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A QUALITATIVE STUDY ON THE EFFECTS OF SECOND GRADE STUDENTS FORMING PARTNERSHIPS WITH THEIR TEACHER AND PEERS TO SET READING GOALS

by

Sandra L. Shevlin

A Thesis

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Department of Language, Literacy, and Sociocultural Education
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Master of Arts in Reading Education
at
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Thesis Chair: Dr. Susan Browne

Dedications

I would like to dedicate this Thesis to my family and my dear friends, as well as the teachers throughout my life. To my husband for always supporting me and loving me through the countless hours dedicated to this paper and master's degree. To my family and friends who always believed in me. To my teachers who taught me the power of education and the value of learning. Lastly, I dedicate this Thesis to Dr. Susan Browne for her patience and support through the process of writing and to Dr. Stacey Leftwich for always motivating me to reach for the stars and for the encouragement to pursue my dream.

Acknowledgments

I would like to acknowledge my principal for believing in the power of teacher research and allowing me to conduct teacher research in our school. I would also like to thank my colleagues for their advice and support throughout the process. An extended and sincere thank you to Dr. Susan Browne for her patience, kindness, and unlimited support while writing this paper.

Abstract

Sandra L. Shevlin
A QUALITATIVE STUDY ON THE EFFECTS OF SECOND GRADE STUDENTS
FORMING PARTNERSHIPS WITH THEIR TEACHER AND PEERS TO SET
READING GOALS
2016-2017
Dr. Susan Browne
Master of Arts in Reading Education

The purpose of this research study is for second grade students to form a partnership with their teacher and peers to set reading goals. One goal of the study is to examine how forming partnerships with peers and the teacher helps students better understand themselves as readers. Another goal is to investigate how the created partnerships motivate students to set reading goals independently. A variety of data was collected and analyzed, including notes, observations, student conversations, and charts reported in a teacher research journal, along with the pre and post assessment data, such as the Reading Attitude Survey, student written narratives, and student rating scales and goal sheets. Also analyzed were the student artifacts collected throughout the study in personal reading folders. After close examination of these data sources, five themes were discovered that are seen throughout the course of the research study. When second grade students form a partnership with their teacher and peers to set reading goals, there is a higher level of engagement, increased motivation to read and share ideas, increased stamina, along with willingness to complete challenging tasks, increased usage of reading strategies, which supports comprehension, and lastly, a fostered love for reading.

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Chapter 1

Introduction

"I like working with my friends because they help me and I help them.

It makes reading not so hard."

-Second Grade Student

Story of the Question

At the start of each September, my students nervously, but excitedly, enter second grade. Many are filled with questions and eager to learn new things. However, each year, I frequently hear the same concerns from my students. "I can't…Will you…? Can you…? I don't know how to…" This mindset was always one that spoke to my heart as a teacher. In previous years, I encouraged students to change their mindset with their words. Instead of saying "I can't…" I would inspire them to believe that it may take some time and effort. Instead of believing "I'm not good at this," I would remind them they are on the right track and that they are capable. Though their words may have been changing, I realized there was a lack of partnership and goal-setting that would foster a true change in mindset. I realized that in order for students to change their mindset, they needed more strategies and more skills. Words simply weren't enough. They needed partnerships, support, encouragement, higher motivation and stronger self-efficacy. They needed to know how to set goals and how to use reading strategies to help them improve. I realized time would have to be spent teaching them how to set reading goals and how to use strategies.

This led me to my question. This year, it was time to explore the importance of partnerships and goal-setting. So, I decided to investigate this very question: *What happens when second grade students form a partnership with their teacher and peers to set reading goals?*

Purpose Statement

The purpose of this research study is for second grade students to form a partnership with their teacher and peers to set reading goals. In my classroom, there is a group of students with low level reading skills. The problem addresses struggling readers in low socioeconomic environments. Students will reflect upon what skills they already know and think about themselves as readers. Students will identify goals in which the teacher will later address during mini-lessons. The goal of the study is to examine how partnerships impact students in second grade.

First and foremost, I want to explore how students feel about being readers. I want to learn more about their thoughts on what a good reader is and what strengths a good reader possesses. I want to also look closely at the types of books they enjoy reading. To further understand students' feelings about reading on a deeper personal level, I want to examine how they rate themselves and how it compares to the teacher's rating scale. I also want to measure how motivated they are in regards to recreational reading versus academic reading. This information will provide perspective into students' thoughts and feelings and will help better determine students' self-efficacy and motivation. Secondly, I want to examine how forming partnerships can increase engagement and how meaningful feedback helps students set and accomplish goals.

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A lack of strong self-efficacy can negatively impact a student's learning. Therefore, the first issue stems from a student's belief of not being good enough. As mentioned previously, some of my students often share the words, "I can't," as well as other similar phrases that send a negative message and share feelings of hopelessness. There has been an attempt to change this mindset by encouraging students to have a growth mindset. However, students need the skills and strategies in order to be successful with a growth mindset. Schunk (2003) argues that students will not perform well if their skills and knowledge are weak, no matter how high efficacy is.

As a teacher, I am always striving to better instruction in all areas, specifically in literacy, as literacy plays an important role throughout the content areas. A crucial area to begin with is how students feel about themselves as not only readers, but also as life-long learners. When a student's self-efficacy is weak, his or her learning is weak. Schunk (2003) asserts how self-efficacy is improved by successes and is lowered by failures (p. 161). Schunk shares that students lacking skills to perform adequately are likely to experience anxiety which negatively effects self-efficacy. She further argues that students will not perform well if their skills and knowledge are weak, no matter how high efficacy is.

Along with self-efficacy, motivation and engagement are two additional areas that play essential roles in reading success. Cabral-Marquez affirms, "Experts (such as John Guthrie) in the field of reading motivation identify the lack of student engagement with literacy as one of the most severe crises of our schools" and stresses the importance of increasing motivation in reading (Cabral-Marquez, 2015, p. 471). Lacking motivation and/or engagement certainly hinders students' progress as it makes learning more

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difficult. Guthrie & Klauda (2014) explain how collaborative learning, such as partner reading, discussion groups, and conferencing with one another to provide feedback, promotes engagement (p. 388). Cambria and Guthrie emphasize that a good reader needs both skills and will. They stress that "a student with skill may be capable, but without will, she cannot become a reader" (Cambria & Guthrie, 2010, p. 16).

The purpose of this qualitative study is to show the effects of second grade students forming partnerships with not only their teacher, but also their peers, to set reading goals. When students collaborate with peers, they are able to find similarities and differences among each other. By working together, students can give suggestions to one another and accept feedback in a meaningful way. Students' self-efficacy, motivation, and engagement are empowered through such partnerships, making goal-setting less of a task and more of a challenge that students feel motivated to achieve. This study documents the benefits that are gained by creating partnerships with the teacher and peers to set reading goals. Most importantly, these benefits will assist in making better instructional decisions when teaching reading and will create a stronger literacy learning environment.

Statement of Research Problem and Questions

The purpose of this research study is for second grade students to form a partnership with their teacher and peers to set reading goals. One goal of the study is to examine how forming partnerships with peers and the teacher helps students better understand themselves as readers and builds self-efficacy. Another goal is to investigate how the created partnerships impact motivation and engagement. Lastly, it explores how

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students become more motivated to set reading goals independently. How does setting personal reading goals help support literacy development? How do partnerships and feedback impact self-efficacy, motivation and engagement? How do goal-setting, self-evaluation, and self-monitoring support skills in reading? What is my role in helping students create partnerships where they feel comfortable discussing their strengths and weaknesses and are motivated to set reading goals?

Organization of the Paper

The following chapters are as follows: Chapter Two includes a concise literature review regarding the models that come from theory that concern my topic of study. Specific areas that contribute to answering my research question are closely explored. These areas are self-efficacy, motivation and engagement, goal-setting, self-evaluation, and self-monitoring. Chapter Three includes the research design and methodology, including an explanation of how this study is qualitative. Chapter Three tells the procedure of the study, the data sources, data analysis, and the context of the community, school, and classroom, and includes the demographics of students. Chapter Four consists of the data analysis, using a constant comparative method and explores themes and patterns among the data collected. More so, this chapter gains insight into the benefits of partnerships with teachers and peers with the findings of the study. Lastly, Chapter Five is the summary of the study and includes the conclusions as well as recommendations for future research.

Chapter 2

Review of Literature

"Research is to see what everybody else has seen,

and to think what nobody else has thought."

-Albert Szent-Gyorgyi

Introduction

For years, educators have been in pursuit of the best strategies to implement within their instruction and are currently still searching for the most effective ways to meet the needs of all learners. While more students are falling behind in the early years of education, the gap continues to widen in reading progress among these students. Setting goals helps people to be successful. Teacher Researcher Laura A. Rader states "Successful people always have had clear, focused goals that guide them to greatness." She shares the importance of students having control of learning and how self-esteem plays a role in student success. She argues, "To develop this sense of control, ownership, and autonomy, students require opportunities to learn the skills necessary to make sound choices, evaluate decisions, and solve problems" (Rader, 2005, p.123). Goal-setting is not an easy task, and must be done in a way that encourages students to achieve goals. As you will see, research has shown that setting goals contributes to success.

Chapter two presents a review of literature in the areas of self-efficacy, motivation and engagement, as well as goal-setting, self-evaluation, and self-monitoring. After close literature review, these topics contribute to answering this research question:

What happens when second grade students form a partnership with their teacher and peers to set reading goals?

Self-Efficacy

      Educational psychologist, Dale H. Schunk, summarizes a variety of research regarding academic learning in her 2010 research article. As the title suggests, Schunk explains how self-efficacy, motivation, and learning are influenced by modeling, goal setting, and self-evaluation. How a student personally feels plays a significant role in achievement and contributes to effort and persistence. Schunk explains how it is beneficial for students to record their progress as they work to accomplish goals (p.160). Achieving goals sends a message to students that they are able to accomplish more tasks – increasing self-efficacy and empowering students (p.161).

      Another contributing factor to students' self-efficacy is their environment. Providing students with positive feedback promotes higher self-efficacy and motivates those with both high and low self-efficacy. However, Schunk asserts how self-efficacy is improved by successes and is lowered by failures (p.161). Students should compare work with peers who perform at the same level versus those who perform higher to help them recognize they are capable. Furthermore, if students are consistently performing poorly, positive reinforcement will eventually stop having a positive effect on students' self-efficacy (Schunk, 2010, p.161-162). Canadian psychologist, Albert Bandura, affirms "People are partly the product of their environment. Therefore, beliefs of personal efficacy can shape the course lives take by influencing choice of activities and environments. People avoid activities and situations they believe exceed their coping

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capabilities. But they readily undertake challenges and select situations they judge themselves capable of handling" (Bandura, 1993, p. 135).

Bandura is known for *Social Cognitive Theory,* first known as *Social Learning Theory*. Tracey and Morrow (2012) emphasize Bandura's argument that more learning occurs through the act of observation versus personal experiences. Tracey and Morrow explain observational learning and note the benefits of observing others by "their successes, failures, efforts and styles" (p. 130).

According to Schunk (2010), students who do not have the skill set to perform adequately are likely to experience anxiety which has a negative effect on self-efficacy. Schunk highlights the importance of having "skills and knowledge", along with "outcome expectations and perceived value." She argues that students will not perform well if their skills and knowledge are weak, no matter how high efficacy is. Schunk explains that "outcome expectations" contribute to students' success. Students will not participate in activities that they feel will not end well. Students will have more enthusiasm with activities that are valued versus those that are not. Value is important to students because it contributes to students' motivation (p.161). Bandura (1993) explains "personal accomplishments require not only skills but self-beliefs of efficacy to use them well. Hence, a person with the same knowledge and skills may perform poorly, adequately, or extraordinarily depending on fluctuations in self-efficacy thinking" (p. 119). Self-efficacy is so important because it sustains students' motivation and encourages more learning.

Motivation and Engagement

Not only does self-efficacy play an influential role in reading development, motivation and engagement are also critical components. Teacher Researcher Consuelo

Cabral-Marquez affirms, "Experts (such as John Guthrie) in the field of reading motivation identify the lack of student engagement with literacy as one of the most severe crises of our schools" and stresses the importance of increasing motivation in reading (Cabral-Marquez, 2015, p. 471).

Tracey and Morrow (2012) outline John Guthrie's Engagement Theory and explain how there are two types of readers – those that are "engaged and disengaged" (p. 75). Engagement Theory supports collaborative learning and engaged readers interact with peers and discuss their thoughts and ideas about their learning and the text they read. Increased engagement occurs when students work with peers to exchange ideas. Guthrie & Klauda (2014) explain how collaborative learning, such as partner reading, discussion groups, and conferencing with one another to provide feedback, promotes engagement (p. 388). Tracy and Morrow (2012) explain Guthrie's approach to increase engagement in reading: Concept-Oriented Reading Instruction, otherwise known as CORI. Tracy and Morrow justify the benefits of CORI as a motivational strategy in reading and explain that CORI not only motivates students to read, but also increases skills in metacognition and conceptual knowledge (p. 76).

Guthrie & Klaudia cite how "studies have shown that providing competence support through feedback on progress and helping students set realistic goal in specific reading tasks increases self-efficacy for the academic domain of reading" (p. 389) from Schunk & Zimmerman (2007). Schunk (2010) supports this claim arguing that one's beliefs can affect their environment. Schunk explains that when teachers provide feedback, students have higher self-efficacy and are more motivated to learn. Self-

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efficacy plays a significant role in Social Cognitive Theory which includes the belief that human interactions affect achievement (p.160-161).

Jenna Cambria and John Guthrie explain the two parts of reading in their article, *Motivating and engaging students in reading* – including skills as one component and motivation as the other which they stress as the "neglected half" Cambria and Guthrie emphasize that a good reader needs both skills and will. They stress that "a student with skill may be capable, but without will, she cannot become a reader" (Cambria & Guthrie, 2010, p. 16). Therefore, having the will is to be motivated. Cambria & Guthrie continue to explain that motivation is not just finding pleasure in reading, but also includes the values, beliefs, and behaviors that align with reading. While excitement in reading is important, so are student values that result in dedication and hard work. According to Cambria & Guthrie, reading motivations include interest, dedication, and confidence. They assert that home and peers influence students' reading motivation; however, teachers are the main component influencing student development of motivation in reading.

Cabral-Marquez emphasizes that success in reading requires more than quality reading instruction, but coincides with student engagement of text. Teachers need to inspire student learning through motivational techniques. He affirms, "It is only through sustained, active engagement with text that students will encounter natural, genuine opportunities to integrate all the skills and strategies that comprise the reading process and lead to growth in reading" (Cabral-Marquez, 2015, p. 464).

Carbral-Marquez highlights several theorists who support the impact goal-setting has on student motivation and how it improves student performance. These theorists

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include Forster & Souvigneir, Locke & Latham, and Schunk. There are various benefits of setting goals that Carbral-Marquez outlines from Schunk's research (2001), including how goals increase motivation and affect student behavior. Students' behavior is influenced by goal-setting because it redirects focus toward the tasks that are relevant to accomplishing goals versus tasks that do not support the goal. Goals contribute to students' persistence which motivates students to achieve future goals.

Those that are engaged are dedicated readers while those that are disengaged are avoidant readers. Cambria & Guthrie describe persistence as a sign of dedication. Along with persistence, other signs are valuing and planning. Students who are dedicated can make connections regarding their efforts and outcomes, while those who avoid tasks are unable to make connections between the two. Dedicated students work hard and are well-organized versus negative behavior like making excuses, avoiding eye contact, and poor organizational skills (p.18). Cambria & Guthrie interviewed students to examine times when they avoided reading assignments. There are various reasons why students avoid tasks. Some reasons that the students admitted include tasks that are too challenging, or not enough time is provided to complete the task. Once students fail at one task, there is a likely chance that they will not move on due to the failure. Avoiding tasks comes with consequences and stops students from learning and expanding knowledge. Students who are persistent, value knowledge and reading supports their desire to know more. Dedicated readers value reading and find it to be important and older students connect good performance with opportunity and future goals (Cambria & Guthrie, 2010).

According to Cabral-Marquez (2015), specificity, proximity, and difficulty are three goal attributes that affect motivation and self-regulation. To begin with, specific

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goals increase self-efficacy and student performance. Specific goals are important because they include explicit information regarding actions and effort in achieving goals. Specific goals also help students evaluate their progress. Additionally, proximal goals which are attainable in a short time period increase motivation and self-efficacy. The level of difficulty influences students' motivation, self-efficacy, and effort. Goals should not be too easy or too difficult rather they should be attainable in a reasonable time frame, such as a few days or weeks (p. 465). In Cabral-Marquez's 2011 study, *The effects of setting reading goals on reading motivation, reading achievement, and reading activity*, he showed how having personal reading goals influenced students' motivation to read, student achievement in reading, and their reading activity. Fourth and fifth grade students participated and were trained in setting goals. They had conferences with the researcher and met bi-weekly for a total of 24 weeks to share progress. The researcher collected data in three ways, including the use of The Motivations for Reading Questionnaire (MRQ), The Reading Activity Inventory (RAI), and the Measures of Academic Progress (MAP). Students were assessed twice during the year, including the fall and spring. Cabral-Marquez found that setting goals did not impact the motivation, achievement, or reading activity of fourth and fifth grade students. He did note that students who met reading goals showed growth in reading challenge and curiosity, as well as reading activity growth. Students who met more goals achieved more achievement in reading while students who did not meet as many goals did not show as much growth in reading achievement. Those in fifth grade met more goals than those in fourth grade. This study showed how important it is to set goals that are measureable and reasonable for students to meet. The more goals students meet, the more success in

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reading achievement there is. This study also highlights the use of three instruments that help measure student progress. The MRQ, RAI, and MAP all contribute to measuring student motivation, reading activity and academic progress.

Goal-Setting, Self-Evaluation, and Self-Monitoring

Lock and Latham's goal-setting theory took a quarter of a century to develop and included 400 laboratory and field studies. Locke and Latham explain that having high, important, meaningful goals increase motivation and success because people are able to visualize their personal growth and accomplish challenges. They further explain the significance of high goals versus easy or vague goals by proclaiming the benefits; with high goals comes a higher effort and greater persistence. Locke and Latham (2006) assert:

> These studies showed that specific, high (hard) goals lead to a higher level of task performance than do easy goals or vague, abstract goals such as the exhortation to "do one's best." So long as a person is committed to the goal, has the requisite ability to attain it, and does not have conflicting goals, there is a positive, linear relationship between goal difficulty and task performance (p. 265).

Not only do students need to set high goals, but they also need ability and motivation, which according to Locke and Latham, requires task knowledge and skills. Furthermore, Locke and Latham stress four "key moderators of goal setting," including feedback, commitment to the goal, task complexity, and situational constraints. Locke and Latham explain that feedback allows monitoring of progress while commitment of the goal requires self-efficacy and the belief that the goal is important (p. 265).

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Locke and Latham (2006) highlight the advancements in goal theory with eight categories: goal choice, learning goals, framing, affect, group goals, goals and traits, macro-level goals, and goals and subconscious priming. They explain how prior research on choosing goals relied on self-efficacy, previous performance, and a number of social influences. Effort and ability play an important role in goal choice. There are higher revisions to goals if there is more effort versus ability. In regards to learning goals, Locke and Latham justify that difficult goals that are specific do not mean better performance: "we believe that a learning goal facilitates or enhances metacognition – namely, planning, monitoring, and evaluating progress toward goal attainment" (p.266). Schunk (2003) explains that a learning goal deals with knowledge and skills while performance goals have to do with tasks students need to complete. Schunk emphasizes the importance of learning processes and strategies when it comes to the success of goal setting (p. 164). When it comes to framing, Locke and Latham confirm that goals should not be so hard that they are "threatening" – that would lead to ineffectiveness. They state, "Whether a person appraises a high goal as a challenge versus a threat makes a difference for that person's performance" (p. 266). Schunk (2003) stresses how *goal progress feedback* is essential in students' progress and raises self-efficacy. The student becomes more motivated when there is a specific explanation of what skills and/or strategies the student is doing well with (p. 164). In terms of affect, Locke and Latham (2006) confirm success of goals affected self-efficacy and feelings of success. While setting group goals can be successful, it can also be a challenge due to the difference of goals being set. Also, feedback can be provided to an individual's progress or the team's performance. Macro-level goals concern entire organizations which do not align to this study. However, goals

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and subconscious priming can contribute to this study. Locke and Latham share, "primed subjects with hard and "do your best" goals has significantly higher performance than did unprimed subjects with the same goals. Priming, however, did not enhance the effects of easy goals" (p.267)

Rader (2005) believes that when students write their goals down, they are able to see their dreams, which is the force that motivates them. She defines six steps that lead to success in a "goal-setting journey." The steps include: 1.) Choose a specific goal and write it down. 2.) Decide a time when your goal will be achieved. 3.) Develop a plan to achieve your goal. 4.) Visualize yourself accomplishing your goal. 5.) Work hard and never give up. 6.) Self-evaluate. Rader urges the importance of explaining goals to young children and helping them connect to the goals in a deeper way. Someone who sets goals develops a plan to achieve goals, and envisions themselves achieving. Through hard work and perseverance the goal can be obtained. Students can think critically through self-evaluation about what they did well and what they still need to practice. Setting personal goals goes beyond reading achievement in the classroom. Rader proclaims, educators "have one of the greatest privileges there is- namely, the privilege of having an effect on the lives of developing students" (p.125).

Researcher Carrie Stange investigated how student goal setting affected students' achievement in reading in second and third grade in *The effects of student goal setting on reading achievement* (2016). This empirical study showed how students learned how to review test data and set goals that could be measured. Trained teachers helped students every two weeks by looking closely at benchmark tests and student progress. Using qualitative measures, the following two research questions were investigated: 1.) What is

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the nature of the relationship between goal setting and reading achievement? 2.) What is the nature of the relationship between student goal setting and reading achievement between student subgroups? The subgroups included gender, ethnicity, and income level. Setting goals greatly impacted students' achievement in reading within all subgroups. This study highlights the significance of setting goals at the lower levels of elementary school. By students taking ownership of their learning, they are able to achieve more success when setting and monitoring goals. The partnership built between the teacher and student has a strong impact in student progress. Stange emphasizes the importance of students being involved in analyzing their own data. She also stresses how teachers should set time aside to conference with each student to set reading goals and monitor growth in reading. While student-teacher conferences are important, so are peer conferences. Schunk (2003) argues that peer models can sometimes have a greater impact on student learning than teacher models (p.163).

Along with students analyzing data and conferencing with peers and the teacher, another factor that greatly influences reading achievement is the think aloud technique. Zimmerman (2008) explains "An advantage of the think-aloud methodology is that it is open-ended, and the students' responses are coed into self-regulatory process categories by trained observers at a later point in time" (p 172). Self-regulation can occur in various ways. Zimmerman states "Measures of students' self-regulatory processes and their outcomes can be depicted in terms of simple frequencies or in graphic form" (p.170). He also stresses how students' self-regulatory processes are measured using specific questions before, during, and after learning, and measure student's beliefs or feelings

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regarding motivation. He further explains how open- and closed-ended questions are asked to create data that is qualitative and quantitative (p. 177).

Self-regulation and self-evaluation both play an integral part to students' success. Schunk (2003) explains that goals contribute to motivation and learning. Self-evaluation is an important element after setting goals. Schunk (2003) affirms, "When people make a commitment to attempt to attain a goal, they are likely to compare their performances with the goals as they work on the task. Self-evaluations of progress raise self-efficacy and sustain motivation." With higher self-efficacy and motivation, students are more capable. Schunk explains that to further assist students' goals, modeling becomes an important attribute. Teachers and peers can model skills and strategies (p. 163).

Conclusion

According to the review of literature, goal-setting does not work independently. There are several components that make goal-setting effective. Students with low self-efficacy, limited motivation, and/or weak engagement will have a difficult time completing tasks and will likely be unsuccessful in attaining their goals. When setting goals, students not only need support in crafting goals, but they also require positive feedback, specifically *goal progress feedback* to encourage and support continued learning and success. Furthermore, when students are able to evaluate what they are doing well and what they need more assistance with, they will be more successful than those who don't self-evaluate. This monitoring is essential to students' achievement. This study has been designed based on the review of literature to help show what happens when support is provided to students through a partnership with their peers and teacher to set reading goals.

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Chapter 3

Research Design and Methodology

This research study is comprised of qualitative research to discover more about teaching and learning. In this study, using a small group of second grade students, a research question was asked and data was collected and analyzed. Shagoury & Power's *Living the Questions* defines research as "a process of discovering essential questions, gathering data, and analyzing it to answer those questions" (2012, p. 2). Teacher research involves those who are actively involved, or are known to be on the *inside,* as Lytle and Cochran-Smith would say, including teachers, principals, professors, and any others who contribute to research (2009, p. 41). Shagoury & Power assert, "At its best, teacher research is a natural extension of good teaching. Observing students closely, analyzing their needs, and adjusting the curriculum to fit the needs of all students have always been important skills demonstrate by fine teachers (2012, p. 3). Teacher research allows teachers to explore situations within their own classrooms and helps teachers find the most beneficial methods and ways to teach. Teacher research encourages teachers to find solutions to problems within their own classrooms, leading to stronger teaching. The goal of this study is to improve and increase student learning through forming a partnership with the teacher and peers to set reading goals and therefore, this study aligns with the qualitative design of research.

Shagoury & Power explain that research helps us look for patterns and helps us build new knowledge with what we already know to better understand the world in which we live (2012, p. 2). Once the research is concluded, the teacher researcher will evaluate

and include implications for the public to read. Research should lead to adjusting actions and expectations of teachers. Additionally, this type of research can help teachers find solutions to problems within their own classrooms and leads to stronger teaching. This study analyzes what happens when partnerships are formed to set reading goals. The purpose of this strategy is to use collaboration to recognize one another as similar and different and to encourage second grade students to set reading goals.

A teacher researcher must collect, analyze, and present data. Using this teacher research method, a stronger learning community is created while teachers improve their practice. Student interactions, feelings, attitudes, and progress will be carefully tracked throughout this study by using the teacher research method. My teaching will be redefined by teacher research because it initiates deep reflection and modifications. Ultimately, teacher research contributes to stronger practice and greater learning.

Procedure of Study

The initial week of the study consisted of gathering pre-assessment data and setting reading goals. Students were interviewed using McKenna and Kear's *Elementary Reading Attitude Survey* with the questions read orally. Students circled one of the four pictures of the Garfield character to show feelings and levels of motivation regarding reading. Next, students wrote a narrative to share how they felt as a reader. The writing prompt included the following questions: *Do you think you are a good reader? What do you think a good reader is? What are your strengths as a reader? What do you need more help with? What kinds of books do you enjoy reading?* Then, another interview was conducted using open dialogue and a rating scale to learn more about how students felt as

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readers. Each student rated themselves using a rating scale that indicated their feelings about reading by coloring in the smiley face star. Rating scales were then reviewed and a score was given by the teacher as well. Once the teacher rating scale was complete for each student, students met again to compare results. Together we discussed what we noticed between the student answer and teacher answer.

Following completion of the motivation survey, the writing prompt, and the rating scale, a mini-lesson was also conducted during the first week to introduce and explain goal setting. The mini-lesson was designed to help students recognize their own strengths and weaknesses and to set realistic goals. The goal was for students to form a partnership with their teacher as well as their peers to set goals that would make them better readers.

In the following three weeks, students met in small groups daily to openly discuss their rating scales to help create, monitor, and track goals. Observations were recorded in a Teacher Research Journal as students recognized similarities and differences to help motivate each other to set goals. Throughout the study, mini-lessons were designed based on the goals the students set. Students comfortably met with small groups, peers, and the teacher to assist in creating goals and for support, such as feedback and/or encouragement. Each student received a discussion card with questions to help asses and reflect upon their understanding and development of skills. Students were encouraged to discuss beyond the questions listed on the card, as those questions were intended to initiate thinking about learning. Students discussed changes seen in reading and shared the goals met. They also shared challenges they encountered and talked about the possible causes that stopped them from meeting goals. Following discussions after every

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lesson, students completed a *Goal Reflection Sheet* to track their progress and reflect upon strengths and areas of need.

The purpose for students setting and reflecting upon goals before and after mini-lessons was to learn how the partnership helps students set and accomplish goals. There was additional understanding when witnessing student conversations with peers about what goals were important, what they were doing well, and what they still needed improvement with. Through small group discussions and interviews, students' goals and progress were monitored, and implications were provided that may be stopping them from reaching their goals.

In the final week, students had time to independently review their *Goal Reflection Sheets* at the completion of all mini-lessons. They met with small groups to discuss what goals they achieved and what goals they still need to practice and students talked about what future goals to set.

Data Sources

Data was collected in a variety of ways and analyzed through a qualitative research paradigm. First, data was gathered to determine students' motivation and feelings about reading. Scoring sheets were used to show how motivated students were about recreational reading and academic reading, using McKenna and Kear's *Elementary Reading Attitude Survey.* The content of students' written narratives was analyzed and commonalities and differences among the students were noted using a chart in the Teacher Research Journal. The following information was determined: *Does the student think he/she is a good reader? What traits does the student share in regards to of a good*

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reader? What does the student think he/she does well during reading? What does the student need more help with? What books does the student enjoy reading? Implications were made based on student responses, such as how motivate the student is, if the student is able to recognize strengths and weaknesses in reading, and if the student is able to share favorite books.

Another tool used to gather data was a Student Rating Scale. Students rated how they felt about reading by coloring in the star under the category that showed how they feel about fluency, accuracy, reading strategies, comprehension, and retelling. Each of the six statements was read aloud and students had time to think after each statement. Students chose from three responses indicating that they need help, they can sometimes complete the task, or they can do it on their own. The rating scale not only had a section for the students to answer, but it also had a "Teacher Box" to help compare similarities and differences between the student's thoughts and the teacher's thoughts. This form of data enabled discussion between the teacher and students to determine good reading goals from the rating scale. Dialogue was recorded and notes were written in the Teacher Research Journal to track student progress, student realizations, and self-reflections. The Teacher Research Journal also tracked the goals students created independently. Additionally, the Teacher Research Journal recorded whether or not students were able to recognize similarities and differences with peers, if students helped motivate peers to set goals, and record who was active in discussion and who needed additional support to share.

Personal Reading folders were an additional tool used in data collection that was also imperative in understanding students' thoughts and progress of learning. Each

student had a personal Reading folder where they kept their *Goal Reflection Sheets* as well as graphic organizers and the student Discussion Cards. Students shared their responses with their peers and discussed their successes and areas of need. Throughout the research study, the Teacher Research journal recorded notes from audio as well as observations made during student discussions. Also recorded were distractions to student learning. The Teacher Research Journal was used to collect and analyze data, including student artifacts. It allowed the opportunity to reflect on student learning and instructional practice and the modifications made as an educator.

Data Analysis

Throughout this study, the collection of data assisted in making conclusions regarding what happens when second grade students form a partnership with their teacher and peers to set reading goals. The motivation survey and the writing prompt were used to determine students' motivation and feelings regarding reading while the Student Rating Scales were used to show student's knowledge and realizations of strengths and areas of need in reading. By charting this data, commonalities and differences were noted between the students. Through frequent open dialogue with the teacher and peer discussions daily, students were able to set reading goals to improve performance in reading. The Teacher Research Journal allowed me to track student progress over the span of the study and helped me visualize the trends in my reflections. The Teacher Research Journal also noted how students took their learning outside the small group with peers and applied it to daily lessons in Reading. Furthermore, the Teacher Research Journal allowed me to reflect on the changes of student motivation, involvement, and excitement for learning, along with their successes and areas of need.

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Context

Community and school. Parkview Elementary School (101 Birch Avenue Westville, New Jersey 08093) is centered in a suburban community with 4,288 residents in the northeastern corner of Gloucester County according to the 2010 United States Census. The median household income census was $58,824 while the median housing value was $152, 800 with a total of 1,878 housing units. The male median income was $41,354 while the female median income was $22,153. There were 409 companies in Westville and 268 Veterans.

Beginning with preschool and ending with sixth grade, there are approximately 378 students at Parkview, with an additional 6 out of district students. There are two Preschool classes, 3 Kindergarten classes, and 2 classes for grades one through six. There are three self-contained classrooms for students with disabilities. One class services students from grades K-2, another services students from 2-4 and the last one services students 4-6. Additionally, there is a self-contained class which provides instruction to students in grades 3 through 6 who have behavioral and/or emotional disabilities. After sixth grade, students further their education at Gateway Regional High School. The community is of a low socio-economic status. There are a variety of programs and activities offered at the school. After school programs include Newspaper Club for grades 5 and 6, Art Enrichment for all grades, Band and Choir beginning at third grade to perform two concerts in one year, Homework Club for grades 4-6 three times a week, Tutoring for grades 2-6, and Enrichment classes in math, technology, and literacy. Special programs include student recognition with the Character Education program and

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Principal and Honor Roll programs. Students are also rewarded for perfect attendance each month.

The parental involvement is low according to the school principal. The community is a transient population and therefore families do not always connect to the school. Many parents come from poverty, and a greater emphasis is placed on survival versus education. For some, education is not a priority. In many households, families are either separated or multiple families are combined to one home.

The school is always trying to initiate ways to increase parental involvement. To increase involvement, the school has invited parents for breakfast to celebrate student achievement. There are also special lunch days where students can be accompanied by families to have lunch together at school. Teachers are also required to invite parents for activities in the classroom, such as a Reader's Theatre, Math Activity Day, or whatever educational activity the teacher wants. Furthermore, parents are invited to several events throughout the school year. Events include Character Education assemblies, where students participate in a special character trait performance, plays, concerts, and Art Fair and Ice Cream Social. The fifth grade students also spend much time and effort in preparing a live History project that they call the Wax Museum. The sixth grade students participate in a Flea Market event to practice counting money, and to increase communication skills. Parents are welcome to all events and encouraged to attend.

The New Jersey Department of Education (NJDOE) Performance Report for the 2015-2016 school year reports 368 students for the total school enrollment, with 48% of female students and 52% of male students. The enrollment by ethnic/racial subgroups

indicated by the ESEA Waiver is as follows: 73.6% White, 12.0% Hispanic, 10.1% Black, 3.0% Asian, 1.4% Two or More Races, and 0% for both Pacific Islander and American Indian. When it comes to language diversity, 95.9% of students predominately speak English at home. Those students who predominately speak Bengali or Spanish at home share the same percentage of 1.9% while 0.3% represents students who speak Vietnamese at home. There has been an increase in the percentage of students by special population in all three areas, including Students with Disabilities (25%: 6% increase from prior year), Economically Disadvantaged (56%: increase of 4%), and English Language Learners (3%: increase of 1%).

In regards to Chronic Absenteeism, the NJDOE Performance Report indicates the school performance to be at 11.4%. There are 5% of 0 absences, 34% of 1-5 absences, 35% of 6-10 absences, 14% of 11-15 absences, and 11% of 15 or more absences in the school year of 2015-2016. This data shows how this school did not meet the target for College and Career Readiness Indicators on the NJDOE Performance Report.

According to the school's principal, there are less than 10 ESL students in our school. Furthermore, she shared that there are zero homeless students that are part of the bused population. The number of students receiving free or reduced lunch is approximately 56%. The total number of students that are contained is 38, with a total of 95 IEP classifications; therefore the total number of students mainstreamed is 57. There are 27 tenured teachers and 9 non-tenured teachers that are highly qualified. There is special literacy training to teachers each year to reflect the current code. The principal specified two hours of instruction that the staff receives each year regarding Dyslexia

training. Due to varying reading disabilities, future literacy training will include more professional development opportunities to help meet students' needs across grade levels.

With the New Jersey Student Learning Standards as the foundation, the school's method to literacy includes a Balanced Literacy approach. This will be the fourth year the district has had the reading series by McGraw Hill, entitled *Wonders*. The Wonders series includes many valuable resources, including a Reading/Writing Workshop Book, a Literature Anthology, and themed leveled readers for ELL students, approaching level, on level, and beyond level. There are also vocabulary word cards that include a vocabulary routine on the back, as well as high frequency word cards and a kit for word study, writing, and vocabulary study. Among the paper resources, there is also the *Wonders* internet resource for both the teacher and the students. The students can read online text, practice phonics, and answer questions about text by typing their answers during reading. The teacher also has a resource that can aid in small group or whole group instruction. Alongside the series, there are several other materials the school can utilize. Each classroom has a diverse classroom library. Not only do libraries include additional books from previous reading series, including Rigby and Scott Foresman, teachers are also usually allotted $50.00 a year to purchase new books. However, due to budgetary reasons, the classroom library has been removed this academic school year. Many teachers take advantage of Scholastic's Reading Club program where they can earn points and receive new books to add to their classroom libraries.

Classroom. My classroom is a second grade classroom that has 24 students, including 11 females and 13 males. Three of those 24 students go to a special education class setting for replacement services twice a day. Those three boys go to ELA in the

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morning and Math class in the afternoon. There are 17 white/Caucasian students, 1 Bangladesh student, 2 Spanish students, 1 student that is two or more races, and 3 black/African American students.

There is a strong learning community among students in this classroom. Students cheer and chant throughout the day to celebrate student successes and motivate each other by saying, "You can do it!" or "Let's go, (student name), Let's go!" In all content areas, students work collaboratively throughout the day with partners and small groups. Students show compassion and kindness by helping peers when they have a problem, whether it is academically or socially. There is a sense of family and partnership established within the classroom that supports students learning.

Students. Five students were selected based on their fall reading scores using running records with a Fountas and Pinnell reading level of I or J. In guided reading groups, these students are reading books that are below level and on-level.

Travis has a great personality and is easily likeable. He loves to be funny and enjoys making others laugh. He is a fun-spirited seven year old boy who is full of energy and loves to learn new things. He frequently makes connections to learning and is involved in class discussions. Travis always asks really great questions in all content areas. He even goes as far as searching for the answers on his chrome book. However, while working in small groups or independently, Travis struggles with controlling impulsivities and is often inattentive and lacks body control. He needs support staying on task and making good choices, even with teacher redirection. His parents are in the process of getting him evaluated for ADHD.

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Similarly, Larry also has a great sense of humor and makes strong connections to readings during class discussion. Larry has a strong sense of background knowledge and loves to share what he knows. He has the ability to think creatively and is very different from his peers. He often does not see things the way his peers do and prefers to stay by himself instead of working with others. Larry has a difficult time working with peers and has trouble when picking partners to work with. While working with small groups, he tends to be off task and distracts others despite reminders from the teacher to stay focused. Larry struggles with listening, following class rules, and completing work in a timely manner despite his capabilities. Larry changes moods very quickly. One moment he is very happy and smiling from ear to ear while the next moment he is very sad or displaced. His parents explained that he is similar at home as well. Both Travis and Larry receive Speech services twice a week.

Sarah, Raelyn, and Alexa are the remaining three students. Sarah is highly energetic and gets along nicely with peers. She attends the before and after school program with friends and loves to socialize. Just like the two boys, Sarah loves to be silly and makes others laugh every day. Sarah is usually the mediator for her peers and a strong problem solver. She does not like when others are not getting along and almost always finds a way to fix problems among her peers. When it comes to reading, Sarah loves to share connections like Travis and Larry and truly enjoys reading.

Alexa also has a great personality and has many friends. She has a goofy side as well and loves to share stories with her peers. Alexa needs more support with decoding skills and comprehension. Although she struggles from time to time, she works very hard and always tries her best. Alexa has a strong support system at home and academics are

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highly valued. Alexa's mother is very active in helping Alexa be successful in school. Since Kindergarten, Alexa has received additional reading instruction and support through our Basic Skills program.

Raelyn is slightly quieter than Sarah and Alexa, but is easily liked and very kind to her friends. All three girls are friendly and love to help others. When focused, Raelyn works hard at school. However, when she is confused or unsure of her schoolwork, she can become upset and give up easily. Reilly does well thinking about the text and enjoys the act of reading, but needs more support with comprehension and decoding.

In the next chapter, data is analyzed and themes are identified within the given data. The pre and post assessment results of the Reading Attitude Survey, the written narratives, and Student Rating Scales are compared while the notes recorded in the Teacher Research Journal regarding peer discussions, student responses, and teacher observations are closely examined, along with student artifacts and work samples. Following chapter four is the conclusion of the study which summarizes and articulates the implications of the study. Furthermore, recommendations for future research topics are provided.

Data Analysis

Introduction

The findings of my study are articulated in chapter four to answer my research question, "What happens when second grade students form a partnership with their teacher and peers to set reading goals?" Once all data was arranged and categorized, themes and patterns were identified. Data that was collected and analyzed included notes, observations, student conversations, and charts within my teacher research journal, along with the pre and post assessment data, such as the Reading Attitude Survey, student written narratives, and student rating scales and goal sheets. Also analyzed were the student artifacts collected throughout the study in personal reading folders. After close examination of these data sources, five themes were discovered that are seen throughout the course of the research study. When second grade students form a partnership with their teacher and peers to set reading goals, there is a higher level of engagement, increased motivation to read and share ideas, increased stamina, along with willingness to complete challenging tasks, increased usage of reading strategies, which supports comprehension, and lastly, a fostered love for reading.

Recalling the Study

The prior chapter explained the design of the research and the methods of collecting and analyzing data. Over the four week duration of data collection, five students formed partnerships with their peers and teacher to set reading goals. Mini-lessons were designed based on the reading goals the students set. I began the study by

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gathering information about the five students, including how they felt about reading and their definitions of what a good/poor reader was. To better understand the results, the information collected from the Reading Attitude Survey, written narratives, and student rating scales was gathered in multiple charts to find patterns among the students' answers and responses. Trends were also found by recording student dialogue and graphing student responses and thoughts during small group discussions. Student behaviors throughout the study were recorded in my Teacher Research Journal to track student progress, as well as changes in motivation, self-efficacy, engagement, and involvement. Additionally, the Teacher Research Journal showed how forming partnerships to set reading goals impacted whole-group learning and independent practice.

Understanding Goal-Setting and Partnerships

Once the initial data was collected in the first week of the study, including the Reading Attitude Survey, the written narrative, and the Student Rating Scale, a mini-lesson took place explaining the purpose of setting goals and forming partnerships with peers and teacher. Following the mini-lesson, students examined and discussed the results of their rating scales and held a discussion about the similarities and differences among themselves and their peers.

Students established goals based on their responses to their Reading Rating Scales. Before students could establish goals, they read an on-level text that was their instructional level using the McGraw-Hill Reading Series, entitled *Wonders*. During the reading, students talked about the text, asked and answered questions, and attempted to use word attack strategies with guidance from the teacher and peers. Following the

reading, students were able to identify strengths and weaknesses in their reading based off of the conversations they held while reading the leveled text.

After students completed their Reading Rating Scales to show how they felt about their reading, their responses were compared with the teacher's responses. Students sat at the kidney shaped table with their individual Student Rating Scales. We read each statement aloud together. Students looked at their answer and compared it to the teacher's box on their sheet to compare what the teacher thought with what they each thought. I asked students to reflect on their answers with the following question: "Did the teacher box have the same answer or different answer? Think about the skill again. Let's talk about what you do well and what you need to work on." Chapter two highlighted the importance of peer conferences as Schunk (2003) argues that peer models can sometimes have a greater impact on student learning than teacher models (p.163). Therefore, students conversed among each other and stated whether or not they agreed with the teacher box.

Students also began to see that some peers needed help in the same areas as themselves. Travis stated, "I do know a lot of words, but sometimes I do need help. I don't always figure out the words, but I try the best I can. If I can't figure it out, I'll just keep reading." When I asked Travis what could help him figure out unknown words, he pointed to our *Reading Strategy* bulletin board and said, "I could do more of them. But, I don't know them all." Travis made a goal that he wanted to use more strategies to help him read words he did not know. When Larry shared, he was not very confident and had poor feelings about himself as a reader. He shared, "I'm not a great reader and I need help with A LOT of things." He emphasized the word "a lot." When I asked him to think

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about a goal to create he quickly stated, "I don't really know what to do." His peers felt his sadness and cared about his feelings. Travis quickly joined in and said, "I need to work on some things. I'm not the best reader but that's why we're here! School teaches us things so we can be smarter." Raelyn added, "Yeah! I didn't think I was good at a lot of things, but the teacher box said I was better than I thought. I don't think I am great but maybe we can help each other out." The conversation students shared was motivating as students related to one another by sharing their thoughts and feelings openly about reading. Alexa added, "I need help with reading the words correctly and not sounding like a robot. I do that a lot. Sometimes, I don't know all the words. Sometimes, I read slowly but, I try my best." Sarah explained that she reads the words smoothly and stated, "I can help you! Maybe we can practice together?" Alexa loved that idea and agreed with a head nod and a smile. Sarah also shared that she needs help with understanding the story. "I don't always understand what I read. I don't know why, I just don't." I explained to the students that Travis was right, that they are all here at school to learn. I reassured them that there are things we are good at and there are things we need some help with. We all have different strengths and areas of need. I explained to the students that I liked how they listened to one another and cared about each other. I shared that I loved how Sarah and Alexa came together to help one another.

Every student had a goal to improve comprehension, whether it was asking and answering questions or retelling a story using details from the beginning, middle, and end. The skills presented in the Reading Rating Scales were skills I thought the students needed most help with. Sarah and Raelyn were the only two students that did not need additional instruction with reading with fluency and using word attack strategies. Travis

was the only student that didn't need more support with asking and answering questions. The remaining skills included the major area of concern – comprehension.

Summary of Data Analysis

Students had similar goals to work towards together. Throughout the study, students supported one another and even congratulated peers by cheering when they did well with something. Larry gained more confidence as the study progressed and was more willing to try different tasks. One day, he ran out of time to complete his graphic organizer and he asked to stay in to complete his work. He said, "I don't want to stop. My brain is working! I'm getting it, Mrs. Shevlin!" He smiled the biggest smile and his eyes lit up. This was very different behavior than the start of the study when he was not motivated to work and struggled with writing and responding to reading.

Forming partnerships to set reading goals not only impacted students within their small group, but it also impacted their actions during whole group learning and independent practice. During whole group instruction, these five students were confident in sharing and reflected at a higher level than they did before the study. Larry and Travis were more engaged and Raelyn was less quiet. She was more confident in sharing her responses and had a greater sense of comfort. Sarah reflected more deeply and made valid connections in both small group and whole group. Alexa continued to be outgoing and shared her responses before and after the study.

Table 1

Elementary Reading Attitude Survey Results

	Elementary Reading Attitude Survey								
Student Names	**Pre-Assessment**				**Post Assessment**				
	Recreational Reading Score	**Academic Reading Score**	**Full Scale Score**	**Reading Attitudes on a Scale to 100**	**Recreational Reading Score**	**Academic Reading Score**	**Full Scale Score**	**Reading Attitudes on a Scale to 100**	**Full Scale Difference from Pre to Post**
Travis	23	20	43	Indifferent/ Slightly Upset	32	28	69	Slightly Happy/ Indifferent	+17
Larry	23	19	42	Indifferent/ Slightly Upset	28	20	48	Indifferent	+6
Sarah	36	49	85	Happiest/ Slightly Happy	34	37	71	Slightly Happy	-15
Alexa	27	22	49	Indifferent	32	31	63	Slightly Happy/ Indifferent	+14
Raelyn	38	39	77	Happiest/ Slightly Happy	36	34	70	Happiest/ Slightly Happy	-7

Table 2

Analyzing Results from Elementary Reading Attitude Survey

Analyzing Results from Elementary Reading Attitude Survey **Biggest Leaps:** 1: Very Upset to 4: Happiest	
Travis	[1 to 4] Showed Increase in Happier Reading Attitude • Getting a book for a present • Reading during summer vacation • Feelings about using a Dictionary
Larry	[1 to 3] Showed Increase in Happier Reading Attitude • Reading during summer vacation
Sarah	[3 to 1] Showed a Decline in Happier Reading Attitude • Reading during summer vacation
Alexa	[1 to 4] Showed Increase in Happier Reading Attitude • Reading during summer vacation • Feelings about learning from a book • Feeling when it's time for reading class
Raelyn	Not much of a Change in Reading Attitude • Ratings fluctuated only slightly – changing no more than two points

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To better understand the attitudes of the five students in regards to reading, *The Elementary Reading Attitude Survey* (McKenna & Kear, 1990) was administered during the first and last week of the study. During the assessment, students sat at the kidney shaped table and each statement from the survey was read orally. Students were asked to reread the statement and consider the best choice to show how they felt. Students were eager to participate because they were allowed to use their favorite colored markers. During the pre-assessment, students provided answers as soon as the statement was read. Students were more thoughtful in circling their answers during the post assessment than pre-assessment. Students needed additional time to respond as they carefully debated how they felt in regard to the questions asked. Table 1 charts the differences in scores from pre to post assessments while Table 2 analyzes results more closely by examining the types of statements that show the greatest change in score from pre to post assessment results, including an increase or decrease of scores and/or slight change of scores.

During the pre-assessment, Travis and Larry had similar scores. They both had a score of 23 for recreational reading. For academic reading, Travis had a score of 20 while Larry's score was 19, making their full scale score different by only one point. Travis's full scale score was 43 while Larry's was 42. Travis and Larry's Reading Attitude for the pre-assessment was between the middle of the scale, which could be deemed as indifferent, and slightly upset. Their scores varied much more during the post assessment. Travis scored a 32 for recreational reading and a 28 for academic reading, changing his Reading Attitude to in between Slightly Happy and Indifferent. The full scale difference from his pre to post assessment was a growth of 17 points. Travis showed an increase in a happier reading attitude for three statements, with a 3 point increase from Very Upset to

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Happiest. These statements included getting a book for a present, reading during summer vacation, and feelings about using a dictionary.

Larry also showed growth from his pre to post assessment in his full scale score by an increase of 6 points. To begin with, his recreational reading score increase 5 points and his academic reading score increased 1 point from the pre-assessment, giving him a Full Scale score of 48. This placed Larry in the middle of the scale for his Reading Attitude, concluding he was indifferent as he was midway on the scale of Happiest to Very Upset. Larry's greatest increased score was a score of 1 jumping to 3, showing Larry was no longer Very Upset but instead was Slightly Happy reading during summer vacation.

While both boys showed improvement in their Full Scale scores, so did Alexa. She began with a recreational reading score of 27 and academic reading score of 22, giving her a Full Scale score of 49 for her pre-assessment results. This showed that Alexa's attitude towards reading was similar to Larry's post assessment score, which was an indifferent score in the middle of the scale. However, Alexa showed 14 points growth on her post assessment, indicating a new reading attitude of slightly happy/ indifferent. Her post assessment scores for recreational reading increased by 5 points and her academic reading score increased by 9 points. Alexa showed an increase in a happier reading attitude by changing three statements from a Very Upset(1 point) score to the Happiest (4 point) score. These statements included feelings about reading during summer vacation, feelings about learning from a book, and feelings when it's time for reading class.

Different from the last three students, Sarah and Raelyn's scores showed a decline in Reading Attitude. However, Sarah only changed one statement by 2 points that showed a decline in a Happier Reading Attitude for reading during summer vacation. Additionally, she changed 4 statements by 1 point, changing 4 point scores indicating Happiest feelings to 3 point scores, showing Slightly Happy feelings. The change in scores included the statements regarding reading instead of playing, feelings when the teachers asks questions about what you read, reading out loud in class, and feelings about using a dictionary. Sarah showed a 15 point decrease from pre to post assessments. Her Happiest/ Slightly Happy score changed to Slightly Happy. Although her scored went down, her post assessment Full Scale score still shows Sarah is motivated to read. Raelyn showed a 7 point decrease from the pre to post assessment. Her post assessment score for recreational reading was two points less than her pre assessment score of 38 and her post assessment score for academic reading was 5 points less than her pre-assessment score of 39. Raelyn showed a slight change in her reading attitude according to her scores but her reading attitude remained the same, in between Happiest and Slightly Happy. Her ratings fluctuated only slightly, changing her answers no more than two points from her pre to post assessments.

.   While the *Elementary Reading Attitude Survey* allowed students to respond to statements on a 4 point scale, the written narratives gave students a chance to share their personal feelings about reading more freely. This provided a greater understanding of students' former feelings versus their current feelings about reading. The writing prompt was given as a pre and post assessment and included these five questions: 1.) Do you think you are a good reader? 2.) What do you think a good reader is? 3.) What are your

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strengths as a reader? 4.) What do you need more help with? 5.) What kinds of books do you enjoy reading? Table 3 highlights the results from both pre and post assessments for each student and is created in a way to compare results.

Table 3

Student Narrative Rubric

Student Name	Comparing Pre and Post Assessment Results	Does the student think he/she is a good reader?	What traits does the student share in regards to of a good reader?	What does the student think he/she does well during reading?	What does the student need more help with?	What books does the student enjoy reading?
Travis	Pre	yes	• someone that reads well	• can read words • can sound out words	• paying attention	• Pokémon Books
	Post	yes	• reading almost all the words correctly • a good reader rereads	• figuring out words I don't know	• understanding what I am reading	• *Captain Underpants* • Magic Tree House • *The Cat in the Hat* • *Rocks and Minerals*
Larry	Pre	no	• smart	• thinking when I read	• "bad memory" • confidence • motivation	• no answer
	Post	yes	• reading with fluency	• reading with fluency	• retelling a story	• "I enjoy fantasy."
Sarah	Pre	yes	• doesn't get stuck on words • knows a lot of words • reads fast • studies	• spelling words	• understands the story • some words	Chapter books • *Star Wars* • *Five Nights at Freddys* • Scooby Doo • Magic Tree House Books • Amelia Bedelia
	Post	yes	• someone who reads with fluency • someone who stops to answer questions	• using main topic and key details • telling the B, M, & E	• understanding the story • reading words correctly	• *The Ant and the Grasshopper* • *Sun and Moon* • *Anansi the Spider* • *Snow Shape* • Folktales • Drama
Alexa	Pre	yes	• getting words right	• sounding out the word	• understanding the story	• Chapter books
	Post	yes	• a good reader rereads	• retelling • ask and answering questions	• using strategies	• Nature books "…because they tell you about animals and where they live."
Raelyn	Pre	yes	• can read really hard words	• sounding out the words	• reading hard words	• Chapter books • Bat books
	Post	yes	• a person that does not read like a robot	• "I'm working on using strategies and main topic and key details and not reading like a robot." • "using my strategies"	• reading the words correctly	• Chapter books -Junie B. Jones -Magic Tree House -*Cat in the Hat* -Folktales -Fairytales

Table 3 uses the student narrative rubric to compare the pre and post assessment results. During the pre-assessment, Larry did not think he was a good reader. He believed a good reader had to be smart. He explained that he needs help because has a "bad memory." He admitted that he thinks he does a good job thinking when he reads. In his post assessment results, he changed his point of view and thought he was a good reader. He explained that a good reader reads with fluency and that is something he believes he does well with. He explained that he needs more help with retelling a story. In the pre-assessment Larry was not sure what books he liked to read but in the post assessment, he wrote, "I enjoy fantasy."

The remaining four students believed they were good readers during the pre and post assessments. In the pre-assessment, Travis described a good reader as someone that reads well. In his post-assessment answer, he explained more, sharing that a good reader reads almost all the words correctly and rereads. In the pre-assessment, Travis shared that he can read words well and can sound out words, which he believed he does well during reading. In the post-assessment, he had a similar response, explaining that he is good at figuring out words he does not know. The pre-assessment results show that Travis is aware that he needs more help paying attention. In the post assessment, he needed more help with understanding what he was reading. The pre-assessment shared that Travis likes reading Pokémon books, and the post assessment added a greater variety of books, including *Captain Underpants*, Magic Tree House, *The Cat in the Hat,* and *Rocks and Minerals.*

Of all five students, Sarah was the most descriptive in both pre and post assessment responses. In the pre-assessment, she explained that a good reader doesn't get

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stuck on words, knows a lot of words, reads fast, and studies. Her post assessment results showed that she thought a good reader was someone who reads with fluency and someone who stops and answers questions when reading. In the pre-assessment, Sarah explained that something she does well with during reading is spelling words. Her post assessment answer explained that she does well with using main topic and key details and telling the beginning, middle, and end of a story. She admitted in the pre-assessment that she needed more help with reading words correctly and understanding the story. She wrote the same thing for the post assessment. Lastly, Sarah shared several stories that she enjoys reading in both assessments. In the pre-assessment, she explained that she enjoys reading chapter books, *Star Wars, Five Nights at Freddys, Scooby Doo,* Magic Tree House books, and *Amelia Bedelia.* The post assessment results showed that she enjoyed reading folktales and dramas; she also included poetry in her response. She listed some of her favorites: *The Ant and the Grasshopper, Sun and Moon Anansi the Spider,* and *Snow Shape.*

Alexa and Raelyn had similar answers throughout their pre and post assessments. In the pre-assessment, Alexa believed "getting words right" makes a good reader and in the post assessment, she share that a good reader rereads. The pre assessment results showed that Alexa thinks she does a nice job sound out words. In the post assessment, she explained that she does well with retelling and answering questions. Alexa shared that she needs more help with understanding the story during the pre-assessment and the post assessment results indicated she needed more help with using strategies during reading. While the pre-assessment shared that she likes to read chapter books, Alexa provided a more thoughtful response and explained she likes to read nature books during

the post assessment, "…because they tell you about animals and where they live."
Similarly, Raelyn also gave a more descriptive response in the post assessment than pre-
assessment. At first she wrote that she enjoyed reading chapter books and bat books,
however, she added in the post assessment that she not only enjoyed reading chapter
books, but she also like Junie B. Jones, Magic Tree House, *The Cat in the Hat,* and
folktales and fairytales. In the pre-assessment, Raelyn believed a good reader can read
really hard words and shared in the post assessment that a good reader does not read like
a robot. The pre-assessment showed that Raelyn believes she does a nice job sounding
out the words. The post assessment was more descriptive as Raelyn explained that she is
practicing using her strategies, "I'm working on using strategies and main topic and key
details, and not reading like a robot." The pre and post assessment results showed that
Raelyn feels like she needs more help reading words correctly.

The Student Narrative Rubric in Table 3 shows that students had a greater
response to the books they enjoyed in the post assessment than they did in the pre-
assessment. Throughout the study, students excitedly discussed books and asked to read
with friends during free time. During this time, my observations recorded in my Teacher
Research Journal showed that students were more actively involved in reading than
before the study. Students were asking and answering questions and they were making
personal connections to the text. They were having strong conversations about the story
and even reminding one another to read with fluency. While reading a nonfiction text to a
friend, Travis caught himself reading without fluency. He stopped and said, "Wait! Wait!
Let me read that again. This time…with more expression!" He emphasized "more
expression" and said it in a silly, drawn out voice. As he read about the scariest animals

on the planet, he read with a voice that showed excitement and enthusiasm. While reading with fluency, he stopped and talked about the parts of the text that interested him. He even stated what he wondered and confirmed his questions using the details from the text.

Furthermore, while Larry had no answer in the pre-assessment to describe the types of books he enjoyed, he articulated that he "enjoyed" fantasy. Larry does not frequently admit to "enjoying" books and often keeps to himself. Throughout the study, Larry became more talkative and was able to better relate to his peers. He smiled more frequently and seemed to be happier than he was at the start of the study. As I reflected in my Teacher Research Journal during the study, I wrote, "Larry seems to be happier. His body language is more inviting than before and he is eager to share his thoughts about reading. He is also listening to what his peers are talking about. Before, he would often ignore them and not respond to their thoughts about reading. I think setting goals with peers has helped Larry become more confident and has increased his willingness to share thoughts and ideas with peers. I think this partnership with peers has improved his self-efficacy."

Table 4

Comparing Pre and Post Assessment Results using the Students' Reading Rating Scales

My Reading Rating Scale: *How I Feel About Reading*								
	Pre-Assessment				Post Assessment			
	No, I need help.	Sometimes I can do this on my own.	Yes, I can.	Teacher Box	No, I need help.	Sometimes I can do this on my own.	Yes, I can	Teacher Box
I can read the words smoothly and not sound like a robot		Larry Alexa Raelyn	Travis Sarah	T:Disagree L:Disagree S:Agree A:Disagree R:Disagree		Larry	Travis Sara Alexa Raelyn	T: Agree L: Agree S: Agree A: Disagree R: Agree
I read almost all the words correctly during reading.	Alexa Raelyn	Travis Sarah Larry		T: Agree L: Agree S:Agree A: Agree R: Disagree		Larry Sarah Alexa Raelyn	Travis	T: Agree L: Agree S: Disagree A: Agree R: Disagree
When I come to a word I don't know, I use strategies to help me read the word.	Larry		Travis Sarah Alexa Raelyn	T:Disagree L: Agree S:Agree A: Disagree		Larry Sarah	Travis Alexa Raelyn	T: Agree L: Agree S: Disagree A: Agree R: Agree
I always understand what I am reading.	Raelyn	Larry Sarah Alexa	Travis	T: Disagree L: Agree S:Agree A: Agree R: Disagree	Sarah	Travis Larry Alexa Raelyn		T: Agree L: Agree S:Disagree A: Agree R:Agree
I ask and answer questions while I read.	Larry Sarah Alexa	Raelyn	Travis	T: Agree L: Agree S:Agree A: Agree R: Agree		Larry Sarah	Travis Alexa Raelyn	T: Agree L: Agree S: Agree A: Disagree R: Disagree
I can retell a story using details from the beginning, middle, and end.	Larry	Travis Sarah Raelyn	Alexa	T: Disagree L: Agree S:Agree A: Disagree R: Agree	Larry	Alexa Raelyn	Travis Sarah	T: Disagree L: Agree S: Agree A: Disagree R: Agree

Table 4 compares the pre and post assessment results using the students' reading rating scales. Students shared how they felt about reading using a Reading Rating Scale at the beginning and at the end of the study. There were 6 statements about reading that students responded to with the choice of three options, explaining that they needed help, they could do the skill sometimes, or they felt comfortable independently completing the skill. Table 4 not only shows the results among both assessments, but it also highlights the changes of students' feelings, whether or not they felt better on the post assessment than pre-assessment, or if they kept the same rating on both assessments. After students completed the pre-assessment Rating Scales, I also indicated if I agreed or disagreed with the students' answers and noted whether or not the student was aware of personal reading skills and strategies using an additional chart. This helped students discuss their strengths and weaknesses following the pre-assessment and assisted them in setting goals. Table 4 shows the "Teacher Box" with the students' beginning initials and whether or not I agreed with their answers.

To begin with, the pre-assessment showed that students did not feel strong in five of the 6 skills, indicating that they need help and don't feel comfortable completing these skills on their own. Alexa and Raelyn admitted they needed help with accuracy – reading the words correctly during reading. Larry shared that he needs help with using strategies when he comes to unknown words in text. Raelyn shared that she needs help with understanding her reading. Larry, Sarah, and Alexa all agree that they needed help with asking and answering questions while reading. Larry also shared that he needed help with retelling a story using details from the beginning, middle, and end.

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After comparing student and teacher responses using the Reading Rating Scale, Larry and Sarah were quite aware of their personal reading skills and strategies. Out of the 6 statements about feelings regarding reading, I agreed with 5 of Larry's responses, only disagreeing with one. He thought he could sometimes read smoothly and not sound like a robot while I thought he needed more support with fluency and prosody. I agreed with all of Sarah's responses, showing that she was aware of her strengths and areas of need. Alexa and Raelyn were somewhat aware of their personal reading skills and strategies. I agreed with 3 out of the 6 statements they made. They both would require guidance in setting goals according to their strengths and areas of need in reading. Alexa believed she could sometimes read the words smoothly however, I believed she needed more help with the fluency. She also believed she could independently use word attack strategies. Although she does apply strategies to figure out unknown words, she could still occasionally benefit from teacher guidance. She also believed that she could retell the story using details from the beginning, middle, and end of the story, which she can do but again, she does require assistance from time to time. Raelyn showed results that were different from her peers. Of the three statements I disagreed with, it was because I thought she was more capable than she did. She indicated that she needed help with accuracy and comprehension while I believed she can sometimes complete these skills independently. Also, she thought she could sometimes read the words smoothly, but I believed she can read with fluency independently.

Lastly, while analyzing the student and teacher responses of the rating scale, I agreed with only 2 of the 6 statements Travis made. Travis was not aware of his personal reading skills and strategies. He believed he could independently read with fluency, use

word attack strategies, and comprehend reading. On the contrary, I believed he required partial assistance in completing these skills and strategies. Travis also felt that he could sometimes retell a story on his own using details from the beginning middle, and end, but I believed he needed help and guidance in this area. These results indicated that Travis was not aware of his personal reading skills and strategies and would need assistance in identifying his strengths in reading as well as his areas of need.

Additionally, Table 4 analyzes and compares both the pre and post assessments, showing how students' feelings remained the same or changed at the end of the study. Beginning with Travis, he became much more aware of his reading skills and strategies towards the final weeks. Initially, I agreed with only two of the six statements, however, I only disagreed with one of his statements in the final week, showing that Travis was aware of his strengths and areas of need. Travis believed he made growth in two areas, including accuracy and retelling. While I admit that he did show growth in these areas, I did not find evidence that he could independently retell a story using details from the beginning, middle, and end however, I believed he could sometimes complete this task independently. Larry continued to be aware of his abilities in reading as the post assessment results indicated that I agreed with all six of his responses. In the pre-assessment, I only disagreed with one statement concerning fluency. Larry thought he could sometimes read with fluency however I thought he needed more assistance. In the post assessment, Larry indicated that he felt he made growth in two areas. These areas include word attack strategies and asking and answering questions. In both of these areas, he required help at the start of the study but showed he was able to sometimes complete these tasks independently towards the end of the study.

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Similarly to the Reading Attitude Survey, Sarah was more critical in her responses during the post assessment than the pre-assessment. While I agreed with all six responses she made during the first assessment, I disagreed with 3 of her statements during the post assessment. Although she was aware of her personal reading skills and strategies during the pre-assessment, she seemed less aware of her capabilities during the post assessment. She believed she needed more help and guidance with accuracy, word attack strategies, and comprehension skills, however I believed she was able to do these skills independently according to her work samples and the dialogue she shared with peers. Sarah did show that she felt she made growth in two areas, including asking and answering questions during reading as well as retelling a story using details from the beginning, middle and end of the story. I agreed that she showed growth in these areas.

Different from the other students, Alexa remained somewhat aware of her reading skills and strategies. Her answers did indicate that she felt she showed growth in three areas, including reading with fluency, accuracy, and asking and answering questions. While I agree that she did show growth in these three areas over the course of this study, I believed she could sometimes read with fluency, and sometimes ask and answer questions during reading while she thought she was able to complete these skills independently. Alexa received Basic Skills instruction in earlier grades as well as the start of second grade. She has a high sense of self-worth and works hard despite her struggles. School is considered very important at home so Alexa always has to study and work hard. She enjoys it and likes getting things right. When her work is incorrect, she is quick to revise and make corrections. As mentioned in chapter two, Albert Bandura, affirms "People are partly the product of their environment. Therefore, beliefs of personal

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efficacy can shape the course lives take by influencing choice of activities and environments. People avoid activities and situations they believe exceed their coping capabilities. But they readily undertake challenges and select situations they judge themselves capable of handling" (Bandura, 1993, p. 135). The notion that I thought she needed more assistance than she did could indicate that she feels she is capable and able to complete the skill. Her motivation and self-efficacy drives her to be successful.

Lastly, Raelyn became more aware of her capabilities towards the end of the study just like Travis did. She believed she showed growth in four areas, including fluency, accuracy, comprehension, and asking and answering questions during reading. I agreed with four of her responses, including independently reading with fluency, independently using word attack strategies, sometimes understands reading, and sometimes can retell a story using details from the beginning, middle, and end of the story. While Raelyn thought she could independently ask answer questions, I thought she could sometimes do this task. Raelyn thought she could sometimes read almost all of the words correctly during reading but, I thought she can complete this task independently.

Benefits of Partnerships with Teacher and Peers

Several implications can be made based on the case study findings. To begin with, when second grade students form partnerships with peers, there is a higher level of engagement and interaction during reading class. Secondly, when second grade students collaborate with peers and their teacher, they are more motivated to read and share ideas. Third, setting goals through a partnership with peers influences a higher stamina and increases focus and time on task. This study showed that students were more willing to take on challenging tasks when they set goals. The fourth benefit of setting reading goals

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through a partnership with peers and teacher is that students use more reading strategies to read and comprehend text. Lastly, through collaboration and discussion with peers, students' love for reading is being fostered and students are more willing to read a variety of text.

The following chapter will share the conclusions of the study along with recommendations for future research.

Chapter 5

Summary and Conclusions, Limitations and Implications

"Without continual growth and progress,

such words as improvement, achievement, and success have no meaning."

Benjamin Franklin

Summary and Conclusions

At the conclusion of the study, several areas of growth were revealed among the students after forming partnerships with their teacher and peers to set reading goals. This four week study benefited the students in a variety of ways. The research indicated that partnerships with a teacher and peers allowed students to discuss weaknesses and strengths and enabled students to recognize one another as similar and different. As students began identifying their areas of need and strengths, they were able to set goals, share ideas, and help one another achieve goals. Students were also able to celebrate accomplishments and were encouraged to tackle more challenging tasks. Feedback played an important role in students' accomplishments. Locke and Latham (2006) assert, "The key moderators of goal setting are feedback which people need in order to track their progress; commitment to the goal, which is enhanced by self-efficacy and viewing the goal as important; task complexity, to the extent that the task knowledge is harder to aquire on complex tasks; and situational constraints…" (265). Students began to recognize the importance of hard work and focused more on the quality of their work versus quickly completing tasks to finish early. Furthermore, students strengthened reading strategies and used them more frequently on their own, strengthening

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comprehension. One factor that contributed to student success was the opportunities to discuss learning with peers. Schunk (2003) explains "Students acquire efficacy information by socially comparing their performances with those of others (models, peers) (161). Schunk continues to explain that this very act of communication with peers helps students believe they can accomplish goals if their peers can. The greatest accomplishment of this study was how students' love for reading was fostered and how attitudes towards reading began to change. Schunk argues that when "efficacy-enhancing methods" occur in the classroom, "teachers will foster academic achievement and motivation for continued learning among all learners" (170).

Towards the end of the study, I found that the students' engagement and stamina increased beyond our small group and into whole group reading instruction as well as independent reading. These students also were encouraging other peers that were not part of this study. Barkley states, "Students, like other individuals, generally rely on some type of motivation to facilitate the successful completion of tasks" (196). I found that other second grade students wanted to set goals just like the five students I worked closely with. These five students began to encourage their friends during small group reading and partner time, and motivated others to be on task and working diligently. Cabral-Marquez (2015) proclaims, "Discussing the goals in small groups has an added benefit: making the goals public by sharing them with others is hypothesized to have self-reinforcing effect" (469). Students' conversations about text were more developed and more connections were shared during reading. By the end of the study, students were more serious about their work and were motivated to do well. Cabral-Marquez affirms, "Goals have a directive effect on cognition and behavior directing attention and effort

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toward goal-relevant tasks and away from irrelevant activities" (465). Lastly, the students demonstrated a sense of pride in their work as their self-efficacy increased and they were eager to achieve their goals and set new goals. Cabral-Marquez shares "goals affect persistence, motivating the individual to persevere over time." He continues to share Locke & Latham's Goal-setting theory (1990), "Goal-setting theory states that precise, detailed standards of performance are more likely to enhance self-regulation and activate self-evaluation than general goals such as doing one's best" (465).

Limitations

The lack of available time was the chief limitation to this study and the findings. This study took place over a four-week course among the months of November and December. This time frame affected the study because there were often early dismissal schedules and school closures due to calendar events, such as holidays and the teacher's NJEA convention. In addition to the time frame of the study, students' attendance played an important role in the study. Larry was frequently absent while Travis often left the classroom to attend Speech class. Both Sarah and Raelyn were repeatedly late to school. If students had better attendance, more instruction could take place. The limited time with the students affected the outcome of accomplished goals. However, after the study, students continued to work toward their goals and were highly motivated to continue making new goals.

The most ideal study would include an extended time period, such as the length of one school year. With a greater time frame, stronger partnerships could be formed and encouraged throughout the class, instead of just a small group, and a larger number of goals could be set and attained with additional instructional time. Furthermore, a year-

long study could potentially support students to set goals with less assistance from the teacher and lead to more independence.

Implications for the Field

At the conclusion of analyzing data, further implications could be investigated for the field. The first area to examine is how the data would be different given a greater time frame. As already mentioned in the prior section, a longer time frame, such as an entire marking period or one full school year, to conduct the study would allow teacher-researchers to deeply examine outcomes of instructional time and partnerships between both teachers and peers to set reading goals. This would allow greater support in setting goals and a better opportunity in students gaining independence. A teacher-researcher may ask, "After much direct instruction on goal setting, how can students begin to set realistic goals independently and what support may they still need in future grades?"

A second implication for future research is the age group of student participants. Second grade students generally range from seven to eight years of age. Wood (2007) describes children in the classroom from ages four to fourteen. He explains the age of seven by stating, "Seven is an age of intensity. Individualized activity consolidates new cognitive structures and feelings. A balance between hard work and self-assessment produces a sense of competence, setting the stage for greater self-direction at older ages" (p. 89). Wood also creates a picture for the eight year old, stating: "…the eight year old is exploring his potential. He may be struggling with feelings of inferiority as he tries out one new era after another in an expanding awareness of the broader world." He goes on to say, "the eight-year old's uncertainty will reach a peak at nine" (p. 99). With this information, it is important to form partnerships at an early age to build upon students'

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cognitive structures and feelings, as well as encourage self-assessment and self-direction. Teacher-researchers could further explore how partnerships with the teacher and peers affect reading goals in early grades, starting as early as pre-school. Not only could this study extend to early grades, but further investigation could include how these partnerships affect goal setting beyond second grade and how it leads students to their greatest potential. Something teacher-researchers should consider is the varied support students will need across the grades and how the partnerships will lead to more independent goal-setting that encourages students to be motivated and to become lifelong learners.

Another implication to help improve this study includes parent/family involvement. By including a home connection, teacher-researchers can help encourage families to play a significant role in student learning. The more students talk about their accomplishments or goals, the more motivated they can become. By communicating goals to parents or family, students can strengthen self-efficacy and build confidence in reaching their goals. This home connection would also provide moments of celebration and encouragement to continue striving towards the next goal. Including the home connection would allow the teacher-researcher to collect valuable data and explore how the home connection contributes to student success in reading goals. The partnership would then be extended beyond teachers and peers to include family.

In summary, when second grade students form a partnership with their teacher and peers to set reading goals, there is a higher level of engagement, increased motivation to read and share ideas, and a willingness to tackle new challenges. Not only do students possess a greater use of reading strategies, they most importantly discover a passion for

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reading. This study suggests that partnerships with teachers and peers build self-efficacy and motivates students to create and achieve reading goals. By forming partnerships, students are supported and encouraged to strive towards their greatest potential. In the famous words of Dr. Seuss, "You have brains in your head. You have feet in your shoes. You can steer yourself any direction you choose. You're on your own. And you know what you know. And YOU are the one who'll decide where to go..." By forming partnerships, setting goals and accomplishing them, students are able to steer themselves in any direction they choose.

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Appendix A

Student Writing Narrative

Writing Prompt
Tell how you feel about yourself as a reader.

Think about these questions: Do you think you are a good reader? What do you think a good reader is? What are your strengths as a reader? What do you need more help with? What kinds of books do you enjoy reading?

Appendix B

Student Narrative Rubric

Student Name	Does the student think he/she is a good reader?	What traits does the student share in regards to of a good reader?	What does the student think he/she does well during reading?	What does the student need more help with?	What books does the student enjoy reading?

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Appendix C

Student Reading Rating Scale

My Reading Rating Scale — How I Feel About Reading	No, I need help.	Sometimes I can do this on my own.	Yes, I can.	Teacher Box
I can read the words smoothly and not sound like a robot.	☆	☆	☆	
I read almost all the words correctly during reading.	☆	☆	☆	
When I come to a word I do not know, I use strategies to help me read the word.	☆	☆	☆	
I always understand what I am reading.	☆	☆	☆	
I ask and answer questions while I read.	☆	☆	☆	
I can retell a story using details from the beginning, middle, and end.	☆	☆	☆	

Appendix D

Comparing Student and Teacher Responses to Reading Rating Scale

My Reading Rating Scale
How I Feel About Reading

	Student Response	Teacher Response	Agree/ Disagree
I can read the words smoothly and not sound like a robot.	No, I need help. Sometimes I can do this on my own. Yes, I can.	Student needs help and guidance. Student can sometimes complete independently. Student can complete independently.	
I read almost all the words correctly during reading.	No, I need help. Sometimes I can do this on my own. Yes, I can.	Student needs help and guidance. Student can sometimes complete independently. Student can complete independently.	
When I come to a word I do not know, I use strategies to help me read the word.	No, I need help. Sometimes I can do this on my own. Yes, I can.	Student needs help and guidance. Student can sometimes complete independently. Student can complete independently.	
I always understand what I am reading.	No, I need help. Sometimes I can do this on my own. Yes, I can.	Student needs help and guidance. Student can sometimes complete independently. Student can complete independently.	
I ask and answer questions while I read.	No, I need help. Sometimes I can do this on my own. Yes, I can.	Student needs help and guidance. Student can sometimes complete independently. Student can complete independently.	
I can retell a story using details from the beginning, middle, and end.	No, I need help. Sometimes I can do this on my own. Yes, I can.	Student needs help and guidance. Student can sometimes complete independently. Student can complete independently.	

Is student aware of personal reading skills and strategies? What goals should be set?

Appendix E

Goal Reflection Sheet

Goals Reflection Sheet				
My Goal				
How I feel before the mini-lesson *Circle.*	I need help.	Sometimes I can do this on my own.	I can do this without help.	Teacher Box
What I learned				
What I am doing well with				
What I still need to practice				
Ways I can practice				
How I feel after the mini-lesson *Circle.*	I still need help.	Sometimes I can do this on my own.	I can do this without help.	Teacher Box

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Appendix F

Student Discussion Card

Discussion Card
Use this card to talk about the changes you see in your reading.

Did you meet any goals?
What helped you meet your goals?
Were there any goals you did not meet?
What might be stopping you from meeting your goal?