

Motivation to Read

in an Age of High-Stakes Testing

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Massachusetts Reading First Conference
Massachusetts Department of Education
Sturbridge, MA
August 12, 2008

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The Interest-based Model of Reading

- **1. A passionate personal interest that spurs sustained reading**
- **2. Avid, topic-specific reading**
- **3. Deep schema knowledge**
- **4. Contextual reading strategies**
- **5. Mentoring support**

Intriguing Questions:

- **How can we motivate ALL STUDENTS to love reading? What approaches can teachers use?**
- **How did 66 severe dyslexics overcome their difficulties, become avid readers, and succeed in fields that require proficient reading--- fields such as medicine, law, business, education, psychology, the arts, and science?**
- **What reading levels did they ultimately achieve?**
- **What are the implications for teachers, parents, and administrators?**
- **Based on this study, what reading and writing activities, materials, and approaches are recommended?**

Key Points

The 66 individuals

- **1. Developed literacy 3 - 4 years later than peers (or longer)**
- **2. Learned literacy through avid reading about a personal interest**
- **3. Became proficient readers yet jagged, uneven profiles persist**
- **4. Showed gender differences in reading interests and mentoring, not in skill levels**

5. Implications

Use student interests

Use a balanced approach to teaching literacy

(“print” and “meaning aspects” (Chall, 1983))

Education of Participants

- **7 MDs**
- **18 PhDs**
- **19 Master's Degrees**
- **4 JDs**
- **1 DDS**
- **16 Bachelor's Degrees**
- **1 Incomplete college**

Mean Age = 45

- **Age Range, 26 - 75**
- **All Regions of the US**
- **17 States and Washington, D. C.**

Criteria: Struggling Readers

RTI - Responsiveness to Intervention

No change in reading ability despite “validated intervention implemented with integrity” **(Gresham, 2002)**

Dyslexia -

Difficulties in single word decoding... unexpected in relation to age and other cognitive abilities

(International Dyslexia Association, 1994)

“Success”

- **Competence recognized by peers in profession that demands proficient reading, extensive training, skill, and responsibility**
- **Financial self-support**

Methodologies

1. Carol Gilligan's

Clinical Interview Approach

3 - 9 Hour Interviews

(Individual, face-to-face)

Audiotaped

Transcribed

Analyzed

2. Literacy & Psychological Tests/Assessments

Reading Assessments

- 1. The Roswell-Chall Diagnostic Assessments of Reading (Roswell & Chall, 1992)**
- 2. The Pig Latin Test (Pennington, 1990)**
- 3. The Graded Nonword Reading and Spelling Test (Snowling et al., 1996)**
- 4. Adult Reading History Questionnaire (Lefly, 1997)**
- 5. The Florida Nonsense Passages (Gross-Glenn et al., 1990)**
- 6. The Nelson-Denny Reading Test of Vocabulary, Reading Comprehension, and Reading Rate, Form H (Brown, Fishco, & Hanna, 1993)**

Avid readers

**Avid readers as children
Enjoyed reading --- read a lot
Did not by-pass reading**

Example:

**Roy Daniels:
You'd Start reading a lot.
Because you like it.
You read science for --- how things are put together.**

Age of Fluency

- **Became fluent between ages 10 - 12**
- **Took 3 - 4 years longer than peers**

Examples

- **James Bensinger:**
- **In 5th grade I finally learned to read.**
- **We found a tutor, Mrs. King, who finally taught meIt was a big change!**

- **Baruj Benacerraf:**
- **From about 11 or 12, I surmounted it; I surmounted my reading problem.**

Motivated by Interests

- **The 66 striving readers were motivated to read**
- **by their personal interests**
- **They read avidly in personally fascinating content areas/genres**

- **Example:**

- **Roy Daniels:**
- **My interest in science started in grade school with my interest in airplanes...later converted to propellant systems in 7th & 8th grades**
- **I became fascinated with nitrogen chemistry, so I started reading chemistry books---organic chemistry books.**

Examples:

Physics, Biography, History, etc.

- **James Bensinger (physicist):**
- **I knew as early as 5th grade that physics was what I wanted to do, and I loved reading about physics. So I got lots of physics books and magazines and read about physics on my own.**
- **Baruj Benacerraf (Nobel laureate; immunologist):**
- **I read about the lives of famous scientists---famous scientists and artists, too.**
- **Cap Ellen Corduan (theatre designer/teacher):**
- **I loved history! I'm a Civil War buff, mainly 'cause I like Lincoln. So I read lots and lots of books about Lincoln and The Civil War.**

Contextual Reading Strategies

- **Baruj Benacerraf (Nobel laureate; immunologist)**
- **Even today, when I can't figure out a word, I guess from the context---I guess what makes sense.**

- **Cap Ellen Corduan (theatre designer/teacher):**
- **I use the context and get the gist...and I have it pretty much right.**

Schema Knowledge, Context Clues

The 66 striving readers built deep schema knowledge:

Read avidly in a content area

Developed deep schema knowledge, familiarity with domain-specific vocabulary, concepts, themes, questions, and text structures

Schema knowledge provided conceptual scaffolds that supported development of proficient, high-level reading

Context clues were more reliable in a familiar schema

Reading Interest/Schema*

*Gender differences in topics of high-interest reading were statistically significant

(chi square=5.71, p=.071)

- **Women (n = 33)**

- **Novels** 23
- **Biographies** 2
- **Science** 2
- **Social studies** 1
- **Cooking** 1
- **No data** 4

- **Men (n = 33)**

- **Novels** 14
- **Biographies** 2
- **Science** 5
- **Social studies** 6
- **Automechanics** 1
- **Sailing** 1
- **Poetry** 1
- **No data** 3

All 66 Became Skilled Readers

- Above 4th year college
- High vocabulary & reading comprehension
- Grade equivalent=16.9,
Nelson-Denny Reading Test

Mentors Mattered!

- **Cruz Sanabria (teacher):**
Mr. Tilman is a teacher I'll never forget. He used the newspaper from my paper route and got me psyched about reading by using comics and art, which fascinated me.
- **Baruj Benacerraf (Nobel laureate, immunologist):**
My cousin, Suzanne Benjamin, tutored me every day in reading, writing, and spelling. From the time I was 5 until I was 12.

The Interest-Based Model of Reading

1. **A passionate, personal interest that spurs sustained reading**
2. **Avid, topic-specific reading**
3. **Deep schema knowledge**
4. **Contextual reading strategies**
5. **Mentoring support**

Activities & Resources

- **Reading Interest Inventories ----> Sustained Silent Reading**
- **Vocabulary and Comprehension Activities**
- **Reader's Theatre and Dance**
- **Interest-Based Activities, Books, & Websites**
 - Science activities, books, & websites
 - Folktale and biography books & websites
 - History & culture books & websites
 - Poetry activities, books, & websites
- **Interest-Based Magazines & Newspapers**
- **Writing Activities & Festivals**

Reading Interest Inventory*

* From Inspiring Reading Success: Interest and Motivation in an Age of High-Stakes Testing, edited by Rosalie Fink & S. Jay Samuels (2008), The International Reading Association: Newark, Delaware.

1. **What is the best book that was ever read to you?**
2. **What is the best book that you ever read yourself?**
3. **What are your favorite hobbies?**
4. **What after-school activities do you like best?**
5. **What are some of your favorite movies?**
6. **What TV programs do you like to watch?**
7. **What are your favorite computer games, videos, DVDs, TV specials, and Internet websites?**
8. **What school subjects interest you most?**
9. **What sports, art activities, or pets do you like?**
10. **If you could take a trip, where would you go?**
11. **What jobs and careers interest you most?**

“I” Poem Protocol*

*Reprinted from Kucan, L. (2007). *“I” poems: Invitations for students to deepen literary understanding*, The Reading Teacher, 60, 518-525.

- I am
- In wonder....
- I hear....
- I see....
- I want....
- I am....
- I pretend....
- I feel....
- I touch....
- I worry....
- I cry....
- I am....
- I understand....
- I say....
- I dream....

Reader's Theatre Activity*

* Adapted from Why Jane and John Couldn't Read---And How They Learned by Rosalie Fink (2006), The International Reading Association: Newark, Delaware.

Purpose: Enhance fluency

(simultaneous decoding & comprehension)

through expressive reading

- 1. Small group (3-6 students) chooses a favorite story.**
 - 2. The group chooses a favorite part or turning point in the story.**
 - 3. Choice: The group rewrites the selected part of the story in play form, creating a written script for each character OR
The group rewrites the ending in script form (including a written script for each character).**
- {The narrator is included as a “character” .}**
- 4. The group performs the play for the class with scripts in hand, reading and gesturing expressively.**
 - 5. Scarves are used to extend body movement or as costumes, props, or scenery.**

Motivate your students to read!

Inspiring Reading Success: Interest and Motivation in an Age of High-Stakes Testing

Editors: Rosalie Fink & Jay S. Samuels

Despite recent legislation such as No Child Left Behind, students continue to fall behind. This provocative text addresses this gap with a new perspective on reading instruction that goes beyond teaching methods by focusing on how students' interest and motivation enhance reading success.

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—Richard L. Allington,
University of Tennessee;
Past President,
International Reading
Association

View contents listing and a sample chapter at www.reading.org.

Other books by the editors

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Rosalie Fink
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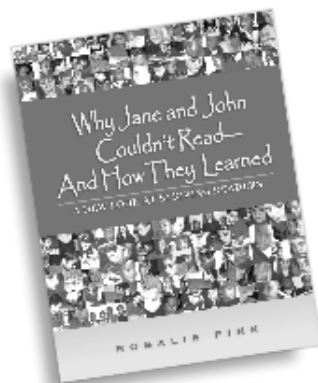
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Rosalie Fink

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—Howard Gardner,
Hobbs Professor of Education and Cognition,
Harvard Graduate School of Education

Table of Contents

Preface
Chapter 1: Promoting Success With an Interest-Based Model of Reading
Chapter 2: Bilingual Readers: Marvelous Mentors and Cultural Pride
Chapter 3: Learning to Read Through Multiple Intelligences
Chapter 4: Debunking Some Myths About Gender and Reading
Chapter 5: Identifying Striving Readers
Chapter 6: Conclusions and Implications
Appendix Background and Design of the Study
References
Index

This research-based model works in the classroom or with families to help your striving readers achieve high levels of literacy. The author's Interest-Based Model of Reading conceptualizes striving readers in a new way by moving away from a deficit model. Designed for teachers of learners from early childhood to adult, you'll learn to use a variety of strategies to engage your students in reading:

- personal interest
- topic-specific reading
- deep background knowledge
- contextual reading strategies and
- mentoring support

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Also of interest:

Discovering What Works for Struggling Readers: Journeys of Exploration with Primary-Grade Students
Bev Wirt,
Carolyn Domaleski Bryan,
and Kathleen Davies Wesley
2005

Struggling Adolescent Readers: A Collection of Teaching Strategies
David W. Moore



Why Jane and John Couldn't Read— And How They Learned

A NEW LOOK AT STRIVING READERS

