

MOTIVATING READING COMPREHENSION

Concept-Oriented Reading Instruction

Edited by

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Motivating Reading Comprehension

Michael F. Graves, Kathleen M. Wilson



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 **Reading**

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 **Teaching Reading in the 21st Century** Michael F. Graves,Kathleen M. Wilson,2004 FREE with every new student text **Motivating Students to Learn** Kathryn R. Wentzel,2014-02-18

Written specifically for teachers Motivating Students to Learn offers a wealth of research based principles on the subject of student motivation for use by classroom teachers Now in its fourth edition this book discusses specific classroom strategies by tying these principles to the realities of contemporary schools curriculum goals and classroom dynamics The authors lay out effective extrinsic and intrinsic strategies to guide teachers in their day to day practice provide guidelines for adapting to group and individual differences and discuss ways to reach students who have become discouraged or disaffected learners This edition features new material on the roles that classroom goal setting developing students interest and teacher student and peer relationships play in student motivation It has been reorganized to address six key questions that combine to explain why students may or may not be motivated to learn By focusing more closely on the teacher as the motivator this text presents a wide range of motivational methods to help students see value in the curriculum and lessons taught in the classroom Motivational Interventions Stuart Karabenick,Tim Urdan,2014-11-21 This established book series is designed

to reflect current research and theory concerned with motivation and achievement in work school and play Each volume focuses on a particular issue or theme and the series has a special goal of bringing the best in social science to bear on socially significant problems

Maximizing Motivation for Literacy Learning Barbara A. Marinak,Linda B. Gambrell,Susan Anders Mazzoni,2012-10-25 This indispensable book presents a wealth of concrete ways to promote children s intrinsic motivation to read It provides 30 practical strategies and activities such as Citizen of the Month High Five and Your Life in Books that are ready to implement in the K 6 classroom Teachers get step by step instructions for creating a motivating classroom environment nurturing children s self concepts as literacy learners and fostering appreciation of the value of reading and writing More than a dozen reproducibles include two helpful assessment tools the large size format facilitates photocopying

Motivating Adolescents in Reading Comprehension Emilia Lengyel,2015-10-10

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

Handbook of Self-Regulation of Learning and Performance Dale H. Schunk,Barry Zimmerman,2011-05-15 Self regulated learning or self regulation refers to the process whereby learners personally activate and sustain cognitions affects and behaviours that are systematically oriented toward the attainment of learning goals This is the first volume to integrate into a single volume all aspects of the field of self regulation of learning and performance basic domains applications to content areas instructional issues methodological issues and individual differences It draws on research from such diverse areas as cognitive educational clinical social and organizational psychology Distinguishing features include Chapter Structure To ensure uniformity and coherence across chapters each chapter author addresses the theoretical ideas underlying their topic research evidence bearing on these ideas future research directions and implications for educational practice International Because research on self regulation is increasingly global a significant number of international contributors are included see table of contents Readable In order to make the book accessible to students chapters have been carefully edited for clarity conciseness and organizational consistency Expertise All chapters are written by leading researchers from around the world who are highly regarded experts on their particular topics and are active

contributors to the field **Best Practices in Literacy Instruction, Fifth Edition** Linda B. Gambrell, Lesley Mandel Morrow, 2014-09-12 This book has been replaced by Best Practices in Literacy Instruction Sixth Edition ISBN 978 1 4625 3677 1 Improving Adult Literacy Instruction National Research Council, Division of Behavioral and Social Sciences and Education, Committee on Learning Sciences: Foundations and Applications to Adolescent and Adult Literacy, 2012-04-26 A high level of literacy in both print and digital media is required for negotiating most aspects of 21st century life including supporting a family education health civic participation and competitiveness in the global economy Yet more than 90 million U S adults lack adequate literacy Furthermore only 38 percent of U S 12th graders are at or above proficient in reading Improving Adult Literacy Instruction synthesizes the research on literacy and learning to improve literacy instruction in the United States and to recommend a more systemic approach to research practice and policy The book focuses on individuals ages 16 and older who are not in K 12 education It identifies factors that affect literacy development in adolescence and adulthood in general and examines their implications for strengthening literacy instruction for this population It also discusses technologies for learning that can assist with multiple aspects of teaching assessment and accommodations for learning There is inadequate knowledge about effective instructional practices and a need for better assessment and ongoing monitoring of adult students proficiencies weaknesses instructional environments and progress which might guide instructional planning Improving Adult Literacy Instruction recommends a program of research and innovation to validate identify the boundaries of and extend current knowledge to improve instruction for adults and adolescents outside school The book is a valuable resource for curriculum developers federal agencies such as the Department of Education administrators educators and funding agencies *Engaging Adolescents in Reading* John T. Guthrie, 2007-12-06 A must read for all middle and high school teachers interested in motivating and engaging their students to enhance their reading development and help them enjoy it at the same time Lesley M Morrow Professor of Literacy Rutgers University This rich compendium of information offers a solid plan of action for teachers who want to ensure that their students are highly motivated literacy learners Linda B Gambrell Distinguished Professor of Education Clemson University Inspire learners passion for reading Every day secondary school teachers face the challenge of engaging students in essential reading tasks This accessible text links key instructional practices with current research on reading motivation engagement and classroom context to help reluctant learners become active readers Featuring contributions from content teachers working in collaboration with reading researcher John T Guthrie Engaging Adolescents in Reading offers examples that vividly illustrate how motivation looks from the teacher s vantage point and how students can experience deep reading engagement The writers discuss teaching frameworks student activities and textbooks and demonstrate how to use classroom tested motivational approaches This insightful book shows educators how to Infuse reading assignments with significance and meaning Present choices that encourage students to take charge of their learning Tap into adolescents social natures through group activities Build

proficiency and confidence in struggling readers With examples from the content areas these strategies help teachers increase adolescents engagement with texts and boost their reading enjoyment *The Handbook of Language Teaching* Michael H. Long, Catherine J. Doughty, 2011-07-05 Bringing together an international and interdisciplinary team of contributors this Handbook is a wide ranging and invaluable reference guide to language teaching A comprehensive reference work on language teaching which combines the latest research findings coverage of core topics and examples of teaching experience from a variety of languages and settings Provides a unique breadth of coverage including the psycholinguistic underpinnings of language learning social political and educational contexts program design materials writing and course design teaching and testing teacher education and assessment and evaluation Offers a balanced evaluation of the major positions and approaches including examining the increasingly important social and political context of language teaching Written by an international and interdisciplinary group of authors from a dozen different countries English is only one of the many languages used as examples throughout the volume *What's New in Literacy Teaching?* Karen Wood, Jeanne Paratore, Brian Kissel, Rachel McCormack, 2016 Reissue of ILA bestseller In this e book well known literacy scholars share practical ways to engage and challenge today s students Key topics covered include text complexity vocabulary instruction reading interventions digital tools critical literacy and self regulation User friendly chapters include enhanced content classroom scenarios transcripts photo essays links to videos and screen shots of online strategies Insightful and thought provoking What s New in Literacy Teaching is a must have resource that belongs in the hands of administrators curriculum coordinators preservice teachers experienced teachers and literacy coaches who want to see how theory and research can be transformed into practical and innovative instruction to engage and challenge today s students Patricia A Edwards Michigan State University Written by outstanding scholars this is a must read for all those engaged in literacy development Lesley Mandel Morrow distinguished professor Rutgers University Contributors include P David Pearson Camille L Z Blachowicz Julie Coiro Peter Afflerbach Jane Hansen Diane Lapp Elfreida H Heibert **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 *Adolescent Literacy in the Academic Disciplines* Tamara L. Jetton, Cynthia Shanahan, 2012-01-01 From leading authorities in both adolescent literacy

and content area teaching this book addresses the particular challenges of literacy learning in each of the major academic disciplines Chapters focus on how to help students successfully engage with texts and ideas in English literature science math history and arts classrooms The book shows that while general strategies for reading informational texts are essential they are not enough students also need to learn processing strategies that are quite specific to each subject and its typical tasks or problems Vignettes from exemplary classrooms illustrate research based ways to build content area knowledge while targeting essential reading and writing skills Provided by publisher **Essential Questions in Adolescent Literacy** Jill Lewis, 2009-05-04 In each chapter of this unique volume an exemplary teacher collaborates with a prominent scholar to present real world strategies for putting literacy research to work in grades 5 12 These lively dialogues tackle key questions in adolescent literacy including issues of motivation critical thinking skills content area writing differentiated instruction assessment English language learning and technology Suggestions for incorporating adolescents out of school literacies and working with reading specialists and coaches show how to build connections between the classroom and wider communities In depth portraits of challenges and successes in the classroom practical instructional tips and stimulating questions for reflection make the book a valuable resource for inservice and preservice teachers **Resources in Education** , 1999

Teaching the Bible with Undergraduates Jocelyn McWhirter, Sylvie T. Raquel, 2022-09-05 Teaching the Bible with Undergraduates offers concrete strategies for Bible instruction in college classrooms Each essay pays special attention to the needs of tech savvy students whose sensibilities aspirations expectations and preferred ways of learning may differ significantly from those of their instructors The volume's contributors all biblical scholars and undergraduate instructors focus on best pedagogical practices using concrete examples while sharing effective strategies Essays and quick tips treat topics including general education reading skills student identities experiential learning and instructional technology Contributors include Kimberly Bauser McBrien George Branch Trevathan Callie Callon Lesley DiFransico Nicholas A Elder Timothy A Gabrielson Kathleen Gallagher Elkins Susan E Haddox Seth Heringer John Hilton III Melanie A Howard Christopher M Jones Steve Jung Katherine Low Timothy Luckritz Marquis Kara J Lyons Pardue Jocelyn McWhirter Sylvie T Raquel Eric A Seibert Hanna Tervanotko Carl N Toney John Van Maaren and Robby Waddell This book provides an essential resource not only for instructors at the undergraduate level but also for anyone who teaches biblical studies in the classroom

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