

DEVELOPMENT OF STUDENT READING INTERESTS



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INTRO

In the fall of 2014, we developed and administered a survey about reading interests to students in grades 1, 2, 4, and 8. We sought to discover whether a correlation existed between the students' interests in independent reading and their experiences with being read to at home.

HYPOTHESES

If students have experience of being read to at home, then students are more likely to enjoy reading as a hobby as they progress through school. (Stanovich, 1986)

METHOD

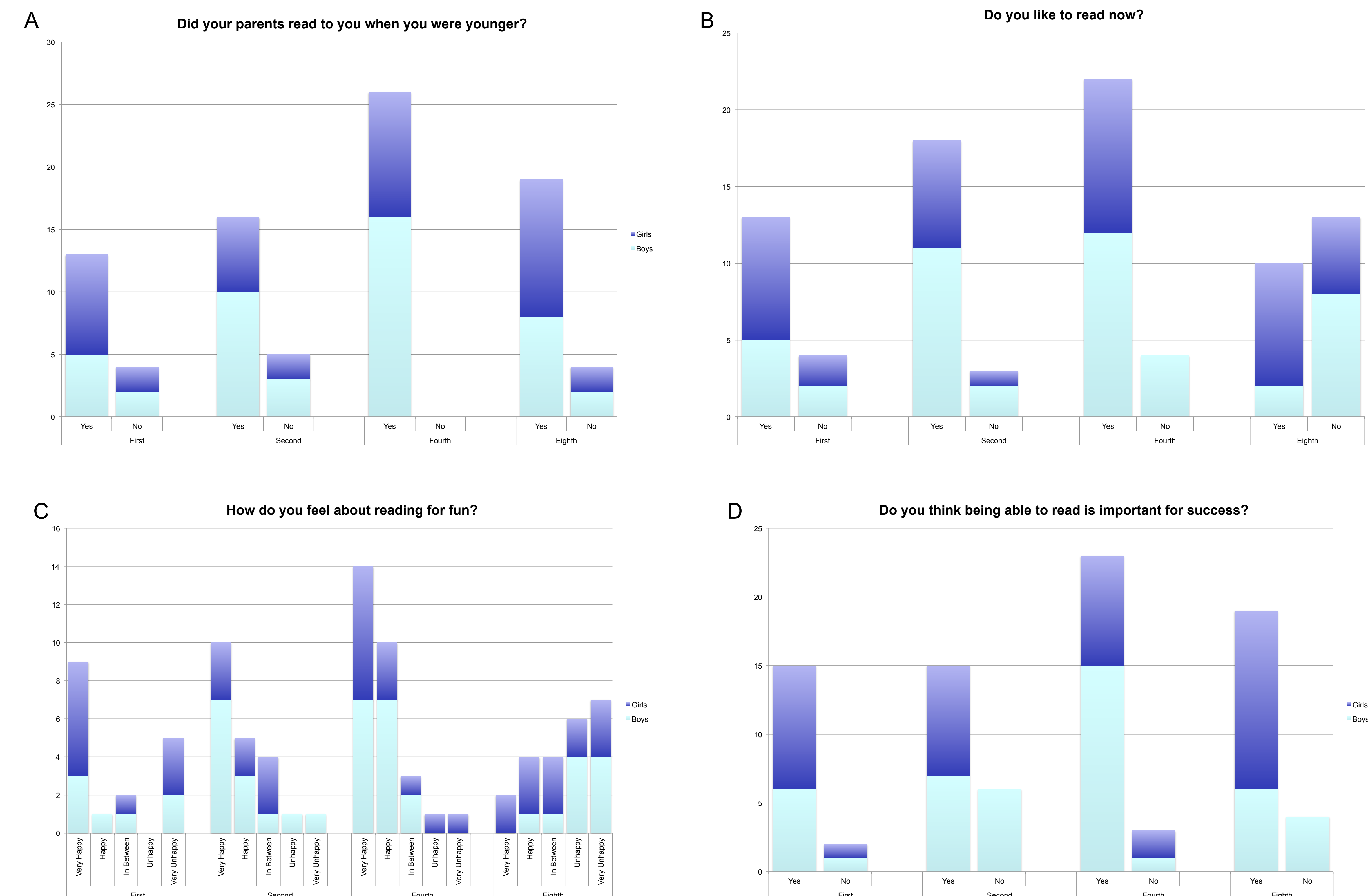
An extensive survey was administered to 87 students at EBSOLA (Kenosha, WI), KTEC West (Kenosha, WI), and Millburn Middle School (Lindenhurst, IL). The survey questions included short answer, circle all that apply, and Likert scale questions.

Graph A- Shows that 85% of students surveyed were read to when they were younger.

Graph B- Shows that of those students, 72% like to read currently. When compared to Graph A, there is an obvious correlation between those students who were read to when they were younger and those students who like to read now. However, based on our results from fourth to eighth grade, reading interests declined.

Graph C- Supports the data found in Graph B in that students' positive attitudes towards reading decreases as the students progress through school.

Graph D- Shows that 83% of students recognize that reading is important to success. However, let it be noted that of the 17% that said no, 12 of the students were male and 3 were female.



Results and Discussion

As a result of our research, we have concluded that students who are read to when they are younger have a positive view on reading as they get older. However, we have also discovered that as students reach Middle School, reading interests decrease despite being read to in earlier years. Based on this data, we as teachers can use this information to positively reinforce reading during students' middle school years.

“Attitudes towards reading and writing develop early. When home provides a rich reading environment that includes books and magazines, and when parents read to their children frequently, the children are likely to adopt a positive attitude” (Merisuo-Storm, 2006, 111).

Acknowledgements & References

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1. Merisuo-Storm, T. (2006). Girls and Boys Like to Read and Write Different Texts.

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2. Stanovich, K. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly*, 21, 360 - 407.