Chapter 1 : Using Literature, Reader Response, and Engagement to Enhance Motivation and Comprehens

Learning Objectives. To understand the seven goals and seven objectives of a high quality literature program. To explain the three key steps in the reader motivation and response process and the role of the two instructional stances in developing reader response and engagement.

Read through the plays you have selected and decide how many students will be needed for each one. To get the students started, you can either assign students to each script or let them choose the play they want to do after you introduce them. I allow my students to choose, but I have them rank their choices: Give a copy of the chosen script to each member of the group. Have students get in their groups, then read the script all the way through independently. Next, I have students count how many lines there are altogether and then provide collaboration time for students to decide how they will split the parts up equally. I tell them there may need to be compromise but all group members must agree on the final outcome. Once roles have been decided, students highlight their lines, then practice with their group members. I remind students to read the words as if they are talking, and to use punctuation and context clues to help guide their expression and intonation as they read. Fluency is bolstered by the repetitive practice that occurs. As students begin to get familiar with the story following several reads, I encourage them to rewrite lines and make changes to the script if everyone agrees to it. After students have practiced their lines for 20 minutes or so, I provide approximately 20 more minutes to create props our of classroom materials and to do a final run-through of their script. When it comes time to perform, each group is given three minutes to set up their "stage" at the front of the room and select costumes out of the prop box. Time at the prop box is limited so the focus is on the reading aspect of doing a play and not on "dressing up. Before beginning, each group introduces their play and lets the audience know who is playing each part. Once the performance begins, my class listens attentively from start to finish. The selection of plays I did last week were fractured fairy tales, so afterwards, students worked with their teams to find similarities and differences between the original and the version in their scripts using the following activity sheet: This allowed them to see how an entire book could be summarized succinctly between several scenes. Afterwards, they worked in groups to create their own adaptations of read-aloud books we had done that year using the planner shown below. I was honestly blown away at the end result!

Chapter 2 : Student Motivation, Engagement, and Achievement

comprehension and student motivation when students read culturally relevant text. The purpose of implementing literature circles is to build a classroom community where.

Promoting Achievement and Motivation Introduction: The push for successful, independent readers The standards and expectations of students and teachers are set. According to the U. Teachers, students, and community members are responsible for making this goal happen, as reading is so necessary in enabling students to succeed through school and their grown lives. Is this a realistic goal that can be met by children today? In fact, most American third graders can read; however, many students spend their time decoding the text and are unable to comprehend and understand the message Every Child A Reader, The students have a foundation in phonics, word structure, recognition, and meanings, but lack the necessary skills to independently comprehend and interpret texts. As these students continue through school, their inability to fully comprehend and make meaning of texts places them at a severe disadvantage to the rest of the students. Most children enter school excited to read; however, by the time they enter middle school they have a dislike for reading. This disheartening phenomenon leads us to reconsider educational practice, as well as the contexts which children construct a meaning and value of literacy i. How can we change this pattern of struggling readers who choose not to read for pleasure, so that more students become engaged and successful readers? Much of the research and effort that has contributed to the formation of the reading engagement theory has been situated at the National Reading Research Center NRRC , the jointly funded effort of the University of Maryland and University of Georgia. The NRRC scholars of educational psychology and human development have focused their efforts on exploring, identifying, and understanding the variables that contribute to reading engagement. The researchers have studied and focused on the integration of motivational, cognitive, and social features of reading and reading instruction. Engaged readers not only are able to decode and comprehend texts, but they value reading, believe they are good readers, and choose to read. Engaged reading is not an attack on the cognitive importance of reading—it is just as important as the motivation—rather, it is a calling for a integration between motivation, cognition, and social contributions in order to engage students in reading to become life-long, successful readers. The literature discussing motivation is abundant, and at times overwhelming. As it pertains to reading engagement, all variables may play some role in determining whether a student reads or not. Researchers at the NRRC, as well as other scholars, are exploring various motivational variables e. These motivation achievement constructs have influenced learning, but not until the last decade had they been seriously applied to reading and literacy. In the motivational literature, students have been thought to be motivated extrinsically for an external reward or intrinsically for the sake or value of doing something. An engaged reader is thought to be someone who reads for the sake of reading intrinsic , not for a grade or for other external incentives extrinsic ; however, there have been no observed long-term side effects of extrinsic rewards for reading Wigfield, Schunk observed that if students are trained to be more efficacious, they improve their chances of achievement in different subject areas. Therefore, when children believe they are efficacious at reading they will likely succeed at reading. In addition to self-efficacy, if students value literacy as an important means for learning, and interacting in our society, then students will be more apt to achieve as readers. Interestingly, Guthrie and Wigfield claim that reading motivation not only explains why some children read more than other, but it also triggers the strategic skills of the child and allows him or her to engage in the reading. He emphasizes that without motivation children will be less likely to use cognitive strategies e. In this sense, motivational variables, such as self-efficacy, interest, and autonomy, are greatly influential in reading engagement—an integration of social, cognitive, and motivational aspects. Principles for Promoting Reading Motivation: The reading engagement theory holds certain motivational variables as highly influential contributors in promoting engaged reading. By providing the following list of principles for promoting reading motivation, the theory has answered the question: How can educators engineer social

environments that will provide students with the will and skill to engage in reading? The following is a list of principles, created by Guthrie and other scholars at the NRRC, for fostering reading engagement: One or two principles will not successfully foster an engaging environment for students; the teacher must engineer the classroom and his or her practice so that all the contributors are linked in a cohesive manner. The past 30 years of reading and motivation: By the s, cognitive psychology had eventually taken priority as the major influence in reading research. Researchers wanted to ascribe some sense of meaning to the process of reading by trying to understand the underlying cognitive processes, previously unimportant for the behaviorists, who were concerned with breaking everything done to stimulus and response Hiebert, E. The advent of the computer as an analogy of the human mindâ€"using programmed hard and software to execute computational processesâ€"created a vision of the human reader as a computer. In a sense, the motivational aspects of learning were less emphasized with the full attention placed on cognitive processes. In the last decade and a half, reading research has taken a sociocultural spin. As a result, the focus has shifted from comprehension and cognitive strategies to an understanding of cooperative learning, collaboration, and reading for pleasure. Social constructivism questioned how meaning is constructed, emphasizing the social dimension of learning Hiebert, E. In sum, engaged reading provides a synthesis of the motivational literature and the literacy literature. In figure I, it is revealed that the decrease in the appearances of the words schema and prior knowledge becomes most obvious in the late s and early s. Also, the decrease in occurrences of comprehension in the s shown in Figure II is also a result of the paradigm shift from cognitive to sociocultural and motivational emphasis. G, ; Baker, L. This convergence of cognitive and motivational aspects of reading development becomes united in the theory of reading engagement. Number of articles containing schema or prior knowledge. Percentage of articles containing words about motivation or interest. Percentage of articles containing comprehension. Contemporary Analysis of Reading Engagement: Common trends in the literature A major trend that I found in the current literature is the way in which scholars are exploring how student understandings, interests, and beliefs interact with different instructional practices. The relationship is seen in Turner and Paris This idea is understandable for educators. As a result, educators believe there is a significant relationship between contributions teachers can provide and the success of the student. The focus on the instruction can be seen in the Concept Oriented Reading Instruction classrooms Guthrie et al, , where they implement the principles of reading engagement theory in six combined science and language arts classrooms see annotated list of research studies for more discussion. Turner and Paris , Nolen , and Rueda et al. A majority of the studies within the three journals Journal of Educational Psychology, Reading Research Quarterly, The Elementary School Journal explored instructional implications for facilitating environments that foster reading engagement and reading motivating. For example, Sadoski, M. The second trend in the research is the focus on the child, which was less common than the focus on the instructional contexts. Researchers sought to identify the factors leading to reading motivation within the child. This approach usually examined the understandings, interests, and attitudes students bring to school and how they relate to reading achievement and motivation. One method researchers used to understand what motivated middle school students to read was to survey their interests. Guy Ivey and Karen Broaddus sought for the qualities that motivated students to read inside and outside the classroom. The second method of research examined the ways in which achievement motivational factors e. They designed a questionnaire that identified the multifaceted dimension of motivation. They were able to conclude from the data that the students who reported high intrinsic motivation read nearly three-times as much per day than the person who reported a low intrinsic motivation. They concluded that intrinsic motivation remains fairly steady and predictable over the school years, despite teachers, parents, and geography. A third element important to the discussion on reading engagement, which was often over-looked in the literature, is the influence of sociocultural factors in reading engagement. There was not one article in the three journals that specifically addressed the importance of sociocultural factors in reading engagement. With the last year, scholars have placed more importance on the sociocultural implications in reading motivation. They consider the importance of how reading is valued in particular

cultures and homes, as well as the boundaries placed between culture, the home, and school. Missing in the literature are detailed ethnographic studies of particular engaged readers. This research is important in our understanding of what, how, and why students are motivated in certain situations and contexts. This work would refine our view of the successful reader and the reader who reads for pleasure. In addition, there is a place for more research on the practices and qualities of teachers who foster reading engagement in their students. This research would provide could contribute to the work being done with Concept-Oriented Reading Instruction in a few schools in Washington D. A richer database of research would help refine what we know of the instructional principles that stimulate reading engagement. Lastly, in-depth research pertaining to sociocultural impacts on reading engagement would be helpful in our understanding of the ways in which the home and community foster reading engagement. We must critically examine school instruction and the communities in which these children live in order to know how reading is fostered. Visual Representation of the major trends in the literature. Reading Research Quarterly, 34, Handbook of Reading Research. Reading Engagement in Individuals and groups. Educational Psychologist, 32, Reading Research Quarterly, 30, Developing Engaged Readers in school and home communities. Goals and progress feedback: Effects on self-efficacy and writing achievement. Contemporary Educational Psychology, 18, The Reading Teacher, 48, Journal of Educational Psychology, 89, Discussions with Scholars Meeting with Ralph Putnam advisor -He remarked that this would be my interest idea for this week and this week only. I told him that I got to this thinking after wondering about the advantages of self-selected reading or free-voluntary classrooms. He suggested a couple of books to follow up on. He said that they will be able to help me develop my focus a bit more because they have more background in the literacy field. Les approached me after he heard about my interests in our first class together. He was helpful in suggesting a book Stephen Krashen, The Power of Reading that turned out to be a kind of meta-analysis of research covering the topics of free voluntary and silent-sustained reading in classrooms. He also mentioned Frank Smith as someone to read to further my understanding of literacy in the classroom.

Chapter 3 : Reader Response Questions and Prompts for Fiction and Nonfiction

have on the comprehension and motivation to read of sixth grade students. The following research questions were studied: Does the use of literature circles increase the reading.

This deductive strategy is designed to provide structural organization for interrelated bodies of content in the minds of learners. It begins with broad ideas and works toward smaller, more focused ideas that are related. In so doing, students map connections between the material to be learned and what they already know. This mind mapping strategy is interactive and sequential. Because of its deductive nature, students proceed from general content, to more specific content, and conclude by generating very specific examples that illustrate that content. Throughout this process, teachers and students use graphic organizers to structure each lesson. Return to Top of Page This teaching approach is both deductive and inductive in nature. The teacher poses a problem that is purposefully designed to be intriguing and motivating for the kids. Students hypothesize possible solutions to the problem. Then, through a process of researching and questioning, students test their hypotheses. This process continues until a hypothesis that accounts for all of the data is found. More on the inquiry teaching strategy will follow see wrestling the clock above. Return to Top of Page I think that we would all agree that teaching is not an easy enterprise. But, the strategies listed on this page can help. And, these strategies are appropriate for any subject area at any grade level. Varying teaching techniques can help students become more engaged and motivated, increasing your effectiveness as a teacher. Best wishes always to you and your kids. Comments Have your say about what you just read! Leave me a comment in the box below. Talking avatars teach 30 language arts mini-lessons via digital projector or SMART Board while you relax, 20 writing tutorials, 60 multimedia warm ups. Great for Journalism and Language Arts This free writing software is designed for individual workstations. Strategies and Methods Tools Motivating Students: Free downloads are available. Step by step examples for planning, implementing, and evaluating inductive and deductive activities that really work with kids. The deductive approach is a great way to deliver concepts quickly and efficiently. How to Effectively Use Inductive Teaching Activities with Kids These inductive teaching methods are guaranteed to increase student motivation and participation. Kids learn content while sharpening processing skills. Students learn content while establishing their confidence as learners. Establishing classroom routines, providing warm up activities, structuring instructional time, the "Going to the Movies" approach, setting expectations, and. Organizing to Enhance Discipline and Order Organizing for effective classroom management: Use these reliable strategies to greatly improve discipline and order. A place for everything and. Controlling traffic, preparing students for instruction, obtaining materials, managing the pencil sharpener, maximizing instructional time, more. How to develop strategies for multiple instructional approaches, tips on how to implement strategies, examples of CHAMPs strategies, and. Tools for Teaching Writing Writing Prompts: Over for Practice Essays, Journal Entries, and More Persuasive and expository essay writing prompts, reader response questions and statements, and journal writing prompts for every day of the school year. These high-interest prompts will encourage kids to describe, explain, persuade, and narrate every day of the school year. These prompts give students focus and purpose as they respond in writing to fiction and nonfiction they have read. Use them for practice or for the. Great Tips for Enhancing Effectiveness Ideas for first year teachers: Establishing connections with kids, showcasing relevance, managing the classroom, using classroom routines, communicating with parents, and. First Day of School: Factor, create immediate opportunity for success, establish the tone, provide motivation, describe expectations, and. Teaching Resource Tools Classroom Libraries: Everything from acquiring and organizing books to establishing procedures. Free downloads of several pertinent documents. A strategy or procedure, perhaps? Something that you have found to be effective with kids? All you need is card stock paper for this pile of ready-to-use, fully-customizable signs and posters. These downloadables are entirely free of charge.

Chapter 4 : Engaged Reading:

In a literature review of motivation and engagement among Caucasian and African American students, it was found from multiple, experimental studies that African American students benefit from collaborative structures for interacting with text more than Caucasian students.

Explain how a character is acting and why you think the character is acting that way. What real-life people or events are you reminded of by characters or events in the story? Write about what would happen if you brought one of your characters to school or home for a day. What quality of which character strikes you as a good characteristic to develop within yourself over the years? How does the character demonstrate this quality? Who tells the story? Is this the best person to tell it? Why do you think the author wrote this story? If you were the author, would you have ended the story in a different way? How does the author provide information or details to make the story seem realistic? How does the author help you feel that you are really there in both realistic stories and fantasy? Do you have any unanswered questions about the story? Reader Response Prompts for Nonfiction reader response questions Copy a short passage that you found to be interesting. Explain what made it interesting for you. Write a summary of what you read in your book today. Explain some of the things that you have learned so far that you are not likely to forget in the near future. Write to inform us about the author. What ideas might you have for turning this work of nonfiction into a work of fiction? Give a brief summary of what your story might be like. Comments Have your say about what you just read! Leave me a comment in the box below. Talking avatars teach 30 language arts mini-lessons via digital projector or SMART Board while you relax, 20 writing tutorials, 60 multimedia warm ups. Great for Journalism and Language Arts This free writing software is designed for individual workstations. Strategies and Methods Tools Motivating Students: Free downloads are available. Step by step examples for planning, implementing, and evaluating inductive and deductive activities that really work with kids. The deductive approach is a great way to deliver concepts quickly and efficiently. How to Effectively Use Inductive Teaching Activities with Kids These inductive teaching methods are guaranteed to increase student motivation and participation. Kids learn content while sharpening processing skills. Students learn content while establishing their confidence as learners. Establishing classroom routines, providing warm up activities, structuring instructional time, the "Going to the Movies" approach, setting expectations, and. Organizing to Enhance Discipline and Order Organizing for effective classroom management: Use these reliable strategies to greatly improve discipline and order. A place for everything and. Controlling traffic, preparing students for instruction, obtaining materials, managing the pencil sharpener, maximizing instructional time, more. How to develop strategies for multiple instructional approaches, tips on how to implement strategies, examples of CHAMPs strategies, and. Tools for Teaching Writing Writing Prompts: Over for Practice Essays, Journal Entries, and More Persuasive and expository essay writing prompts, reader response questions and statements, and journal writing prompts for every day of the school year. These high-interest prompts will encourage kids to describe, explain, persuade, and narrate every day of the school year. These prompts give students focus and purpose as they respond in writing to fiction and nonfiction they have read. Use them for practice or for the. Great Tips for Enhancing Effectiveness Ideas for first year teachers: Establishing connections with kids, showcasing relevance, managing the classroom, using classroom routines, communicating with parents, and. First Day of School: Factor, create immediate opportunity for success, establish the tone, provide motivation, describe expectations, and. Teaching Resource Tools Classroom Libraries: Everything from acquiring and organizing books to establishing procedures. Free downloads of several pertinent documents. A strategy or procedure, perhaps? Something that you have found to be effective with kids? All you need is card stock paper for this pile of ready-to-use, fully-customizable signs and posters. These downloadables are entirely free of charge.

motivation and the test for reading comprehension are being administered to a fairly small number of subjects (55), any predictions stemming from the data need to account for that sample size.

Just for Fun AdLit. Department of Education Teachers can help students build confidence in their ability to comprehend content-area texts, by providing a supportive environment and offering information on how reading strategies can be modified to fit various tasks. Increasing motivation and engagement Establish meaningful and engaging content learning goals around the essential ideas of a discipline as well as the specific learning processes students use to access those ideas. Provide explicit feedback to students about their progress. When teachers set goals to reach a certain standard, students are likely to sustain their efforts until they achieve that standard. Learning goals may be set by the teacher or the student. However, if students set their own goals, they are more apt to be fully engaged in the activities required to achieve them. Tune into the lives of students to find out what they think is relevant and why, and then use this information to design instruction and learning opportunities that will be more relevant to students. Build in certain instructional conditions, such as student goal setting, self-directed learning, and collaborative learning, to increase reading engagement and conceptual learning for students. Connections between disciplines, such as science and language arts, taught through conceptual themes. Connections among strategies for learning, such as searching, comprehending, interpreting, composing, and teaching content knowledge. Connections among classroom activities that support motivation and social and cognitive development. Potential roadblocks and solutions Some teachers think that motivational activities must entertain students and therefore create fun activities that are not necessarily focused on learning. Rewarding students through contests, competitions, and points might entice them to do homework, complete tasks, and participate in class. Though meaningful goals, these might not result in meaningful learning. Teachers are often exhausted from running contests to get students to read, and the external motivation of such activities often makes students dependent on the teacher or activity to benefit from reading. They should closely connect instructional practice and student performance to learning goals. Teachers should set the bar high and provide informational feedback for depth of learning, complex thinking, risk taking, and teamwork. Students should be encouraged to reflect on how they learn, what they do well, and what they need to improve on. The more students know themselves as learners, the more confident they will become and the better able they will be to set their own goals for learning. Some students may think that textbooks are boring and beyond their ability to understand. Many high school texts do not have enough supplementary explanation that fleshes out disconnected information, which might contribute to difficulty in comprehension. If students cannot comprehend the text that they read and the textbook is the basis of curriculum, their sense of failure grows larger. Complementary materials should be available to students, including a set of reading materials on the same topic that range from very easy to very challenging or supplemental trade materials, to provide resources on various content topics to help students develop deeper background knowledge relevant to course content. Too few content- area teachers know how to emphasize the reading and writing practices specific to their disciplines, so students are not encouraged to read and write and reason like historians, scientists, and mathematicians. Literacy coaches should emphasize the role of content-area teachers, especially in secondary schools in promoting literacy skills, and the role of reading skills in promoting performance in various content areas such as history, science and social sciences. This can be accomplished through a coordinated schoolwide approach that provides professional development in content literacy. Many resources available on the Internet provide information about strategic reading in content areas. Content-area teachers should also develop formative assessments that allow students to make their thinking visible and that provide evidence of the problem-solving and critical-thinking strategies students use to comprehend and construct meaning. Teachers can use these assessments to make informed decisions about lesson planning, instructional practices and materials, and activities that will be more appropriate and

engaging for students. Adolescent students who struggle in reading do not expect to do well in class. As these students progress through school, most teachers do not expect them to do well either and often remark that they should have learned the material in earlier grades. Many adolescents do not express confidence in their own abilityâ€"they do not trust or value their own thinking. These activities will help teachers get to know their students. For many students, having a personal connection with at least one teacher can make a difference in their response to school. Teachers should provide multiple learning opportunities in which students can experience success and can begin to build confidence in their ability to read, write, and think at high levels.

Chapter 6 : Using Teaching Strategies to Increase Participation, Interest, and Motivation

When school leaders are aware of the connection between student motivation, engagement, and achievement, and know the strategies and practices that have been effective in breaking through students' resistance, they can support necessary changes in classroom environments, instructional practices, and school culture.

Chapter 7 : Reader's Theater for Fluency, Comprehension, and Engagement | Scholastic

Engaged reading is not an attack on the cognitive importance of readingâ€"it is just as important as the motivation--rather, it is a calling for a integration between motivation, cognition, and social contributions in order to engage students in reading to become life-long, successful readers.