Motivating Reading Comprehension

Concept-Oriented Reading Instruction

Edited by Allan Wigfield, Kathleen C. Perencevich, John T. Guthrie



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John T. Guthrie, Allan Wigfield, Kathleen C. Perencevich

Motivating Reading Comprehension:

Motivating Reading Comprehension Allan Wigfield, 2004-05-20 Concept Oriented Reading Instruction CORI is a unique classroom tested model of reading instruction that breaks new ground by explicitly showing how content knowledge reading strategies and motivational support all merge in successful reading instruction A theoretical perspective engagement in reading frames the book and provides a backdrop for its linkage between hands on science activities and reading comprehension Currently funded by the Interagency Educational Research Initiative IERI this model has been extensively class tested and is receiving national attention that includes being featured on a PBS special on the teaching of reading Key features of this outstanding new volume include Theoretical Focus CORI s teaching framework revolves around the engagement perspective of reading how engaged reading develops and the classroom contexts and motivational supports that promote it Content Area Focus Although science is the content area around which CORI has been developed its basic framework is applicable to other content areas Focus on Strategy Instruction CORI revolves around a specific set of reading strategies that the National Reading Panel 2000 found to be effective In some current CORI classrooms collaborating teachers implement all aspects of CORI and in other classrooms teachers implement just the strategy instruction component Illustrative Vignettes and Cases Throughout the book vignettes and mini case studies convey a situated view of instructional practices for reading comprehension and engagement A detailed case study of one teacher and of the reading progress of her students is featured in one chapter This book is appropriate for graduate and advanced undergraduate students in education and psychology for practicing teachers and for researchers in reading comprehension and motivation Motivating Reading Comprehension John T. Guthrie, Allan Wigfield, Kathleen C. Perencevich, 2004 Concept Oriented Reading Instruction CORI is a unique classroom tested model of reading instruction that breaks new ground by explicitly showing how content knowledge reading strategies and motivational support all merge in successful reading instruction A theoretical perspective engagement in reading frames the book and provides a backdrop for its linkage between hands on science activities and reading comprehension Currently funded by the Interagency Educational Research Initiative IERI this model has been extensively class tested and is receiving national attention that includes being featured on a PBS special on the teaching of reading Key features of this outstanding new volume include Theoretical Focus CORI s teaching framework revolves around the engagement perspective of reading how engaged reading develops and the classroom contexts and motivational supports that promote it Content Area Focus Although science is the content area around which CORI has been developed its basic framework is applicable to other content areas Focus on Strategy Instruction CORI revolves around a specific set of reading strategies that the National Reading Panel 2000 found to be effective In some current CORI classrooms collaborating teachers implement all aspects of CORI and in other classrooms teachers implement just the strategy instruction component Illustrative Vignettes and Cases Throughout the book vignettes and mini case studies convey a situated view of instructional

practices for reading comprehension and engagement A detailed case study of one teacher and of the reading progress of her students is featured in one chapter This book is appropriate for graduate and advanced undergraduate students in education and psychology for practicing teachers and for researchers in reading comprehension and motivation *Engagement* John T. Guthrie, 1997 Drawing on the professional literature of many fields this book provides an interpretation of the available research on motivation and describes instructional approaches in classroom contexts. The book aims to help teacher educators researchers and graduate students understand the research literature in motivation and use in their efforts to enhance children's literacy development After an introduction Reading Engagement A Rationale for Theory and Teaching John T Guthrie and Allan Wigfield chapters in the book are 1 Children's Motivations for Reading and Reading Engagement Allan Wigfield 2 Developing Self Efficacious Readers and Writers The Role of Social and Self Regulatory Processes Dale H Schunk and Barry J Zimmerman 3 Motivation Volition and Collaborative Innovation in Classroom Literacy Lyn Corno and Judi Randi 4 The Pull of the Text and the Process of Involvement in Reading Diane Lemonnier Schallert and JoyLynn Hailey Reed 5 Teacher Perceptions of Student Motivation and Their Relation to Literacy Learning Anne P Sweet 6 The Role of Responsive Teaching in Focusing Reader Intention and Developing Reader Motivation Robert B Ruddell and Norman J Unrau 7 Characteristics of Classrooms That Promote Motivations and Strategies for Learning John T Guthrie and Ann Dacey McCann 8 Integrating Science and Literacy Experiences to Motivate Student Learning Roger Bruning and Barbara M Schweiger 9 Ownership Literacy Achievement and Students of Diverse Cultural Backgrounds Kathryn H Au 10 Starting Right Strategies for Engaging Young Literacy Learners Julianne C Turner 11 Incentives and Intrinsic Motivation to Read Linda B Gambrell and Barbara Ann Marinak and 12 School Change and Literacy Engagement Preparing Teaching and Learning Environments Carol Minnick Santa RS **Handbook of Motivation at School** Kathryn R. Wentzel, David B. Miele, 2009-09-10 The Handbook of Motivation at School presents the first comprehensive and integrated compilation of theory and research on children's motivation at school It covers the major theoretical perspectives in the field as well as their application to instruction learning and social adjustment at school Key Features Comprehensive no other book provides such a comprehensive overview of theory and research on children's motivation at school Theoretical Applied the book provides a review of current motivation theories by the developers of those theories as well as attention to the application of motivation theory and research in classrooms and schools Chapter Structure chapters within each section follow a similar structure so that there is uniformity across chapters Commentaries each section ends with a commentary that provides clear directions for future research **Reading to Learn for ELs** Ana Taboada Barber, 2016 Gaining knowledge from informational texts is an essential academic skill Yet for too many English Learners this skill is not developed sufficiently and as they move from elementary into middle school the reading gap becomes a knowledge gap This doesn t have to happen researcher Ana Taboada Barber explains if we support EL s reading of informational texts by pairing motivation practices with explicit

reading comprehension instruction Taboada Barber shows us that When we make motivation part of reading instruction we show ELs that education is about identity and agency we acknowledge who they are right now and invite them to grow through and by reading The comprehension strategies and motivational practices discussed in this book help us identify tools to use with informational texts that foster curiosity rather than frustration In Reading to Learn for ELs Taboada Barber provides models of her instructional framework for reading informational texts so that reading teachers content area teachers and ESL teachers alike can take on the work of teaching English Learners how to succeed and gain knowledge through reading informational texts Motivating Reading and Writing in Diverse Classrooms Lesley Mandel Morrow, 1996 An 8 month study tracked 166 second graders of various ethnic backgrounds in an urban setting while they were being motivated to read through a literature based reading and writing program The classrooms in which the research was conducted used basal readers and did not have well designed literacy centers Collaboration was not an integral part of reading instruction During the research project some of these classrooms were converted into experimental classrooms Basal based reading instruction was supplemented with literature based instruction literacy centers were created and students were given opportunities for collaborative literacy activities Students were randomly selected for the experimental classrooms the remaining classrooms were used as controls On several quantitative measures of comprehension students in the experimental classrooms performed significantly better than the others Qualitative data were also collected interviews observations to measure attitudes toward traditional and experimental reading instruction to determine the types of literacy activities students in experimental rooms participated in and to identify the interactive behaviors that motivate reading and writing Findings suggest that a good case can be made for the inclusion of literature and collaborative activities in reading instruction and that a balanced approach to reading instruction is superior to one based solely on the use of basal readers Contains 6 tables of data one figure and 143 references appendixes list storybooks used for testing and children's literature Reading Achievement and Motivation in Boys and Girls Pelusa Orellana García, Paula Baldwin references NKA Lind, 2018-05-02 This volume links theoretical and instructional approaches on how reading is motivated and assessed and examines the interrelationship between reading motivation and achievement among boys and girls in culturally and geographically different settings Much of the research on children's reading has focused on cognitive processes however reading is an activity that also requires interest and motivation These attitudes are generally defined as readers affect toward reading and their consequence is that children with more positive attitudes are more motivated to read Taking into account the variability that exists within the notion of gender and age this volume aims to examine and scrutinize previous research on the topic as well as test theories on how the different dimensions of reading motivation vary with gender in relation to cultural issues motivational constructs such as engagement and classroom climate the role of emotions interests and attitudes towards reading among others The book will be of interest to researchers educators graduate students and

other professionals working in the area of literacy reading motivation reading achievement and gender differences

Teaching Comprehension with Questioning Strategies that Motivate Middle School Readers Larry Lewin, 2009 Questioning strategies used during and after reading help middle school readers comprehend while reading improving recall and understanding and building a strong sense of purpose for reading Phrasing questions to gather information used as well as more advanced techniques such as QRA question answer relationships and QtA questioning the author Adolescents in Reading Comprehension Emilia Lengyel, 2015-10-10 **Teaching Reading in the 21st Century Michael F.** Graves, Connie Juel, Bonnie B. Graves, 2004 With new chapters on fluency and motivation the Fourth Edition of Teaching Reading in the 21st Century maintains the friendly voice of its widely recognized author team and its superior coverage of assessment for learning and strengthens its commitment to a rich balanced and comprehensive program of reading instruction Always practical this edition is even richer in first person accounts instructional routines classroom vignettes and hands on literacy activities Engaging Young Readers Linda Baker, Mariam Jean Dreher, John T. Guthrie, 2000-03-07 This volume demonstrates how promoting children's engagement with reading can greatly enhance reading achievement From leading literacy researchers and educators the book illuminates what a child needs to become an engaged reader and presents a set of instructional principles designed to facilitate this goal Helping teachers offer a coordinated emphasis on competence and motivation in reading instruction chapters blend research evidence with practical recommendations Topics covered include ways to provide children with a good foundation at the word level help if they are in trouble ample time and materials for reading opportunities to share in a community of learners instruction that is coherent motivating and responsive to each child's strengths and weaknesses school wide coordination of instruction and continuities between home and school **Motivation in Early School Years** Janne Lepola, 2000 **Motivating Students Through Popular** Culture to Increase Skills in Reading, Reading Comprehension, and Writing Sharyna M. Reece, 2008 No More Reading for Junk Barbara A. Marinak, Linda B. Gambrell, 2016 Pizza Pez dispensers Nerf balls When we give students junk to reward reading we are focusing their intention away from the act of reading and from their own independence as readers Instead we can create classrooms where reading is seen as its own reward In this book esteemed researcher Linda Gambrell provides a research based context for cultivating children's intrinsic motivation to read and identifies three essential principles the ARC of motivation access giving kids a wealth of reading materials and opportunities to discuss texts relevance offering high interest moderately challenging and authentic reading experiences choice allowing students to self select texts and reading activities What exactly do those principles look like in action Reading specialist and researcher Barbara Marinak shares the strategies and techniques that make a difference for student readers motivation turning disengaged readers into passionate ones Pizza and Pez dispensers are short lived Linda and Barbara write but confident and empowered readers are likely to remain motivated for life The Relationship Between Motivation and Reading Comprehension Christopher Lee

Knoll,2000 Motivating Children and Young Adults to Read James L. Thomas,Ruth M. Loring,1979 A collection of journal articles divided into 4 categories Methodology interests programs and nonprint Reading Comprehension

Strategies of Fifth Grade Bilingual Latina/o Readers Michele Fortes,1999 Reading Motivation, Reading Amount, and Reading Comprehension in the Early Elementary Years Franziska Stutz,2014 Literacy and Motivation Ludo Verhoeven,Catherine E. Snow,2001-03 Focuses on how to create a society of engaged readers readers who are socially interactive strategic and motivated Provides a state of the art review of research on promoting reading in relation to reading instruction The Social Facilitation of Reading Comprehension Catherine Ann King,1988

Motivating Reading Comprehension Book Review: Unveiling the Magic of Language

In a digital era where connections and knowledge reign supreme, the enchanting power of language has be much more apparent than ever. Its ability to stir emotions, provoke thought, and instigate transformation is truly remarkable. This extraordinary book, aptly titled "**Motivating Reading Comprehension**," compiled by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound affect our existence. Throughout this critique, we will delve in to the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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Motivating Reading Comprehension Introduction

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