

UNIVERSITY OF WISCONSIN-LA CROSSE

Graduate Studies

THE EFFECTS OF CROSS-AGE READING ON UPPER ELEMENTARY
STUDENTS' ATTITUDES TOWARD READING

A Chapter Style Thesis Submitted in Partial Fulfillment of the Requirements for the
Degree of Educational Specialist

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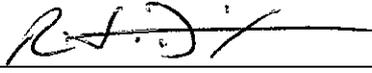
December 2009

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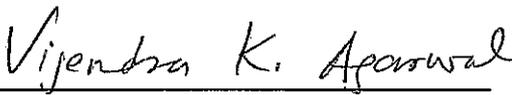
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ABSTRACT

Kruzicki, H. A. The effects of cross-age reading on upper elementary students' attitudes toward reading. Ed.S. in School Psychology, December 2009, 87 pp. (R. Dixon)

While cross-age reading practices are often utilized in schools, there has been limited research on the effects of this commonly used practice. Research has focused on cross-age tutoring, in which older students are trained to work with younger students on reading activities. However, many teachers do not train older students prior to their participation in cross-age reading programs. The purpose of the current study was to examine if a cross-age reading program, in which older students are paired with younger students and asked to read (without training), would have a positive impact on reading attitudes. Forty-five 5th grade students participated in a cross-age reading program and their reading attitudes were assessed before and after their participation in the program. Home reading environment was also included as a factor. Results indicated there was no significant change in reading attitudes for older students who participated in the cross-age reading program. There were no significant main effects of participation or home reading environment, and no interaction effects. Older students should be trained prior to working with younger students in order for cross-age reading practices to be more effective. Further research is needed on cross-age reading practices to truly understand their value.

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CHAPTER 1

INTRODUCTION

Statement of the Problem

Reading is a fundamental and critical part of school for every child. Children must read in order to learn about any subject. How children feel about reading can influence their feelings about school and their general interest in learning (Smith, 1990). In fact, Richards, Gaver, and Golicz (1984) and Swiatek and Lupkoski (2000) found a high correlation between students' reading attitudes and attitudes toward school in general. These attitudes can impact interest in learning long after children complete school (Cramer & Castle, 1994; Neuman, 1986). Therefore, schools need to find ways to keep students interested in reading in order to facilitate positive attitudes toward school and interest in learning in general.

In an effort to increase reading opportunities for students, many schools implement cross-age reading programs. These schools have students from an older class pair up with students from a younger class and have the older students read to the younger students. This is seen as a good way to have older children practice their reading skills while simultaneously exposing younger children to literature (Fox & Wright, 1997). Also, by developing a relationship with a younger child through reading, older children may learn to appreciate reading to a greater extent as well as develop more positive attitudes toward reading (Labbo & Teale, 1990; Leland & Fitzpatrick, 1994;

Manning & Manning, 1984). While some cross-age reading programs train older students by teaching them special techniques on how to read to younger students, it is likely that most schools that have older students read to younger students do not train the students prior to their reading experience. Instead, older students are simply paired with younger students and asked to read. No current research has been found that examines the effectiveness of cross-age reading programs that are used in most schools, in which older students read to younger students without prior training. Thus, the present study will examine the effects of cross-age reading programs without training and whether or not participating in such a program has an effect on older students' attitudes toward reading. If cross-age reading experiences do in fact improve attitudes toward reading, then these programs can serve as a useful tool for improving not only reading attitudes, but attitudes toward school in general.

Purpose and Significance of the Study

The purpose of this study is to determine the effects of a cross-age reading program on the reading attitudes of older students. Many schools have programs in which older students read to younger students. I would like to evaluate the effectiveness of these types of programs. If cross-age reading programs do help improve older students' attitudes toward reading, then these programs could serve as an effective method that could be widely implemented in schools to improve reading attitudes.

The importance of doing this study is to find an effective method of improving students' attitudes toward reading. Through cross-age reading programs, one would hope that through the experience of reading with a younger child, older children would begin to see the importance of reading and would therefore improve their attitudes toward

reading. It is necessary to examine the effects of cross-age reading programs to validate their use within schools. If cross-age reading experiences do benefit students' reading attitudes, then these types of programs can serve as a useful tool to intervene with children whose poor attitudes toward reading affect their school performance in a negative way. Therefore, knowledge of the benefits of cross-age reading programs would help school psychologists find ways to help curb poor reading attitudes in children who struggle with reading, and evaluate the effectiveness of similar programs that are implemented in their schools.

Research Questions

Given the purpose of the study, the following research questions were developed:

R₁: Will older elementary students who participate in a cross-age reading program in which they read to younger students improve their attitudes toward reading over time?

R₂: Will older elementary students who participate in a cross-age reading program in which they read to younger students have more positive attitudes toward reading than older elementary students who do not participate?

R₃: What will be the difference in reading attitudes in students who participate in a cross-age reading program and come from a home environment that has low reading behavior as compared with those who come from a home environment that has high reading behavior?

Definition of Terms

Some research on reading focuses on affective domains in reading. Attitudes toward reading are part of the affective, or emotional, aspects of reading in general. A *reading attitude* can be defined as "a state of mind, accompanied by feelings and emotions that makes reading more or less probable" (Smith, 1990, p. 215). Thus, how someone feels about reading can influence his or her reading behavior. A related term, *aliteracy*, refers to children who know how to read well, but choose not to.

Much of the research found on cross-age programs focuses on programs in which students are trained prior to participating in the program. Therefore, *cross-age tutoring* refers to practices in which older students are trained (often by a teacher) to interact with and teach younger students. The older students are considered to be tutors, while the younger students are referred to as tutees. However, many reading programs in schools that involve older students who read to younger students do not provide the older students with training experience prior to the program. Thus, for the purposes of this study, *cross-age reading* refers to programs in which older students simply read books to younger students without any prior training. Also, some of the research refers to peer reading or tutoring programs (VanKeer, 2004). *Peer reading* or *peer tutoring* refers to programs in which students read to or tutor other students who are the same age or in the same grade as themselves, and therefore are not the focus of this study.

As part of this study, students will be given a Home Reading Environment Scale (HRES), which will determine the level of their reading behavior at home. A median split procedure will be used with the scale to define *high home reading environment* versus *low home reading environment*. Therefore, *high home reading environment* is defined as characteristics including more reading opportunities at home, such as frequent library visits, reading to siblings or parents, and number of books in the home. *Low home reading environment* is defined as fewer reading opportunities at home.

CHAPTER 2

LITERATURE REVIEW

While reading is an important part of learning, there are many students who do not enjoy reading and choose not to read. This review of the literature will begin by exploring this notion, called aliteracy, and will also look at a proposed theoretical model of reading attitudes and how they develop. The discussion of reading attitudes will continue by examining the current research on attitudes toward reading, including the developmental trends of reading attitudes, how reading attitudes relate to achievement, and how the home environment can influence the development of reading attitudes in children. Next, research on cross-age tutoring will be discussed, focusing on the cognitive gains that can result. Finally, research that has examined cross-age tutoring and how these programs affect the reading attitudes of older children will be discussed.

Attitudes toward Reading

While much of the research in reading focuses primarily on the cognitive domains in reading, the affective domains such as attitude, self-concept, and motivation are not as well researched, although equally important (Cramer & Castle, 1994). Sanisbury (2004) discussed two goals in teaching children how to read. He states “On the one hand, children must be given the necessary skills to read effortlessly, . . . on the other hand, their enjoyment should be developed so that they become self-motivated readers and participate in the broader and deeper experiences that reading can bring” (p. 15). While learning how to read is still a major focus in schools, many researchers argue that

affective aspects of reading also need to be addressed in reading instruction. In fact, as Cramer and Castle (1994) argue, many problems that occur in learning to read may stem in part from problems in the affective domain of reading. Researchers that stress the importance of the affective aspects of reading refer to aliteracy as being a major problem in both children and adults. Aliteracy occurs when those who know how to read well choose not to (Cramer & Castle). Aliteracy therefore involves attitudes toward reading and reading behavior. Possible causes of aliteracy include the absence of addressing affective domains in reading instruction due to the belief that positive reading attitudes will develop naturally and the lack of teacher training in reading affect (Cramer & Castle). Therefore, there is a need for research in the affective domains of reading, especially attitudes toward reading.

Smith (1990) defines a reading attitude as “a state of mind, accompanied by feelings and emotions that makes reading more or less probable” (p. 215). How children feel about reading can affect their reading behavior, particularly how they participate in reading-related activities in the classroom, as well as how much they practice reading beyond school requirements (Roettger, 1980). This relationship between reading attitude and reading behavior is further explained below.

Theoretical Model of Reading Attitude

There are several theoretical models that describe how attitudes toward reading affect reading development and behaviors in children. A recent model has been developed by McKenna (1994), who combined ideas from several previously proposed models of reading attitude into one comprehensive model of reading attitude acquisition.

According to the model, there are three direct factors that influence reading attitude (see Figure 1).

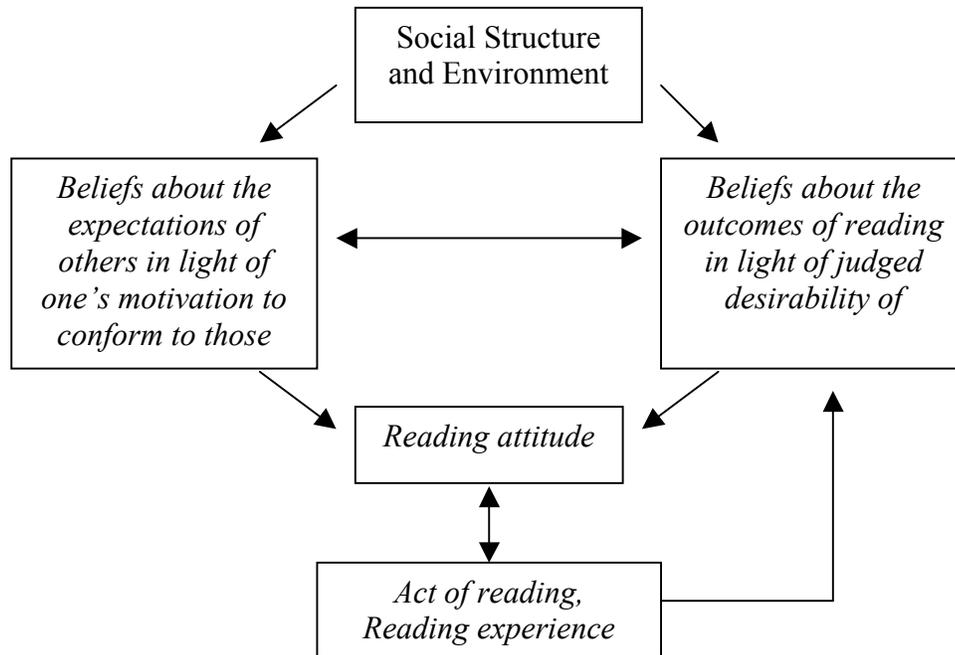


Figure 1. Model of Reading Attitude Acquisition

Note. Model adapted from McKenna (1994)

First, beliefs about the expectations of others refers to the social norms that students experience at home and in the classroom, whether from parents, teachers, peers, or the school environment in general. These beliefs affect reading attitude based on one's motivation to conform with others' feelings about reading, whether positive or negative. Second, student beliefs about the outcomes of reading are influenced by the students' environment as well as their own reading experiences. For example, if a student is in an environment that promotes reading and also has positive reading experiences, he/she will have positive beliefs about reading and this in turn affects his/her attitude toward reading.

This part of the model pertains to the purpose of the current study, as it is predicted that the experience of participating in a cross-age reading program will provide older students with a positive reading experience, thus having a positive effect on their beliefs about reading and their reading attitude. The third factor that influences reading attitude is the reading experiences that result from reading behavior. These experiences directly influence students' attitudes toward reading each time that they engage in reading behavior. All of these factors work together to form students' attitudes toward reading, and their attitudes affect their decision to read (McKenna, 1994). Therefore, it is evident that schools can play a major role in the formation of students' attitudes toward reading in both direct and indirect ways.

Developmental Trends

Research studies on the developmental trends of reading attitudes have provided evidence that attitudes toward reading in school-aged children tend to decline with age. Kush and Watkins (1996) conducted a longitudinal study of elementary students by administering a reading attitude survey to a group of 189 first grade students, and then administered the same survey three years later when the students were in fourth grade. These researchers found a significant decrease in attitudes toward both recreational and academic reading. According to McKenna, Kear, and Ellsworth (1995), results from a national survey of reading attitudes for children in grades one through six also showed a negative trend in attitudes throughout elementary school, and particularly found significant declines in attitudes toward recreational reading. Other studies have yielded similar results (Anderson, Tollefson, & Gilbert, 1985; Diamond & Onwuegbuzie, 2001; Lazarus & Callahan, 2000; Martin, 1984). Diamond and Onwuegbuzie suggested that

reading attitudes may decrease as students get older due to differences in expectations that occur with reading at older grade levels. For example, as reading instruction for students in younger grade levels (K-2) focuses on learning how to read, students in older grade levels (3-5) begin to use reading as a method of learning new information, which requires more effort and developed reading skills.

Reading Attitudes and Achievement

The relationship between reading attitudes and achievement has been inconsistently supported through research. While many assume that one's attitude toward reading would likely affect his/her reading ability, many studies suggest that this assumption is not necessarily true (McKenna, Kear, & Ellisworth, 1995; Walberg & Tsai, 1985). Also, there is not a clear causal relationship between attitudes and achievement (Quinn & Jadav, 1987).

Despite evidence that reading attitudes and achievement do not share a causal relationship, some research suggests that they are related. A recent study conducted by Diamond and Onwuegbuzie (2001) found a statistically significant relationship between attitudes and achievement ($r = .16$); however, this relationship is considered to be small. This study included 1, 968 students in second through fifth grade. When examined across grade levels, these researchers found significant relationships for grades two and four, but not for grades three and five. This suggests that the achievement/attitude relationship may be more important at certain grade levels, such as grades two and four. In addition, Walberg and Tsai (1985) found a stronger relationship between reading attitude and achievement ($r = .48$) when other factors, such as home environment, were controlled. McKenna, Kear, and Ellisworth (1995) conducted a national survey of reading attitudes

in children from grades one through six. The results from their study found that children with the lowest reading ability showed the most significant decrease in attitudes toward recreational reading as grade levels increased. This provides evidence that negative attitudes toward reading, especially for recreational reading, can be related to children's reading ability level.

Some research that compares certain groups of students supports a link between reading attitudes and achievement. One study conducted by Worrell, Roth, and Gabelko (2007) focused on reading attitudes of academically talented students. They found that these students scored higher on the Elementary Reading Attitudes Survey (ERAS) when compared with the survey's norms. Another study done by Wallbrown, Vance, and Prichard (1979) focused on students with reading disabilities. Results showed that when compared to a group without reading disabilities, children with reading disabilities tended to feel more negatively about reading experiences. McKenna's (1994) model of reading attitudes offers an explanation of the differences in attitudes between academically talented students and reading disabled students. According to this model, students who are strong readers tend to have positive reading experiences and develop positive beliefs about the outcomes of reading, and thus will develop good reading attitudes. On the other hand, students who are poor readers often continue to have negative experiences with reading and develop negative beliefs about the outcomes of reading, resulting in declining reading attitudes.

On the other hand, more recent research on the differences in reading attitudes between children with and without reading disabilities has yielded different results. A study done by Lazarus and Callahan (2000) examined the attitudes toward reading of

students with learning disabilities and compared them to attitudes of their non-disabled peers. Results from their study showed that students with learning disabilities had attitudes toward recreational and academic reading that were similar to those of their non-disabled peers and even exceeded reading attitudes of older, non-disabled children. They also found that students with learning disabilities had more stable attitudes toward both recreational and academic reading across grade levels, while their non-disabled peers showed more significant declines in reading attitudes as their grade level increased. Therefore, the results from this study suggest that reading ability may not be closely associated with attitudes toward reading, as students with learning disabilities may have reading attitudes higher than their non-disabled peers.

Due to the inconsistencies in research linking reading attitudes with achievement, it is evident that there are children whose reading attitude does not match their ability. Roettger (1980) interviewed children who had low reading attitudes and high reading comprehension scores, as well as those with high attitudes and low comprehension scores. The low attitude/high comprehension group viewed reading as a necessary part of school and important for school success, but did not view reading as being a pleasurable activity. These children often spent less time reading outside of schoolwork. On the other hand, the high attitude/low comprehension children preferred to read for pleasure more than for school activities, but did not do so because most of their time was devoted to schoolwork. These reading perceptions from children shed some light into the reading attitude/achievement debate. Despite some evidence that attitude and achievement are not highly related, it is still important that children view reading as fun and pleasurable in

order to have positive school experiences, since reading attitudes may influence overall attitudes toward school (Richards, Gaver, & Golicz, 1984; Swiatek & Lupkoski, 2000).

Reading Attitudes and the Home Environment

Another important influence on children's reading attitudes is how literacy is valued and practiced at home. Children spend much more time at home than they do in school, and therefore such factors as parents' views on reading, availability of reading materials, and how much time children spend reading for pleasure would likely play an important role in the development of children's reading attitudes. Research on reading attitude and the home environment have found these and other factors to be related to reading attitude.

According to Baker, Scher, and Mackler (1997), how reading is valued and modeled by parents can influence children through observation. As children observe their parents reading for pleasure and enjoying what they read, these children will then be more motivated to enjoy reading themselves. In fact, Baker, Scher, and Mackler found that parents who reported that reading was a source of pleasure tended to have children with high motivation and enjoyment of reading. Not only do parents' own beliefs about reading affect how their children view reading, but also how parents encourage their children to read also has an influence. Neuman (1986) looked at fifth grade students' leisure reading behavior and how it related to certain home characteristics. The strongest predictor for leisure reading was parental encouragement of reading, which included specific conversations about what the child had read. Therefore, how parents interact with their children about reading is also important and can influence reading attitude.

While it is evident that parents do play a role in the development of their children's reading attitudes, some research has examined what factors are important at different stages in a child's life. According to Baker, Scher, and Mackler (1997), home factors that have been found to influence children's interest in reading prior to school include having more books, higher social economic status (SES) and parental level of education, being read to by an adult, and frequent library visits. This study also found that when children are older, the more opportunities they have to engage in reading at home the more positive attitudes they will develop toward reading. This evidence is further supported in the research below.

It is important not only to look at reading values and behaviors in the home environment, but to also determine how home reading influences relate to school. Rowe (1991) developed an explanatory model of the relationship between home and school reading variables. He hypothesized that reading activity at home influences students' attitudes toward reading, reading achievement, and attentiveness in the classroom. His subsequent study found evidence to support his hypothesis. In Rowe's study, students' reading activity at home was found to have positive influences on students' achievement and attitudes toward reading. Rowe further explained that there was a strong interdependence between attitudes and reading activity at home, and this positively affected students' achievement in school. This study supported evidence that there is a strong relationship between home and school reading activities.

The previous discussion on reading attitudes and related research illustrates that children's attitudes toward reading can be influenced by many factors, such as age, achievement, and reading behaviors practiced at home. The following discussion will

focus on cross-age tutoring, first exploring the effects that cross-age tutoring can have on the cognitive aspects of reading, and then looking at the influence of cross-age tutoring experiences on affective aspects of reading.

Cross-Age Tutoring

Cognitive Gains

Research on cross-age tutoring for reading supports cognitive benefits. Fisher (2001) suggested that cross-age tutoring is beneficial for older students because it gives them the opportunity to read for a specific purpose. His study involved a group of middle school students who were poor readers and served as tutors for first and second grade students. The tutors were trained through a teacher who developed lesson plans for the tutors to use and modeled how to use them. The students were provided time in class to practice reading books and develop questions for their tutoring sessions. This group of middle school students was compared with a group of similar students who took a remedial reading class instead of tutoring. The group of students who were tutors showed significant increases in reading vocabulary and comprehension, as assessed by a school wide test, and also outperformed the students in the remedial reading class. The tutors also showed improvements in reading fluency as a result of the cross-age reading program. Thus this study showed that cross-age tutoring can be beneficial for middle school students in reading vocabulary, comprehension, and fluency.

VanKeer (2004) conducted a study with 454 fifth grade students and assigned them to one of four groups. The first group received explicit teacher instruction of reading strategies. The second and third groups received this same instruction, while one group also participated in a same-age tutoring program within the classroom and the

other served as cross-age tutors for second grade students. The fourth group received traditional reading instruction and served as the control group. Results from this study revealed significant increases in reading comprehension for the cross-age reading group, especially when compared with the same-age tutoring group and the control group. From observations of the tutoring sessions, VanKeer suggested that cross-age tutoring was more motivating than same-age tutoring because the cross-age tutors thought of their experience of teaching younger children as being valuable and important. Also, cross-age tutoring provided more clearly defined roles, while the role-shift during same-age tutoring was often awkward and less clear. While the qualitative observations from this study reveal that there are benefits of cross-age tutoring programs for older elementary students beyond cognitive gains, other aspects such as reading attitude were not formally measured.

Another study on cross-age tutoring conducted by Fox and Wright (1997) involved a cross-age tutoring program in which 208 nine-, ten-, and eleven-year-olds read to younger siblings and neighbors at home. Prior to reading to siblings, these students practiced reading stories in their classrooms with peers and explored the narrative structure of the story. Reading comprehension for each student was assessed before and after the program by having the students do a written retelling activity. The results of the study showed that after the program, the students showed significant gains in reading comprehension. Qualitative results also revealed gains in reading confidence among the students and increased reading behaviors at home.

Therefore, while there is evidence that cross-age tutoring programs help increase cognitive aspects in reading for students, especially reading comprehension, qualitative

data from these studies also reveal that affective aspects in reading can also improve. Research studies that have exclusively examined the affective aspects of cross-age tutoring programs will be discussed in the following section.

Cross-Age Tutoring and Attitudes toward Reading

There is evidence that many children who serve as tutors for younger children enjoy the tutoring experience (Giesecke & Cartledge, 1993; Jacobson et al., 2001; Morrison, Everton, & Rudduck, 2000). Research also reveals that tutees show significant gains in attitudes toward reading as a result of cross-age reading programs (Jacobson et al., 2001). Therefore, it is important to look at research that examines the effects of cross-age tutoring programs and how they may affect children's attitudes toward reading.

Affective Gains

Many researchers suggest that it is important to look beyond the cognitive benefits of cross-age reading programs to the affective gains that could result (Matthewson, 1994; McKenna, 1994; VanKeer, 2004). Results from a study conducted by Barnett and Irwin (1994) found that traditional reading activities (e.g., phonics drills and worksheets) negatively correlate with reading attitudes. This would suggest that non-traditional activities that promote reading for pleasure would improve reading attitudes. However, research on cross-age tutoring and affective gains toward reading for older students has been somewhat mixed.

In a meta-analysis on the outcomes of tutoring, Cohen, Kulick, and Kulick (1982) concluded that students who participated in tutoring programs, both tutors and tutees, had more positive attitudes toward the subject matter taught through tutoring than students who did not participate in such programs. This review of research supports the idea that

cross-age reading programs would help increase student attitudes toward reading, both for older and younger students. Therefore, earlier research on cross-age tutoring and attitudes supports current research in this area, particularly for older students' attitudes.

Further research on reading programs that involve social interactions further supports this idea. Manning and Manning (1984) looked at the effectiveness of several programs designed to help increase recreational reading among fourth grade students. Four hundred and fifteen students from eight different schools were randomly assigned to one of four groups. In the first group, students participated in sustained silent reading during class. Students in the second group read books on their own and interacted with their peers during class through discussions and other reading activities. The third group of students participated in teacher conferences in which they read on their own and participated in discussions with their teacher. The fourth group did not participate in a recreational reading program and served as the control. Pretests and posttests of reading attitudes and achievement revealed that the peer interaction reading program was the most effective, with significantly increased gains in attitudes and achievement scores, as well as higher scores for both measures at posttest than any other group. This study demonstrated that incorporating social interactions during reading activities could serve as an important method to improve students' reading attitudes. However, this study was limited to interactions among students at one grade level, and the authors suggested further research within and between different grade levels.

Leland and Fitzpatrick (1994) paired sixth grade students with kindergarten students to participate in reading and writing activities together. The older students read to the younger students while discussing the stories to keep the younger students

engaged. They also practiced story-mapping techniques and wrote stories together with their younger partners. Results from this program revealed a significant increase in reading attitudes in the older students as well as an increase in independent reading for pleasure among this group of students. The students who participated in the program commented that they had fun during the program and felt good about serving as tutors. These researchers attributed the success of the program to connecting knowledge of reading skills and opportunities for practice with real-life activities that the students found to be valuable.

While the previous studies provided clear evidence that supports the use of cross-age tutoring to improve reading attitudes for older children, some research studies have found results that are less clear. Labbo and Teale (1990) conducted a study to help improve the reading fluency and attitudes of fifth grade students who were identified as below-average readers. A group of twenty fifth grade students were randomly assigned to one of three groups: a cross-age tutoring group (students read storybooks to kindergarten students), an art partners group (students helped kindergarten students with projects during art class), and a control group who received regular reading instruction. Students in the reading group were assisted in selecting books, practiced reading, and were taught how to stop and ask the kindergarten students questions during reading. They also met as a group before and after reading sessions to set personal goals and to receive feedback. The program lasted eight weeks and the reading and art partners spent an equal amount of time with their kindergarten partners. While results showed a significant gain in reading achievement for the reading partners group over the art partners group, there were no significant statistical differences between groups on measures of reading attitudes.

However, qualitative observations and interviews revealed that the students who read to kindergartners showed an increased interest in reading and became more confident readers.

In a similar study, Davenport, Arnold, and Lassman (2004) had fifth grade students with learning disabilities serve as reading tutors for kindergarten students. Before the program, the tutors practiced reading specific books and were taught how to model appropriate reading skills. The researchers measured the fifth grade and kindergarten students' attitudes toward reading before and after the program. Results revealed that while the kindergarten students' reading attitudes increased, the attitudes of the fifth grade students with learning disabilities slightly decreased for both recreational and academic reading. A possible explanation for this outcome could be explained by McKenna's (1994) model reviewed earlier, in that the students with learning disabilities may have had negative experiences with reading in the past, which affected their experiences during the program and resulted in lower reading attitudes.

Summary of the Literature

It is evident that affective aspects of reading are important in reading research and reading instruction in schools. Research has consistently found that as students get older, their attitudes toward reading tend to decline, and this is likely due to the fact that older students are required to read more for work than pleasure during school. Also, research that has examined home reading variables and how they affect reading attitudes and reading behavior in school has found that reading practices in a child's home environment do have strong influences on his/her reading attitude.

Much of the research on cross-age reading programs has focused on cross-age tutoring, in which older students are trained to work with younger students. Programs that included tutor training have been found to have positive influences on older students' reading achievement and attitudes toward reading. Although no current research was found to indicate what is typically done in schools, it is assumed that many cross-age programs that are implemented in the schools do not train the older students who participate as tutors. Instead, older children are simply paired up with younger students and instructed to read for an allotted time period. The purpose of the present study is to determine the effects of having older students read to younger students without prior training.

CHAPTER 3

METHODS

From the research previously reviewed, it is evident that cross-age tutoring provides a positive experience for tutors and tutees both academically and attitudinally. This study is designed to determine if the experience of reading with younger students will improve older students' attitudes toward reading. The first independent variable for this study is the participation in the cross-age reading program or not. The second independent variable is the students' home environment (high vs. low reading behavior). The students' home environment was included because research has shown that home factors can have a strong influence on reading attitudes. The dependent variable is reading attitudes.

The current study included two experimental groups of students: Experimental 1 and Experimental 2. The Experimental 1 group included students participating in the cross-age reading program during the first phase of the study. The Experimental 2 group included students who participated in a cross-age reading program during the second phase of the study, and served as a control for Experimental 1. Thus, this study used both between- and within-subjects designs. For within-subjects, both experimental groups' reading attitudes were measured before and after the cross-age reading program was implemented for each group. To measure between-subjects, the reading attitudes of the

Experimental 1 group were compared with the reading attitudes of the Experimental 2 group after the first phase of the program was complete. Therefore, the purpose of this study was to determine if participating in a cross-age reading program would improve students' attitudes toward reading, and if children who participated would have more positive attitudes than those who did not participate. This study also examined the relationship between a student's home environment and reading attitudes to determine if one's home environment affects the outcomes of participating in a cross-age reading program.

Participants

Participants included 45 fifth grade students from two classes. Given that research reveals that attitudes toward reading tend to decline with age (Kush & Watkins, 1996; McKenna, Kear, & Ellsworth, 1995), this age group was chosen to study to see if reading attitudes could improve as a result from the reading program. Students from one first grade class also participated and served as the younger reading buddies for both experimental groups. It has been suggested that cross-age partners have at least a three-year gap between them (Morrison et. al., 2000). This has been suggested because older children can easily and confidently take on the role of being a superior reader.

Procedures

Before this study began, permission from the University of Wisconsin—La Crosse Institutional Review Board was granted. Next, a school in which an elementary cross-age reading program is typically implemented was selected. Consent from the school district that participated was obtained through written consent (Appendix A). Parents of the older children who participated in the study were given notification in

which a letter was sent home explaining the program as a class project (Appendix B). Parents had the choice to sign and return the letter if they did not want their child to participate. Teachers participating in the study signed an agreement form (Appendix C) stating they would follow the procedures of the study.

The first phase of the study included the participation of the Experimental 1 group of older students in a cross-age reading program. Meanwhile, the Experimental 2 group of students received regular reading instruction. Prior to the start of the first phase of the program, both experimental groups of older students completed the Elementary Reading Attitudes Survey (ERAS) and the Home Reading Environment Scale (HRES) during class. I administered the surveys, and each question was read aloud to the class as they selected answers. Both groups completed the surveys prior to the first phase to ensure that the groups were similar. Next, the Experimental 1 group of students was assigned to younger reading buddies through teacher recommendations as to which students would work well together.

After the first administration of the surveys, the first phase of the cross-age reading program began. For the reading sessions, the older students read to the younger reading buddies during the first ten sessions. The younger buddies then read to the older buddies during the last four sessions. The sessions occurred two times per week, and each session lasted fifteen minutes. The pairs remained constant, unless teachers felt reassignment was needed. Temporary reassignment occurred if students were absent. The program lasted until 14 reading sessions were complete (seven weeks).

When the first cross-age reading program ended, the same attitude survey (ERAS) was administered a second time to the Experimental 1 group of older students in class.

They also completed the Cross-age Reading Program Survey (CRPS), which included open-ended questions about the program.

After the first phase of the cross-age reading program was complete, the second phase began. The second phase included the Experimental 2 group of students who participated in the cross-age reading program immediately following the Experimental 1 group's participation. The Experimental 2 group also completed the ERAS (for the second time) prior to participation in the cross-age reading program. During the second phase, the Experimental 2 group completed fourteen reading sessions and followed the same process as the Experimental 1 group. At the end of the second phase of the cross-age reading program, this group of students completed the reading attitudes survey (ERAS) for a third time and were asked open-ended questions about the program (CRPS). See figure 2 for the procedures timeline.

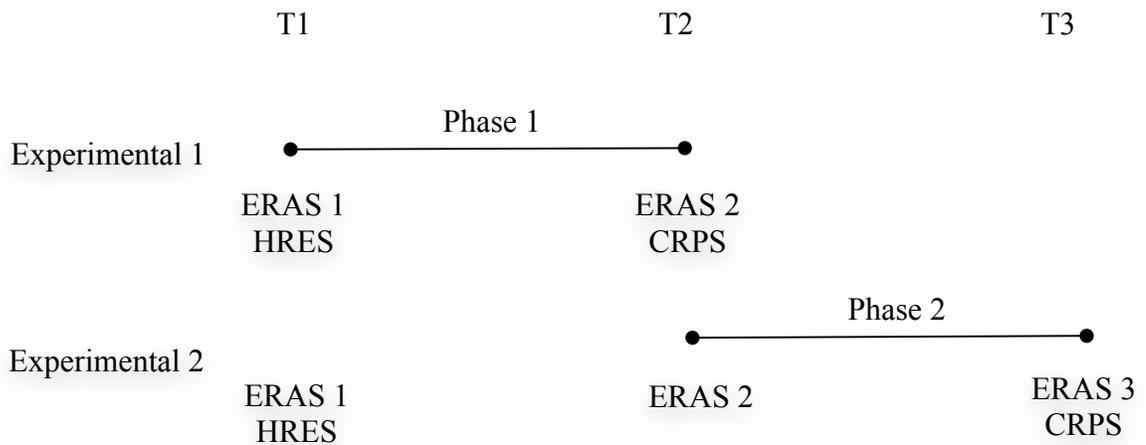


Figure 2. Procedures Timeline.

Instruments

Students were administered the Elementary Reading Attitudes Survey (ERAS), a short demographic survey, the Home Reading Environment Scale (HRES), and the Cross-Age Reading Program Survey (CRPS). Each student was assigned a specific code that was labeled on the ERAS and HRES surveys. The purpose of this code was to obtain pre- and post-test data on attitudes as well as to categorize student into types of home reading behavior. During the administration of each survey, questions were read orally and students were given the opportunity to ask questions. Two adults were present while the surveys were administered. In the unlikely event a child became upset during the administration of the surveys, counseling services were available.

Elementary Reading Attitudes Survey (ERAS)

Students' attitudes toward reading were measured using the Elementary Reading Attitudes Survey (ERAS). The ERAS was developed by McKenna and Kear (1990), and contains 20 items based on a Likert-type scale. Each item contains a brief, simply worded statement about reading. The first ten items contain statements about recreational reading, and the second set of ten items pertains to academic reading. Examples of recreational items included in the survey are "How do you feel about reading for fun at home?", "How do you feel about getting a book for a present?", "How do you feel about reading instead of playing?" and "How do you feel about reading different kinds of books?" Examples of academic items include "How do you feel about doing reading workbook pages and worksheets?", "How do you feel about learning from a book?", "How do you feel when it's time for reading class?" and "How do you feel when you read out loud in class?" Following each statement are four pictures of Garfield the cat with facial

expressions that range from “very happy” to “very upset.” Students are asked to circle the cat which best explains their feelings about the statement. Responses are given a score between 1-4 points per item, with one point given for the most negative response and four points for the most positive. This survey provides scores on two subscales, attitudes toward recreational reading and attitudes toward academic reading, and a full-scale reading attitudes score, which is a combination of the two subscales. Therefore, each subscale can yield a score between 10-40 points, and the full-scale score can range from 20-80 points.

Normative data for this survey was collected from 18,138 students from 95 school districts in 38 states, and included students from grades one through six. The authors reported that the normative sample was representative of the U. S. population according to 1989 national statistics (McKenna & Kear, 1990). Therefore, based on this data, the raw scores can be converted into percentile ranks for comparison with a national sample.

Internal consistency results for this survey reported reliability coefficients that ranged between .74 to .89, with 16 of the 18 coefficients at .80 or above (McKenna & Kear, 1990). Construct validity was established in several ways. For the recreational subscale, students were asked if they had a public library card, if they had books checked out from the school library (for non-academic purposes), and how much TV they watched per night. Those characteristics that favored recreational reading (such as watching less than one hour of TV) were significantly related to more positive recreational reading attitude scores. For the academic subscale, students’ academic reading attitude scores were compared with their reading ability level. Students determined to have a high reading ability had academic reading attitude scores that significantly exceeded those

students with low reading ability. Furthermore, factor analysis of the two subscales revealed evidence in support of the use of the two discrete subscales of reading attitude.

Home Reading Environment Scale (HRES)

After participants completed the ERAS, they were asked to complete a Home Reading Environment Scale (HRES). This scale was developed for the purpose of this study to determine the students' reading behaviors at home. The questions were derived from several studies that examined reading behaviors at home and how home reading behavior affects reading attitude (Davies & Brember, 1993; Rowe, 1991; Sharpio & Whitney, 1997). This survey also included questions about gender and age in order to collect demographic data. Internal consistency was determined and reported as part of this study. A copy of the HRES appears in appendix D.

Cross-age Reading Program Survey (CRPS)

Following participation in the cross-age reading program, students were asked several questions about their experience in the cross-age reading program. These questions were open-ended, and included items such as "What did you enjoy about the time you spent together with your reading buddy?" and "When reading with your younger buddy, what was your favorite part? Least favorite part?" These questions provided qualitative data that was aimed to provide some insight into the effectiveness of the program. A copy of the CRPS appears in appendix E.

Hypothesis and Data Analysis

For this study, three hypotheses will be tested. The first hypothesis to be tested is:

H₁: By participating in a cross-age reading program in which they read to younger students, older students' attitudes toward reading will improve.

To measure this hypothesis, one sample *t*-test will be used to determine if changes occurred as a result of the cross-age reading program. This is a one-tailed, directional hypothesis, and it is expected that significant results will yield improved attitude scores. The independent variable for this hypothesis is the cross-age reading program, and the dependent variable is the attitudes toward reading. A significance level of .05 will be used.

The second and third hypotheses to be tested are:

H₀₂: older elementary students who participate in a cross-age reading program in which they read to younger students will have the same attitudes toward reading as students who do not participate.

H₀₃: There will be no difference in reading attitudes in students who come from a home environment that has low reading behavior and participate in a cross-age reading program as compared with those who come from a home environment that has high reading behavior.

To measure this, a two by two ANOVA will be conducted, with the cross-age reading program (participate vs. not participate) and the home reading environment as independent variables. A median split on the HRES will be used to determine high and low home reading behavior. The dependent variable is the students' attitudes toward reading. A significance level of .05 will be used.

CHAPTER 4

RESULTS

The purpose of this study was to determine the effects of a cross-age reading program on the reading attitudes of older elementary students. This study also examined the differences in reading attitudes between students with high vs. low home reading behaviors, a factor that was created for the purpose of this study. This chapter will begin with demographic information of the students who participated in this study and will conclude with the presentation of results.

Demographics

Students from two fifth grade classrooms from an elementary school in a suburban city located in Wisconsin were invited to participate in this study as a class project. All of the enrolled students ($N = 45$) from each class participated. Participants' ages ranged from 10 to 12 ($M = 10.53$, $SD = .55$). Twenty-five participants were female and 20 participants were male. The sample included 38 Caucasian, three African-American, two Hispanic-American, and two Native-American students. Thirty-seven of the participants were regular education students, and eight participants were identified as having a special education impairment (three with a specific learning disability, three with an other health impairment, two with an emotional behavioral disability) and were mainstreamed into the regular education classrooms. Six of the regular education students

received regular education reading support services. Students with disabilities and students who received reading support were evenly distributed among both experimental groups.

Survey Results

This study included both within- and between-subjects designs. Each class of students served as a separate experimental group (Experimental 1 and Experimental 2). The Experimental 1 group participated in the cross-age reading program during the first phase of the study (between Time 1 [T1] and Time 2 [T2]), during which the Experimental 2 group received regular reading instruction. After the Experimental 1 group completed the cross-age reading program, the Experimental 2 group then participated in the cross-age reading program during the second phase of the study (between T2 and Time 3 [T3]). During the implementation of the cross-age reading programs, I checked in with the teachers several times during each phase. I also observed the reading buddies two times (once during each phase) to ensure that the procedures were being implemented correctly.

Participants were asked to complete two quantitative surveys for the purpose of this study. Students' home reading behaviors were measured using the Home Reading Environment Scale (HRES), completed by both experimental groups at the start of the study (T1; $M = 20.98$, $SD = 3.92$). The internal consistency of the items on the HRES was calculated to determine the reliability of this measure. Overall the reliability for the HRES is .63. This is considered to be in the acceptable range for analyzing research results (Salvia, Ysseldyke & Bolt, 2007).

Students' reading attitudes were measured using the Elementary Reading Attitudes Survey (ERAS) before and after participation in the cross-age reading program. The internal consistency of the items on the ERAS was also calculated, and overall the reliability is .90. This was higher than the internal consistency data collected from the survey's normative sample (McKenna & Kear, 1990). The Experimental 1 group was administered this survey on two different occasions (T1 and T2), and the Experimental 2 group was administered this survey on three different occasions (T1, T2, and T3). For this study, the ERAS total score was used. The means, standard deviations, and percentile ranks (based on the ERAS normative data) are presented in Table 1.

Table 1. Means, Standard Deviations, and Percentile Ranks on the ERAS for Experimental 1 and Experimental 2 at T1, T2, and T3.

Group/Subscale	n	T1			T2			T3		
		Mean	SD	PR	Mean	SD	PR	Mean	SD	PR
Exp. 1 Total	22	61.50	9.17	70	60.45	9.83	70	--	--	--
Rec.	--	31.05	4.76	--	30.95	5.23	--	--	--	--
Acad.	--	30.45	5.38	--	29.95	6.44	--	--	--	--
Exp. 2 Total	23	57.61	11.28	64	56.96	14.68	57	57.22	14.02	61
Rec.	--	29.91	5.70	--	28.91	8.00	--	29.48	7.31	--
Acad.	--	27.70	6.39	--	28.04	7.36	--	27.74	7.72	--

*Note Exp. = Experimental, Rec. = Recreational, Acad. = Academic

A one-sample t-test was used to determine if participants' reading attitudes changed as a result of participating in a cross-age reading program. This included both experimental groups for the within-subjects design and was comprised of the difference

between the start and the end of the experimental treatment program (Experimental 1: T2-T1, Experimental 2: T3-T2). A one-sample t-test was not significantly different from zero, $t(44) = -.42, p = .68$. In fact, there was a slight decrease between the start of the reading buddies program and the end of the program by $-.38$. This was the opposite effect that was predicted. Thus the first hypothesis is rejected.

The HRES was then divided into high and low home reading behavior by a median split. Those that were classified as “low” had a score of 20 or lower and those that were classified as “high” had a score of 21 or higher. A 2X2 ANOVA was conducted to determine if there was an effect of participants’ home reading behavior on their change in reading attitudes as a result of participation in the cross-age reading program. There was no significant main effect of home reading behavior, $F(1, 41) = 2.57, p = .12$. There was no significant main effect of participation, $F(1, 41) = .99, p = .33$. There was no significant interaction of home reading behavior and participation, $F(1, 41) = .04, p = .84$. Thus, the second and third null hypotheses are accepted. Figure 3 depicts the mean ERAS scores for the different groups.

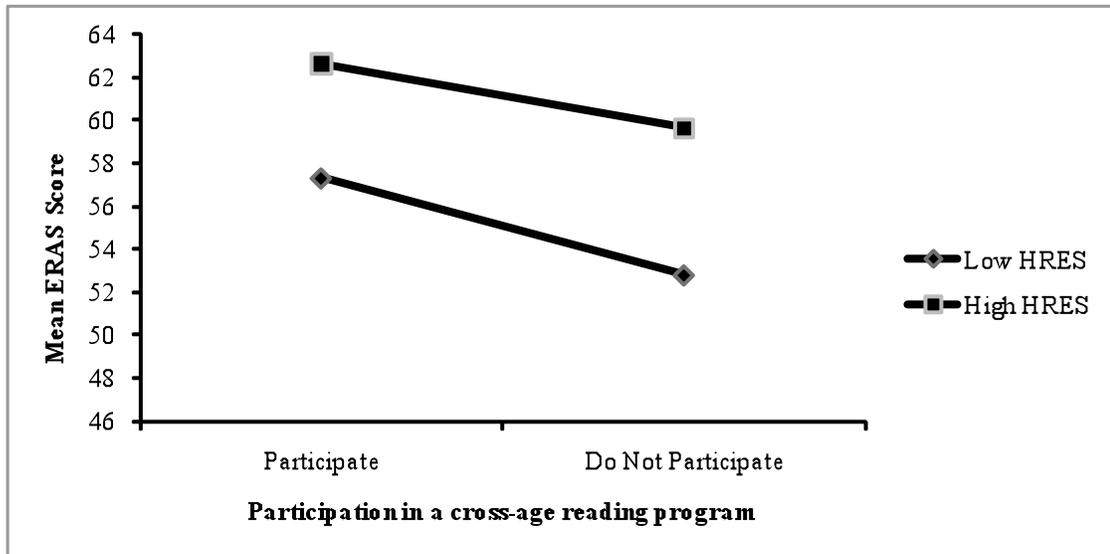


Figure 3. Mean ERAS score for students with low vs. high home reading behavior as a function of participation in a cross-age reading program.

Qualitative Results

Following participation in the cross-age reading program, participants were administered the Cross-age Reading Program Survey (CRPS), an open-response qualitative survey containing 6 questions about experiences pertaining to the cross-age reading program. Responses to each question were carefully reviewed and rated as “positive,” “negative,” or “impartial” according to certain criteria. Positive responses included words such as “like,” “fun,” “happy,” and “enjoy,” or were general responses to positively-prompted questions (questions that specifically asked for a positive response). Negative responses included words or phrases such as “hate,” “do not like,” and “boring,” or were general responses to negatively-prompted questions (questions that specifically asked for a negative response). Impartial responses included words or phrases such as “nothing,” “I don’t know,” and “fine,” or included both positive and negative

feelings within the same answer. Table 2 provides the number of each type of response for each question asked.

Table 2. Number of the Types of Responses for the Qualitative Questions on the CRPS

	Types of Responses		
	Positive	Negative	Impartial
1. What did you enjoy about the time you spent together with your reading buddy?	42	2	1
2. When reading with your reading buddy, what was your favorite part?	43	0	2
3. When reading with your reading buddy, what was your <i>least</i> favorite part?	2	33	10
4. Did you feel like a good reader when reading to your reading buddy? What made you feel this way?	35	5	5
5. If given the chance, would you like to spend more time with your reading buddy? Why?	35	6	4
6. How do you feel about reading now?	34	3	8

The first 3 questions on the CRPS asked for specific positive (questions 1 and 2) or negative responses (question 3). The first question on the CRPS asked “What did you enjoy about the time you spent together with your reading buddy?” Of the participants who provided a general response or who responded positively, many referred to the interaction with their younger buddies, including interactions involving books (e.g., talking about books, answering questions, and helping younger buddies read) and personal interactions (e.g., getting to know younger buddies, laughing together, and making personal connections).

The second question asked, “When reading with your reading buddy, what was your favorite part?” Of the participants who provided a general response or who responded positively, common favorite aspects of the cross-age reading program included the interaction with their younger reading buddies (e.g., making buddies laugh/smile and learning about buddies’ interests) or specific aspects about reading (e.g., talking about books, reading specific books, and reading a variety of books). Many participants also specifically mentioned that they enjoyed reading to the younger buddies or younger buddies reading to them.

The third question asked, “When reading with your reading buddy, what was your *least* favorite part?” Of the participants who provided a general response or responded negatively, common aspects of the cross-age reading program that were not liked included behavior of the younger reading buddies (e.g., not listening, talking too much, and reading too softly) and book selection (e.g., reading books that were “too easy” and difficulty choosing books). Several participants also specifically mentioned disliking reading to the younger buddies or younger buddies reading to them. Participants who responded impartially included responses such as “nothing” and “I have no least favorite part.” Responses such as “when we had to leave” and “when we are at a good part, but then it’s time to go” were also rated as impartial.

The last 3 questions on the CRPS each asked for responses that could be either positive or negative. The fourth question asked, “Did you feel like a good reader when reading to your reading buddy? What made you feel this way?” Of the participants who responded positively, many responded that they did feel like a good reader while reading to their younger buddies. Common reasons included the reactions of the younger reading

buddies (e.g., listening, asking questions, enjoying stories, and their non-judgmental attitudes), being in a “teaching” role (e.g., helping buddies learn new words), and feeling confident (e.g., participants knowing the books they were reading, reading easier books, and reading many words correctly). Participants who responded negatively stated they did not feel like good readers, and reasons included reading books that were “too easy” and disliking reading aloud. Impartial responses included feeling the same about reading and or feeling good about reading and not knowing why.

The fifth question asked, “If given the chance, would you like to spend more time with your reading buddy? Why?” Many participants indicated that they would like to spend more time with their younger reading buddies, and common reasons included that the experience was fun, they liked helping younger students read, and they enjoyed getting to know younger students. Participants who responded negatively indicated they did not want to spend more time with their reading buddies, giving reasons such as disliking the book selection and younger buddies not paying attention. Participants who responded impartially had more mixed feelings.

The sixth question asked “How do you feel about reading now?” Of the participants who responded positively, responses included feeling good about reading after the program, feeling smarter, stating reading is fun, and that they enjoyed reading both before and after the program. Participants who responded negatively indicated that they did not like reading both before and after the program. Participants who provided impartial responses included that they felt the same about reading before and after the program or provided more neutral responses (such as “fine” or “alright”). For a complete list of participant responses on the CRPS, please refer to appendix F.

CHAPTER 5

DISCUSSION

Many schools implement cross-age reading programs, in which older students are simply paired with younger students and read with them without specific training. While the research on this practice has focused on cross-age tutoring (i.e., older students are trained on how to assist younger students with reading) many teachers do not regularly and formally train older students prior to reading with younger students. There is no current research about cross-age reading programs, in which older students are simply paired with younger students and asked to read. The goal of the current study was to determine if participation in a cross-age reading program would improve students' attitudes toward reading. Students' home reading environments were also measured and included as a factor in this study. It was predicted that students with low home reading environments would benefit more from participating in a cross-age reading program, in that their attitudes would increase further. This study was intended to examine the effects of this commonly used practice in schools, focusing primarily on the affective aspects of reading.

It was hypothesized that students' reading attitudes would increase as the result of participating in a cross-age reading program. All students were administered the Elementary Reading Attitude Survey (ERAS) before and after their participation in the

cross-age reading program. No significant difference was found between participation in the cross-age reading program and overall reading attitudes. It was also predicted that the older students who participated in cross-age reading program would have higher reading attitudes than those who did not participate. Two classes were compared, and one served as a control for the first phase of the study. Students who participated in the cross-age reading program did not have significantly higher attitudes than those who did not participate. From reviewing previous research as well as the results of the current study, there are two main reasons as to why participants' reading attitudes did not increase as predicted and why students who participated did not have higher reading attitudes than those who did not participate. First, the training that has been researched for the tutoring programs may have a larger positive impact than anticipated. Second, there are several other influences that likely had more of an impact on participants' overall reading attitudes. These ideas will be discussed further.

Training vs. No Training

There have been several studies previously reviewed that have found significant affective gains for older students who participate in cross-age tutoring programs, in which training is provided. (Cohen, Kulick, & Kulick, 1982; Leland & Fitzpatrick, 1994; Manning and Manning, 1984). Some of the training that previous studies have used has included time to practice reading stories, teaching older students how to engage in discussions about stories they read, and incorporating interactive reading activities into the time spent with younger students. Studies that have focused on measuring the affective outcomes of these tutoring programs, particularly reading attitudes, have found positive results. Therefore, previous research suggests that the practice of training older

students prior to having them participate in reading activities with younger students may be more beneficial.

Participants in this study were not trained as tutors, and were simply asked to read with younger students. They did not receive any training prior to their interactions with their younger reading buddies and did not engage in any in-depth discussions or reading activities related to the stories they read, as cross-age tutoring programs would require. Since the participants just spent time reading with their younger buddies and only had simple, spontaneous discussions (asked or answered questions, assisted younger buddies with reading), it is possible that they were not as engaged and did not feel their role was significant. According to McKenna's (1994) model of reading attitude acquisition (see Figure 1 in chapter 2), student beliefs about the outcomes of reading influences their reading attitude development. Since students were not trained and were not given a specific purpose or feedback during the cross-age reading program, it is likely that they were not as engaged and this resulted in some negative experiences. The qualitative results from the current study do reveal that some students did not feel engaged in the reading activity, including several comments that the books were too easy and that the activity was boring and redundant. Therefore, this lack of engagement may have contributed to the overall slight decrease in participants' reading attitudes. Since there have been studies that have found positive reading attitude changes with cross-age tutoring programs, the addition of training prior to implementing cross-age reading programs may be necessary in order to have a larger impact on reading attitudes for older students.

The qualitative results also indicated that participants were not equipped to handle behavior issues that occurred when spending time with younger students. Specifically, when students were asked about what they did not like about the reading buddies program, many of the negative responses indicated that the younger students behaved inappropriately at times, and the older students were unsure of how to successfully deal with these behaviors. Therefore, older students need to learn appropriate ways to handle younger student behaviors on their own before participating in cross-age reading practices in order to prevent such negative experiences. None of the research on cross-age tutoring programs previously reviewed has focused on this type of training for older students. Future cross-age reading programs should incorporate training on how to appropriately deal with younger student behaviors prior to implementing cross-age reading programs.

Other Influences on Reading Attitudes

According to research previously reviewed, there can be many different influences on student reading attitude development. One reason as to why participants' reading attitudes did not increase is that the cross-age reading program did not have enough of an impact. McKenna's (1994) model of reading attitude acquisition explains the impact of reading experiences on reading attitudes. Part of this model indicates that students' reading experiences directly influence their reading attitude development. During the current study, participants spent a lot more time engaged in many different reading activities (e.g., independent reading, reading groups, class discussions, etc.), while the cross-age reading program occupied only a fraction of the participants' reading instruction time. Therefore, participants' experiences with other reading activities likely

had more of an impact on their reading attitudes. If the cross-age reading program was more ingrained into students' reading instruction time (e.g., more time spent with the younger buddies or participating in the program for a longer duration), it is possible that the cross-age reading program may have had more of a positive impact.

Research has consistently shown that reading attitudes tend to decline with age (Diamond and Onwuegbuzie, 2001; Kush and Watkins, 1996; McKenna, Kear, & Ellsworth, 1995). The experience of participating in a cross-age reading program for even a short period of time may not be enough to curb the decline in reading attitudes for most students at the upper elementary level. Students at this level likely have well-established reading attitudes due to the fact that they have spent many years engaged in reading experiences, both positive and negative. It is likely that in order to change reading attitudes for older students, there needs to be more interventions that directly target reading attitude development. Cramer and Castle (1994) indicate that it is important for teachers to directly address reading attitudes in reading instruction; therefore there may be more of a need for more direct teaching approaches during the regular reading activities of the classroom.

Since research has shown that students' reading experiences at home can play a role in reading attitude development (Baker, Scher & Mackler, 1997; Neuman, 1986; Rowe, 1991), this was included as a factor. Participants were administered the Home Reading Environment Scale (HRES) and were divided into two groups: students with "low" home reading environments and students with "high" home reading environments. It was predicted that students with low home reading environments would have a significant increase in their reading attitudes as a result of participating in a cross-age

reading program. Results indicated there was no significant attitude increase for students with low home reading environments who participated in a cross-age reading program versus those who did not participate. Therefore, the cross-age reading program did not appear to have a significant impact specifically with students with low home reading environments. Referring to McKenna's (1994) model of reading attitude, it is likely that older students have a more established reading attitude, and participating in a cross-age reading program at school for a short period of time will not result in significantly increased reading attitudes.

It is interesting to note that while there was not a significant correlation between home reading environment and reading attitudes, students in the high HRES group did have higher ERAS scores overall when compared to students who were placed in the low HRES group. This supports Rowe's (1991) study on home reading behavior and reading attitudes, in that reading experiences at home do play an important role on students' reading attitude development.

Positive experiences

While the quantitative results of this study did not yield significant increases in reading attitudes, the qualitative results do shed some light into the value of cross-age reading practices. Participants were given a qualitative, open-ended survey about their experiences in the cross-age reading program, called the Cross-age Reading Program Survey (CRPS). When participants were asked questions about what they enjoyed about their time spent with their younger reading buddies, almost all students could report positive experiences. Some responses included specific aspects (e.g., "I felt proud when she read to me and talked about the pictures"), while other responses were more general

(e.g., “When I meet with my buddy it’s like joy”). Many participants responded that they enjoyed getting to know their younger buddies and wrote about the relationship they developed, while others wrote about specific reading activities they enjoyed. When asked if they would like to spend more time with their reading buddies, a majority of participants responded that “yes,” they would. Therefore, it is evident that many older students do enjoy spending time reading with younger students and that a cross-age reading program is a positive experience overall. Other studies reviewed earlier have also found positive qualitative results from cross-age tutoring programs (Fox and Wright, Jacobson et al., 2001; 1997; Labbo & Teale, 1990).

The CRPS included two other questions that asked participants specifically about how they felt about reading in relation to the cross-age reading program. When asked, “Did you feel like a good reader when reading to your reading buddy? What made you feel this way?” many participants responded positively, indicating that they did feel like good readers. Reasons included positive feedback from younger reading buddies (e.g., “Yes, I felt this way because he really liked the stories I chose for him.”), being in a “teaching” role (e.g., “Yes, I did feel like a good reader because I always told her what a word meant if she didn’t know it.”), and feeling confident in their reading skills (e.g., “Yeah, because when there’s a big word and you get it they’re really shocked it makes you feel good.”). When participants were asked, “How do you feel about reading now?” a majority of the responses were positive. Some of the students who responded positively did indicate that they enjoyed reading more after the program (suggesting a positive attitude change), and others indicated that they liked reading both before and after the program (suggesting no change in attitude). Impartial and negative responses generally

included feeling the same about reading or continuing to dislike reading (suggesting no change). None of the responses indicated having a decreased reading attitude as a result of the cross-age reading program. Therefore, these qualitative results do reveal that many older students have positive attitudes about reading while participating in a cross-age reading program; however it may not have a large impact on their overall reading attitudes and experiences.

While there is evidence from the current study that indicates that cross-age reading is an activity that older students enjoy, the educational value of cross-age reading programs, as they are typically implemented in schools, may be somewhat limited. Even though the quantitative results of the current study did not reveal any significant changes in participants' reading attitudes, this does not mean that cross-age reading practices should be abandoned. Instead these programs should be transformed by providing training to older students to serve as tutors for younger students. This training may better prepare students and help them feel more confident in their interactions with younger students. It is important to provide all students with the appropriate skills to prevent any students from having negative experiences; cross-age reading practices should be a positive experience for all involved. Also, other aspects that influence reading attitudes should be considered (such as other reading instructional activities and students' home environment) and teachers should focus on ways to address reading attitudes in their classrooms in order to have more of an impact on reading attitude development. Future research should focus on these aspects of cross-age reading practices to truly understand their value.

Limitations

There are some limitations that may have affected the results of this study. First, there was a relatively small sample of participants, especially when participants were split into “low” and “high” home reading environment groups within each experimental group. This made it more difficult to draw conclusions from the results, as these small numbers make it challenging to detect differences.

Second, the Home Reading Environment Scale was not a highly reliable measure. The overall reliability was calculated to be .63, which is acceptable but not ideal for making individual conclusions based on one’s performance. The HRES was developed for the purpose of this study, and included questions commonly used in previous research on home reading environment (Davies and Brember, 1993; Rowe, 1991; Sharpio & Whitney, 1997). The measure included eight items and used a Likert-scale format. Because the measure was relatively short, many of the participants’ total scores were similar, making it difficult to split them into high/low home environment groups. It would have been better to include more items in order to truly differentiate the groups. Also, determining the validity of this measure would be an important step to advance this line of research.

Third, in this study there was only one first grade class used for the younger reading buddies, thus the first grade students participated in the cross-age reading program during both phases. It is possible that the younger students may have experiences practice effects from participating in the program twice. For example, these younger students transitioned to different buddies during the second phase and went from

reading stories to older buddies to listening to older buddies read. This may have resulted in more inattention and restless behaviors.

Forth, since this study occurred within the natural school environment, there are many uncontrollable factors that likely affected the results. Since each of the experimental groups included two different classrooms, the teachers in each classroom naturally have different styles of reading instruction even though the same reading curriculum is used. This would have a strong impact on students' reading attitudes as well. Also, the Experimental 1 group had a student teacher in their classroom, which may have had an effect on their attitudes at the same time this group participated in the cross-age reading program. The Experimental 2 group had a substitute teacher for an extended period of time during the first phase of the study, and this also may have had an impact. These along with other factors that occur in the school environment are difficult to control and potentially may have an impact on students' reading attitudes.

Implications for School Psychology

There are several implications for school psychology that can be drawn from previous research and findings from the current study. School psychologists serve as important consultants in schools and need to have knowledge about effective interventions. This knowledge is becoming increasingly important as schools move toward implementing a Response to Intervention (RtI) system, as research-based interventions and practices are essential in order to improve student learning. On a school or district-wide level, school psychologists often serve on teams that aim to improve practices used in schools to promote overall student progress. The knowledge that school psychologists have about research-based practices is valuable to school and district

teams. If schools are using cross-age reading programs as a common practice, school psychologists need to suggest ways to improve these programs in order to help increase reading achievement and attitudes. Previous research has shown that providing training for older students to serve as tutors can have a positive impact on both reading achievement and reading attitudes (Cohen, Kulick, & Kulick, 1982; Fisher, 2001; Fox & Wright, 1997; Leland & Fitzpatrick, 1994; Manning & Manning, 1984; VanKeer, 2004). Promoting the practice of training older students on how to successfully work with younger students would help improve the effectiveness of cross-age reading programs overall. Cross-age tutoring programs could be a valuable universal instructional practice, especially as schools are challenged to improve student learning with limited resources.

School psychologists also work with teachers on improving students who are at-risk, both academically and behaviorally, on a daily basis. This is a role that is becoming increasingly important, especially as RtI gains momentum. School psychologists must help teachers and school teams problem-solve individual student issues. When addressing reading concerns, it would be beneficial for school psychologists to consider a student's reading attitude along with his or her achievement, as previous research has documented evidence of this relationship (Diamond & Onwuegbuzie, 2001; McKenna, Kear, and Elliswroth, 1995; Walberg & Tsai, 1985). Also, for individual students, suggesting interventions that involve having older students read with younger students to help older students gain confidence in the reading skills might work for some students, and school teams can discuss these types of interventions.

Implications for Future Research

While the current study revealed some important findings regarding cross-age reading practices, there are still many aspects of these practices that need to be researched further to understand their value and importance within school settings. First, even though results from this study indicated that cross-age reading programs, in which older students receive no training, are not effective in changing older students' reading attitudes, there still needs to be more research to understand the effectiveness of cross-age tutoring programs. Future research should focus on different types of training (e.g., how to engage in in-depth reading discussions, appropriate ways to handle younger student behaviors) and how these along with other aspects of cross-age tutoring practices can influence reading attitudes for older students. Also, the current study found that there are some students who can have negative experiences while participating in cross-age reading practices. There is a need for more studies to examine what influences these negative experiences and what training needs to be offered in order to ensure that cross-age reading or tutoring practices provide positive experience for all students.

Second, the current study only examined the reading attitudes of older students who participated in the cross-age reading program. While there is some research available that has addressed younger student attitudes, it would be interesting to determine if younger groups benefit from cross-age reading practices (with and without training for older students) with an increase in reading attitudes. Since research has shown that reading attitudes decline with age, it is likely that younger elementary students could reap more benefits from cross-age reading practices, as their reading experiences and attitudes are not fully developed. Future research should address this

issue in order to help determine if cross-age reading practices should continue to be utilized in schools.

Third, this study was limited to addressing the affective aspects of reading, and the effects of reading achievement was not included in the design of this study. It would be important to determine if a student's reading achievement level influences his or her experience while participating in a cross-age reading program. It is possible that students with low reading skills could have more negative experiences while reading with younger students, as they may already have a well-established negative reading attitude due to prior negative reading experiences. Also, these students may experience more frustration while reading with younger students due to lack of confidence in their own skills.

Finally, as the results from the current research suggest that cross-age reading programs, as they are typically implemented in schools, are not effective interventions for improving reading attitudes for students at the upper elementary level, future studies need to determine if there are interventions that do address reading attitude development that are used in schools and if these interventions are effective in increasing older students' attitudes toward reading. Reading attitudes continue to be an important influence on reading behaviors, and should be addressed through reading instruction in the school setting, especially since research has established that student reading attitudes decline with age. It is necessary to find effective interventions in order to curb this decline and increase students' love of reading in order for them to be successful in the future.

Conclusion

Cross-age reading practices continue to be utilized in many schools. While research has focused primarily on the effects of cross-age tutoring, in which older

students are trained to work with younger students, many teachers who use cross-age reading practices do not train older students. The goal of this study was to determine if participation in a typical cross-age reading program would increase older students' reading attitudes. While the qualitative results from the current study indicate that many older students enjoy the time they spend with younger students, the quantitative results did not reveal any significant change in reading attitudes. This indicates that cross-age reading programs do not have enough of an impact and are not an effective method of creating reading attitudinal change. Instead, cross-age tutoring programs have been found to have a positive impact on reading attitudes for older students and should be utilized more in school settings. There is a strong need for more research on cross-age reading practices to determine their true value and to help schools decide if these practices should continue to be used.

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APPENDIX A
WRITTEN CONSENT FROM SCHOOL DISTRICT

Dear UW La Crosse Thesis Committee,

Heather Kruzicki, School Psychologist for the Neenah Joint School District, has our approval to collect data for her thesis project at Hoover Elementary School.

Sincerely,

Michael Tauscher, Principal at Hoover Elementary

Steve Drager, Curriculum Director

APPENDIX B

PARENT/GUARDIAN NOTIFICATION FORM

PARENT/GUARDIAN NOTIFICATION FORM

Hello, my name is Heather Kruzicki and I am the school psychologist at Hoover Elementary School. I am also a graduate student from the University of Wisconsin-La Crosse. As part of my graduate program I am doing a research study to learn more about the effects of cross-age reading on reading attitudes. This semester Mrs. Messner and Mrs. Robb, 5th grade teachers, will be matching all students from their 5th grade classes with 1st grade students for a Reading Buddies program. The 5th grade students will meet with their 1st grade buddies 2 times per week for 7 weeks to read books to them. For my study, I am asking you to allow your child to participate by completing three surveys.

The purpose of my study is to examine the effects of cross-age reading (in which older students read to younger students) on students' attitudes toward reading. Your child's participation will involve completing three surveys that will be administered to the entire class before and/or after they participate in the Reading Buddies program. Each student participating in the study will be given a specific code, and this code will not contain any identifying information. The results of this study may be published in scientific literature or presented at professional meetings using grouped data only and will not include any identifying information of the students that complete the surveys.

Your child can withdraw from the study at any time for any reason without penalty. There are no rewards for participation and no negative consequences for non-participation. Students and school professionals may benefit by understanding the effects of cross-age reading practices.

If you have any questions about this study, please contact Heather Kruzicki, School Psychologist, at (920) 751-6800 x215. Questions may also be directed to the study advisor, Dr. Robert Dixon, Department of School Psychology, University of Wisconsin-La Crosse at (608) 785-6893. Questions regarding the protection of human subjects may be addressed to the Chair of the University of Wisconsin-La Crosse Institutional Review Board for the Protection of Human Subjects, at (608) 785-6982.

Sincerely,

Heather Kruzicki, School Psychologist

*If you **DO NOT WANT** your child to participate, please fill out this form and return it to Hoover Elementary School in the front office on or before **January 14, 2009**.

Student's Name

Grade

Teacher

I have read the above, have been informed of the nature of this study, and **DO NOT** want my child to participate.

Parent/Guardian Signature

Date

APPENDIX C
TEACHER AGREEMENT FORM

Teacher Agreement Form

I, _____, agree to have my students participate in a Reading Buddies program as part of the thesis project for Heather Kruzicki, School Psychologist. The program is scheduled to start on January 19, 2008 and the procedures are as follows:

- Buddies meet 2 times per week for approximately 7 weeks (14 sessions total).
- Sessions last approximately 15 minutes.
- Student pairs should remain consistent, unless reassignment is needed due to absences or behavior.
- Older students will read to younger students for the first 10 sessions. Younger students will read to older students for 4 sessions.
- Teachers are responsible to provide books for students and help monitor students during the reading sessions.

I understand that the 5th grade students will complete 3 surveys, 2 prior to the start of the program and 1 after. I agree to be present during the time the surveys are administered to assist my students with answering questions.

Signature

Date

APPENDIX D
HOME READING ENVIRONMENT SURVEY

Home Reading Environment Scale

Are you a boy or girl ?

How old are you? _____

- | | | | | |
|--|-------|-------------|--------------|-------------|
| 1. Do you read books, magazines, or newspapers at home? | never | rarely | sometimes | often |
| 2. Do you read books or stories to anyone in your family? | never | rarely | sometimes | often |
| 3. How often do you see your mom or dad reading? | never | rarely | sometimes | often |
| 4. How often did your parents read to you when you were younger? | never | rarely | sometimes | often |
| 5. How often do you parents read to you now? | never | rarely | sometimes | often |
| 6. How often does someone take you to the public library? | never | once a year | once a month | once a week |
| 7. How often do your parents go to the library? | never | once a year | once a month | once a week |
| 8. How many children's books do you have at home? (circle your best guess) | 0 | 1-20 | 21-50 | 50 or more |

Oral Directions for HRES

I am going to ask you some questions about reading at home. Please answer each question the best you can. If you need help with a question, please raise your hand and I will help you. Is everyone ready to start?

First, before we begin, there are two questions I would like you to answer at the top of your sheet. The first one asks, "Are you a boy or a girl?" Please circle boy if you are a boy and girl if you are a girl.

The next question asks, "How old are you?" Please write your age in the blank space.

The next questions will ask you about reading at home. I will read each question aloud, and you can circle your answer after I read the question. For each question, you can answer "never" "rarely" "sometimes" or "often." "Never" means it is something that you have never done before. "Rarely" means it is something you used to do or have only done a few times. "Sometimes" means it is something that you do once in awhile, but not all the time. "Often" means it is something you do or have done a lot of times. Remember to answer according to reading activities that you do at home or with your parents, not reading activities that you do at school. Does anyone have any questions before we continue?

Read #1-5 aloud and repeat choices after each question.

(#6-7). The next 2 questions have different answers. Listen carefully to the answer choices after I read the question.

(#8). The last question is "How many children's books do you have at home?" This refers to books you or your brothers or sisters may have. Just make your best guess after I read the answer choices. *Read the choices.*

APPENDIX E

CROSS-AGE READING PROGRAM SURVEY

4. Did you feel like a good reader when reading to your reading buddy? What made you feel this way?

5. If given the chance, would you like to spend more time reading with your reading buddy? Why?

6. How do you feel about reading now?

ORAL DIRECTIONS FOR CRPS

I am going to ask you some questions about the time you spent together reading with your younger buddy. I would like you to write your answers on this sheet. You should not write your name on your sheet. Think carefully about the questions as I read them. Please answer each question honestly. I want to know how you really felt about your reading experience with your reading buddy. There are no right or wrong answers. If you cannot think of an answer, please ask for help. Does anyone have any questions before we begin?

Read each question aloud and wait for students to answer.

APPENDIX F

PARTICIPANT RESPONSES FROM THE CROSS-AGE READING PROGRAM SURVEY

Question 1: What did you enjoy about the time you spent together with your reading buddy?

Participant	Response	Response Type
M101	I felt proud when she read to me and talked about the pictures.	P
M102	I enjoyed every minute of it my reading buddy was wonderful and I hope she thinks that too.	P
M103	It was alright but I really wish I could know him better.	I
M104	When I meet with my buddy it's like joy.	P
M105	We talked a lot more about the book we read.	P
M106	I thought they were really nice.	P
M107	I enjoy to help him while he read aloud to me!	P
M108	Good, she was nice she loved to ask question and point things out.	P
M109	It was fun to meet one of the other kids in this school.	P
M110	That I got to help a 1 st grader understand reading better.	P
M111	I liked to be able to talk about the book with her.	P
M112	I enjoyed it because you get to feel more mature.	P
M113	I like to read to people, and I also like it when littler kids first start reading I like to be there and help them.	P
M114	I really liked it, it was fun my reading buddy was very sweet.	P
M115	That my reading buddy tell me what the character should of done.	P
M116	I enjoyed when he read to me.	P
M117	Him reading aloud to me.	P
M118	I had fun listening to them read and enjoyed reading to me!	P
M119	I had a very fun time.	P
M120	When I read because I could tell he was learning	P
M121	Reading to my buddy. It was a fun experience.	P
M122	I enjoyed reading with my buddy because it was different reading with a little kid.	P
R301	I felt very happy	P
R302	I really liked it because my buddy was really good at reading. And when I would read to her she would be really polite and listen.	P
R303	Good because I wanted to read to someone.	P
R304	Seeing my first-grade friends.	P
R305	Well it was very fun the whole time when I read to her and when she read to me.	P
R306	I kind of liked reading with my buddy.	P
R307	I did enjoy spending my time with her. She was shy at first but in the middle and the end she opened up. She is a very nice reading buddy.	P
R308	When she read. Because she was always on task.	P

R309	It was fun getting to know her.	P
R310	When [student] and I had connections about the story.	I
R311	We got to talk and hand out but I hated the reading. Reading just most definitely isn't my thing.	N
R312	When I asked him questions.	P
R313	I liked reading to them instead of them reading to me.	P
R314	I felt good, I love reading to little kids.	P
R315	He is a good reader.	P
R316	I enjoyed it because I could tell his vocabulary grew.	P
R317	I enjoyed when we laughed together.	P
R318	When I spent time with my reading buddy I enjoyed reading to her.	P
R319	I liked it a lot when it was time to read for them I got so excited.	P
R320	I thought it was boring.	N
R321	When me and [student] read books it was fun because she really seemed she was interested in the books I read. She always picked between the books I brought. We had a good connection.	P
R322	How she tried to question me.	P
R323	It was fun reading to them. When I read to my buddies they were listening to what I read.	P

Question 2: When reading with your reading buddy, what was your favorite part?

Participant	Response	Response Type
M101	When she read to me.	P
M102	I really can't say it was all wonderful to me.	I
M103	When I made him laugh and when I made him smile when he saw me.	P
M104	At the end I asked her what she liked about the book.	P
M105	A lot of things I guess.	P
M106	When [student] read to me.	P
M107	I liked to read to him because I didn't hear him while he read to me.	P
M108	She and I love to read girl books.	P
M109	One of my favorite parts was reading to my buddy and when he read a new book to me.	P
M110	That we got to read different kinds of books.	P
M111	Her reading to me and listening when I read.	P
M112	When they read.	P
M113	Getting to talk with them about the book she or I finished reading. Also I liked reading the different books.	P
M114	When our reading buddies got to read to us.	P
M115	That we both understand what we're reading.	P
M116	Me getting to read to him.	P
M117	When he used expression in his reading.	P
M118	Asking them what their favorite part was in the book.	P
M119	When our buddy got to read to us.	P
M120	When we read the book <i>Chester</i> .	P
M121	When I read to him.	P
M122	My favorite part was the different books that we read every time.	P
R301	When he read to me.	P
R302	I liked it when she read to me so it would give her a little bit better experience in reading. At the end of every time, she would give me a hug too.	P
R303	When he told me his favorite book.	P
R304	Listening to him read.	P
R305	Well it was the whole thing pretty much.	P
R306	When I was reading funny books with my buddy.	P
R307	My favorite part is when she chose the books because I got to see what kind of book she likes and doesn't like.	P
R308	When we both got a chance to read to each other.	P
R309	When I read the books.	P
R310	I liked when she read <i>Who is Knocking on my Door</i> . My favorite	P

	part was at the end because a clown was knocking at the grandma's door, not a wolf.	
R311	I had no favorite part really.	I
R312	When I read the books.	P
R313	Asking them questions and picking out books I think my buddy would like.	P
R314	My favorite part was when I got to read books to my buddy.	P
R315	My favorite part was when he read to me.	P
R316	When we read a book then asked questions.	P
R317	My favorite part was when she read to me.	P
R318	When I stopped and asked questions.	P
R319	My favorite part was when we picked out books.	P
R320	Seeing their expressions on their faces.	P
R321	When [student] would answer my questions. I felt like she was listening to me read. I also liked when she gave me hugs when I was about to leave.	P
R322	When she asked me the height of an emperor penguin.	P
R323	When they picked their own books out so I would read them	P

Question 3: When reading with your reading buddy, what was your least favorite part?

Participant	Response	Response Type
M101	When she would stop from reading.	N
M102	I do not have an answer for that.	I
M103	Nothing!	I
M104	I don't have a least favorite part.	I
M105	Nothing at all, I love reading with my reading buddy.	P
M106	They were talking too much.	N
M107	When he was reading to me. Because, I couldn't hear him at all!	N
M108	She pick too easy books for me.	N
M109	Reading the same book over, and over, and over again.	N
M110	That my reading buddy was very quiet.	N
M111	When we have to stop reading.	I
M112	When I read.	N
M113	When the 15 minutes were up.	I
M114	I liked reading to my reading buddy but it was kinda hard to find a book to read to them.	N
M115	He doesn't read aloud.	N
M116	Nothing.	I
M117	When [student] didn't like the books I picked out.	N
M118	Listening to them argue who was reading first.	N
M119	When she read about dogs.	N
M120	When he started goofing around and we sometimes got yelled at.	N
M121	The beginning if feels weird.	N
M122	She sometimes didn't pay attention and it was annoying.	N
R301	Nothing at all	I
R302	Sometimes she would talk really soft and it was hard to hear her.	N
R303	When he had to read to me.	N
R304	My buddy didn't really pay too much attention to me reading.	N
R305	Well the whole time was fun none of it was not fun.	P
R306	When my reading buddy was reading to me I wanted to read to him.	N
R307	My least favorite part was when her friend joined our group once because her reading buddy was sick all she did was talk and read the book to her not me.	N
R308	When we had to leave.	I
R309	When she read the books.	N
R310	When we are at a good part, but then it's time to go.	I
R311	The fact that he kept on making unnecessary comments.	N
R312	When he read the books because I couldn't hear his reading.	N

R313	When they got stuck on a word they took a really long time.	N
R314	When they read to us.	N
R315	When I read to him because he never paid attention.	N
R316	When he was not paying attention to me.	N
R317	My least favorite part was when she wasn't listening to me read to her.	N
R318	That she was sort of not paying some attention.	N
R319	Getting stuck on tricky words.	N
R320	Having to read picture books.	N
R321	In the beginning [student] was shy and didn't talk so that was my least favorite part.	N
R322	When she would not pay attention when I read a book. She would listen to other people.	N
R323	I have no least favorite part.	I

Question 4: Did you feel like a good reader when reading to your reading buddy? What made you feel this way?

Participant	Response	Response Type
M101	I did feel like a good reading buddy. I felt like a good reading buddy because she picked out good books.	P
M102	Yes. The way she listened to me and asked questions after.	P
M103	Yes, I felt this way because he really liked the stories I chose for him.	P
M104	When she would smile at me.	P
M105	Yes, I really don't know why.	I
M106	When [student] got stuck on a word it felt really good to help her.	P
M107	Yes it did! Because my little brothers never listen when I read to them.	P
M108	Yes, because she wasn't correcting me a lot.	P
M109	Hearing how they read made me feel like a great reader.	P
M110	Yes, that he paid attention to my voice and what was going on in the story.	P
M111	Yes because she listens and I fell like she is paying attention.	P
M112	Yes made me feel older.	P
M113	I thought I did pretty well. I stumbled a couple times when I read, but for the most part I thought I did well.	P
M114	Yes, because whenever they got stuck on a word I would help them sound out that word.	P
M115	Yes because I knew what I was reading to him.	P
M116	I did because I felt that he did a good job listening to me.	P
M117	No, because I kept stumbling on the easy words.	N
M118	Yes I did feel like a good reader because the words were easy to read for a 5 th grader!	P
M119	Yes because I am a good reader.	P
M120	Not really, because I was reading really easy books.	N
M121	Yes it felt fun reading to someone.	P
M122	Sure kinda I felt the same like a fine reader.	I
R301	Because I like to read to him.	P
R302	Yes because she never asked me to repeat the sentence.	P
R303	Yes because he made it look fun.	P
R304	No, I'm not a good reader when it comes to reading out loud	N
R305	Yes, I did feel like a good reader because I always told her what a word meant if she didn't know it.	P
R306	Yes it did make me feel like a good reader because he was respectful and quiet to me.	P
R307	I think I was good because I read medium speed, let her explain what is going to happen next, and that is important to with reading with a partner.	P
R308	Yes, because she was always a good listener when I read to her.	P

R309	Well, I wasn't into the books we read I like from 100 page books to 700 page books.	I
R310	Yes, because I see that she listened and tried to find the animals that were given.	P
R311	No, because I hate reading to others.	N
R312	Yes I did because he was hearing me read.	P
R313	Not really because I was reading picture books when I usually read thick fantasies.	N
R314	Yes it made me feel that way because she would listen.	P
R315	Yes I did because I read well to him.	P
R316	Yes, because I got a lot of words correct.	P
R317	Yes, I feel like a good reader because I was reading out loud.	P
R318	I felt good reading to my buddy because I learned new things.	P
R319	Yeah, because when there's a big word and you get it they're really shocked it makes you feel good.	P
R320	Yes, the books were all very easy.	P
R321	Sort of because in the beginning she didn't listen so I felt like I was a bad reader. But in the middle I felt like a good reader because she seemed to listen to me!	I
R322	Yes, I just don't know why.	I
R323	It made me feel like I could read better.	P

Question 5: If given the chance, would you like to spend more time with your reading buddy?
Why?

Participant	Response	Response Type
M101	Yes I would like to spend more time with my reading buddy because she was a good and nice buddy.	P
M102	Yes it is really fun and not only for me but her.	P
M103	Yes because we understand each other.	P
M104	Yes, because when she gets stuck on the word. She asked me and I liked helping her.	P
M105	Yes, reading has been fun for us.	P
M106	I would love to spend more time with [students]. Because they are really nice.	P
M107	Yes, because I never really read at my house!	P
M108	Yes, because I like reading to her.	P
M109	Yes, because it's fun when you get to look forward to reading with someone else.	P
M110	Yes, because I like to read stories to little kids.	P
M111	Yes because reading with her is so much fun getting to know her better.	P
M112	Yes because I like having a reading buddy.	P
M113	Yes I would like to spend more time with her because I like to read in front of little kids and see what they think about the book.	P
M114	Yes because my reading buddy was very kind and sweet.	P
M115	Yes, because he tells me what his book is about.	P
M116	I would not because during inside recess I watch the class with other student council members.	N
M117	I don't know! Because I like him reading to me and I don't like when I'm reading to him.	I
M118	Yes I would like to because they are both great readers.	P
M119	Yes because it is fun.	P
M120	Yes and no. Yes because he was a really cool kid, but no because he goofed around a lot.	I
M121	No. It was fun but once it's over it's over.	I
M122	No, I like reading harder books like chapter books.	N
R301	I like reading to him.	P
R302	I would because she's so good at reading and we liked being together a lot.	P
R303	Yes because he is into the same book I am into when I was his age.	P
R304	No, I feel that even if I read with him he won't pay attention	N
R305	Yes I would because she always listens and that makes me happy.	P

R306	Yes I would love to spend more time with my reading buddy because he always had fun and do did I.	P
R307	Yes I would because she is very nice and full of ideas. She is also very smart.	P
R308	Yes, because then it gives her more changes to read out loud.	P
R309	Yes, she is a very nice kid and I would like to spend time with her.	P
R310	Yes because it's fun reading with her. We have a lot of fun.	P
R311	Maybe, only if we don't have to read.	I
R312	No because I want to read what I want.	N
R313	Sure because I could read to them and have them listen.	P
R314	Yes, because I love reading to little kids.	P
R315	No because he never paid attention.	N
R316	Yes, because he will read more in the future with knowing more words.	P
R317	I would because she is really funny.	P
R318	I would like to spend more time with my buddy because she was very nice.	P
R319	Yes because it's really fun reading to little kids.	P
R320	No, I thought it was boring.	N
R321	Yes reading to [student] was really fun. I wish I could spend more time with her and read some more books.	P
R322	Yes, I would like to get her to enjoy reading as much as I do.	P
R323	Yes, because they were fun to read to.	P

Question 6: How do you feel about reading now?

Participant	Response	Response Type
M101	I feel fine with reading now.	I
M102	Really good inside and out.	P
M103	I still don't like to but I would read with [student] any day!	N
M104	I feel good about it.	P
M105	It makes me feel 2 times smarter.	P
M106	I feel pretty good about reading.	P
M107	I like reading but I'm always busy with my family.	P
M108	Great I love to read.	P
M109	I feel good about reading. I'm a good reader, but I want to get even better!	P
M110	I feel that same, that reading is a gateway to your dreams and a place where you can learn so much.	P
M111	I only like reading when it's a good book. My favorite books are sad ones.	I
M112	Good because books can teach you things.	P
M113	I still love to read.	P
M114	I loved reading in general even before we had reading buddies.	P
M115	Good.	P
M116	I feel pretty good about reading now.	P
M117	Fine.	I
M118	I feel great about reading because reading is fun.	P
M119	Very fun.	P
M120	A little better in some ways.	?
M121	Better.	P
M122	I feel the same as I did before it's pretty fun.	P
R301	Very unhappy.	N
R302	I love reading!	P
R303	Awesome.	P
R304	Like always I enjoy it.	P
R305	I feel great about reading it's really fun.	P
R306	I feel happy when I am reading to my buddy.	P
R307	I still feel that same way before the reading buddy program and after.	I
R308	Great I love reading.	P
R309	I feel great I really like the book I'm reading.	P
R310	I love reading now. Especially in front of class and pretending I'm a teacher at home.	P
R311	I still hate it all the same.	N
R312	Good because the books I read are interesting books.	P

R313	I like reading a lot.	P
R314	Good, it's ok!	P
R315	The same as before I had a reading buddy.	I
R316	Good and I'm sure [student] does also.	P
R317	I feel really great!	P
R318	I feel good fantastic.	P
R319	I love reading.	P
R320	The same as I did before.	I
R321	I feel that [student] is right beside me listening to me read.	I
R322	I still love it.	P
R323	Alright but I could speak louder.	I