period of time, not about reading or a related task. This behavior was coded as student talks to peer not about reading. Both girls were observed doing this twice during their observations.

During Rachel’s preintervention observation I wrote, “Talking to friends on the rug and not reading.” Later I noted, “Then turns to a friend on the rug and starts talking. She is not talking about her book but about her jacket.” During Carrie’s observation I wrote, “Started getting off task and talking to the other student. Continues to talk to friends instead of starting the new book.” In both situations, this talking took time away from their own reading and noise from this talking distracted others from their task.

Teacher Redirection. A consequence of students engaging in off-task talking and behaviors was that I had to redirect them and remind them to get back on task. One of the classroom problems that I hoped to address with the intervention was the amount of redirection and consequences given during this time. Giving consequences prevents a teacher from conferencing and helping students. During the preintervention observations, four of the 10 students I observed required redirection for talking, wandering around the classroom, not reading, or participating in other off-task behavior. For example, Josiah required two reminders and a warning of a consequence because he continued to talk to

and play with his peers. I wrote during Josiah's observation, "Needs a teacher's redirection to keep reading and to make sure he trades his book out" and "The student needs another teacher reminder to pick a book after three minutes of browsing." During Rachel's observation I noted, "The teacher has to redirect to get back to reading." For Donnie's preintervention observation I wrote, "The teacher must redirect him to pick a new book." Carrie also required redirection, and during her observation I noted, "The teacher had to redirect the student and remind her of expectations during independent reading."

These interactions are considered harmful because they do not build a positive student-teacher relationship, they affect motivation, and they take time away from student reading.

Book Choice and Control

Book choice and control refers to the codes that referenced the materials students chose to read and the actions they took when selecting those materials. Choice remains a primary motivator for learners. Students need to feel they have options and control over their learning to feel motivated to engage in a task (Jones & Brown, 2011; Turner & Paris, 1995). The concept applies to reading—students should be provided with choices in reading materials to have a sense of control over their reading and select topics and genres of texts that reflect their own interests (Becker et al., 2010). The category of materials/texts showcases the different types of books students chose to read and the code selecting materials highlights the procedures students used for choosing these texts.

Materials/Texts. Throughout the preintervention phase, all students were reading print books at some point during their observations. Students were allowed to use the

myON e-book library at this time if they chose, but most read from print books from the classroom library or school library. At the beginning of his observation, Dion read from a print book from the classroom library shelf but switched to reading on myON after a few minutes. During his observation I recorded, “Dion then gets his Chromebook and begins logging onto myON and opens a book.”

Of all print books read, codes indicated students read both fiction and nonfiction books from the classroom. However, only one student, Carrie, was observed “reading a nonfiction print book on rug;” this could be because of the smaller number of nonfiction books available in the classroom library. One student, Evie, “Returns the book that she has been reading to the classroom shelf and goes to her table to get her personal library book.” Two students, Dion and Evie, read books that were below their reading levels. Lawrence and Donnie chose books above their reading level, and most chose appropriate books for their ability.

Selecting Materials. The codes student chooses a book from bookshelf, student returns book to the shelf without finishing it, and student browses books and does not select one were used to highlight the transactions that occurred when students finished one book and chose another to read. This transition is part of independent reading and is explicitly taught to students. Hence, they understand their options when selecting a text, choosing a book, and finding a book that piques their interest and is appropriate for them to read. Most students complete this process promptly, select a new book, and return to reading. However, having to put up and select new books does take time away from reading and can lead to off-task behaviors if students become distracted. For example,

Josiah spent 3 out of the 5 minutes he was observed browsing for books without selecting one. I noted during his first observation:

He goes to the bookshelf, says, “oh I like this one” but does not select that book and instead continues to browse browsers for about 3 minutes, just looking at the covers of books and then putting them back on the shelf. Needs a teacher’s redirection to keep reading and to make sure he trades his book out.

He later needed a second redirection, “The student needs another teacher reminder to pick a book after three minutes of browsing.” During this time, he was seen picking books up, flipping through them, and then returning them to the shelf without ever selecting a new text and in the process losing valuable reading time.

Engaged Reading Behaviors

During the preintervention phase, students were observed participating in different behaviors that indicated they were engaged in what they were reading. Engaged reading involves focused reading in which the student is interested and understands the material they are reading. Students who exhibit more engaged reading read for extended periods and perform better on reading comprehension assessments (Lockwood, 2009; Marchand & Furrer, 2014). During the preintervention observation, students showed behaviors indicating their engagement with reading. The categories under this theme are explored below: (a) reading strategies, (b) focused reading, (c) unfocused reading, and (d) inattentive behaviors.

Reading Strategies. Throughout the preintervention, students exhibited various taught reading strategies to help them decode words and understand texts. Using these strategies shows a student’s commitment to engaged reading as they use taught skills to

read and comprehend fluently. For example, the code whisper reading/reading out loud was used for five different students. Students are taught to whisper the words as they read along in a text to help them hear what they are reading and determine if their syntax and semantics sound correct (Boushey & Moser, 2014; Wright et al., 2004). Rachel was observed as her “finger traces the text” to help her focus on the words she was decoding and helping her keep her place in the text. During Lawrence’s preintervention observation I wrote, “The student continues to read aloud, reading most words, and skipping those that he does not know.” This strategy stopped him from getting stuck on these particular words. This strategy is taught because as students read the other words in the sentence, they can decipher the unknown word based on context clues. Finally, Gregg was observed rereading a story he had just finished. Students are encouraged to read stories more than once to help build their reading fluency and understand the story and its events. Again, using these strategies demonstrates a student’s commitment to successful reading.

Focused Reading. The category of focused reading includes the codes read an entire book without interruption and reading for an extended time. These behaviors were considered attentive reading because the students were able to stay on task for a period of time during their observation. Gregg was the only student who I noted, “the student reads independently the entire time,” during his 5-minute observation. Three other students, Dion, Jim, and Lawrence, were observed reading for an extended time. This means these students engaged in continuous focused reading for at least 2 minutes of their observation. These behaviors require students to have reading stamina and the ability to

read for some time without becoming fatigued or distracted (Skinner et al., 2008). This is a skill that is taught and practiced in first grade.

Unfocused Reading. Though many students did engage in focused and effective reading, some students were observed participating in unfocused reading. This means students were observed absently glancing at their books and not attempting to read the words. The codes student does not read words in print book and student is looking at only the pictures in print book were observed 10 times throughout the preintervention observations from five different students to describe this type of behavior. During Josiah's observation I noted, "The student is just looking at pictures and not attempting to read the text flipping through the book student looks at every page for just a couple of seconds." I noted Evie "starts just flipping through the book and glancing at the pictures in the book." During Donnie's observation I wrote, "This is a book on his level but just flips through and looks at pictures." John was seen doing this with multiple books during his preintervention observation, as I wrote, "He is flipping through the book looking at the pictures. Gets up another time gets a new book picks another fiction print book that is on his level starts again just looking at pictures not engaging with the text." John got up another time to get a new book but again was observed, "Again student is just looking at the pictures and not engaging with the text flipping through silently."

Some researchers would argue that just looking at pictures in a book is an acceptable form of reading that young students use to interact with a story before decoding words. Though this prereading behavior is acceptable for young prekindergarten and kindergarten students, the students in this study were at the end of their first-grade year and should have been moving on from this behavior. Students rely

on this type of behavior as a crutch or avoidance behavior instead of decoding a story and deciphering meaning. These students were absent-mindedly glancing at the pictures in their books and not engaging with the stories.

During Rachel's preintervention observation I wrote, "The student is pointing at pictures and pretending to read by making up words that go along with the pictures for a couple of pages as her finger traces the text." Rachel was observed pretending to read a story by making up words in the book to go along with the pictures. Though this shows more engagement than just looking at the pictures, this is again the prereading behavior one would see in a young child, not a child attempting to read and engage with a text.

Inattentive Behaviors. The category of inattentive behaviors was assigned to those codes where students were engaging in off-task behaviors that included staring off, looking out the window, or just sitting with a book. Though these students were not distracting others, they were still not focused on the task at hand and not engaged with independent reading. Three students were observed participating in these types of behaviors; some had a book with them and were in a location to read but chose not to read. I observed that Josiah "stood up and looks out the window on the way to trade his book stares out the window for about a minute." During Donnie's observation I noted, "Spends 2 minutes walking around." I also wrote that Rachel "spends 2 minutes walking around the room and deciding where to sit." This means they lost time during their independent reading block, not focusing on the task at hand. I also had to redirect these students and remind them to get back on the assigned task.

Importance, Prioritization, and Opinion of Reading

The theme of importance, prioritization, and opinion of reading refers to student behaviors that show how important a student thinks reading is and their overall enjoyment of reading. The categories of back on task, positive emotion/expression, and engaging in tasks that are not reading were observed behaviors that had to do with how students view reading and its importance.

Back on Task. This category includes the behaviors of students who were distracted from reading but chose to resume reading and get back on task. During the observation, two students appeared distracted from reading. Carrie was asked to help a student read a challenging word. I wrote that Carrie “helps him and continues reading.” Jim was also distracted when sharing his book with a peer and talking about reading briefly. Once he was done, he immediately resumed reading. Getting back on a task shows a student’s awareness of how important the task is and shows enjoyment of reading instead of continuously engaging in the distracting behavior.

Positive Emotion/Expression. Four different outward expressions of enjoyment behaviors were shown during the observation. James laughed at his book during his observation, indicating he was enjoying what he was reading and found it humorous. He shared one of the pages with another student who laughed when he viewed the page as well. Gregg showed outward excitement when reading by exclaiming, “Oh my gosh, look, so many Cliffords to read.” He said this excitedly while sharing his book series with another student. Finally, Josiah showed excitement while browsing for books by selecting a book and exclaiming, “Oh, I like this one.” These displays of enjoyment support that students liked reading the texts they had chosen and got joy out of the task. Enjoying

reading and reading for pleasure are critical for students to be motivated to read (Locher & Pfost, 2020).

Engaging in Tasks That Are Not Reading. As mentioned before, off-task behaviors occur during independent reading, which can distract others and take away time from student reading. When students are actively engaging in tasks other than reading, they show they do not think reading is important as they are devoting their attention to another task. They are also showing they find other tasks to be more enjoyable than reading. For example, two students were engaged in off-task activities during their observations. During Rachel's preintervention observation I wrote, "She then starts picking up trash with two friends instead of reading." Donnie was also observed walking around the room doing various tasks like looking at anchor charts, checking in with friends, looking at the classroom calendar, and others. These behaviors show these students do not enjoy reading and are purposefully avoiding the task by finding other things in the classroom more worth their time (Coddling & Smyth, 2008).

Success, Goal Setting, and Reader Self-Concept

This theme was subsumed from categories that referred to students setting goals and experiencing success. Experiencing success when reading and achieving goals build a reader's self-concept. Readers' self-concept refers to how students view themselves as readers and whether they believe they can be successful with reading. The categories of (a) book completion and (b) AR book/AR goal reflect behaviors related to a reader's self-concept and goal setting.

Book Completion. Throughout the preintervention observations, three students were observed finishing their books. These students were Carrie, Dion, and Gregg, and

all finished print books that were on their reading levels. During Dion's preintervention observation I noted, "Reads the book to the other student one time all the way through." Later I observed that Dion read the book again and "finishes the book for the second time." During Gregg's observation I wrote, "The student finishes the book after 4 minutes." I noted that Carrie completed her book and recorded that she was "reading every page and looking at pictures" and after completing the book she "got up to get a new book after reading the first book."

Book completion gives readers a sense of accomplishment and satisfaction that aids their self-concept and self-esteem which, in turn, leads to higher reading motivation (Denner et al., 2019; Henk & Melnick, 1995; Nevo & Vaknin-Nusbaum, 2020). Reading a book in its entirety aids in reading comprehension as a student is able to understand the whole story.

AR Book/AR Goal. AR books and AR goal-setting behaviors were seen in greater frequency during the intervention observations. However, AR goals and books were still a part of reading instruction and practice in the classroom during the preintervention. Evie was the only student to read from her AR book during the independent reading block. No other students attempted to take tests or read from their AR books to prepare them for an AR quiz. Reading AR books multiple times is an important component of the reading routine to ensure students perform well on AR reading comprehension quizzes. After passing their quizzes, students' success and accomplishment give them a sense of success and can enhance their reader self-concept.

Intervention Themes and Interpretations

Six themes emerged from the analysis of the observations, teacher notes, and participant interviews: (a) collaboration; (b) book choice and control; (c) engaged reading behaviors; (d) importance, prioritization, and opinion of reading; (e) success, goal setting, reader self-concept; and (f) unique aspects of myON. Figure 4.5 shows the categories and codes that formed these six themes.

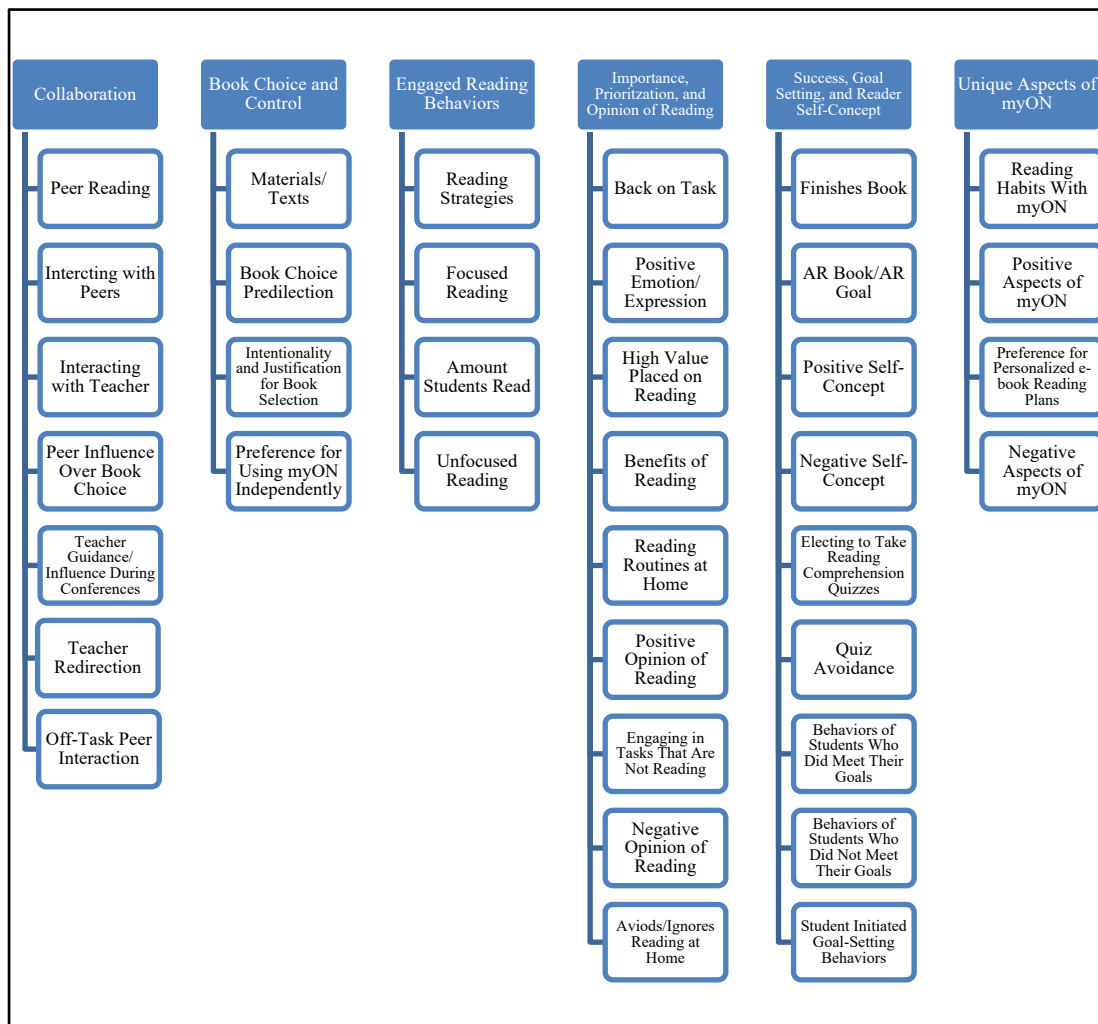


Figure 4.5. Intervention themes and categories.

Collaboration

As stated in the preintervention section, collaboration in reading influences motivation and allows for social learning to occur (Guthrie & Wigfield, 2000).

Throughout the intervention phase, students were seen interacting in ways that allowed for effective collaboration and peer learning. The categories of (a) peer reading, (b) interacting with peers, (c) interacting with teacher, (d) peer influence over book choice, (e) teacher redirection due to off-task behaviors, and (f) off-task peer interactions were all developed from codes that related to collaboration and are described below.

Peer Reading. Peer reading involves students working together to read a text. This is strategy students use when learning to read, and it allows students to help each other, breaks apart the text so students can build stamina, allows for students to talk about reading, and encourages students to read (Palincsar et al., 1987). During the intervention observation, three students were seen participating in peer reading with a print book. During Josiah's third observation I noted, "Peer has a print book and is reading the story to Josiah." During Dion's third observation I recorded,

Once he has finished the book, he sees that the other peer has finished another Dr. Seuss book and that this book is lying on the table beside him. He asks his friend "Can I read that book are you done?" The other peer gives it to him. This book is *Hop on Pop* another Dr. Seuss book that we have read in class. Dion says "another Dr Seuss book" excitedly. The other student asks to read Wacky Wednesday, so they switch books. Dion starts whisper reading Hop on Pop with the other student.

This book sharing and peer reading demonstrate students' enjoyment of texts as they share an experience and then find a new way to interact with the books and each other.

During the intervention period, more students read from e-books and the myON program. One concern with using e-books is that less peer reading and fewer positive

interactions occur because students are using more individualized devices and headphones to listen to reading. However, during the intervention, several instances of peer reading occurred while students read from their e-books. Often, students would not use headphones or the text-to-speech feature while reading e-books with peers. Instead, they would both read the e-book, and one student would click to the next page once both students finished.

Some students would read the e-book to peers while the other student listened. During Josiah's second observation I noted that he "starts looking at other students' Chromebooks for minute, reading along with them. He uses the other student's ear bud to listen. He listens along while his Chromebook logs him in." These students were observed sharing earbuds to listen to the e-book through the text-to-speech feature simultaneously. I also noted that during Carrie's second observation that she "starts looking at other students' Chromebooks for 1 minute reading along with them." Finally, both Evie and Josiah were observed reading along with a peer's e-book while they waited for their own Chromebooks to log in. During Evie's third observation I wrote, "The student next to her is reading a print book on the rug while Evie is waiting for her Chromebook to log in she is reading on the level print book with other student." These interactions allowed students time to read along with their peers and showed their enjoyment of reading. Instead of being passive while they waited for their Chromebooks to load, they actively looked for opportunities to read.

Interacting With Peers. The intervention observation revealed a total of nine coded behaviors that subsumed to create the category of interacting with peers. Students

were observed showing other students things happening in their e-books and helping each other find and select books on myON.

During Gregg's observation I observed,

Another student comes up and asks about the book asking "what book is that" to Gregg. Gregg tells the title *Hide and Shriek*. The other student asks if it is scary, Gregg response "it has some scary stuff but it's not too scary."

During Carrie's third observation she shared something funny in her book with another student. I recorded, "She then taps the student on the shoulder and shows him her page and says 'look' and they both laugh."

Two students were observed asking others for help. During Evie's observation I noted, "Taps friend sitting next to her and asks her to help with a word that she cannot decode." During Carrie's second observation I noted, "The student next to her asks for help logging on and finding a book, she helps and then returns to reading." Dion, as noted previously, asked to borrow another student's book when they were finished.

Students were more vocal during the invention about their AR goals and accomplishments. During Dion's second observation I observed,

The student gets up and comes up to me to show me his score. He is made a 100% on the quiz this is allowed him to meet his AR goal which earns him an ice cream pass. I give him the pass and congratulate him. He returns to his seat and talks to two peers about his ice cream past and that he passed the quiz.

Two students spoke to classmates about their PRPs and finishing the books on their bookshelves. During Evie's third observation I wrote,

Once her bookshelf loads she shows her bookshelf to her friend. And she says
“look at all my books I only have one . . . two . . . three . . . four . . . five books left
on my shelf to read”.

Carrie was seen praising another student for completing a book from their shelf. Josiah was seen talking about a book on his shelf during his third observation. I noted, “Josiah says ‘no’ points to his screen, ‘I am reading this Batman book on my shelf’ and then he goes back to reading with headphones and using text-to-speech listening to every word before turning to the next page.”

Peer encouragement and discussion increase student motivation and help build a reader’s self-concept (Guthrie & Wigfield, 2000; Marinak et al., 2013). A total of 11 interactions were coded student talks to peers about reading from the intervention observations. This demonstrates that between the two observations during this phase, many students talked about what they were reading and shared their experiences with others.

Interacting With Teacher. During the intervention observations, students were observed positively interacting with the teacher (i.e., me). This was a beneficial change from the preintervention, which only saw negative teacher–student interactions when I had to redirect students’ off-task behaviors. For example, during his second observation, I recorded that Gregg “does get up after 2 minutes comes to the teacher and asks [for] help reading the word *invitation*.” Jim was excited to show me a section of his e-book. During his second observation I wrote:

Jim laughs and says “oh my God that is so funny,” looks to me and tells me “hey he has a really silly name you should look.” I look and the student continues to read for the next two minutes with headphones off as he reads on his own.

Dion approached me during his observation to show me he scored 100% on his AR quiz. This meant he reached his AR goal and received an ice cream pass as a prize. By approaching me about this goal achievement, I was able to award him his prize and offer verbal praise for passing his quiz and meeting his goal.

Donnie approached me during his second observation to show off his passed reading comprehension quiz. I recorded the interaction:

The student is taking a quiz on a book that he has just read on myON. After finishing the quiz, he comes to show me that he made a 100% and that he only needs two more books to meet his AR goal. I congratulate him and he returns to his seat.

Once again, I offered verbal praise and congratulated the student on his achievement. These interactions allowed me to contribute to students’ independent reading, offer guidance and recognition, and continue to build a positive relationship with students, which has been shown to increase motivation to read (Droe, 2013; Gambrell, 2011).

Peer Influence Over Book Choice. Throughout the PRP conferences, students showed that peers influenced the books they chose. For example, the code student wanted a book a peer read was applied when students referenced that they wanted a book they had seen a peer read. This behavior was observed in both the first and third rounds of conferences. Another code of student wants to read with peers was assigned to a student who explained that they wanted to read the same book along with their friend. This

student asked for two books on their bookshelf that were identical to the ones assigned to their friend so that when they read during the independent reading block, the two of them could read the books simultaneously.

Teacher Guidance/Influence During Conferences. Collaboration occurred between the students and myself during the conferences as we organized and created the students' PRPs. During the process, students would often rely on my guidance to help them think of topics, select appropriate books, and set a specific number of books for their bookshelves. I coded the teacher notes according to conference number to look for patterns and changes that emerged as the meetings progressed. I noticed students heavily relied on my guidance during the initial conferences. For example, during Rachel's first conference, she did not know what kinds of books she wanted to read. I suggested reading animal books after she indicated she liked animals. After more prompting, she settled on books about rabbits and bunnies.

I suggested how many books to start with for students' first bookshelf based on how many books students had read during the 2-week preintervention phase. I also used the MAP reading assessment data to determine students' reading levels when selecting appropriate books.

During the initial conferences with Josiah and John, their requested topics were not available. I suggested similar topics that were more likely to be on myON. The students used these suggestions when creating their bookshelves. I would assist other students in similar ways during the conferences. Often, students knew a topic they wanted to read about but were not sure of the proper search terminology. For example, Donnie wanted to read about "the inside of people," so I helped him navigate to a series

on the human body. John wanted to read about “Army ships,” and I helped him search Navy ships and submarines.

Students also looked for books similar to the ones I read in class. During his fourth conference, Jim requested that I add the twisted fairy tale books like the ones I had read in class the previous week. Evie wanted to add Junie B. Jones books to her bookshelf because I had read a chapter book from the series to the class, which she enjoyed. The myON library did not have any Junie B. Jones books so I suggested a similar series with a young female lead. These conferences were intended to be student-driven, with participants selecting books based on their interests, but at times I had to step in to provide direction. These interactions encouraged a positive student–teacher relationship, which further increased student motivation and allowed students to access books they otherwise would not have been able to find on their own (L. Taylor & Parsons, 2011).

Teacher Redirection. Like the preintervention, the intervention observation did require teacher redirection for students’ off-task behaviors. Rachel, Lawrence, and John all required teacher redirection to get back to their assigned tasks. During Lawrence’s second observation, I noted that he “starts to talk to peers instead of reading and engaging in off-task behavior. After 1 minute of talking teacher redirects the student to read and he returns to his book.” Rachel was sitting on the rug with her Chromebook and not logging in during her observation; several students did this, so I addressed the whole class to remind them to start their independent reading. John was observed playing with his book for an extended period instead of reading during his second observation and I had to correct him. I recorded that interaction in the observation notes, explaining, “After two

minutes he starts playing with the book itself making it stand up, spinning it, sliding it around, etc. The teacher corrects this behavior after 1 minute and reminds the student of rules and expectations during independent reading.”

All of these behaviors stopped after I gave the first warning and there were fewer occurrences of teacher redirection in the intervention phase compared to the preintervention phase. All these instances of teacher redirection happened during the second observation. Teacher redirection was not required during the third observation. However, any type of redirection is not ideal when creating a positive reading environment. It interrupts other students and causes a negative interaction between the teacher and student.

Off-Task Peer Interaction. During the two observations recorded, two interactions were coded as student talks to peer, not about reading. Josiah started talking to a peer next to him during his observation, but the conversation was short as the peer continued to read and ignored Josiah’s off-task behavior. I recorded this second observation interaction by writing, “Sits next to another student on the rug and starts talking to the other student about recess. Other student responds briefly but then continues looking at their own Chromebook.” As noted previously, Lawrence spoke to a peer next to him for over a minute during his observation. I redirected him to get back on task and stop talking. He stopped and resumed reading his print book. There was far less off-task peer conversation in the intervention when compared to the preintervention; this meant students could read for more time and there was a reduced amount of distracting conversation in the classroom during independent reading.

Book Choice and Control

Codes that referenced students' choices in the books they wanted to read or had read were sorted into the theme of book choice and control. This theme also captured the instances where students were demonstrating control over the direction of their reading routines and procedures. Book choice remained an important factor in students' reading routines throughout the intervention and proved to contribute to their motivation to read (Jones & Brown, 2011; Turner & Paris, 1995). Students are more intrinsically motivated to read when they have a choice in what they are reading. They can select materials that cater to their interests and find texts that apply to their needs and may help them in the future. During the intervention observations, students were seen selecting a variety of texts to read. In the interviews, students gave reasons for choosing their reading materials, and in the teacher notes, students requested several types of books to include in their PRPs and gave reasons for their choices. The categories materials/texts, book choice predilection, intentionality and justification for book selection, and preference for using myON independently all fit into the book choice and control theme and reflect the importance of book choice and control of reading materials to students.

Materials/Texts. The category materials/texts encompasses all of the topics, genres, and formats of books students read or wanted to read during the intervention phase. I used the observations and teacher notes to code these different types of books. During the preintervention observations, only one student read from e-books; during the intervention, there were 13 occurrences of e-book reading between each of the two rounds of observations. The students read nonfiction and fiction e-books from myON, and one student was observed reading graphic novels. Students also read print books

during the intervention observations. Students read both fiction and nonfiction books, three students read a print graphic novel, and one read a book that I read in class. Students choosing to read this variety of texts shows the importance of keeping many sources available in the classroom, so students have many from which to choose.

The teacher notes recorded throughout the PRPs solidified this desire to read various materials from different genres over different topics. In total, throughout all meetings, students requested 43 topics to search for from e-books. Students requested to read fiction e-books, nonfiction e-books, graphic novels, and chapter books. Some of the most frequently requested topics included sports, cars, holidays, animals, athletes, superheroes, seasons, games, and e-book versions of print books they had seen or read.

Book Choice Predilection. This category was formed based on students' responses to the interview question, "Do you like choosing books for you to read? Why or why not?" All students answered yes, stating that they liked choosing the books they read. Students gave various responses for why they choose reading, with most focusing on the types of books they chose and not the choice and control associated with choosing. Students responded that the books they chose were "fun," "had jokes in them," could be both fiction and nonfiction, and "looked cute." Dion explained, "I choose good books." Jim was particularly excited to explain he liked choosing books "because they're from the library and those books are super cool and amazing of course."

Intentionality and Justification for Book Selection. During the PRP conferences, students gave reasons and justified why they chose certain books. The teacher notes were coded as student gave reason for selections in both the first and third conferences. For example, in her first meeting, Carrie explained that she wanted to read

nonfiction hamster books because she wanted a pet hamster, and should she get one, she would know how to take care of it. Dion wanted books about soccer because he liked to play soccer at recess and wanted to learn about the sport's rules and how to get better. Justifying their selection and showing that they know what they are reading is relevant to their lives further explains student motivation to pick specific topics to read (Keller, 1987).

One behavior that continued throughout conferences with many students was the desire to give their bookshelves a “theme.” Students would often intentionally select one topic for their bookshelves because they wanted all the books to be similar. Once students selected all of these books, they would look at the bookshelf and enjoy the aesthetics of how these “same theme” bookshelves looked. For example, during his third conference, Donnie assigned his bookshelf the theme “humans and robots” after selecting human body e-books and a couple of robot e-books. Lawrence, John, Gregg, and Evie all limited their searches and commented about wanting all books on a theme or topic. Gregg explained in his fourth conference that he wanted his myON bookshelf to look like the library shelves with similar books lined up. He chose all graphic novels about space for this bookshelf and liked how they looked next to each other once we published the shelf. This “theming” of bookshelves could indicate a student’s desire to order books or replicate how books are organized in the library. Either way, this feature of myON excited students and allowed their bookshelves to feel more customized.

Preference for Using myON Independently. The category preference for using myON independently was formed from the answers students gave in the interviews when asked the question, “Do you want to keep having PRP conferences and bookshelves on

myON or would you rather go back to using myON on your own?” Three students, Rachel, John, and Donnie, indicated they preferred using myON on their own over selecting books to read through the PRP conferences. Rachel confirmed that she preferred to use it independently but could not explain why, saying, “because I like to read them [books].” John noted that he preferred using the suggested book feature of myON to help him select books instead of the bookshelves. Donnie explained that he liked using myON on his own because he felt he got to read more books from the platform without the PRPs in place. Students were allowed to use myON independently and were not limited to exclusively using their PRPs during the intervention. This allowed students more choice and control with their reading. These two students showed that allowing for this preference is beneficial because it gives students control over their reading routines and materials (Marinak, 2013; McGeown et al., 2016).

Engaged Reading Behaviors

Throughout the intervention, students demonstrated their engagement while reading and talked about the amount they read during the student interviews. In addition, students showed they could be engaged while reading both print books and e-books in class. The categories that represented students’ engaged and focused reading included reading strategies, focused reading, amount students read, and unfocused reading.

Reading Strategies. As in the preintervention phase, students demonstrated different reading strategies that allowed them to decode and comprehend text in this phase. Students using these strategies showed their commitment to understanding what they were reading and their interest and engagement in the story. Students were observed reading out loud/whisper reading both print books and e-books. During Gregg’s

observation I wrote, “Gregg goes back to whisper reading book to himself.” Dion was observed “whisper reading *Hop on Pop*” and I later noted “he is whisper reading out loud every page.” This strategy allows readers to hear themselves read and helps them guess unknown words based on context clues or syntax in a sentence (Wright et al., 2004).

Three students were also observed rereading print books, which allows students to build fluency and better understand a story. During Gregg’s third observation I saw him “changing the voices while reading to fit the character quotes” while he was reading. This strategy helps build reading fluency and comprehension and demonstrates a reader’s enjoyment as they get into what Atwell (2007) described as the reading zone, or the state of focused reading students can get into as they fully engage in a text.

Focused Reading. Similar to the preintervention analysis, the category of focused reading included the code reading for an extended time. However, during the intervention period, this category included reading both print books and e-books for an extended time without interruption. This focused reading demonstrated students’ engagement as they remained on task and committed to reading for an extended time (Guthrie, 2004). In addition, reading the whole story reflected their interest in what was being read. Two students were observed reading print books for an extended amount of time and six students were noted reading e-books for this extended time. It was not noted whether or not students finished the books they were reading. However, the codes reads all the words on a myON book and reading all of the words in a print book were used to describe students who were attentively reading a whole page of text in their books, and understood and were engaged with the story (Skinner et al., 2008).

Amount Students Read. During the student interviews, students spoke about at-home reading behaviors and how much they read at home. These students' commitment to read for an extended time at home showed they were motivated to incorporate reading into their at-home routines (Law, 2008). For example, Carrie spoke about reading the entirety of her AR book when she was at home. Dion spoke about reading for a long time whenever he was at home. These students' reading routines at home and the pride they exhibited when sharing these behaviors showed they enjoyed reading at home and were engaged in the task.

Unfocused Reading. Despite many students showing engagement while reading during the independent reading block in the intervention phase, some participants still appeared unengaged in the books they were reading. Unfocused reading is the category that referred to students who were flipping through a story absently looking at pictures and not attempting to engage with the text. As explained in the preintervention section, this unfocused reading is not developmentally appropriate for first-grade students at the end of the year. Instead, these students should have been attempting to decode the words in their stories to better understand and engage with the text's message.

There were two coded instances of students participating in unfocused reading with a print book and one student who appeared to be absently reading while looking at an e-book. During John's second observation he was looking at a print book when I wrote, "Looking at pictures flipping through those books at the same time not reading words." Later I noted he "continues just flipping through the book and looking at the pictures of just one book leaving the other by his side." Josiah was seen doing something

similar during his second observation, “The student is just flipping through the book at random and looking at the pictures.”

During John’s third observation I noticed, “The student is reading from myON bookshelf above-level books not listening to the words being read.” Later I wrote:

The same behavior is occurring in the next book he is flipping through the pages of the e-book but not listening or reading the words or having the words read to him just looking at the pictures is spending time on the page as though observing pictures.

Though this unfocused reading is not ideal, there were fewer instances in the intervention period of this type of reading than in the preintervention period. Also, there were no recorded instances of students exhibiting inattentive behaviors like wandering around the classroom or staring off during either of the observations in the intervention phase.

Importance, Prioritization, and Opinion of Reading

This theme reflects students’ expressed views of the importance of reading, how they prioritized reading over other tasks, and their overall opinions toward reading. Students explained throughout the intervention that they thought reading was important and would help them as they got older. This theme also reflects statements regarding how students felt about reading. Their perceived importance and opinions were even highlighted or contradicted by their reading routines at home. Those who choose to engage in reading practices at home reflected their understanding of its importance. In contrast, those who did not read at home and instead engaged in leisure activities showed that reading was less important than initially communicated. This theme was made up of

the categories (a) back on task, (b) positive emotion/expression about reading, (c) high value placed on reading, (d) benefits of reading, (e) reading routines at home, (f) positive opinion of reading, (g) engaging in tasks that are not reading, (h) negative opinion of reading, and (i) avoids/ignores reading at home.

Back on Task. During the observations, students were at times distracted from reading. However, many of these students chose to resume reading after the distraction or task, demonstrating how essential reading is and how much they prioritized it over other behaviors. For example, two students decided to take AR quizzes on books they read on myON during their observations. Both students, Dion and Donnie, returned to reading after taking their quizzes and remained on task for the rest of their observation. As previously mentioned, Gregg returned to reading after the second observation. I noted this interaction, “Does get up after 2 minutes, comes to the teacher, and asks help reading the word ‘invitation.’ The teacher reads and he returns back to his seat and continues reading.” Carrie, John, Josiah, Dion, and Evie all returned to reading after talking or getting help from peers. These students’ commitment to getting back on a task shows they acknowledged the importance of reading and reading routines during the independent reading block.

Positive Emotion/Expression About Reading. In both the intervention observations and the teacher notes, I used emotion coding to code students’ positive emotions while reading or talking about reading. The code emotion: humor (laughing) was coded five times during the observations as students found humor in their books and were observed giggling or laughing at their texts. Jim shared what he found humorous in his story with me. He said, “Oh my god, that is so funny,” then looked to me and said,

“Hey, he has a really silly name you should look.” In both observations, Carrie shared what she was laughing at with another student, and both students giggled together before returning to their books. John, who was typically a quiet and reserved student, at one point during his observation exclaimed, “Oh my god, look at that one!” and proceeded to laugh for several seconds.

During the observations and the PRP conferences, students also expressed excitement about reading. During the observation, Dion excitedly said, “another Dr. Seuss book,” before trading his print book with another student to read. Both Rachel and Donnie expressed excitement about starting a particular book on their bookshelves during the PRP conferences once they finished their conference and returned to reading. These positive expressions showed students’ enjoyment of reading and the reading routines in class. Students who have a favorable opinion of reading read more and recognize its importance (Ley & Trentham, 1987; Worrell et al., 2006).

High Value Placed on Reading. Nine of the 10 participants expressed the high valued they placed on reading by explaining its importance. Most students expressed that reading increased their intelligence. Rachel stated “it makes you smarter,” and many other commented on reading helping them learn more information and succeed in school. Jim commented that he felt reading was important because it could be used as a calming alternative to other activities, saying, “Because it will help calm me down when I’m playing doing fun things.” Finally, Dion felt reading was important “because the next day you can take an AR test and you can read different dots and stuff.” This shows he felt reading was an essential part of his routine and goal setting and he found value in the variety of books and available levels. These different reasons learners gave for the

importance of reading show how students define value, and believe the activity can prove beneficial in various capacities (Eccles et al., 1983; Marinak et al., 2013).

Donnie did prove to be the one student who answered that he felt reading was not important. However, his answer and reason had less to do with the importance of reading and more to do with his own view of himself as a reader. Because of this, his answer was categorized with the self-efficacy answers and self-concept responses.

Benefits of Reading. Students also expressed the benefits of reading and explained how they thought reading could help them in the future, further indicating their views of its importance (Wigfield & Eccles, 2000). Students pointed out reading could help them be successful in grades to come as they got older, and some mentioned reading helping them with future employment. Evie explained that reading would help her most when she got older because she wanted to “read to my children.” Students’ acknowledgment that reading is a lifelong skill further motivates them to read and practice (Rosenzweig et al., 2019).

Reading Routines at Home. Six of the 10 participants answered that they read at home when asked in the interviews, “Do you read when you have nothing to do at home or do you do other things?” Students provided a variety of reasons for why they read at home. For example, two students indicated reading at home made them more intelligent, and two students mentioned it was fun to do when they were bored. Dion talked about how it was essential to read his AR books at home so he could take his AR quizzes when he returned to school.

Students answering that they read at home instead of participating in other activities shows the value they place on reading (Baker & Scher, 2002). They recognize

that reading will benefit them in ways other activities or tasks do not. Baker and Scher (2002) also explained the importance of establishing at-home reading routines with students to encourage a positive school connection and solidify reading's importance both inside and outside of school (Baker et al., 1997).

Positive Opinion of Reading. When asked if they liked reading, nine of the 10 students answered that they enjoyed reading. Three of the students answered that they liked it because it was a fun activity. Three students mentioned that they liked reading because it made them smarter and helped them learn more. The other three students indicated they enjoyed reading because of the kinds of books they read. Students mentioned having favorite books, fun books, and liking the “words and pictures” in the books they read. Again, these answers show most students had a favorable opinion and attitude toward reading at the end of the intervention period.

Engaging in Tasks That Are Not Reading. There were fewer instances of students engaging in tasks that were not reading during the intervention observations than there were in the preintervention observations. Still, two students were observed choosing to engage in other behaviors besides the appropriate task. John was observed playing with his books instead of reading them. During his second observation I noted, “After two minutes starts playing with the book itself making it stand up, spinning it, sliding it around, etc.” He did resume reading but only after I redirected him. Josiah was observed walking around the classroom looking at different students after aimlessly flipping through a print book. I wrote during his second observation that he “leaves the area after 1 minute and starts walking around the room with the book.” Both of these students were

flipping through print books when they started their off-task behaviors. No students reading from myON engaged in off-task activities.

Negative Opinion of Reading. Donnie proved to be the outlier in his response, stating he did not like reading. He explained that he did not like reading “because it’s not like reading because not because it’s a little boring for me.” Donnie’s responses in the MMRP and the ERAS about his opinion of reading showed similar answers. However, Donnie did show an increase in the amount of time he used myON from the preintervention to the intervention phase of this study, indicating the PRP affected his desire to read from myON. However, this answer indicates his overall attitude toward reading did not improve, and he still found reading uninteresting.

Avoids/Ignores Reading at Home. Four students indicated during the interviews that they preferred to do other things at home besides reading when they had nothing else to do. Both Donnie and Josiah talked about preferring to play video games at home. John mentioned that he liked to make decorations and do arts and crafts when he was home. Evie spoke about preferring to go to the playground to play instead of reading when she had nothing else to do. Though mentioning that they chose to do other things does not mean they did not think reading is important, it is just that if they had indicated that reading at home was a high priority for them, it would further demonstrate its value.

Success, Goal Setting, and Reader Self-Concept

Theme 5: Success, Goal-Setting, and Reader Self-Concept reflected how students set goals, accomplished goals, and whether or not they experienced success. Experiencing success is important to building a reader’s concept, which is the belief that they are a reader and will be successful when faced with challenging tasks while reading (Seifert,

2004). Students demonstrated their self-concept through the actions and choices in the observations, during PRP conferences, and in their responses in the student interviews. Through these data sources, the categories of book completion, AR books/AR goals, positive self-concept, negative self-concept, electing to take reading comprehension quizzes, quiz avoidance, behaviors of students who did meet their goals, behaviors of students who did not meet their goals, and student-initiated goal-setting behaviors emerged.

Book Completion. Throughout the intervention observations, students were observed completing both e-books and print books. Reading a book cover to cover and finishing gives the student a sense of success and increases their self-concept because they set a goal to complete a difficult task. Three students were seen finishing e-books during their observations. During John's third observation I wrote that he "finished the book and moves on to another story." During Donnie's third observation I noted his reading behaviors, stating, "He's listening to the words using the text to speech using his headphones, he finishes the book." During Rachel's second observation I observed, "The student finishes this book and selects another from the bookshelf." When a student completes a book on myON, two checks appear on the screen. These two checks are only awarded if students read each page and spent an appropriate amount of time on each page, indicating they read all of the words. If a student just quickly clicked through the book, they would not receive these checks.

Two students were observed staying on task and finishing print books as well. During Jim's third observation I wrote, "The student finishes this quickly, goes to the shelf, and gets another print book." I also wrote during Dion's third observation, "He

asks a peer for help reading a word she helps him, and he returns to finish the book.”

Book completion not only shows focused reading but also indicates students were engaged in the story they were reading and wanted to finish the books in their entirety.

AR Books/AR Goal. Students referred to AR, their AR books and goals, and demonstrated behaviors that showed these concepts were part of their reading routines throughout the student interviews and observations. During the observations, Dion, Donnie, and Rachel took AR quizzes on books they had read on myON. Once a student completes a book through the myON program, a button appears that allows them to take the coordinating AR test on the book should they choose to do so. The program then automatically logs them on and starts the quiz so they can quickly take it and then resume reading. During Donnie’s second observation I wrote,

The student is taking a quiz on a book that he has just read on myON. After finishing the quiz, he comes to show me that he made a 100% and that he only needs two more books to meet his AR goal. I congratulate him and he returns to his seat.

During Dion’s second observation I recorded,

The student is taking a comprehension quiz on a myON book that he has just finished reading. The student gets up and comes up to me to show me his score. He is made a 100% on the quiz this has allowed him to meet his AR goal which earns him an ice cream pass. I give him the pass and congratulate him.

After taking the quizzes, Donnie and Dion talked to me and their peers about their quiz and AR goals. Rachel was the third student to attempt an AR quiz and during her third

observation I wrote that she “finishes the story and starts taking the AR test that goes along with it. Gets two out of the three questions correct on the AR test.”

During the student interviews, participants mentioned their AR books or AR goals related to their reading routines. For example, Dion and Lawrence both mentioned reading at home and taking quizzes so they could meet their AR goals. Dion explained that he thought reading was important “because so the next day you can take an AR test and you can read different dots and stuff.” The reading routine of reading a book every day, taking a test, and then getting a new book was important to him; he also appreciated the variety of “dots,” which refers to the levels of books he could read. Mentioning AR goals and AR books shows how goal setting and reading routines can guide a reader’s reading. Meeting these goals can give the reader a sense of success and further increase how they view their ability as a reader (Spinath & Steinmayr, 2012).

Positive Self-Concept. A reader’s self-concept indicates whether or not a child sees themselves as a reader and believes they are a good reader (Nevo & Vaknin-Nusbaum, 2020). In the interviews, the participants mentioned different views and actions that exhibited a healthy self-concept. Students talked about the amount they read, with many talking about “reading a lot” and “reading every day,” indicating reading was a part of their everyday routine. Students also spoke about their self-efficacy and the high confidence they had as readers. Students spoke confidently about their abilities with the statements, “I read all the words,” “I know how to read,” “I know a lot of words,” and “I’m smart and I know how to read.” These comments show readers had confidence in their ability after the intervention and indicate they will have a high level of reading

motivation because of this confidence (Henk & Melnick, 1995; Nevo & Vaknin-Nusbaum, 2020).

Students also demonstrated a positive self-concept during their PRP conferences by asking to add more challenging and longer books to their bookshelves. For example, Gregg and Evie both requested more challenging and higher-level books to read. Seeking this challenge showed they had confidence in their reading abilities and anticipated success when they read (Gambrell, 2011).

Negative Self-Concept. Though most students demonstrated they had a positive self-concept as readers, two students indicated a low self-concept. Donnie answered “a little bit” when asked if he was a good reader, but his answer explained why he felt he was not a good reader. He said he “gets confused at all the words” and is not that great at reading. John answered that the questions he got on reading comprehension quizzes were hard, and he did not understand the books he read. This low reader self-concept appeared in other student answers in the interviews. These students did not like taking reading comprehension quizzes because they were too challenging, again showing their lack of confidence in their ability. Both of these students also answered that they did not like to read at home, indicating it was not a priority for them and they did not enjoy the activity.

Both Rachel and Lawrence showed lower self-concept during the PRP conferences by their choices while creating their bookshelves. Rachel elected to select all lower-level and “easy” books to read during her first conference. She did, however, select more challenging and age-appropriate books as the meetings progressed. During his fourth conference, Lawrence selected a lot of lower-level picture books. He explained that he wanted easy books so he could finish his bookshelf quickly. This indicates he did

not want to embrace the challenge of reading more challenging texts and found more success in completing a book quickly than in reading a difficult book.

Electing to Take Reading Comprehension Quizzes. The question, “Do you take the quizzes after reading books on myON? Why or why not?” addressed whether or not students elected to take AR quizzes after reading books on myON. All participants took AR quizzes on their print books throughout the year, but students did not have to take quizzes on myON books unless they chose to do so. Nine students confirmed that they did take quizzes after reading e-books on myON. Josiah, Carrie, John, and Jim all explained that they thought the quizzes were fun and something they liked to do. Josiah also explained that he thought the quizzes “help you get good at reading.” Carrie spoke about how she wanted to take quizzes every day. Dion, Lawrence, and Gregg talked about reaching their AR goal, and Evie answered that she took the quizzes because she knew the answers and they were easy.

Students were also asked if they thought the reading comprehension quizzes were easy or hard. Josiah, Evie, and Lawrence answered that they quizzes were easy because they read their books and knew the answers based on the story. Carrie confidently explained that her books were easy to read and understand, so her quizzes were easy. These students’ confidence toward the reading comprehension quizzes further shows they had most likely experienced success while taking these quizzes (Weiner, 2000). Dion, Gregg, John, and Rachel answered that they took quizzes but also felt the quizzes were challenging. Rachel could not explain why they were challenging, but Gregg and Dion explained that they were difficult because some contained many questions. Dion mentioned that if he did not read his book carefully, the quizzes were challenging. John

first said that if the quizzes were not in Spanish, they were easy, and he could understand what they were asking. But he later stated that sometimes he did not comprehend what the question was asking and where the answers were in the book. Even though these students found the quizzes to be challenging, they still elected to take them, which indicates they possessed the self-esteem to attempt difficult tasks (Gambrell, 2011; Ortlieb & Schatz, 2020).

Quiz Avoidance. One student, Donnie, spoke about how he did not elect to take the quizzes after reading books on myON. He answered:

I'm not the guy who don't takes too much tests like I don't take too much tests. I don't want I don't if its gonna read it and it its going to or when I have to take the tests on my bookshelves I and I have to do the tests every time I keep on clicking on the blue button it's actually not bringing me to the its actually not bringing me to the test area.

In this answer, Donnie explained that he did not feel like taking tests was a part of his identity, and it was not something he was capable of doing. He also mentioned some user issues with the program and how he could not get to the quizzes, which was frustrating. When asked if he thought the quizzes were challenging or easy, he answered that he felt they were hard because the program did not always read the questions to him and he could not read the questions on his own. Donnie gave other answers throughout the interview showing his lack of confidence in reading and explaining that he did not think he was a good reader. One contradiction to his answers about not taking quizzes or experiencing success was seen during his observations when he elected to take a quiz and

scored a 100%. This shows that though he may not have thought he took quizzes and experienced success, he sometimes did.

Behaviors of Students Who Did Meet Their Goals. While creating the PRPs through conferences, students who met their goals exhibited noted behaviors to indicate success and higher reader self-esteem. Donnie was especially proud when his name was called to have his fourth PRP conference. He turned his computer away from me, pulled up his completed bookshelves, and then smiled while he turned his laptop around to reveal his completed bookshelf. Some students did have trouble understanding that they needed to hit a button at the end of their story that read “finished book” to receive the completed check for that book on the bookshelf. Once students realized how to check books off as complete, many were excited when they noticed all books had a green border around them and there was a green check by the bookshelf. This behavior shows the happiness and sense of accomplishment students feel when completing a goal they set (Hakulinen & Auvinen, 2014; Senko, 2016). This further motivates them to set additional goals to work toward (Spinath & Steinmayr, 2012).

Behaviors of Students Who Did Not Meet Their Goals. Some students would not meet their goals at their 2-week check-in, and often these students would only have a few books left. Once the students discovered this, the students and I would usually agree to try to finish the bookshelf within the week and conference when completed. This worked for most students, indicating more frequent check-ins and reminders may be needed for students to meet their goals on time. Some students, however, provided reasons and explanations for why they were not choosing to read from their myON bookshelves. Dion explained that it took too long for his Chromebook to log in during

independent reading, so it was easier to read from a print book. He also enjoyed reading print books with his peers more than reading from his bookshelf. Donnie voiced that he enjoyed using myON and e-books but sometimes read other books instead of those on his shelf. Jim explained that he liked to skip around to different parts of books, and myON did not show the books as being read entirely and therefore did not indicate a finished shelf unless the students read all books thoroughly. Jim, Carrie, and Gregg also spoke about preferring print books, stating that they wanted to read certain books from the library that were not available on myON. Students, of course, had the choice not to read from their shelves. Still, these complaints about myON were a barrier to students participating in goal setting and achievement.

Student-Initiated Goal-Setting Behaviors. The teacher notes were coded according to the conference number to see if any changes occurred in students' behaviors from the first conferences to the final ones. One pattern that emerged was the amount of student-initiated goal setting that took place. In the first couple of conferences, I made suggestions for the number of books to include in students' PRPs and whether they should increase the number on the next shelf. Toward the end, many students initiated these conversations and chose the number of books to include on their shelves. Rachel and Gregg both requested more books in their third conference. Gregg sat down for his conference and immediately said, "I want to try for seven books. I want three soccer and four football books." During his last conference, Gregg chose longer books and a larger number for his final bookshelf. When I asked if he was sure he wanted that many books, he replied that he wanted a more prominent shelf and was okay if it took him a long time to complete it. This confidence and goal setting showed his high self-concept, control of

reading materials, and desire for challenge. Gregg and Lawrence both showed this initiative in their second conference as they requested more books to be added to their second shelves after completing the first ones. John and Donnie also requested more books than before during their third conference. Evie decided not to increase her bookshelf total past seven books during her last conference. She explained that it “took me a while” to finish her previous shelf and she did not want to select more books than she was capable of reading. Josiah, Jim, and Carrie gave a similar reason for keeping the number of books on their shelves the same during their third conference.

Unique Aspects of myON

The final theme, Unique Aspects of myON, was subsumed from the codes that focused on the positive and negative aspects of using myON with PRP conferences during independent reading. Though students were allowed to use myON independently during the preintervention, only one student did for a brief amount of time, and no data could be collected on the experiences. However, more students used the program during the intervention, so I used information from the intervention observation, student comments during the interviews, and teacher notes to develop themes about myON and its use. The following categories emerged from the codes gathered through these sources: (a) reading habits with myON, (b) positive aspects of myON, (c) negative aspects of myON, and (d) preference for personalized e-book reading plans.

Reading Habits With myON. In the intervention observations, students demonstrated different reading behaviors unique to using a reading program like myON. For example, the code student continues previously started book on myON was observed as a student logged in and immediately went to a book they started the day before.

Instead of needing to remember where in the print book they stopped, myON automatically saved their progress and allowed them to start where they left off. Several students, throughout the observations, used the text-to-speech feature on myON. Students were required to wear headphones while using this feature so as not to disturb other readers. During Evie's third observation I noted, "Starts next book and continues to read using the text to voice and headphones." Donnie was also observed wearing headphones during his third observation. I recorded, "He's listening to the words using the text to speech using his headphones he finishes the book." Josiah used headphones during his third observation while reading from his myON bookshelf. I noted, "He goes back to reading with headphones and using text-to-speech listening to every word before turning to the next page." This featured allowed students who were not as fluent readers to still enjoy reading. Rachel, Josiah, and Donnie all struggled to read words in print books during the preintervention but could engage in focused reading because of the text-to-speech feature.

Even though this feature was available, not all students used it, with many students simply reading along on the screen on their own. Dion was observed,

He then goes back to his desk and starts a new book on myON reading every page before returning to the next page he is not using headphones or the text to speech feature but instead following along with the words on the screen.

Evie was also observed not using headphones. During her second observation I wrote, "She is reading the words on the screen from the book without headphones she is not using the text-to-speech feature." This shows that both fluent and struggling readers can enjoy using the program at their own pace.

Positive Aspects of myON. Throughout the teacher notes, observations, and student interviews, positive aspects of myON and its features were present. These features helped students stay organized in their reading and helped keep their attention. For example, throughout the PRP conferences, students requested book topics to fill their shelves with texts that reflected their interests. Across all meetings, 30 requested student topics and genres were available and only six were unavailable. This shows the depth of myON libraries and the availability of student-interested topics. Another program feature students appreciated was the checks that appeared after completing an individual e-book, the green box that would appear around a previously read e-book, and the check that would appear after reading all books on a shelf. These earned indicators use gamification concepts to digitally reward students for working toward an outcome, help show students what they read, and provide a sense of success and satisfaction once their tasks are complete (Hakulinen & Auvinen, 2014).

During the interviews, students spoke about the different features of myON they found appealing. For example, John talked about liking the recommended book feature with myON. This feature would appear on the home screen of myON after he logged in and recommend books similar to the ones he had read. He spoke about preferring this feature over the PRP conferences as a way to select his next book.

Both Jim and John discussed liking the check awards after completing books. These two checks let them know they had read all pages of the book and spent an appropriate amount of time reading the book. Both boys talked about wanting to get the two checks after reading a book from their bookshelves. These different features helped students engage with and use the myON digital library effectively. These features are

unique to digital libraries and e-books and are not replicated with print books and physical libraries.

Preference for Personalized E-Book Reading Plans. During the student interviews, I asked the participants, “Do you want to keep having PRP conferences and bookshelves on myON or would you rather go back to using myON on your own?” Of the 10 students interviewed, seven responded that they would like to continue having the PRP conferences and bookshelves. In addition, students gave a variety of reasons why they wanted to continue having the bookshelves, many having to do with my guidance and others with the unique features of myON.

Lawrence discussed that he preferred conferencing because I stopped him from selecting Spanish e-books. When he used myON on his own, he sometimes would choose a book that was in the wrong language, and he could not understand it. Gregg spoke about liking the conferencing process of picking books with me. Jim talked about enjoying the completed checks he received after finishing books on his bookshelf. Dion liked that he was able to read new books instead of ones he had already read. Searching for books with a teacher introduced him to different titles. Carrie appreciated the choice offered through the conferences, and Evie liked the selection of nonfiction books she was exposed to during the meetings. Josiah appreciated the AR test tie-in with the books on his bookshelf, and he liked that he could read and take AR tests after reading. Because of these conferencing features, students were motivated to read from their bookshelves and use myON and its features.

Negative Aspects of myON. Though many students spoke about the positive features of myON, during the observations, student interviews, and teacher notes, some

negative aspects and technical issues with myON became apparent. During the PRP conferences, when searching for books, there were six instances where students requested topics that were not available. This was discouraging for students, especially when they had wanted e-book versions of print books they had wanted to read (Fractor et al., 1993). At times there were books available on searched topics but in a limited number. For example, Lawrence had wanted to read books about St. Patrick's Day because the holiday was coming up. When searching for books about this topic, only one was available. Another issue with the books available on myON was it was difficult to determine the size or length of a book. Donnie pointed out that he was cautious about choosing certain books because he did not know how big they were. Though myON does indicate the reading level and number of pages, young students struggle to interpret what this means as far as book size. John and Lawrence spoke about their anxiety over selecting a book in the wrong language. MyON offers many titles in Spanish and most have an identical English e-book. Even though these titles are in Spanish, students do not always recognize the foreign language and select books they cannot understand. This leaves readers discouraged and confused and causes them to exit the text and search for the correct English selection.

Finally, some students struggled to understand that when a book was completed, they needed to select a button to indicate they were finished with the book to "complete" their bookshelf. These types of performance errors occurred at the beginning of the intervention and were quickly addressed; still, this caused some students to think they were doing something incorrectly or were not finished with their bookshelf when they were.

At times, like with most technology, technical issues would emerge and cause myON not to function to its fullest potential. During his observation, Donnie encountered a technical error that caused his computer to freeze and made him unable to use myON. I recorded the instance stating,

The student selects a new book. However, the computer froze, and he had to log off and log back on this process took about two minutes. He started a new on-level book and continue to listen to the words being read.

This can be discouraging as it costs the reader time and can cause them to become unengaged with reading and start participating in off-task behavior (Eastin & LaRose, 2000). In general, students complained about the process of logging on during PRP conferences. One student noted that he preferred reading print books because it would sometimes take too long for his Chromebook to load. These negative aspects of using the program show why students would elect not to use myON and preferred reading print books. The issues with the program can be very discouraging to some students and cause them not to be motivated to read (Thompson & Lynch, 2003).

CHAPTER 5

DISCUSSION, IMPLICATIONS, AND LIMITATIONS

The purpose of this action research was to address my first-grade students' lack of motivation and engagement during their independent reading block by using PRPs with the digital library myON. In this chapter, I position the findings of this study with supporting literature regarding e-book libraries, motivational practices, and student engagement. The chapter includes a discussion section to address whether the four research questions were answered. In the implications section, I address the impact of this study within my classroom practice, others' classroom practice, and future research. Finally, I address the shortcomings and limitations of this study and provide suggestions for future research in this area.

Discussion

I combined and analyzed the quantitative and quantitative data collected through this study to answer the research questions. I considered the findings alongside previous research on motivation, engagement, e-books, and conferencing practices. The results are presented below and organized by research question: (a) Research Question 1: How and to what extent do the personalized e-book reading plans impact students' motivation to read? (b) Research Question 2: How and to what extent do the personalized e-book reading plans impact students' reading engagement? (c) Research Question 3: How might students' attitudes toward reading change after the personalized e-book reading plan

intervention? and (d) Research Question 4: How and to what extent do the personalized e-book reading plans impact performance on reading comprehension quizzes?

Research Question 1: How and to What Extent do the Personalized E-Book Reading Plans Impact Students' Motivation to Read?

Reading motivation has been extensively researched as educators attempt to determine what factors can drive students to want to read. I examined the quantitative and qualitative data sources and found patterns aligned with some of these reading motivation theories and factors of motivation. The sections (a) time spent reading, (b) choice and control, (c) collaboration, (d) self-concept, and (e) self-efficacy theory and goal achievement theory explain how the data from this study align with motivation theories.

Time Spent Reading

Increasing the time students spend reading is essential for developing their reading ability. Individuals who spend more time reading have higher reading comprehension abilities than those who spend less time reading (Locher & Pfof, 2020). In addition, students with higher reading motivation read more frequently and for more extended periods than those with lower reading motivation (Gardiner, 2001; Wigfield & Guthrie, 1997; Wigfield et al., 2008). Because of this, educators are committing to encouraging their students to read as much and as often as possible.

I used time logs in this study to track the amount of time students spent reading on myON. The program was available for use before the intervention, but once the PRP conferences were put in place, time spent reading increased from the preintervention ($M = 14.31$, $SD = 21.99$) to the intervention ($M = 55.50$, $SD = 27.29$). The independent

reading time block stayed constant, but the PRP conferences motivated students to read from the myON program instead of reading print books or engaging in off-task behaviors.

The qualitative data analyzed in this study confirmed this trend. When comparing the preintervention and intervention observations, the preintervention observations showed students spent more time engaging in tasks that were not reading, whereas the intervention observations revealed students were engaging in more focused reading. This increased time spent reading on myON further shows the impact of the PRP conferences on students' motivation to read and aligns with Ciampa's (2012) study that indicated students spend more time reading with e-books than engaging in avoidance behavior.

Choice and Control

Choice remains a critical factor in reading motivation (Jones & Brown, 2011; Turner & Paris, 1995). One of the appealing factors when using e-book libraries in classrooms is the broad range of book choices available.

Student interview answers demonstrated how vital choice in the materials is to students as all explained that they liked choosing their books (Marinak, 2013; McGeown et al., 2016). Later, when asked why they enjoyed making bookshelves during their PRP conferences on myON, several students indicated they liked the choice in books available. The teacher notes also reflected that students appreciated this choice and having autonomy over the books they read. During the initial PRP conferences, the students relied on me as the teacher to guide their decision making when adding books to the shelves. However, as the meetings progressed, more students took control of the conferences and initiated conversations about the books they wanted to add to their

shelves. Students making these types of decisions shows they are invested in their success as readers and indicates their enjoyment of reading and the value they place on reading.

These data sources show that choice in materials was essential to students. Even if the PRP conferences were not the source of this perceived value, they helped foster this choice in reading material and gave students control over their reading. These data align with Roskos et al.'s (2014) findings that e-book libraries' browsing features and choice of books available increase students' engagement with the texts and motivation to read.

Choosing to read instead of engaging in other behaviors reflects motivation to read. As previously stated, a noticeable decrease in off-task behavior from the preintervention to the intervention observation was noted as students chose to spend more of their independent reading block engaging in focused reading instead of choosing off-task behaviors.

Unfortunately, this in-class trend of choosing to read over other activities did not seem to unfold outside of the independent reading block. For example, when asked during the student interview whether students liked to read or do other things at home when they had nothing to do, only six chose to read during this free time. Also, when asked, "Do you like to read when you have free time?" during the administration of the MMRP, students' scores decreased from the preintervention ($M = 2.70$) to the intervention ($M = 2.50$). This is disappointing, as students who engage in reading routines at home have been shown to outperform their peers who do not read at home (Baker & Scher, 2002; Baker et al., 1997). Engaging in at-home reading behaviors also indicates reading motivation (Law, 2008; Union et al., 2015). Ideally, the PRP conferences would

have influenced students into choosing to read during the independent reading block and during their free time at school and at home.

Collaboration

Previous research has shown collaboration with others and social learning opportunities increase students' motivation (Guthrie & Wigfield, 2000). Throughout the preintervention and intervention observations, students talked with peers about their reading, shared their books, and participated in peer reading. During the preintervention, students did this with print books. During the intervention, students were observed doing this with both e-books on myON and print books. This study aligns with previous research that showed students are just as motivated to read e-books with their peers as they would with a print book during participant observations (Korat, 2010; Reid, 2016). Students also enjoy talking about their reading experiences using e-books and participating in peer tutoring (Ihmeideh, 2014; McCarrick & Li, 2007; Shamir & Shlafer, 2011). This peer reading and interaction further motivates students to read and share the experience with others (Boushey & Moser, 2014; Lee, 2014; Monteiro, 2013).

The MMRP Literacy Out Loud subscale reflects students' thoughts on reading with others and sharing their reading experiences with others. Students revealed they liked reading with peers, reading aloud, and sharing their reading experiences during both the preintervention and postintervention administrations. However, there was no significant difference between preintervention and postintervention scores. These mixed results show that though students may have demonstrated different forms of collaboration indicating increased reading motivation, further research must be conducted to determine whether the PRP conferences had an impact.

Self-Concept

Self-concept refers to how readers view themselves as readers (Henk & Melnick, 1995; Nevo & Vaknin-Nusbaum, 2020). Readers with a higher self-concept believe they are successful readers and are more motivated to read (Gambrell, 2011; Nevo & Vaknin-Nusbaum, 2020). Improving a reader's self-concept is a goal of educators as it increases reading motivation. In conducting this study, I hoped to show that the PRP conferences increased students' self-concept as readers as they had control over their reading, successfully finished bookshelves, and successfully passed comprehension quizzes.

Some students demonstrated a high reader self-concept during the observations as they read books, completed bookshelves, and took AR tests. During the student interviews, eight students answered that they thought they were good readers and could explain this opinion due to their reading abilities. However, the MMRP Self-Concept subscale showed there was no significant difference between the preintervention ($M = 12.10$, $SD = 2.56$) and postintervention administrations ($M = 12.40$, $SD = 2.41$). Even though the class average scores increased slightly, there was not enough significance to show that the PRP conferences had a positive effect on students' self-concepts as readers.

Increased Self-Efficacy

Achievement goal theory is a motivational theory used to explain that setting and accomplishing goals increases an individual's motivation (Ortlieb & Schatz, 2020). Achieving a reading goal can increase a reader's self-efficacy as they can see that they can complete a challenging task (Colvin & Schlosser, 1997; Denner et al., 2019). An increase in self-efficacy can increase motivation to take on other demanding tasks

because the individual has the confidence to believe they will be successful (Tschannen-Moran & McMaster, 2009).

The teacher notes revealed both goal-setting behavior and an increase in students' self-efficacy. As students made new goals throughout the intervention, they increased the number of books to read and chose more challenging books to add to their bookshelves. The increased time spent reading on myON indicated by the time logs demonstrated students' work and commitment to meet their goals of finishing the books on their bookshelves. Students were motivated to accomplish their initial goals by reading their assigned books. Still, once completed, they continued to set new and more challenging goals, indicating increased reading motivation through the intervention (Schunk, 2012).

Student observations during the intervention revealed students celebrating successful goal accomplishment as students passed reading comprehension quizzes and met AR goals. In addition, during the student interviews, students talked about meeting their AR goals and how they read at home and school to accomplish these goals. These data demonstrate that the bookshelf intervention and PRP conferences were successful at helping students set goals and increase their self-efficacy, further motivating them to read (Guthrie, 2004; Seifert, 2004).

Research Question 2: How and to What Extent do the Personalized E-Book Reading Plans Impact Students' Reading Engagement?

Reading engagement refers to when students are involved in focused and uninterrupted reading for a period (Marchand & Furrer, 2014; O'Brien & Toms, 2008). Students who are engaged in what they are reading comprehend the text better than those

who passively read a story. Through this research study, student engagement was seen through (a) time on task and the (b) engaged reading behaviors students exhibited.

Time on Task

One indicator of students engaged in reading behaviors was the increased time students spent reading during the intervention. This time on task is important as those who spend more time involved in their reading have higher reading motivation (Gardiner, 2001; Wigfield & Guthrie, 1997; Wigfield et al., 2008). In addition, students who spend more time reading also have higher reading comprehension and ability (Locher & Pfof, 2020). Student observations revealed students spent more time reading and less time engaged in off-task behaviors during the intervention than they did during the preintervention. When students engaged in off-task behaviors, this took time away from engaged reading, distracted other students, and required teacher redirection. Quantitative data support this idea because the time logs showed the time students spent reading on myON increased during the intervention, revealing more time for engaged and focused reading on the program.

Engaged Reading Behaviors

During the observations, students were seen participating in behaviors that indicated engagement. For example, students were observed using decoding and comprehension strategies that demonstrated their engagement as they attempted to make meaning of the text instead of just passively reading. These strategies were observed in both the preintervention and intervention observations.

Students were observed passively looking at print books during the preintervention observations and not engaging with the text. This was because many of

these students could not read the books they had chosen and thus could not engage with the story. This behavior was seen far less during the intervention as more students could use the myON text-to-speech feature and have the books read to them. This behavior aligns with Gonzalez's (2010) finding that e-book features like text-to-speech help young readers and struggling readers stay engaged with a text and comprehend what they are reading.

I used the REI to measure student engagement during the preintervention and intervention observations. Even though descriptive statistics revealed an increase in the average student's reading engagement scores from the preintervention phase ($M = 25.60$, $SD = 9.59$) to the intervention phase ($M = 28.10$, $SD = 8.43$), a paired-samples t test revealed the data were not significant. These mixed results indicate that though the qualitative data showed increased student engagement, the quantitative data results showed no effect.

Research Question 3: How Might Students' Attitudes Toward Reading Change After the Personalized E-Book Reading Plan Intervention?

Reading attitude is a contributing factor to reading motivation. Students who have a better attitude about reading and a higher opinion of reading are more motivated to read (McKenna & Kear, 1990). The categories of (a) opinion of reading and (b) value of reading reflect how students' views of reading were expressed throughout the study and how this affected their reading motivation.

Opinions of Reading

A reader's thoughts and opinions about reading are indicative of their motivation to read (Ley & Trentham, 1987; Worrell et al., 2006). Enjoyment of reading is a large

contributor to students wanting to pick up a book and start reading. Leisure reading is described as the reading an individual does for pleasure and enjoyment as opposed to the reading for information or work (Locher & Pfost, 2020). Those who read for pleasure tend to read more often and show higher reading motivation (Locher & Pfost, 2020; Lockwood, 2009).

The qualitative data support that most students in class have a positive attitude about reading. During the interviews, students expressed their positive opinions of reading. Eight students explained that they liked to read and provided different explanations as to why. Six students explained that they liked to read when they had nothing else to do at home, indicating they had a positive opinion of reading and found it enjoyable. However, though these data indicated that at the end of the intervention students had a high opinion of reading, they do not necessarily point to the PRP conference intervention as the source of this favorable opinion as several reading routines and instructional procedures contributed to these opinions toward reading.

Quantitative data collected in to address this research question did indicate an increase in participants' opinions toward reading. The ERAS was administered during both the preintervention and intervention phase and a non-parametric Wilcoxon signed ranks test was run for the data. The results showed postintervention scores were significantly higher than preintervention scores. Descriptive statistics also showed higher class average scores from the preintervention ($M = 28.60$, $SD = 7.10$) to the intervention ($M = 32.60$, $SD = 7.89$). These data indicate that after the intervention, students had a more positive attitude about reading.

These results show the PRP conferences contributed to a more positive opinion of reading among the participants. These results align with Ciampa's (2012) study that showed implementing e-book platforms into reading routines increases students' opinions of reading and desire to read independently. The encouragement students received in the PRP conferences, the choice in materials, the features of e-books, and the sense of accomplishment and success students felt after finishing their books and shelves could have all played a part in improving how students felt about reading.

Value of Reading

Students also shared their perceived value of reading throughout the research study. Research indicates individuals who value and understand the importance of reading are more motivated to read (Eccles et al., 1983; Marinak et al., 2013). In addition, students who understand that reading is an important skill to develop and will help them throughout their lives are more motivated to read and grow their reading abilities (Rosenzweig et al., 2019).

During the student interviews, nine students answered that they understood that reading is important. Students explained that reading is an important skill because they will need to know what they are reading in future grades. Students also explained how reading would help them into adulthood and follow them throughout life.

Students also demonstrated the value they found in reading by choosing to read over engaging in other behaviors. For example, six students expressed that they read at home when they had nothing to do. Choosing to engage in reading routines instead of other activities shows students understand the importance and value of reading and practicing the skill.

The final subscale of the MMRP was the Value subscale. These questions measure students' perceived value in reading. Descriptive statistics revealed a slight increase in class average scores for the Value subscale between the preintervention ($M = 23.10$ $SD = 4.31$) and postintervention ($M = 23.80$, $SD = 3.74$) administrations of the test. However, this increase was non-significant according to a paired-samples t test.

These data indicate that though many students had a healthy perception of the usefulness of reading, the intervention did not affect the value they found in reading in any measurable way. These results do not align with Marinak's (2013) finding of an improved value in reading when implementing choice and collaboration practices into independent reading practices. My results show some indication that students found some improved value in reading, but not enough data indicated a significant impact.

Research Question 4: How and to What Extent do the Personalized E-Book Reading Plans Impact Performance on Reading Comprehension Quizzes?

The final research question addressed student performance on reading comprehension quizzes and the number of quizzes students took. Students who are more motivated to read and engaged in what they are reading demonstrate better performance on reading comprehension assessments (Kusdemir & Bulut, 2018; Taboada et al., 2009; Vaknin-Nusbaum et al., 2018). Self-efficacy theory also explains that students with higher reading motivation will take more quizzes because of their increased confidence and anticipation of success than their less motivated peers (Tschannen-Moran & McMaster, 2009). The following sections describe how the (a) number of quizzes taken and (b) performance on quizzes were affected by the PRP intervention.

Number of Quizzes Taken

The AR quiz logs were the primary source I used to measure the number of quizzes students took before and during the intervention. Self-efficacy theory supports that if students' reading motivation increases due to the intervention, the number of quizzes they take should increase (Gambrell, 2011; Ortlieb & Schatz, 2020) as a result of their growth in self-efficacy and anticipation for success on quizzes. Also, as students read more due to their increased reading motivation, they will have more books to test on. The quiz logs revealed the number of quizzes students took decreased from the preintervention to the intervention phase of the research. Descriptive statistics show the class, on average, took more quizzes during the preintervention phase ($M = 6.70$, $SD = 3.34$) than the intervention phase ($M = 5.77$, $SD = 2.86$).

However, two students took quizzes during the intervention observation and none were observed during the preintervention phase. In addition, students could take quizzes throughout the day, so this decrease in quizzes may not be correlated with the PRP conference intervention held during the independent reading block. Also, in the student interviews, nine students answered that they took reading comprehension quizzes regularly and four of the students explained that they thought the quizzes were easy.

This decrease in the number of quizzes taken could have been caused by the decline in print books read during the independent reading and the increase in e-books. Though students could take a comprehension test on both print books and e-books, perhaps students felt more comfortable taking quizzes on print books, which could have caused the decrease in quizzes taken. Though the reason for this decrease in quizzes is

unknown, it remains unideal for supporting this study's goal. The PRP conferences were not successful at increasing the number of quizzes students attempted to take.

Performance on Quizzes

I also measured and tracked student performance on reading comprehension quizzes. Research shows students with higher reading motivation and engagement perform better on reading tests than those with low motivation and engagement (Becker et al., 2010; Gardiner, 2001; Marchand & Furrer, 2014; Marinak, 2013; Schiefele et al., 2016). On average, the quiz log revealed lower performance on AR reading comprehension quizzes during the intervention ($M = 69.07$, $SD = 11.84$) compared to the preintervention ($M = 83.60$, $SD = 14.22$). Despite the two observations during the intervention of students passing AR quizzes with 100% accuracy, students on average did not perform as well on these quizzes as they did during the preintervention. These results do not align with previous studies that indicated more motivated students perform better on reading comprehension quizzes and assessments (Becker et al., 2010; Gardiner, 2001; Marinak, 2013; Schiefele et al., 2016). The quiz logs did not support the idea that students' reading motivation increased as a result of the PRP intervention as their reading performance on comprehension quizzes actually decreased.

Implications

This research has implications for me and my own teaching practice, other researchers, and other educators. The following sections detail these implications in the areas of (a) personal implications, (b) complications for e-book use in classrooms, and (c) implications for future research.

Personal Implications

Through this research, I have experienced personal implications that have caused changes in myself as an educator and researcher. These changes include (a) changes as a researcher, (b) changes in perception of student behaviors, and (c) changes in teaching practices.

Changes as a Researcher

Through this action research process, I have grown and developed my skills as a researcher. Mertler (2017) stated researchers will become more informed and intentional in their practices and aware of their positionalities through the action research process. The overall process of identifying a problem, researching methods, designing an intervention and study, carrying out the research study, and analyzing has been remarkably insightful as I have come to understand the amount of work, planning, and thought that goes into action research. In addition, reviewing the literature was a beneficial component as it allowed me to research best practices regarding reading education, independent reading practices, and technology integration in the classroom.

Carrying out a research plan proved both challenging and rewarding. Analyzing the data allowed me to understand weaker components of my research, data collection methods, and research plan. Using a researcher's journal allowed me to reflect on the process and keep transparent and detailed notes. As a researcher, I now understand the process better, have learned from this research study's missteps, and will continue to improve as a scholar-practitioner in future research endeavors.

Changes in Perception of Student Behaviors

I selected this research topic because I felt students were not motivated or engaged in their independent reading during the independent reading block in my first-grade classroom. I often thought as the teacher that I spent most of the time redirecting students away from off-task behaviors. However, after observing students during both the preintervention and intervention block of time, I have realized that not as many off-task and problem behaviors occur as I initially thought.

I did, however, realize that many students, even if they appear to be quietly reading, are not. I was surprised at how many students I observed aimlessly flipping through print books, particularly in the preintervention phase. These students appeared to be reading, but upon careful observation, I realized they were not. Many of these students struggle to read on-level books, and therefore when asked to read for a 15- to 20-minute block of time, were unable to do so. Though they were not wandering around, talking, or distracting others, this time was not as beneficial to them as it could have been because they were not using this time to engage with a story or practice decoding skills. These behaviors decreased during the intervention phase as many of these students chose to read using myON and its text-to-speech feature.

Changes in Teaching Practices

After conducting this research study with the PRP conferences, I permanently added this invention to the independent reading block routine for students who wanted to continue having the conferences. Many students indicated they liked having the conferences, felt it made using myON easier, and I helped them find books they wanted to read. I also saw firsthand that the PRP conferences added more intentionality to using

the program than just having students log on and pick books to read. Adding the conferencing unit allowed me to talk to students about their reading, set goals with students, and check on their reading progress. This conferencing component motivated many students to use their independent reading block more effectively and introduced students to more of myON's books and features they otherwise would not have accessed.

Researching the literature for this study also enabled me to further understand the importance of independent reading. As a result, I plan to increase the allotted time for independent reading in the following school year. Researching conferencing strategies also taught me the importance of talking to students about what they are reading and planning on reading. I plan to host reading conferences with students for the next school year, even if they elect to use an e-book library. I have seen firsthand how talking to students about their reading and encouraging them to take control over their reading can increase their reading motivation and desire to read.

After completing this research, I shared some of my findings and practices with my coteaching team during a planning meeting. Though I did not share the thoroughly analyzed data, I was able to speak about the PRP conferences and their benefits. They, too, expressed the issue of having students engaging in off-task behavior and not being motivated to read during an independent reading block. I explained the conferencing intervention and how it allowed my students to take better advantage of myON and make its use more intentional. They agreed to try and were excited to learn about the potential benefits of adding these conferences to classroom routines. The one reservation they did recognize was the time commitment. Though ideally, they would like to use the independent reading block to conference with students about and create bookshelves,

they often needed to use the independent reading block to catch up on other school tasks. I suggested working on a schedule that would only require them to conference a couple of days during the week. I also pointed out that using PRP conferences with myON does not take a lot of time, and student bookshelves can be made longer if more time is needed in between meetings.

Implications for E-Books and Their Use in Classrooms

My focus in this research study was on how incorporating conferencing teaching practices with e-book libraries could further motivate students to read. Through the study, patterns emerged regarding how e-book libraries can be better used to encourage student reading. The following sections are used to explore e-books' use and potential: (a) available texts, (b) gamification practices, and (c) peer interaction.

Available Texts

Most students enjoyed using myON through this study and during the school year. However, one problem I noted during the PRP conferences was that certain topics and books were not available to students. Often these books were based on pop culture themes or were print books that students wanted to read as an e-book. One of the appeals of e-books is the extensive range of available texts (Moody, 2010), so seeing that some of the searched topics and books were not available was discouraging to both my students and to me as the teacher. Therefore, I encourage e-book companies to continue to make products students want to read available to motivate them to continue to use the platform.

Gamification Practices

During this study, when students completed books, they received a check indicating they spent enough time reading the book, viewed all pages, and confirmed they

finished reading. Though this step did confuse some, once students realized how to earn this check, it became very encouraging. Students also enjoyed the check they received for completing an entire bookshelf. Incorporating gamification practices like digital badges, leader boards, and other earned achievements into digital libraries could further encourage reading and motivate students to read more using e-book platforms (Sarasa-Cabezuelo, 2020).

Peer Interaction

One surprising element to this research study that I did not anticipate was the amount of peer reading that occurred while using myON. I assumed most students would want to use headphones and their own devices with the program and thus not talk or interact with their peers. However, many students chose to share devices, read along with peers, and talk about reading. Encouraging and fostering this type of environment is essential for developing reading skills and promoting motivation to read (Monteiro, 2013). Encouraging teachers to use e-books in this way and set up a classroom environment where this is practiced could enable students to select e-books when choosing reading materials.

Implications for Future Research

Aspects of this study should be studied more so those in the field of education can truly embrace and understand how personalized e-book reading plan conferences can affect students. The following categories reflect possible directions for future research: (a) e-books in the primary grades, (b) blended learning strategies and e-books, and (c) longitudinal studies.

E-Books in the Primary Grades

My focus in this research study was on how incorporating conferencing teaching practices with e-book libraries could further motivate students to read. Though there is some research regarding using e-books, many focused on secondary and postsecondary students, meaning more research needs to be conducted about the role of e-books in an elementary and primary grade classroom. E-book libraries have massive potential in these grades because their text-to-speech features help young and struggling readers comprehend text and engage in reading (Gonzalez, 2010). Listening to reading is also a part of many primary curricula and routines. Now that more primary grade teachers have access to technologies that allow students to access e-books and digital libraries, more research needs to be conducted with young students and how e-books can help students grow in their reading abilities.

Blended Learning Strategies and E-Books

As previously mentioned, a large part of this research study was using in-person teaching practices with e-book technologies. Using this and other types of blended learning strategies could allow for the better use of e-books in classrooms. This study revealed how students enjoyed reading with peers while using myON. Researching peer reading with digital libraries and how teachers can set these types of positive reading environments could be beneficial toward further motivating students to read. Creating bookshelves for students to read and then incorporating these books into in-person lessons could also prove helpful and give e-books a more intentional use in the classroom (Rashid & Asghar, 2016; L. Taylor & Parsons, 2011). Further research can also be conducted regarding using e-books within classroom lessons to teach writing, reading,

and other language skills. Researching how to incorporate blended learning strategies could give e-books a more authentic use in primary classrooms (D. Wilson & Smilanich, 2005).

Longitudinal Study

Further research regarding the longitudinal effects of incorporating e-books and digital libraries into classroom routines and practices is needed. One of the limitations of this study was its short time span. A more comprehensive study of these conferencing practices over time would allow researchers to see the long-term effects of the intervention and get a better understanding of how student reading behaviors change over time (Watts et al., 2019). This study was conducted halfway through the school year. Incorporating these strategies at the beginning of the school year and carrying them out throughout the year could allow for a more significant impact. Due to the nature of action research, only my class was used during this study. Incorporating more students in different classes could also be beneficial to see how other teachers in different environments teach and use the PRP conferencing intervention.

Limitations

As with all research studies, there were limitations of this study that should be noted. The limitations described below can be categorized as (a) methodological limitations and (b) limitations with findings.

Methodological Limitations

The nature and purpose of action research warrant limitations as this type of research is designed to only answer questions and address a problem within its context (Brydon-Miller et al., 2003; Gebhard, 2005; Mertler, 2017). Therefore, interpretations of

this study outside of my setting are subject to the reader's discretion. Another limitation of this study was the small number of participants selected through purposeful sampling (Fraenkel et al., 2015). Again, due to the nature of action research, I used students who were enrolled in my classroom during the 2020–2021 school year and were present for the entire study. Unfortunately, the number of students was lower than initially anticipated due to the lower population of students who attended school this year due to the COVID-19 pandemic.

The timeline of this action research study also limited this study's findings. The entire research study was only 10 weeks in length, and the intervention was only in place for 6 weeks, limiting the potential impact of the results. Furthermore, the amount of time between the preintervention survey administration and intervention survey administration was only 8 weeks. A more extended amount of time between phases would have made the data more available and more reliable.

Another methodological limitation of the study was that I used fewer data collection methods during the preintervention phase of the research than the intervention phase. For example, the teacher notes could only be collected during the intervention but conducting a preintervention student interview would have allowed for an equal comparison of the two phases. This inconstancy created an unequal amount of data analyzed in the preintervention phase compared to the intervention phase. Finally, I was both the teacher and researcher in this action research study. This could have resulted in unintentional bias throughout the study.

Limitations With Findings

The findings of this study were also subject to limitations. The subjects of this study were small children. Macdonald (2013) explained this limitation by noting the opinions, attitudes, and feelings young children communicate can prove difficult to capture and may include inconsistencies. Also, these participants were my own students with whom I had relationships since the beginning of the school year. These relationships could have caused response bias, which means students may not have been truthful in their answers to survey and interview questions (Lavrakas, 2008). Students may have answered how they thought I would want them to respond instead of how they truly felt. Students were also not as descriptive or talkative as originally anticipated during the student interviews (Macdonald, 2013). Students would often give short, non-descriptive answers to the interview prompts. This meant the data were not as rich or lengthy as initially expected.

Data from the student observations may not have been consistent. Student behavior may have been altered during these observations due to the fact that students knew they were being observed (Tomal & Hastert, 2010). Because of restrictions at the research site, observations could not be video recorded and later analyzed, so students had to be observed in the classroom. Also, I was the only observer and interviewer for this study, which limited the scope of data collected and direction of the interviews.

Closing Thoughts

Teaching students how to read has been one of the most important contributions I have made to my students' lives throughout my educational career. Using different strategies and components is a critical practice to ensure students are exposed to different

types of reading and skills. Independent reading is an essential component as it allows students time on their own to practice taught skills, choose reading materials, interact with peers about reading, and take control of their reading development (Sanden, 2012). I have seen the value of having a 15- to 20-minute time block dedicated to independent reading throughout this research.

I have also seen how incorporating conferences and e-book technology helps motivate students to read independently and keep them engaged and on task while reading. Using this tool increased the number of books available to students, and the text-to-speech feature allowed them to read books they otherwise would not have been able to read on their own. In addition, the conferencing practices associated with this intervention provided an opportunity for my students to talk to me about their reading, set goals, and discover books they otherwise may not have read.

Though the results of this study are mixed regarding whether students' overall reading motivation was improved, students' motivation to read books from an e-book library did increase and resulted in a significantly greater amount of time spent reading from the program once the conferences were put in place. Students' reading engagement and time on task were also improved. Students were observed spending more time reading or engaging in positive reading behaviors and less time engaging in off-task behaviors. According to this study's results, the PRP conferences did not appear to affect students' overall performance on reading comprehension quizzes. Still, considering the positive outcomes I discovered through this study and because most students indicated they wanted to continue conferencing, I will continue to practice the PRP intervention in my classroom.

Throughout this study, I have learned a great deal about the incorporation of e-books and practices, but there is still a deficit in the research regarding e-books and their integration into classroom practices. Therefore, I encourage other educators to continue researching how they can use this tool to help students learn to read and fall in love with reading.

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APPENDIX A

STUDENT INTERVIEW PROTOCOL

The list of interview questions and the interview protocol can be found below. Where appropriate participants were asked to explain or further expand upon their answers for more clarity and detail.

As you know we have been using our Personalized Reading Plans with myON for several weeks now, and I am going to ask you some questions about those plans and about your reading. Your answers will be kept confidential, meaning I am not going to share your answers with anyone. I am going to video tape this interview just so I can go back and listen to your answers. Please answer the questions honestly and tell me how you really feel, you will not get in trouble for any of your answers. This interview should only last about ten minutes. Do you have any questions before we begin? *(Interviewer will answer any questions.)*

1. Do you think you are a good reader? Why or why not?
2. Do you like choosing books for you to read? Why or why not?
3. Do you read when you have nothing to do at home or do you do other things?
4. Do you want to keep having PRP conferences and bookshelves on myON or would you rather go back to using myON on your own?
5. Do you like reading? Why do you like reading? Or Why do you not like reading?
6. Do you think reading is important? How will reading help you when you are older?

7. Do you take the quizzes after reading books on myON? Why or why not?

8. Are these quizzes hard or easy? Why?

APPENDIX B

STUDENT OBSERVATION ORGANIZER

Student Observation Organizer		
REI Rating and Notes		
REI Prompt	Rating	Researcher Comments
1. Reads often independently. <input type="button" value="v"/>	1 2 3 4 5 Not True Very True	
2. Reads favorite topics and authors.	1 2 3 4 5 Not True Very True	
3. Easily distracted in self-selected reading.	1 2 3 4 5 Not True Very True	
4. Works hard in reading.	1 2 3 4 5 Not True Very True	
5. Is a confident reader.	1 2 3 4 5 Not True Very True	
6. Uses comprehension strategies well.	1 2 3 4 5 Not True Very True	
7. Thinks deeply about the content of texts.	1 2 3 4 5 Not True Very True	
8. Enjoys discussing books with peers.	1 2 3 4 5 Not True Very True	

Figure B.1. First page of the Student Observation Organizer.

Student Observation Organizer	
Additional Notes	
Observation Information	
Student:	
Time of Observation:	
Date of Observation:	
Observation Number:	

Figure B.2. Second page of the Student Observation Organizer.

APPENDIX C

TEACHER NOTES ORGANIZER

Teacher Notes Organizer		
Student Name:		
PRP Date	Goal	Date PRP Met
Notes		
PRP Date	Goal	Date PRP Met
Notes		
PRP Date	Goal	Date PRP Met
Notes		
PRP Date	Goal	Date PRP Met
Notes		

Figure C.1. Teacher Notes Organizer used during PRP conferences.

APPENDIX D

INFORMED CONSENT FORM

Dear Parents/ Guardians,

I am a graduate student in the Education Department at the University of South Carolina. I am conducting a research study as part of my Doctor of Education Curriculum and Instruction degree requirements, and I would like for your child to participate.

This study will involve students create personalized e-book reading plans with me within the Myon program. These plans will be created at school during the independent reading block in my classroom. Students will participate in this study for a total of 9 weeks. There are no foreseeable risks or discomforts for students participating in this study. Participation in the intervention associated with this study could increase students' reading motivation and engagement. Students may also increase the amount of time they are reading independently and improve their reading assessment performance.

If you agree to allow your child to participate in this study, your child will do the following:

1. Read using Myon without creating personalized reading plans during the pre-intervention phase of research. This is a part of our typical classroom procedures that students have been doing all year.
2. Complete two surveys about their reading and opinion of reading before the intervention takes place.
3. Create personalized e-book reading plans with me and read from these plans for six weeks.
4. Complete two surveys and participate in student interviews at the conclusion of the study.

Participation is confidential. The study results may be published, presented at professional meetings or presentations, but your child's identity will not be revealed. I will be happy to answer any questions you have about the study. You may contact me at (912) 673-6995 and hmiles@camden.k12.ga.us. Thank you for your consideration.

With kind regards,
Mrs. Miles

Please check the box indicating whether or not you are allowing your child to participate in this study and sign below. When you are done, please send this form back to school in your child's green folder.

- ☐ My child may participate in the described study.
- ☐ My child may *not* participate in the described study.

Parent signature: _____

Date: _____

APPENDIX E:
SITE PERMISSION NOTICES

11/16/20
Mrs. Shawny Thorpe
Principal of [REDACTED]

RE: Permission to Conduct Research Study

Dear Mrs. Thorpe,

I am writing to request permission to conduct a research study in my first-grade classroom at [REDACTED]. I am currently enrolled in the Doctor of Education in Curriculum and Instruction program at the University of South Carolina and am in the process of writing my dissertation. My study is titled Individualized E-book Experiences: Personalized Reading Plans' Impact on First Grade Students' Reading Motivation and Engagement. I am studying how creating personalized e-book reading plans using *Myon* can impact students reading engagement and motivation.

I hope you will allow me to use [REDACTED] students to serve as participants in this study. If approval is given, student participants will create personalized reading plans with me in class during my class's independent reading block and read from these plans during the study. Participants will also participate in student interviews and surveys to obtain data about their reading motivation and engagement. I will also conduct student observations during this study and collect *Myon* system logs to record how much time students spent reading and their reading quiz performance on *Myon*.

This study will start in January of the 2020-2021 school year and last for 14 weeks. All aspects of the study, except student interviews, will occur during the 20-minute independent block in class. Student interviews will be conducted in my classroom during my class's specials time when students are in the computer lab. Audio recordings will be used during student interviews, but no video recording will be used during this study.

Student names and other identifying information will be kept confidential in this study. No costs will be incurred by participants or [REDACTED] during this study. Permission forms will be sent to all potential participants for parents to sign to allow their child to participate in the study. If a student or parent does not wish to be in the study, they will not participate, and there will be no consequences for children who do not participate.

You may contact me at [hkmiles@\[REDACTED\]](mailto:hkmiles@[REDACTED]) with any questions about this study. Your approval to conduct this study will be greatly appreciated.

If you agree, please sign below and return the signed form to me. Kindly submit a signed letter of permission on the school's letterhead, acknowledging your consent and authorization for me to conduct this study at [REDACTED].

Sincerely,
Hannah Brunson Miles

Approved by:

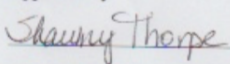
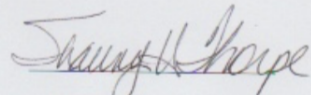
		11-16-20
Print Name	Signature	Date

Figure E.1. Signed permission letter from school site principal.

11/16/20
 Dr. John Tucker
 Superintendent of [REDACTED]

RE: Permission to Conduct Research Study at [REDACTED]

Dear Dr. Tucker,

I am writing to request permission to conduct a research study in my first-grade classroom at [REDACTED]. I am currently enrolled in the Doctor of Education in Curriculum and Instruction program at the University of South Carolina and am in the process of writing my dissertation. My study is titled Individualized E-book Experiences: Personalized Reading Plans' Impact on First Grade Students' Reading Motivation and Engagement. I am studying how creating personalized e-book reading plans using *Myon* can impact students reading engagement and motivation.

I hope you will allow me to use [REDACTED] students to serve as participants in this study. If approval is given, student participants will create personalized reading plans with me in class during my class' independent reading block and read from these plans during the study. Participants will also participate in student interviews and surveys to obtain data about their reading motivation and engagement. I will also conduct student observations during this study and collect *Myon* system logs to record how much time students spent reading and their reading quiz performance on *Myon*.

This study will start in January of the 2020-2021 school year and last for 14 weeks. All aspects of the study, except student interviews, will occur during the 20-minute independent block in class. Student interviews will be conducted in my classroom during my class's specials time when students are in the computer lab. Audio recordings will be used during student interviews, but no video recording will be used during this study.

Student names and other identifying information will be kept confidential in this study. No costs will be incurred by participants or [REDACTED] during this study. Permission forms will be sent to all potential participants for parents to sign to allow their child to participate in the study. If a student or parent does not wish to be in the study, they will not participate, and there will be no consequences for children who do not participate.

You may contact me at [hmiles@\[REDACTED\]](mailto:hmiles@[REDACTED]) with any questions about this study. Your approval to conduct this study will be greatly appreciated.

If you agree, please sign below and return the signed form to me through interschool mail. Kindly submit a signed letter of permission on the district's letterhead, acknowledging your consent and authorization for me to conduct this study at [REDACTED]

Sincerely,
 Hannah Brunson Miles

Figure E.2. Permission letter provided to superintendent.

From: John Tucker <[jtucker@\[REDACTED\]](mailto:jtucker@[REDACTED])>
Sent: Tuesday, November 17, 2020 6:21 PM
To: Hannah Miles <[hmiles@\[REDACTED\]](mailto:hmiles@[REDACTED])>
Cc: Shawny H. Thorpe <[SThorpe@\[REDACTED\]](mailto:SThorpe@[REDACTED])>
Subject: Re: Permission to Conduct Research Study at [REDACTED]

That will be fine.

Figure E.3. Response to permission letter from superintendent

APPENDIX F

QUALITATIVE ANALYSIS THEMES, CATEGORIES, AND CODES

Table F.1 *Preintervention Themes, Categories, and Codes*

Themes	Categories	Codes
Collaboration	<ul style="list-style-type: none"> • Peer Reading • Interacting with Peers • Off-Task Peer Interaction • Teacher Redirection 	<ul style="list-style-type: none"> • Asks peer to read a book with them • Asks to be the "primary reader" and peer help them read • Other peer not paying attention to student reading • Other student does not want to be read too • Peer listens to this student read • Student listens to peer read book • Talks about reading with peers • Student talks to peer- about reading • Student asks peer for help • Student is talking to peers not about reading • Talking about jacket • Teacher redirection second time • Teacher redirection was required to get student back on task

Themes	Categories	Codes
Book Choice and Control	<ul style="list-style-type: none"> • Materials/Text • Selecting Materials 	<ul style="list-style-type: none"> • Gets new book from bookshelf • Student returns book to the shelf without finishing it • Started with print books but switches to reading on myON • Student is reading a nonfiction book • Student is reading a print book • Student is reading an on-level book • Student reads on myON • Student browses books does not select one
Engaged Reading Behaviors	<ul style="list-style-type: none"> • Reading Strategies • Focused Reading • Unfocused Reading • Inattentive Behaviors 	<ul style="list-style-type: none"> • Finger tracking text • Student is reading out loud/whisper reading • Student skips words they do not know • Read entire book without interruption • Reading for extended time • Student is looking at pictures and reading words • Student reads all words on page of print book • Student does not read words in print book • Student is looking at only the pictures in print book

Themes	Categories	Codes
		<ul style="list-style-type: none"> • Student pretends to read words- makes up story • Student just sits- not reading • Student looks around room not reading • Student stares off • Students stares out window
Importance, Prioritization, and Opinion of Reading	<ul style="list-style-type: none"> • Back on Task • Positive Emotion/ Expression • Engaging in Tasks That Are Not Reading 	<ul style="list-style-type: none"> • Student resumes reading after a distraction • Emotion: excited • Student laughs at book • emotion: humor (laughing) • Student picks up trash- not reading • Student walks around room- off task
Success, Goal Setting, and Reader Self-Concept	<ul style="list-style-type: none"> • Finishes Book • AR Book/ AR Goal 	<ul style="list-style-type: none"> • Reads AR/ library book • Student finishes book for a 2nd time • Student finishes print book

Table F.2 *Intervention Themes, Categories, and Codes*

Themes	Categories	Codes
Collaboration	<ul style="list-style-type: none"> • Peer Reading • Interacting with Peers • Interacting with Teacher • Peer Influence Over Book Choice 	<ul style="list-style-type: none"> • O2: Student asks peer for help reading a word • O2: Student asks teacher for help reading a word

Themes	Categories	Codes
	<ul style="list-style-type: none"> Teacher Guidance/ Influence During Conferences Off-Task Peer Interaction Teacher Redirection 	<ul style="list-style-type: none"> O2: Student helps peer with myON O2: Student looks at peer's book O2: Student reads along with peer on myON O2: Student shows book to teacher O2: Student talks to peer about reading O2: Student talks to peer not about reading O2: Student talks to peers about AR quiz and prize O2: Teacher helps student O2: Teacher praises student O2: Teacher redirection was required to get student back on task O3: Asks peer for help reading word in print book O3: Helping peer select book O3: Listens to peer reading print book O3: Peer is reading print book to student O3: Peer talks to student about reading O3: Peer tries to show book to student O3: Student praises peer about finishing book

Themes	Categories	Codes
		<ul style="list-style-type: none"> • O3: Student reads with peer while waiting for Chromebook • O3: Student shows e-book to peer • O3: Student talks to peer about reading • O3: Student tries to ignore peer • O3: Switches book with peer • O3: Talks to peer about myON reading goal • O3: Talks to peer about PRP reading goal • O3: Two students reading myON book together • M2: Prefers to read print books with friends • M1: Student did not know what topics they wanted to read, and teacher assisted • M1: Teacher suggested book topic • M3: Teacher suggested book topic • M3: Student wanted a book a peer read • M5: Teacher suggested topic
Book Choice and Control	<ul style="list-style-type: none"> • Materials/Text • Book Choice • Predilection • Intentionality and Justification for Book Selection 	<ul style="list-style-type: none"> • O2: reading e-book graphic novel • O2: Student is reading a print graphic novel

Themes	Categories	Codes
	<ul style="list-style-type: none"> • Preference for Using myON Independently 	<ul style="list-style-type: none"> • O2: Student is reading above-level print book • O2: Student is reading e-book on myON • O2: Student is reading on-level book • O2: Student is reading print book • O2: Student is logging on Chromebook • O2: Student looks at classroom timer • O3: Reading e-book on myON • O3: Reading print book read in class • O3: Student browses books - not selecting book • O3: Student goes to bookshelf to get new print book • O3: Student is reading a print graphic novel • O3: Student is reading below-level print book • O3: Student is reading on-level print book • O3: Student is reading print book • O3: Student is sitting with peers • O3: Student reading an above level e-book • O3: Student start new e-book

Themes	Categories	Codes
		<ul style="list-style-type: none"> • M1: Student picked Batman books • M1: Student picked books about rabbits/bunnies • M1: Student picked Christmas books • M1: Student requested a Patrick Mahomes book • M1: Student requested football books • M1: Student requested holiday books • M1: Student requested kitten/cat books • M1: Student requested penguin books • M1: Student requested space books • M1: Student requested tanks books • M1: Student requested hamster books • M1: Student requested taco books • M1: Student wanted lower-level books • M1: Did not want books that were too young/easy • M1: Originally wanted nonfiction books but did select a mix of fiction and nonfiction

Themes	Categories	Codes
		<ul style="list-style-type: none"> • M1: Student did not want fiction books • M1: Student wanted nonfiction books • M2: Student picked books about individual players • M2: Student wanted football books • M3: Selected books similar to those the teacher read in class • M3: Student requests football player books • M3: Student requests soccer player books • M3: Student requests human body books • M3: Student requests robot books • M3: Student requested Cat/Kitten books • M3: Student requested Christmas books • M3: Student requested different sports books' • M3: Student requested car books • M3: Student requested twisted fairytale books • M3: Student requests "army ships" books • M3: Student requests Black Panther books

Themes	Categories	Codes
		<ul style="list-style-type: none"> • M3: Student requests Dogman books • M3: Student requests football books • M3: Student requests Power Rangers books • M3: Student requests robot books • M3: Student requests soccer books • M3: Student selected werewolf books • M3: Student selects super- hero books • M3: Student picked nonfiction books • M3: Student picks graphic novels • M3: Student selected a mix of fiction and nonfiction • M3: Student selects fiction books • M3: Student selects higher level books • M4: Wanted lower-level books • M4: Student selected mix of fiction and nonfiction • M4: Student requested books about summer • M4: Student requested Minecraft books • M4: Student requested season books

Themes	Categories	Codes
		<ul style="list-style-type: none"> • M4: Student requests books about games • M5: Chose a mix of fiction and nonfiction books • M5: Student wants only graphic novels • M5: Chose a mix of fiction and nonfiction books • M5: Student requested "make things books" • M5: Student requested Junie B Jones books • M5: Student requested St. Patrick's Day books • M5: Student wants longer books • Books can be funny • Choose books by their favorite author • They can choose topics they like/ interest them • Format of books impacts choice
Engaged Reading Behaviors	<ul style="list-style-type: none"> • Reading Strategies • Focused Reading • Unfocused Reading • Amount Students Read 	<ul style="list-style-type: none"> • O2: emotion: humor (laughing) • O2: Reading all words on page in myON book • O2: Reading all words on page in print book • O2: Reading for extended time • O2: Student does not read words in print book

Themes	Categories	Codes
		<ul style="list-style-type: none"> • O2: Student is looking at only pictures in print book • O2: Student laughs at e-book • O2: Student reading out loud/ whisper reading • O2: Student starts print book over • O3: Emotion: Excitement • O3: emotion: humor (laughing) • O3: Reading all words on page in myON book • O3: Reading all words on page in print book • O3: Reading e-book for extended time • O3: Reading print book for extended time • O3: Student changing voices while reading print book • O3: Student laughs at e-book • O3: Student only looking at pictures in e-book • O3: Student reading out loud/ whisper reading print book • O3: Student walks around room -off task • O3: Studies print book pages

Themes	Categories	Codes
		<ul style="list-style-type: none"> • M4: Student likes to read parts of books, not whole story • M4: Student prefers print books
Importance, Prioritization, and Opinion of Reading	<ul style="list-style-type: none"> • Back on Task • Positive Emotion/ Expression • High Value Placed on Reading • Benefits of Reading • Reading Routines at Home • Positive Opinion of Reading • Engaging in Tasks That Are Not Reading • Negative Opinion of Reading • Avoids/ Ignores Reading at Home 	<ul style="list-style-type: none"> • O2: Resumes reading after getting help from peer • O2: Resumes reading after getting help from teacher • O2: Resumes reading after looking at peer's book • O2: Student finishes e-book • O2: Student is playing with print book • O2: Student resumes reading after a teacher redirection • O2: Student resumes reading after helping peer • O2: Student resumes reading after taking quiz • O2: Student resumes reading after talking with peers • O3: Resumes reading after asking peer for help • O3: Resumes reading after looking at peer's book • O3: Resumes reading after talking with peers • O3: Resumes reading after

Themes	Categories	Codes
		walking around room <ul style="list-style-type: none"> • M4: Eager to start book • Reading makes you smarter/ increases intelligence • Thinks reading is calming • Reading is important because it increases AR test performance • Reads of future employment • Reading as parents • Chooses reading when they have nothing to do at home • Reads everyday • Reads the whole book when reading at home • Student mentions AR test routines • Chooses to color when they have nothing to do at home • Likes to go to the playground when they have nothing to do at home • Likes to play games at home when they have nothing to do • Reading is boring/ not fun • Reading is not good for them • Student mentions favorite books

Themes	Categories	Codes
Success, Goal Setting, and Reader Self-Concept	<ul style="list-style-type: none"> • Finishes Book • AR Book/ AR Goal • Positive Self-Concept • Negative Self-Concept • Electing to Take Reading Comprehension Quizzes • Quiz Avoidance • Behaviors of Students Who Did Meet Their Goals • Students Initiated Goal Setting 	<ul style="list-style-type: none"> • O2: Student does not take quiz after reading myON book • O2: Student is taking AR quiz on myON Book • O2: Student made 100% on quiz • O2: Student met AR goal • O2: Student receives ice cream pass • O2: Student shares that he only needs 2 more books before meeting AR goal • O2: Student shows teacher quiz score • O2: Teacher gives award to student • O3: Finishes print book • O3: Student finishes e-book • O3: Student gets 66% on AR quiz • O3: Student takes AR test on myON book • M2: Agreed to conference when finished • M2: Set goal to finish in a day or two • M2: Wants to read different books than on his shelf • M2: Reading books on myON that are not on shelf • M2: Student prefers to read print books

Themes	Categories	Codes
		<ul style="list-style-type: none"> • M2: Student completed books on bookshelf • M2: Student wanted to increase number of books on next bookshelf • M3: Kept number of books the same as previous goal • M3: Student met goal • M3: Set goal for student to finish with the week • M3: Student shows off progress • M3: Student wants higher goal • M3: emotion: proud • M4: Set goal for student to finish within the week • M4: Student did not meet goal • M4: Student met goal • M4: Student shows off progress • M4: Emotion: proud • M5: Student met goal • M5: Student is okay with a goal that will take a long time to meet • M5: Student wanted to keep number of books the same • Amount students read • Negative view of comprehension

Themes	Categories	Codes
		questions/ quiz performance • Negative view of reading ability • Meet AR goal • Quizzes are easy • Emotion: Confusion/ Unsure • Hard/ difficult quizzes • Not prepared for the quiz/ did not read • Taking quizzes is not part of reader identity • Wants to do other things than taking quizzes • Success with quizzes • Improve reading ability • Fun/ enjoy taking quizzes • AR goals • myON bookshelf goals
Unique Aspects of myON	• Reading Habits With myON • Positive Aspects of myON • Preference of Personalized E-book Reading Plans • Negative Aspects of myON	• O2: Student continues previously started book on myON • O2: Student listens to reading on myON using text to speech feature • O2: Student not using headphones while reading on myON • O2: Student not using text to speech feature in myON • O2: Student uses headphones


Themes	Categories	Codes
		<ul style="list-style-type: none"> • O2: Took student 2 minutes to log into Chromebook • O3: Reading e-book without headphones or text to speech • O3: Student continues previously started book on myON • O3: Student is not wearing headphones • O3: Student listens to reading on myON using text to speech feature • O3: Student takes long time logging in and getting on myON • O3: Student uses headphones to read • O3: Technical error takes time away from reading • M1: Student requested topics were not available • M1: Student requested topics were available • M2: Student was unaware that goal was met • M2: Student thinks myON takes too long to log in during independent reading • M2: Student requested books were available • M2: Student picked a book previously

Themes	Categories	Codes
		<ul style="list-style-type: none"> read to add to bookshelf • M3: All books on 1 topic or theme • M3: Student assigned theme to bookshelf • M3: Cannot see how big a book is • M3: Limited Search results • M3: Problem with program feature of myON • M3: Student requested not available • M3: Student Utilizing myON program features • M3: Student requested topics were available • M4: Student had trouble in past using myON on own • M4: Student requested topics unavailable • M4: Student requested topics available • M5: Student requests available • M5: Student requested topic not available • Features of myON that help with goal setting • Wrong Language • Trouble with program

Themes	Categories	Codes
		<ul style="list-style-type: none"> • Completed book feature on myON • Likes the recommended books feature in myON


APPENDIX G:

INSTITUTIONAL REVIEW BOARD LETTER


UNIVERSITY OF
SOUTH CAROLINA

OFFICE OF RESEARCH COMPLIANCE

INSTITUTIONAL REVIEW BOARD FOR HUMAN RESEARCH
DECLARATION of NOT RESEARCH


Hannah Miles


Dear Mrs. Hannah Miles:

This is to certify that research study entitled *Individualized E-book Experiences: Personalized Reading Plans' Impact on First Grade Students' Reading Motivation and Engagement* was reviewed on 1/21/2021 by the Office of Research Compliance, which is an administrative office that supports the University of South Carolina Institutional Review Board (USC IRB). The Office of Research Compliance, on behalf of the Institutional Review Board, has determined that the referenced research study is not subject to the Protection of Human Subject Regulations in accordance with the Code of Federal Regulations 45 CFR 46 et. seq.

No further oversight by the USC IRB is required. However, the investigator should inform the Office of Research Compliance prior to making any substantive changes in the research methods, as this may alter the status of the project and require another review.

If you have questions, contact Lisa M. Johnson at lisaj@mailbox.sc.edu or (803) 777-6670.

Sincerely,


Lisa M. Johnson
ORC Assistant Director and IRB Manager

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Figure G.1. Instructional Review Board response letter to researcher.