

Motivation and Engagement

Essential One

“Deliberate, research-informed efforts to foster literacy motivation and engagement within and across lessons”



READING
IS A
DISCOUNT
TICKET
to
everywhere

Why Foster Literacy Motivation and Engagement?

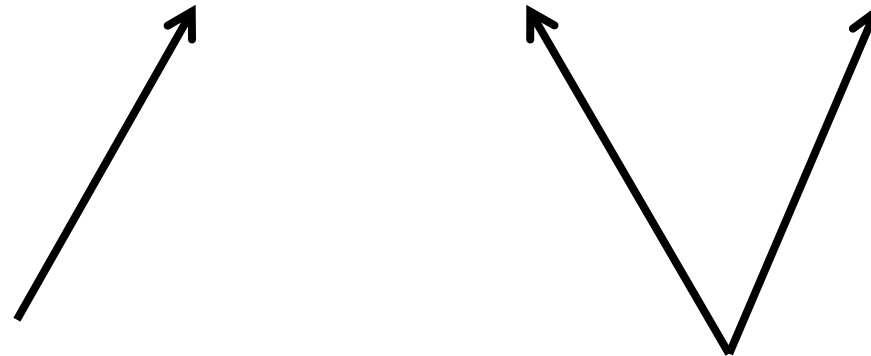
- We aren't doing well enough as a country in literacy motivation. For example, *U.S. 10-year-olds ranked 33rd of 35 countries in attitudes toward reading* (from PIRLS; Twist, Gnaldi, Schagen & Morrison, 2004).
- Today's standards may require more motivation and engagement than ever before.

Duke

From the Essentials . . .

The teacher:

- creates opportunities for children to see themselves as successful readers and writers



Success

- Tasks that are challenging but within reach.
- Scaffolding to put tasks within reach, for example, for a book that is difficult for a student:
 - listening to a recording of the book first
 - echo reading
 - partner or dyad reading
 - repeated reading
 - reading several ramp-up books
 - Anchor charts
 - Rubrics

Success

Specific, frequent feedback related to markers of success. For example, for writing:

- “I like the way you started that paragraph—it tells what the whole paragraph is about.”
- “I like the way you’re using humor. It seems right for the audience.”
- “I like all the precise vocabulary you’re using. It helps me ‘see’ what you’re saying.”
- “I like the way you spelled that word—I can really see you were listening to the sounds in the word.”

Avoiding Non-Reading-Related Incentives

Example study:

Marinak, B. A., & Gambrell, L. B. (2008) Intrinsic motivation and rewards: What sustains young children's engagement with text? *Literacy Research and Instruction*, 47, 9-26. DOI: 10.1080/19388070701749546

Marinak and Gambrell (2008)

- Investigation of reward proximity and reward choice on intrinsic reading motivation
- Five conditions:
 - book/choice
 - book/no choice
 - token/choice
 - token/no choice
 - no reward/no choice

Marinak and Gambrell (2008)

- 75 third graders
 - 18 to 25% FARL
 - racially/ethnically diverse
 - 30th – 50th percentile on SAT9
- Outcome measures: “(1) first activity selected (reading, jigsaw puzzle, math game), (2) number of seconds spent reading, and (3) number of words read.”

Marinak and Gambrell (2008)

- activity choice: **literacy** (choice and no choice) and no reward/no choice groups > **nonliteracy** (choice and no choice) groups
- # seconds reading: **literacy** (choice and no choice) and no reward/no choice groups > **nonliteracy** (choice and no choice)
- words read: **literacy** (choice and no choice) and no reward/no choice groups > **nonliteracy** (choice and no choice)

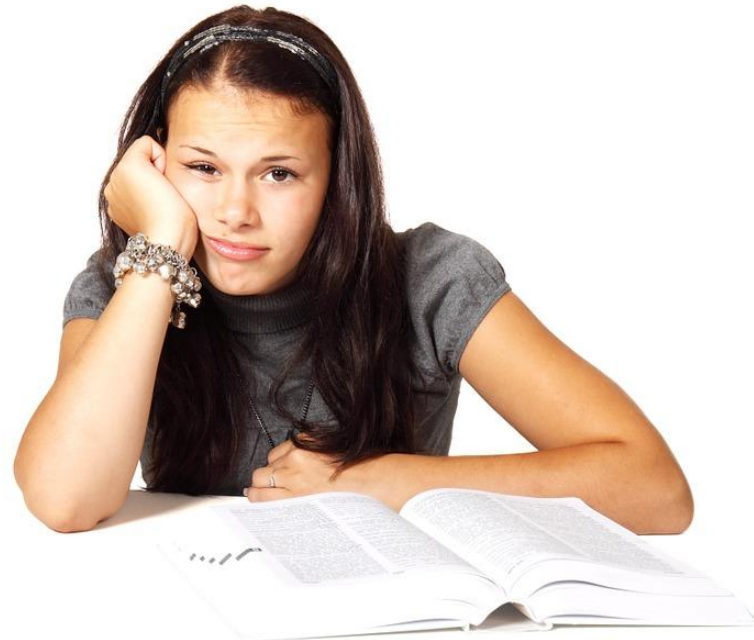
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Choices (within limits)

Collaboration with peers (cross-curricular)

Avoid prizes for reading!

Avoid using reading and writing as punishment!



Turn and talk...

Thoughts about motivation and engagement in a first grade classroom.