



Evidence-Based Facilitator Guide: Improving Intermediate Literacy

Recommendation 4. Motivation and Engagement in Literacy Learning

Updated December 2022



Photo is for illustrative purposes only.
Any person depicted in the photo is a model.

An important insight



14% of American adults are unable perform functional reading tasks such as reading medicine labels and train schedules. Another 29% are at 'basic' levels ... and do not read or write well enough to perform the literacy requirements of a typical job."

(Moats, 2020)



The literacy challenge is real



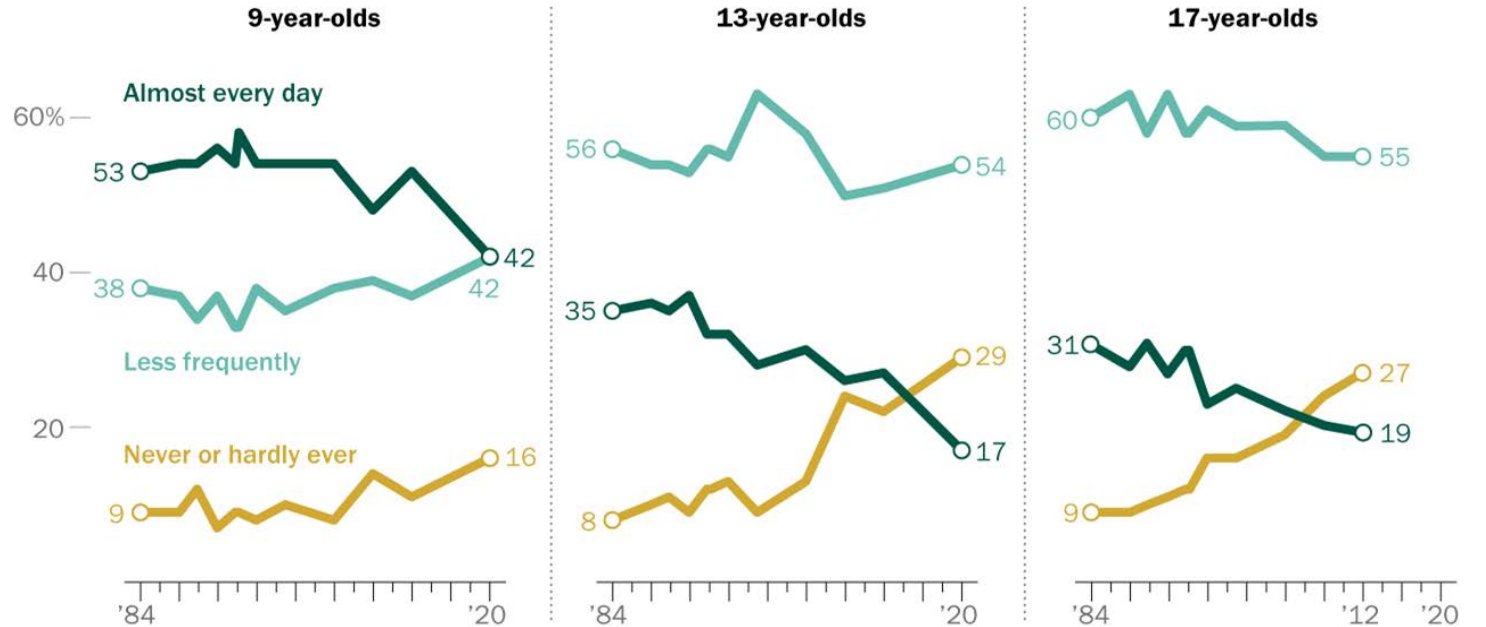
1 in 4 children in America grow up without learning how to read



Overall, 42 percent of fourth-graders read recreationally “almost every day” compared with only 17 percent of eighth-graders.

U.S. 9- and 13-year-olds read for fun less often than they used to

% of U.S. students of each age who say they read for fun ____, by year



Note: 2020 assessment was not fielded to 17-year-olds. Totals may not sum to 100% due to rounding. “Less frequently” combines responses of “once or twice a week,” “once or twice a month” and “a few times a year.”

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2020 Long-Term Trend Reading Assessment.

PEW RESEARCH CENTER



(Pew Research Center (National Center for Educational Statistics), 2020)

Students who don't read proficiently by third grade are four times likelier to drop out of school



(Annie E. Casey Foundation, 2011)



A close relationship between illiteracy and crime



Eighty-five percent of all juveniles who interface with the juvenile court system are functionally illiterate.”

(WriteExpress Corporation)



Teaching reading: If not me, then who?



Learning to read is critical to a child's overall well-being. If a youngster does not learn to read in a literacy-driven society, hope for a fulfilling, productive life diminishes."

G. Reid Lyon

*Former Chief of the Child Development and Behavior Branch of
the National Institute of Child Health and Human Development*



Why focus on improving literacy instruction?

The teacher is the most important factor in student learning.
If not me, then who?



Good instruction is powerful

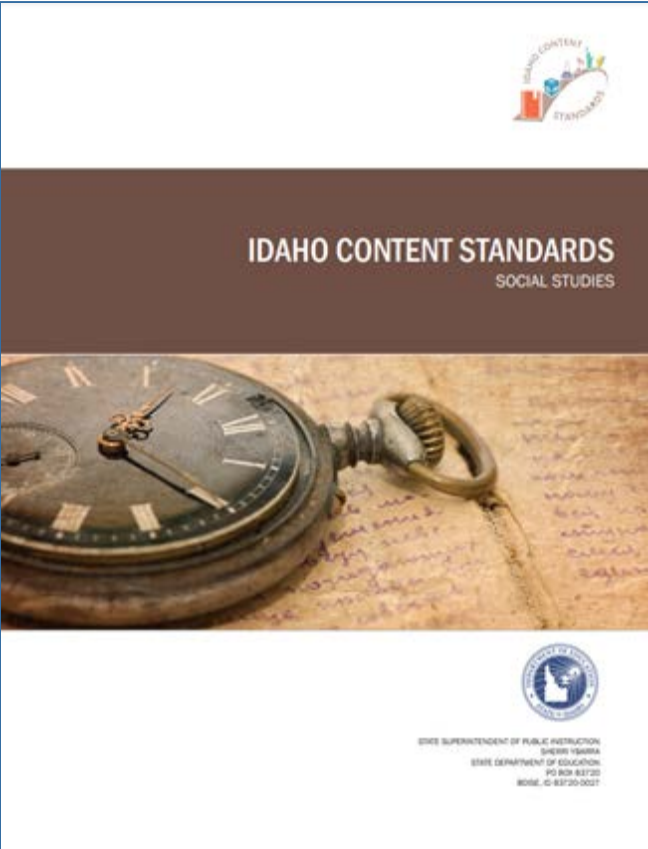
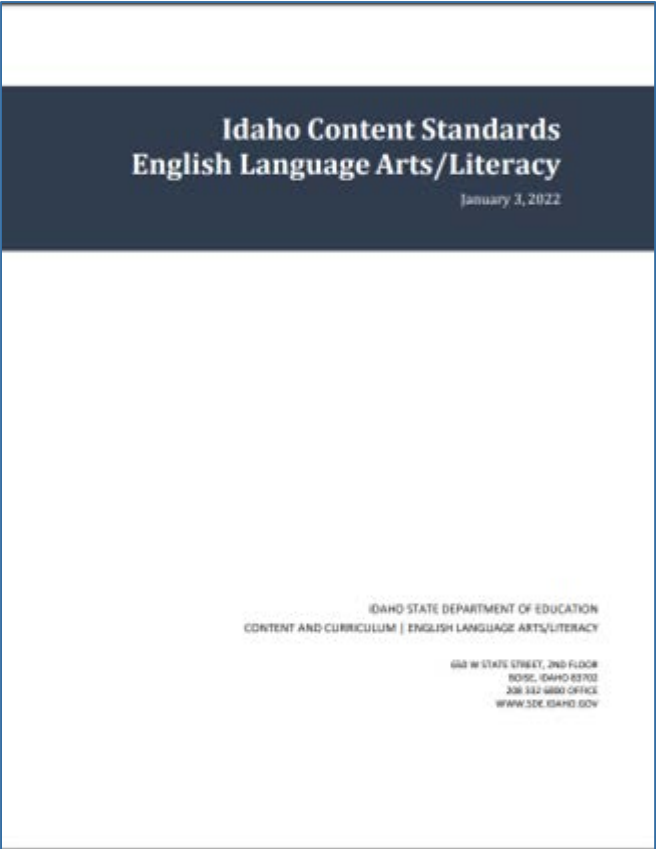
“

Good instruction is the most powerful means of developing proficient comprehenders and preventing reading comprehension problems.”

(Snow, 2002)



Idaho Content Standards



(Idaho State Department of Education, 2022a, Idaho State Department of Education 2022b)

Idaho's 2022 English language arts/literacy standards highlights

Recommendations	New Standards Application
Comprehensive review of the College and Career Readiness Anchor (CCRA) standards	CCRA standards were removed
Remove or move the standards for Literacy in History/Social Studies, Science, and Technical Subjects	Standards for literacy in content areas were removed
Reduce the number of standards, lessen complex verbiage, and prioritize the more important concepts	Reduced total number of standards Reorganization of strands (foundational skills, reading comprehension, and vocabulary development)

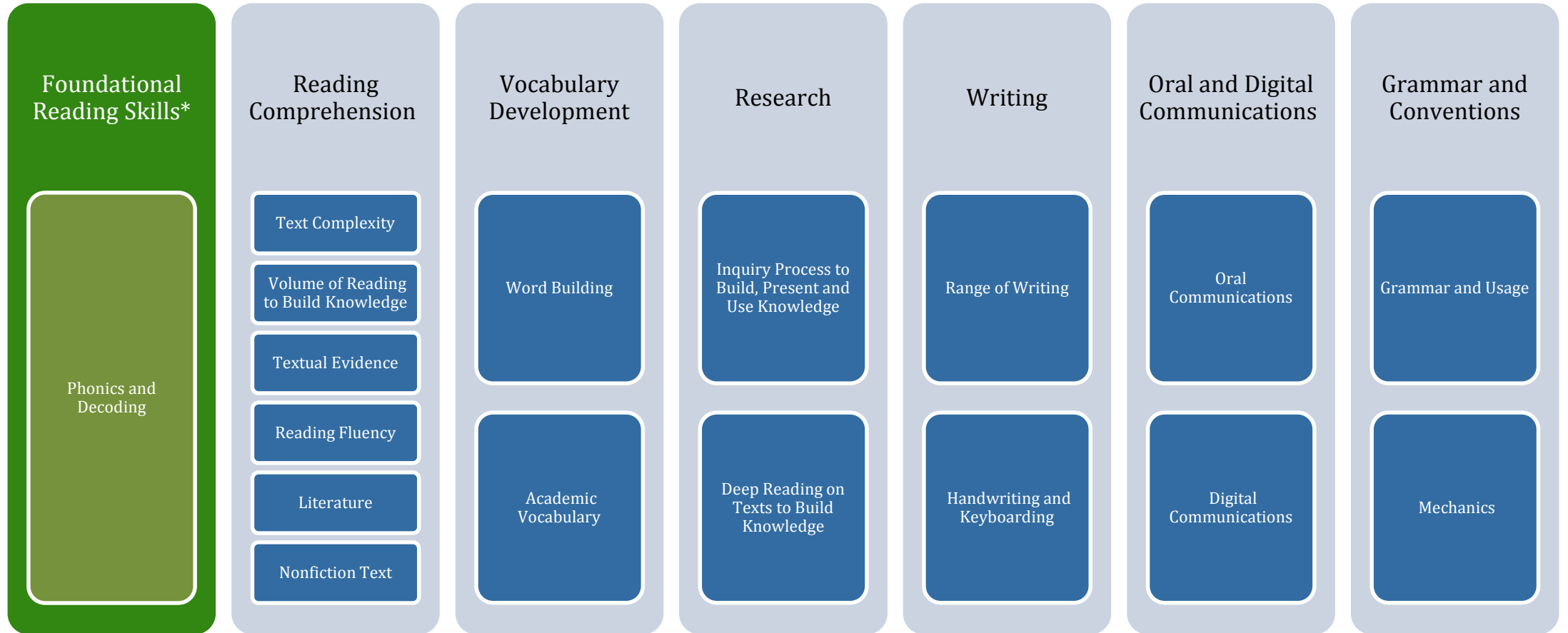


Idaho's 2022 English language arts/literacy standards highlights

Recommendations	New Standards Application
Review classifications of literature and informational text to give a better balance of genres	Sub strands were re-named literature and non-fiction
Balance fiction and non-fiction reading materials, emphasizing value-rich, historically important, and uplifting literature	Reading lists were removed from standards and all appendices at the direction of the 2021 legislative letter
Reevaluate the categories of reading, writing, speaking, listening. Combine some standards in reading, listening, writing, speaking	New strands and sub strands were developed (research strand combines reading and writing, vocabulary development strand combines reading and language)



Grade band Language standards and strands



Vertically aligned grade band Language strands and standard strands

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Foundational Reading Skills (Phonics and Decoding)				
Reading Comprehension (Text Complexity; Volume of Reading to Build Knowledge; Textual Evidence; Reading Fluency; Literature; Nonfiction Text)				
Vocabulary Development (Word Building; Academic Vocabulary)				
Research (Inquiry Process to Build, Present and Use Knowledge; Deep Reading on Texts to Build Knowledge)				
Writing (Range of Writing; Handwriting and Keyboarding)				
Oral and Digital Communications (Oral Communications; Digital Communications)				
Grammar and Conventions (Grammar and Usage; Mechanics)				



Sample aligned standards for grades 4-8

Grade 4	4.RC-TC.1. 1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 4–5 band.
Grade 5	5.RC-TC.1. 1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 4–5 band.
Grade 6	6.RC-TC.1.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 6–8 band.
Grade 7	7.RC-TC.1.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the midrange of the grades 6–8 band.
Grade 8	8.RC-TC.1.1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 6–8 band.

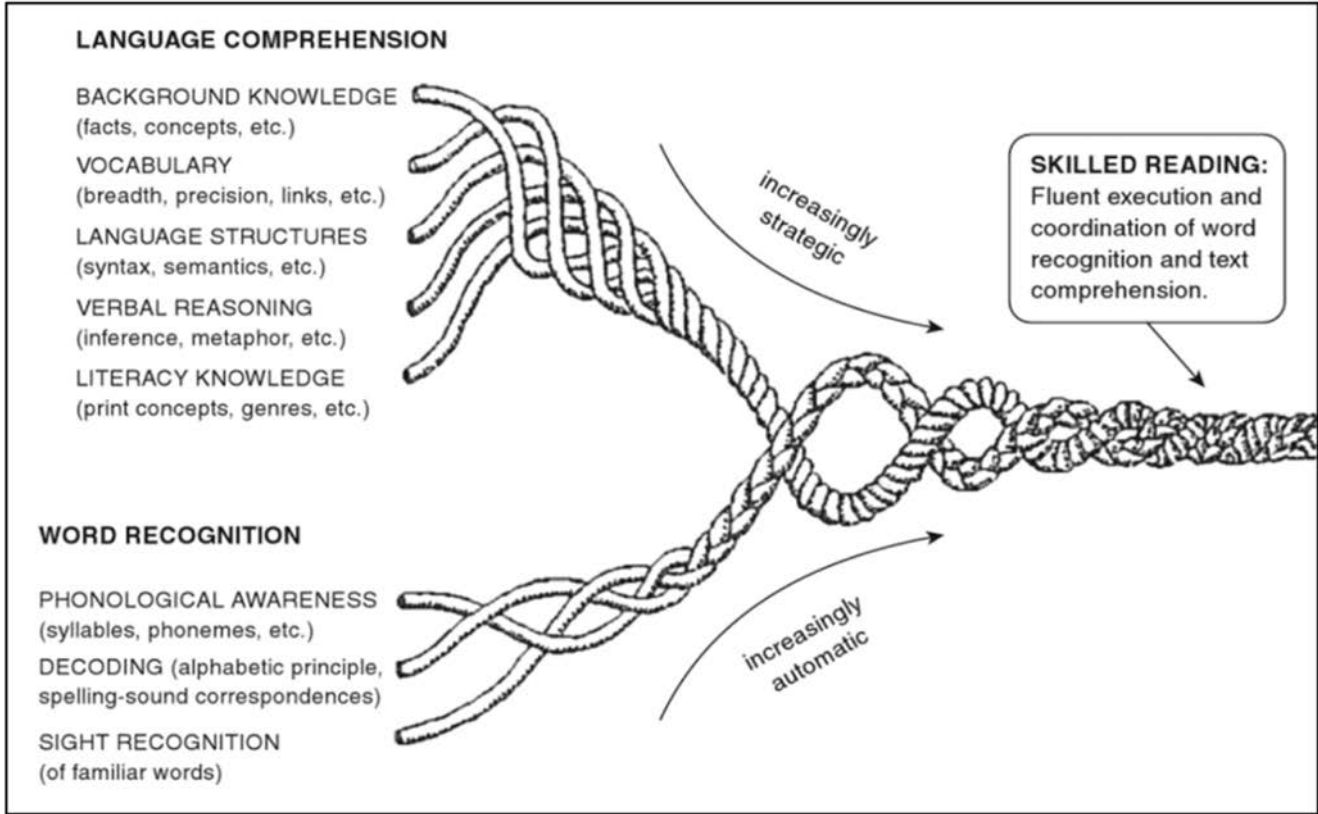


(Idaho State Department of Education, 2022)

Skilled readers

What are some essential components of being a skilled reader?

Scarborough's reading rope



Scarborough, H. (2001) Connecting early language and literacy to later reading (dis)abilities: Evidence, theory and practice. In S. Newman & D. Dickinson (Eds.), *Handbook of Early Literacy Research*. pp. 97-110. New York, Guilford Press. (used with permission of the author)



Simple view of reading (SVR)

Language Comprehension

Poor Strong

Word Reading

Strong Poor

<ul style="list-style-type: none">• Adequate WR• Adequate LC	<ul style="list-style-type: none">• Poor WR• Adequate LC
<ul style="list-style-type: none">• Adequate WR• Poor LC	<ul style="list-style-type: none">• Poor WR• Poor LC

$$WR \times LC = C$$

WR: Word recognition
(phonological awareness,
decoding, and encoding skills)

LC: Language Comprehension
(skills related to language
comprehension)

$$1 \times 1 = 1$$

$$0 \times 1 = 0$$

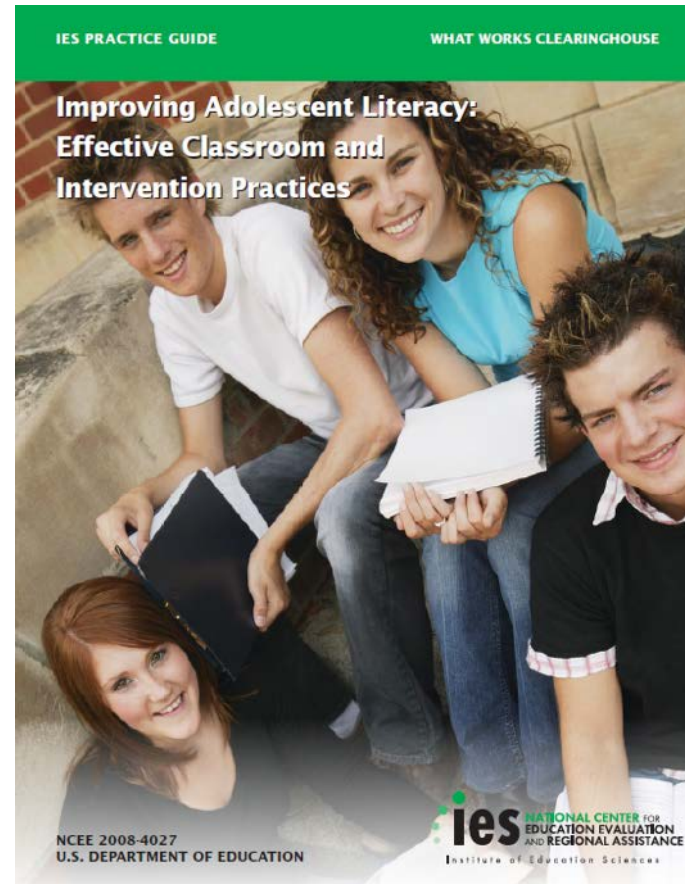
$$1 \times 0 = 0$$

(Gough & Tunmer, 1986)



A collection of the best available evidence

The Institute of Education Sciences (IES) Practice Guide



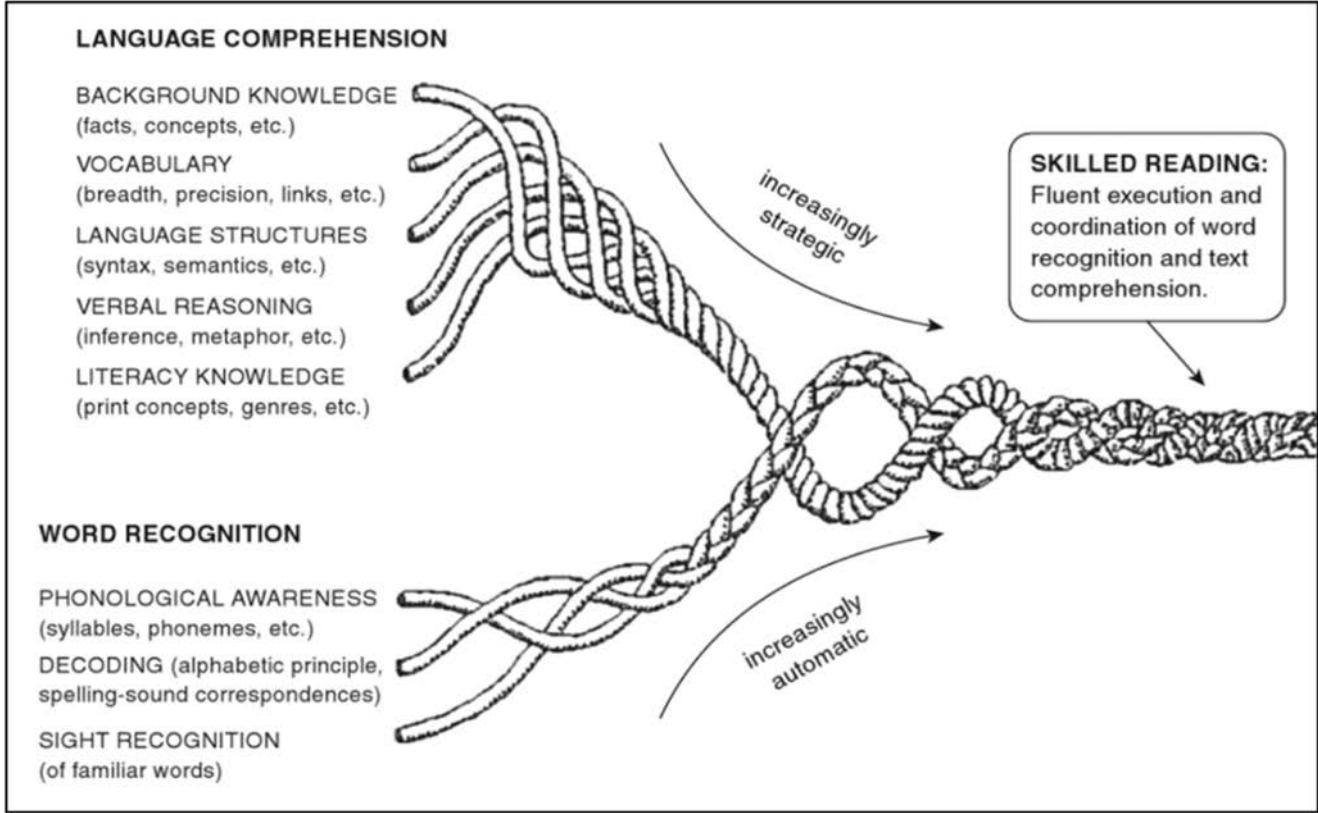
(Kamil et al., 2008)

Five recommendations for improving literacy

1. Provide *explicit* vocabulary instruction
2. Provide *direct* and *explicit* comprehension instruction
3. Provide opportunities for *extended discussion* of text meaning and interpretation
4. **Increase student *motivation and engagement* in literacy learning**
5. Make available *intensive and individualized* interventions for struggling readers provided by trained specialists



Recommendation 4. Increase student motivation and engagement in literacy learning



Scarborough, H. (2001) Connecting early language and literacy to later reading (dis)abilities: Evidence, theory and practice. In S. Newman & D. Dickinson (Eds.), *Handbook of Early Literacy Research*. pp. 97-110. New York, Guilford Press. (used with permission of the author)



Targets for today

- Describe the importance of motivation and engagement in literacy learning
- Explain how motivation and engagement are different and what this means for literacy learning
- Discuss four or more strategies for increasing motivation and engagement in the classroom
- Practice and apply strategies for engagement to current core materials



Partner discussion

- Picture yourself back in your middle school days.
- Next, think about what it would be like to struggle with reading and writing. How would you feel in your classes? What might you do because of your struggle?
- Finally, what do you think might have motivated you in literacy learning?



In classrooms where students are motivated to engage with literacy learning

- » What would teachers be doing?
- » What would students be doing?
- » What would the classroom environment be like?
- » What strategies, resources, and activities do you use in your classroom to increase student motivation and engagement in literacy learning?



Why are motivation and engagement important in adolescent literacy?



What's the difference between motivation and engagement?

- **Motivation:** the desire, reason, or predisposition to become involved in a task or activity
- **Engagement:** the degree to which a student processes text deeply through the use of active strategies, thought processes, and prior knowledge



School for the struggling learner



It's like having to show up for a race every day, knowing that you're going to come in dead last."

(Eighth grade student)



Shut-down learner signs



Increasingly disconnected,
discouraged, and
unmotivated (shut down)



Fundamental skill weaknesses
with literacy, leading to
lowered self-esteem



Increased avoidance of
school tasks such as
homework



Dislike of reading



Hatred of writing



Little to no gratification
from school



Increasing anger
toward school



Connection between motivation, engagement, and achievement



Motivation and engagement are critical for adolescent readers. If students are not motivated to read, research shows that they will simply not benefit from reading instruction.”

(Kamil, 2003, p. 8)



Strategies to motivate and engage students



Strategies to motivate and engage students:

Establish goals



- >> Clear purpose — the “why” of learning goals
- >> Checks for understanding
- >> Metacognition
- >> Feedback on learning



Immediate and corrective feedback

Feedback is when a teacher directly imparts their evaluation of a child, a child's strategies and skills, or a child's achievement (often in relation to goals) and provides information about that evaluation.

(Askew, 2000)



Immediate and corrective feedback

Evaluative feedback = Judgmental	Formative feedback = Descriptive
Giving rewards and punishments	Telling students they are right or wrong
Expressing approval and disapproval	Describing why an answer is correct or incorrect
	Telling students what they have and have not achieved
	Specifying or implying a better way
	Helping students develop ways to improve



Strategies to motivate and engage students: Provide a positive environment



- >> Choice and flexibility
- >> Autonomy
- >> Appreciation of differing perspectives

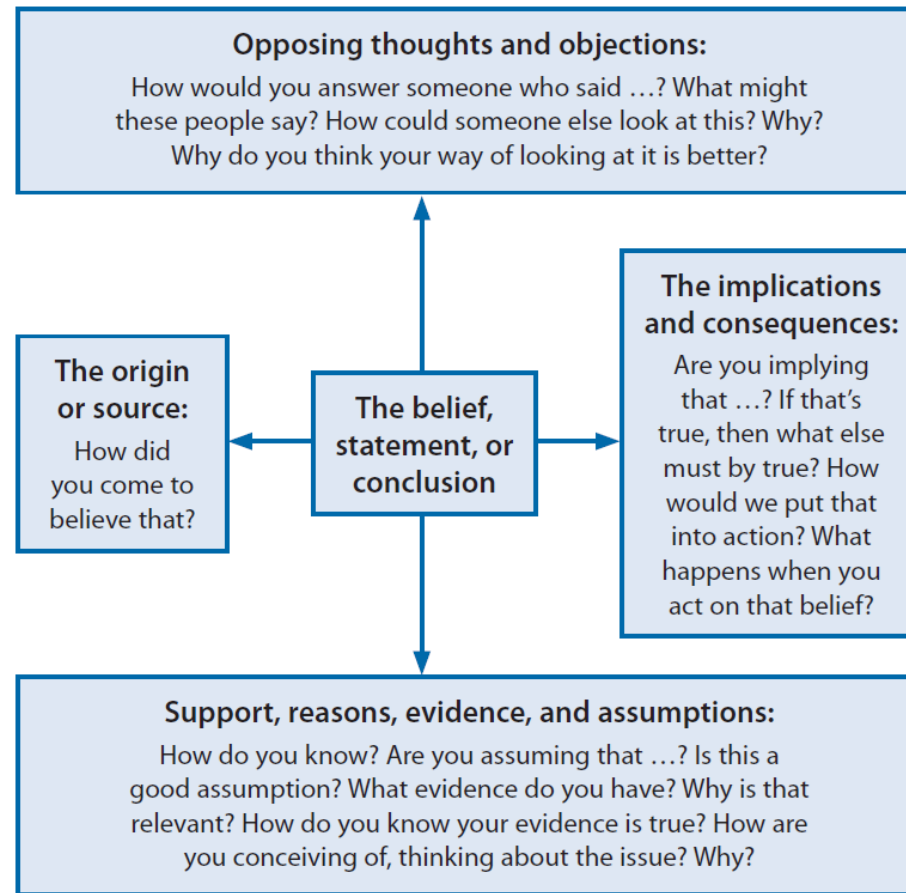


Benefits of the Socratic method

- >> Student motivation
- >> High engagement
- >> Content learning
- >> Literacy
- >> Thinking skills



How do Socratic circles work?



Strategies to motivate and engage students: Make things relevant



**Make literacy experiences
more relevant**

- >> Relatedness and meaning
- >> Connections to real life
- >> Student interests



Designing surveys

Online survey tools such as [Socrative](#), [Poll Everywhere](#), [Kahoot](#), and [Survey Monkey](#) can make creating surveys easy.

LET'S TRY IT!

1. Take the survey on your phone or device: Poll Everywhere [Interest Survey](#)
2. Let's look at the results together.
3. Core Curricula Connection: While teaching students the required skills and academic standards in your current curriculum, in what ways can you center one or more of these survey answers as a topic in your unit of study? *(Work alone or with a partner, and then share out.)*



Strategies to motivate and engage students: Build in instructional conditions



- >> Student goal setting
- >> Self-directed learning



Activity: Conditions for engagement

1. Read the vignette in handout 5.
 - » Underline any descriptions of students' engagement.
 - » Circle specific literacy tasks.
 - » Highlight any descriptions of a motivating and supportive learning environment coupled with effective instruction.
2. Discuss the activity with a partner.
3. How might the examples of engagement, motivation, and supportive learning environment coupled with effective instruction be integrated into a lesson in your classroom?



Reflections: Think, write, share

- What information was new? What was a good reminder?
- What implications does this information have for your classroom?
- What is one thing you would like to try with your students?
- How might you use this information when planning a lesson?



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