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| Appendix 1b | Journal Entries   | (Boy Informant)  |
| Appendix 2a | Text Response     | (Girl Informant) |
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| Appendix 3a | Transcript of Interviews | |
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| Appendix 4a | Cloze Tests       | (Girl Informant) |
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| Appendix 4c | Cloze Tests       | (Boy Informant)  |
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| Appendix 5a | Motivation to Read Profile | (Girl Informant) |
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| Appendix 6  | Motivation to Read Questionnaire | |
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Appendix 1a

Journal Entries

Girl Informant

Day 1

: The informant read after the researcher.
: She articulated each word quite well.

R : What is the meaning of 'bench'?

I : Don't know.

R : Read the sentence again

  Emphasized, 'Grandma was on ...
  Look at the picture.

I : Chair

R : Explained to the informant that we can use contextual clues at the sentence
level to guess the meanings of words. Mentioned pictorial clues too.

: At the end of the session, she completed the cloze exercise and text response.

Day 2

: The informant agreed to read after the researcher.

  She articulated every word.

Researcher pointed out the pronunciation for long vowels.

  Example: hoops, good, Mrs Green, tree

: She looked cheerful!

: Read out loud and well.

: She answered the question correctly.

: Expressed eagerness in her response

: Completed the cloze exercise and text response.
Day 3

: She was enthusiastic during the session.
: When I asked if I should read first, the informant quickly said, "I read".
: I see that it is a sign of motivation.
: Halfway through the text, she stopped to ask the meaning of 'muddy'.
: I explained to her that she could try using the contextual clues or pictorial clues.
: She understood my explanation.
: Completed the cloze exercise and text response.

Day 4

: Researcher asked her, "What are floats?"
: Show/Indicate to me how you know
: The informant referred to the sentences in the book and pointed to me: "Mrs Green gave the children some floats".
: The she pointed to the picture.
: When I asked her if she knew what floats are, she quickly nodded her head smilingly.
: The informant displayed understanding of what she read.
: She was also eager to relate the story although she had to think to recall the correct vocabulary to use.
: She used some Malay words in her story (retelling the story).
: I think she knows the English word but could not recall it quickly.
: She completed the cloze and text response.
: The informant looked happy.
: Again, she articulated every word.
Day 5

: The informant looked happy.
: Again, she articulated every word.
: She tried to pronounce new words on her own.
: Then I pointed to the word 'cross' in "Mrs Brown was very cross"
: The informant said she does not know its meaning.
: Then I told her that if she were to read the preceding line, maybe she
  would know/get its meaning.
: She read the sentence.
: Then I asked, "What is cross"?
: "Angry" teacher, she said.
: Yes, I said and praised her.
: She was elated.

Day 6

: The informant showed a lot of enthusiasm.
: I facilitated the informant to use contextual clues for meaning of words.
: "We are having a dance in the castle".
: Then I asked, "Where is the dance"?
: She said, "In the castle"
: So I said, "a castle is a place.
: The informant agreed.
: Now where do you think the prince and the queen live?
: "A castle", she said.
: Again, I observed that she was very pleased with herself.
: She completed the cloze and text response.
Day 7

I prompted the informant to retell the story, by asking her questions.

1) What was the story about?
   Amy and Daniel go swimming.

2) Tell me about them
   Mrs Green ‘bawa mereka’ go to swimming pool.
   Amy and Daniel ‘nak see’ who is fast.

3) What is ‘costume’?
   Can you tell me how you guess its meaning.

The informant read out the sentence from the text.
   You can’t swim today.
   If you haven’t got your swimming costume, you can’t go in the swimming pool.

Then she answered
   ‘Baju untuk’ swimming.

Having answered, she continued with the story.
   Amy sad, saw Daniel jumping up and down in the pool.
   Amy wished she could go into the pool.

Day 8

The informant was very motivated.
She increased her reading speed.
She demonstrated that she knows how to use the strategies she learnt.
   Eg. Forest (sentence and picture clues)
Night cap (the words – night, cap)
Wolf (picture)
Loudly (sentence)
: Completed the cloze and text response.

Day 9

: By looking and reading the title of the book, the informant was able to make a
correct prediction oo where the story happened.

“Journey into the Earth”
: She answered, “Inside the Earth”
: She enjoyed reading the text.
: Again demonstrated ability to use contextual and pictorial clues to unravel
meaning of words.
Eg. The cave was full of bones.
- very, very big bones.

“It’s a skeleton”, said Yasmin
“It’s a dinosaur skeleton”.
(an illustration of the skeleton accompanied the text)
: complete cloze and text response

Day 10

: It is very obvious that the informant enjoys reading.
: I asked her to retell the story.

1) Who is the character in the story?
   “Prince Ivan” (her immediate answer)

2) What about the prince?
   He opened a box
Took out a hat.

3) What is so special about the hat?
   It’s beautiful.

4) What did he do?
   He ’pakai’ the hat, becomes small.

5) The what happened?
   See the mouse
   Sit on a leaf, give a nut to the mouse.

6) What else?
   And the informant complete the story

: Completed cloze and text response.
: The post motivation to read profile and interview were administered.
: Post cloze test.

Appendix 1b
Journal Entries
Boy Informant

Day 1
: The informant agreed when I told him that I was going to read first.
: Not sure of a few pronunciations.
When he got it right, I praised him “Good”
Completed the text response and cloze exercise
Day 2

: The informant read after the researcher.
: He was quite slow with his pronunciation.
: I asked him the meaning of ‘laugh’.
: He said he didn’t know.
: Then I told him to look at the pictures. (sharks showing their teeth)
: I told him that he could look at pictures to guess the meaning of words.
: Completed the cloze exercise and text response.

Day 3

: Informant showed enthusiasm.
: The researcher read, followed by the informant.
: I asked comprehension questions to check understanding.
  1) Who is Spike?
  2) What does Daniel have to do?
: The informant could answer the questions.
: Completed cloze and text response.

Day 4

: I asked him if he would like to read first.
: “Yes”, came his reply
: The informant read faster.
: At the end of the session he complete the cloze exercise and text response.

Day 5

: The informant read out aloud.
He did not ask me how to pronounce words he was not sure, but tried to make it out himself.

Then, I asked him the meaning of ‘cross’.

He said, “Don’t know”.

I taught him how to use contextual clues.

Eg. “This cave is very little”, growled Bruno.

“It’s no good at all”.

“Now Bella was very cross

After I read those lines, he guessed cross is ‘marah’

Day 6

The informant read aloud with more confidence.

I encouraged him to use contextual clues.

Eg. They put on their space suits.

And big space boots too.

So I said they are special suits and boots for flying.

At the end of the session he completed the cloze exercise and text response.

Day 7

The informant read aloud.

After which I asked him to retell the story.

1) Who is the story about?

2) What is inside the blue bag?

3) Could he stop dancing in the end?

The informant responded by articulating a few words.

Showed he understood the reading.

Completed the cloze and text response.
Day 8

- Exhibited more confidence and fluency in his reading.
- He showed/proved that he has learned how to use reading strategies to uncover meaning of words.

  Eg. Prince Ivan ran down the stairs.
  I’m going out to play.
  He pointed to the ‘stairs’ in the illustration.

  Eg. He saw the garden pond.
  Let’s see if the monster likes water. (associate water with pond)

- Completed the cloze exercise and text response.

Day 9

- Introduce role play reading (Readers Theatre).
- He was excited, finds it interesting.
- He said he likes the story.
- Completed the cloze exercise and text response.

Day 10

- Continued with the role play reading.
- The informant was able to retell the story by giving short replies.
- He showed understanding of the text read.
- Complete the cloze and text response.
- When I told him that today was the last day we read together, he expressed ‘shock’ or disbelief. I said to myself, at least he has been enjoying himself.
- Complete the post test, post motivation to read profile.
- Had a short post interview with the informant.
Appendix 2a
WRITTEN RESPONSE TO TEXT
Informant 1 (Girl)

<table>
<thead>
<tr>
<th>TITLE</th>
<th>RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Mango Tree</td>
<td></td>
</tr>
<tr>
<td>1) Like about the book</td>
<td>- story</td>
</tr>
<tr>
<td>2) New words learnt</td>
<td>- cherry, wish, bench</td>
</tr>
<tr>
<td>3) Feelings about the book</td>
<td>- very good</td>
</tr>
<tr>
<td>The School Fair</td>
<td></td>
</tr>
<tr>
<td>1)</td>
<td>- pictures</td>
</tr>
<tr>
<td>2)</td>
<td>- skittle, tried</td>
</tr>
<tr>
<td>3)</td>
<td>- interesting</td>
</tr>
<tr>
<td>Grandma’s Surprise</td>
<td></td>
</tr>
<tr>
<td>1)</td>
<td>- pictures</td>
</tr>
<tr>
<td>2)</td>
<td>- cotton, scissors, needle</td>
</tr>
<tr>
<td>3)</td>
<td>- I like the book</td>
</tr>
<tr>
<td>The Big Boots</td>
<td></td>
</tr>
<tr>
<td>1)</td>
<td>- story</td>
</tr>
<tr>
<td>2)</td>
<td>- calf, muddy</td>
</tr>
<tr>
<td>3)</td>
<td>- I want to go to the farm</td>
</tr>
</tbody>
</table>
The Next Door Neighbour
1) story
2) ring, pleased, twins, cross
3) Robin and Sally are good children.

The Magic Shoes
1) colour pictures
2) kitchen, maid, castle
3) Like the magic shoes

The Last Costume
1) story
2) whistle, floats, costume, flew
3) fun

Little Red Riding Hood
1) story and pictures
2) nightcap, wolf, forest, loudly, better
3) interesting

Journey Into The Earth
1) story
2) molehill, tunnel, skeleton
3) very interesting

The Magic Hat
1) story
2) hid, stairs, nuts
3) fun, enjoy
Appendix 2b

RESPONSE TO TEXT

Informant 2 (Boy)

**TITLE**

**The Mango Tree**
1) pictures
2) bench, wish
3) happy

**The Shark With No Teeth**
1) story
2) smile, scare
3) very fun

**The School Fair**
1) pictures
2) skittle, hoop, game
3) interesting

**The Big Boots**
1) pictures
2) calf, muddy
3) enjoy

**The Bear that Wouldn't Growl**
1) story, pictures
2) river, growl
3) fun
The Moonsnook
1) - colour pictures
2) - hooter, suits
3) - interesting

The Magic Shoes
1) - beautiful pictures
2) - maid, magic, castle, bucket
3) good book

The Magic Hat
1) - story, pictures
2) - stairs, pond, monster
3) - enjoy

Kim and the Computer Giant
1) - fun
2) - climb, handle, top, cried
3) - Can I go inside computer

The Magic Sticks
1) - interesting story
2) - palace, law court, jewels
3) - I think the king is clever
Appendix 3a

Pre-Interview

1. Have you read any English books?
2. Where did you get the books?
3. What books did you borrow mostly?
4. How do you find the English books in the library?
5. Do you borrow books from friends?
6. Who else read in your family?
7. Do your friends read?
8. What are your problems for not reading?

Post-Interview

1. Did you enjoy reading the books so far?
2. What have you learnt this ten days?
3. Do you have to know the meaning of all the words you do not know?
4. Are you more confident to read now?
5. Do you want to read English books?
6. Are the books you read easy?
7. Which do you like better, read aloud or silently? Why?
Appendix 3b

Pre-Interviews

<table>
<thead>
<tr>
<th>Informant (Girl)</th>
<th>Informant (Boy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read a little.</td>
<td>Read very little.</td>
</tr>
<tr>
<td>Borrow 2 books from the library so far.</td>
<td>Never borrow any books.</td>
</tr>
<tr>
<td>Borrow mostly B.M. books.</td>
<td>find the books very difficult.</td>
</tr>
<tr>
<td>Find English books difficult.</td>
<td>does not borrow books from friends.</td>
</tr>
<tr>
<td>Does not borrow books from friends.</td>
<td>nobody in the family read.</td>
</tr>
<tr>
<td>Only one sister reads the English newspaper.</td>
<td>friends do not read English books.</td>
</tr>
<tr>
<td>Friends do not read English books.</td>
<td>can not read and understand the words.</td>
</tr>
<tr>
<td>Problems for not reading.</td>
<td></td>
</tr>
<tr>
<td>Do not know how to read the word.</td>
<td></td>
</tr>
<tr>
<td>Do not know the meaning.</td>
<td></td>
</tr>
</tbody>
</table>

Appendix 3c

Post-Interviews

<table>
<thead>
<tr>
<th>Informant (Girl)</th>
<th>Informant (Boy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enjoy reading:</td>
<td>Enjoy reading:</td>
</tr>
<tr>
<td>Grandma's surprise</td>
<td>The Mango Tree</td>
</tr>
<tr>
<td>The Big Boots</td>
<td>The Shark With No Teeth</td>
</tr>
<tr>
<td>The Magic Shoes</td>
<td>The School Fair</td>
</tr>
<tr>
<td>The Lost Costume</td>
<td>The Big Boots</td>
</tr>
<tr>
<td>The Mango Tree</td>
<td>The Magic Shoes</td>
</tr>
<tr>
<td>The Magic Hat</td>
<td>The Magic Hat</td>
</tr>
<tr>
<td>The School Fair</td>
<td>Kim and the Computer Giant</td>
</tr>
<tr>
<td>Learned new words.</td>
<td>Learned to read new words.</td>
</tr>
<tr>
<td>Agree that reading does not mean knowing all the words.</td>
<td>Agree that reading does not mean knowing all the words.</td>
</tr>
</tbody>
</table>
More confident reading English books.
Want to read more English books.
Find some of the books easy.
Prefer to read aloud than to read silently.

More confident reading English books.
Would like to read more books.
Find some of the books easy.
Like reading aloud to silent reading.

Appendix 4a

Pre and Post Cloze Tests

Informant (Girl)

Pre Cloze Test 1

One day I went up Maxwell Hill ......... my brother and a few friends. .......... stayed in an old bungalow. All .......... us were very happy that day.

On the first night we went .......... sleep early as we were very .......... At about one o'clock in the .......... I woke up when someone came to .......... bed.

Pre Cloze Test 2

Once upon a time, there was .......... thirsty crow. The crow was thirsty .......... the weather was very hot. The .......... was dry because there was no .......... for many days. The crow flew .......... to a tree. It sat on .......... high branch because it wanted to .......... for water.

Post Cloze Test

Amy .......... Daniel were on a school trip. .......... were going to see an .......... Castle. When they got to an .......... Castle, Amy and Daniel ran .......... but Mrs. Green managed to .......... them. All of them then went .......... the castle ..
Appendix 4b

Cloze Exercises (Informant - Girl)

Ex. 1: The Mango Tree

Ali and Aminah went to the supermarket. They looked for some mangoes. Some were apples, pears, and bananas but there were no mangoes. Then they went to the market.

Ex. 2: The School Fair

Amy and Daniel walked over to one of the games. "What do we have to do?", asked Daniel. "You must catch one of the ducks", said Daniel’s dad. So Daniel tried to catch a duck.

Ex. 3: Grandma’s Surprise

Grandma sat on the garden bench. She had a big needle, white cotton and some scissors. Grandma put the needle in and out and over and under.

Ex. 4: The Big Boots

Amy and Daniel were going to the farm to see animals. The farmer gave them some boots. Daniel did not like his boots because they were too big.

Ex. 5: The Next Door Neighbour

Sally and Robin were twins. One day they were playing in the park. Robin had to run so that Sally could catch him. He ran so fast he did not look where he was going.

Ex. 6: The Magic Shoes
The maid took Prince Ivan’s hand and he didn’t stop dancing. The magic shoes made the maid dance too! The bucket fell over and all the water ran down the stairs.

Ex. 7: The Lost Costume

Amy and Daniel were going swimming with Mrs. Green. At the swimming pool, Amy could not find her costume. Mrs. Green looked inside Amy’s bag but it was not in it.

Ex. 8: Little Red Riding Hood

The wolf was not kind. He is a big bad wolf. When he saw that Little Red Riding Hood had going to get the flowers, he ran as fast as he could to Grandmother’s cottage.

Ex. 9: Journey into the Earth

Yasmin, Jack and Lee found themselves in a long dark tunnel. “You are in my house”, someone said. The children turned around and saw a big animal with a long pink nose. It was a mole. “Welcome to my house”, said the mole.

Ex. 10: The Magic Hat

The bird took Prince Ivan back to the garden and put him on the grass. Prince Ivan looked up to the grass. “How will I go home again?” He began to push the grass out of his way. Then he saw a monster.

Appendix 4C

Pre and Post Cloze Tests
Informant (Boy)

Pre Cloze Test 1

One day I went up Maxwell Hill and my brother and a few friends. They stayed in an old bungalow. All of us were very happy that day.

On the first night we went to sleep early as we were very At about one o’clock in the , I woke up when someone came to my bed.

Pre Cloze Test 2

Once upon a time, there was a thirsty crow. The crow was thirsty and the weather was very hot. The was dry because there was no for many days. The crow flew to a tree. It sat on a high branch because it wanted to for water.

Post Cloze Test

and . Daniel were on a school trip. They were going to see an castle. When they got to the castle, Amy and Daniel ran but Mrs. Green managed to them. All of them then went the castle

Appendix 4d

Cloze Exercises (Informant – Boy)

Ex. 1: The Mango Tree

Grandpa, Ali and Aminah went to the supermarket. They looked for some mangoes. were apples, pears and bananas but were no mangoes. So they went the market.
Ex. 2: The Shark With No Teeth

Cruncher liked to eat things with shell because they went ‘crunch’. All the other animals in the sea were of him. But then one day happened. He tried to eat a turtle shell.

Ex. 3: The School Fair

Amy and Daniel walked over to the games. “What do we want to do?” asked Daniel. “You must catch one of the ducks,” said Daniel’s dad. So Daniel tried to catch a duck.

Ex 4: The Big Boots

Amy and Daniel were going to the farm to see animals. The farmer gave them some Daniel did not like his boots. They were too big.

Ex. 5: The Bear that Wouldn’t Growl

Bella was a happy bear and she never growled. Not even when she asked to do things that she liked doing When Bella’s mum asked her to clean her cave, Bella would just give her a big smile.

Ex. 6: The Moonsnoop

Andrew Groom and her sister made a moonsnoop. They found cardboard boxes, a boot and some glue, an old broom, a bent spoon, and a spare box too. They fixed the old broom to the box and the boot.

Ex. 7: The Magic Shoes

The maid took Prince Ivan’s hand he didn’t stop dancing. The magic made the maid dance too! The bucket fell over and all the water ran down the stairs.
Ex. 8: The Magic Hat
The bird took Prince Ivan back to the garden and put him down to the grass. Prince Ivan looked up to the tall grass
"How will I go home now?" he said. He began to push the grass out of his way. Then he saw a monster.

Ex. 9: Kim and the Giant computer
When Kim opened her eyes, she found herself inside a computer.
Suddenly a door appeared and she and Bleep went through. They were in a big room. In the room is a long table and on the table was lots and lots of food.

Ex. 10: The Magic sticks
The king gave Jaspal and Sita a magic stick. The two sticks look the same but one of the sticks will grow in the night. Whoever has that stick is the thief.

Appendix 5a

MOTIVATION TO READ PROFILE (Girl Informant)

<table>
<thead>
<tr>
<th>Motivation to Read</th>
<th>PRE - Study</th>
<th>POST Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Her friends think she is</td>
<td>an OK reader</td>
<td>an OK reader</td>
</tr>
<tr>
<td>2) Reading a book is something she likes to do</td>
<td>not very often</td>
<td>often</td>
</tr>
<tr>
<td>3) She reads</td>
<td>not as well as her friends</td>
<td>a little better than her friends</td>
</tr>
<tr>
<td>4) Her friends think reading is</td>
<td>no fun</td>
<td>no fun</td>
</tr>
<tr>
<td>5) When she comes to a word she does not know, she ...</td>
<td>sometimes figure it out</td>
<td>sometimes figure it out</td>
</tr>
<tr>
<td>4) Her friends think reading is ...</td>
<td>No fun</td>
<td>No fun</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>5) When she comes to a word she does not know she......</td>
<td>Sometimes figure it out</td>
<td>Sometimes figure it out</td>
</tr>
<tr>
<td>6) She tells her friends about the books she read</td>
<td>Almost never do this</td>
<td>Do this some of the time</td>
</tr>
<tr>
<td>7) When she reads by herself she understands</td>
<td>Some of what she reads</td>
<td>Almost everything she reads</td>
</tr>
<tr>
<td>8) People who read a lot are...</td>
<td>Very interesting</td>
<td>Very interesting</td>
</tr>
<tr>
<td>9) She is .....</td>
<td>An OK reader</td>
<td>A good reader</td>
</tr>
<tr>
<td>10) She thinks libraries are</td>
<td>An interesting place to spend time</td>
<td>Same</td>
</tr>
<tr>
<td>11) She worries about what other kids think about her reading</td>
<td>Once in a while</td>
<td>Same</td>
</tr>
<tr>
<td>12) Knowing how to read well is ...</td>
<td>Not very important</td>
<td>Sort of important</td>
</tr>
<tr>
<td>13) When my teacher asks me questions about what I read, I</td>
<td>Sometimes think of an answer</td>
<td>Always think of an answer</td>
</tr>
<tr>
<td>14) She thinks reading is ..</td>
<td>An interesting way to spend time</td>
<td>Same</td>
</tr>
<tr>
<td>15) Reading is</td>
<td>Kind of hard for me</td>
<td>Kind of easy</td>
</tr>
<tr>
<td>16) When she’s grown up, she will spend</td>
<td>Some of her time reading</td>
<td>Same</td>
</tr>
<tr>
<td>17) When she is in a group talking about stories she</td>
<td>Almost always talk about her ideas</td>
<td>Same</td>
</tr>
<tr>
<td>18) She would like her teacher to read aloud</td>
<td>Everyday</td>
<td>same</td>
</tr>
<tr>
<td>19) When she reads aloud she thinks she is</td>
<td>A good reader</td>
<td>very good reader</td>
</tr>
</tbody>
</table>
20) When she gets a book for a present | Very happy | same

Appendix 5b

Motivation to read Profile (Boy Informant)

<table>
<thead>
<tr>
<th>1) His friend think he is</th>
<th>A good reader</th>
<th>An OK reader</th>
</tr>
</thead>
<tbody>
<tr>
<td>2) Reading a book is something he likes to do</td>
<td>Not very often</td>
<td>Sometimes</td>
</tr>
<tr>
<td>3) He reads</td>
<td>About the same as his friends</td>
<td>A little</td>
</tr>
<tr>
<td>4) His friends think reading is</td>
<td>No fun</td>
<td>Better than</td>
</tr>
<tr>
<td>5) When he comes to a word he does not know, he ........</td>
<td>Sometimes figure it out</td>
<td>His friends</td>
</tr>
<tr>
<td>6) He tells his friends about the books he read</td>
<td>Almost never do this</td>
<td>Same</td>
</tr>
<tr>
<td>7) When he reads by himself, he understands</td>
<td>Some of what he reads</td>
<td>Same</td>
</tr>
<tr>
<td>8) People who read are interesting</td>
<td>same</td>
<td>Do this sometimes</td>
</tr>
</tbody>
</table>


<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9)</td>
<td>He is a poor reader</td>
<td>An Ok reader</td>
</tr>
<tr>
<td>10)</td>
<td>He thinks libraries are An OK place to spend time</td>
<td>An interesting place to spend time</td>
</tr>
<tr>
<td>11)</td>
<td>He worries about what other kids think about his reading Once in a while</td>
<td>Same</td>
</tr>
<tr>
<td>12)</td>
<td>Knowing how to read well is Not very important</td>
<td>Sort of important</td>
</tr>
<tr>
<td>13)</td>
<td>When my teacher asks me questions about what I read I Have trouble thinking of an answer</td>
<td>Sometimes think of an answer</td>
</tr>
<tr>
<td>14)</td>
<td>He thinks reading is An OK way to spend time</td>
<td>An interesting way to spend time</td>
</tr>
<tr>
<td>15)</td>
<td>Reading is Kind of hard for him</td>
<td>Kind of easy</td>
</tr>
<tr>
<td>16)</td>
<td>When he's grown up he will spend Some of his time reading</td>
<td>Same</td>
</tr>
<tr>
<td>17)</td>
<td>When he is in a group he Almost never talk about his ideas</td>
<td>Sometimes about his ideas</td>
</tr>
<tr>
<td>18)</td>
<td>He would like his teacher to read aloud Everyday</td>
<td>Same</td>
</tr>
<tr>
<td>19)</td>
<td>When he reads aloud he is a A poor reader</td>
<td>OK reader</td>
</tr>
<tr>
<td>20)</td>
<td>When he gets a book for a present he feels Sort of unhappy</td>
<td>Sort of happy</td>
</tr>
</tbody>
</table>
Appendix 6

Motivation to Read Questionnaire
Motivation to Read Profile

Reading survey

Name________________________ Date__________

I am a __________.
☐ boy
☑ girl

1. My friends think I am __________.
   ☐ a very good reader
   ☐ a good reader
   ☑ an OK reader
   ☐ a poor reader

2. Reading a book is something I like to do.
   ☐ Never
   ☑ Not very often
   ☐ Sometimes
   ☐ Often

3. I read __________.
   ☑ not as well as my friends
   ☐ about the same as my friends
   ☐ a little better than my friends
   ☐ a lot better than my friends

4. My best friends think reading is __________.
   ☐ really fun
   ☑ fun
   ☐ OK to do
   ☐ no fun at all

5. When I come to a word I don’t know, I can __________.
   ☐ almost always figure it out
   ☑ sometimes figure it out
   ☐ almost never figure it out
   ☐ never figure it out

6. I tell my friends about good books I read.
   ☐ I never do this.
   ☑ almost never do this.
   ☐ I do this some of the time.
   ☐ I do this a lot.

7. When I am reading by myself, I understand __________.
   ☐ almost everything I read
   ☑ some of what I read
   ☐ almost none of what I read
   ☐ none of what I read

8. People who read a lot are __________.
   ☑ very interesting
   ☐ interesting
   ☐ not very interesting
   ☐ boring

9. I am __________.
   ☐ a poor reader
   ☑ an OK reader
   ☐ a good reader
   ☐ a very good reader
10. I think libraries are ____________.
   □ a great place to spend time
   □ an interesting place to spend time
   □ an OK place to spend time
   □ a boring place to spend time

11. I worry about what other kids think about my reading ________.
   □ every day
   □ almost every day
   □ once in a while
   □ never

12. Knowing how to read well is ____________.
   □ not very important
   □ sort of important
   □ important
   □ very important

13. When my teacher asks me a question about what I have read, I ________.
   □ can never think of an answer
   □ have trouble thinking of an answer
   □ sometimes think of an answer
   □ always think of an answer

14. I think reading is ____________.
   □ a boring way to spend time
   □ an OK way to spend time
   □ an interesting way to spend time
   □ a great way to spend time

15. Reading is ____________.
   □ very easy for me
   □ kind of easy for me
   □ kind of hard for me
   □ very hard for me

16. When I grow up I will spend ____________.
   □ none of my time reading
   □ very little of my time reading
   □ some of my time reading
   □ a lot of my time reading

17. When I am in a group talking about stories, I ________.
   □ almost never talk about my ideas
   □ sometimes talk about my ideas
   □ almost always talk about my ideas
   □ always talk about my ideas

18. I would like for my teacher to read books out loud to the class ________.
   □ every day
   □ almost every day
   □ once in a while
   □ never

19. When I read out loud I am a ____________.
   □ poor reader
   □ OK reader
   □ good reader
   □ very good reader

20. When someone gives me a book for a present, I feel ____________.
   □ very happy
   □ sort of happy
   □ sort of unhappy
   □ unhappy
Motivation to Read Profile (POST)

Reading survey

Name ___________________________ Date __________

I am a ____________.
☐ boy
☑ girl

1. My friends think I am ________________.
   ☐ a very good reader
   ☐ a good reader
   ☑ an OK reader
   ☐ a poor reader

2. Reading a book is something I like to do.
   ☐ Never
   ☐ Not very often
   ☐ Sometimes
   ☑ Often

3. I read ________________.
   ☐ not as well as my friends
   ☐ about the same as my friends
   ☑ a little better than my friends
   ☐ a lot better than my friends

4. My best friends think reading is ________________.
   ☐ really fun
   ☐ fun
   ☐ OK to do
   ☑ no fun at all

5. When I come to a word I don't know, I can ________________.
   ☐ almost always figure it out
   ☑ sometimes figure it out
   ☐ almost never figure it out
   ☐ never figure it out

6. I tell my friends about good books I read.
   ☐ I never do this.
   ☐ I almost never do this.
   ☑ I do this some of the time.
   ☐ I do this a lot.

7. When I am reading by myself, I understand ________________.
   ☑ almost everything I read
   ☐ some of what I read
   ☐ almost none of what I read
   ☐ none of what I read

8. People who read a lot are ________________.
   ☑ very interesting
   ☐ interesting
   ☐ not very interesting
   ☐ boring

9. I am ________________.
   ☐ a poor reader
   ☐ an OK reader
   ☑ a good reader
   ☐ a very good reader
10. I think libraries are ____________________.
   □ a great place to spend time
   □ an interesting place to spend time
   □ an OK place to spend time
   □ a boring place to spend time

11. I worry about what other kids think about my reading ______.
   □ every day
   □ almost every day
   □ once in a while
   □ never

12. Knowing how to read well is ____________.
   □ not very important
   □ sort of important
   □ important
   □ very important

13. When my teacher asks me a question about what I have read, I ________.
   □ can never think of an answer
   □ have trouble thinking of an answer
   □ sometimes think of an answer
   □ always think of an answer

14. I think reading is ________________.
   □ a boring way to spend time
   □ an OK way to spend time
   □ an interesting way to spend time
   □ a great way to spend time

15. Reading is ____________.
   □ very easy for me
   □ kind of easy for me
   □ kind of hard for me
   □ very hard for me

16. When I grow up I will spend ________
   □ none of my time reading
   □ very little of my time reading
   □ some of my time reading
   □ a lot of my time reading

17. When I am in a group talking about stories, I ________.
   □ almost never talk about my ideas
   □ sometimes talk about my ideas
   □ almost always talk about my ideas
   □ always talk about my ideas

18. I would like for my teacher to read books out loud to the class ______.
   □ every day
   □ almost every day
   □ once in a while
   □ never

19. When I read out loud I am a ____________.
   □ poor reader
   □ OK reader
   □ good reader
   □ very good reader

20. When someone gives me a book for a present, I feel ____________.
   □ very happy
   □ sort of happy
   □ sort of unhappy
   □ unhappy
Motivation to Read Profile (PRE)

Reading survey

Name ___________________________ Date ___________

I am a ____________.
☑ boy
☐ girl

1. My friends think I am ____________.
☐ a very good reader
☐ a good reader
☐ an OK reader
☑ a poor reader

2. Reading a book is something I like to do.
☐ Never
☑ Not very often
☐ Sometimes
☐ Often

3. I read ____________.
☐ not as well as my friends
☑ about the same as my friends
☐ a little better than my friends
☐ a lot better than my friends

4. My best friends think reading is ____________.
☐ really fun
☐ fun
☐ OK to do
☑ no fun at all

5. When I come to a word I don’t know, I can ____________.
☐ almost always figure it out
☐ sometimes figure it out
☐ almost never figure it out
☑ never figure it out

6. I tell my friends about good books I read.
☑ I never do this.
☐ I almost never do this.
☐ I do this some of the time.
☐ I do this a lot.

7. When I am reading by myself, I understand ____________.
☐ almost everything I read
☑ some of what I read
☐ almost none of what I read
☐ none of what I read

8. People who read a lot are ____________.
☐ very interesting
☑ interesting
☐ not very interesting
☐ boring

9. I am ____________.
☑ a poor reader
☐ an OK reader
☐ a good reader
☐ a very good reader
10. I think libraries are
- a great place to spend time
- an interesting place to spend time
- an OK place to spend time
- a boring place to spend time

11. I worry about what other kids think about my reading
- every day
- almost every day
- once in a while
- never

12. Knowing how to read well is
- not very important
- sort of important
- important
- very important

13. When my teacher asks me a question about what I have read, I
- can never think of an answer
- have trouble thinking of an answer
- sometimes think of an answer
- always think of an answer

14. I think reading is
- a boring way to spend time
- an OK way to spend time
- an interesting way to spend time
- a great way to spend time

15. Reading is
- very easy for me
- kind of easy for me
- kind of hard for me
- very hard for me

16. When I grow up I will spend
- none of my time reading
- very little of my time reading
- some of my time reading
- a lot of my time reading

17. When I am in a group talking about stories, I
- almost never talk about my ideas
- sometimes talk about my ideas
- almost always talk about my ideas
- always talk about my ideas

18. I would like for my teacher to read books out loud to the class
- every day
- almost every day
- once in a while
- never

19. When I read out loud I am a
- poor reader
- OK reader
- good reader
- very good reader

20. When someone gives me a book for a present, I feel
- very happy
- kind of happy
- sort of unhappy
- unhappy
Motivation to Read Profile

Reading survey

Name ________________________________ Date ____________

I am a ____________.
☑ boy
☐ girl

1. My friends think I am ____________.
☐ a very good reader
☐ a good reader
☑ an OK reader
☐ a poor reader

2. Reading a book is something I like to do.
☐ Never
☐ Not very often
☑ Sometimes
☐ Often

3. I read ____________.
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☐ a lot better than my friends

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☐ really fun
☐ fun
☐ OK to do
☑ no fun at all

5. When I come to a word I don't know, I can ____________.
☐ almost always figure it out
☑ sometimes figure it out
☐ almost never figure it out
☐ never figure it out

6. I tell my friends about good books I read.
☐ I never do this.
☐ I almost never do this.
☑ I do this some of the time.
☐ I do this a lot.

7. When I am reading by myself, I understand ____________.
☐ almost everything I read
☑ some of what I read
☐ almost none of what I read
☐ none of what I read

8. People who read a lot are ____________.
☐ very interesting
☑ interesting
☐ not very interesting
☐ boring

9. I am ____________.
☐ a poor reader
☑ an OK reader
☐ a good reader
☐ a very good reader
10. I think libraries are ___________.
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   - an interesting place to spend time
   - an OK place to spend time
   - a boring place to spend time

11. I worry about what other kids think about my reading ________.
   - every day
   - almost every day
   - once in a while
   - never

12. Knowing how to read well is ___________.
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   - sort of important
   - important
   - very important

13. When my teacher asks me a question about what I have read, I ________.
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   - sometimes think of an answer
   - always think of an answer

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   - kind of easy for me
   - kind of hard for me
   - very hard for me

16. When I grow up I will spend ________.
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   - a lot of my time reading

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   - almost always talk about my ideas
   - always talk about my ideas

18. I would like for my teacher to read books out loud to the class ________.
   - every day
   - almost every day
   - once in a while
   - never

19. When I read out loud I am a ___________.
   - poor reader
   - OK reader
   - good reader
   - very good reader

20. When someone gives me a book for a present, I feel ___________.
   - very happy
   - sort of happy
   - sort of unhappy
   - unhappy
Appendix 7

Sample of Texts
They found cardboard boxes,
A boot and some glue,
An old broom, a bent spoon,
And a spare fuse box too.

They fixed the old broom
To the box and the boot.
They found an old hooter
That went, ‘Toot, toot, toot!’
Grandpa, Ali, and Amina went to the supermarket. They looked for some mangoes. There were apples, pears, and bananas but there were no mangoes.

Then they went to the market. 'I can see some mangoes,' said Amina. 'So can I,' said Ali. Grandpa got a bag of mangoes.
Once upon a time there was a girl called Little Red Riding Hood.
She lived with her mother and father in a little cottage by a forest.

Every day when Little Red Riding Hood went out to play she put on the red cloak that her grandmother had made for her. It had a beautiful red hood and that is why she was called Red Riding Hood.
Prince Ivan ran to his cupboard.
He had lots of hats – red hats,
blue hats, green hats and yellow hats.
He took one out and looked at it.
'I can't play in a hat like this!' he said.

Then he saw a red hat-box.
On the lid it said, 'Do not open.'
'What's in here?' said Prince Ivan,
and he took off the lid.
In the box was a beautiful hat.
'Here is the hat for me!' he said.
In the room was a long table and on the table was lots and lots of food. There were giant jellies, giant cakes, giant crisps and giant bowls of ice cream.

‘Wow!’ said Kim.
Suddenly the rock under the children began to move.

'Oh no!' said Jack. 'We must be inside a volcano.'

Up went the rock, taking the children with it. Up and up it went, faster and faster and higher and higher...

Yasmin, Jack and Lee ran out of the cave as fast as they could. They ran down a long dark tunnel. Down and down they went, and as they went they got hotter and hotter and hotter.

'I'm too hot,' said Lee. 'I can't run any more.'

The children stopped but then the ground began to shake.