

### Series A-General Recreational Reading

Within this section of Interview 1, the students who named reading as one of their most important activities were asked questions geared toward gathering specific information about their recreational reading. Students were asked: 1) how often they read for their own enjoyment, 2) what they found interesting about their readings, 3) reasons for reading, 4) things they may not like about this type of reading, 5) whether they ever felt this reading was a waste of time, and 6) who influenced their decision to read their chosen genre for recreational reading. The information gathered from these open-ended questions resulted in discovering six reasons behind these students' recreational reading, a range of influential individuals, a variety of genres that students read for recreational reading, and understanding whether these students felt that reading was a waste of time. Statistical analyses were conducted assessing the ethnic (African American and European American) and reading level (low, middle, and high) differences for each category. For each statistically significant analysis, pie charts were created to illustrate the results.

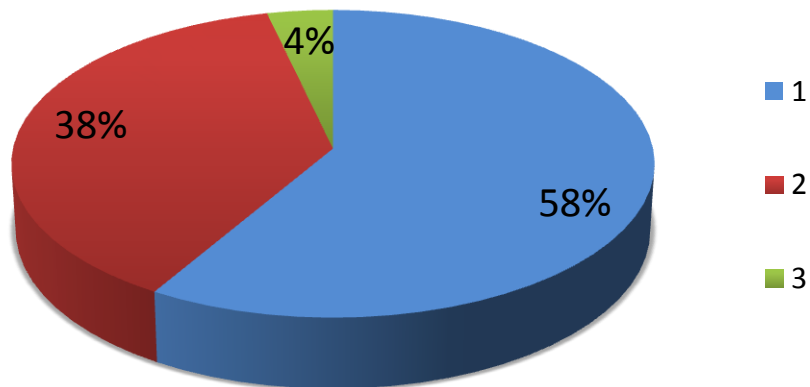
In the interview, the students discussed up to three recreational reading genres. These genres were coded and varied and included sports, relationships, computers, science fiction, fantasy, or pop culture. Students mentioned from one to six titles, with the majority of students naming two titles. The six reasons students named for engagement in recreational reading included: a) for information/knowledge, b) for enjoyment/humor and/or interest, c) to reduce boredom, d) to become a better reader, e) for self-improvement, and f) for the suspense of the story (response of 45% of students). The majority of students stated that this type of reading was not a waste of time, but did not give an elaborated response. The general recreational reading for these students was influenced by numerous individuals ranging from parents and siblings to

teachers and librarians. Most students stated that they read recreationally several times per week at no particular time and that they have been doing this type of reading for two years or less.

The statistical analyses showed one ethnic difference for the item “Student reads to reduce boredom” and one reading level difference for the item “Student reads for self-improvement/inspiration.” The ethnic difference in reasons for reading was in the category of reducing boredom. European American students were more likely than African American students to report this as a reason for their recreational reading. Regarding reading level differences, low and high achievers were more likely than middle achievers to report that they read for self-improvement.

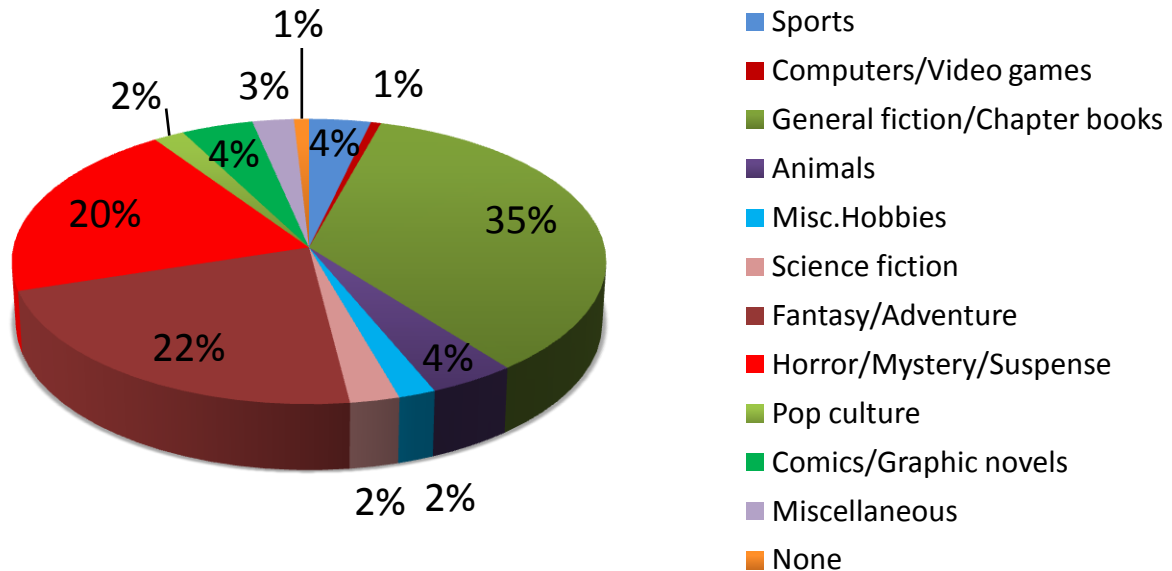
### Series A-General Recreational Reading

#### Number of Recreational Reading Genres Mentioned by Students



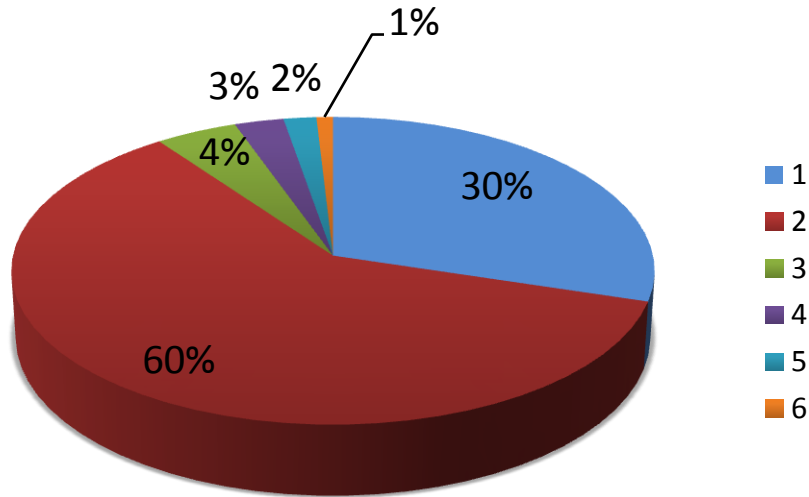
This pie chart illustrates the number of reading genres reported by students who selected reading as one of their most important activities. It shows that the highest percentage of students reported on one specific genre for their general recreational reading.

## Book Genres Read by Students for Recreational Reading



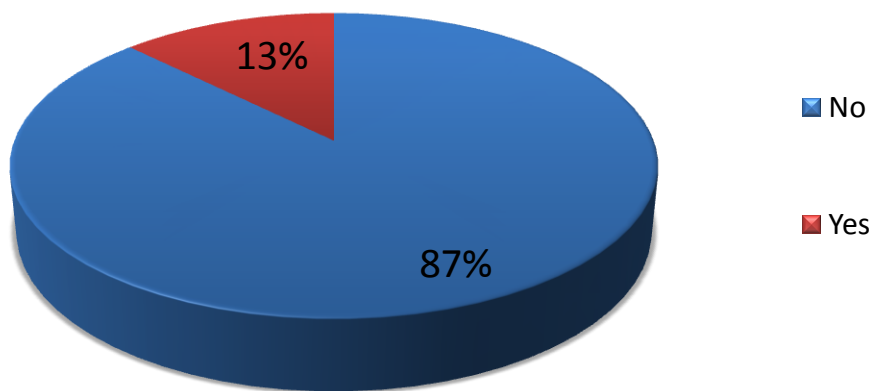
This pie chart depicts various genres of recreational reading mentioned by the students who selected reading as one of their most important activities. It shows that the highest percentage of students read general fiction/chapter books for their recreational reading.

**Number of Recreational Reading Titles  
Named by Students**



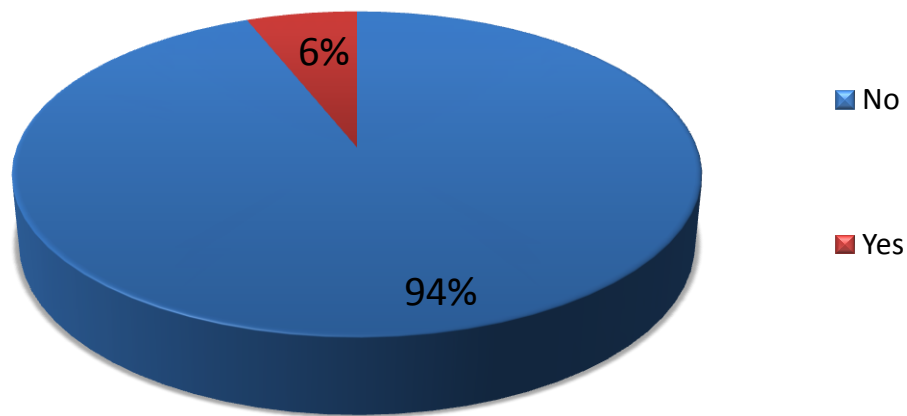
This pie chart illustrates the number of titles that students, who selected reading as one of their most important activities, mentioned for their recreational reading. It shows that the majority of students named two specific titles for their recreational reading.

### Students Read for Topic Information or Knowledge



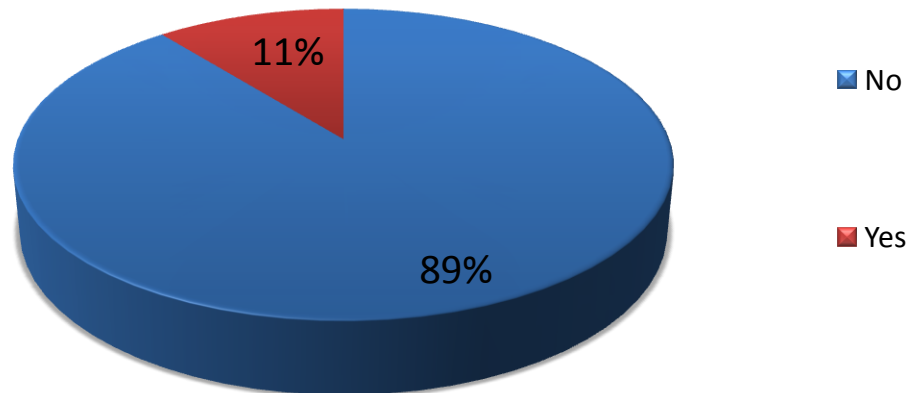
This pie chart depicts whether the students mentioned gaining topic information or knowledge (factual or how-to) as a reason, goal, or outcome for their general recreational reading. It shows that 13% of students stated that gaining knowledge or information was a reason for their reading.

**Students Read for  
Enjoyment, Humor, Interest, and/or Relation  
of Reading to Favorite Activity**



This pie chart depicts whether the students mentioned enjoyment, humor, interest, and/or relation of their reading to a favorite activity as a reason, goal, or outcome for their general recreational reading. It shows that 6% of students stated that enjoyment or interest was a reason for their reading.

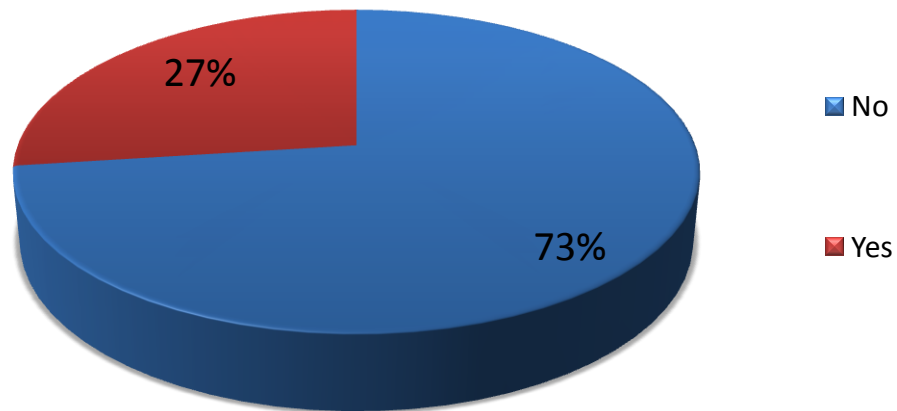
## Students Read to Become a Better Reader



This pie chart depicts whether the students mentioned improvement in reading (learning new words, generally becoming a better reader), or in their sense of self as a reader as a reason, goal, or outcome for their general recreational reading. It shows that 11% of students stated that becoming a better reader was a reason they read.

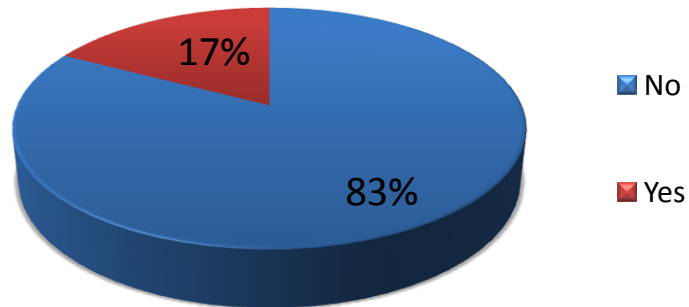


### Students Read to Reduce Boredom

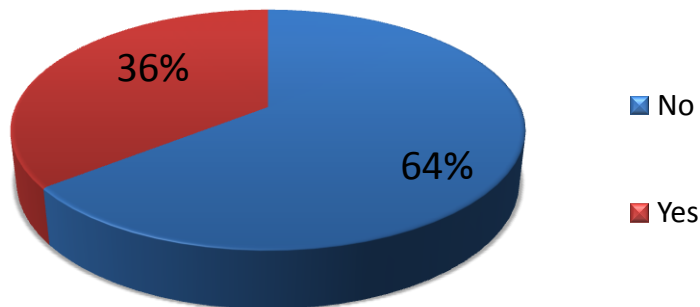


This pie chart depicts whether the students mentioned the reduction of boredom or other negative emotion or filling of time/spare time as a reason, goal, or outcome for their general recreational reading. It shows that 27% of students stated that reducing boredom was a reason for their reading.

**Students Read to Reduce Boredom**  
**(African Americans)**

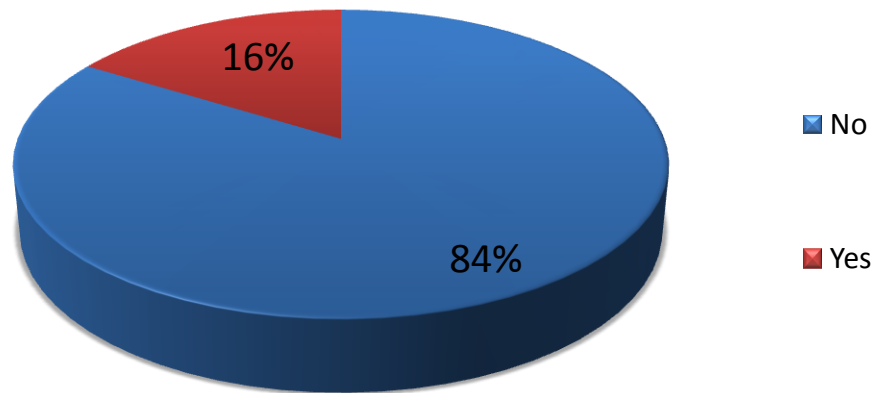


**Students Read to Reduce Boredom**  
**(European Americans)**



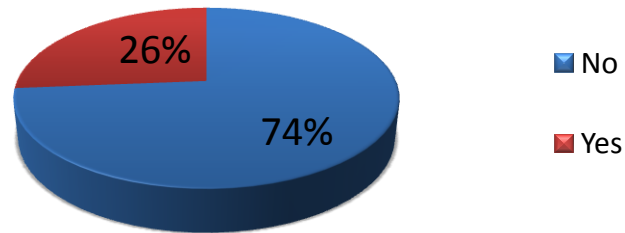
These pie charts show the ethnic differences for the item on students' reading for recreation to reduce boredom. They show that more African Americans stated that they did not read to reduce boredom, while more European Americans stated that they did read to reduce boredom.

### Students Read for Self-Improvement or Inspiration

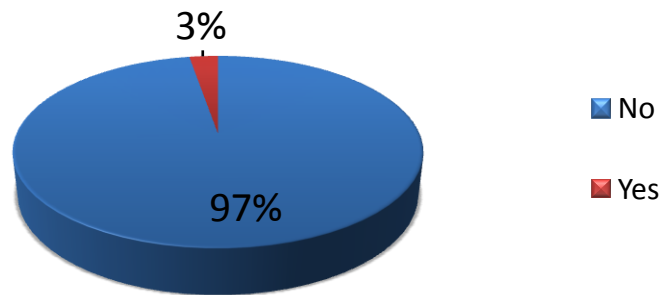


This pie chart depicts whether students mentioned reading for self-improvement, connection to long-term future goals, inspiration (role model), or identification with a character or a real person as a reason, goal, or outcome for their general recreational reading. It shows that 16% of students stated that self-improvement was a reason for their reading.

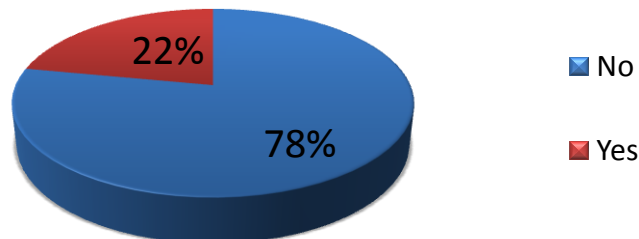
**Students Read for Self-Improvement or Inspiration (Low Achievers)**



**Students Read for Self-Improvement or Inspiration (Middle Achievers)**

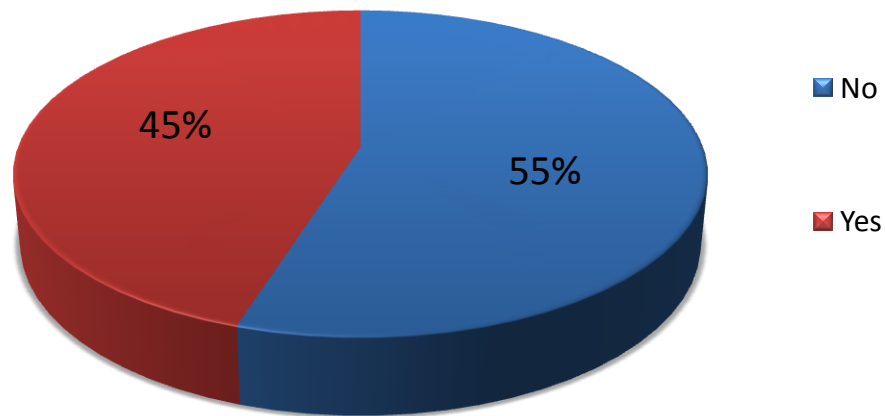


**Students Read for Self-Improvement or Inspiration (High Achievers)**



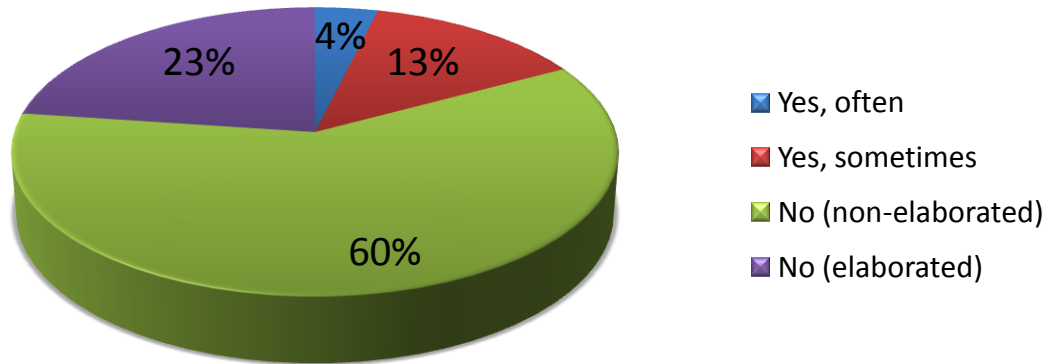
These pie charts show the reading level differences for students' responses about their general recreational reading being for self-improvement or inspiration. It shows that middle achievers reported more than low and high achievers that they did not read for self-improvement. They also show that low and high achievers reported more than middle achievers that they did read for self-improvement.

**Students Read Due to Story/Series  
Involvement or Suspense**



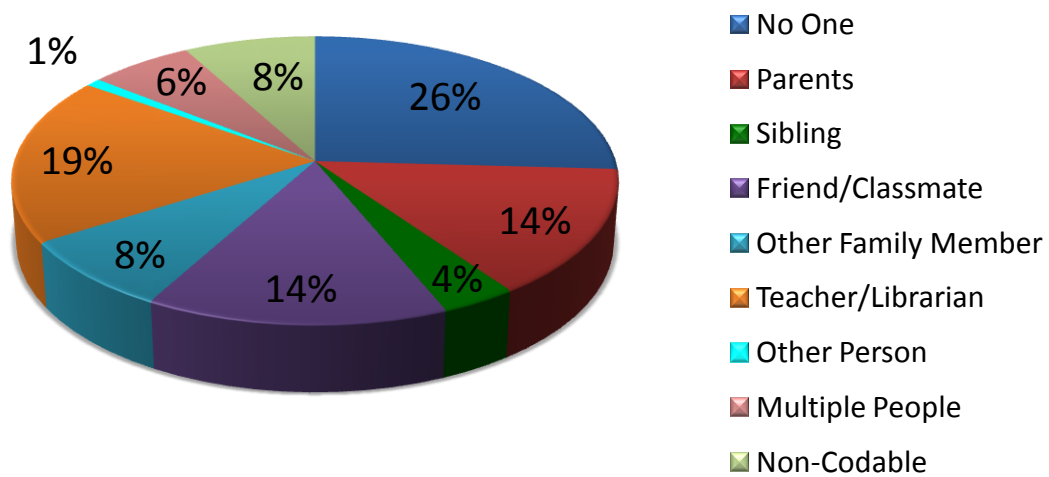
This pie chart depicts whether students mentioned the experience of being drawn into the plot, action, suspense, or characters of a book or book series (or high involvement in non-fiction) as a reason, goal, or outcome for their general recreational reading. It shows that 45% of students stated that story involvement/suspense was a reason for their reading.

## Is Reading a Waste of Time?



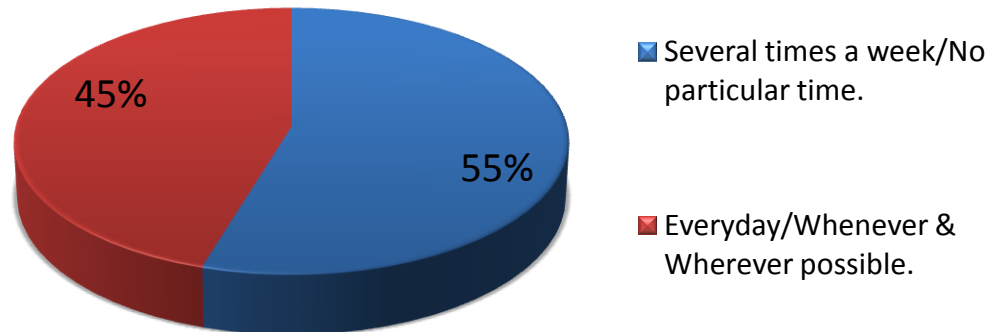
This pie chart depicts students' responses to whether they felt that their general recreational reading was a waste of time. It shows that the majority of the students gave a non-elaborated response that reading was not a waste of time.

### Influences on Students' Reading of Particular Genre/Book



This pie chart depicts students' responses to the question on who influenced their reading of the particular genre or book mentioned within their general recreational reading. It shows that the highest percentage of students stated that no one influenced their reading.

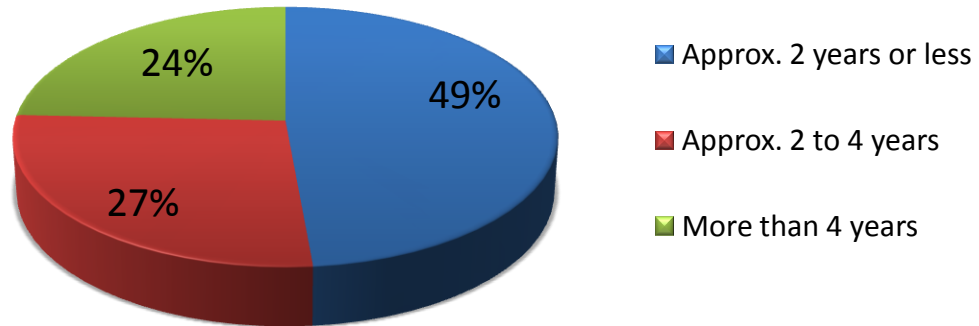
## Frequency of Students' General Recreational Reading



This pie chart illustrates students' responses to the item asking about the frequency of students' recreational reading. It shows that the highest percentage of students stated that they did this reading several times a week/no particular time.



### Years of Reading Particular Genre



This pie chart shows the response of students to the question on how long they have been reading the specific genre or the same series. It shows that the highest percentage of students stated that they have been reading a specific genre for approximately two years or less.