

*Teachers can positively affect students' motivation by incorporating multiple strategies to foster reading for enjoyment, pleasure, and learning.*

## Strategies and Ideas to Motivate Students to Love Reading

*Kathryn A. Bullock*

I feel frustrated! I just finished parent/teacher conferences, and multiple parents told me their children will not read at home! I am not surprised by their worries because I see this in the classroom as well. During independent reading time, I find students looking around the room, drawing, and goofing off by the class library. My students are not motivated to read! This frustrates me because I have such a passion for reading. I read every night and I want my students to be motivated and have a love for reading too. Many teachers struggle with motivating their students to read. Their students can read, but they are unmotivated to do so on their own. Teachers want their students to see reading as an enjoyable activity instead of a task they have to do at school.

Students can be motivated to read for different reasons. Likewise, teachers can incorporate many strategies in their classrooms to help motivate their students to read, including the Motivation to Read Profile, book choice, access to books in the classroom, having independent time in class to read, the teacher as a reading model, book talks, and students sharing books with their classmates. K-5 teachers need to be

cognizant of specific strategies they can implement in their classrooms that will help motivate their students to read.

### Motivation

Classroom teachers are very interested in learning how to improve their students' reading motivation, their desire for reading (Pitcher et al., 2007). Gambrell (1996) states:

Because of the powerful influence that motivation plays in literacy learning, teachers are more interested than ever before in understanding the relationships that exist between motivation and achievement and in learning how to help all students achieve the goal of becoming effective, life-long readers. (p. 15)

Teachers know that students need to continue to read on their own to maintain and to improve their reading skills. That being said, increasing motivation in reading is a high priority because teachers do not want students to be at risk in reading for lack of motivation (Palmer, Codling, & Gambrell, 1994). Applegate and

Applegate (2010) state, "It is not surprising that motivation to read has evolved into one of the most intensely studied of the factors contributing to overall success or failure in the elementary school" (p. 266). This means reading programs need to consist of two components, including strengthening proficient readers and increasing students' motivation to read to foster a love of reading (Johns, 1978; Gambrell, 1996). Motivation is a hot topic for teachers because teachers know it makes an immense difference in their students' reading abilities.

External motivation and compliance are short-lived and will not create a lifelong reader. Students are being compliant when they go along and complete an assignment the teacher gives them without fully involving themselves or using their curiosity and interest (Guthrie, 1996). Programs that are teacher driven or assignment driven incorporate rewards, competition, and grades; these external motivations are not permanent and only work temporarily (Guthrie, 1996). Teachers can have students complete work or reading with rewards, but when the rewards stop, so does the behavior. Teachers want to change students' reading attitudes from indifference to active involvement (Johns, 1978). When students are actively involved in reading, they take ownership and realize that reading is important. Teachers can help students shift from extrinsic motivation to intrinsic motivation.

Intrinsic motivation is when students read for a variety of personal reasons, without outside rewards or grades that teachers give; therefore, students create their own reading opportunities (Gambrell, Palmer, Codling, & Massoni, 1996). If students are intrinsically motivated to read, they will continue that desire to read throughout their lives (Williams, Hendrick, & Tuschinski, 2008). According to Guthrie (1996):

When children internalize a variety of personal goals for literacy activity, such as involvement, curiosity, social interchange, emotional satisfaction, and self-efficacy, they become more self-determining. As these literacy motivations increase in strength and number, children increasingly take charge of their lives. They generate their own literacy learning opportunities, and, in doing so, they begin to determine their destiny as persons. (p. 433)

Teachers can positively affect students' motivation by incorporating multiple strategies.

### **Motivation to Read Profile**

Teachers need to have insight into what motivates their students. Guthrie (1996) states, "The art of educating for literacy engagement is to link students' intrinsic

motivations to classroom activities" (p. 436). Gambrell, et al. (1996) created the Motivation to Read Profile (MRP), which assesses students' self-concept (how well students feel they read) and task value (how much importance they place on reading) in motivation. The MRP consists of a reading survey and a conversational interview, which can be utilized in Grades 2 through 6. The MRP was developed to help teachers gain insight into students they worry about based on reading motivation and growth.

The first component of the MRP is the reading survey, which measures students' reading self-concept and the value they place on reading. The survey consists of 20 questions and/or statements: 10 questions/statements on self-concept and 10 on the value of reading. An example statement is: "I worry about what other kids think about my reading." The student selects either: "every day, almost every day, once in a while, never" (Gambrell et al., 1996, p. 521). There is a four-point Likert scale used so students cannot choose neutral responses, which would leave the teacher with less insight. The scale is mixed with some responses from least positive to most positive, while others are ordered from most positive to least positive. This helps make the answers more reliable and accurate because students cannot simply write the same response for every question. The reading survey, which takes about 15 to 20 minutes to complete, can be administered to individual students the teacher is concerned about or to the entire class, giving teachers a choice on how to administer the survey in their classrooms.

The second component of the MRP is the conversational interview, which allows teachers to gain insight on what motivates their students and what reading activities their students enjoy. Teachers might find out what books students are fond of, their favorite authors, and where students find reading materials. This information will help a teacher match students with the right books or lead them to a new genre. The conversational interview is intended to be administered to one student at a time in order to stimulate a conversation between the student and the teacher without bias from other students' answers. The interview takes 15 to 20 minutes, but can be sectioned in three parts that take about 5 to 7 minutes each.

The MRP can be administered at different times of the year to give teachers important data. Teachers might benefit from giving the MRP at the beginning of the year to gain insight on their new group of students. The results of the MRP could be kept in students' cumulative folders and shared with future teachers to show how each student's self-concept, value of reading,

and motivation has changed over time. In addition, results from the MRP can help teachers plan meaningful instructional lessons that develop students' reading. Teachers should be cautioned that motivation is highly individualized; therefore, teachers shouldn't solely plan instruction based on the MRP. There is not just one perfect time to administer the MRP; rather, teachers can use it as they see fit.

The MRP can give teachers significant insight into their students' reading motivation, and the findings can affect teaching activities. First, the MRP can give a general idea of how the class members feel about motivation and what drives them to read. Teachers can look at individual components of the assessment to drive instruction. "If many children score low on the Value of Reading scale, the teacher can implement meaningful cooperative group activities where children teach one another about what they have read regarding a particular topic" (Gambrell et al., 1996, p. 530). The MRP shows that students might need to see reading as valuable and a social activity, a means of sharing knowledge on a particular topic. In addition, students might need to see that reading is meaningful, if their Value of Reading score is low. Also, Gambrell et al. (1996) state:

Students who have lower subscores on the Self-Concept as a Reader scale may benefit from experiences that highlight successful reading. For example, to build feelings of competence, the teacher can arrange for the child to read books to children at lower grades. (p. 530)

Students with lower subscores demonstrate they need to feel successful at reading. Finally, the reading survey might indicate that students do not have access to books at home, so the teacher could set up an at-home reading program. Looking at individual components of the MRP can give great insight for the teacher to use to drive instruction.

### Book Choice

Another huge motivational factor for students is book choice. Self-selecting reading materials is clearly connected to enjoyment and continued reading experience (Palmer et al., 1994). Choice in reading selections is one of the main reasons students are motivated to learn (Oldfather, 1993). A study conducted by Palmer et al. (1994) consistently revealed that students were more motivated when they had choice in the books they selected to read.

Time and time again, students have voiced they want to choose the books they read. Students have different interests, so they select different books. "While it is important for educators to ensure that students have

access to high-quality, conceptually challenging literature, it is also essential to address students' preferences in order to capture their attention and engagement and, thus, to foster learning" (Worthy, 2002, p. 569). Teachers need to listen to students' preferences and offer a variety of reading formats (Worthy, 2002). According to a study conducted by Gambrell (1996):

When children told us about both narrative and information books they "most enjoyed" reading, over 80% responded that they had self-selected the books from the classroom libraries. The research related to self-selection of reading materials supports the notion that the books and stories that children find "most interesting" are those they have selected for their own reasons and purposes. (p. 21)

Allowing students to select their own books gives them ownership and control over their learning. Book choice allows students to invest in their learning (Duncan, 2010). Opportunities to select books of their choice build responsibility and implement the role of decision maker (Williams et al., 2008). Teachers make many decisions for the students, and book choice is a way for students to build independence. Also, teachers need to demonstrate and teach students how to select books in the classroom and school library so students can be successful when book shopping on their own in various locations. Book choice in the classroom gives students the needed responsibility and ownership in their education that they desire.

### Access to Books

Although it is important to allow students to select a book of their choice, they also need access to different reading materials at their reading level in the classroom (Allington, 2002). Duncan (2010) states, "Volumes of research point to the importance of a print-rich home environment in creating lifelong readers; for students without that advantage, however, the classroom library must function to give students access to reading materials" (p. 92). Classroom and personal libraries play an important part of motivation to read (Palmer et al., 1994). If we want our students to read more, teachers need to have students surrounded by high-interest books (Gallagher, 2009). Reading materials might not be available at home, and parents might not put emphasis on reading or have time to foster a love of reading (Johns, 1978). Students need to come to school and be surrounded by books to know and feel their importance and to find interesting books. The classroom library needs to be full of books for the students who don't have access to books at home.

Teachers don't always have control of the quantity and quality of books at home, but they do have control over their classroom; the more quality books in the classroom, the more likely students will have a positive literacy experience. The amount of books available in the classroom library can have a positive effect on the students' literacy experience in both the school and home environment (Gambrell, 1996). In addition, Palmer et al. (1994) proclaim:

Children overwhelmingly reported selecting books they "most enjoyed reading" from their classroom libraries. This finding reinforces the notion that the "richness" of the classroom library is a significant factor in motivating children to read, and further suggests that greater attention should be devoted to book access within the classroom setting. (p. 177)

Williams et al. (2008) state, "The importance of the classroom library, its frequent use, and its value towards learning cannot be overemphasized" (p. 6).

Immediate access to books is of great value for students. Students appreciate having access to books immediately when they want them (Pachtman & Wilson, 2006). Fifth-grade students in Pachtman and Wilson's study also mentioned that having a class library is important because it cuts down on time for fast readers because they don't have to visit the school library for books (Pachtman & Wilson, 2006). When students have books nearby, they will be more likely to read them (Duncan, 2010).

Classroom libraries need to be current and stocked with quality literature. Students crave new, relevant, high-interest books for their classroom libraries (Worthy, 2002). Books should be well taken care of and without missing pages or ripped covers to demonstrate books are important (Williams et al., 2008). Teachers could use contact paper to wrap the book covers so they don't rip. In addition, the classroom library should have a variety of books with different levels of difficulties, as well as



**FIGURE 1**  
**Classroom Library**

magazines, newspapers, and low-vocabulary books to meet all students' interests (Johns, 1978). Teachers need to keep in mind students' interest in popular books and not just what teachers deem quality books (Duncan, 2010). Thought and effort need to go into creating a well-balanced classroom library.

My classroom contains organized bins on bookshelves labeled for different genres, including sports novels, poetry, humor, realistic fiction, animal fiction,

magazines, and so forth (Figure 1). I even have one bin highlighting new books I have purchased that students might enjoy. I have learned that students will gravitate toward well-displayed books. In addition, individual book stands help display books with awards, authors we are currently studying, and books related to a curriculum unit. With a little effort, my library enables students to select books that appeal to their interests.

### Independent Reading Time

Students should have time to read independently in school because they might not have the opportunity to read at home. Every child requires time to read in school, but students from lower-income families vitally need it because they might not have access to books outside the classroom (Guthrie, 1996). Williams et al. (2008) worry that students are not reading on their own and that less time is given to independent reading during school. Likewise, students need to get in a habit of reading, and teachers who allow class time for independent reading help students create that habit (Worthy, 2002). Students who read frequently at home and school will see increased reading achievement (Williams et al., 2008). Students need time to practice independently reading in class.

Having time for students to read independently demonstrates reading is important and will help motivate students to read. First, having class time set aside for independent reading is one of the most effective strategies to assist students in becoming readers (Duncan, 2010). In addition, according to Williams et

al. (2008), "Independent reading time must be included in the daily classroom routine, as it allows for choice and control as children are allowed to select their own books to read during the designated time" ("Independent Reading Time," para. 1). Independent reading time allows students time to find books that interest them which they will want to read. Likewise, when teachers set aside valuable class time for independent reading, they demonstrate to the students that reading is important and valuable (Johns, 1978). If we don't allow students chunks of time to read on their own in school, why would students believe they should make time to read at home (Miller, 2009)?

Teachers can schedule independent reading time into their daily schedule in a few ways. Teachers could have the students start the day by reading independently while attendance is taken (Miller, 2009). Likewise, teachers could end the day with independent reading, making sure that students have books to take home for the evening. Students should always have a book close by so when they finish their work, they know to read their book. Also, many teachers have enjoyed scheduling independent reading time after recess or lunch because it helps calm the students and transition them into the next activity.

### Teachers as Reading Role Models

Teachers need to remember that they are the role models for students in their classrooms. Teachers need to motivate students by being reading models (Gambrell, 1996). According to Gambrell (1996):

Most importantly, when we share appropriate selections from our own personal reading, students begin to see us as real readers. If we serve as explicit reading models for our students and specifically associate reading with enjoyment, pleasure, and learning, our students will be encouraged to become voluntary lifelong readers. (p. 21)

Teachers can make a few small changes in their routine to be effective reading role models. To express that I am a reading role model, I always show my students how I select books to read and how I read books by the same author. I make a point of stating "I am tired from staying up too late last night because I just couldn't put my book down." I get excited and write a daily count on the whiteboard until the new book from Patricia MacLachlan is released and in my hands to read. I always display the current elementary level book I am reading at home on my desk during the day (Layne, 2009). Students always stop and notice how far I read the night before. I also take at least 15 minutes a week, one independent reading session, to sit on the carpet as

the students are reading and read my elementary level book. These small changes are manageable, practical, and help students see their teacher as a reading role model.

Furthermore, Duncan (2010) states, "Teachers can't expect students to be excited about reading if they themselves are not personally engaged in reading for pleasure" (p. 91). Teachers should demonstrate their enthusiasm for reading and openly discuss their reading habits (Duncan, 2010). Elementary teachers know that if they are excited about reading, the excitement will rub off onto the students. Equally important, teachers need students to see that reading gives us enjoyment, teaches us about the world, and helps us become better writers (Gambrell, 1996). Gambrell (1996) states, "One of the key factors in motivating students to read is a teacher who values reading and is enthusiastic about sharing a love of reading with students" (p. 20). Students look up to their teachers; therefore, teachers need to profess and demonstrate their love of reading to motivate students to read.

### Book Talks

Strong evidence suggests that teachers need to recommend books to students. According to Layne (2009), "On my list of all-time best ways to stimulate a positive attitude, interest, motivation, and engagement in text with readers, providing book chats is at the top" (p. 42). Students notice teachers' excitement about books, and if teachers are excited about a book, the students will be too (Worthy, 2002). Students will read books that their teachers recommend (Palmer et al., 1994; Pitcher et al., 2007). Students want to hear about high-quality books from teachers (Worthy, 2002). Teachers can recommend and talk about books with which students are not familiar. An easy way for teachers to recommend books is to engage in books talks.

Teachers can select a million different titles for a book talk, but they should take into consideration their students and their interests. I try to select books that both genders would enjoy. My students always love animals and *The Grand Escape* by Phyllis Reynolds Naylor (1993) is a hit. My sport-loving students enjoy book talks on *Two-Minute Drill* by Mike Lupica (2007) or Dan Gutman's (2000) *Babe and Me: A Baseball Card Adventure*. Students love the hilarious character Clementine in the *Clementine* series by Sara Pennypacker (2006). *My Life as a Book* by Janet Tashjian (2010) always interests my students who love graphic novels. Finally, I read the attention-grabbing first page of *Out of My Mind* by Sharon M. Draper (2010), and all students are on the edge of their seats. Knowing the student's

interests and reading level as well as reading children's literature as independent reading make it easy to select a book for book talks that students will enjoy.

Book talks are an effective way to introduce students to new books they haven't heard before. Book talks help match students with the right books and stimulate interest in different books (Young, 2003). When the teacher introduces new books to the students, this demonstrates that the teacher is a reader and also allows students an opportunity to hear about books they might not have seen before. Likewise, Cole (2007) states, "Each book talk is a chance to help kids find the books that will hook them into reading" (p. 1). It is the teacher's job to enlighten students to new books.

Teachers need to remember a few strategies in order to plan an effective book talk. First, teachers should think of book talks as an advertisement, a "sales pitch" for the book (Charles, 2005). The purpose of the book talk is to motivate the students to read the book. Book talks should be only about 3 to 5 minutes each to keep the students' attention (Cole, 2007). This also allows teachers time to talk about multiple books in a short amount of class time. Teachers should try to connect to previous books that students have loved (Cole, 2007). Book talks should be about a variety of different books, including different genres to engage more students (Charles, 2005). More important, book talks need to be on quality books that are interesting and that the teacher can promote (Turner, 2005). With a little planning, teachers can give effective book talks that will help their students find books that interest them.

After planning a book talk, the delivery of an effective book talk requires a few techniques. To start with, teachers should use an attention-grabbing introduction to get students interested in the book from the beginning of a book talk (Charles, 2005). During a book talk, students need to hear about the characters and plot of the story (Charles, 2005). This will determine if the students will be interested in the book and motivated to read it. Also, teachers should never give away the ending to the book because the main goal of a book talk is to get students motivated to read the book (Cole, 2007). Book talks shouldn't be memorized because that doesn't allow the teacher to show their love for the book (Charles, 2005). In addition, teachers can use drama for the presentation where they act as a character, dress up, and use props (Cole, 2007). To spice up book talks, teachers can use microphones, a special hat that is only worn during book talks, a magnifying glass to let students know it is book talk time, or puppets (Turner, 2005). Many techniques will help teachers give a book

talk, but most important is that teachers give book talks to help their students find books they will enjoy.

Steven Layne demonstrates the excitement that book talks bring to students. After an impromptu book talk on *The Transall Saga* by Gary Paulsen (1998) to middle school students, the school library had a waiting list for the book that seemed to go on forever (Layne, 2009). Students at this school demonstrated that they wanted to hear about books that their teachers enjoyed and recommended. In addition, I purchased a bookshelf just for the books that I have read and recommended to the students and placed it in a prominent area for all to see, hoping that I would entice at least one student to pick up one book. Now, I have waiting lists for every book I book-talked!

### Students Sharing and Recommending Books

Students need to have opportunities to share books that they enjoyed with their classmates. Cooperation and sharing books with others heighten students' intrinsic motivation to read (Duncan, 2010; Williams et al., 2008). Students see that reading is a social activity and that there is value in sharing books. Likewise, students are motivated to read books that friends have shared and recommended (Palmer et al., 1994). For example, in class we read *Sarah, Plain and Tall* by Patricia MacLachlan (1985). A student in class read the sequel, *Skylark* (1994), and gave a book talk in class pretending to be the main character, Anna. After this particular child's book talk, many students in the class proceeded to read the entire *Sarah, Plain and Tall* series: I had waiting lists for all of the books! Students, just like adults, enjoy hearing recommendations from their friends.

Allowing students to share their favorite books helps create a classroom community where reading is valued. According to Strommen and Mates (2004), "Discussions about books allow young people to draw upon the reading experiences of other members of their social circle and to see reading as a part of their social life" (p. 193). It is a social activity for adults to share books they have enjoyed with friends (William et al., 2008). Students should be able to share books in the same fashion. Also, according to Williams et al. (2008), "Sharing books and discussing them with others is a social activity that teachers should try to instill in their children as a lifelong habit" (p. 4). Overall, sharing books with others helps motivate students because the more books that students hear about, the more books they will want to read (Gambrell, 1996). Teachers need to remember that they don't have to take on the sole responsibility

**FIGURE 2**  
**Strategies for Motivating Students to Read**

### **Motivation**

- Teachers need to know what motivates their students; teachers cannot match their students with the right books if they don't know what they like.

### **Motivation to Read Profile**

- The MRP is one assessment that can help teachers discover the reading motivation of their students.
- Teachers could give the MRP to all students, or only focus on the students who are not motivated to read.
- Using the data, teachers can help the students find books they will want to read.
- Results from the MRP can be kept in cumulative folders; therefore, teachers can share how their students' reading motivation has changed from year to year.
- Teachers can use information from the MRP to drive reading instruction.

### **Book Choice**

- Students need their voices heard so they believe they have ownership of their education.
- Teachers should give the students time in class to select a book they enjoy and allow students to visit the library at least once a week.
- Teachers could give students an opportunity to select a book from a teacher-generated list (Duncan, 2010). The list could be on a specific genre or topic, which allows students choice with limitations.

### **Access to Books**

- The classroom library should be stocked with a variety of books on different subjects and difficulty levels (Allington, 2002).
- Teachers could reward students with books to demonstrate that books are the best reward (Gambrell, 1996).
- An inexpensive way to purchase books is through Scholastic book clubs, Scholastic warehouse sales, and through secondhand stores. Garage sales are another inexpensive place to purchase books for classrooms.
- Classroom libraries need to be stocked with popular books, as well as books the teacher finds valuable (Duncan, 2010).
- Teachers can give students the opportunity to help organize the class library (Duncan, 2010). This allows students to become familiar with the location of the books in the class library. Students might stumble across books they are interested in while they organize.
- Teachers could have a magazine subscription geared toward their grade level delivered to their classroom. I receive Zoobooks magazine every month and show my excitement when it arrives, which piques students' interest and make them want to read the magazine.

### **Independent Reading Time**

- Students need uninterrupted time in class to read and practice good reading habits. Students should not use this time to.
- To show that independent reading time is vital, the whole school could have a period of time, maybe 30 minutes, a few times during the year, where everyone reads at the same time (Johns, 1978). Every student and every adult in the school should read, no matter where they are or what they teach.
- Teachers should allow students to sit anywhere around the room. Pillows might also add to the atmosphere as

a place for students to lie while reading. Students will be more motivated to read when they have a comfortable environment in which to read and when they see the entire class reading as well.

### **Teachers as Reading Role Models**

- Teachers should openly profess their love of reading. Teachers need to model that they read during independent reading time instead of grading papers. This might be a hard concept for teachers to give up their valuable class time, but they could begin slowly, such as reading during independent reading time once a week.
- It is also beneficial when teachers read books that are geared for the grade level of their students because the students will notice the book and want the teacher to give a book talk on it.

### **Book Talks**

- Teachers need to give book talks to generate new interests in books that students might not have heard about.
- Book talks are quick and simple, but they make a world of difference in helping students find quality books to read. This means teachers need to read as many books as they can at their students' ability levels.
- To help aid the reading, teachers in the same grade could work as a team to conquer more books. They could each read different books and write a quick summary and send it to the other teachers.
- Another idea is to compile a list of books within a Word document, complete with book summaries, genres, and difficulty levels. This would be a helpful resource for all teachers to access. Likewise, teachers who have read a book they want to share could give the book talk to each classroom within the same grade.
- Other personnel within the school, such as the physical education teacher, music teacher, art teacher, and aides in the classroom, could give book talks. Every adult could give a book talk with a little preparation and planning.
- Book talks could also be given over a schoolwide public address system. This would allow all students to hear about new books and see that reading is valued and important. Book talks can also help students get interested and motivated to read genres that are unfamiliar to them.
- Teachers could pair book talks with fiction and nonfiction on the same topic, especially if the topic is popular to the students.
- Teachers can and should give book talks in an interesting format. For example, a teacher could use a question-and-answer format to give a book talk. In this format, the teacher would only respond to questions students ask about the book. This is an interactive way to get kids interested in the book talk.

### **Students Sharing and Recommending Books**

- Students need time to share their favorite books and their love for reading. This creates a social aspect to reading.
- Teachers could set aside time once a month to form small groups to share books. Students could be placed in groups according to their interests or the theme of the books they want to share.
- Teachers could have students give book talks for a grade instead of writing book reports (Pachtman & Wilson, 2006). During a book talk, students are still sharing the same information, but now reading becomes a social activity.

for introducing books to students because students can recommend books as well. Allowing students to share books among themselves helps students hear about new books they might enjoy and helps students view reading as a social event.

One male student in my class last year read and loved the graphic novel *The Strange Case of Origami Yoda* by Tom Angleberger (2010). After his animated book talk, many students in class begged me to create a daily timeline for the publication of the third book in the series. The excitement and enthusiasm rubbed off on many students, and I could see many copies of the series floating around the classroom.

### Implications for Teachers

To motivate students to read, K-5 teachers need to incorporate a few specific strategies, shown in Figure 2. Teachers have the ability to help create lifelong readers. It is up to the teacher to create an environment that fosters the motivation and love for reading.

### Final Reflection

I place one of *The Sisters Grimm* books by Michael Buckley (2007) on my desk and stop to look around the classroom. An enormous smile crosses my face. It is independent reading time, and every child in my room is either reading or quickly searching for a new book. I see kids lying on their backs on the ground; others are sprawled out with pillows on the floor. I even see two students sharing and recommending books as they look through the class library. This wasn't easy, and it took a long time, but my students are motivated to read. Together we share a passion for reading!

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*Kathryn A. Bullock is currently a third-grade teacher at Williamsburg Elementary School in the Geneva Community Unit School District #304 in Geneva, Illinois. Kathryn graduated from the University of Iowa in 2006 and earned a Master of Education in Literacy degree at Judson University in Elgin, Illinois, in 2012.*