Beyond Opportunity: Reasons for Reading

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1. **Reading motivation is low.**
2. **Internal reading motivations (reasons) drive reading achievement (not external ones)**
3. **Five multiple internal motivations prevail**
4. **Five classroom practices propel motivations (and 5 undermine them)**
5. **Evidence for classroom instruction that motivates and engages**
6. **School and district policies impact engagement.**

Reading Engagement for 15 year olds:
International comparisons with USA in PISA, 2000

Construct	USA rank in 28 OECD Countries
Engagement in reading	20
Proportion of Book Readers	24
Self-rated Interest in reading	12
Self-efficacy for reading	5

Reading Motivation for 9-10 year olds:
2001 PIRLS - 2005 NAEP

Construct	Frequency
Do NOT have reading as a favorite activity	65%
Do NOT read often for enjoyment	73%
Do Not believe they learn from reading	59%
Attitudes to reading	Rank 33 of 35 Countries
Attitudes to reading: reanalysis	Rank 35 of 35 Countries

Grade 12 USA students: NAEP 2003 national sample

Item	Percent
1. Do <u>not</u> read daily for school	93 %
2. <u>Rarely</u> read science, history sources	74 %
3. Almost <u>never</u> read for own enjoyment	69 %
4. Reading is <u>not</u> a favorite activity	66 %
5. Do <u>not</u> read a book from the library more than once a month	62 %
1. Do <u>not</u> choose what to read for school	52 %

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Intrinsic motivation

The scale of intrinsic motivation consisted of 19 items regarding students' curiosity, involvement, and preference for challenge in reading, such as:

- **I like to read about new things. (*curiosity*)**
- **I feel like I make friends with people in good books. (*involvement*)**
- **I like hard, challenging books. (*challenge*)**

Extrinsic motivation

Extrinsic motivation was measured with items:

- **I like having the teacher say I read well.** (*recognition*)
- **I look forward to finding out my reading grade.** (*grades*)
- **I like to tell my family about what I am reading.** (*social*)
- **I like being the best at reading.** (*competition*)
- **I read because I have to.** (*compliance*)

Model of Reading Motivation, Comprehension, and Achievement
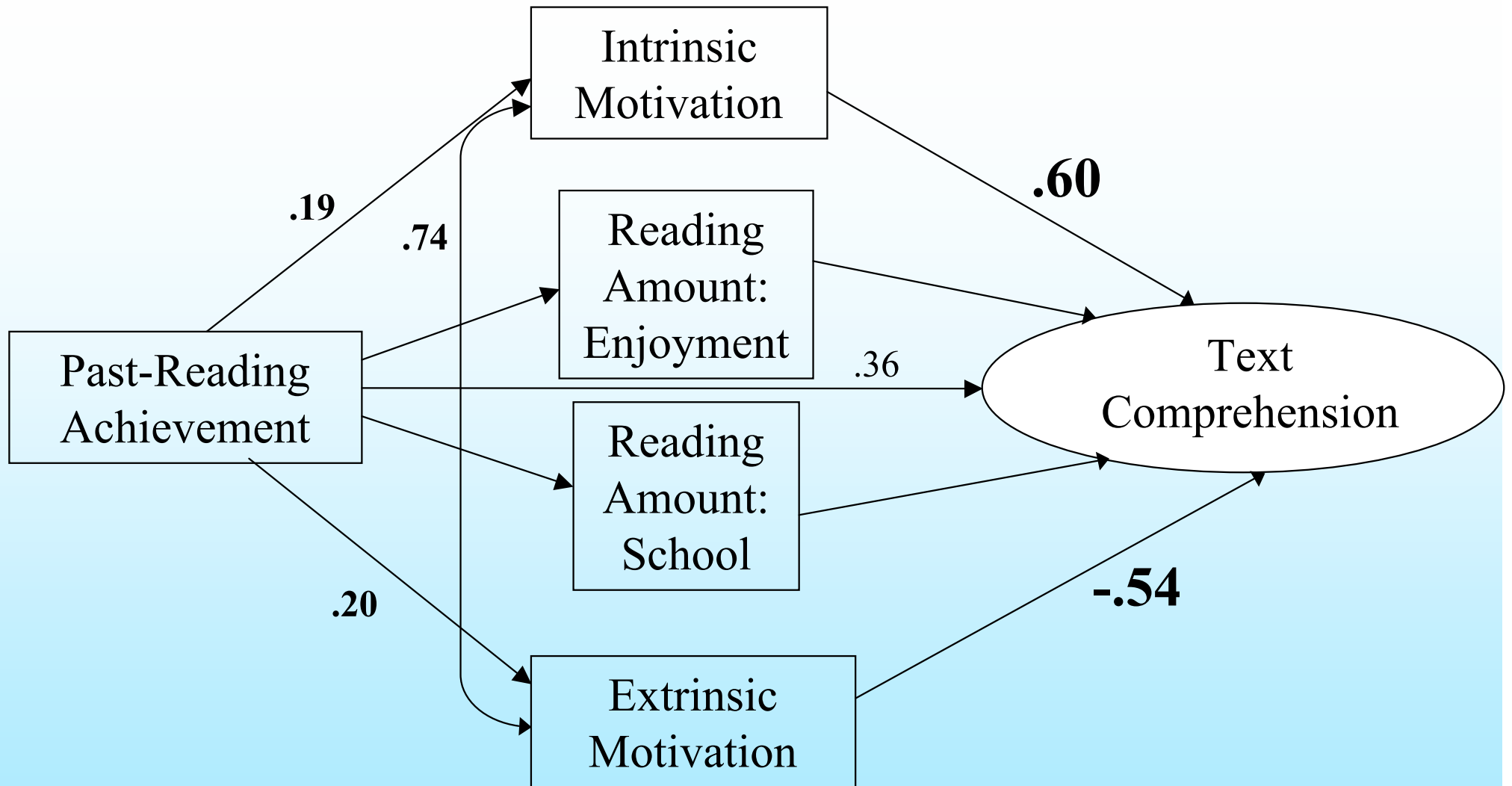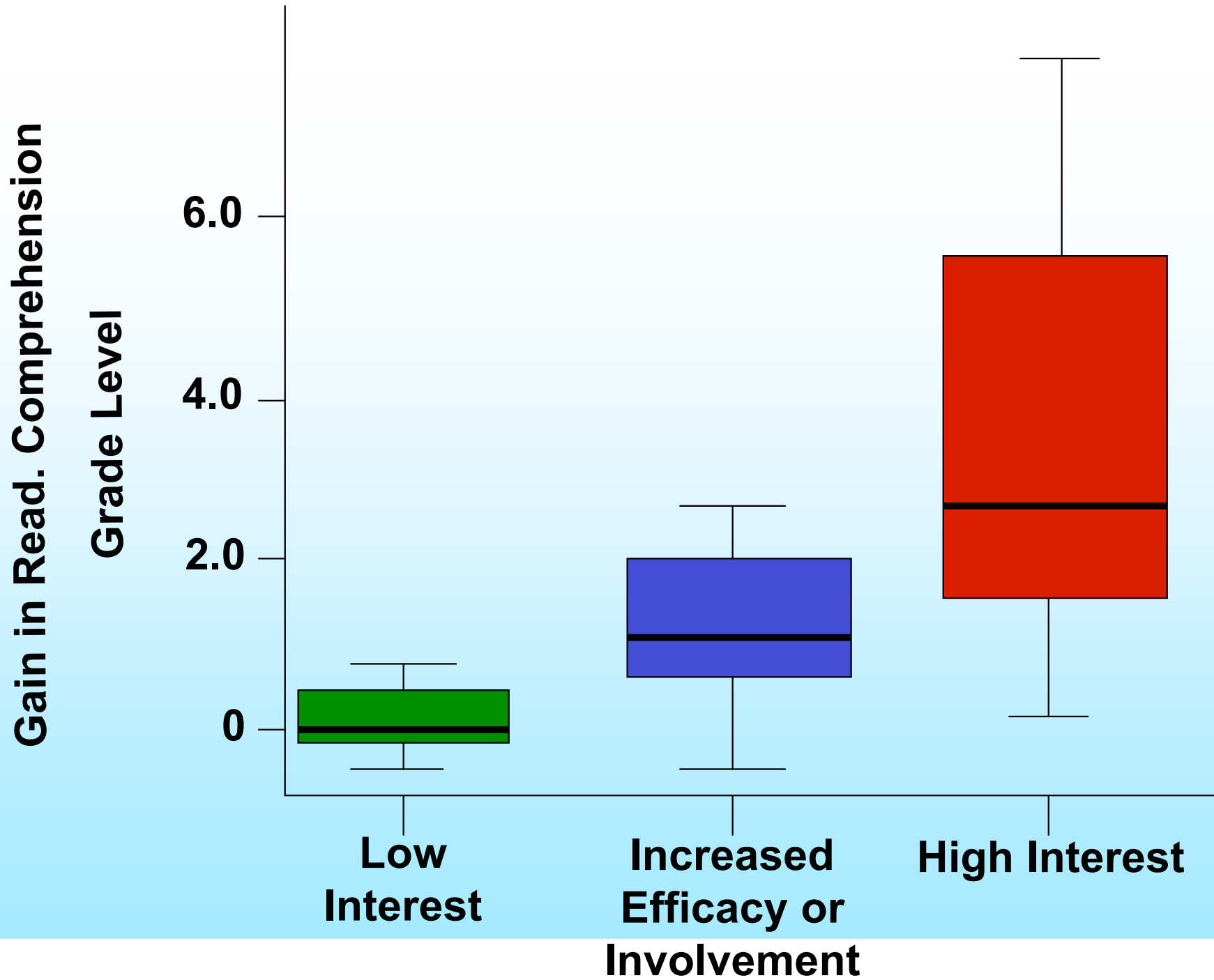
Reasons for studying: motivations for reading- grade 10

1. I want to get rich.   (reward)
2. My parents say it is important.   (comply)
3. I think school is valuable for me.   (adopt)
4. I like learning school subjects.   (enjoy)

Correlate with attendance; homework; completion of high school:

1 & 2 zero correlation

3 & 4 positive correlation (+ .55)

Reciprocal Determination: Matthew Effects

Primary—K-2

- **Internal Motivation—self-efficacy; intrinsic motivation**

- **Reading achievement—word level skills**

Intermediate—3-5

- **Internal Motivation—self-efficacy; intrinsic motivation**

- **Reading achievement—reading comprehension**

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Reading Motivations

1. **Intrinsic motivation**
2. **Perceived autonomy**
3. **Self-efficacy**
4. **Social interaction**
5. **Mastery goals**

6. **Avoidance**
7. **Controlled**
8. **Perceived difficulty**
9. **Isolation**
10. **Performance-avoidance goals**

Reading Motivations : Student Self Reports

Perceived autonomy

- – I like to choose my own books.
- – I have favorite topics (genres) I like to read about.

Controlled

- – The teacher always tells us what to read.
- – I don't have a chance to find a book I like.

Reading Motivations : Student Self Reports

Self-efficacy

- I am a good reader.
- I will do well in reading next year.

Perceived difficulty

- I have trouble reading a lot of words.
- If I see a hard word I stop reading.

Reading Motivations : Student Self Reports

Social interaction
- **I talk to my friends about books.**
- **I read with others sometimes.**

Isolation
- **I can't share what I read.**
- **No one knows what I read.**

Reading Motivations : Student Self Reports

Mastery goals

- – **I try to understand my reading fully.**
- – **I like to find connections when I read.**

Performance-avoidance goals

- – **I try not to look stupid in reading.**
- – **I feel ashamed if I don't read well.**

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What classroom practices influence engagement, consistently?

Motivations

1. Intrinsic motivation
2. Autonomy
3. Self-efficacy
4. Social interaction
5. Mastery

Classroom practices

1. Relevance
2. Choices
3. Success
4. Collaboration
5. Thematic understanding

Relevance

Instruction and text *relates* closely to students experience and knowledge

- **Link hands-on activity to text..**
- **Raise background knowledge..**
- **Find text (page) that interests you..**
- **You connect 2 sentences & explain..**
- **Find character's trait like you..**
- **Tie X (character, paragraph,) to past..**
- **Find a character you want to portray..**
- **Others…………**

Relevance: Hands-on activities for reading in life science

- Terrarium (students fill)
- Aquarium (students fill)
- Owl pellet dissection
- Ant farm
- Grow grass from seeds
- Crack nuts
- Observe bird feathers

Relevance: Hands-on Activities for Reading

- **Brief real-world connection**

- **On conceptual theme**

- **Backed up by books**

- **15 min. (not 1 min.; not 60 min.)**

- **Once per week**

- **Basis for student questioning and** *purposes* **for reading**

- **Read to write and explain**

Non-Relevance

Instruction and text *does not relate* closely to students experience and knowledge

- **Three topics in one lesson—**

  octopus, lost girl, planet..

- **Central character is remote..**

- **Links to background are absent..**

- **Nothing to do with me..**

- **Knowing this is not for me..**

- **Personal interest is distant..**

Choice

Teacher affords student selection of text, task, partner, expression, link.

- **Select story..**
- **Select page to read..**
- **Select sentences to explain..**
- **Identify goal for day..**
- **Choose 3 of 5 questions to answer..**
- **Write 3 inferences as true/false items for partner exchange..**
- **Show understanding your way..**

Choices:
Provide choices during instruction.

- When I am doing something interesting, teacher gives me time to finish it.

- Teacher asks us what topics we would like to study more.

- Teacher encourages me to work in my own way.

Assor. *Brit. J. Ed. Psych*.,2002:

Guthrie & Humenick, in McCardle, P (Ed) 2004.

Non-Choice

Teacher strongly controls text, task, partner, expression, link to outside.

- **Teacher selects all text**
- **Teacher questions are only questions**
- **Student predicts—only on request**
- **Teacher starts, stops all read & write**
- **Text is right; student opinion is not**
- **Best answers are right or wrong**

Choices:
Avoid controlling practices.

- **Teacher tells me what to do all the time.**
- **Teacher only listens to opinions that fit her opinion**
- **Teacher stops me in the middle when I am writing interesting things.**

Assor. *Brit. J. Ed. Psych*.,2002:

Choices:
Avoid forced, meaningless work.

- **Teacher forces me to prepare uninteresting homework.**

- **Teacher makes me read boring things**

- **Teacher forces me to complete worksheets that do not help me understand the material.**

Assor. *Brit. J. Ed. Psych*.,2002:

Success

Students perform reading activities proficiently and confidently.

- **Each student has decodable text**
- **Student success is primary**
- **Students repeat tasks—to proficiency**

   oral reading, questioning, explain   main point to partner……

- **Students set reading goals and teachers give feedback on progress**
- **Grade for effort and accuracy**
- **Maintain 3 + scaffolds in the classroom most of the time**

Non-Success

Students are not performing reading activities proficiently and confidently.

- **Many students can not read text aloud**
- **Student success is secondary to TEXT**
- **Students perform many repeat tasks—without mastering any…**

  oral reading, questioning, explain

  main point to partner……

- **Teachers set reading goals**
- **Grade for excellence**

Self-Efficacy:
Avoid undermining self-efficacy

– **Teacher makes us read the textbook that we can't read.**
– **When she gives questions, I always get low scores.**
– **Teacher likes the students that get everything right.**

Collaboration

Students work together to gain meaning from text, and share

- **Partners read aloud**
- **Partner question exchange**
- **Team summarize chapter**
- **Literature circles**
- **Idea circles (CORI)**
- **Jig saw—habitat teams; survival process teams**
- **Peer editing**

Non-Collaboration

Students read independently to gain meaning from text

- **Students read aloud solo**
- **Individuals write questions**
- **Students summarize chapter alone**
- **Individuals choose story to read**
- **Assessments are teacher-made and student answered**
- **Individuals complete worksheets**

Thematic units

Instructional units have conceptual complexity and duration

- **Students learn "big ideas" of survival, discovery, conflict**
- **Reading topic persists over days and weeks**
- **Students write concept maps of pages, chapters, books, unit**
- **Themes are substantive-and fun**
- **Students become experts on theme**

Non-Thematic units

Instructional units and text topics are fragmented and disconnected

- **Students learn facts of separate texts**
- **Reading topic changes daily**
- **Students retell pages, or sections**
- **Themes are brief, fun and on their own**
- **Students attempt to learn reading strategies**
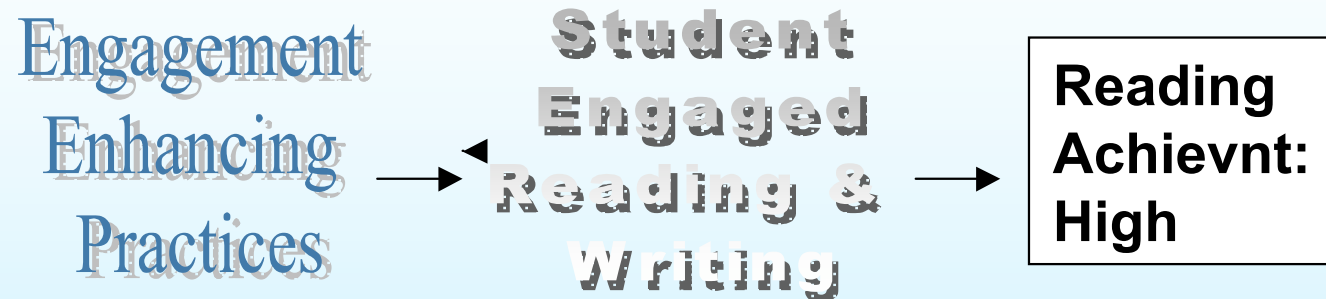
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Effects of classroom practices on students' engagement and achievement:

Method = Questionnaires, tests: Assor-*BJEP*.

| Engagement Enhancing Practices | → | Student Engaged Reading & Writing | → | Reading Achievnt: High |
| Engagement Undermining Practices | → | Student Avoidance Resistance Apathy | → | Reading Achievnt: Low/ Decline |

Meta-Analysis of CORI experiments:
11 studies; 75 effect sizes; 10 years

Motivation Scales (curiosity, self-efficacy, involvement, social)	**ES = .30**
Intrinsic motivation	**ES = 1.26**
Teacher rating of student engagement	**ES = 1.00**
Students amount of reading	**ES = .49**

Meta-Analysis of CORI experiments:
11 studies; 75 effect sizes; 10 years

Reading comprehension Standardized tests	**ES = .91**
Multiple text comprehension	**ES = .93**
Reading strategy performances	**ES = .91**
Oral reading fluency	**ES = .70**
Guthrie, et. al. *in press*	*Educational Psychologist*

Engagement as a mediator of reading growth

2 experiments; grade 3, 4;

CORI vs. TI or Strategy Instruction

- **Measure: students engagement from teachers' ratings; reading comprehension pre and post.**
- **CORI increased reading <u>growth,</u> in comparison to control groups, ONLY if students increased in reading engagement.**
- **Engagement mediates the effect of instruction on reading achievement and growth.**

- <u>**Journal of Educational Research (2006)**</u>
- <u>**Psychology in the Schools, (in press)**</u>

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Policy impacts

- **Plan, invest, train for engagement**
- **Needs assessments in classrooms**
- **Implement 5 practices**
- **Evaluate curriculum with 5-practice rubric**
- **Professional development for motivation support**
- www.cori.umd.edu
- *Engaging Adolescents in Reading, Corwin press.*