The purpose of this study was to investigate the influence of classroom conditions on fourth grade students’ motivation to read. Using a single fourth grade classroom as a case study, the researcher observed and interviewed students within the classroom to understand students’ perceptions on classroom practices that influenced the motivation to read, including sharing of books read by others, book clubs and reader’s reflection. Through interviews, document analysis and observations, the researcher noted specific classroom practices and condition and their impact on students’ reading motivation considering engagement as an observable trait of motivation.