Reading Motivation and Engagement: Integrating Competency-Related Beliefs and Literacy Instruction in English Language Arts

by
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2019

Master's Project
Submitted to the College of Education
At Grand Valley State University
In partial fulfillment of the
Degree of Master of Education

Acknowledgements

This project is the representation of why I made the decision to become an English teacher in the first place: to motivate struggling teenagers to fall in love with reading and believe in themselves enough to try something outside of their comfort zone. While I accredit my own work ethic and pursuit for high quality that led me to this achievement, I fully recognize I inherited these traits from my parents. Thank you for making me reach for the highest bar. I would also like to thank Henry Porter, who provided me with all the time, space and love I needed, and always took care of our energetic mountain dog while I was working. Laughing with you was the comic relief I needed to summit this last hill. Finally, I would like to acknowledge Dr. Elizabeth Stolle, my professor and advisor, whose timely, thoughtful feedback and constant encouragement helped me to produce a project I am so proud of. Thank you to each of these individuals for your unwavering wisdom and support.

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Abstract

Research reveals that today's adolescents have reached a state of stagnation regarding the development of their literacy skills. Strategic reading motivation and engagement instruction, when combined with standard English Language Arts curriculum, has been proven to be greatly beneficial for increasing student reading skills and promoting intrinsic motivation to actively engage in literacy activities in the classroom. Secondary English teachers should integrate targeted motivational strategies as a binary part of their Language Arts instruction. Motivation and engagement practices for teenagers is an effective way to cultivate self-efficacy beliefs and encourage adolescents to be pursue the evolution of their literacy identities. This project is a guide for English teachers to use to create and facilitate an environment that promotes reading motivation and engagement. It provides specific activities and plans for teachers to implement that are easily adjustable for individual classroom or student needs.

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Chapter One: Introduction

Problem Statement

In an ideal classroom across all grade levels, every student would be voraciously reading a book they selected off the library shelves, finding joy in consuming all types of texts from nonfiction to poetry, and creating a constantly evolving identity as a reader (Miller, 2015). Students would not only choose to read on their own, but exude the confidence required to intrinsically motivate themselves to engage in difficult literary tasks. Openly questioning, discussing, and celebrating their ability to make valuable connections to books, even when they are faced with difficult texts that challenge their current abilities, creates the foundation for the quintessential reader in our students (Meier, 2015).

Unfortunately, this scenario does not reflect all English classrooms. Reports from the National Assessment of Education Progress in 2015 stated only 34% of our nation's 8th graders were at or above reading proficiency levels, and a mere 19% read for fun on a consistent basis. According to the National Center for Education Statistics in 2017, over a quarter of seniors in the country scored below basic in reading at 28%, with only 31% scoring proficient or higher. Basic reading skills are a necessity in many facets of life, and these statistics reveal a concerning stagnation in literacy improvement across the country. In their 2019 issue, *Adult Literacy Education: The International Journal of Literacy, Language, and Numeracy* revealed an overwhelming 36 million adults at working-age have below-basic reading levels. Our nation's report cards also argue that students are leaving middle school and graduating from high school with reading levels that fall short of the basic required standards they need to attain in order to become contributing members of society and pursue opportunities for success after high school (Gewertz, 2018).

Importance and Rationale of the Project

Many children who perform poorly in school will unfortunately continue to perform poorly outside of school (Cappella & Weinstein, 2001). Students who start out on a path of low academic achievement in early grade levels could face a significant struggle to change that course later on in their schooling. This is especially evident in literacy skills, which creates a domino effect lasting long after high school graduation or, in some cases, after high school drop-out. Wigfield, et al. (2016) states that students with low reading comprehension have a higher likelihood of facing roadblocks to lucrative job opportunities and college-level education. According to the Children's Reading Foundation (2019), young students who do not possess proficient reading skills and basic learning abilities face more difficult obstacles outside of their academic careers, too, arguing that the students who are most at risk of not succeeding in society are the ones who are unable to read. Not only are there academic struggles from a lack of literacy, but students who are poor readers face emotional and social problems, as well, such as struggles with low self-esteem, motivation, and a sense of incompetence (Cappella & Weinstein, 2001).

Reading is a fundamental part of success in all core subjects, and students are expected to have these skills in order to fully participate and keep up in class. As students advance into higher grade levels, those necessary reading skills continue to advance in rigor, as well. Today, students are no longer just being asked to demonstrate reading and writing skills in a Language Arts course. Whether it is figuring out a word problem in Algebra, evaluating the results of a lab report in Biology, or analyzing a propaganda piece in Government, it is expected that students across the curriculum can read and write with "skill, flexibility, and insight" (Wigfield, et al., 2016, p. 190). However, getting students to the level of reading that is currently being demanded

of them is not always simple. Kim et al. (2016) reports, “Student motivation and engagement are frequently cited barriers to the success of adolescent literacy” (p. 358). Unfortunately, the breadth of their research reveals that focusing on teaching strategies to foster student motivation and encourage reading engagement has been missing in current literacy intervention programs at the secondary level.

Targeting student reading achievement through the lens of self-efficacy and intrinsic motivation is needed in today’s classroom. Previous research has focused on building reading skills and strategies, which is valuable without question (Ramsay & Sperling, 2015; Hawkins, et.al., 2011; Hall, 2012). However, these stand-alone target strategies are no longer sufficient enough to raise the bar for student literacy skills. Interventions that address the relationship between reading engagement, motivation and growth in student reading skills are critical because they call upon students to engage in cognitively challenging texts, build their own background knowledge and confidence to read longer texts, and provide students with ample opportunities to engage in meaningful discussion with peers about what they are reading (Kim et al., 2016).

For the past two decades, our nation has faced a concerning stagnation in student literacy growth, with national reports revealing little improvement in reading scores for fourth- and eighth-grade students across the country (Barshay, 2018). According to the NAEP, only 36% of eighth-graders scored proficient in reading in 2017. The NAEP reported the same year that although there were minor improvements in overall reading scores since 2015, the amount of adolescents who are not performing at proficient level is still highly troubling. Research shows that students who receive motivational instruction are more likely to feel encouraged and supported in the face of academic rigor (Ahmed et al., 2008). If the literacy demands for students across all content areas in high school and college are not changing, then reading

instruction must be adapted to prepare students for higher academic and career-focused success. Durik et al. (2006) argues adolescent "self-concept of ability, intrinsic value, and importance placed on English among high school students" are all critical factors in literacy skill development at the secondary level. Therefore, it is essential that teachers make motivational and self-efficacy support an integral component on reading instruction to help students reach levels of reading proficiency.

Background of the Project

The necessity and urgency of proficient, adolescent literacy skills in today's society cannot be emphasized enough. According to the International Reading Association (IRA) (Moore et al., 1999):

> Adolescents entering the adult world in the 21st century will read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives. They will need literacy to cope with the flood of information they will find everywhere they turn. They will need literacy to feed their imaginations so they can create the world of the future. In a complex and sometimes even dangerous world, their ability to read can be crucial. (p. 3)

It is expected in the 21st century that adolescents, ranging in a multitude of cultural, linguistic, and socioeconomic backgrounds will all actively engage in various forms of literacy every single day. The IRA defines adolescent literacy as the "ability to read, write, understand and interpret, and discuss multiple texts across multiple contexts" (p. 2). These texts no longer refer solely to the historical context of reading and interacting with traditional print mediums, but have now updated to texts on the Internet, social media platforms, text messaging and gaming systems.

Because adolescent access to content is ever growing and constantly changing, teenagers require more support to help guide them through their expanding literacy development. The Adolescent Literacy Committee of the IRA passionately advocate for adolescents to have "access to engaging and motivating content and instruction" (p. 2) to encourage their continued learning. School leaders and educators across all disciplines can promote the development of literacy skills by proactively incorporating targeted motivational strategies that encourage adolescents to challenge themselves in all facets of their literacy identity.

The terms *content area literacy* and *disciplinary literacy* are often mistakenly combined in literacy-focused conversation. However, they each refer to two different approaches to literacy instruction (International Literacy Association, 2017). In order to effectively combine these two approaches in today's classroom, it is necessary for educators and literacy instructors to understand the difference between the two. According to the International Literacy Association (ILA) (2017), content area literacy approach is when "students learn reading and writing processes that are common across disciplines" (p. 2), specifically focusing on the interpretation, composing and revising of texts. Students are taught how to ask clarifying questions when they are confused about a certain text in any of their classes, how best to brainstorm and organize their ideas in different ways for either a narrative essay or a lab report. Ultimately, the focus of content area literacy is to provide students with universal strategies they can transfer across various courses.

Disciplinary literacy, on the other hand, focuses on strategies that are "unique to each academic discipline" (International Literacy Association, 2017, p. 3). Moving beyond the use of collective literacy skills across all subjects, disciplinary literacy instruction relies on students understanding the differences between texts in different genres. Students still focus on the same

skills of interpreting, composing and revising, but instead they study how a professional in that specific genre would interpret, compose and revise. Before working on their own texts, students look to expert texts in those specific disciplines as a model for their individual work. In this respect, students have the opportunity to think like a mathematician, a historian, a poet (ILA, 2017, p. 4).

According to the ILA, content area and disciplinary literacy have yielded positive results when taught separately, but still do not "adequately support students who experience difficulties with reading or writing" (p. 5). They argued, instead, for a combined approach to literacy instruction, one that incorporates components of both strategies in order to ensure that students are not only exposed to direct instruction of reading and writing in every subject, but also have practice working with discipline-specific content that targets various skills required in individual courses, as well. The overarching goal of any type of literacy instruction, however, is to teach students, especially those who are struggling readers, to develop the necessary skills to become literate, contributing members in society (Salinger, 2011).

Some adolescents lack basic, grade-level reading skills due to conflicting aspects in their home life. According to Baker (2003), parents and adult role models for adolescents outside of school can play an important role in the development of their child's literacy perceptions and skills. Not only can outside encouragement help children to become better readers, but it also can help students develop positive attitudes about reading in general. Baker (2003) brings attention to the discord that is created when at-home beliefs do not coincide with teacher expectations in school: "Parents need to convey the perspective that reading is pleasurable and worthwhile" (p. 90). It is imperative that common reading goals and literacy values are instilled both at home and in school so that children's reading lives are being supported on all fronts. School and home

collaboration and communication regarding reading can greatly impact student motivation. Schools that fail to involve parental intervention and assistance for struggling readers risk the chance of decreasing motivation and reading comprehension overall (Baker, 2003). If the school-home support system for each child is not actively present, adolescents are faced with a difficult challenge of pursuing a life of reading on their own.

Furthermore, the value students place on reading is an indicator for how they will spend their free time later in life, including searching for possible job opportunities. According to a study conducted by Durik, et al., 2006, how students valued reading in the 4th grade predicted their choice of activities when they were in 10th grade, and 10th grade students with a high value of reading were more likely to use their reading skills to learn more about potential career paths and college options.

There is also a link between the decline of adolescent literacy skills and a lack of choice to explore desirable reading materials, especially when schools do not try to provide appealing literature to adolescents (McGaha, 2012; Meier, 2015). Meier (2015) states how today's language arts classrooms are often missing necessary elements of choice in reading instruction, including silent reading time for students to read books they select for themselves as well as fundamental opportunities to create "strong reader identities" (p. 122). When students are told to read a book they do not find interesting, or one is chosen for them that is either too far or too below their reading ability, that can harm the cultivation of the reader identity by giving them a negative view of reading in general. This type of teacher instructional practice can actually be extremely damaging to reader motivation and developing students' love of literacy in the long run (Morgan & Wagner, 2013).

According to McGaha (date), when students do not have a choice in the literature they read, interest in the text, or access to materials that are appropriate for their skill level, the reader "buy-in" and motivation to read or challenge themselves becomes a struggle. When students feel defeated or feel they are being forced to read something—especially when that something is challenging or a text that is outside of their comfort zone—teachers are inherently removing the desire for these students to read in the first place. Wigfield et al., 2016 additionally argue, "Children who valued choosing their own books subsequently developed elaborate strategies for selecting books and reported being more intrinsically motivated readers than peers who did not value selecting their own books" (p. 192).

Research also indicates student performance at below-basic reading level is directly correlated to what Rosenzweig, Wigfield, Gaspard and Guthrie (2018) refer to as "competence-related beliefs" (p. 627). Broken down into two distinct categories, student performance is ultimately based on their own self-efficacy and the value they place on a given task. When students find reading difficult and fail to perform up to certain standards, oftentimes either their own or standards they perceive teachers and adults hold for them, they often feel negatively about themselves and the activity that is challenging. In some instances, students who think they might fail at something won't even attempt to try at all (Mason et al., 2012). Wigfield, Gladstone and Turci (2016) reported only 28% of middle school students found assigned texts interesting or worth their time, with a majority declaring books read in certain subjects, like science, to be "boring, irrelevant, and difficult to understand" (p. 191). This negative feeling related to reading is a major factor in low reading scores because students who struggle to read may lack the intrinsic beliefs necessary to work on their literacy skills and motivate themselves to put in the work to become better readers (Durik et al., 2006).

Student reading motivation is intricately linked to their reading outcomes, including text comprehension, use of reading strategies and grades (Wigfield et al., 2016). Teachers and educators must demonstrate knowledge of how motivation and self-efficacy beliefs impact student reading abilities throughout all grades, but especially at the critical stages of secondary levels when graduation, college, and the workforce are immediate in students' futures. It is essential that strategic reading programs are incorporated into regular instruction in order to support student achievement, including academic topics that hold relevance and engagement to students' lives, both personally and culturally, and practice with intrinsic motivational beliefs in relation to reading engagement and growth (Kim et al., 2016).

Statement of Purpose

The purpose of this project is to create a plan for secondary teachers to use to cultivate successful reading cultures within their classrooms, specifically targeting the improvement of student reading motivation and self-efficacy beliefs related to their own literacy capabilities. Prior research has shown that a combination of motivational support linked with strategy instruction can increase student reading skills as well as personal reading motivation and engagement (Guthrie & Klauda, 2014). According to Rosenzweig et al. (2018), a student's competence-related beliefs play a significant role in not only their reading comprehension but also their behavioral engagement in academic instruction. He argues that when a student recognizes the value in what they are being taught, they are more apt to show a higher, intrinsic motivation to learn, which can help the student reach reading proficiency levels. Based off this research, this project will not be a solitary reading unit, but rather a supplementary resource for teachers to integrate into their pre-existing literary curriculum.

This project will draw on and adapt elements of Concept-Orientated Reading Instruction (Guthrie, 2008; Guthrie et al., 2007; Guthrie & Klauda, 2014; Rosenzweig et al., 2018) and Strategic Adolescent Reading Intervention (Kim, et al., 2016) to use reading enhancement and motivational strategies for both at-risk and accelerated students, practicing the development of competence-related beliefs that promote a balance of student self-efficacy and literacy skill improvement. Students who possess a higher level of self-efficacy view difficult reading tasks as challenging, rather than impossible, and demonstrate a resilience towards mastering those tasks rather than giving up before even trying (Wigfield, Gladstone & Turci, 2016). Through this intervention plan, teachers and students will work together to select texts for study that are relevant to students' lives to encourage reading motivation (Guthrie & Klauda, 2014). This shared responsibility between teacher and student will provide students the opportunity to exercise their freedom in choice, and teachers will focus on instructional reading strategies that encourage students to make their own meaning from self-selected texts, which will build student motivation and self-efficacy (Guthrie & Klauda, 2014).

Additionally, this project will emphasize the importance of students developing critical collaborative skills through literary discussion with their peers. Not only will they be involved in the process of selecting their own reading, but they will also have ample opportunity to engage in conversation about their meaning-making and reading lives. These elements stem from Taboada, et al.'s (2009) five components of successful reading motivation in children: 1. interest, 2. perceived control, 3. self-efficacy, 4. involvement, and 5. social collaboration. Student surveys, personal goal-setting, choice reading, writer's notebooks, and one-on-one conferring between teacher and student will serve as the primary foundation of this project. Teachers will track individual student growth and perceptions of reading from the beginning of the school year to the

end of the semester, where student evaluation can take place before the start of a new term to see where adjustments need to be made.

Objectives of the Project

The primary objective of this project is to improve students' reading motivation and self-efficacy values in secondary grade levels (7^{th} – 12^{th}) so students can be more prepared for post-high school graduation success, whether that be at the collegiate level or the workplace. Quantitative and qualitative measurement scales will be used for pre- and post-student surveys on reading habits and personal interest, as well as teacher conferring notes recorded for individual students throughout the entirety of the semester to supplement survey results (Kittle, 2013). Quantitative data measurements will be used to measure student perceptions of reading and their motivation to read, evaluating changes in responses from the beginning to end of the semester. The free-write student journal entries, conferring conferences from the teacher, and daily teacher observations will make up the qualitative data for this project. If the projected objectives for this project are met, results at the end of the semester will reveal that students in their respective secondary English courses have a higher level of reading motivation and competence-related beliefs than they did at the start of the school year.

This project directly correlates to the Common Core State Standard for English Language Arts in Reading & Literature in the "Range of Reading and Level of Text Complexity" category: "Students will be able to read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 & 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range." With this plan, students who range in all different levels of reading ability will be challenged to increase their literacy skills and exercise direct instructional strategies through CORI and STARI that target the increase of their self-efficacy and support

motivation. Above all else, this project aims to provide students with the necessary tools to become literate, self-motivated individuals who can successfully contribute to their society in various capacities.

Definition of Terms

CORI (Concept-Oriented Reading Instruction): a successful multifaceted reading comprehension program, implemented by classroom teachers. Includes theoretically based practiced to enhance student reading motivation, including the practice of importance support to increase student values of reading tasks (Rosenzweig, et al. 2018).

Proficient Reader: reading voluntarily, having confidence, collecting books, making book recommendations to others, talking about reading, having knowledge about different authors and genres, reflecting on reading, making connections and thinking critically (Fountas & Pinnell, 2001).

Reader Identity: how capable individuals believe they are in comprehending texts, the value they place on reading, and their understanding of what it means to be a reader (Hall, 2012).

Self-efficacy: an individual's sense of his or her own ability to produce an outcome (Mason, Meadan, Hedin & Cramer, 2012).

STARI (Strategic Adolescent Reading Intervention): an intervention program that addresses essential components for skilled reading, such as fluency and decoding, as well as teaching meaning-making strategies necessary for literal and deep comprehension. An adaption from CORI (Kim, et al., 2016).

Limitations of the Project

This project is to be used with secondary language arts students, specifically 7th grade – 12th grade, in both accelerated, on grade-level, and special support classrooms. The project is a ready-to-implement plan for English teachers to use in order to foster a reading culture and reading identity in their students' lives. The central focus of this project is for each student, upon the end of a semester (or yearlong course), to increase in not only their literacy skills, but their motivational habits and belief in their own literacy capabilities. There are many high school English departments that work hard to establish such mindsets within their students, but the goal of this project is to implement a consistent approach, throughout all secondary grade levels, to utilizing strategic reading interventions with an emphasis on motivation, engagement and self-efficacy.

This project will include guidelines for various reading strategies that encourage student motivation, such as personal goal-setting, open-ended reading surveys, student notebooks, and teacher-student conferring. Discussion prompts will be included for teachers to use during their one-on-one conferences as well as templates for teachers to provide students for the surveys and notebook set-up. These documents may be utilized as measurement scales for student evaluation purposes at the beginning and end of term. However, this project will not include a detailed timeline for teachers to follow throughout the school year, but rather provide a general outline for teachers to implement various resources as a supplement for regular reading instruction in their curriculums. In this sense, teachers can tailor this plan to fit their own style of teaching rather than feel confined to follow a strict course of reading intervention in their classrooms. In addition, a list of book recommendations will also not be included, providing students and teachers the freedom to create their own "want to read" lists within their own classroom.

This project does not take into consideration the numerous directions conferring might take between student and teacher. Part of fostering a healthy reading identity and encouraging motivational reading habits is that each student is coming into the classroom with a unique history and relationship with reading (Hall, 2012). Creating this open space for students to explore their own reading identities and challenge themselves to work through difficult texts (only they can define what difficult means to them) often prompts teachers to follow unique conversation paths specific to that student. This project will, however, provide various stages of conversation starters and open-ended questions for teachers to tailor to the student's individual needs.

One limitation of the project is that it does not consider the cost of providing students with the books they choose to read. There are some middle and high schools who are choosing to forgo school libraries in lieu of classroom libraries instead, relying on teachers to build the bulk of their personal libraries on limited funds. This potential issue can be remedied by seeking financial contributions from department and school funding, outside education organizations such as Donors Choose, as well as providing students with information about obtaining library cards to check out desired books in local areas for a limited time. Another potential limitation of this project is parent buy-in. Parents may not agree with the philosophy of allowing students to select their own texts for academic purposes considering many culturally relevant, young adult books deal with challenging content—sexual relationships, drug and alcohol use, death, mental health, poverty, and racial tension. This can be remedied by sending out a detailed and informed parent letter at the start of the school year laying out teacher expectations along with desired results of reading motivation and literacy skill improvement. A template of such a letter will be included in this plan.

Chapter Two: Literature Review

Introduction

Our national progress reports dating from 2015 to today have revealed a concerning stagnation in adolescent literacy skill development, stating that over 70% of 8th graders are entering high school with below proficient reading scores (NAEP). Without immediate attention to this recurring issue, students will continue to graduate from high school without the necessary, basic reading skills that the working world will soon demand of them (Gewertz, 2018). Addressing the issue of low literacy scores and a lack of motivation in adolescent readers requires a review of the literature that concentrates on the practice of reading motivation and engagement strategies. An overview of this chapter's organization follows. It begins with a discussion of the theoretical lens and rationale through which this project is founded. Then, an exploration of the literature that informs this reading plan for educators to implement is divided into a three-sectioned focus: 1) competency-related belief instruction with specific attention to STARI and CORI intervention; 2) the importance of choice to encourage student engagement; and 3) targeted motivational practices to improve literacy skills. Finally, this chapter includes a summary of the key research findings followed by a conclusion that explains how the research presented in this chapter informs the overall project.

Theory/Rationale

No single approach to reading instruction or one type of reading intervention alone will fully prepare students to engage productively with a variety of texts and the complexities of the world around them. However, one of the most familiar and effective ways students can successfully engage with a text is by making personal connections to them (Carillo, 2017). Dewey (1916) first explores the theoretical framework of reading to relate as a means for

individuals to interact with and construct meaning from any given text. With this essential shift in literacy instruction, teachers move away from *what* the text teaches the student and instead focus on *how* the student interacts with what they are reading and the connections they make between the text and themselves (Carillo, 2017).

According to Carillo (2017), Dewey's progressive work is significant to modern reading instruction because the strategic approach of reading to relate relies heavily on deliberate student engagement and motivation. Through this foundational framework, students are challenged to interact on a deeper, more personal level with a text. Carillo argues that when students are motivated, engaged, and believe they can achieve a given task, they will continue to develop emergent literacy skills. All reading interventions aimed at improving student motivation, engagement, and self-efficacy beliefs must be grounded in theory. This examination is approached from two theoretical frameworks that extend beyond Dewey's initial ideas about literacy instruction: reader response theory (RTT) and expectancy value theory (EVT). Both frameworks are directly connected to the foundation of the presented research.

Reader Response Theory

First proposed by Louise M. Rosenblatt in *Literature as Exploration* (1938), Reader Response Theory (RTT) specifically focuses on the relationship between the reader and the text and what takes place during this transaction. RTT stresses the importance of the reader and puts them in control of their own meaning-making, asserting that true meaning occurs within the reader's individual response to the text (Davis, 1992). Within this theoretical lens, the individual reader is at the heart of every reading experience. According to Davis (1992), Reader Response

Theory "acknowledges the entire context of the reader—her culture, her past experiences, her cognitive ability" (p. 71). Rosenblatt (1938) argues:

> The novel or poem or play exists, after all, only in interactions with specific minds. The reading of any work of literature is, of necessity, an individual and unique occurrence involving the mind and emotions of some particular reader…. The teacher's job, in its fundamental terms, then, consists in furthering a fruitful interrelationship between the individual book or poem or play and the individual student. (p. 32-33)

Rosenblatt states that the result of the transaction between the reader and the text is dependent on the course the reader takes while engaging with the text. Essentially, the reader is creating their own individual meaning that may only be relevant to them because no two reading experiences or transactions are necessarily alike. For educators to take this instruction even further, Rosenblatt posits: "We have to become aware of some of the things that actually affect the student's reactions; then we shall be able to help him to understand them and to achieve an ever more balanced and more rewarding literary experiences" (p. 41). To make this transaction meaningful to the reader, students must be motivated to engage in reading in the first place and view the act of reading as a personal exchange between themselves and the text.

Reader Response Theory highlights the unique exchange between the reader and the text and how this transaction connects to the necessity of student reading motivation and engagement (Cho, Toste, Lee & Unhee, 2018). Cho et al. (2018) argue, "reading for understanding involves significant levels of engagement for the reader to create a coherent representation of what they read through the active processing and construction of meaning from text (p. 1220). Because the reader must be actively involved in their own reading, engagement is key for any kind of

understanding or comprehension to take place. The importance of student motivation and engagement in their reading lives solidifies RTT as an appropriate framework to work from with this project. At its core, RTT advocates for students to become "engaged, thoughtful and critical readers…. It renews students' interest in reading because the emphasis is balanced between the reader and the text. Readers are challenged with the task of interpreting a text through the lens of their prior knowledge, diverse perspectives, and personal experiences" (Woodruff & Griffin, 2017, p. 108).

Furthermore, the Reader Response approach to literacy instruction strives to move students away being teacher-dependent. Instead of students relying on the teacher to provide the answers, RTT provides them with the opportunity and necessary skills to actively engage with the text, thereby transforming what they are reading at a surface level into meaningful connections to their lives and the world they live in (Woodruff & Griffin, 2017). Not only do comprehension and literacy skills improve, but readers are also held accountable for their thinking when they are directly engaged in meaningful, intentional activities while reading. More importantly, RTT as an instructional framework stimulates students' motivation to read and fosters their abilities to read reflectively and deeply (Graves, Juel, Graves & Dewitz, 2011).

Because RTT is so student-centered, this theoretical lens works well for motivating individual students because it embraces the diversity learners bring into a classroom every day. According to Graves et al. (2011), Reader Response Theory openly acknowledges and accepts that learners will interpret different texts in a variety of different ways. Woodruff and Griffin (2017) elaborate that "by requiring students to look past the words on a page and search for deeper meanings, the reader response approach teaches students to think critically about a text,"

therefore establishing the necessity to tailor motivation and engagement instruction to the individual student (p. 111).

Expectancy-Value Theory

Extending the work of Atkinson's (1964) theoretical framework, Eccles and Wigfield (2002) developed a modernized version of the Expectancy-Value Theory that directly connects the learner's achievement-related decisions—their performance, dedication, and choice—to their expectancy-related beliefs. The major difference between the original theory and the updated framework, Eccles and Wigfield, argue is that:

> Both the expectancy and value components are more elaborate and are linked to a broader array of psychological and social/cultural determinants. Second, expectancies and values are assumed to be positively related to each other, rather than inversely related, as proposed by Atkinson…. Expectancies for success are defined as individuals' beliefs about how well they will do on upcoming tasks, either in the immediate or longer-term future. (p. 118-19)

The Expectancy-Value Theory is a critical framework for this research because it emphasizes the important relationship between a student's success and their beliefs and motivations towards the task they are going to attempt. According to Bergey, Parrila and Deacon (2018), when a student thinks they possess the capabilities of completing a task successfully, there is a higher likelihood the student will make the conscious decision to actively engage in that task, persist through potential challenges that may arise, and achieve overall success at the given task. Additionally, he argues:

> Some individuals can become highly motivated to achieve in the face of their unique learning difficulties, especially when they frame their difficulty as a personal challenge and receive support from others.... An individual with reading difficulties, for example, might use his personal motivation to achieve as a way of compensating and overcoming cognitive weaknesses. (p. 43)

Therefore, a student who has intrinsic motivation, believes in their own self-efficacy to work through academic obstacles, and understands the value of assigned tasks are more successful learners, regardless of their current literacy skills.

On the other hand, Expectancy Value Theory also addresses the issue when an individual's is lacking self-efficacy and motivation to complete a task successfully (Eccles & Wigfield, 2002). According to their research, Eccles and Wigfield (2002) state that if an individual does not feel confident in their ability to be successful, the chances are higher that they will purposefully make the decision not to engage or persist in that task due to the probability of their own perceived failure. Furthermore, their numerous studies on the relationship between Expectancy-Value Theory and achievement motivation reveal that the decline in motivation and self-efficacy in children is more present after the transition into junior high, with the transition into high school revealing the largest decline in students' capability beliefs (Wigfield & Eccles, 2000). To summarize the importance of their findings and the necessity of formulating this research through Expectancy-Value Theory, "children's ability-related beliefs and values become more negative in many ways as they get older, especially through early adolescence" (p. 77).

The foundational thinking presented in Expectancy-Value Theory is essential to this project because an individual's perceived self-concepts and personal capabilities are great predictors for successful performance specifically in both Mathematics and English courses (Wigfield, 2014). Durik, Vida and Eccles (2006) states that self-concept of individual skills, intrinsic motivation and the recognized importance placed on reading in high school were all reliable predictors of how students performed academically in secondary English courses. Applying this expectancy-value framework to the understanding of motivations and outcomes provides educators with the significant information necessary to not only help struggling readers in middle and high school improve their literacy skills, but also provide them with the intrinsic tools required to persevere and willingly work through difficulties in myriad situations (Bergey et al., 2018).

Furthermore, Bergey et al. (2018) acknowledge students with a reported history of reading difficulties are not the only ones to benefit from expectancy-value focused instruction. They posit that students who have not struggled in the past with reading and literacy may also improve from targeted motivational interventions and time spent discussing the importance of task-values at the high school level. By working through the framework of Expectancy-Value Theory, all students can improve their literacy skills by intentionally focusing on personal motivation, engagement, and self-efficacy strategies in the classroom (Wigfield & Eccles, 2000).

Research/Evaluation

The research analyzed in this section explores the use of various motivational practices in the classroom to increase literacy skills as well as the link between competency-related beliefs and academic performance for students in a secondary educational setting. Each of the following

components are essential to the reasoning behind this project's focus that is detailed further in Chapter Three.

Competency-Related Beliefs

Recent studies suggest that a solution to providing low literacy-level students the additional support they need is the inclusion of specific intervention strategies. The primary purpose of these strategies is to target the improvement of reading skills with a balance of personal, competency-related beliefs (CRB) study, focusing primarily on increasing student self-efficacy and attitudes towards their own personal capabilities. According to Cappella and Weinstein (2001), Guthrie and Klauda (2014) and Rosenzweig, Wigfield, Gaspard and Guthrie (2018), students who receive CRB instruction threaded into their content-area curriculum have a greater chance of demonstrating intrinsic reading motivation and increasing their engagement and reading abilities compared to students who do not have opportunities to develop and draw upon their self-efficacy in academic settings. Additionally, students who possess a greater sense of self-efficacy approach reading tasks as challenging rather than impossible, and they focus on the work required to master those tasks, productively and proactively utilizing their developing cognitive and literacy strategies throughout the process (Wigfield, Gladstone & Turci, 2016).

In Rosenzweig et al.'s empirical study (2018), students' perceptions of motivation-enhancing practices were measured during their reading instruction. Because of the insight into direct student feedback in regard to which strategies were successful in encouraging engagement in literacy tasks, this study offers several intervention practices which positively impacted student competency-related beliefs. Rosenzweig et al. (2018) posits:

> The two most proximal beliefs that determine students' motivation for a given academic task are their expectancies for how well they will do on the task, and the extent to which they value the task. Students' expectancies are highly related to their beliefs about their current ability in a domain. (p. 626-27)

According to the results of the study, students who received direct instruction that emphasized the importance and rationale behind each literacy task reported their competency-related beliefs and perceptions of the task value to be much higher than students who did not understand why they were engaging in a specific reading task or how it would benefit them in the long run. In other words, students who acknowledge the value of reading and thought they were capable of successfully completing a task directly correlated to a deeper level of reading engagement and comprehension (Guthrie & Klauda, 2014).

According to Wigfield, Gladstone and Turci (2016), researchers have worked to identify specific strategic interventions which intentionally foster student reading motivation and engagement as a byproduct of improving reading skills. Competency-Related Belief (CRB) instruction targets improving the mindset of the student and their beliefs in themselves as well as their capabilities to learn and grow in more general settings. Such instruction may include specific lessons targeting growth mindset, such as practices of gratitude, goal-setting, examples of positive affirmation language to use, classroom community building activities, and opportunities for students to improve with little to no penalty (Guthrie & Klauda, 2014). To this end, a student's CRB in themselves is the best predictor for not only successful reading comprehension, but also their behavioral engagement in class and attitude towards the importance of reading in general (Rosenzweig, et al., 2018). When teachers create an intentional space for students to be exposed to and comprehend the specific value a reading task can have in

their lives and emphasize the necessity of their own beliefs to improve reading comprehension, students will be more motivated to actively engage in reading instruction and utilize the strategies the teacher introduces in class (Guthrie & Klauda, 2014).

CORI and STARI Instruction: Competency-Related Beliefs in Reading Intervention. Two reading interventions which have multiple similarities and extensive collaborative history in recent years, Strategic Adolescent Reading Intervention (STARI) and Concept-Oriented Reading Instruction (CORI), promote well-received and successfully multifaceted reading comprehension programs used by teachers and researchers to improve student literacy and self-efficacy simultaneously. As students become more motivated and believe in their own abilities to achieve success, they are likely to use the reading strategies they are taught with increased confidence, which in turn improves their comprehension (Wigfield, Gladstone & Turci, 2016).

Strategic Adolescent Reading Intervention (STARI). STARI, the original reading intervention of the two, explores how targeted fluency, vocabulary, comprehension and conversation instruction can promote reading engagement and fundamental understanding in readers who scored below proficiency (Kim, Hemphill, Troyer, Thomson, Jones, LaRusso & Donovan, 2016). Successful STARI strategies specifically include selecting readable texts and engaging tasks to increase self-efficacy, teacher monitoring of student engagement and behavior to rate motivation/participation and providing opportunities for students to collaborate and construct meaning together (Kim, et al., 2016). According to Guthrie and Klauda (2014), it is critical for teachers to select texts that are culturally relevant, interesting, and connected to the student lives in order to engage and motivate them as readers, directly playing into their CRBs and increased participation in reading activities.

By intentionally incorporating articles, short stories, novels, and poems that are accessible and interesting to students while still promoting a spirit of inquiry and challenge, students are able to improve their developing literacy skills while also stimulating their internal feelings of worth and accomplishment. Furthermore, teachers introduce targeting meaning-making strategies into their literacy instruction that intentionally puts the reader in control of their own understanding (Kim, et al., 2016). When the student is interested, motivated, and engaged in a reading task, STARI's core rationale argues that the student will be able to grow in their literacy skills, as well (Guthrie & Klauda, 2014).

Another major component of STARI is the opportunity for students to engage in social interactions that promote motivation and interest in both reading and working productively with their peers (Kim, et al., 2016). According to Furrer and Skinner (2003), students who have the time to collaborate with peers on academic tasks can feel a greater sense of relatedness and connectedness, which can act as a motivational resource in sustaining effort in the face of difficulties. Viewing their learning and developing reading skills as a collective effort between teacher and student can also promote a sense of belonging and community in the classroom.

Overall, STARI's prominent reading intervention components include teaching students how to integrate basic reading skills, engage and persevere in cognitively challenging texts, build upon personal schema, and discuss their individual takeaways with peers and their instructor (Kim, et al., 2016). When effectively combined, research shows that STARI as a reading intervention tactic can successfully create motivated, diligent, and literate adolescents, as well (Guthrie & Klauda, 2014).

Concept-Oriented Reading Instruction (CORI). Taking targeted reading instruction and competency-related beliefs one step further, CORI, an inspired and remodeled version of STARI, specifically emphasizes the significance of literacy from a student's perspective in order to enhance the learner's intrinsic value of reading. CORI uses content-focused intervention instruction such as detailed passage study and individual meaning-making with competency-related beliefs and motivation-enhancing strategies, success measurements and goal setting for personal growth, and collaborative work opportunities in small groups to encourage social engagement and interaction amongst peers (Guthrie & Klauda, 2014).

According to Guthrie and Klauda (2014), focusing literacy instruction and comprehension on individual meaning-making is an effective reading strategy to teach students how to create their own meaning of a certain text, often relating it back to their personal experiences and interpretations. When the "right and wrong answer" model is removed from reading, student engagement and self-efficacy is positively impacted because the student has the power to derive their own meaning and connections from what they are reading (Rosenzweig et al., 2018). Furthermore, Guthrie, Klauda and Ho (2013) posit that offering students choice is an equally important component of CORI that fosters reading motivation and engagement while simultaneously benefitting literacy skills. Based off the findings in their study, they argue:

> Providing choice...enables students to develop self-direction in literacy. To increase intrinsic motivation, teachers provide students self-direction in the following forms: self-selection of books, student input into topics, options for demonstrating learning from text, and selection of partners for teams. As small as these choices may appear, they enable students to feel a stronger sense of investment and to commit larger amounts of effort to their reading. (p. 14)

In Rosenzweig, et al.'s (2018) CORI research, findings revealed that on top of choice, students must also have successful experiences in the classroom in order to positively impact reading motivation and literacy skills. Their research argues that this is critical for students due to the direct influence of their competency beliefs and self-efficacy. Therefore, it is essential that teachers provide ample opportunities for students to engage in reading tasks that are attainable before testing their skills and potentially harming their motivation and belief in themselves with more challenging instruction (Rosenzweig et al., 2018). To conclude, it is imperative that schools prioritize the implementation of both reading comprehension strategies and CRB learning with students who are struggling to reach proficient levels in their reading. Important support through CORI instruction has proven to be beneficial to students in its ability to increase their confidence and competence in literacy tasks (Guthrie, Klauda & Ho, 2013).

Student Choice

In Penny Kittle's professional text, *Book Love* (2013), she adamantly states that each student must be involved in their own reading lives by crafting a reader's identity that is founded in books they want to read - whether the desire to read those books is driven by challenge, curiosity, or the craving to consume as many texts as possible within a school year. Above all else, she believes that it is never too late for an individual to become an avid reader and cultivate a reading life that will propel them into success in the future. Delving into the urgency of student choice, Kittle posits that students must make decisions in their reading lives that are a direct reflection of their individual interests, arguing it is their curiosity and intrigue that ultimately drives engagement. It is the responsibility of the teacher to encourage and promote a variety of reading in a wide range of genres along with author allegiance and specific genre study, meaning that students should be taught how to explore other works in an author's canon as well as other

titles in a genre of interest. Giving students the opportunity and permission to read beloved books more than once or to start over on a new read if the one they are currently reading has lost momentum or their interest is another powerful tool to promote reading motivation and engagement (Durik, Vida & Eccles, 2006; Kittle, 2013).

In an empirical study conducted by Durik, et al., 2006, they combined the expectancy-value model with student achievement choices related to literacy. For this purpose, they pursued research grounded in the idea that an individual's ability will not only predict the choices they make in an academic setting, but also predict their expectations related to future performances in that task. According to this study, "Individuals who choose to expose themselves more often to reading materials evidence more refined literacy skills as well as a higher level of engagement and motivation to participate in literacy activities" (p. 383). Students who have the choice to select their own reading materials are even more engaged in what they are reading because they are the ones who selected the text in the first place, which influences the improvement of literacy skills down the road (Morgan & Wagner, 2013). Furthermore, Durik, et al., 2006 argue that an individual's intrinsic value in reading books is more developed when they are reading something of interest to them, which has proven to be a strong predictor for increasing reading habits that extend beyond instructional purposes and engaging students in reading for pleasure.

Meier (2015) defines a reader's individual identity as, "reading voluntarily, having confidence, collecting books, recommending books to others, talking about reading, knowing different authors and illustrators' styles, reflecting on reading, making connections and thinking critically" (p. 21). An essential component of fostering a student's love of reading is to give them choice. Gambrell (2011) states that a student will be more motivated to read and engaged with their reading tasks when they are given ample opportunities by their teachers to decide for

themselves what it is they get to read, directly influencing their engagement in a more positive way compared to if they are only reading what has been assigned to them by a third party. Similarly, Morgan & Wagner (2013) support the notion that students will actively choose to overcome reading obstacles and persevere through challenging texts when they have buy-in and personal interest in the text.

Guthrie, Wigfield, Humenick, Perencevich, Taboada and Barbosa (2006) advocate that providing choice in multiple aspects in the classroom, such as the books students read, the assignments accompanying their reading, and the peers they get to collaborate with, is a proven and well-supported motivational strategy that positively improves student engagement and literacy skills. This successful link between choice, motivation and engagement is a well-supported perspective that has direct implications for the classroom:

> This perspective articulates the differences between engaged and disengaged readers and focuses on the characteristics of the motivated or engaged reader. In keeping this perspective, engaged readers are intrinsically motivated to read for a variety of personal goals, strategic in their reading behaviors, knowledgeable in their construction of new understandings from text, and socially interactive about the reading of text. (Gambrell, 2011, p. 172)

Overall, the creation and cultivation of a reader identity must be rooted in the foundation of choice (Hall, 2012). Hall (2012) argues that different reader identities have a very real influence on how students choose to engage with texts during reading instruction, and which texts they choose to pick up in the first place, ultimately impacting the learning they cultivate at school. According to Morgan and Wagner (2013), choice offers more student buy-in and can essentially

be a gateway for teaching the same literary skills as teacher-selected texts. The "tension between helping students become more active readers and teaching them concepts they needed to grow as readers" (Morgan & Wagner, 2013, p. 665) can be alleviated with the opportunity for students to make their own choices regarding their reading materials. Choice not only advocates for student control of their own learning but plays a significant part in their motivational development and overall engagement in literacy tasks (Kittle, 2013).

Motivation Beliefs and Task Value Practices

Applegate and Applegate (2010) argue that research supports how more likely motivated readers are to "attain higher levels of achievement in reading, perform better on standardized reading tests and receive higher grades in school" compared to their less driven peers (p. 226). Rosenzweig and Wigfield (2017) published empirical research which focused on identifying patterns amongst various approaches to motivational instruction to improve reading and literacy skills in adolescents. Their findings revealed a positive correlation between student motivation and their perceived value of a literary task. More specifically, even extremely competent students might lack the motivation to complete a specific reading assignment if they do not think the information they will gain from the task holds any value to them (Applegate & Applegate, 2010, Guthrie, et al., 2013). It is imperative, then, that teachers exhibit transparency in their lessons and learning intentions, providing students with the explanation and rationale behind each reading requirement in class. Furthermore, if students feel defeated or too challenged and lacking the proper skills to complete a reading task, this could not only devalue their perceptions of the task but also decrease their motivation to attempt the task at all (Rosenzweig & Wigfield, 2017).

Students also need to engage in thoughtful responses that reflect their individual thinking and takeaways from the text, promoting self-efficacy and motivation because the instruction is tailored to the individuals' interpretation, promoting the idea that reading is pertinent and meaningful to students' lives (Applegate & Applegate, 2010). Therefore, students not only need to have the necessary skills to adequately complete the task being asked of them, but also have ample opportunity to make valuable connections between themselves and the text, promoting the literary value that is assigned to each task.

Supportive relationships in a student's academic environment have been positively linked to that student's motivational beliefs and habits, such a setting goals for success, the value they place on their education, their individual interest and self-efficacy beliefs (Ahmed, Minnaert, van der Werf, & Kuyper, 2008). According to their research, the assumption that constructive relationships between student and teacher can greatly influence their motivational perceptions about themselves and their academic capabilities. These findings suggest that teachers can create positive, motivational environments for their students by focusing on building and sustaining relationships with their students that promote self-efficacy and the intrinsic belief in oneself, stemming from the support of their teacher. Fisher, Frey, and Hattie (2016) argue that student-teacher relationships have an overwhelming effect size of 0.72 when it comes to learning intervention, meaning that the motivational support culminated by a positive relationship in the classroom has one of the higher success rates for students' academic achievement.

Students possess both intrinsic and extrinsic motivation that impacts their literacy skills, as well. According to Wigfield, Gladstone, and Turci (2016), "Student's intrinsic motivation correlates positively with their reading achievement and predicts their reading achievement over time. By contrast, students' extrinsic motivation related to the use of surface strategies for

reading and the desire to complete a task for a grade rather than to understand the task" (p. 192). This reveals the concerning issue in literacy education that brings attention to the harsh truth that some students simply go through the motions of what is required of them without doing the hard work or the deeper-level thinking truly necessary to influence overall reading comprehension. Because of this, research advocates for teachers to foster individual student' interests and focus on growth-mindset strategies targeting goal-setting and achievement outcomes in literacy tasks, ultimately helping students to intrinsically motivate themselves beyond the letter grade and focus on the mastery of learning instead (Cho, Toste, Lee, & Ju, 2018).

Summary

This project is based upon the theoretical foundation of two different frameworks: Reader Response Theory (RTT) and Expectancy-Value Theory (EVT). RTT emphasizes the importance of the relationship a reader establishes with the text based on their own comprehension and experiences, supporting the work of creating motivated, engaged and literate adolescents (Rosenblatt, 2938; Davis, 1992; Woodruff & Griffin, 2017; Cho et al., 2018). Additionally, EVT directly addresses the correlation between an individual's attitude towards a certain task and their motivational to successfully complete that task, highlighting the significance of student self-efficacy and the impact on their engagement (Atkinson, 1964; Eccles & Wigfield, 2002; Bergey et al., 2018).

Intentional motivation and engagement instruction combined with targeted literacy practice is scientifically proven to increase adolescent self-efficacy and reading comprehension and skills (Capella & Weinstein, 2001; Guthrie & Klauda, 2014; Rosenzweig, Wigfield, Gaspard & Guthrie, 2018). The nature of competency-related beliefs being nurtured in the classroom

allows for students to develop the necessary intrinsic motivation required for students to engage with their reading in a truly meaningful way, helping them to acquire literacy skills needed for future academic and workforce success (Guthrie & Klauda, 2014). Furthermore, Rosenzweig, Wigfield, Gaspard and Guthrie (2018) identify students who receive competency-related belief instruction, such as CORI and STARI, balanced into their literacy curriculum as having a higher likelihood of persevering through challenging tasks compared to those students without motivational instruction because they have a greater level of self-confidence and recognize the value of mastering certain skills.

CORI and STARI represent prominent reading interventions in the literacy community that are both founded upon students taking control of their own reading lives, specifically in regards to setting personal goals and learning strategies that focus on individual meaning-making based off of the student's schema and life experiences (Guthrie, Klauda & Ho, 2013; Guthrie & Klauda, 2014; Rosenzweig, Wigfield, Gaspard & Guthrie, 2018). Students who lack self-efficacy and fail to see the purpose of a literacy task have a more difficult time staying engaged and motivated in their learning environment (Wigfield, Gladstone & Turci, 2016).

Providing ample opportunities for student choice is also an effective way of developing adolescent literacy motivation, engagement and skill (Durik, Vida & Eccles, 2006 & Kittle, 2013). According to Durik, et al., 2006, students who have the choice to read books of their own selection without the teacher driving their reading lives is a powerful motivator to encourage students to become engaged in their reading tasks because they are the decision-makers who are in control of crafting their own reader's identity (Morgan & Wagner, 2013). Additionally, Morgan and Wagner, 2013, posit that adolescents who are allowed to make literacy choices for

themselves are more likely to overcome reading challenges and difficult texts because there is natural student buy-in and individual interest in their literacy task.

Specific motivational belief instruction that focuses on teaching students the value of mastering an assigned text can also foster a healthy literacy identity and skill set for adolescents (Applegate & Applegate, 2010; Rosenzweig & Wigfield, 2016). According to Applegate and Applegate (2010) and Guthrie and Klauda (2014), even highly competent and academically driven students can lack the motivation to complete a literacy task on a deeper level of comprehension and understanding if they do not believe the task has any kind of value or importance to them. Therefore, teachers should make sure that students understand the reasoning behind the assigned task and the overall benefits of mastering that skill (Cho, Toste, Lee, & Ju, 2018). In addition to initiating conversation around the task value, teachers should also advocate for motivational instruction that centers around fostering individual interests, growth-mindset strategies that directly connect to self-efficacy development, and intrinsic motivation techniques that engage adolescents in reading instruction (Cho et al., 2018) in order to promote positive literacy skills and identity.

Conclusion

The review of this literature determines that English teachers can and should incorporate reading interventions into their regular literacy instruction that is tailored to increasing the motivation, engagement, and self-efficacy beliefs of students. Direct competency-related beliefs instruction balanced with content-area curriculum encourage students' intrinsic reading motivation as well as their engagement and positive value associations with the task (Cappella & Weinstein, 2001; Guthrie & Klauda, 2014; Rosenzweig, Wigfield, Gaspard & Guthrie, 2018).

Targeted instructional strategies such as STARI and CORI have proven successful when students set personal goals for themselves based off of growth-mindset beliefs, collaborate with their peers in discussion and build their own self-efficacy beliefs based off of their own perceived capabilities (Guthrie & Klauda, 2014; Wigfield, Gladstone & Turci, 2016). Therefore, this project details specific, competency-related belief instruction for literacy teachers to incorporate into their curriculum, supplementing their literacy materials with additional, targeted support rather than completely replace current instruction.

Moreover, adolescent literacy skills can be improved with the inclusion of student choice and intentional opportunities for students to take ownership of their reading education (Durik, et al., 2006; Kittle, 2013; Morgan & Wagner, 2013; Meier, 2015). This project contains supplemental instructional strategies that invite students to make their own decisions about what they want to read while still requiring deeper-level thinking and comprehension of the literacy task. Furthermore, motivational practices that promote intrinsic motivation rather than extrinsic motivation, such as individual meaning-making, goal-oriented focuses, and recognition of literary task values have also been scientifically linked to the positive development of adolescent literacy skills (Applegate & Applegate, 2010; Wigfield et al., 2016; Cho et al., 2018). This project also entails strategic motivational practices for teachers to implement throughout their reading instruction that specifically build off of students' competency-related beliefs and self-efficacy.

Many students struggle with reading early on in their educational career and continue to face myriad difficulties without the proper support throughout their later school years, as well. Low literacy levels make it difficult for adolescents to find success post-high school graduation whether they pursue a college degree or join the workforce (Wigfield et al., 2016). Adolescents

who are labeled as low-level, or consider themselves to be struggling readers, have usually experienced countless failures in some shape or form with reading in school. Because of these negative associations with reading, adolescents who have a fixed mindset about their skill levels are more likely to avoid future failure by any means necessary, even if that means refusing to attempt a reading task because the risk of failure is now removed (Cho et al., 2018). It is absolutely essential that educators spend valuable instructional time fostering students' individual interests and reviving their love of reading by combining daily literacy instruction with motivational, engagement, and self-efficacy strategies.

Helping students develop their own growth-mindset and nurture beliefs about their sense of achievement and self-worth is critical to the success of developing struggling readers' abilities. Incorporating literacy intervention strategies into current reading curriculum is fairly inexpensive in itself and the potential pay-out is tremendously worthwhile. Therefore, this project intends to provide an avenue for adolescents to explore their own motivational and engagement needs and to take ownership of their literacy education through intentional goal-setting and the opportunity to make their own reading choices throughout the school year. Attending to students' lack of motivation and engagement coupled with direct literacy instruction can promote a desired level of mastery that moves students beyond external validation and into the realm of reading for deeper understanding, connection and purpose. The purpose of this project is to ultimately guide students towards recognizing the value that literacy holds as a universal skill that will be required well beyond the completion of a high school degree. Therefore, this project is a necessary additional to current literacy instruction in order to provide students with the essential tools and skills to help them break the stagnant cycle of low literacy levels in our country (Wigfield et al., 2016).

The theory and research presented in Chapter Two establishes the framework for this project and its relevant components discussed in the following chapter. Reader Response Theory and Expectancy-Value Theory stresses the importance of students' active engagement and investment in their literacy learning. Through the support of the literacy intervention strategies detailed in this project, students will have the opportunity to set their own goals with a text of their choosing and spend time reflecting and discussing the value of the text in relation to their individual lives. Adolescents can work towards improving their self-efficacy beliefs and recognizing the power and potential in their own personal skills, an important trait that hopefully stays with them throughout the rest of their adulthood. The next chapter includes a description of the various components of the project, the evaluation plan for the project as well as plans for implementation, and the Appendices which are described in the project components. The project detailed in Chapter Three is founded upon the vast research reviewed in this chapter and is therefore well-established from a theoretical lens.

Chapter Three: Project Description

Introduction

Adolescents continue to show below-proficient levels in literacy which directly impacts their opportunities for post-high school success and limits their potential career opportunities in the workforce (Wigfield, Gladstone, Turci, 2016; Cho, Toste, Lee & Ju, 2018; Rosenzweig, Wigfield, Gaspard & Guthrie, 2018). Because of this constant issue in our current education system, it is imperative that educators intentionally dedicate time in class to cultivate student interest and reading motivation in order to develop essential literacy skills (Cho et. al., 2018).

The goal of this project is to provide teachers with a ready-to-use guide for motivational and engagement strategies meant to supplement content-area instruction, so that each student, at the end of a semester or a year-long term, will demonstrate an increased sense of self-efficacy and improved literacy skills.

This project description is organized in the following format: First, the project components are explained, including details on how to establish a reading culture in the beginning of the year and specific activities to engage and motivate students in their literacy studies. Second, the implementation plans are clarified with specific attention to how these strategies should be incorporated into instruction. Third, the evaluation of the project is explicated, including the measurements scales used to determine the project's success and effectiveness, as well as methods of collecting data throughout the project. And fourth, expected project conclusions are presented, with reference to both the previously detailed body of research and the conclusions made from this research.

Project Components

Motivational and engagement strategies taught in tandem with literacy instruction have a recent but impressively successful history, and competency-related belief practices have been shown to be highly effective for improving adolescent performance in both academic areas (Cappella & Weinstein, 2001; Guthrie & Klauda, 2014, Rosenzweig, Wigfield, Gaspard & Guthrie, 2018). Self-efficacy focused instruction is important because secondary students who are exposed to competency-related belief strategies along with their regular English curriculum have a higher likelihood of developing intrinsic motivation and engagement in reading tasks compared to students who do not reflect on their own capabilities (Wigfield, Gladstone & Turci, 2016). This project provides English/Language Arts teachers in grades 6 through 12 with a roadmap for how to successfully create a classroom environment that not only promotes the value of literacy instruction and skill development, but also challenges students intrinsically to become motivated and engaged in their literary identities. The overarching goal of this project is to improve literacy engagement and self-motivation in adolescents. Secondary English/Language Arts teachers in any school setting can implement this strategy guide directly into their current curriculum: implementation is discussed in a later section of this chapter. The following components of this project are explicated with specific references to the appendices.

This strategic guide first includes a letter to parents and/or guardians from the teacher that details the teacher's philosophy on the value of voracious reading and significance of student choice in the classroom (appendix A). Gambrell (2011) and Kittle (2013) remind us that students will become more engaged in the texts and motivated to make reading a daily habit if they are allowed to choose what books they want to read in class. Creating a space for student choice is a critical component of building intrinsic motivation for secondary students in order to foster

literacy growth inside and out of the classroom (Meier 2015). The parent/guardian agreement letter should be sent home, signed and returned to the teacher within the first two weeks of school so that students may begin searching for books to read almost immediately at the start of the school year or semester. If parents/guardians have certain restrictions to what their child chooses to read in class, those restrictions must be conveyed to the teacher through the letter's instructions. This open and direct communication between teacher and parent provides the student with consistency in their reading expectations both at home and in school (Baker, 2003).

The measurement tools for this project's evaluation purposes have been chosen because of their ability to assess individual students' growth via their own reflections about their reading lives at the start and end of a semester/year. The Pre- and Post-Reading Surveys (appendix C and D, respectively) can be tailored to different teacher preferences and put all responsibility on the student to answer openly and honestly about the current state of their reading lives. The topics of these questions stem from Meier's (2005) definition of a reader's identity which entails, "reading voluntarily, having confidence, collecting books, recommending books to others, talking about reading, knowing different authors...reflecting on reading, making connections and thinking critically" (p. 21). The results of the Pre-Survey can also provide teachers with valuable insight into how best they can incorporate particular motivation and engagement strategies for different students. According to Guthrie and Klauda (2014), teachers who meet their students where they are currently at in their literacy journey have a greater likelihood of fostering that student's growth and perseverance in reading development over time. During initial conferring conferences at the beginning of the year, teachers should utilize student survey results as a foundation for building their reading identity. Then, at the end of the course, Post-Survey responses can be used by both teachers and students for a final reflection on literacy growth and

reading motivation/engagement. Teachers can compare the data to gauge the success and overall effectiveness of the strategic interventions, and students can use their responses to gain personal insight into their reading identities (Meier, 2015).

The teacher's guidelines for implementing a reading culture in the secondary classroom (appendix D) shows a general breakdown of different strategies that have been proven effective for motivating and engaging reluctant readers, including how to approach student choice reading, organizing reader and writer's notebooks (appendix E), possible conference questions for teachers to ask students about their reading habits (appendix F), and rubrics for setting up student-centered book talks to promote a culture of literacy (appendix G), which are all based upon the suggestions of Kittle (2007), Guthrie, Klauda and Ho (2013) and Rosenzweig et al (2018) to motivate and engage readers in individually-driven literacy tasks. The reader's "stop and reflect" section of the notebook (appendix H) is a strategic reading intervention practice created with direct influence from Kim et al. (2016) and Guthrie and Klauda (2014)'s STARI research which promotes targeted instruction that encourages students to integrate basic reading skills while engaging with different texts and building individual schema.

The goal-setting worksheet (appendix I) and reading log (appendix J) are two different motivational and engagement strategies that can be implemented weekly to promote student self-efficacy beliefs and intrinsic drive. Strategic goal-setting encourages students to practice competency-related belief reflection and personal growth tracking as suggested by the CORI research of (Rosenzweig et al., 2018 and Guthrie, Klauda & Ho, 2013). Effectively combining reading strategies with self-efficacy instruction has been proven to benefit students not only in their reading confidence but also in their literacy skill improvement (Guthrie & Klauda, 2014).

The final component of this project is the Critical Reading Journal development and presentation. Students will be responsible for completing detailed examinations of their choice reading throughout the term as detailed in the prompts (appendices K and L). Not only will students get to choose the texts they read for this assignment, but they will also get full control over the development of their Critical Reading Journals and the questions they choose to respond to each week. According to Durik, Vida and Eccles (2006), creating opportunities for students to use personal choice in academic literacy activities produce a higher level of engagement and motivation to participate. Included as another method of collecting data, the Critical Reading Journal Presentation outline (appendix M) and grading rubric (appendix N) provide teachers with a means of assessing student growth and progression over a long period of time.

The Critical Reading Journal Presentation is one-to-one between student and teacher, is completely student-driven, and invites them to showcase their personal growth and journey as a reader and writer from the beginning to the end of a semester. This presentation is based off the work off Applegate and Applegate (2010) and Rosenzweig and Wigfield (2016) who posit the value of students making meaningful connections between themselves and their reading. The Critical Reading Journal can also be used in tandem with the Pre- and Post-Reading Survey as a means for gathering student data and evaluating the effectiveness of this project. Further details on the project's evaluation will be explained in a later section of this chapter.

Project Implementation

This project is intended to be used by secondary English/Language Arts teachers, grades 6-12, to implement these motivational and reading engagement strategies in regular content-area instruction. Although this project can be adapted and established in other content-area courses, these strategies will be most successful in a literacy-focused environment. This project is

intended to target and benefit all students in the class because of the individual-focused aspects of the strategies. In the first weeks of school, English teachers will send parent/guardian letters home to detail the intended outcome of the course and the role that the teacher will play in promoting a culture of reading for each student. Parent/guardian signatures of the letter will signify their approval and support at home for students to have ownership and choice over their reading lives for the remainder of the school semester/year.

` After this initial approval, teachers may begin implementing the different strategies into their daily teaching which will begin with a pre-survey students will take about their reading life and perspective at the beginning of the year. At the end of the term, the teacher will administer the post-survey and have the students complete the evaluation, using this data to inform student growth in literacy. The Critical Reading Journal weekly writing and final presentation at the end will serve as an additional form of data where teachers can assess how students have grown individually in their reading and writing throughout the term. The measures of evaluation will be discussed in the following section of this chapter.

After the English teacher has collected and analyzed the different forms of data—outlined in the next chapter—they will put together a summary of the results to be shared with other colleagues in the English department, administrators, parents of students in the class, and the students themselves. The information presented will reveal the effectiveness of literacy motivational and engagement strategy instruction and highlight the necessity of supplemental self-efficacy beliefs focus in the classroom, ideally encouraging all secondary English teachers in the district to adopt this project. On a higher level, the success of this project could also be presented at local and state conferences for educators, such as the Michigan Council of Teachers of English (MCTE) and the Michigan Reading Association Conference (MRA), so other districts

in the area can implement this project and provide their students with additional resources to improve their literacy skills and promote their self-confidence and motivation to succeed academically.

Project Evaluation

Evaluation plays a crucial role in new strategic intervention programs implemented in schools. This project's effectiveness will involve multiple evaluative steps including process, perception and outcome data. The process data for this project will be collected through student attendance in class and the number of adolescents receiving literacy intervention support, as well as the number of times specific interventions took place over the course of the semester or year. The pre- and post- surveys each student will take at the beginning and end of term, teacher conferring notes, and final Critical Reading Journal presentations will provide perception data for this project. These student self-reports and presentation of their growth as readers and writers will serve as a lens into individual attitudes and beliefs towards literacy and development that took place over the course of the class. Teachers will take notes about each conferring session with students regarding their reading lives and improvements that may take place over the course of several conferences. These notes will serve as qualitative data for the project in regards to specific student engagement and motivation in their individual reading lives.

Outcome data for this project will be obtained by quantitative results of the Critical Reading Journal presentations and the pre- and post- surveys students take. Individual student responses at the end of the term will be compared to their responses at the beginning of the term. If student perceptions of their own literacy beliefs improve over time, it could be a significant indicator of the successful impact of this project. This outcome data will provide insight into individual improvement as well as overall class attitudes towards literacy beliefs. Indicators of

success after this project will be specific and identifiable through the above-mentioned evaluations. If the project is successful, the students who received motivational and engagement instruction will demonstrate increases in their self-efficacy beliefs and report more positively about literacy skills from their pre-survey to their post-survey responses.

Project Conclusion

The report of our nation has been detailing the stagnate, concerning state of adolescent literacy development for several years now (NAEP 2015; NCES, 2017). Furthermore, students with low self-esteem who perform poorly in school have a higher probability of failing to succeed in their adulthood outside of school, as well (Cappella & Weinstein, 2001). Taking all of these truths into consideration, the belief that all students can greatly benefit from motivational and engagement strategies combined with literacy instruction is not disputable. In actuality, it seems like an obvious route for English/Language Arts instruction at the secondary level given the myriad research that supports this very concept (Cappella & Weinstein, 2001; Guthrie & Klauda, 2014; Wigfield, Gladstone & Turci, 2016; Rosenzweig, Wigfield, Gaspard & Guthrie, 2018). Specific intervention strategies that address self-efficacy development, goal-oriented learning, and literacy skills have been successful in helping students gravitate towards an intrinsically-driven mindset of self-encouragement when faced with academic obstacles and potential feelings of failure in school (Wigfield, Gladstone & Turci, 2016; Gaspard & Guthrie, 2018; Rosenzweig et al., 2018). A deeper understanding of one's own capabilities and the power of perseverance can be powerful factors that encourage an adolescent's desire for success (Applegate & Applegate, 2010). For these reasons, it is expected that this project will reveal satisfactory and successful results in a majority of student participants when properly implemented throughout the course of a semester or year.

Reader Response Theory and Expectancy-Value Theory, which provide the theoretical framework for the literature review in Chapter Two, support the ideas that the individual plays the most important role in the growth of their literacy identity. As students are encouraged to make their own meaning from texts through different activities and set their own reading goals for the class as referenced in the appendices, it is projected that they will continue to develop their own competency-related beliefs and engage on a deeper level with reading tasks, ultimately establishing their own reader identity and elevated notions of self-efficacy while simultaneously improving their literacy skills (Meier, 2015; Woodruff & Griffin, 2017; Cho et al., 2018).

This project addresses the need for modified literacy instruction at the secondary level. English/Language Arts teachers do not need to uproot their entire content-area curriculum, but can rather integrate different components of this project to fit their students' reading motivation and engagement beliefs. It is likely that teachers will be open to implementing these strategies because of the fluid nature of this project and the opportunity for personalization depending on student needs. When successfully implemented and evaluated based on the presented data-collecting strategies, this project has the potential to positively impact students' literacy scores along with their personal outlook on their own capabilities of success. Strategic literacy interventions that promote student self-efficacy and intrinsic motivation to work through challenges in both academic and personal settings are essential to the future of our adolescents' success (Bergey, 2017). Ideally, English/Language Arts teachers at the secondary level will recognize the importance of their work and prioritize the inclusion of motivational and engagement practices in the classroom in order to benefit an adolescent population that deserves engaging and relevant literacy instruction.

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Appendix A

Parent/Guardian Letter for Choice Reading Support

Dear Families of ___th Grade English Students:

Hello! I am SO excited to work with you and your student as they begin their ___ year of high school—what an exciting time this is! I am entering my ___th year of teaching, and each year I have been fortunate enough to work with the __h grade age group. I truly love __th graders as they are still so excited about school and yet, they are learning day by day about themselves, their goals and their dreams. It is, I believe, the **MOST** important year and I feel honored to spend it with your student.

In _____ Public Schools, we utilize choice reading in the classroom on a daily basis. This means that not only will students read much of their own choices in literature, they will read a lot. The expectation is for students to read a minimum of 2 hours outside of class each week! If your student already loves to read, hopefully his/her love will only continue to grow this year and if you have a reluctant reader in the family, then it is my goal to bring the wonderful world of reading to his or her heart this year.

A central goal of our reading and writing program here at _____ is to establish a reading habit in the hectic lives of students in high school. My hope is that we can work together to recapture the pleasure and passion of readers. This letter is long, I know, but the philosophies presented here are too important to not address at the beginning of the school year. Please take the time to read this and know what you're signing before you do.

I believe the best books challenge us by helping us see the world through different eyes —to experience a different life. For example, *Turtles All the Way Down* by John Green was wildly popular last year, but it reveals the harsh reality of a teenager struggling with mental illness, a topic that can be difficult and challenging to address. Another book my students devoured was Becky Albertalli's *Simon vs. The Homosapiens Agenda*, a beautifully written story about a teenage boy who is struggling with his identity amidst cyberbullying in high school.

Reading allows us to confront issues in the world and live through them. My students loved these books and I recommended both. However, I won't know all the details in every book on my shelf or remember every moment in the books I have read in the past. I trust your student to select books that are appropriate for them and will encourage them to read what they show interest in.

This is the bottom line: I will not place a tight filter on what is read in this class and I'm asking for your support in this.

Because I respect your role as parents, if you want me to monitor your child's choices this semester, let me know, and we'll work out a plan for the school year. If you sign this, it means you understand that books won't be banned in my classroom and your child will be allowed to choose what he/she reads.

I have read and agree to the contents of this letter:

SIGNATURE: _____ Student Name: _____

SIGNATURE: _____ Parent Name: _____

Created by Megan Rogers, 2019

Appendix B

Pre-Reading Student Survey

NAME: _____ Hour: ____

	1 Never	2 Sometimes	3 About Half	4 Often	5 Always
I read in my free time.					
I enjoy reading.					
I finish the books I start.					
I "fake read" at school.					
Reading is hard for me.					
When I read, I sometimes I get lost/confused because my mind wanders.					

1. Are you currently reading a book? _____ If so, title:

2. How many books did you read this summer? _____ How many books did you read last year? _____. I feel _____ about that amount.

3. Who are your favorite authors and/or what are your favorite titles or favorite genres?

4. What has been the most challenging book you have ever read? Why was it so difficult?

5. How many books are in your house or apartment? (estimate)_____

6. Do you have a library card? If so, how often do you use it?

7. Do you read any magazines, blogs, news websites? Which ones?

8. How would you describe yourself as a reader? I am a reader who…..

9. What are some goals you want to accomplish this year as a reader?

Created by Megan Rogers, 2019

Appendix C

Post-Reading Student Survey

NAME: _____ Hour: ____

	1 Never	2 Sometimes	3 About Half	4 Often	5 Always
I read in my free time.					
I enjoy reading.					
I finish the books I start.					
I "fake read" at school.					
Reading is hard for me.					
When I read, I sometimes I get lost/confused because my mind wanders.					

1. Are you currently reading a book? _____ If so, title:

2. How many books did you read this semester? _____ I feel _____ about that amount because

3. Who are your favorite authors and/or what are your favorite titles or favorite genres?

4. What has been the most challenging book you have read this semester? Why was it so difficult?

5. Do you have a library card? If so, how often do you use it?

6. Do you read any magazines, blogs, news websites? Which ones?

7. How would you describe yourself as a reader? I am a reader who…..

8. What are some goals you want to accomplish this year as a reader?

9. How have you grown as a reader over the past semester/year?

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Appendix D

Establishing a Literacy Culture Guidelines

Teacher Guide to Establishing a

Literacy Culture in the Secondary Classroom:

1. Have students use composition notebooks for the semester/year. These will hold their daily writing and thinking. This is a personal notebook, something for students to use to brainstorm, revise and edit their writing and reflect on their reading throughout the year.

2. Create time at the beginning (or end) of each hour for students to read a book of their choice - Every. Single. Day. Schedule 8-10 minutes for this practice. This is also a great time for the teacher to confer with students and have individual conversations about their goals and reading.

    a. Allow students to give up a book that is boring or too challenging for them at this time. The goal is to build motivation, not pressure students into reading a certain book that might be too hard for them!

        i. Talk to students about times you have abandoned a book and why. What were your steps afterwards? How did you find the "right" book?

3. Talk to students about the books they are reading and keep notes for growth reference.

    a. Refer to the Conferring Sheet for potential discussion questions (Appendix I).

4. Give students time in class to talk to each other about their books. Make recommendations, share writing, speed-dating exercises, book passes, etc.

5. Showcase different books to students and provide short "commercials" for each book to expose students to a variety of titles and genres.

    a. Have students provide their own book talks midway through the semester
        i. Refer to the Book Talk Rubric for guidelines (Appendix J).

6. Incorporate Critical Reading Journal writing into student reading to engage them more deeply in their literacy journey (Appendices K-N).

7. Utilize Goal-Setting practices to help build student self-efficacy and intrinsically motivated to achieve their own goals they set for themselves. (Appendix G).

8. Guide students through personal, connection-making steps throughout their reading (outlined in Appendix N). Can be used for conferring sessions between teacher and student.

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Appendix E

Composition Notebook Set-Up & Section Breakdown for Students

Writer's Notebook Set-Up

(Pages based off a standard, 100-page Composition Notebook)

1-3 pgs: Table of Contents

4-65 pgs: Everyday Writing

66-76 pgs: Mentor Text Study

76-88 pgs: STOP… Reflection Time

89-98 pgs: What in the Word? Vocabulary Section

2nd to Last pg: What I am Reading Right NOW / What I've Finished Section

Last pg: Titles with Potential!

Table of Contents: To help students stay organized in their writing and find entries more easily.

Everyday Writing: This section will make up the bulk of student daily writing - quick writes, drafting, notes, etc.

Mentor Text Study: This section will be dedicated to students studying the pros and published pieces of writing in order to make their own writing better.

STOP...Reflection Time: A Four-Square page for students to reflect on their thinking while reading.

What in the Word?: Student-driven vocabulary study. Students will select which vocabulary words they want to know more about as they are choice reading each day.

What I'm Reading Right NOW: A list for students to update to keep track of the titles they have finished (or abandoned) throughout the school year.

Titles with Potential: A list for students to write down all the titles from book talks that sound interesting to them. The first place for students to look when they need a new book recommendation.

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Appendix F

Conferring Questions for Teachers to Assess Reading Identity, Motivation and Engagement

Teacher Conferring Guide: Getting to Know Your Students' Reading Lives

- Are you currently reading a book? Tell me about it! How is it going?
- Do you like to read? If so, tell me more! If not, why not?
- When was the last time you read a really good book? What was that like?
- Do you have favorite authors or genres?
- How did you choose your book right now? How have you chosen books in the past?
- Are there favorite places you like to read? At home? Outside? Any places you can't read?
- How did reading go for you in middle school? Over the summer?
- Do you consider yourself a reader now? Tell me more.
- Talk to me about a time it was really hard to understand a book… what did you do?
- What does this book make you think about? Any connections to real life?
- How does this book make you feel?
- What is a question you want to ask the author about this book?
- Does this book/characters remind you of anything else you have read, seen, heard of?
- If you could read any book in the entire world - and it may not even exist right now! - what would that book be about?
- What do you plan on reading next?
- When was the last time you got "lost" reading? What was that like?
    - If you have never experienced that before, what was a time that you just lost track of time altogether because you were so into whatever you were doing?
- In the past, what has motivated you to read? Why do you think that is?

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Appendix G

Student-Selected Book Talk Rubric

NAME: _____

BOOK TALK RUBRIC

Book I'm Talking: _____ Date of My Book Talk: _____

Reminders: You must book talk one new (to YOU) book that you have read during Choice Reading. You are responsible for selecting the day you present and remembering that day, which means you are in total control of this assignment. You pick the book - you pick the date - you pick how you want to campaign your book to the class!

DESCRIPTION	**POINTS**
* Book Talk focuses on 1 book and is 3 minutes in length, the speaker is able to answer questions, confident, organized, practiced and clearly read the book.	**____/15**
Book Talk covers: ● What's in the **Book**? ○ Genre and characterization/roles/relationships in the book ○ Explain the plot: beginning, middle, end (don't spoil the ending!!) ○ Part of a series? Written in 1st pov? Multiple voices? Time jumps? ● What's in your **Head?** What's in your **Heart?** ○ What did this book make you think of? How did it make you feel? ● Read a passage from the book to share the writing with your audience. ● You must use your own ideas for this presentation. You may NOT use Sparknotes, Goodreads, or any other internet summary.	**____/30**
* Book Talk uses **ONE** Google Slide with cover image displayed. This **MUST** be shared with Ms. Rogers at least **ONE** day before presentation.	**____/5**
TOTAL + COMMENTS	\ **_____50**

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Appendix H

"STOP...Reflection Time" Student Strategy Handout for Notebook

STOP… Reflection Time

The Breakdown: Four Questions

1. What is the text actually **SAYING** here? What's going on in the story?
2. What does the text make you **THINK** of or remind you of? Why do you think that is? What is it about the text/characters/setting/etc. that brought your mind to this place?
3. How do you **FEEL** when you read the text, or how do you feel after you finish the reading? Why do you think that is? What was it that evoked that kind of emotional response in you?
4. What **QUESTIONS** do you have right now? If you could ask the author anything about the text in the moment, what would it be? What might be a possible answer?

In your notebooks, create a **Four Square Chart** in your "STOP...Reflection Time" section.

What the text SAYS:	**What am I THINKING:**
How am I FEELING:	**What QUESTIONS do I have:**

Created by Megan Rogers, 2019

Appendix I

Goal-Setting Worksheet for Students

NAME: _____

Weekly Goals!

We got this. You got this.

Today is _____. I am feeling _____ about my week.

3 Things I am Grateful for Today:

1.
2.
3.

5 Goals I Will Accomplish this Week:

1.
2.
3.
4.
5.

What I need to do to ACHIEVE my goals this week:

Today is Friday, _____. I was able to achieve ____ out of my 5 goals. I feel _____ about that, because…

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Appendix J

Student Weekly Reading Log

WEEKLY READING LOG

Personal Goals I Am Setting for My READING life:

-
-

If you abandoned a book: Title - AB. To show you finished a book: Title - F.

Week of:	Title	Weekly Page Goal	Starting Page (Mon.)	Current Page (Fri.)	Total Pages Read	Self-Assessment
9/5						
9/11						
9/18						
9/25						
10/2						

On my honor:

1 = I read for two hours or more at a steady pace in a book that is appropriate for me right now.

2 = I read between 1 ½ hours and 2 hours at a steady pace in a book that is appropriate for me right now

3 = I read between 1 hour and 1 ½ hours at a steady pace in a book that is appropriate for me right now.

4 = I read for less than one hour… and plan to find more time to dedicate to reading next week!

5 = I did not read this week… but I am going to set aside time next week to read!

Have I reach my reading goals YET during these weeks? Yes OR No, because …..

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Appendix K

Critical Reading Journal Prompts: 1st Semester

Prompts for Critical Reading Journal Writing: First Semester

Let's Move Beyond Plot Summary!

Note: As you work on your CRJ, you are encouraged to write for **10 minutes per entry**. Do not write longer, do not write less. Hold your pen to your paper and write, write, write, write. You **ONLY** want to address 1 or 2 bullet points per entry in a 10-minute writing period. Once we get rocking and rolling, you will be responsible for completing **2 CRJ entries a week** outside of class. FORCE yourself to expand your answers by giving examples, asking questions, developing theories, making comparisons, drawing connections, reflecting on your world, etc.

Remember, all CRJ Journal Entries must be set up in the following format:

CRJ # ____ Date of Entry: _____

Title & Author of Book: _____

Prompt : _____

Writing:

Prompts:

- Compare a character to another character.
- Compare a character's action/decision to something else in another book.
- Discuss a major event that just occurred in the section you read and why this is important.
- Discuss the hero in this novel.
- Discuss the antagonist in the novel.
- Compare this book to an in-class text that we read (or that you read in 8th grade).
- Identify the primary theme in the novel and write about this theme, why the author would choose it, where you see it, etc.
- Choose a quotation you particularly love and expand upon that quotation, demonstrating why it is important.
- Look at a piece of dialogue (5 lines or less) between characters and discuss why that

dialogue is critical to the story.

- Ask the characters some questions—propose potential answers.
- Where will this character be in 10 years? Why?
- How does this book connect to the world? How does it connect to current events?
- Why would the author write a book like this at this time?
- Has this author written anything else? What types of books does this person often write?
- Is there a character in here that you just hate? Why?
- What are the struggles and flaws of your characters? Why did the author give him/her these flaws?
- Consider how the character makes decisions - what is influencing them to make these decisions?
- Why did the author have a specific action happen?
- Why did the author create this character?
- What is the author trying to show you about the world?
- What is the author saying about humans and what it means to be human?
- How successful is the author at getting his/her point across?
- What other book does this remind you of? What TV show?
- Is there a better solution to the problem in this book?
- What are you predicting will happen next?
- What has surprised in you this book?
- Is there anything that has happened that just does not fit or make sense?
- What are the details that seem important?
- Did this end the "right" way? Why or why not?
- Has the story changed at all?
- Who are these new characters? Why do they come in when they do?
- Who is the hero here? Is there a hero?
- Who/What is the antagonist?
- What motivates the characters in here?
- How would you improve the book?
- Quote a specific part of the book you love—why do you love it? What does it make you think about?
- What are some language patterns you see? Specific words that show up consistently?
- Will this book involve death? Why or why not?
- Will this book involve birth? Why or why not?
- Are any of your characters "archetypes"? If you don't know what an archetype is, look it up!
- If you had to cook a meal for the character, what would you cook?
- What would the result be if this character weren't in the book?
- How would the book change if _____ happened?
- What is the KEY event so far in the book? Why?
- What is the meaning of the title? Is it a good title?
- How does the author feel about his/her characters? How can you tell?

Appendix L

Critical Reading Journal Prompts: 2nd Semester

Prompts for CRJ Writing: 2nd Semester

Still moving beyond summary, folks!

Note: As you continue to work on your CRJ, you are encouraged to write for **15 minutes per entry**. Do not write longer, do not write less. Hold your pen to your paper and write, write, write, write. You **ONLY** want to address 1 or 2 bullet points per entry in a 15-minute writing period. You are still responsible for completing **2 CRJ entries a week** outside of class. FORCE yourself to expand your answers by giving examples, asking questions, developing theories, making comparisons, drawing connections, reflecting on your world, etc. YOU GOT THIS!

Remember, all CRJ Entries must be set up in the following format:

CRJ # ___ **Date of Entry**: _____

Title & Author of Book: _____

Prompt (This is NEW from 1st semester): _____

Writing:

Prompts:

- Explain a character's problem and then offer him/her advice on how to solve it.
- Explain how a character is acting and why you think the character is acting that way.
- From what you've read so far, make predictions about what will happen next and explain what in the text makes you think it will happen.
- Pick a character and explain why you would/would not like to have them as a friend.
- Describe and explain why you would/would not like to have lived in the time or place of the story.
- What real-life people or events are you reminded of by characters or events in the story? Explain why.
- Write about what would happen if you brought one of your characters to school or home for a day.
- Pick a scene in which you disagreed how a character handled a situation/person and rewrite it in the way you think it should have happened.
- What quality of which character strikes you as a good characteristic to develop within yourself over the years? Why? How does the character demonstrate this quality?
- Who tells the story? Is this the best person to tell it? Why?
- How would the story be different if told through another character's eyes?

- Why do you think the author wrote this story? Where did he or she get the idea or the characters? What message do you think that the author is trying to share?
- If you were the author, would you have ended the story in a different way? Explain.
- How does the character's actions affect other people in the story?
- How does the author help you feel that you are really there (in both realistic stories and fantasy)?
- Do you have any unanswered questions about the story? Explain.
- Copy an interesting/confusing/important passage and explain why you chose it.
- If you could change the setting in this story to another setting, what setting would you choose? Would you change just the time period? Or would you change the place, the season, and the actual environment-one of poverty, riches, or middle class America? Why would you make those changes?
- If you could change the life or lives of a story character, to make their lives more like the lives of the characters in the book or story you are reading, whose lives would you change? How would you change their lives? Why did you pick these people or that person?
- Does this story or its characters remind you of another story you have read? Does it remind you of a movie? How are they alike? And how are they different?
- Sometimes when we read, certain words or phrases or images stand out. Maybe they are words or phrases that make an impression because of their sound, or maybe the meaning or image they make strikes us? Sometimes we find words or expressions we just do not understand. Share those that you have come across and describe why you listed them.
- If you could ask any character a question, what would you ask? If you could ask the author a question, what might that be? Explain why you chose these questions. What do you think his/her answer would be?
- When you wish to learn when you read again tomorrow; what do you hope will happen in the story or to the characters? Why do you wish for that to happen?
- It is not unusual to wish that our lives were more like the lives of characters in stories. How would you change your own real life to be more like the world of your story?
- Pretend you want to make a movie for this book. Explain what actors you would choose to play the parts and why you would choose them.
- What was your first impression of the main character? How have your first impressions grown or changed as you've read the novel? (This can not be done until you are at least more than half way through the novel).
- Write a letter to "Dear Abby" (advice columnist) from a character in your novel asking for advice. Then write a letter in response offering advice for the character.
- Pretend you are one of the characters in the book. Write a diary about the happenings in your life for two days.
- Write a short story or another chapter for the book using the same characters.

Appendix M

Critical Reading Journal Presentation Guide

Student Name: _____

Date of Presentation: _____

CRJ Presentation Information

WHAT YOU NEED TO DO: In your presentation, you must demonstrate growth in your critical thinking and reading life through detailed, analytical, thought-provoking journal entries. Specifically, **how have YOU grown as a reader and thinker and writer and human being** over the course of the year? Show this growth through your CRJ entries.

Your conference will **last for five minutes.** You need to lead the conference and plan for that time: if you go longer than five minutes, I will stop you. (This is a good thing!)

To be prepared for a 5-minute conference, I would recommend the following:

- At least **10-15 post it notes** you've prepared to guide your presentation that provide bullet points, ideas, thoughts for what you want to speak about. (Do **NOT** merely summarize the plots of your books.)
- You should plan to spend between **2-3 hours preparing** for this presentation.
- Rehearsal/practice/timing of your entire presentation at least **2-3 times**, preferably with a classmate or two. **NOTE**: if you simply <u>read</u> off your Post-It notes, you will receive no higher than a C—this needs to be a practiced, rehearsed, and confident presentation that you know well in your head.
- **____ CRJ entries total**; plan to focus on at least **5-7 in depth** during your conference and use evidence from those entries as part of your presentation.
- **3-6 books total.**
- Enough information to talk for **7 minutes,** knowing you only need to talk for **5 minutes**.

PRESENTATION IDEAS ON THE OTHER SIDE

Choose any of the following bullet points to help you prepare for your presentation:

- Compare the writing you do about books you loved compared to those you did not love.
- Show some of the struggles you have had in writing about difficult texts and how you were able to deal with these obstacles.
- Point out the writing/entries that makes you the most proud.
- Focus on one text, showing the progression through this novel or play. Explain how you posed questions, articulated answers.
- What are some books you particularly enjoyed? What did you dislike? Why? How did your writing and reading change as you went through each book?
- What are some goals for yourself throughout this summer as you prepare for AP Seminar? How does your journal reflect these goals and their importance?
- Reflect on the growth you have made over one semester of English 9A. What helps you most as a reader? As a writer? How do you know you have made strides? What have you noticed about your skills? Habits?
- Explain your next steps for improvement? To continue your work next year, what will you do differently?
- How have you carved out the time at home to write in your journal? Has the time spent in writing been difficult to find? How do you manage your writing time?
- Do you consider yourself a writer? Has this changed over this semester? What would help you grow more second semester? Include evidence from your journal to support your ideas.
- Choose a couple of your favorite entries and talk about why these are your favorites. Read a line or two that you particularly love.
- What did you learn from this assignment about yourself?
- What is 1 piece you could go back to and make longer or edit? Why choose that piece?
- If you had to do this same assignment next year, what would you change about it for yourself?
- Talk about yourself as a writer: what do you enjoy in writing? Dislike? Want to improve?
- What entries show the most growth in your writing? Why and how do these show growth? What entries are you embarrassed of or wish you hadn't included?
- What story does your notebook tell?

Created by Megan Rogers, 2019

Appendix N

Critical Reading Journal Presentation Rubric

CRITICAL READING JOURNAL GRADING RUBRIC

English ____

90-100 **A-/A**	➢ CRJs show insightful responses that are both critical and reflective. ➢ Notes about the reading experiences cover all reading selections and become the springboard for later critical responses. ➢ Thoughtful journal writings are used consistently and demonstrate probing, questioning, and meaningful sharing of ideas/theories/notices/wonders. ➢ Journals in this range demonstrate **growth** in reading, writing, **AND** thinking and are supported with examples of writing from a variety of Choice Reading novels. ➢ There is evidence that the student has worked hard for __ **months** to complete the entries. ➢ The presentation of the CRJ demonstrates practice, organization and note preparation, staying within the designated time limit.
80-89 **B-/B+**	➢ CRJs show responses that are mostly critical and reflective. ➢ Notes may be adequate but may not delve into the deep themes of the reading or may only cover some pieces thoroughly. ➢ Writings may be thoughtful but may be summarized without much in-depth analysis. ➢ Growth is evident in reading, writing and thinking but may only be supported with examples from class work or anchor texts. ➢ There is evidence that some effort has been put in over __ months to complete the entries. ➢ The presentation is adequately handled but the content and timing could have been improved with practice.
70-79 **C-/C+**	➢ CRJs reflect average work in critical and reflective thinking. ➢ Some of the notes may be adequately written, however, most are summaries of reading selections without the deep thinking required for analysis. ➢ Minimal growth is evident in reading, writing, and thinking. ➢ There is limited evidence of __ months of work, entries are clearly rushed. ➢ The presentation is minimally effective without much pre-planning or notice of time.
60-69 **D-/D+**	➢ CRJs reflect substandard work in critical and reflective thinking. ➢ Few notes are adequately written, and all thinking summarizes or lists surface-level thinking, such as character, action, or conflict. ➢ It is entirely possible the entries were completed in a few sittings. ➢ The presentation may have been late or rescheduled because of a lack of pre-planning.
59 -0 **F**	➢ CRJs are minimally prepared and clearly do not demonstrate the scope of __ months' worth of work. ➢ Student misses or is late for his/her conference.

Created by Megan Rogers, 2019

GRAND VALLEY STATE UNIVERSITY – ED 693/695 Data Form

NAME: Megan Rogers

MAJOR: (Choose only 1)

_____ Adult & Higher Education	_____ Educational Differentiation	_____ Library Media
_____ Advanced Content Specialization	_____ Education Leadership	_____ Middle Level Education
_____ Cognitive Impairment	_____ Educational Technology	__X__ Reading
_____ College Student Affairs Leadership	_____ Elementary Education	_____ School Counseling
_____ Early Childhood Education	_____ Emotional Impairment	_____ Secondary Level Education
_____ Early Childhood Developmental Delay	_____ Learning Disabilities	_____ Special Education Administration
_____ TESOL		

TITLE: Reading Motivation and Engagement in the Classroom: Integrating Competency-Related Beliefs and Literacy Instruction in English Language Arts

PAPER TYPE: (Choose only 1) **SEM/YR COMPLETED** Fall 2019

__**X**__ Project

_____ Thesis

SUPERVISOR'S SIGNATURE OF APPROVAL_____

Using key words or phrases, choose several ERIC descriptors (5 - 7 minimum) to describe the contents of your project. ERIC descriptors can be found online at:

http://eric.ed.gov/?ti=all

1. Academic Achievement
2. Adolescent Attitudes
3. Education
4. English Teachers
5. Individual Development
6. Learning and Perception
7. Motivation Techniques
8. Reading Strategies