WHAT IS THE IMPACT OF UTILIZING AN AUTHENTIC STUDY OF AN AUTHOR’S LIFE AND LITERARY WORKS TO INCREASE STUDENTS’ MOTIVATION TO READ IN A THIRD GRADE GIFTED AND TALENTED CLASSROOM?

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ABSTRACT

This Dissertation in Practice (DIP) utilizes Action Research methods to answer the question of: What is the impact of utilizing an authentic study of an author’s life and literary works to increase students’ motivation to read in a third grade gifted and talented classroom? Through intentional questioning and inquiry, Chapter One provides justification of the Problem of Practice (POP), why students who have the ability or will to read, do not have the motivation or desire to read. Does this negative attitude toward reading begin through literacy curriculum taught in our schools today? “Corporate machinery of scripted programs, comprehension worksheets (reproducible, handouts, printable, whatever you want to call them) computer-based incentive packages, and test-practice curricula facilitates a solid bottom line for the companies that sell them” (Miller, 2009, p. 3). Literacy curricula in schools today do not foster the affective elements of reading: attitude, desire, and motivation. Instead most literacy programs are scripted, fast paced, data driven, and are mandated by states or districts. “Anyone who calls herself or himself a reader can tell you that it starts with encountering great books, heartfelt recommendations, and community of readers who share this passion. A trail of worksheets from a teacher to their students does not build a connection with readers; only books do” (Miller, 2009, p. 4).
The Action Research methodology of interviews, questionnaires, checklists, and surveys will be used to gain more in-depth knowledge of the (DIP). Chapter One concludes with the evolution of an overview describing each chapter in the (DIP) and possible ethical considerations that may arise during the study.