

# Motivation and Engagement

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# Essential One

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



READING  
IS A  
DISCOUNT  
TICKET  
to  
everywhere

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## Why Foster Literacy Motivation and Engagement?

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- We aren't doing well enough as a country in literacy motivation. For example, *U.S. 10-year-olds ranked 33<sup>rd</sup> 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

# Essential One

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The teacher:

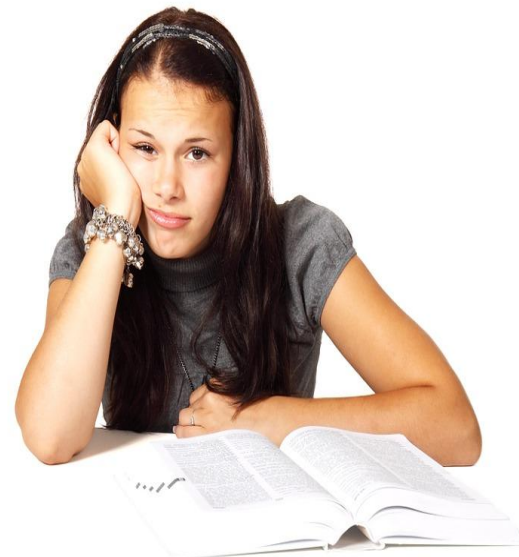
- creates opportunities for children to see themselves as successful readers and writers

Choices (within limits)

Collaboration with peers (cross-curricular)

Avoid prizes for reading!

Avoid using reading and writing as punishment!



# Good Job

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Specific, frequent feedback related to markers of success are much more powerful than “Good Job” which can actually undermine engagement.

The way you started that paragraph works well...

Your inference about what will happen shows you really understand the character...

I can see that you are using every minute to read and become a better reader...

# Collaboration Encourages Motivation

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Partner Reading

Paired or Small Group discussion

Group writing projects

Acting out stories together

Readers' theater (can be informational as well!)

Information share

Working together to follow a how-to text (science experiments)

\*Students who are interested in the same subject may read different books but have discussions together.

# Generating Reading Interest

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Provide high-interest books

Interest inventories or interviews, listen and observe

Book Recommendations (by kids and teachers, staff, community members)

Projects

\*Have books available that kids are interested in reading!

# Motivation

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If a person exhibits any behavior repeatedly, the person has motivation to exhibit the behavior.

A person's motivation toward any particular behavior or task is probably a mix of intrinsic and extrinsic factors

A person's level of motivation is a function of both expectancy of success and the degree to which the rewards that accompany success are valued.

Expectancy x Value = Motivation



# Reading Success

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- 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

# Writing Success

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Teachers are the worst audience!

Just changing the audience will help with engagement, especially in writing.

Children's stories for waiting rooms at doctor's offices

Brochures about our town for new families/students

Write to an expert about something you are studying

# Specific Positive Feedback

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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.”

# Turn and talk...

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Thoughts about motivation and engagement in a second grade classroom. What are your challenges? What are your successes?