

Students Perceptions Of Reading

Changing Student Perceptions on Reading April Hunter 2022

The purpose of this study was to find a way to increase low literacy skills for 5th grade students in a charter school. The research explored the relationship between the attitudes, behaviors, standardized test scores, and perceptions related to student reading; parents' attitudes and perceptions related to their student's reading; and teachers' experiences and perceptions related to their students' reading. The study addressed the following research questions: What are Midwest Charter 5th graders' attitudes, behaviors, standardized test scores, and perceptions related to reading? What are Midwest Charter parents' attitudes and perceptions about their student's reading? What are Midwest Charter 5th grader teachers' experiences and

perceptions of their students' reading? The study's research design was a mixed method, consisting of quantitative and qualitative data to evaluate how to increase student literacy rates. For the quantitative portion, surveys were given to one hundred and fifty-one students and parent participants to analyze the attitudes, behaviors, and behaviors regarding literacy. The qualitative research method focused on individual teacher interviews and student focus groups to determine commonalities. The most important conclusion drawn from the study is a connection between student perceptions and literacy rates. The research identified a relationship between a visual text and increasing literacy rates for students and providing training for teachers to increase their knowledge to promote differentiating the type of reading structures and

genres in any classroom setting. In conclusion, implementing graphic novels may increase student perceptions of reading and literacy rates.

College Developmental Reading Students' Perceptions of Reading Study Strategies Linda Hynes Samuell 1994

A Study of Fourth Grade Student Perceptions of Reading Groups Harold Elmer Black 1970

Grade IV Students' Perceptions of Themselves as Readers 2000

Student Perceptions of a Reading and Study Skills Center Jacquelen Lee Smith 1969

A Comparison of Teacher and Student Perceptions of Reading Activities Richard J. Sanders 1994

Elementary Students' Perceptions of Reading Bret A. Bean 1990

Students' Perceptions' of Reading Janice Raewyn Bell 2007

Teachers' Theoretical Orientations to Reading and

Students' Perceptions of Reading Rachel Wood Turner 2000

Latino/a Students' Perceptions of Reading and Literacy at the Middle School Level Marta Anderton 2004

Reader Self-perceptions and MAP Reading Scores Acacia Browne 2020 Academic growth of all students should be the focus of education. The Measurement of Academic Progress (MAP) assessment measures academic growth and aligns to state standards. The purpose of this study was to understand students' perceptions of themselves as readers. Another purpose of this study was to determine if there was a relationship between reader selfperceptions and their MAP reading scores. Student data was collected through individual interviews, student surveys, and MAP reading assessment scores. The major themes developed from the data were reading preferences, perceptions of reading assessment, reading at school, reading at home, and

reading progress perceptions. In addition, the quantitative data derived from Lexile reading levels and student surveys are visually represented by bar graphs and scatter plots. Specifically, the findings include a section focused primarily on the possible relationship between reader self-perceptions and their MAP reading scores.

Visual Perception in Reading and Spelling Sister Mary of the Visitation 1929
Student Perceptions about Reading and the Development of a Positive Reading Attitude Keith Anderson 1994

A Study of the Relationship of Students' Perception of Their Reading Ability, the Teachers' Perception of Students' Reading, and Students' Performance on a Standardized Test Rachel I. Winans 1982

The Effects of Accelerated Reader on Students' Perceptions and Attitudes Towards Reading Valerie Jean Via Sanchez 2019 The importance of creating lifelong

readers has been always been a value to all teachers because it is critical factor that contributes to a student's academic success. Accelerated Reader has been implemented among schools across the nation to engage students into reading and used as a tool to measure student learning in reading achievement. Research on Accelerated Reader reveals that the reading program has contradictory findings of having a positive and negative effect on students. A qualitative research design was used to investigate whether and how Accelerated Reader effects students' perceptions as reader and attitudes towards reading. A total of 25 second graders provided qualitative data with responses to a survey and interview. Classroom observations were also made over the six-week period of the study. Analyses of student behaviors, responses, and comments led to identification of important themes related to the students' experiences with Accelerated Reader. The results showed that

Accelerated Reader did affect students both positively and negatively.

Repeatedly Reading Texts

Closely Marissa A. Ferreri
2022 This four-week action research study examined the impact repeated close readings with error corrective feedback had on students' reading fluency, comprehension, and overall perception of reading. This intervention involved students closely reading informational texts multiple times while I corrected errors on unknown words. Ten first-grade students reading a various levels participated. Repeated close readings were implemented after introducing and modeling it during the students' 15-minute guided reading time. Students in the intervention and control groups read the same informational text three times before collecting data. Students in the two intervention groups received error corrective feedback and participated in discussions that addressed the components and benefits of repeated close readings.

Quantitative data was collected based on the number of correct words per minute (CWPM) a student read, comprehension questions a student answered correctly, and a Likert-scale reading survey. I also collected qualitative data by recording anecdotal guided reading notes on the students' fluency and comprehension. Findings from this study's quantitative and qualitative data collection tools suggested that repeated close readings with and without error corrective feedback positively influenced students' fluency. The implementation of repeated close readings with error correction feedback also positively influenced students' comprehension. However, there was no correlation between students' CWPM and comprehension graphs and no evidence that repeated close readings with error corrective feedback and discussions of close reading components impacted students' perception of reading. Conclusions ultimately suggested that repeated close readings are an effective strategy for improving

students' fluency and comprehension.

Third Grade Students' Perceptions of Reading Motivation and the Implementation of Informational Text with the English Language Arts Common Core State Standards
Jessica E. Wilson 2015

Middle School Students' Perceptions on Reading for Pleasure Wendy Martin 2013
Relationship Between Students' Perceptions of Their Reading Ability and Scores on a Standardized Test Vera Belinda Thurmond 1975
Student Attitudes Toward and Perceptions of Reading in a First-grade Classroom
Elizabeth M. Navarra 2011

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