

## Common Standards for Reading

- Positions *comprehension* as the centerpiece of *reading*
- Positions *reading* as the centerpiece of *learning*
- Overarching Goal: To enable all students to become more knowledgeable through text.

## English Language Arts

- By reading a diverse array of literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective.

## Motivation Imperative

- Why is it so important to consider the role of motivation in literacy learning?
- Consider the finding of the report of the Program for International Student Assessment (PISA; OECD, 2010) that **reading motivation predicted students' reading comprehension.**

Across all 64 counties participating in  
the PISA evaluation:

- Students who reported that they *enjoyed* reading performed significantly better on measures of reading proficiency than students who did not report such enjoyment.
- Perhaps of most concern is the finding that 37% of students reported that they do not read for enjoyment at all.

**Classroom snapshot of emergent literacy:**

**My five-year old students are learning to read.  
Yesterday one of them pointed at a picture in a  
zoo book and said,**

**“Look at this! It's a frickin' elephant!”**

**I took a deep breath, then asked... “What did  
you call it?”**

**“It's a frickin' elephant! It says so on the  
picture!”**

And so it does....



**A - f r i - c a n    Elephant**

We must keep in mind that we can focus on the CCSS and still miss the mark.

“If students are not motivated to read they will never reach their full literacy potential.”

## Motivation: It's complicated!

“This is the problem with trying to motivate people: No one really knows how to do it well... What motivates us is often hard to explain and hard to measure” (pp. 66-67).

Paul Tough, *How Children Succeed*, 2012



**Schiefele, U., Schaffner, E., Moller, J., & Wigfield, A. (2012). Dimensions of reading motivation and their relation to reading behavior and competence, *RRQ*.**

Their definition of reading motivation makes a distinction between *current* and *habitual* reading motivation.

**Current motivation to read**: the extent of the reader's intention to read a specific text in a given situation.

**Habitual motivation to read**: a reader that *repeatedly* shows a form of current reading motivation. **This reader has developed the reading habit!**

## Why does reading motivation matter?

Motivation is of particular significance because it affects the amount and breadth of students' reading, which, in turn, facilitates the development of reading **competence**.

Schiefele, et al., 2012, p. 428

- Reading achievement is less about ability than it is about **opportunity** to read.



*Outliers: The Story of Success*  
By Malcolm Gladwell

Central Question: Why do some people  
succeed far more than others?

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PRACTICE

## The 10,000-Hour Rule

“In Hamburg, we had to play for 8 hours  
a day.”

John Lennon





- Research reveals that when students are not motivated to read, their opportunities to learn decrease significantly.

(Alvermann, 2001; Baker, Dreher, & Guthrie, 2000, Juel, 1988)

Literally hundreds of correlational studies find that the best readers read the most and that poor readers read the least. These correlational studies suggest that **the more children read, the better their fluency, vocabulary, and comprehension.**

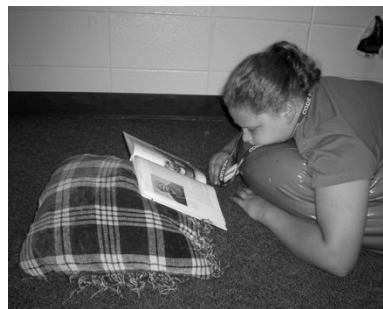
National Reading Panel, 2000

Reading for Pleasure: A Research Overview  
National Literacy Trust  
Clark & Rumbold, 2006

“...why focus on reading for pleasure? Most research activities and policy developments have primarily focused on the cognitive aspects of reading, such as word recognition and comprehension. However, it has become increasingly apparent that purely cognitive accounts of reading are incomplete – just because someone is able to read does not mean that he or she will choose to do so.”

GETTING STUDENTS HOOKED ON  
THE READING HABIT:  
RESEARCH-BASED  
MOTIVATIONAL STRATEGIES

- Collaboration
- Choice
- Challenge



# COLLABORATION

Oscar Ybarra, et al.  
University of Michigan  
February 2007

**Personality and Social Psychology Bulletin**

- **What fosters cognitive functioning?**

Social Interaction • Mental Exercise • TV

### **College Students Randomly Assigned to One of Three Groups:**

1. **Social Interaction Group** - 10 minutes  
engaging in social interaction (discussion)
2. **Mental Exercise Group** - 10 minutes  
doing intellectual exercises (reading, cross  
word puzzles, word jumbles, etc.)
3. **TV Group** - 10 minutes of “Seinfeld”

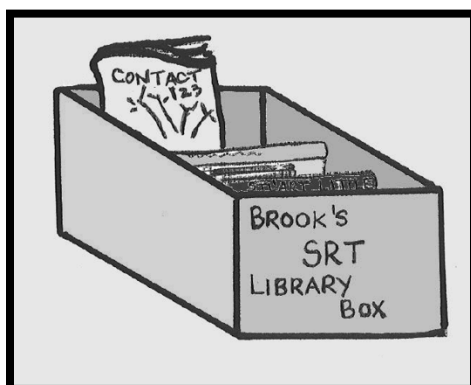
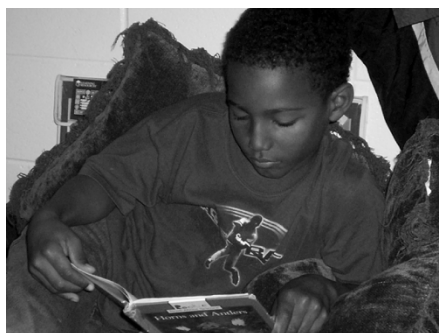
### **Conclusions:**

- Ten minutes of talking per day  
improves intellectual performance,  
particularly working memory.
- Regardless of age, the more social  
interaction (talking) the higher the  
level of mental functioning.
- Simply talking to one another  
enhances mental functioning.

## Quick Share

**What students *read and then talk* about is what they learn best and remember the longest.**

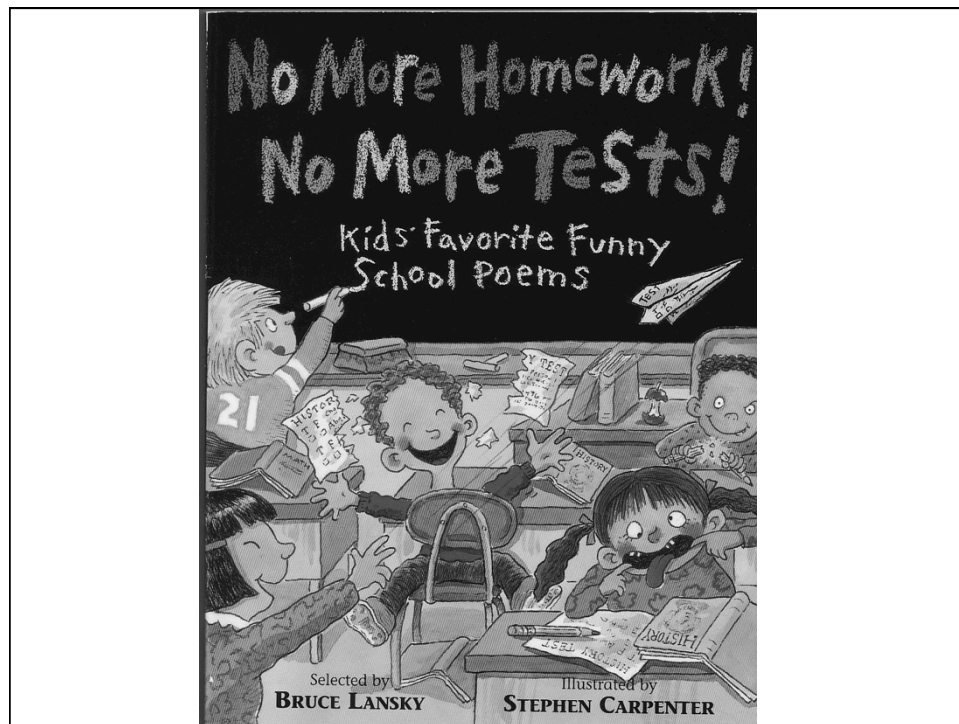
# CHOICE



## Self-Selected Reading

### SSR

1. NOW book
2. NEXT book
3. QUICK reads



### **Confession**

**I have a brief confession  
That I would like to make.  
If I don't get it off my chest  
I'm sure my heart will break.**

**I didn't do my reading.  
I watched TV instead -  
While munching cookies, cakes, and chips  
And cinnamon raisin bread.**

**I didn't wash the dishes.  
I didn't clean the mess.  
And now there are roaches eating crumbs -  
A million more or less.**

**I didn't turn the TV off.  
I didn't shut the light.  
Just think of all the energy  
I wasted through the night.**

**I feel so very guilty  
I did a lousy job.**

**I hope my students don't find out  
That I am such a slob.**

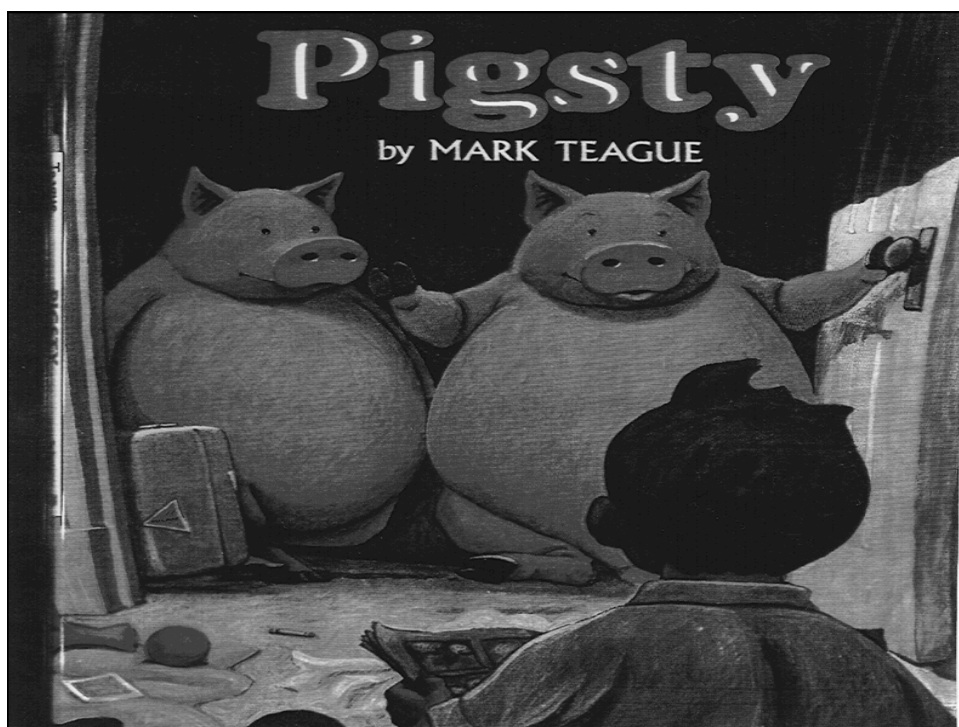
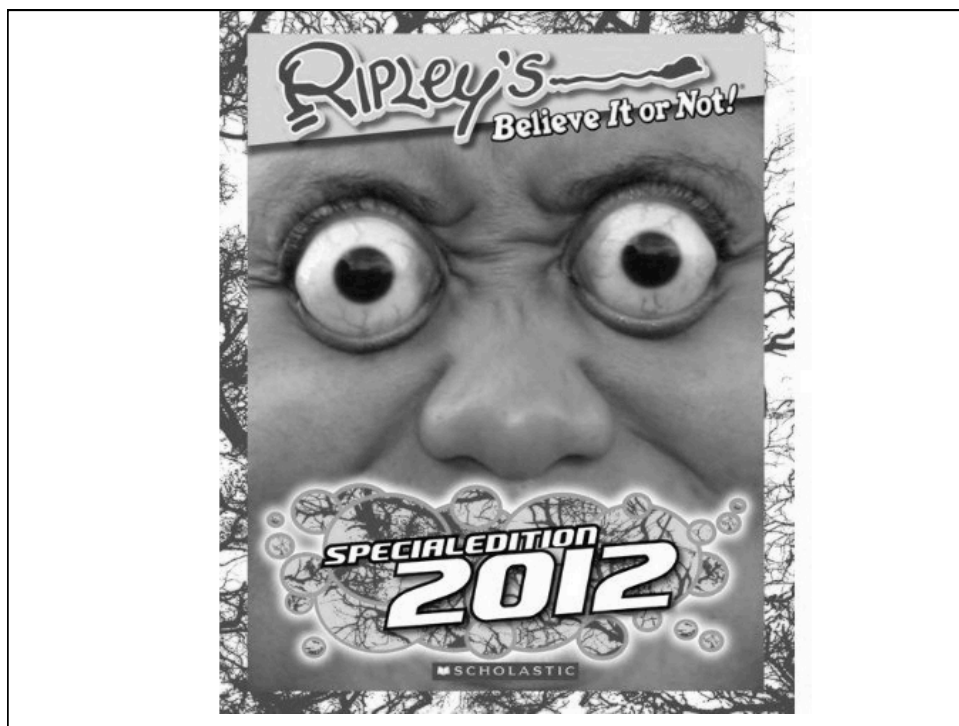
**Bruce Lansky**

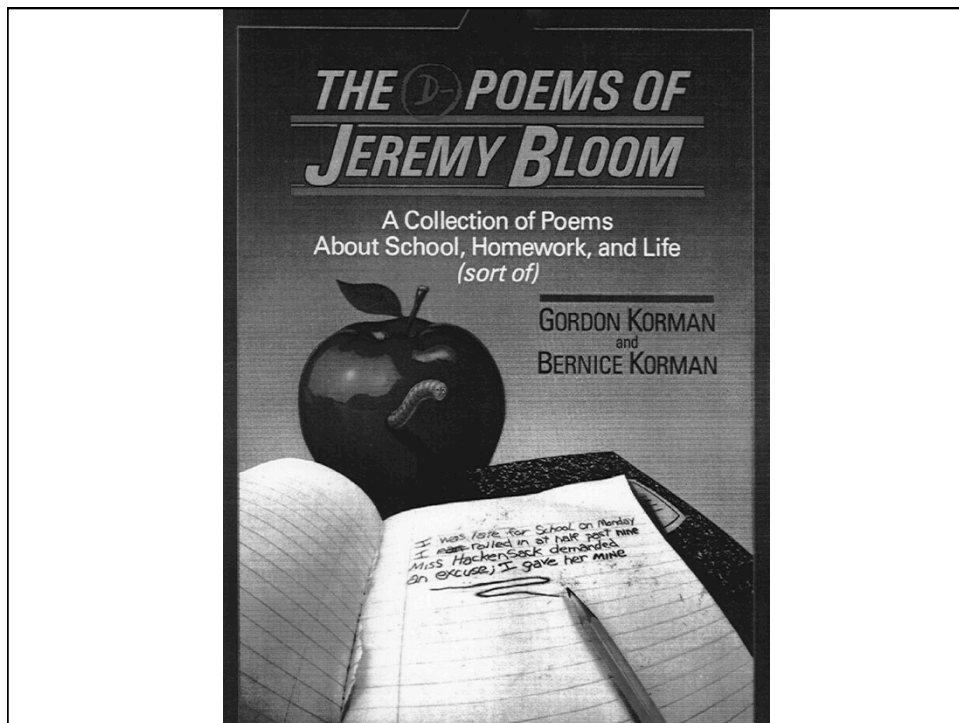
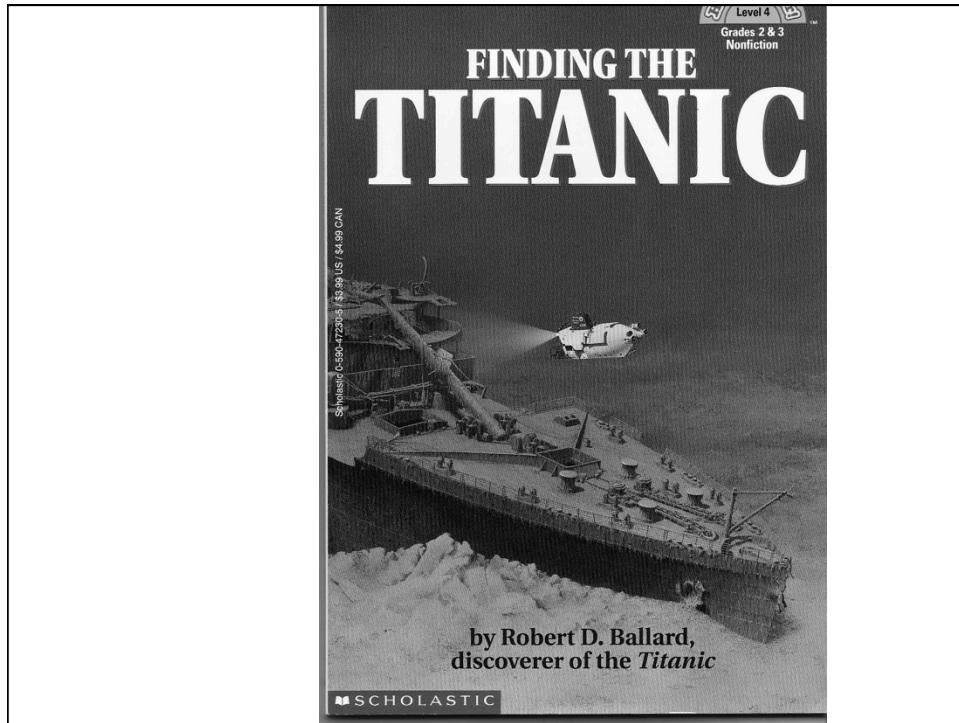


The volume of independent, silent reading students do in school is significantly related to gains in reading achievement.

(Allington; Guthrie et al.; Hiebert)

**Book Basket**



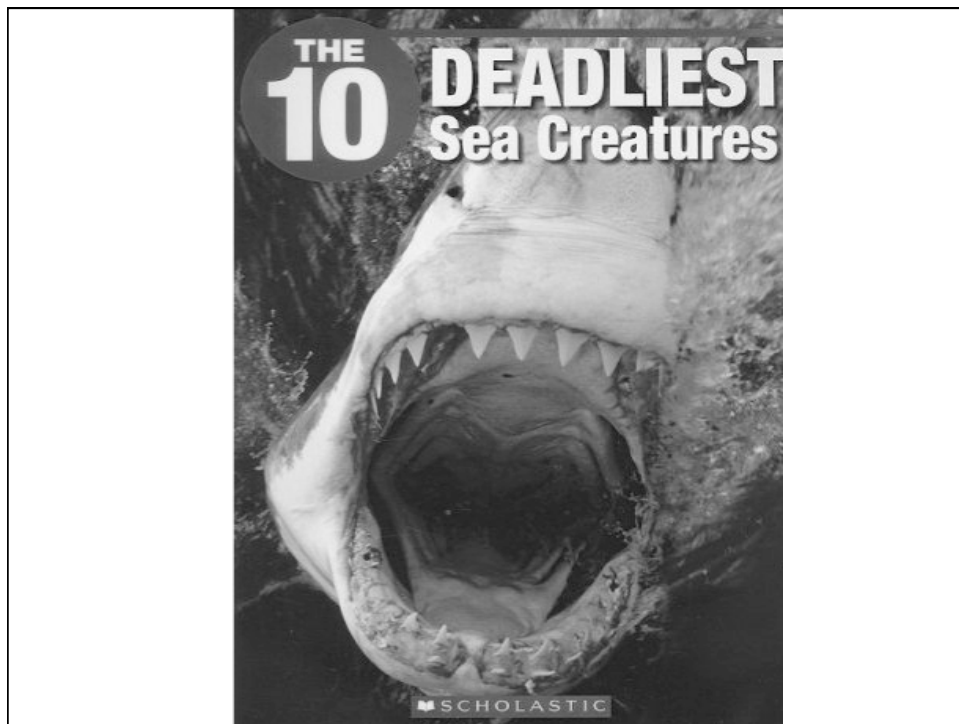


### **The Beautiful Day**

**It's snowing, it's slushy, it's lousy, it's gray,  
What a joy to crawl back into bed for the day!  
It's windy, it's slippery, it's misty, it's bad,  
It's one of the worst days that we've ever had.  
It's miserable, awful, disgusting out there,  
The dampness and mist fuzzifies all my hair.  
But to me it's like glorious sunshine in May,  
A charming, delicious, delectable day.**

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But to me it's like glorious sunshine in May,  
A charming, delicious, delectable day.  
Because Marcy, the beauty, the queen of the prom,  
Has slipped on the ice, and gone down like a bomb.**



## TEACHER BOOK SHARING

- Book Basket
- 3-A-Day
- 3-A-Week



## TEACHER BOOK SHARING K - grade 2

1 book a day = 200 books

PLUS Book Basket (12 - 15) = 500 books

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**Total number of books  
shared in one year = 700 books**

## TEACHER BOOK SHARING Grades 3 - 6

1 book week = 40 books

PLUS Book Basket (12 - 15) = 500 books

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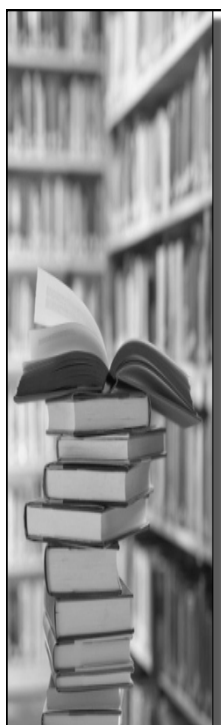
**Total number of books  
shared in one year = 540 books**

**Bless a lot of books!**

**Access to an abundance of books within the classroom results in increased motivation and increased reading achievement.**

Guthrie et al., 2000; Guthrie, 2011

# CHALLENGE



1<sup>st</sup> Grade Classroom

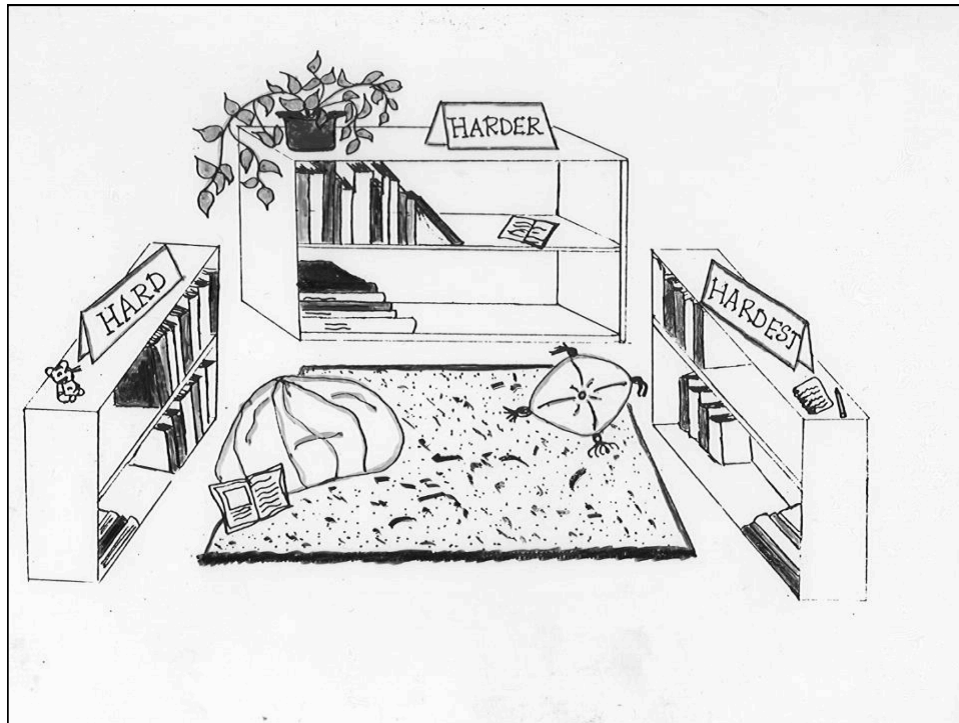
Classroom Library Books “leveled”  
by the classroom teacher and put on  
3 bookshelves:

EASY

AVERAGE

HARD





**Fulmer, S. M. & Frijters, J.C. (2011). Motivation during an excessively challenging reading task: The buffering role of relative topic interest, *The Journal of Experimental Education*, 79, 185-208.**

- Flow theory (Csikszentmihali, 1991) and self-determination theory (Deci & Ryan, 1985) suggest that **moderate** challenge supports motivation.
- **Excessive** challenge can undermine motivation and persistence (Schweinle, Turner, & Meyer, 2006)

Fulmer, S. M. & Frijters, J.C. (2011)

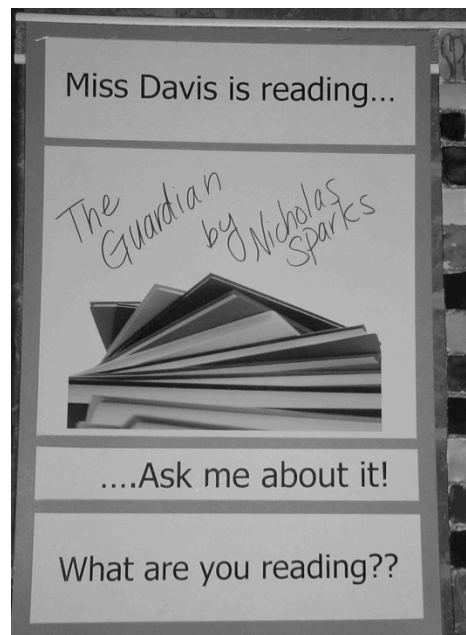
**Purpose:** To examine the effect of relative topic interest. Students rated story descriptions on the basis of personal interest and randomly received either their highest or lowest rated passage to read.

**Participants:** 5<sup>th</sup> – 8<sup>th</sup> graders

**Design:** Matched pairs (reading achievement, self-reported interest/motivation to read, and chronological age).

## Conclusion

- In the adverse context of an ***excessively*** challenging reading task, **interest in the topic supported students' motivation, attributions for difficulty, and persistence.**



**Gambrell, L. B., Hughes, E., Calvert, W., Malloy, J., & Igo, B. (2011). Authentic reading, writing, and discussion: An exploratory study of a pen pal project. *Elementary School Journal*, 112, pp. 234-258.**

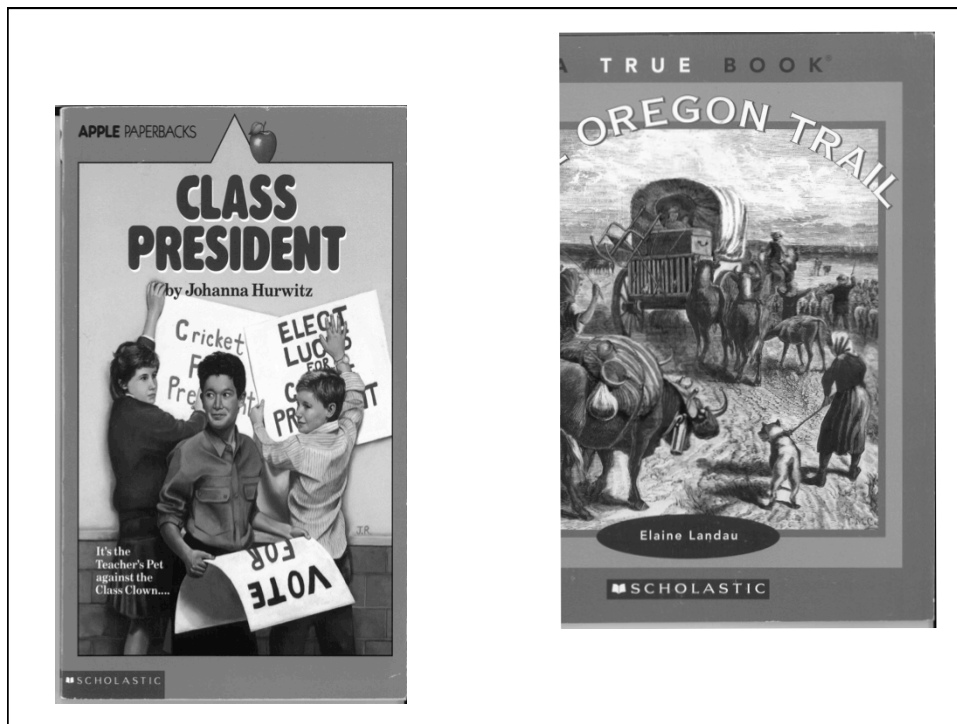


**What are authentic literacy experiences?**

Authentic reading, writing and discussion experiences are like those that are encountered in the day-to-day lives of people, as opposed to school-like activities such as completing worksheets or answering teacher-posed questions.

**Focus: Children and adults read 5 books and 5 exchanged letters (duration: 7 months).**

- Adults posed high level questions in their letters to their pen pal.
- Students read the letter from the adult pen pal and then read the book.
- Students participated in 2 small group discussions that centered on the questions posed by their adult pen pal.
- Students then wrote a letter to the adult pen pal.



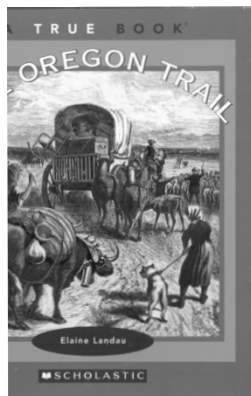
**Three research questions guided this study of 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students:**

1. What is the effect of engagement with authentic literacy tasks on the reading **motivation** of fourth and fifth grade students?
2. In the context of authentic literacy tasks, how do small group **discussions** reflect accountability to community, knowledge, and critical thinking?
3. What do students report regarding their experiences of **participation** in authentic literacy tasks?

## Assessing Peer-led Discussions of Text (APDT:CCC)

- I. Accountability to Community
- II. Accountability to Content
- III. Accountability to Critical Thinking

(inter-rater reliability, 81%)



•*Example - students clarifying ideas under discussion:*

Student #1 – “...it looks like they’ re having church. Is that what they’re doing?”

Student #2 – “Yeah, because it says they started the first Sunday service whenever they got there. It says right here, ‘New Connecticut colonists hear their first Sunday service.’”

## **Literacy Motivation Survey (LMS)**

(22 items)

<b>Pre-Intervention</b>	<b>Post Intervention</b>
Mean/SD	Mean/SD
59.55 (23.13)	65.63 (10.45)*

\*p = .01

- **Student comments about Adult Pen Pals:**

**“The best thing is making him, your pen pal, like your best friend, but just writing it on paper. I don’ t know Brent that much but...I feel like I’ m right in front of him, like he’ s talking to me. And I feel like I know what his family, his wife, his dogs, his cats are like...”**

- **Teacher journal entry – session 12:**

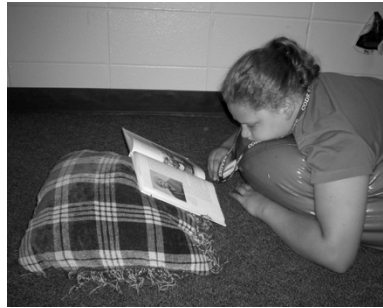
“... it has created a natural reading and writing environment that does not ‘stress out’ my kids. Even today a mother came into my room and talked to me about her daughter, Shana. She explained that her shy, quiet daughter has never come home and said anything positive about school. Her explanation of how her child struggled year after year with her mistakes outweighing her accomplishments and how that always kept her from trying – it broke my heart. Shana told her mom she could say anything in her discussion groups and no one would laugh...she could take ideas and then apply her own ideas and thoughts. I think this student is having fun and pushing herself instead of feeling pushed.”

## Motivation to read: Yes, it's complicated, but...

1. Motivation is no longer a missing link in research on students' literacy development.
2. If students are not motivated to read, if they don't develop the reading habit, it is unlikely they will reach their full literacy potential.



## IMPORTANT MESSAGE



In the Age of Common Standards we must see reading for pleasure as an activity that has real educational and social consequences.

## Ode to David Letterman

### **Top 6 Reasons to Promote Pleasure Reading**



**6.**

**Reading exercises the brain. What the brain can do is absolutely fascinating. You're looking at this series of squiggles but your brain is instantly translating those squiggles into meaning.**



**5.**

**The more you read the smarter you get.**

**Anne Cunningham & Keith Stanovich**



**4.**

**Reading takes you places when you have to stay where you are.**

**3.**

**The reading practice you get from pleasure reading may not make you a perfect reader, but it will surely make you a better reader.**



**2.**

**The more that you read, the more  
things you will know.  
The more that you learn,  
the more places you' ll go.**

**Dr. Seuss**



**1.**

**If you' re going to binge, literature is  
definitely the way to do it.**

**Oprah Winfrey**

