

Creating a Successful Reading Experience:

A Focus on English Learners in 1st Grade

Jennifer Lynn Eaton

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Approved by:

Chairperson: _____

Faculty Reader: _____

Program Director: _____

Dean: _____

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Abstract

This action research thesis focused on *if* and *how* attitude, confidence, and motivation affect a child learning to read. The participants were 15 1st-grade Latino English learners in a California urban environment who were studied over a four-month period. Various methods of data collection included teacher journals, observations, student questionnaires, teacher questionnaires, and interviews. Furthermore, three students participated in small focus group which had extra reading activities such as performing literature plays to practice comprehension and fluency. In analyzing this data I concluded that attitude and confidence impact how well a child learns to read. To obtain optimal results, teachers need to provide non-threatening reading activities in which students are encouraged to participate, experience success, and link reading to the real world.

Preface

The completion of this thesis was particularly challenging due to an incident that happened on November 28, 2005. I lived in Redding, California, during the entire fall semester of 2005 and would travel to St. Mary's only to meet my advisor, Professor Franklin, on previously scheduled dates. Because I didn't have many opportunities to work in the St. Mary's library, I would bring my entire thesis-related belongings with me. This included my laptop with a few chapters already written, back-up memory stick, articles for my literature review, class work dating back to January 2005, completed student and teacher questionnaires, my reflective journals, field notes, and every bit of original data I had collected over the previous spring semester. Everything was conveniently organized in two binders, a folder, my laptop, all of this inside my backpack on the back seat of the car.

During one particular visit I stayed with a good friend in Moraga, but I parked my car on the wrong street on the wrong night. The next morning on my way to meet Dr. Franklin I noticed my small back window shattered and my car rummaged through and emptied. My entire backpack was gone! When I called the Moraga police, they said they had already responded to four different break-ins that morning within a 2-mile radius. Everything including all back up files were gone and nowhere in sight! I thought it would be impossible to make up that amount of time and work.

Fortunately later that day I still met with Dr. Franklin and she thought rationally when I could not. She helped devise a plan of recreating information. She advised me to search on any computer I used at St. Mary's to look for old work. This helped immensely because on one computer I found a lot of reflective journals, original

teacher and student questionnaires (although blank), 3 of the 4 plays, parent consent forms, and my ethics statement. Although I was still missing my completed data, this gave me hope in recreating what I could remember. It was extremely difficult to start over, find new academic journals to review, and piece information together; however, I was lucky to have the support and encouragement from Dr. Franklin to help me. (The police report found in Appendix G shows details).

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To my amazing parents, Bob and Lynn Eaton: I know it has been a long ride, and you have supported and stuck with me longer than I could have ever hoped for and dreamed of. If it were not for you, St. Mary's and the Teachers for Tomorrow would not have been a possibility: and I truly cannot express enough gratitude to show how I appreciative I am.

Also, to Dr. Franklin: I seriously cannot believe how dedicated and patient you have been! You are an incredible source of inspiration of how one person can make a difference. To Travis White, who kept me motivated and helped me believe in myself when I had doubts: You have been a constant source of encouragement throughout my entire collage career. To all the rest of my friends and family, especially my two favorite amigos: I express my deep appreciation when you supported and helped me through the rough spots. And to Laura Gregory, one of the best master teachers anyone could ask for: Thank you for opening up your classroom and students to me!

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1. Introduction

Imagine:

You are 5 ½ years old and you arrive in Mongolia with your 2 brothers, sister, and your parents as immigrants. Your family speaks only English, and you are entering a school where the teacher speaks only Mongolian. Your day starts at 8:00 am and ends at 2:30 pm, with occasional breaks for using the restroom and eating lunch. That's a total of 6.5 hours a day where you are expected to actively listen and participate in a language you do not understand. A book is handed to you, and you know you're supposed to read along with the class; yet you have no idea how. You flip through the pages while daydreaming of being on the playground, an environment where you're comfortable with other students that speak English. The teacher realizes you're on the wrong page and yells at you and points to the book. The class is staring and you feel overwhelmed. A half hour passes and it's time to go to a desk. There's a basket of books in the center of the desks and everyone takes one and starts to read. You take a book but don't want to look at it. There are crayons on the desk too; and since they are more fun, you decide to play with them instead. The teacher comes and yells in front of the class at you, which is, as always, humiliating. The day passes with sheets of paper being given to you with unfamiliar words and directions. One has animals on it, another numbers; they keep coming. Other students are writing, but you don't know what to write or do. The classmates tell you in English to read the directions and start working so you don't get in trouble, but how? Uh oh, here comes the teacher; she puts her finger to her lips, which you know means to be quiet, so you sit and wait. Tomorrow will be a better day...hopefully.

Tomorrow comes and you decide to try and read with the class again. The teacher calls on you to read a sentence, but you don't know how; she waits and waits, so you try your best. Sadly, your best is incorrect and the class begins to laugh, and again you feel humiliated. You are fed up with feeling humiliated daily and decide you no longer want to try anymore. The books are too hard to comprehend, even with pictures, and you are more confused and frustrated than ever. Will you ever learn how to read? The teacher keeps telling you it's important, and you believe her; but you feel helpless because no matter how hard or what you try, you are just not learning how to read.

This scenario is only a glimpse of how overwhelming school can be for a young child to learn English as a second language. Although it's nearly impossible to feel the emotions of these students, we can at least try to understand and empathize with them. My goal is to educate these young minds by building a foundation for reading. Reading is a skill that affects all subjects and all types of learning. I believe it is one of the most important aspects of education. It is also, however, one of the hardest and most

frustrating skills for a child who faces a language barrier to master. Such children have a higher risk of becoming discouraged and frustrated, which can lead to a negative attitude toward learning.

During the second week at my placement, I had the displeasure to witness one little boy, sit at his desk, lower his head, and cry quietly into his arms. It was during an assessment that consisted of roughly four questions in a 'bubble' answer format. Neither my master teacher nor I were supposed to help him read the questions. The cry was not for attention or to get out of the test; it was out of frustration and exhaustion. He told the teacher in Spanish (she is fluent) that he felt bad because he couldn't read or understand the questions. During the first three months of school, every time an assessment or test was given, he would become teary eyed and shut down. This was not an encouraging experience to witness, but it's part of the reason why I chose to explore effective reading strategies and how attitude affects a child's ability to learn.

In this thesis I investigated how attitude can affect an EL student when learning to read. As part of this action research I gathered information from teachers, studied literature, interviewed teachers and students, observed and taught lessons. My goal was to gather successful reading strategies that encourage children in the learning process and build self confidence. Along with developing the ability to read, it is important to build self confidence in students so that they feel good about learning, which in turn will hopefully create an intrinsic desire to learn. Along with my master teacher and Teacher for Tomorrow cohort, I brainstormed many ideas that might inspire positive attitude and reading success. The chart below shows some of these thoughts and feelings.

Table 1: Concept Map



Additional approaches for teaching reading that are not covered in this thesis are dual immersion and bilingual education. They are popular alternatives that can be very successful; however, due to time constraints and my inability to speak Spanish fluently, it was not a feasible option for me to study. Although it is a goal of mine to become fluent in Spanish, I don't possess the skill at this time so I focused on three main questions: 1) Does a student's attitude towards reading affect his or her reading success? 2) How do teachers motivate students to engage in reading? 3) How can I motivate my students to reach their reading potential, and create a positive, encouraging environment for reading?

2. Literature Review

When investigating various sources about the most effective ways to teach and motivate English Learners to read, there was a plethora of information in different formats including but not limited to: dissertations, newspaper articles, teacher action research, academic journals, magazines, periodicals, books, and research studies. There were thousands of resources that probably would be applicable; however, I found the following six sources to be the most appropriate to *my* study.

“Literacy Instruction in Multiple-Language First Grade Classrooms: Linking Student Outcomes to Observed Instructional Practice” - Anne W. Graves, Russell Gersten, and Diane Haager (2004)

“Reading skills are the foundation for success in all areas of academic endeavor. If good reading skills are not acquired in the early elementary grades, the failure cycle is initiated” (p. 262). This study focused on literacy practices in multiple-language classrooms in 14 first-grade classes in Southern California. It explored the relationship between observed teaching practice and students’ actual growth in reading over a two-year period. There were pre- and posttests given that measured oral-reading fluency for 186 students. Nine first-grade classes were examined the first year and an additional five classes in the second year.

The objective of this study was to define what successful reading instruction lessons were. To test the oral reading fluency (ORF) of the students, the researchers decided to use a “benchmark scale” set by Good and Kaminske (2002) which states, “Exiting first graders reading below 40 words per minute (wpm) are at some risk for

reading failure, and students reading 20 wpm or less, are very likely ‘at risk’ for failure.”

The students were tested in the beginning and end of each year. Teachers were observed 5-7 days throughout the time for 2.5 hours per day during reading/language arts instruction and rated on a Likert scale from 1-4 not effective, partially effective, moderately effective, and very effective.

The participants consisted of a variety of rookie and veteran teachers that had anywhere from 2 to 25 years experience. The top two performing classes and bottom performing class teachers were examined for what strategies worked and what strategies did not. The highest increase of students’ ORF was from a teacher who had been teaching for 21 years, Marlene. Her students started the year with a mean ORF of 27.19 wpm and ended the year with a mean of 62 wpm, an increase of 34.81 wpm. The second most successful teacher was Dara, who had been teaching for 25 years. Her students started with an ORF mean of 26.40 wpm and exited with 58.50 wpm, an increase of 32.10. The lowest performing students were in Abigail’s class, who had been teaching 16 years. Abigail’s students started out with an ORF mean of 7.16 wpm and ended the year reading 24.27 wpm, an increase of only 17.11 wpm (Graves, Gersten, and Haager, 2004). This study goes on to explain what a typical morning of reading and language arts instruction in Marlene’s, Dara’s, and Abigail’s classroom.

This is an excellent source for my research because it is current and focused specifically on reading strategies with English learners in the first grade. All participating classrooms were from a large urban district where multiple-languages were present in each classroom. The article is descriptive and gives clear, detailed explanations of the data and charts used. Although descriptive, there is a distinct

difference between the starting point of Marlene's and Abigail's classes. The study does not give any explanation of why this could be. The students in Marlene's class *started* the school year reading 20.03 wpm *more* than Abigail's, which is a significant number that caught my attention. Regardless of that factor, this article was still a tremendous help in understanding teaching strategies with first grade students.

"Engagement and Motivation in Reading" – John T. Guthrie and Allan Wigfield (2000)

"Students' intrinsic motivation, referring to reading, is essential to engaged reading. Engagement entails holding a purpose, seeking to understand, believing in one's own capability, and taking responsibility for learning" (p. 407). The focus of this synthesis study was to outline qualities of motivation and their correlation with becoming a successful reader. The researcher did not test a group of certain children, but synthesized credible research already conducted on ways to initiate and continue motivation in students. Many studies focused on possible reasons why children's attitude decreases with grade level and age. The studies also explain effective strategies to minimize this feeling.

From examining their studies based on mostly 9-, 13-, and 17-year-old students, Guthrie and Wigfield (2000) concluded that engaged readers showed higher achievement when compared to less engaged readers. Another interesting fact they explained was that engagement could compensate for an impoverished family background. For instance, an engaged child that came from a poverty-stricken lifestyle still showed higher reading achievement than a less engaged affluent child. They believe that three key motivational characteristics are self-efficacy, intrinsic, and extrinsic motivation. An example of a successful intrinsic motivation would be how the teacher makes real world connections.

When students' self-efficacy is high it produces active and higher achieving readers. On the other hand, when struggling students' extrinsic motivation drops, it is usually because they become aware of their own performance verses their peers. They believe that they are not as capable; therefore the decline begins. Another factor in declining self-efficacy is when teachers' focus practice on social comparison between children with too much emphasis on the winning team of students rather than effort and participation.

It is important for teachers to be aware of not only what works in a classroom but also what doesn't. According to Guthrie and Wigfield (2000) a successful classroom is where student voices are responsive and honored, not centered on grades. When students believed that their teacher thought understanding the work was more important than getting the right answers, they put out more effort and tried harder. This environment is believed to be more encouraging and engaging in comparison to one in which students have few opportunities for self expression and little real-world connection, and which is teacher centered (Guthrie and Wigfield).

I enjoyed the perspective of this text because it expanded beyond trying to prove on theory. It provided a synthesis outlining many other authors and their beliefs about creating a positive, engaging, and encouraging environment. Part of my original question was, "How do I create this ideal environment where every child will feel encouraged and not afraid to participate in my classroom?" I still need help adapting the engaged positive environment to the grade level I'm teaching because this text is so general. It did, however, serve as a starting point and incorporate general characteristics that are necessary when creating my classroom environment.

“Development of Reading in Grades K-2 in Spanish-Speaking English-Language Learners” - Franklin R. Manis, Kim A. Lindsey, and Caroline E. Bailey (2004)

“Children who learn to read in a language different from the one spoken at home face an enormous challenge. For these children, learning to read in English is vital to their academic success” (p. 214). The purpose of this research was to study the development of English and Spanish reading skills taught in a bilingual environment. It explored teaching reading skills in both English and Spanish in an early transition bilingual Spanish-English program. The participants were 251 Latino children from Texas who had limited knowledge of English and ranged from kindergarten through second grade.

This research studied the cross-language transfer from Spanish to English. The first year and a half was taught in Spanish and then the students were transitioned into English during first and second grade. The researchers outlined the main tasks of how they studied the children and their progression by conducting various assessments such as: 1) Picture Vocabulary - This measures the ability to produce the names of pictured objects. 2) Memory Sentences - Children listened to and repeated phrases and sentences increasing in length and grammatical complexity. 3) Sound Matching - The child was shown a picture of an object with the name pronounced. Then the child was read three other words and they had to say which one started with the same sound (e.g., A picture of a horse - caballo - then the three words following, cama, foco, burro. The child would say cama starts with the same sound as caballo). 4) Sound Categorization - The child was asked to say which two or three words sounded alike at the end. 5) Letter Knowledge - All the lower- and upper-case letters of the Spanish alphabet were presented

in random order and had to be identified. 6) Concepts about Print - The child was asked 18 questions assessing knowledge of a book and print. (Manis, Lindsey, & Bailey, 2004). These tasks were not all administered at once, in each grade, or in each language. In kindergarten the tests were given in Spanish, and then throughout the next two years, gradually the same types of assessments were given in English. The results varied with each test given. The children's reading scores in English and Spanish and their oral-language scores in Spanish were average within all three years of testing; however, their oral-language scores in English were below average.

This study was relevant because it exposed a completely different reading strategy to teach English Learners, one I am unfamiliar with. Bilingual vs. immersion is a hot topic currently being tested to see which is better for the student. Due to time constraints and other factors it was not an option to research this specific strategy of instruction, but is something I am intrigued by and would like to learn more about. The Manis study was well written, explaining each task used to test the children; but it was not as explicit about what activities and reading strategies each teacher used. It simply states that it was bilingual and then continued to describe in detail the assessments used to monitor the success or failure.

"Attitudes to Reading at Ages Nine to Eleven" - Marian Sainsbury and Ian Schagen (2004)

"Attitude: The continuum of positive to negative feelings towards reading, and a corresponding predisposition to seek out or avoid reading activities...Researchers have constantly found that high motivation and positive attitudes are related to higher reading achievement and more frequent reading" (p. 373-374). This study defined attitude

towards reading and what impact it has on students' ability to learn to read. This was also an essential part of what I studied in my first-grade classroom. This study and mine differ greatly because it included 5,076 4th-to 6th-grade students that were monitored, tested, and questioned over a five-year period from 1998-2003 in England.

The purpose was to establish what the students' current attitude was to reading and then monitor it to see whether they changed over the next five years. A questionnaire with 18 questions was given to students in 4th-grade. The first 13 questions were first-person statements expressing an attitude to reading, positive and negative. The students were given the option to agree, disagree, or say they were not sure. The last five questions were more objective such as "How often do you read at home? Every day, Most days, Not often, Never?" and "What reading material do you read at home? Story books, Comics, Magazines, Newspapers, Information books, and Poems?" The teachers from each class administered the questionnaires. (Sainsbury & Schagen, 2004). The results were interesting as the younger 4th-grade students showed generally positive attitudes with responses such as, "I like reading stories and I enjoy reading." Also, 69% of students stated that they liked reading, especially when a grown up was there to help. There was however a gradual decline in interest of reading as the students got older. The same 4th-graders that tested with such positive attitudes did not continue to test so positive later. As they matured they were less likely to find reading difficult and didn't need as much support, but they enjoyed reading less.

Although this text gave insightful information regarding attitude amongst students, there were quite a few categories that didn't match up with my research. First, this study was conducted in England on English-speaking children only. Attitude is a

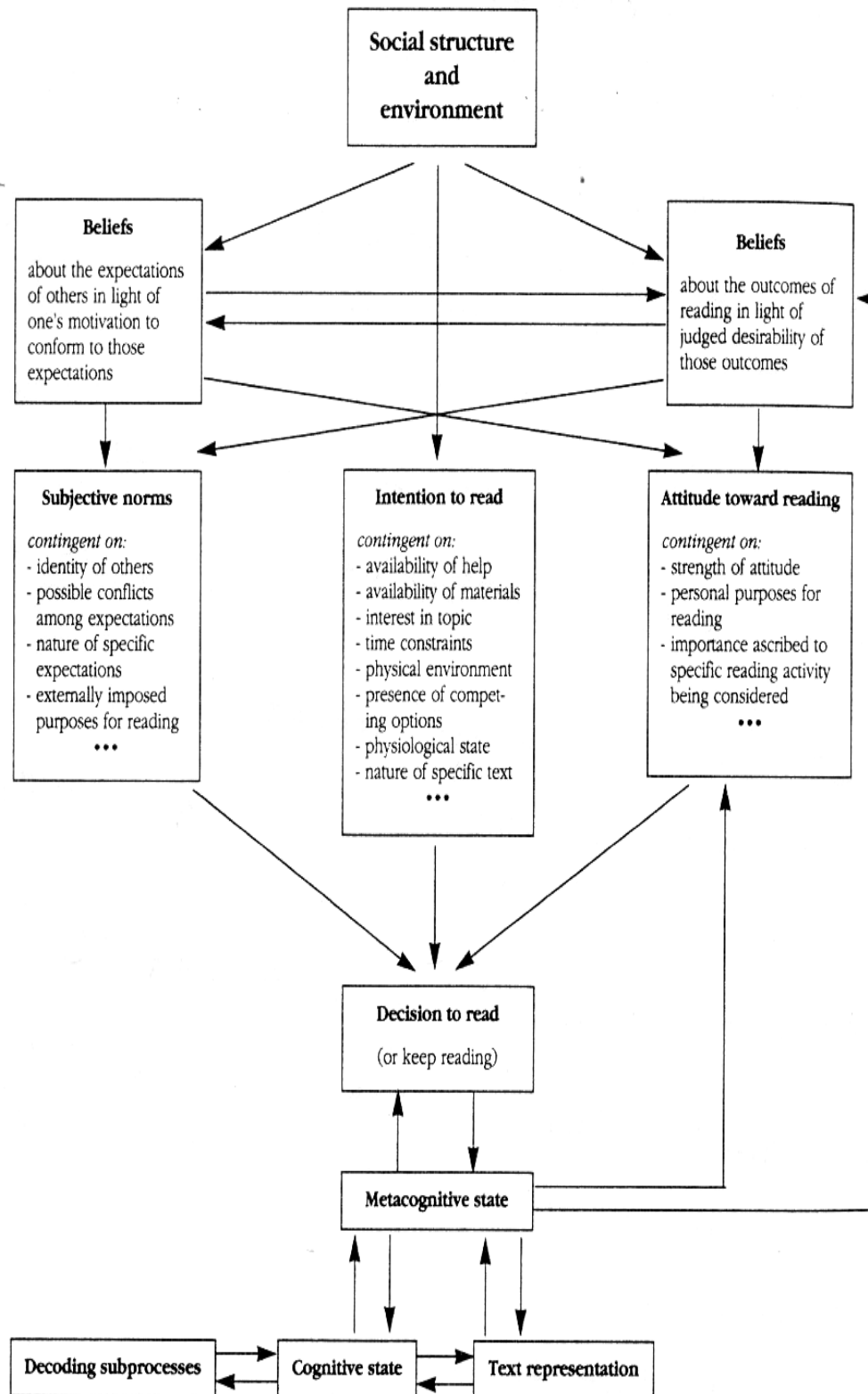
universal characteristic, but there are significant differences between schools with only English-speaking students and schools with English Learners. Secondly, this study was concentrated on 4th-through 6th - grade students. I am primarily interested in younger children who are beginning to read, not those who already have a foundation of reading. Even with these two major differences this article was still beneficial because it was well written and provided an in-depth study over a five year period. The data was clearly organized with meaningful charts to tell which children sustained positive attitudes with correlation to their reading ability.

“Children’s Attitude Toward Reading: A National Survey” - Michael C. McKenna, Dennis J. Kear, and Randolph A. Ellsworth (1995)

“Attitude may affect the level of ability ultimately attained by a student through its influence on engagement and practice. Even for a fluent reader, poor attitude may occasion a choice not to read when other options exist.” (p. 934) The reason this study was conducted was to elaborate on the theory that attitude affects reading. It was helpful in understanding children’s attitude and perspective toward reading on an extended scale outside my first grade classroom. This was a quantitative study that researched 18,185 students from across the nation in 38 states, 95 districts, and 229 schools, grades 1st through 6th. Pictorial questionnaires using Garfield as a Likert type scale were administered by the students’ regular teacher. The questionnaire consisted of 20 attitude based questions about feelings toward recreational and academic reading. The students circled a Garfield that showed similar emotion to them when they read. Garfield’s faces ranged from very happy to very sad.

McKenna, Kear, and Ellsworth (1995) wanted to investigate the overall developmental trends in recreational and academic reading attitude across the elementary grades. McKenna believed that reading was an ongoing process and the attitude toward reading affected whether the reading process would successfully continue. McKenna outlined how attitude, social structure, environment, and beliefs were intertwined and influenced reading success in his diagram below. In this model of reading acquisition, he shows how the social structure and environment affect whether or not a student believes in themselves and how the beliefs transfer to attitude, which depending on the strength of the attitude ultimately determines the decision to read. He concludes that it is natural to predict that poorer readers will experience negative attitudes than better readers.

Table 2: McKenna model of Reading Attitude Acquisition



The study found that attitude is positive in the early elementary years among first-second- and even third grade students and that it gradually declines as the students get older. There was not a significant difference of enjoyment between academic and recreational reading throughout all grades of readers. The findings also implied that the relationship between ability and attitude grew stronger, over time which implied that negative experiences of poor readers create negative attitudes. The implications and instructional practices recommended by McKenna to help continue the positive attitude included having high-quality literature, avoiding condescending reading groups where children are made aware if they are at a proficient or struggling level, linking literature to student lives, and scaffolding to activate prior knowledge.

These results pertained to my research because they show students' thoughts, feelings, and overall attitude toward reading. The article discussed what a teacher can do to help motivate and keep positive interest in reading, which is one of my goals: to create a positive and motivational classroom environment. Although few, there were some weaknesses of this study from my point of view. First, out of the 18,185 students only 6.2% were Latino; and second, because it was done on such a large scale it was hard to gain an in-depth understanding of the student's actual reading ability.

"Dimensions of Children's Motivation for Reading and Their Relations to Reading Activity and Reading Achievement" – Linda Baker and Allan Wigfield (1999)

"Because reading is an effortful activity that children often can choose to do or not to do, it also requires motivation" (p. 452). This article hypothesized that eleven multidimensional elements contribute to children's motivation to read. The purpose of the study was to see if and how these factors contribute to motivating children to read.

Baker and Wigfield believe that there are eleven characteristics of motivation, which they summarized as follows: 1) Self-efficacy: the belief that one can be successful. 2) Challenge: the willingness to take on difficult reading material. 3) Work avoidance: the desire to avoid reading activities. 4) Curiosity: the interest to a child. 5) Involvement: the enjoyment experienced from reading certain kinds of literacy or informational texts. 6) Importance: relates and is significant to the child. 7) Recognition: the pleasure in receiving recognition for success. 8) Grades: the desire to be favorably evaluated by the teacher. 9) Competition: the desire to outperform others in reading. 10) Social reasons: the process of sharing the meanings gained from reading with friends and family. 11) Compliance: to meet the expectations of others.

To test these components of motivation, Baker and Wigfield (1999) administered to more than 270 4th- to 6th-grade students a 54-item questionnaire consisting of questions that were answered by a rating scale from 1-4 (strongly agree to disagree), a reading comprehension section, and open ended questions. This was quality research because it included not only quantitative but qualitative elements as well. The questionnaires provided in-depth focusing on many aspects of motivation for reading, using a variety of questions. However Baker and Wigfield categorized a majority of the results in terms of gender, ethnicity, and socioeconomic status, which was not consistent with my research. In the general findings they came to the conclusion that two of the eleven factors were *almost* universal: self-efficacy and challenge. Self-efficacy is basically the self-fulfilling prophecy: if you think you can or you think you can't, you're probably right. Challenge is important to a child because it creates an inner desire to learn more, to do more, and overall better oneself.

As far as the other nine characteristics tested the results varied greatly. According to the researchers, the results were inconclusive because the questionnaire was so detailed that it was hard to prove just one aspect completely right. Each child was studied independently, and what motivated one child did not necessarily motivate the next. Overall the theme was that children differ and teachers need to recognize the differences and address the needs of a child on an individual basis as much as possible. This can be difficult when there is only one teacher and 20 students; but in reality, using as many strategies as possible and offering different types of support are critical with so many multi-dimensions of learning.

Commonalities

Within the literature, research, and studies I examined there were some general conclusions and reoccurring themes. One unmistakable theme was that attitude and motivation or lack thereof - affect a child learning to read. The self- fulfilling prophecy seems universal throughout all subjects, but especially one as foundational as reading. Students that were tested and displayed poor or negative attitudes usually were not high-achieving readers. This is not concluding that students with negative attitudes can't be successful readers and students with positive attitudes automatically are; however, the chances are greater to fall under the given category. Another evident recurring theme was the decline of enjoyment of reading. In most studies that followed students from year to year, they showed less interest in reading as they advanced in school. It is interesting to know that students generally start with a positive attitude toward reading, and then as they mature it decreases. This could be accredited to many diverse reasons, but that is another thesis. My question still remains: What reading strategies promote a

positive successful attitude and build self-confidence, within an engaging environment?

This is what I will continue to explore throughout this thesis.

3. Methodology

In this chapter I will briefly explain what action research is, describe the setting in which my action research takes place, the participants, and explain some of the instructional strategies used and how I collected data.

Theoretical Framework

How does attitude toward reading impact the reading success of English Learners? Can a negative attitude slow the reading process down for a child? How do teachers provide a positive reading environment? There are two focal points of my research: My primary focus is how attitude impacts a child's success in reading, and my second focus is how teachers provide a positive, engaging, and comfortable environment?

To fully understand EL students and the methods teachers use to teach them reading, I decided to use action research as my method. Although various types of research contributed in my study, I chose action research because it involved physically interacting with children in trial-and-error teaching. I could see for myself what was working and what wasn't. Teacher action research is described in the book Inside, Outside, which states: "Conducting research is a powerful way for teachers to understand how they and their students construct and reconstruct the teaching and learning that occur in their classrooms and schools" (1993, pg. 64). Teacher action research was a powerful method to use to understand attitude and motivation for students.

Setting

To become familiar with Sequoia Elementary School, I interviewed five first-grade teachers: all had been teaching at Sequoia for a minimum of five years to over fifteen years. I familiarized myself with the area by driving around the surrounding

neighborhoods one cold rainy day. As I cruised through the streets, I realized how lucky I was to have a dependable car to shelter me from the buckets of water splashing down. The sidewalks were filled with mothers scrunched under a child-size umbrella, scurrying their children to school before the rain drenched their clothes. It is common for mothers, aunts, dads, sisters, brothers, grandparents, cousins, or any other older family member to walk a younger family member to school.

Sequoia Elementary sits in the middle of a crowded neighborhood with single-story houses that occasionally have bars on the windows and doors for security. The majority of students live in apartment complexes that border the school. Walking to school does not usually exceed a mile. These apartments are often overpriced for the limited space; therefore, multiple and extended families live together. The nearest main street is packed with shopping plazas, fast food restaurants, and gas stations: but the closest businesses to the school are 7 Eleven, Wendy's, Check Cashing, a liquor store, and a dry cleaner. Every morning outside 7 Eleven, male immigrants wait for day labor. Day labor jobs largely involve the food service industry, gardening, landscaping and construction. Day labor jobs are a popular way to make money for the immigrant population surrounding Sequoia.

The area is full of young Latino families with parents in their late twenties or early thirties. Gangs with members as young as ten years old roam the streets at night and have vandalized the school by breaking into classrooms and taking any technical equipment they can find. On Monday mornings beer bottles and cans litter the playground. Teachers are forced to cover obscene language and graffiti with smiley faces on the building adjacent to four first grade classrooms.

Nearly all parents lack a high school diploma; some barely finished elementary and junior high school. They want their children to succeed in America while still cherishing their native cultural traditions and lifestyles. It can be a struggle at times; but most families appear to keep a strong base with their culture and identity by speaking Spanish in their homes, sharing their culture in the classroom, and visiting Mexico when possible. Students practice a variety of religions; however, Catholicism is the most predominant. Few families are registered to vote under any political party because many are not citizens.

Parents hold teachers in high regard and respect them greatly. Language can serve as a barrier between the parents and teachers, but when an effort is made by teachers to reach out and break the ice with the families, they are grateful and appreciative. Sequoia Elementary is truly a unique community that emphasizes practical life skills by having students practice one life skill a month to help maintain and build a supportive community. All the parents and families are encouraged to be a part of their child's education and help by whatever means possible.

Participants

The participants in this study included 15 6- to 7- year-old first-grade students. There were eight male and seven female students. The students were all Latino, and the majority of parents and families were immigrants from Mexico. Every student was an English Learner, and Spanish was his or her first language. Although I worked with the entire class, there were three students that clearly stood out, needing extra support and motivation with reading. To understand what these three students were going through, I made a plan of action. I decided to focus the majority of my time collecting data on their

thoughts and feelings, studying what motivated and what discouraged them in school. These three students, all boys, were open and eager to be a part of the study and share their thoughts and feelings with me.

There were also 11 enthusiastic K-1 teachers willing to share their thoughts, opinions, and ideas about motivation techniques in reading. Five of these teachers were from Sequoia Elementary in Concord, CA, and the remaining six were teachers from Belvedere Elementary in Fresno, CA. Latino families and students largely populate both of these communities. Information coming from two different schools was extremely helpful in comparing theories and ideas.

Data Sources

I used a variety of methods and techniques to study how attitude affects reading success and how teachers motivate and create a positive classroom environment. First and most important were informal observations and conversations that I had with students and teachers during daily instructional activities. I went to Sequoia two to three full days per week during the first school semester, September through December. When the second semester started in the spring, I continued to go for two to three half days per week from February through May. During this time it was important to keep a log of all the reading- related activities the students participated in during the day. At the end of the day or period of days, I would revisit my notebook of activities and situations that happened during the week and take time to reflect about what had happened. The reflections and logs differed. The log was simply an account of what happened and observations of students, their reactions, interactions, and attitude. The reflections were based on reading between the lines, figuring out why one lesson worked and another did

not. The reflections also consisted of questions I asked the students about reading. To understand what to look for in my data and to highlight main ideas, I organized a plan outlining what I wanted to look for and where I was going to find that information.

Table 3: Data Collection Plan

| Strategies | Data Collection Methods | What will I look for in the data? |
|--|--|--|
| Various reading activities | -field notes -reflective journals | How do students respond to certain activities? What is their attitude? |
| Specific instructional activities for teaching how to read. | -teacher questionnaires -academic journals on learning to read | What are the best methods to teach reading and create an encouraging environment? How do teachers build self-confidence? |
| Literature play performance Literature play performance cont. | -observations in class -reflective journals | How does this specific activity encourage/discourage reading? Does this activity help build confidence and fluency? |
| Student opinions the reading process and self confidence with reading. | -student questionnaires -informal and formal student interviews | How do students feel about learning to read? What is their general attitude? How confident do they feel reading? |

As the table above shows, I also collected student and teacher questionnaires. These were significant because they told me what the students and teachers were really thinking, not simply what I thought they were thinking. Eleven K-1 teachers' made a serious commitment to help me with this research by answering all my questions about attitudes. In addition to being interviewed during lunch hour, when they gave me extensive background knowledge about the school, students and families, they also took home questionnaires to respond to at their leisure. I formally interviewed the three boys that I focused on by using a Smiley Face Scale questionnaire, where I read them the question and they circled one of the five faces that best represented how they felt. The

five faces ranged from happy to sad. The boys were also asked a series of yes or no questions, and they circled either the word “yes” or “no” depending on their response (samples of both the student and teacher questionnaires are found in Appendix A and B).

The last part of my action research data was a series of plays I wrote for the three boys I specifically studied (three of the four plays were recovered and are found in Appendix C). The series consisted of four 1-page plays with 3-4 lines for each student. We performed the plays in the corner of the classroom in the “library” section to escape the noise of the remaining class. Each child was given a piece of paper with his part highlighted. First we read the play together by using the strategy “echo reading.” I would read the play line by line, and they would follow along reading their assigned and highlighted parts. Then the boys would read the play together again without me (this was the second time), and I would help them sound out words if needed. For the third and final part of the play, we acted it out on the carpet. The students still had their papers with them to read from, but they could act out the parts as well. The play was continuous and took place for four weeks, one play per week. The students were given a smiley face evaluation questionnaire before and after the plays to see if their opinion towards reading changed.

Data Analysis

To categorize the data collected throughout the semester, I broke it up into the three main subjects I wanted the data to answer: 1) Does a students’ attitude affect his or her reading success? 2) How do teachers encourage students? 3) How did I motivate these students, and how can I create a motivating learning atmosphere? Then I made a cross table analysis to sort and organize the data according to each question.

According to my teacher and student questionnaires, attitude has a significant amount of impact on the reading success of a child. Each teacher I interviewed thought that in one way or another attitude impacts students and their success rate. When teachers were asked the question, “Do you believe that attitude (positive or negative) has an affect on the reading success of a student?” Many teachers agreed that a positive attitude by both the students and teachers are essential. Five out of the eleven teachers referred to the self-fulfilling prophecy. If you think you can, you can. If you think you can’t, you’re probably right. They believed that every child is different and that they all need to be immersed in a positive and supportive environment. Even if the child expresses a negative self-image, the teacher needs to encourage and praise him for his efforts in order to keep him motivated.

During my observations throughout the semester it seemed apparent that attitude had an effect on the students’ ability to learn. Every morning the students had 15 minutes allocated to silent reading. They were able to choose what book they wanted to read at their desk, and the stronger readers were almost always reading. The students who were off task were usually the struggling readers. When I asked one struggling reader, Mario, why he did not have a book open his response was usually negative. He was one of the lowest readers in the class and would constantly respond that he didn’t like reading: it was stupid, he couldn’t do it, or he didn’t want to.

Almost every day I was there, he would say something negative about himself and his ability to read. On the other end of the scale, the highest reader in the class loved to read and enjoyed silent reading time. He loved to share his books and show me how well he could read them. The class also had a buddy reading time for 10 minutes later in the

day where each child had an assigned partner at about the same level. The children would take turns reading every other page, and when one student would get stuck the other would help. Mario repeatedly expressed that he did not like this activity both because he couldn't read and because he felt nervous. Throughout the year I would watch his interactions and body movements during reading activities, and talk with him about them and what his attitude was toward the activity. He showed low self-confidence and a negative attitude toward the majority of the lessons.

4. Case Studies

In this chapter I will present three first-graders' experiences with reading instruction. I will provide a short introduction for each student along with their attitude and feelings towards reading, their confidence in participation in the classroom, and their self-image as a reader. My motivation for developing these case studies was to gain an in-depth understanding of students' knowledge, feelings and attitudes towards literacy.

These students were closely observed throughout the semester, more so than any other students because they all shared a similar difficulty: reading. Each student was unique with different strengths and weaknesses, but the common thread was that they were all in the lowest reading category. They were observed, questioned, and interviewed in many aspects. This included buddy reading, whole group reading, silent reading, phonemic awareness, one-on-one reading, echo reading, phonics books, and reading literature plays.

Case Study I: Mario's Experiences

Introduction

Mario is a 6-year-old male Latino student in the first grade. He is extremely young for his grade. He made the cutoff for kindergarten by only a few weeks and spent the first half of the year as a 5 year old. He struggles in many subjects and has trouble focusing, as his attention span is exceptionally short and he responds to every distraction. He can speak some English, but his primary language at home and on the playground is Spanish. His mother is very concerned. She realizes he needs help in certain areas but doesn't always know how to help him. He is a sweet and loving child. He makes friends easily with his classmates because of his genuine and charismatic personality.

Conceptions and Attitudes Toward Reading

When asked the question, “Do you think reading is important?” Mario responded, “Yes, because it helps you learn.” (Interview, May 2005). When asked straightforward questions such as this, his response usually corresponds to his generally positive attitude. When informally asked about reading during instruction or lessons, his attitude changes in dramatic ways. Mario tends to get frustrated easily and give up before he completes his task. Many times I offer one-on-one help with lessons. He accepts my help but often waits to see if I will simply read it to him instead of helping him learn how to read. He will put out effort but then when a word come he does not know or an unexpected obstacle arose he immediately gives up and become distraught by the challenge. He seemed to want to learn how to read but feels it is an overwhelming process. This is completely understandable because he cannot read in his first language, and learning how to read in another language is even harder.

Confidence and Self-Esteem in Participation Throughout the Classroom

As mentioned above, Mario can easily be overwhelmed with difficult tasks and is hard on himself when he gets frustrated. He wants to participate with the other students and volunteer, but when he is called on he often has no response to the question asked (Informal Observations, April 2005). It is apparent that sometimes he randomly guesses because many of his answers do not relate to the discussion. He is confident enough to raise his hand, but not confident once he gets calls on. Both the master teacher and I call on him as often as possible when we are sure he knows the right answers, so he feels successful.

Another area where Mario lacks confidence is working with his peers during buddy reading. During this activity two students of similar reading levels are paired together and take turns reading every other page. When I observed him in March 2005, he stated, "I don't like buddy reading because I can't do it." Later in May, he warmed up slightly and said that he liked it when a friend could help him sound out new words and that he enjoyed reading with a buddy. He also showed more confidence by reading aloud a new story to the class instead of the same story he memorized at the beginning of the year (Informal Observation, May 2005).

How Mario Portrays Himself as a Reader

Mario is the type of student who is hard on himself. He has verbal positive feedback from multiple teachers, reading specialists, and his mother. Despite the positive atmosphere he still conveys a low self-image when it comes to reading. He blatantly says he does not think he is a good reader. When asked, "Who do you think is a good reader?" He replied, "Juan" (who reads about 8 levels above any given student in this 1st grade class). During reading lessons he verbally stated that he didn't enjoy reading, but during informal and formal interviews he said he likes it when a teacher or his mom reads to him. He just does not like to do it himself. One example of this happened in late March 2005 during Sustained Silent Reading (SSR) when I told him I would help him read. When I went over to his seat, he didn't even try to start reading. He waited and said, "Are we going to read or what?" He was waiting for me to read to him, not to listen or help him.

Summary

Despite Mario's roller coaster of emotions with reading, towards the last couple of weeks he showed impressive improvement. He began to put more effort to reading and not give up after a difficult moment, and worked through challenging passages rather than looking to someone else to solve his problems. His personality seemed to be maturing and confidence growing slowly but surely. Though it is impossible to know, it seems that self-esteem is something that will come with time and in conjunction with his increasing ability to read successfully. As soon as Mario realizes that he is capable of doing anything he sets his mind to, he probably will excel.

Case Study #2: Eduardo's Experience

Introduction

Eduardo is also a 6-year-old male Latino student who struggles with multiple subjects including reading. On the exterior, he has a quiet and shy personality; but once he feels comfortable he is more outgoing and talkative. He and his family speak limited English, and Eduardo often speaks in Spanish to his friends in the classroom. Many of Eduardo's close friends interpret what the teacher is saying if he looks lost or confused. His parents genuinely care about his education and are interested in his classroom activities, but they do not communicate with my master teacher very well. They assist in the classroom when they can by supplying products the teacher asks for, such as antibacterial soap and Kleenex. Although he does not always understand all instruction, Edgar listens attentively and does not disrupt any classmates. He rarely asks questions or seeks for help.

Conceptions and Attitudes Toward Reading

Eduardo believes that reading is important to learn and he puts out enormous effort in the classroom. Although he isn't very vocal with his teacher, he feels comfortable asking his peers questions. When asked how much reading occurs at home, he responded that neither he nor his parents read often (Informal Interview, March 2005). He is a slow reader but has patience, and he realizes when he comes to difficult parts that he should not give up. He knows the only way to work through the tough parts is to focus and try his best. With a little help he can usually sound out and blend the words together. He is not discouraged when difficulties arise. He acknowledges that he currently doesn't know much English, and that that plays a large role in his inability to read.

Confidence and Self Esteem in Participation Throughout the Classroom

Eduardo displays some confidence with participation in the classroom. He is extremely quiet when giving answers when he is asked or volunteers to answer a question. He does also like to offer his opinion when it is relevant. As mentioned before his personality is extremely soft and quiet, therefore he does not dominate any conversations or speak well to the whole class. Usually the entire class will have to be silent for the students and teacher to hear him. During buddy reading he is with someone at a similar level and enjoys reading books. He also gets pleasure when he can help his partner sound out or read a new word. During SSR he is always willing to read to me, and when stumped he tries to sound the word out, blend the sounds together and then look for my approval (Observation, April 2005).

These characteristics of being quiet, persistent, and patient carry over to almost every subject for Eduardo. His English is limited and sometimes he has difficulty understanding instructions. He performs at a slower pace, but sticks with assignments and works at his own pace. When observing him, I noticed he does not seem extremely concerned with how or what his classmates think of him. He treats others with respect and receives the same from them. Overall he is comfortable in his own shoes.

How Eduardo Portrays Himself as a Reader

Eduardo's self-perception is a little difficult to read because his answers, emotions, and actions do not always correlate. When asked informally how he compares himself as a reader to other students, he replied he believes that he does have the ability to read, but knows he is at a different level from his peers. When asked to verbally express his feelings during reading activities, he never elaborated but would shake his head yes (Observation, April 2005). This was probably because he didn't fully understand what I was asking. Later during May when I gave him the smiley face questionnaire (Appendix A), he seemed to realize that I was looking for a more in-depth answer, not just yes or no, and was able to elaborate on a few points. He does not view himself as a successful reader but listed Gideon (who is also a low performing reader in the same reading group as Eduardo) as one. Gideon and Eduardo are seen by a reading specialist volunteer twice a week and practice flashcards together. Eduardo felt he did not know as many words as Gideon on the flashcards; therefore Gideon was an example of a good reader (Interview, May 2005).

Summary

Overall, Eduardo demonstrated a significant amount of improvement in his ability to read during my work with him. Although quiet, he felt comfortable reading aloud to a teacher and with the reading specialist. He learned best by having someone help him as much as possible, whether it was peer tutoring, a reading specialist, myself, or the master teacher. Hopefully his confidence will continue to grow as his English skills expand. He is headed down the right path, but needs repetitive practice so he becomes more confident and feels prepared in the classroom.

Case Study 3: Gideon's Experience

Introduction

Gideon is the third 6-year-old male, Latino student whom I studied closely in this classroom. His personality differs from the first two immensely. He is outgoing, loud, and is generally seen as the class clown by many classmates. During “carpet time” when the teacher is teaching a lesson to the whole class, he is often caught goofing off, making faces toward his neighbor, using a marker to draw dots on the white board, or doing other silly actions to get attention. Although Spanish is his primary language spoken at home, he knows a substantial amount of English. He succeeds in most subjects, but reading is difficult.

Conceptions and Attitudes Toward Reading

Gideon thoroughly enjoys reading and learning how to read. It is important to him to learn how to read better. He works with a reading specialist along with Eduardo and sees it as an opportunity to receive more attention, along with learning (Observation, April 2005). He believes reading is important because he realizes it will help him in all

aspects of learning and in all subjects. He genuinely wants to improve his ability to read and knows that there are people to help him. He gets excited when it is time to “buddy read” with a partner because it is an opportunity for him to build confidence in helping someone else and to receive help as well.

Confidence and Self Esteem in Participation Throughout the Classroom

In general Gideon is very confident with his classmates, teacher, and kids on the playground. His voice can soften when it comes to reading a new text alone, but he is not afraid to ask questions when he feels unsure or confused by something. He is a risk taker and volunteers for anything he can, whether he is certain he knows the response or not.

A role he acquired through the year was being a peer helper. Anytime one of his classmates sitting near him would show signs of confusion, he would be one of the first to try and help. He was proud to share what he knew or had learned. While reading a story to the class, he used a specific reading strategy that he learned from one of his sessions with the reading specialist; he told the class what it was and how it helped him read (Observation, May 2005). A different time when the class was about to follow along with their finger while a book on tape was played, the teacher asked if anyone wanted to try and read with the man on tape. Not one person raised their hand except Gideon (Observation, April 2005). He enjoyed the challenge to see if he could follow along with his finger and read aloud with the man at the same time. He stumbled and was behind during parts, but he took the risk of trying something when no one else would.

How Gideon Portrays Himself as a Reader

Gideon describes himself as a “medium” reader who often needs help. He loves giving compliments to other students and receiving praise as well. He knows he struggles and notices the extra support and help he receives, but he sees this as an opportunity to learn while getting special attention. When asked who is an example of a good reader, he names himself. He adds that he is not one of the best readers, but simply a good one.

Summary

Overall, Gideon showed a positive attitude about himself, reading, and school in general. He does struggle in areas but does not see himself as stupid: he does not think that he cannot do it or think anything negative about reading. He stays positive and realizes the level his capability right now. He believes that he can improve provided he has someone helping him. Gideon’s confidence should continue to increase throughout school, and he can only get better with his attitude and self confidence.

Analysis

To get started making sense of these case studies, I created a scale so I could numerically compare the three boys to find general commonalities and differences. This scale evaluated ten important characteristics of reading success ranging from 1-5, with 1 being the lowest and 5 the highest, with a possible score of 50.

Table 4: Student Comparison Scale

| | Mario | Eduardo | Gideon |
|----------------------|-------|---------|--------|
| Self Esteem | 1 | 3 | 4 |
| Parental Involvement | 3 | 2 | 3 |
| Buddy Reading | 2 | 3 | 3 |
| SSR | 1 | 4 | 3 |
| Literature Plays | 2 | 3 | 4 |

| | | | |
|----------------------------|----|----|----|
| Reading in front of others | 2 | 2 | 5 |
| Phonics Skills | 3 | 4 | 4 |
| Echo Reading | 4 | 4 | 5 |
| Concepts about Print | 4 | 4 | 4 |
| Attitude toward Reading | 2 | 3 | 4 |
| | | | |
| Totals | 24 | 32 | 39 |

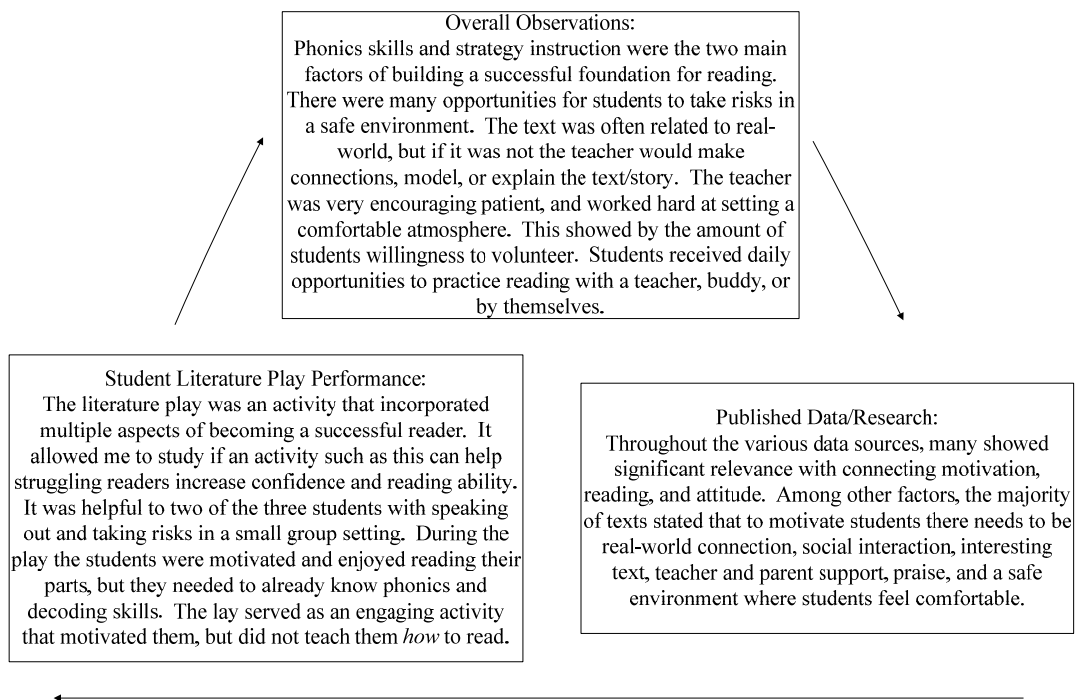
This scaled helped organize my thoughts and theories about my personal growth as a teacher. From these three students valuable information was extracted that can be applied to most EL students. Many EL students feel threatened by a large group or whole class, where they are less likely to take risks. When surrounded by only a few people it is easier. One strategy that worked well for quiet, shy, and unconfident students was placing them in a small group to provide support a less intimidating environment. The students who did not feel confident enough to take chances with a whole class definitely did once they felt comfortable in a small group. Other strategies I concluded are activating prior knowledge and using appropriate-level, interesting texts. The boys all showed enthusiasm during each literature play because they were familiar with the content of the play: playgrounds, schools, boys, friends, and aliens. The text was written to their level of reading and comprehension, which was important so they did not feel overwhelmed.

Another general conclusion I came to that I will implement in my classroom is always check in with my students. It is easy to monitor students' growth academically through tests and assessments, but emotionally it can be challenging. It's important to know students' attitudes toward school and learning to make appropriate modifications and interventions for struggling readers. Not all interventions will encourage students, but if you know interests it helps create a remedy for success!

5. Findings

In this chapter I will review the data I collected in order to answer my original research questions: 1) Does a students' attitude toward reading affect his or her reading success? 2) How do teachers motivate students to engage in reading? 3) How can I motivate my students to reach their reading potential, and create a positive, encouraging environment for reading? In examining the data I made a triangulation chart to intertwine my observations, data, thoughts and conclusions. I used classroom observations, student performance in reading activities and students self reports to substantiate these conclusions.

Table 5: Triangulation of Data



Teacher Journals

The findings are reported through my teacher journal, teacher questionnaires, student questionnaires, and a series of literature plays. I kept my observations and reflections in my teacher journal. This reflective journal was probably the most helpful method of understanding the effectiveness of my instruction. It enabled me to reflect on how I taught and also how my master teacher taught. She has worked with Latino children for her entire career. Through this teacher action research project I learned that children's attitude towards reading can definitely affect how well they learn to read. Mario was a prime example of this. Multiple times he commented on how he could not read. During different reading activities I would ask how he felt about the particular activity we were doing. These were some of his reactions and my reflections on them.

"There was buddy reading today with the fifth graders after the assembly (this is a treat because it only happens once a month). The majority of the students really enjoy this activity because it models what students can achieve and sets a good example for the first graders. When I observed Mario, he didn't seem to have much confidence in attempting to read with his buddy. When I asked him: how he liked reading with his buddy, he said, 'I can't read, but I like it when he reads to me.' I don't understand why he thinks he is so terrible; he probably has the lowest self-confidence with reading in the entire class." (Teacher journal, March 7, 2005)

"Mario, Mario, Mario!!! What am I going to do? I find myself so frustrated with him because I don't feel like he is living up to his potential and that's my job. I'm supposed to motivate him to want to learn but it doesn't seem like that's what he wants. I know that he has a hard time focusing, but with every assignment even before looking at it his hand shoots up for help because he thinks he can't do it or he is not smart enough. I asked him to try the first problem on the worksheet but he said, 'I can't read it. Will you read it to me?' Normally this isn't an issue and I completely understand repeating instructions, but I knew he could read it. The previous day, he did the exact same activity. He simply didn't realize it and didn't think he could complete the activity without help. He literally raised his hand before looking at his workbook page or even putting his name on it. I have

to find some way to build his confidence so he truly believes he can complete his work by himself.” (Teacher journal, March 16, 2005)

It seemed like what Sainsbury and Schagen define as attitude, “...the continuum of positive to negative feelings towards reading, and corresponding predisposition to seek out or avoid reading activities,” affects Mario every day. He states how he feels about reading and shows low self-confidence by lack of effort. I believed that if Mario developed more self- confidence, he could approach learning with a positive attitude and be more willing to try. He was hesitant to put himself “out there” for fear of failure; therefore, he would rarely volunteer to participate. I still am unsure of why he had such a strong “fear of failure” because my master teacher and I gave genuine praise and encouragement for trying, not right answers. Although his confidence never sky-rocketed, it did increase over the year. Toward the last few months of my project he received special attention, joining small intervention reading groups. A retired reading specialist came into the class, volunteering once a week for about a half hour. Mario was one of three boys to receive extra help from her. A St. Mary’s College student tutored in the classroom and focused on a few students including Mario, giving them extra reading support and practice. Finally, I created a play for him and two other students to participate in during a four-week period. All of these reading groups took place in the final months of school, but Mario didn’t show much improvement until about April.

“Mario did so well reading today, it was awesome! I was so excited because it really seems like he is finally showing improvement. When we read the phonics story that focused on ‘ai’ words, he circled all of them and knew what they were. When he finished, he even volunteered to tell the class how many ‘ai’ words were in the story. He concentrated so hard during this lesson, it was probably one of the best times I’ve seen him yet.” (Reflective journal, April 8, 2005)

Another key question answered best through observation of other teachers and through my teaching was, “How do teachers motivate students with positive and encouraging activities?” During these months of action research I was able to witness great lessons, as well as teach some myself. One structural activity that was beneficial was the daily routine of the “Morning Message.” This message was a two-to-four sentence paragraph written on the white board every morning. It would be about an activity they were going to be doing that day or simply a greeting, and it would always include the focal phonics skills of the week. Each morning we would read it together and then I would ask the students to circle an *a*, *f*, *ch* sound, capital letter, the word *the*, *so*, etc. My teacher devised a system of calling on people randomly by using a deck of cards with each person's name on two cards. In this way each student had two opportunities to respond.

At first I felt like this would put people on the spot if they didn't know the answer and could potentially be embarrassing and demeaning. However, each child was only asked to try once; and if they felt like they needed help, they could immediately pick a classmate who volunteered to help them. This was a great way to build a comfortable environment that encouraged participation. Eventually these children created a remarkable community and became like a family. There would always be students willing and ready to help when a child needed it, yet they always had to pay attention because their card could be called on at any time. It was never seen as demeaning or embarrassing if the child didn't know the correct answer. At the beginning of the year almost every child took a buddy up to the white board, but towards the end even the shyest student who knew the least amount of English would confidently go up alone!

The next strategy that was a key to learning to read was linking text to the real life of the students by using *realia*. One lesson I observed that fit every criterion in Guthrie and Wigfield's "Engagement and Motivation in Reading" was when my master teacher was reading a short story about a bird that dropped stones in a well to make the water rise so it could get a drink of water. Before she finished the story, she asked for predictions about how the bird could get a drink of water since her beak wasn't long enough to reach the bottom. The students brainstormed many possibilities and then the teacher finished the story. Afterwards she asked if they could relate that to anything they knew of, and a student replied that it was like dropping ice cubes into a soda, causing the soda to come to the top of the glass. The teacher was so impressed with this she decided to model it for the students using a clear vase and some marbles she had in the classroom. She filled it half way with water, taped off the spot where the water started and then continued to drop marbles in until the water rose significantly.

Although this story wasn't that interesting and fun, the teacher was so enthusiastic about it, she "sold" the story to the kids by engaging them, linking it to something they're familiar with (ice cubes and soda), and modeling using visual objects. If the teacher had simply read the story to the class, it would not have been nearly so engaging and successful. This real world connection is an example of what Guthrie and Wigfield describe as one of three main motivators for engaging students to read – its intrinsic motivation. This is the importance of teachers being enthusiastic with lessons. This motivates students to think beyond just the story or lesson and they start to make real life connections.

One last strategy I observed and did daily, probably one of the most critical components for young EL students' learning to read-is using visuals and modeling. As mentioned above, using visual objects is wonderful, but not always possible with each lesson. A practical thing to do for every lesson is to at least draw simple pictures for students. When brainstorming ideas, writing vocabulary, making lists, etc. it is crucial to model and have visuals. Every activity that introduced new vocabulary, understanding characters, plots, setting, and comprehension in general had a picture chart to go with it. For example, if we started a new story that contained unfamiliar words, we would make a list of these words. This was always done on paper using colorful markers instead of using the white board. The white board was erased every day; paper could be hung up for later reference throughout the week or unit of study. This is a beneficial strategy for all young learners because it supports a different learning style and gives reinforcement, but it is an absolute *necessity* for EL students.

Teacher Questionnaires

Teacher questionnaires were a great source of data because all the teachers that participated had years of experience of teaching EL students in kindergarten and first grade. They shared their most effective motivational strategies, reading strategies, and techniques for building communities. Unfortunately the original, completed questionnaires' were stolen from my car along with other data and my computer. Though they were never recovered, I had just made a data analysis chart highlighting the main topics teachers discussed. (A copy of the original questionnaire can be found in Appendix B). I used this to recreate the essence of the teachers' responses.

Every teacher that filled out a questionnaire agreed that students need genuine praise to build confidence. Many believed that teachers can fall into the habit of giving empty or overly general compliments. Students know the difference, and therefore the comments do not assist much in building self-esteem. Some even felt it was better not to compliment as much, if they were going to be general, so when the child did receive compliments they would know they were well deserved. Almost all believed in focusing praise on participation, trying, and effort, rather than on specific right answers. If the focus remained on only right answers and a student was constantly getting wrong answers they might start to form a negative attitude about their ability. McKenna reports in his “Children’s Attitude Toward Reading: A National Survey” that attitudes are formed in part on the basis of beliefs about the outcomes of reading. This simply means that it is natural for a student who experiences constant negative feedback for not contributing the right answer to form a negative attitude and shut down. As a result of this they then experience a decline in self-efficacy.

Teachers also concurred that students need the feeling of success to be prideful in their work and feel self-confident. Experiencing pride and confidence is created by teachers ensuring opportunities of success. One teacher explained how she organized and created an environment to promote success. Instead of writing names on popsicle sticks and drawing random names out for answers, after the first few weeks of school she categorized them into three levels: advanced, intermediate, and lower performers. (These were not static and can be changed at anytime). She had a color symbolizing each level and painted the end of the popsicle stick accordingly and put them in her can color-side up. Then during activities when she called on students randomly she knew if it was a

harder question she could draw from the advanced group, easier from the lower group. This method worked well for her because the students do not realize what the colors were for, and it insured equal opportunities for each child to feel successful.

A notable activity that one teacher shared about building self-confidence was a combination math art language arts lesson that was done over a few days. She traced each child's body on butcher paper and helped them cut it out, and they decorated their own face. Then each child was asked to share one quality or characteristic they enjoyed about every other child in the class. The teacher proceeded to write what each classmate said about another in the body of the child so they had 20 positive characteristics describing what their classmates felt about them. The bodies were displayed in the classroom and then were available to take home. Another self-esteem building activity that was used was *Very Important Person* (VIP), where one child per week was chosen to be the center of attention, the VIP. They shared their favorite activities, colors, friends, family, hobbies, food, etc. Then, after the teacher wrote this down in sentences on large paper, each child chose one of the above to write about. They received a half piece of blank paper, wrote down their favorite sentence about their classmate and then illustrated it. The papers were stapled together and then given to the child to take home. Though a variety of activities were shared through teacher questionnaires, these two were my favorite ones, which I will use in my own classroom.

Lastly, successful reading practices included, but were not limited to: echo reading (the teacher reads a line from a big book and students repeat following along in their books), listening to books on tape, phonics books and skills, buddy reading with classmates, buddy reading with older students, having each child read in front of the

class, sustained silent reading, vocabulary worksheets, flashcards, picture vocabulary cards, reading plays, small group instruction, practice workbooks, and having a literacy-enriched environment where books were readily available. Although these were not all the ways to learn to read, all were listed by teachers as effective ways to develop reading skills.

Literature Play/Student Questionnaires

When trying to develop a new way to build confidence in the three students who were my case studies, I decided to write a four act play, which they would read and perform in a small group in the reading corner of the classroom. First we would read it together, then they would read it by themselves (with only minimal help on my part), and then we would act it out, still reading from the papers.

I chose to focus on performing a play for many reasons, but mainly because it was different from anything they had been doing. I wanted it to be intriguing and exciting and an activity where that they would not necessarily realize they were learning to read. According to research, studies show that reading plays can help children with book plots, themes, characters, and story comprehension, all while practicing fluency (Hiebert and Taylor, 2000). When I observed students, especially EL students, I found that even though their phonics skills were improving, they lacked the ability to link it to comprehension. They were improving on deciphering words and blending sounds together, but not always understanding the meaning of what they read. Plays would incorporate phonics skills but also meaning, because they would have to understand the plot, theme, and characters to act them out. Another motive I had for using a play was to

increase their confidence by being in a small, selective group in which they could feel comfortable.

I tested the students' attitudes toward reading before we started the play. I gave them a pre-and posttest of 10 questions regarding their attitude towards reading. These questionnaires, too, were stolen from my car when it was broken into. Unfortunately I had not analyzed, the data and the only charts I had were with the stolen items; so I cannot provide an accurate pre-and posttest report with specific numbers or charts to support or refute my hypothesis.

The boys all showed enthusiasm for the play, but I think a main motive behind this was because these boys received special attention and got to be part of an exclusive group. When we read the play they started out timidly, but then by the second reading they felt more comfortable. Mario even said he wanted more lines, and that he didn't get enough. I was very surprised when he said this because it was so encouraging. He usually does not feel competent in participating. This was a delightful surprise! The third time reading the play, the boys got to act their parts out, things got a little crazy and off track. Sometimes they would get so excited with the characters and acting out a scene that they would not follow the script very closely. This was somewhat okay, but I did want the main focus to be *reading* for fluency. Acting it out did contribute to comprehension of characters, theme and plot, but these were secondary to following the script. At the end of each play the boys were given a sticker if they stayed on task; so each time we did a play, they had the additional motivation of receiving a reward for doing well.

Although I lack concrete evidence due to the missing questionnaires, as a result of this activity I believe that the students' confidence and attitude did improve, at least Mario's. I had never seen him so excited with a reading activity! He truly enjoyed it. He never said he could not do it, and he felt comfortable in this small group reading aloud. I think it would have been difficult for him to perform the play in front of the entire class, but he was successful in this setting. I am not sure if his overall attitude toward reading changed in this short activity because I do not believe he saw this as practicing reading. Later, during regular activities, I would try to connect the two so he would realize that he was capable of reading a story or a book just like the play; but he did not make the connection easily.

As for Gideon and Eduardo I believe it was an enjoyable activity, but not one that strongly increased self-confidence and improved attitude toward reading. Gideon felt like it was a fun activity that he liked doing because he got a sticker. It was valuable for him because he can be hyperactive and needs to move a lot, yet he still read fairly close to the script. It was a useful tool for Eduardo because it helped him speak up when reading. He usually had a soft voice and quiet personality. Being in a small-group setting was the best way for Eduardo to participate and be comfortable, building confidence in hearing his own voice. Overall, I think the play was successful in building confidence because they all had positive attitudes toward it, but I do not think they made much of a connection between reading a play and reading a story. Their attitudes toward reading seemed to remain pretty static, but the play served as an opportunity for practice and success. A play would be difficult to organize for an entire first-grade class. I do not believe it would be productive for practicing reading strategies because the amount of

time it would take would not be justified by the results. It would be beneficial in other aspects. However, to maximize the positive results for self-esteem building, I would only continue to use it with a few students at a time with a parent or volunteer.

Summary of Findings

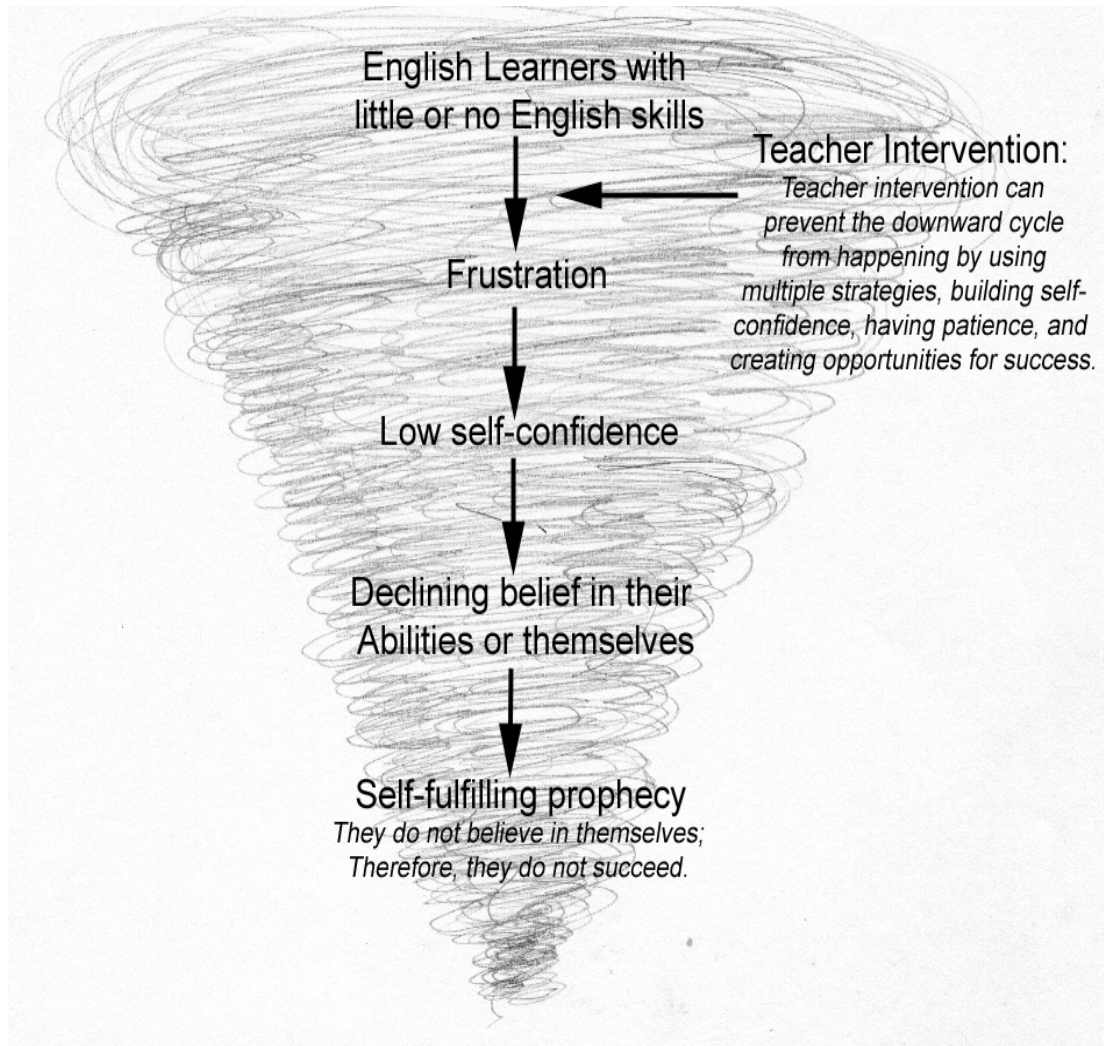
Throughout all the observations, literature plays, reading activities, student and teachers' questionnaires, there are many things I would conclude about *how* attitude affects a student's ability to read and about what strategies are best to use to create a comfortable and positive learning environment. Attitude towards reading definitely affects students in many ways, especially when they have low self-esteem or little self-confidence. They can fall into the self-fulfilling prophecy of thinking they can or cannot learn. It is more likely for students who have a positive attitude to be successful in learning to read, but motivation is also a dominating factor. When teachers are enthusiastic, promote engaged reading, relate text to children's lives, model positive attitudes, ensure opportunities of success, use a variety of strategies, and give genuine praise, students have a higher chance of becoming successful learners.

6. Conclusions and Recommendations

There are many components and strategies to take into account when teaching reading. Some may work for one child and others for another. There are, however, a few key characteristics that must be acknowledged when teaching English learners how to read. English learners simply do not have the English background that native English speakers do; therefore, they are starting years behind in language acquisition before setting foot in a classroom. It is important for teachers to support these students through a variety of activities that keep them engaged and motivated. These types of activities are usually interactive using visuals and manipulatives. They can also be kinesthetic using different body movements and shapes to engage students, hold their interest, and create curiosity.

English learners are at higher risk to become frustrated, to develop a negative attitude and low self-confidence. I prepared a diagram to illustrate what this downward cycle could look like and how teachers can intervene to prevent this from happening.

Table 6: Self-Efficacy Diagram



This diagram illustrates the conclusions I came to believe through my observations, talking with my master teacher, and teacher journals. I believe reading is an essential foundation of education. All students benefit from learning through multiple strategies, being in an encouraging environment, and building self-confidence; but all of these are vital to English learners. English learners need support in every aspect when learning to read. This means teachers need to elicit excitement, engage the students in relative text, practice phonics, develop decoding and reading strategies if students

become frustrated. When a positive environment like the one described above is accomplished, it allows students to take risks because they feel comfortable and encouraged. The more children believe they are capable of achieving things the more their self-confidence grows, which in most cases results in more academic success.

My goals as a teacher are to encourage students in a positive environment, provide multi-dimensional reading strategies, and to prevent negative attitudes before the downward self-efficacy cycle starts. I can achieve these goals by motivating students to live up to their potential through teaching to each child's level and needs. Another important consideration is that all students need to experience success to develop a positive attitude and high self-confidence. Success impacts the motivation of a student. If students constantly experience failure, they become frustrated and discouraged.

Throughout this teacher action research project and the Teachers for Tomorrow program, I have learned an enormous amount of information that has helped me grow as an educator. I have developed goals defining what I want my future classroom to be like, and I have learned valuable strategies and techniques on how to attain these goals. I realize there is limited time with the current curriculum, but some things are too important to forego even if they are not required or tested by the state. Self-confidence is a valid and practical skill that will assist in heightening all academic and personal growth as well as success for a child.

In my future classroom I plan to focus on ways to build confidence and positive attitudes within an encouraging environment, in addition to meeting state standards. The strategies I learned and plan to use to make my classroom successful include: 1) Give genuine praise for participation and trying rather than answers. 2) Acknowledge one's

own mistakes so students realize that it is okay to be imperfect. Everyone makes mistakes. 3) Allow opportunities for success for ALL students. 4) Have less focus on the 'grade' or right answers and more on the process of learning. 5) Conduct small-group activities such as literature plays to help shy students feel comfortable and to encourage them to speak out. 6) Meeting individual needs with appropriate and interesting texts. 7) Making real life connections with text and concepts. With a positive attitude EL students will have a higher chance of creating a strong foundation of reading skills. Positive attitude, and belief in oneself used in conjunction with structured phonics practice, peer reading, buddy reading, literature plays, parental involvement, and a literacy rich environment become a formula for success.

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Appendix A
Student Questionnaire

Name _____ Date _____

1) How do you feel when you read?



2) How do you feel when you read out loud to the class?



3) How do you feel reading with a buddy or friend?



4) How do you feel when you are being read to?



5) Do you think you are a good reader?

Yes Sometimes No

6) Is reading important to you?

Yes Sometimes No

7) Does reading help you learn?

Yes Sometimes No

8) Do you or your parents read at home?

Yes Sometimes No

9) Do you like to read?

Yes Sometimes No

10) Do you like to read out loud to the class?

Yes Sometimes No

11) Do you like to read with a buddy?

Yes Sometimes No

12) Do you like being read to by a parent or teacher?

Yes Sometimes No

Appendix B
Teacher Questionnaire

Years teaching EL students:

- 1) Do you think confidence comes before a child learning to read or do you think the child learning the foundations of reading builds the confidence necessary for reading success?
- 2) What do you think are the most important components of creating a positive reading environment?
- 3) Given the prevalence of non-English speaking homes how do you motivate the child to learn English or convince them of the importance of learning to read in English?

4) How do you create your reading environment? (i.e. do you separate them into groups, centers, or different levels).

5) How do you build confidence in your students who lack confidence?

6) Do you believe that attitude (positive or negative) has an affect of the reading success in a student?

7) Do you believe the adopted texts are appropriate for English learners? If not, how do you accommodate, yet still follow the criteria and standards?

8) On a scale of 0-10 how confident do you feel teaching students to read? Why?

0 1 2 3 4 5 6 7 8 9 10
Not very confident *Very Confident*

Additional comments:

9) On a scale of 0-10 how important is it to build confidence first?

0 1 2 3 4 5 6 7 8 9 10
Not important *Confidence Most Important*

Additional comments:

10) On a scale of 0-10 how important is it to build foundational reading skills first?

0 1 2 3 4 5 6 7 8 9 10
Not Important *Foundational Reading Most Important*

Additional comments:

11) On a scale of 0-10 how important is it for a child to have positive attitude towards reading?

0 1 2 3 4 5 6 7 8 9 10
Not important *Very Important*

Additional comments:

Appendix C

Series of Literature Plays

Act I

(Walking through the park, playing after school)

Mario: Hey, do you want to go play on the monkey bars?

Gideon: Sure, then we can go down the slide.

Eduardo: I want to play with the ball.

Mario: Okay, we will go on the monkey bars.

Gideon: Then on the slide.

Eduardo: Then we can play ball.

(Mario looks over past the tree and sees a big bright light)

Mario: What is that light?

Gideon: Let's go check it out.

Eduardo: It looks scary.

Mario: It looks big.

Gideon: Let's go we'll be okay.

(They all walk to the light)

Eduardo: I think it is a spaceship!

Mario: I see a little green person.

Gideon: Me too, let's go home. Fast!

Eduardo: Where did he come from?

All together: Let's go!

Act II

(The three boys run away from the playground and hide in a bush, peeking at the spaceship)

Mario: I see the little green man.

Eduardo: He looks like an alien.

Gideon: Let's go talk to him.

(The boys slowly walk to the alien)

Mario: What is your name?

(Alien does not say anything)

Eduardo: My name is Eduardo.

Gideon: We will not hurt you.

Mario: We can be friends.

Alien: My name is Skip. Where am I? Where are my parents?

(The alien is scared and cries)

Eduardo: Do not be scared.

Gideon: We will help you find them.

(Skip, the alien is crying)

Eduardo: Where did your spaceship go?

Skip: I don't know, but where are my parents?

Gideon: I don't know. Let's go look for them.

(The three boys slowly walk to the trees)

Eduardo: Nobody is here.

Skip: What will I do without my parents?

Gideon: You can come home with me tonight.

Mario: Are you sure that is a good idea?

Eduardo: Why not? Where will he go?

Gideon: Tomorrow we will bring him back here and his parents will meet us. I just know it.

Mario: It is getting late, we better go home.

Gideon: We'll meet here before school tomorrow and find his parents.

Mario: Goodbye!

Act III

(The three boys meet at the park in the morning)

Mario: How is Skip?

Gideon: Good, my mom thought he was a stuffed animal from school.

Eduardo: Let's look for the spaceship.

Gideon: I see a bright light, just like the one before! Skip's parents are coming back for him!

Mario: Let's go over to the spaceship.

(The three boys slowly walk over to the spaceship behind the trees)

Gideon: Look! I see more of Skip's family!

Eduardo: Where?

Gideon: Over there. (Gideon points to the spaceship)

Eduardo: They are leaving, we have to stop them!

Mario: Wait aliens, we have your son!

Gideon: Skip, here are your parents.

Mario: Are you going home now?

Skip: Yes, thank you for all of your help. Because you were so nice I am going to give you magical powers. What do you want them to be?

Gideon: I want to see through walls!

Mario: I want to be able to fly!

Eduardo: I want to turn things to ice with my hands!

Skip: Okay, all your wishes will come true.

Tomorrow when you wake up Gideon, you will be able to see through anything. Mario, you will be able to fly and Eduardo, you will turn anything you touch to ice. Be careful boys, and thank you again for helping me. Goodbye!

All together: Thank you. Goodbye!

Appendix D
Parent Consent Form



SAINT MARY'S COLLEGE
of California

School of Education

February 25, 2005

Dear Parent(s) and Guardians,

Hi! My name is Jennifer Eaton and I am a student teacher for Ms. Gregory and will be in your child's classroom at least once a week. I'm working on my credential in elementary education at Saint Mary's College of California. Along with my credential, I am obtaining a Masters in Arts in Teaching, which requires action research.

My main focus for my research is how attitude impacts the reading success of English Second Language students and how teachers provide a positive reading environment. Mrs. Baatin and Ms. Gregory are aware and support my work and interest in this project. I would appreciate if you would support this research too by giving your son/daughter permission to be a part of my project.

During this time I will be collecting a variety of data including but not limited to possible audio-recorded interviews, questionnaires, and informal observations of the classroom recorded in my personal journal. I guarantee that I will observe good ethical conduct throughout this study and I will not reveal the names of the participants at any time. If you wish I would be happy to keep you informed about progress throughout this study. My research report will be available at school for scrutiny before it is published.

I would be grateful if you would sign and return the slip below to Ms. Gregory or myself by _____.

Sincerely,

Jennifer Eaton

To: Jennifer Eaton,

I, _____ (print name) give my permission for my son/daughter
_____ (child's name) to take part in your research.

Signature _____ Date _____

Appendix E
Ethics Statement



SAINT MARY'S COLLEGE
of California

School of Education

To Whom It May Concern:

I, Jennifer Eaton, am conducting an action research project to understand how attitude impacts reading success of English Second Language students and how teachers provide a positive reading environment.

This ethics statement is to assure you that I will observe good ethical practice throughout the research. At all times I will conduct research respectfully, by ensuring participants the right to withdraw at any time from the research and that data about the participant will be destroyed. Confidentiality will be observed at all times and no names of the school, students, or staff will be revealed. I will continuously inform participants, parents, and the master teacher of progress at all times. Lastly, participants will have access to this research before it is turned in as a thesis.

Jennifer Eaton

Appendix F

Institutional Review Board Letter of Approval



SAINT MARY'S COLLEGE
of California

School of Science

Dear Jennifer Eaton,

The Institutional Review Board has reviewed your research proposal for your thesis. As of March 18, 2005, the board has agreed to approve your study. You are free to begin the research project whenever you are ready. Good luck.

Sincerely,

A handwritten signature in black ink, appearing to read "Paul Zarnoth", with a long horizontal flourish extending to the right.

Paul Zarnoth
Chair, Institutional Review Board

Appendix G
Police Report

05001275

REPORT NUMBER

Town of Moraga Police Department INCIDENT REPORT



AGENCY MPD CAD EVENT RELATED CASES
 CLASSIFICATION 459PC-AUTO AUTO BURGLARY
 MAJOR VIOLATION 459PC-AUTO STATUS Inactive
 DISPOSITION Under Investigation
 OFFENSES 459PC-AUTO AUTO BURGLARY
 REPORTED 11/28/05 10:27 MON OCCURRED 11/28/05 00:30 MON TO 11/28/05 07:00 MON
 LOCATION ON: CHALDA WAY AT: RHEEM BLVD.
 PREMISE HIGHWAY/ROAD
 CITY MORAGA 94556 DISTRICT R2 BEAT 1 NBRH.WATCH
 NATURE ☐ Computer Used ☐ Hate/Bias ☐ Child Abuse ☐ Arson
☐ Alcohol Related ☐ Officer Assault ☐ Domestic Violence ☐ Vandalism
☐ Drug Related ☐ Senior Citizen ☐ DUI ☐ Road Rage
☐ Gang Related ☒ Auto Burglary ☐ Alarm
☐ Case Cleared ☐ Residential Burglary
 OFFICER 158 HOLCOMB, NANCY
 APPROVED *[Signature]* REPORT FILED 11/28/05 00:00
 APPROVAL DATE 12-06-05

SYNOPSIS

Dispatched to a report of an automobile burglary. An unknown suspect(s) smashed the rear window of the victims vehicle, taking her backpack, purse (containing credit cards and personal information), cassette discs, clothing and computer equipment. The total loss is estimated at two thousand six hundred dollars. The total cost to repair the vehicle is estimated at five hundred dollars. Nothing seen or heard at the time of the incident.

MORAGA POLICE DEPARTMENT

CONFIDENTIAL
CONTROLLED DOCUMENT

Released to:

Date:

Jennifer Eaton
7-3-06 By: *DW*

CONFIDENTIAL

05004275

REPORT NUMBER

Town of Moraga Police Department INCIDENT REPORT



NAMES

CR REFERENCE # 1 SYSTEM # 1 INVOLVEMENT ☐ Juvenile
VI Victim ☐ Non-Disclosure
TYPE Individual
NAME EATON, JENNIFER LYNN
ADDRESS 3395 RIVERVIEW DR
REDDING, CA 96001
PHONE (530) 246-2274
PHONE
PHONE
ALT. ADDRESS,
DOB 03/18/1982 AGE 23 SSN
DL NO B8348008 CA FBI ID
LOCAL ID STATE ID
DESCRIPTION SEX F RACE W ETHNICITY N HAIR BLN EYES HAZ HEIGHT 511 WEIGHT 175
CAUTION
EMPLOYER ST. MARY'S COLLEGE
ADDRESS 1928 ST. MARY'S ROAD MORAGA, CA
PHONE
OCCUPATION STUDENT
GANG NONE
RES. STATUS N
COMMENTS
ADDITIONAL INFO
VICTIM OF 459PC-AUTO - AUTO BURGLARY
INJURY
RELATIONSHIP Name Entry No. 2 RU Relationship Unknown

CR REFERENCE # 2 SYSTEM # 2 INVOLVEMENT ☐ Juvenile
SU Suspect ☐ Non-Disclosure
TYPE Individual
NAME UNKNOWN
ADDRESS
PHONE
PHONE
PHONE
ALT. ADDRESS,
DOB AGE SSN
DL NO FBI ID
LOCAL ID STATE ID
DESCRIPTION
CAUTION
EMPLOYER
ADDRESS
PHONE
OCCUPATION
RES. STATUS
COMMENTS NOTHING SEEN OR HEARD
ADDITIONAL INFO

CR REFERENCE # 3 SYSTEM # 3 INVOLVEMENT ☐ Juvenile
IN Other Involved Party ☐ Non-Disclosure
TYPE Individual
NAME WHITE, TRAVIS RAY
ADDRESS 1311 PARK WESTERN DR Apt. 14
SAN PEDRO, CA 90732
PHONE
PHONE
PHONE
ALT. ADDRESS,
DOB 07/23/1979 AGE 26 SSN
DL NO FBI ID
LOCAL ID STATE ID
DESCRIPTION SEX M ETHNICITY N HAIR BLK EYES BLK HEIGHT 511 WEIGHT 230
CAUTION
EMPLOYER
ADDRESS
PHONE (925)
OCCUPATION
RES. STATUS N
COMMENTS CURRENT BOYFRIEND OF EATON.
POSSIBLE LATENT FINGERPRINTS ON VEHICLE.
ADDITIONAL INFO

05001275

REPORT NUMBER

**Town of Moraga
Police Department
INCIDENT REPORT**



NAMES

CR REFERENCE # 4 SYSTEM # 4 INVOLVEMENT ☐ Juvenile
NAME EATON, ROBERT JOHN IN Other Involved Party ☐ Non-Disclosure
ADDRESS 3395 RIVERVIEW DR TYPE Individual
REDDING, CA 96001 PHONE
ALT.ADDRESS, PHONE
DOB 01/15/1948 AGE 57 SSN
DL NO R0420495 CA FBI ID
LOCAL ID STATE ID
DESCRIPTION SEX M RACE W ETHNICITY N HAIR BRO EYES HAZ HEIGHT 603 WEIGHT 180
CAUTION
EMPLOYER PHONE
ADDRESS
OCCUPATION RES.STATUS N
GANG NONE
COMMENTS FATHER OF VICTIM.
LATENT FINGERPRINTS MIGHT APPEAR ON VEHICLE
ADDITIONAL INFO

05001275

REPORT NUMBER

**Town of Moraga
Police Department
INCIDENT REPORT**



VEHICLES

| | | | | |
|--------------------------------------|-------------------------------|-----------------------------------|--|--------------------------------------|
| CR REFERENCE # 1 | SYSTEM # 1 | <input type="checkbox"/> Evidence | <input type="checkbox"/> Impounded | <input type="checkbox"/> Towed |
| LICENSE 4NZS484 CA 06 | DECAL | REASON IN Involved | | |
| DESCRIPTION 2001 CHEV PRI 4D WHI/WHI | | VIN 1Y1SK528X1Z429917 | | |
| LOSS VALUE | DATE | AGENCY | <input checked="" type="checkbox"/> Locked | <input type="checkbox"/> Keys in Veh |
| RECOVERED VALUE | DATE | AGENCY | | |
| DAMAGE \$250.00 | BROKEN RIGHT REAR WING WINDOW | | | |
| INSURER | | STORED | | |
| TOWED BY | | PHONE (925) | | |
| HOLD FOR | | RELEASED TO | | |
| OWNER NOTIFIED | BY | BY | | |
| DISPOSITION | DATE | | | |
| COMMENTS WINDOW SMASH | | | | |
| ASSOC. NAMES REL. REF # NAME | | | | DOB |
| RO | | EATON, ROBERT JOHN | | |

05001275

REPORT NUMBER

Town of Moraga Police Department INCIDENT REPORT



PROPERTY

| | | | | | |
|----------------|---|----------------------------|--|---|--|
| CR REFERENCE # | 1 | INVOLVEMENT | <input type="checkbox"/> Submitted to Property S Stolen | <input type="checkbox"/> Evidence SYSTEM # 1 | <input type="checkbox"/> In Custody PROP.ROOM # |
| TYPE | 06 | ONE PAIR NEW TENNIS SHOES | | | |
| BRAND | | MODEL | | | QTY 1 |
| COLOR | | SERIAL | | | OAN |
| LOSS | VALUE \$80.00 | DATE 11/28/2005 | | AGENCY MPD | |
| RECOVERED | VALUE \$.00 | DATE | | AGENCY | BY |
| COMMENTS | LOCATED IN THE TRUNK OF THE VEHICLE. UNKNOWN MAKE OR MODEL OF SHOES. RECEIPT WITH SHOES TO BE RETURNED TO STORE WHERE THEY WERE PURCHASED (VACAVILLE OUTLET STORES) | | | | |
| | <input type="checkbox"/> Disposed | DATE | | DISPOSITION | |
| | <input type="checkbox"/> Hold | DATE | | BY | |
| TAG | | BAR CODE | | CUSTODY DATE | |
| SHELF | | BIN | | OTHER | |
| CR REFERENCE # | 2 | INVOLVEMENT | <input type="checkbox"/> Submitted to Property S Stolen | <input type="checkbox"/> Evidence SYSTEM # 2 | <input type="checkbox"/> In Custody PROP.ROOM # |
| TYPE | 06 | ONE PAIR OLD TENNIS SHOES | | | |
| BRAND | | MODEL | | | QTY 1 |
| COLOR | | SERIAL | | | OAN |
| LOSS | VALUE \$40.00 | DATE 11/28/2005 | | AGENCY MPD | |
| RECOVERED | VALUE \$.00 | DATE | | AGENCY | BY |
| COMMENTS | UNKNOWN MAKE OR BRAND TENNIS SHOES. BELONGED TO FRIEND. LOCATED IN TRUNK OF VEHICLE AT TIME OF THEFT | | | | |
| | <input type="checkbox"/> Disposed | DATE | | DISPOSITION | |
| | <input type="checkbox"/> Hold | DATE | | BY | |
| TAG | | BAR CODE | | CUSTODY DATE | |
| SHELF | | BIN | | OTHER | |
| CR REFERENCE # | 3 | INVOLVEMENT | <input type="checkbox"/> Submitted to Property S Stolen | <input type="checkbox"/> Evidence SYSTEM # 3 | <input type="checkbox"/> In Custody PROP.ROOM # |
| TYPE | 07 | TOSHIBA LAPTOP COMPUTER | | | |
| BRAND | TOSHIBA | MODEL | | | QTY 1 |
| COLOR | BLK | SERIAL | | | OAN |
| LOSS | VALUE \$1,500.00 | DATE 11/28/2005 | | AGENCY MPD | |
| RECOVERED | VALUE \$.00 | DATE | | AGENCY | BY |
| COMMENTS | LOCATED IN BACKPACK ON REAR PASSENGER FLOORBOARD OF VEHICLE AT TIME OF THEFT. NO IDENTIFYING MARKS. NO KNOWN SERIAL NUMBER OR MODEL NUMBER | | | | |
| | <input type="checkbox"/> Disposed | DATE | | DISPOSITION | |
| | <input type="checkbox"/> Hold | DATE | | BY | |
| TAG | | BAR CODE | | CUSTODY DATE | |
| SHELF | | BIN | | OTHER | |
| CR REFERENCE # | 4 | INVOLVEMENT | <input type="checkbox"/> Submitted to Property S Stolen | <input type="checkbox"/> Evidence SYSTEM # 4 | <input type="checkbox"/> In Custody PROP.ROOM # |
| TYPE | 07 | COMPUTER DISC | | | |
| BRAND | | MODEL | | | QTY 1 |
| COLOR | | SERIAL | | | OAN |
| LOSS | VALUE \$80.00 | DATE 11/28/2005 | | AGENCY MPD | |
| RECOVERED | VALUE \$.00 | DATE | | AGENCY | BY |
| COMMENTS | LOCATED IN BACKPACK WITH COMPUTER AT TIME OF THEFT | | | | |
| | <input type="checkbox"/> Disposed | DATE | | DISPOSITION | |
| | <input type="checkbox"/> Hold | DATE | | BY | |
| TAG | | BAR CODE | | CUSTODY DATE | |
| SHELF | | BIN | | OTHER | |
| CR REFERENCE # | 5 | INVOLVEMENT | <input type="checkbox"/> Submitted to Property S Stolen | <input type="checkbox"/> Evidence SYSTEM # 5 | <input type="checkbox"/> In Custody PROP.ROOM # |
| TYPE | 09 | MBNA MASTERCARD | | | |
| BRAND | MBNA | MODEL | | | QTY 1 |
| COLOR | | SERIAL 5490-9950-1232-0443 | | | OAN |
| LOSS | VALUE \$.00 | DATE 11/28/2005 | | AGENCY MPD | |
| RECOVERED | VALUE \$.00 | DATE | | AGENCY | BY |
| COMMENTS | LOCATED IN PURSE AT TIME OF THEFT | | | | |
| | FCN#1420533300688 | | | | |
| | <input type="checkbox"/> Disposed | DATE | | DISPOSITION | |
| | <input type="checkbox"/> Hold | DATE | | BY | |
| TAG | | BAR CODE | | CUSTODY DATE | |

05001275

REPORT NUMBER

Town of Moraga Police Department INCIDENT REPORT



PROPERTY

| SHELF | BIN | OTHER |
|--|---|--|
| CR REFERENCE # 6 TYPE 09 BRAND BANK ONE/CHASE COLOR BANK ONE/CHASE LOSS VALUE \$0.00 RECOVERED VALUE \$0.00 COMMENTS LOCATED IN PURSE AT TIME OF THEFT FCN# 1420533300694 <input type="checkbox"/> Disposed <input type="checkbox"/> Hold TAG SHELF | <input type="checkbox"/> Submitted to Property S Stolen MODEL SERIAL 4266-8120-7057-8975 DATE 11/28/2005 DATE BAR CODE BIN | <input type="checkbox"/> Evidence SYSTEM # 6 <input type="checkbox"/> In Custody PROP.ROOM # QTY 1 OAN BY AGENCY MPD AGENCY DISPOSITION BY CUSTODY DATE OTHER |
| CR REFERENCE # 7 TYPE 20 BRAND MONEY COLOR LOSS VALUE \$50.00 RECOVERED VALUE \$0.00 COMMENTS UNKNOWN DENOMINATIONS <input type="checkbox"/> Disposed <input type="checkbox"/> Hold TAG SHELF | <input type="checkbox"/> Submitted to Property S Stolen MODEL SERIAL DATE 11/28/2005 DATE BAR CODE BIN | <input type="checkbox"/> Evidence SYSTEM # 7 <input type="checkbox"/> In Custody PROP.ROOM # QTY 0 OAN BY AGENCY MPD AGENCY DISPOSITION BY CUSTODY DATE OTHER |
| CR REFERENCE # 8 TYPE 25 BRAND NORTHFACE COLOR NORTHFACE LOSS VALUE \$70.00 RECOVERED VALUE \$0.00 COMMENTS GREY AND BLUE BACKPACK LOCATED ON REAR PASSENGER FLOORBOARD AT TIME OF THEFT. NO IDENTIFYING MARKS <input type="checkbox"/> Disposed <input type="checkbox"/> Hold TAG SHELF | <input type="checkbox"/> Submitted to Property S Stolen MODEL SERIAL DATE 11/28/2005 DATE BAR CODE BIN | <input type="checkbox"/> Evidence SYSTEM # 8 <input type="checkbox"/> In Custody PROP.ROOM # QTY 1 OAN BY AGENCY MPD AGENCY DISPOSITION BY CUSTODY DATE OTHER |
| CR REFERENCE # 9 TYPE 25 BRAND PURSE COLOR LOSS VALUE \$15.00 RECOVERED VALUE \$0.00 COMMENTS BLUE BANANA SHAPED PURSE WITH BOW ON FRONT. LOCATED UNDER BACKPACK ON REAR FLOORBOARD OF VEHICLE. <input type="checkbox"/> Disposed <input type="checkbox"/> Hold TAG SHELF | <input type="checkbox"/> Submitted to Property S Stolen MODEL SERIAL DATE 11/28/2005 DATE BAR CODE BIN | <input type="checkbox"/> Evidence SYSTEM # 9 <input type="checkbox"/> In Custody PROP.ROOM # QTY 1 OAN BY AGENCY MPD AGENCY DISPOSITION BY CUSTODY DATE OTHER |

