

Series B-Recreational Reading about Listed Activities

Within this section of Interview 1, students who did not list reading as one of their most important activities were asked whether they read about any of the activities they listed as their most important ones. Students who reported that they read about their important activities were then asked a series of questions aimed at gathering specific information about this type of reading. These students were asked what they read about recently, what they found interesting about their readings, or if they felt that reading was a waste of time. The information from these open-ended questions resulted in coding five reasons behind these students' recreational reading for a specific activity, a variety of genres that students read for their recreational reading on a specific activity, and understanding whether or not these students felt that reading for this specific activity was a waste of time. Statistical analyses were conducted assessing ethnic (African American and European American) and reading level (low, middle, and high) differences for each category. For each analysis that was statistically significant, pie charts were created to illustrate the results.

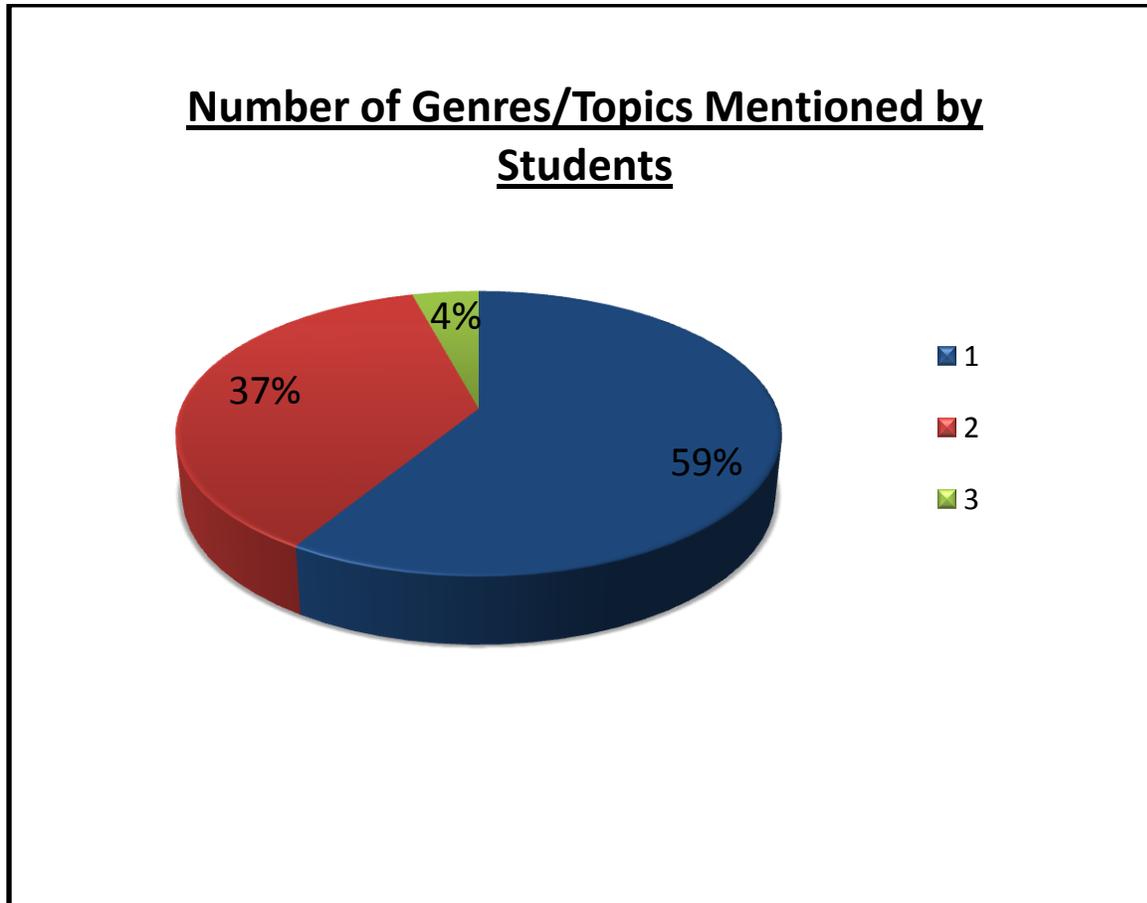
In the interview, the students discussed specific genres of their recreational reading. They talked about three genres (that were coded) from a pool that included sports, relationships, computers, science fiction, fantasy, or pop culture. The majority of students named sports as their specific reading genre of choice. Students named from one to six titles, with the majority recalling two titles. The five reasons that students gave for engaging in a particular recreational reading genre were to gain information/knowledge, enjoyment/humor and/or interest, boredom reduction, reading improvement, and self-improvement in an area other than reading. The majority of students (66%) stated that they read to gain topic information/knowledge, while 49%

of students stated that they read for the enjoyment/humor. The majority of students stated that reading about their activities was not a waste of time, but did not give an elaborated explanation.

The statistical analyses showed two ethnic differences and one reading level difference in the coded items. Specifically, a higher percentage of European American students than African American students read for the reason of improving their reading. In addition, African American students were more likely than European American students to state that their reading was not a waste of time without elaborating their response. The reading level difference occurred for the item concerning whether reading was a waste of time. Low achievers reported more than middle and high achievers that they felt that reading about their activities was not a waste of time, without an elaborated explanation. High achievers reported more than low and middle achievers that they did not feel that reading was a waste of time, with elaboration.

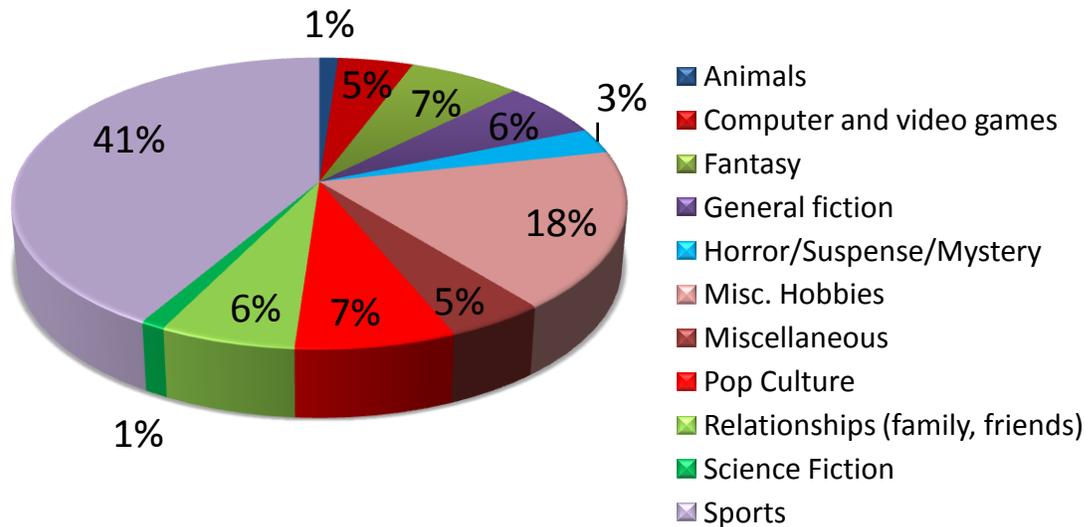
Series B

Recreational Reading about Listed Activities



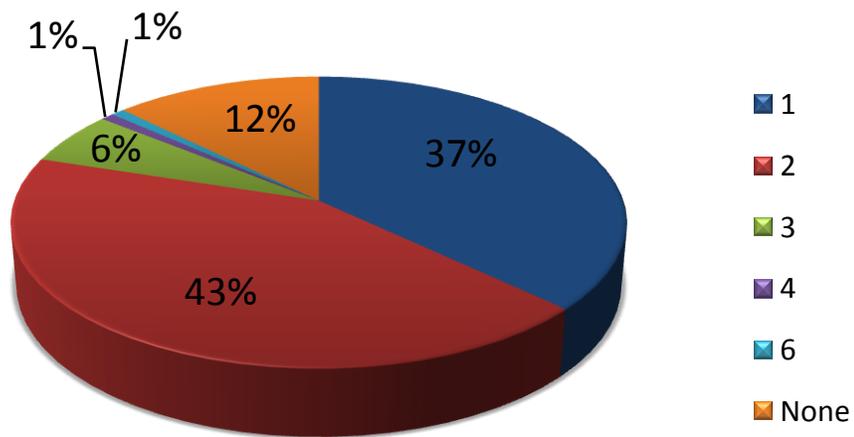
This pie chart illustrates the number of genres reported by the students who reported reading about one or more of their most important activities. It shows that the highest percentage of students mentioned one specific genre or topic for their recreational reading related their listed activity.

**Genre/Topics Read by Students about their
Most Important Activities**



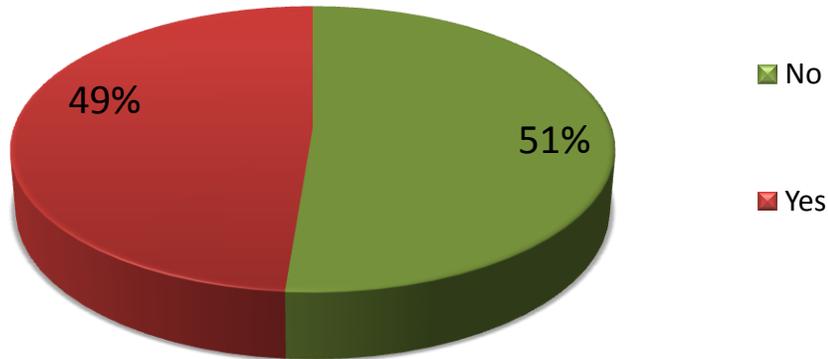
This pie chart depicts various genres and topics read by the students in reference to their selected activity. It shows that the highest percentage of students read about sports for their selected activity.

Number of Titles Mentioned by Students



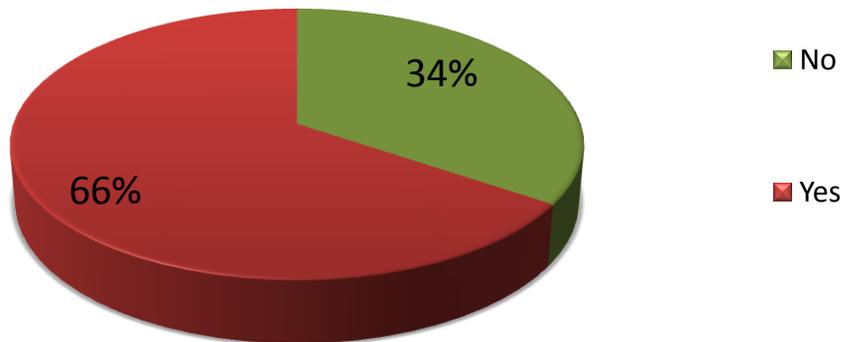
This pie chart illustrates the number of book titles named by students who read about any of their most important activities. It shows that the majority of students named one or two specific book titles.

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



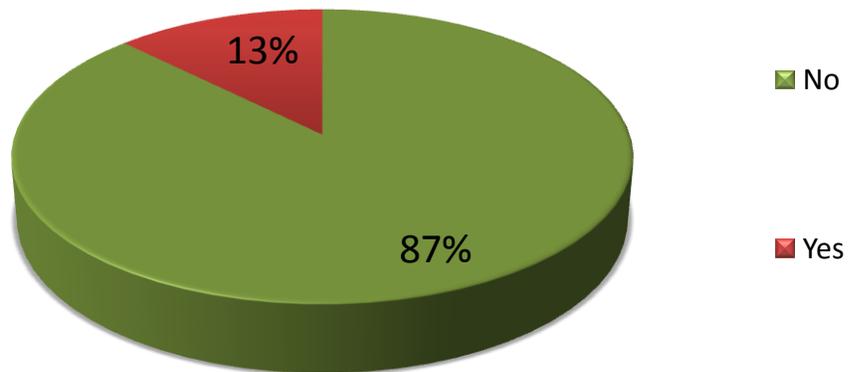
This pie chart depicts whether the students mentioned enjoyment, humor, interest, and/or the relation of reading to a favorite activity as a reason, goal, or outcome for their recreational reading about important activities. It shows that 49% of students stated that enjoyment or interest was a reason for their reading.

Students Read for Topic Information or Knowledge



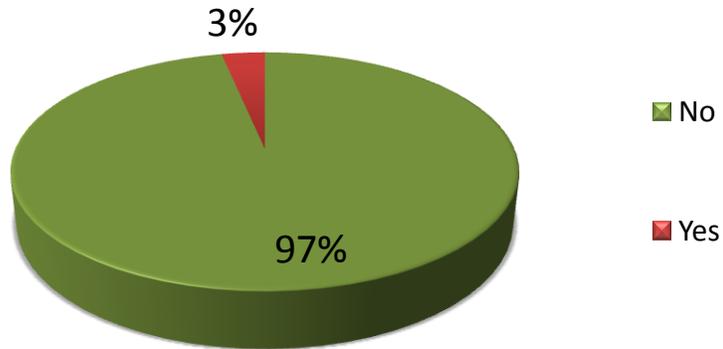
This pie chart depicts whether students mentioned a gain of topic information or knowledge (factual or how-to) as a reason, goal, or outcome for their recreational reading about important activities. It shows that 66% of students stated that gaining knowledge or information was a reason for their reading.

Students Read to Become Better Readers

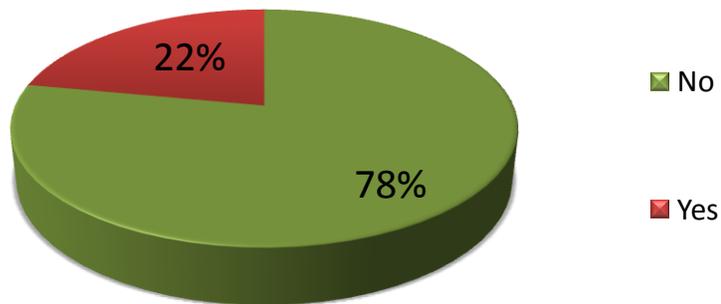


This pie chart depicts whether students mentioned improvement in reading (learning new words, becoming a better reader), or in their sense of self as a reader as a reason, goal, or outcome for their recreational reading about important activities. It shows that 13% of students stated that becoming a better reader was a reason for their reading.

Students Read to Become Better Readers
(African Americans)

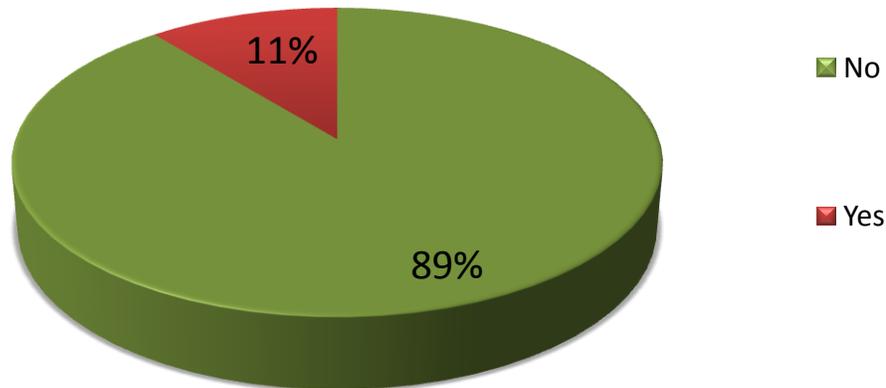


Students Read to Become Better Readers
(European Americans)



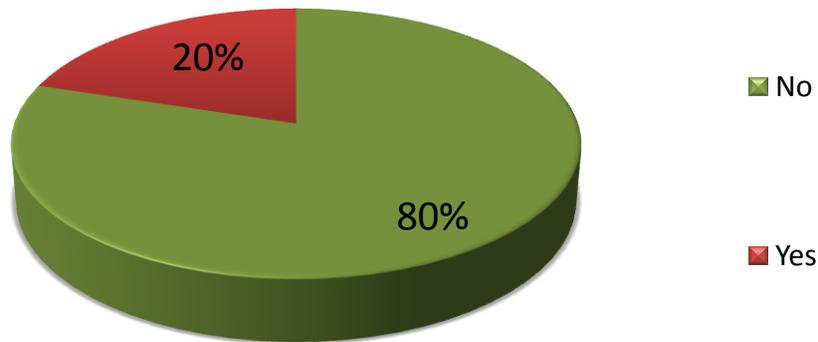
These pie charts show the ethnic differences for the item about recreational reading leading students to become better readers. For example, it shows that a higher percentage of European American students stated that they read to become better readers compared to African American students.

Students Read to Reduce Boredom



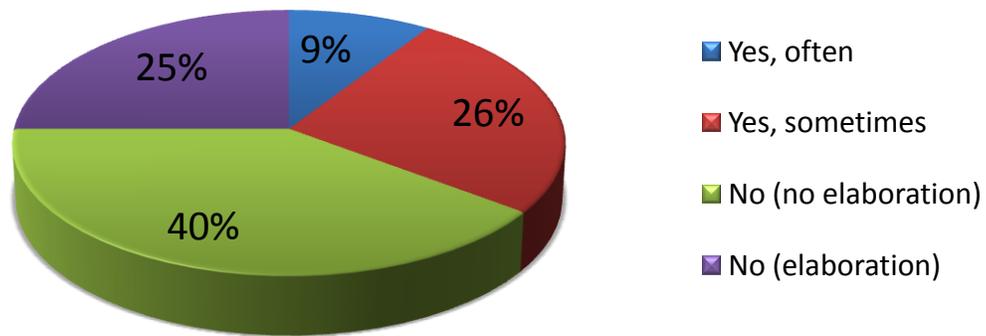
This pie chart depicts whether students mentioned reading to reduce boredom or another negative emotion, or filling of time as a reason, goal, or outcome for their recreational reading of listed activity. It shows that 11% of students stated that reducing boredom was a reason for their reading.

Students Read for Self-Improvement or Inspiration



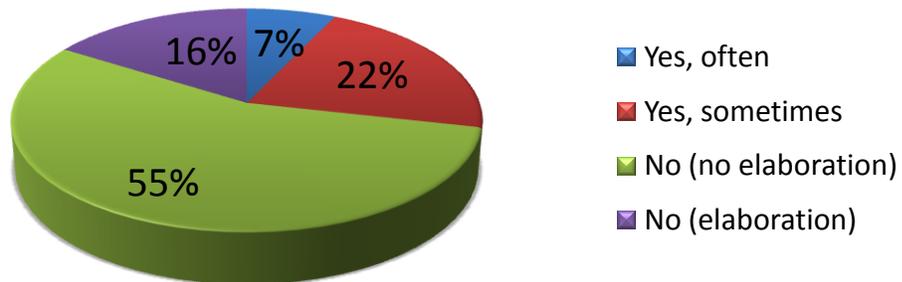
This pie chart depicts whether students mentioned reading for self-improvement, connection to long-term goals, inspiration (role model), or identification with a character or real person as a reason, goal, or outcome for their recreational reading of listed activity. It shows that 20% of students stated that self-improvement was a reason for their reading.

Is Reading a Waste of Time?

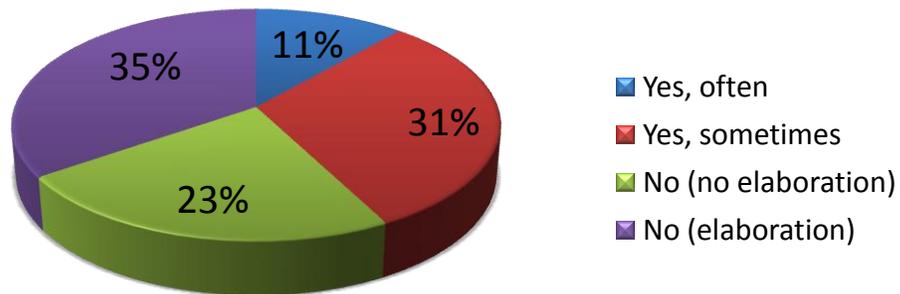


This pie chart depicts students' comments on whether they felt that recreational reading about their important activities was a waste of time. For example, the highest percentage of students stated that it was not a waste of time to read for their listed activity, but did not elaborate on why it was not.

Is Reading a Waste of Time?
(African Americans)

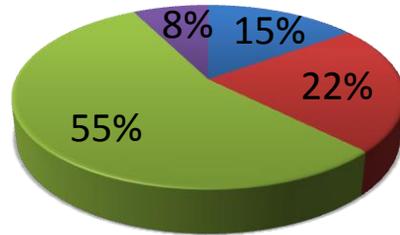


Is Reading a Waste of Time?
(European Americans)



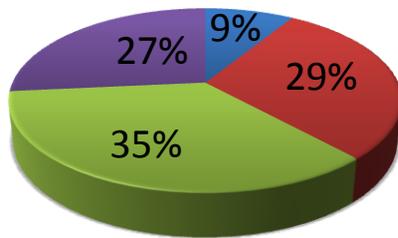
These pie charts show the ethnic differences for the item on whether students felt that reading is a waste of time. For example, it shows that a higher percentage of African American than European American students reported that reading is not a waste of time, without elaboration.

Is Reading a Waste of Time?
(Low Achievers)



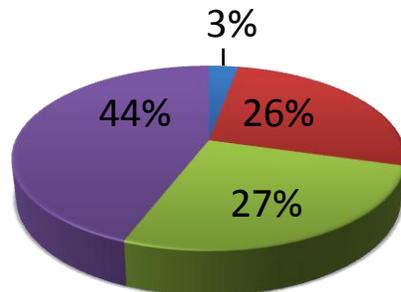
- Yes, often
- Yes, sometimes
- No (no elaboration)
- No (elaboration)

Is Reading a Waste of Time?
(Middle Achievers)



- Yes, often
- Yes, sometimes
- No (no elaboration)
- No (elaboration)

Is Reading a Waste of Time?
(High Achievers)



- Yes, often
- Yes, sometimes
- No (no elaboration)
- No (elaboration)

These pie charts show the reading level differences for the item on whether students felt reading is a waste of time. For example, it shows that the low achievers reported in the highest percentage that reading is not a waste of time, but did not give elaboration.