Inquiry and Motivation Strategies to Engage Struggling Readers

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Affective factors are students’ attitudes, values, beliefs, desires, and motivation in regards to literacy.
Affective Factors

Fill out 9.1 *Here’s How I Feel About Reading*. What are we saying about ourselves as readers?

“If you hope to influence students’ attitudes toward reading in a truly substantial way, you must first know something about your children. How positive are their attitudes? What are their likes and dislikes? How do their friends and family feel about reading?”

McKenna and Stahl 2009
Affective Factors

Our attitudes toward reading are shaped by:
1. Each and every reading experience.
2. Our beliefs about what will happen when we open a book.
3. Our beliefs about how those we hold in high regard feel about reading.
Affective Factors

What do We Know About Children’s Attitudes?
1. Reading attitudes tend to worsen over time.
2. Reading attitudes worsen more rapidly for poor readers.
3. Girls tend to possess more positive reading attitudes than boys.
4. Ethnic group membership is not, in itself, strongly related to reading attitudes.
5. Instructional methods can have a positive influence on attitudes.
Affective Factors

What Do We Know About Children’s Interests?
1. The number of interests decline with age.
2. The influence of gender increases with age.
3. Girls are more likely to read “boy” books than boys are to read “girl” books.
4. Typical male interests include science, machines, sports, and action/adventure.
5. Typical female interests include interpersonal relationships and romance.
6. Three interest areas of strong appeal, regardless of gender or reading ability, are humor, animals, and the unusual.
What Else Matters Besides Strategies and Skills?

Strategic Readers

Test Results of Successful Readers

Skillful Readers

High reading comprehension scores

Large Vocabularies

Fluent Readers

But there is more to the story........

Afferbach 2013 The Reading Teacher Vol66
What Else Matters Besides Strategies and Skills?

Successful Readers are Metacognitive!

- Plan their reading in relation to specific goals
- They monitor and evaluate their reading as it progresses
- They are motivated and engaged!
- They look forward to reading in school and home
- Their epistemic beliefs are developing
- They have high self-efficacy

Afferbach 2013 The Reading Teacher Vol66
If different factors influence students’ reading development then why in many classrooms are curriculum and instruction biased toward strategy and skill?
“Cognitive strategies and skills, from phonics to comprehension, are necessary for reading development but they do not fully explain our developing readers’ success or failure. Fortunately, ongoing research contributes to our evolving understanding of the importance of factors other than strategy and skills to reading development. Metacognition influences students’ reading achievement, as students proactively set goals, select and use strategies, and self-monitor the effectiveness of their reading to achieve goals. When students’ engagement and motivation are strong, reading instruction improves students’ reading comprehension.”
Engagement and Motivation

“Engagement captures the quality of students’ participation with learning activities.”

“Motivated readers choose to invest time and effort in the reading process – for information gathering, knowledge building, or personal enjoyment.”

“Epistemic beliefs influence students’ critical reading, as they make judgements about the accuracy and quality of text and author bias and trustworthiness.”

“Without motivation and engagement, students’ attention to learning and perseverance at learning are at risk.”
Assessing Attitudes and Interests

- Classroom Observation
- Reading Journals/Notes during Self Selected Reading
Open-Ended Questions – Form 9.1
Interest Inventories – Form 9.2

Assessment for Reading Instruction 2009 by McKenna and Stahl

https://christineandmarie.wordpress.com/motivation/assessing-motivation/
Elementary Reading Attitude Survey (Garfield Survey)

9.3


Assessment for Reading Instruction 2009 by McKenna and Stahl
Motivation for Reading Questionnaire 9.4*
http://www.literacyintervention.org/documents/MRQ.pdf
Reader Self-Perception Scale 9.5

Instrumentation

The Reader Self-Perception Scale (RSPS)
(Henk & Melnick, 1995)

- Instrument measures student perceptions of reading self-efficacy
  - Progress, Observational Comparison, Social Feedback, and Physiological States
- 5-point Likert-type scale
- Measures four areas related to Bandura’s model of self-efficacy
- Confirmed reliability and validity
- Test administered pre- and post treatment
Reading Activity Inventory
http://www.cori.umd.edu/measures/RAI.pdf
Phyllis Hunter- “It’s Not Complicated! What I Know For Sure About Helping Our Students of Color Become Successful Readers”

“When our kids are motivated to read it can change their lives”
High Achievers read more, and the more engaged these students become, the higher they achieve. Likewise, lower achievers read less, and the less engaged decline in achievement.
MOTIVATION

Give kids the books they want to read: interesting, age-appropriate, and personally relevant for students.

It's Not Complicated! 2012 by Phyllis C. Hunter, Scholastic
MOTIVATION

Let kids choose their own texts.

Empowerment!

It's Not Complicated! 2012 by Phyllis C. Hunter, Scholastic
MOTIVATION

Let students know what to expect with books.
Encourage students to monitor their own reading progress.
MOTIVATION

Talk, talk, talk about books – discuss the characters, settings, and plots of stories as well as the content of nonfiction books.

There is power in great discussion!

It's Not Complicated! 2012 by Phyllis C. Hunter, Scholastic
MOTIVATION

Support students with immediate, continuous, specific feedback and encouragement.
When students are not motivated to read, they:

- Resist reading
- Stop reading
- Lose knowledge about the world and fail to grow as readers and learners.
- Lose self-confidence
Questions and Sharing of your Motivation Strategies