

# **Motivating Reading Comprehension**

Concept-Oriented Reading Instruction

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# Motivating Reading Comprehension

**Dennis M. McInerney, Shawn Van Etten**



## **Motivating Reading Comprehension:**

Motivating Reading Comprehension Allan Wigfield, 2004-05-20 This text discusses motivating reading comprehension covering subjects such as classroom contexts for engaged reading scaffolding for motivation and engagement in reading the cognitive strategies of reading comprehension and science inquiry in the CORI framework *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 *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 *Motivating Adolescents in Reading Comprehension* Emilia Lengyel, 2015-10-10 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 **Motivating Students Through Popular Culture to Increase Skills in Reading, Reading Comprehension, and Writing** Sharyna M. Reece, 2008 My Magical Brown Unicorn Reading Comprehension Journal For Kids Ren Lowe, 2020-12-04 Help your student learn how to understand respond to and enjoy what they read My Magical Brown Unicorn Reading Comprehension Journal presents students with direct instruction and practice to build the reading comprehension strategies and skills they need to become strong and successful readers Easy to follow directions and fun exercises motivate students to work on their own The goal behind this journal is to encourage the intellectual and personal growth of all children beginning with literacy This journal is filled with fun unicorn illustrations and skill building questions that are motivational and has a fun Child friendly layout This Guided Journal is Perfect for Beginner Readers and Grade levels Pre k to 4th Grade This reading journal was designed to be used at home or in the classroom It Also Makes the perfect gift for young book lovers so grab a copy for a friend and share the wonderful experience of literacy together The Motivating Questions in this journal were put together based on the

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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 *Teaching Reading in the 21st Century* Michael F Graves, Connie Juel, Ph.D., Bonnie B Graves, 2015-10-08 A leading text for courses in K-8 reading methods This is the K-8 reading methods book with the strongest focus on comprehension instruction motivation and assessment Informed by the latest research on topics ranging from phonemic awareness and phonics to teaching comprehension strategies motivation and assessment this text provides the knowledge base skills and research based strategies that all teachers need to guide K-8 students successfully toward literacy for the 21st century using reading and writing for thinking problem solving and communicating Principal themes include balancing phonemic skills with more holistic approaches fostering the love of reading and successfully teaching all students to become able and eager readers The outstanding author and contributor team includes experts in phonemic awareness and word recognition Connie Juel Stanford University vocabulary and comprehension Michael Graves University of Minnesota children's literature and writing Bonnie Graves a widely published children's author and Peter Dewitz a national educational consultant working with schools districts on comprehension differentiation and intervention **50 Strategies for Motivating Reluctant Readers** Heidi Crumrine, 2024-02-13 Find concrete ways to support unwilling unengaged or struggling readers This professional resource includes easy to implement classroom strategies and activities to help teachers reach reluctant readers Have your students mastered the art of avoiding reading Written by English teacher and literacy expert Heidi Crumrine 50 Strategies for

Reluctant Readers gives educators ideas for how to provide a variety of reading opportunities for students who don't like to read. These quick accessible strategies are perfect for getting readers engaged and excited. From building literacy to fostering a love of reading, this book offers K-12 teachers the support they need to help reluctant readers thrive.

**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. **Motivation and Self-Regulated Learning** Dale H. Schunk, Barry J. Zimmerman, 2012-08-06 This volume focuses on the role of motivational processes such as goals, attributions, self-efficacy, outcome expectations, self-concept, self-esteem, social comparisons, emotions, values, and self-evaluations in self-regulated learning. It provides theoretical and empirical evidence demonstrating the role of motivation in self-regulated learning and discusses detailed applications of the principles of motivation and self-regulation in educational contexts. Each chapter includes a description of the motivational variables, the theoretical rationale for their importance, research evidence to support their role in self-regulation, suggestions for ways to incorporate motivational variables into learning contexts to foster self-regulatory skill development and achievement outcomes. Handbook of Research on Schools, Schooling and Human Development Judith L. Meece, Jacquelynne S. Eccles, 2010-06-10 Children spend more time in school than in any social institution outside the home. And schools probably exert more influence on children's development and life chances than any environment beyond the home and neighbourhood. The purpose of this book is to document some important ways schools influence children's development and to describe various models and methods for studying schooling effects. Key features include: Comprehensive Coverage: this is the first book to provide a comprehensive review of what is known about schools as a context for human development. Topical coverage ranges from theoretical foundations to investigative methodologies and from classroom level influences such as teacher-student relations to broader influences such as school organization and educational policies. Cross-Disciplinary: this volume brings together the divergent perspectives, methods, and findings of scholars from a variety of disciplines, among them: educational psychology, developmental psychology, school psychology, social psychology, psychiatry, sociology, and educational policy. Chapter Structure: to ensure continuity, chapter authors describe: 1) how schooling influences are conceptualized; 2) identify their theoretical and methodological approaches; 3) discuss the strengths and weaknesses of existing research; and 4) highlight

implications for future research practice and policy Methodologies chapters included in the text feature various methodologies including longitudinal studies hierarchical linear models experimental and quasi experimental designs and mixed methods

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Focus on Curriculum Dennis M. McInerney,Shawn Van Etten,2005-03-01 There are many teaching and curriculum programs that attempt to make education relevant to the wider sociocultural environment of learners Volume 5 focuses on research on curriculum and teaching from a sociocultural perspective Authors will discuss exemplary examples of research on curriculum initiatives teaching resources and teaching approaches that reflect a concern for sociocultural issues broadly defined while also mapping out implications future issues and future research agendas There will be chapters on reading mathematics science language social science history music health education religious and moral education information technology vocational education and multicultural studies The text will be relevant to educators across all levels of education

**Catching on** Carl Bereiter,Valerie Anderson,1987

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