

(CHAPTER 9)

Motivation and Engagement

Motivation and engagement do not constitute a “warm and fuzzy” extra component of efforts to improve literacy. These interrelated elements are a primary vehicle for improving literacy.

—IRVIN, MELTZER, AND DUKES (2007, p. 31)

Motivation and engagement are key factors in teaching readers. Motivated and engaged readers are characterized by enthusiasm, focus, attention, and accomplishment. In classrooms, these readers gravitate to situations that feature reading, which leads to more practice and learning. Motivated and engaged students assign a high value to reading, appreciating how it serves to inform, entertain, and persuade. These students identify as readers; indeed, this part of their personalities encourages further reading. In this chapter we examine motivation and engagement, the relationship between them, and how to foster both factors in our reading classrooms.

Motivation and engagement influence both reading development and reading achievement. The role of motivation and engagement in human learning is documented across decades of research, and it has been a focus of high-quality teaching for millennia. In fact, it is impossible to imagine effective teaching if students’ motivation and engagement are lacking. Motivation supports students’ attention and effort as they develop as readers, while engagement reflects “the quality of students’ participation with learning activities” (Skinner, Kindermann, & Furrer, 2009, p. 494). Engaging classroom environments provide motivation for students to be strategic and enhance their reading development. Motivated readers give time and effort when they are reading both in and out of school (Afflerbach et al., 2013; Alexander, 2003). In contrast,

struggling student readers are often hindered by a lack of motivation and related engagement, putting them at a decided disadvantage, because without motivation and engagement, students' attention, perseverance, and learning opportunities are limited.

We often find the words *motivation* and *engagement* used together. Merriam-Webster defines motivation as "a motivating force, stimulus, or influence" (www.merriam-webster.com/dictionary/motivation). Irvin et al. (2007) describe the importance of engagement:

Motivating students is important—without it, teachers have no point of entry. But it is *engagement* that is critical, because the level of engagement over time is the vehicle through which classroom instruction influences student outcomes.

Engaged reading represents "a merger of motivation and thoughtfulness," and engaged readers are "mastery oriented, intrinsically motivated, and have self-efficacy" (Guthrie and Klauda, 2014, p. 388). Our classroom observations reflect how research describes engaged readers: they find reading pleasurable and rewarding, they have high self-efficacy and are confident, and they put effort into their reading when needed. Motivation is an essential mindset (Dweck, 1986) with which students approach and engage in reading, and motivation and engagement contribute to both reading development and reading achievement.

The relationship between motivation and engagement is characterized by reciprocity: Engagement influences motivation, and vice versa (Afflerbach, 2016). As already noted, the motivated student reader expects to be engaged with reading in school and out. In turn, engagement optimizes students' experiences and achievements with reading, adding to their positive reading experiences. Students who have experienced success in reading look forward to reading and they are motivated to read more. There is a contrasting reciprocity for struggling readers: a lack of motivation to read is an obstacle to engagement, and without engagement students' reading experiences are compromised. Disengagement leads to lowered motivation for future reading. Students' histories with reading influence motivation and engagement.

Equally important is the fact that students' ongoing reading experiences matter. Students who are motivated to read, but who must participate in school reading that they consider boring, irrelevant, or useless may approach subsequent reading tasks with lessened motivation. In effect, they may learn to be less engaged, hampering learning. When

texts and reading assignments lead students to question the value of what is read, future motivation and engagement are at risk. A motivated but suddenly disengaged reader may struggle to maintain future motivation. Further, readers who experience failure or embarrassment while reading in school may experience lower motivation and become less engaged. In contrast, a reluctant reader who experiences engaging reading and related tasks may gain in motivation for future reading.

SAMPLING THE SCIENCE

Motivation to read, according to Conradi, Jang, and McKenna (2014) is “the drive to read resulting from a comprehensive set of an individual’s beliefs about, attitudes towards, and goals for reading” (p. 156). Thus motivation can guide our students’ reading behaviors and actions (Eccles & Wigfield, 2002), with strong consequences for reading development:

The benefits of motivation for achievement growth are not a mere marginal luxury. Reading motivation may stand as the strongest psychological variable influencing achievement. (Guthrie & Klauda, 2015, p. 48)

The influence of reading instruction on students’ reading achievement is mediated by student readers’ motivation (Guthrie, Wigfield, & You, 2012); teaching readers bears fruit when students are motivated, but has significantly less impact on students’ reading development when motivation is lacking. That motivation matters—indeed, that motivation is a prerequisite for students’ reading development and reading success—should be a focus of reading instruction:

As efforts focused primarily on skill building and strategy instruction have continually failed to improve national student performance and narrow academic achievement gaps, some researchers have begun to focus on how children’s motivation to read relates to reading comprehension. (Wigfield, Gladstone, & Turci, 2016, p. 192)

Our long-term teaching goals—for students’ successful, wide ranging, and independent reading—are achieved as students develop motivation, knowledge of reading, text processing skills and strategies, and personal commitment (Alexander, 2003). Forzani and colleagues (2020) note that

readers' cognitive strategies "are recruited, energized, and sustained by motivational processes during reading." It is this notion of strategy use dependent on motivation that helps us better understand the cognition-affect connection and helps us teach readers. Motivation operates not only in the moment of an act of reading, but throughout our students' histories of reading and learning.

Afflerbach and colleagues (2008) described a further relationship between motivation and readers' skill and strategy use:

Readers are motivated to be skillful because skill affords high levels of performance with little effort, whereas strategic readers are motivated to demonstrate control over reading processes with both ability and effort. When skill and strategy complement each other, they can provide student readers with motivation and self-efficacy from both sources (I am good at this and I can work through the tough spots) and encourage an appreciation of the value of reading. (p. 372)

As students advance through the grades, the texts and tasks that they encounter are of increasing complexity and challenge. Accordingly, a motivation to read should develop correspondingly to provide support for students as they encounter the ever-growing demands of reading. Unfortunately, research finds that motivation to read may decrease as students get older (Jacobs, Lanza, Osgood, Eccles, & Wigfield, 2002). This decrease in motivation is especially pronounced for school reading, along with the value assigned to school subjects and learning (McKenna, Kear, & Ellsworth, 1995; Miyamoto, Murayama, & Lechner, 2020). Thus, many students are in the precarious position of needing an *increasing* motivation to read as they advance from grade to grade, while experiencing a *decreasing* motivation to read: "To master the skills and strategies . . . children must commit time and effort to learn them; thus students must be *motivated* to learn and then utilize them fully" (Wigfield et al., 2016, p. 191).

EXTRINSIC AND INTRINSIC MOTIVATION

Research distinguishes between intrinsic and extrinsic motivation for reading, with intrinsic motivation related to a student's own interests and extrinsic motivation influenced by outside factors, such as rewards

and grades (Wigfield et al., 2016). *Extrinsic motivation* can be defined as “an external incentive to engage in a specific activity, especially motivation arising from the expectation of punishment or reward (e.g., completing a disliked chore in exchange for payment)” (<https://dictionary.apa.org/extrinsic-motivation>).

When we reward students for reading in our classrooms—using prizes or presents—we are offering extrinsic motivation. In contrast, *intrinsic motivation* can be defined as “an incentive to engage in a specific activity that derives from pleasure in the activity itself (e.g., a genuine interest in a subject studied) rather than because of any external benefits that might be obtained (e.g., money, course credits)” (<https://dictionary.apa.org/intrinsic-motivation>). When our students read because they associate reading with happiness, feelings of well-being, or their understanding of the practical value of reading, they demonstrate intrinsic motivation.

The distinction between intrinsic and extrinsic motivation is important to understand; we want motivated students, but need to be on the lookout for reading that is too often extrinsically motivated. Reading in the summer book club to earn a ticket to a concert or sporting event and reading to receive praise from the teacher are examples of extrinsic motivation. In contrast, when reading brings fulfillment, students are intrinsically motivated, as is reading done to fulfill personal goals.

Extrinsically motivated students may appear to be intrinsically motivated as they go about the work of the classroom. They follow instructions and complete assigned texts and tasks. However, these extrinsically motivated students read to complete the task and receive praise or a grade, while the intrinsically motivated student reader aims to understand the text. Further, intrinsically motivated students engage with and persist at tasks when meeting challenges. Extrinsic motivation may be driven by external pressure from teachers, parents, and others that compels students to undertake school reading. A key consideration is helping early readers progress from what may be a predominant external motivation pattern to one that is intrinsic, driven by personal interests, agency, and self-efficacy. When students are not progressing from extrinsic to intrinsic motivation to read, the results are often debilitating: such students typically have lower reading achievement (Guthrie & Coddington, 2009). Yang and colleagues (2018) note:

There appear to be some positive and reinforcing relationships between intrinsic motivation, self-efficacy, and literacy achievement—intrinsic reading motivation leads to more engaged

reading activities that help the student to become a better reader, and he/she is more likely to have a higher reading self-efficacy and better literacy achievement which in turn help the growth of reading motivation. (p. 4)

Teaching readers should focus on maintaining intrinsic motivation for those students who have it and helping students who are extrinsically motivated develop more intrinsic motivation. When we are intrinsically motivated, reading is a consistent feature of the day, inside and outside the classroom. Readers who read of their own volition and who read frequently are often higher-achieving students (Guthrie & Wigfield, 1997). Being intrinsically motivated leads students to read more, and more time spent reading provides more opportunities for practice and mastery of strategies and skills. In fact, Guthrie and Coddington (2009) note: “An extremely widespread research finding is that internal motivations (interest, intrinsic motivation) are positively correlated with reading achievement, and external motivations (pressure, requirements, and rules) are not correlated with reading achievement” (p. 507).

While we strive to instill intrinsic motivation, our students can be interesting mixes of both intrinsic and extrinsic motivation to read. They enthusiastically read science fiction or a blog on skateboarding, demonstrating the immediate usefulness and worth of reading. In contrast, they may procrastinate and avoid reading in science or history because they are not interested in the particular topic; they remember past instances of reading about history and science, and they are not drawn back to the subjects. In these cases, extrinsic motivation to avoid failing or receiving a low test score—or to remain in a teacher’s good graces—is operating.

ENGAGEMENT

Engagement is regularly paired with motivation; indeed, it is difficult to think of one without the other. Understanding their relationship helps us best plan as we teach readers. Wigfield and colleagues (2008) note that “engagement in reading is the joint functioning of motivational processes and cognitive strategies during reading comprehension” (p. 171). Reading engagement is the partner of reading motivation, and engagement has both near (“I stuck with this text and made sense of it!”) and far (“I love to read, and I am a voracious reader!”) outcomes. In fact, Cummins (2015) found that “the negative effects of socioeconomic disadvantage

can be ‘pushed back’ in schools and classrooms where students have access to a rich print environment and become actively engaged with literacy” (p. 231). Certainly, any factor that exerts such power during the here and now of reading and over the history of a student’s reading development deserves our attention.

In teaching readers, we want to foster engagement in students’ moment-to-moment reading, with effort and attention given to the mesmerizing fairy tale or the information-dense science text. This is engagement as a catalyst of accomplished student reading. We also want our students to return enthusiastically to their reading. We want them to become lifelong readers. This is engagement as a consequence of reading. I note that it is critical to ponder the reverse; lack of engagement can be both a cause and a consequence of lower reading skills, as it is implicated in the “reverse Matthew Effect,” in which the less able readers remain that way.

MOTIVATION AND ENGAGEMENT IN THE CLASSROOM

Guthrie (2001) notes that engagement is closely related to the environments that we create in school:

Teachers create contexts for engagement when they provide real-world connections to reading, meaningful choices about what, when, and how to read, and interesting texts that are familiar, vivid, important, and relevant.

What characterizes classroom contexts that promote motivation and engagement? Reading and related tasks must be situated in students’ zones of proximal development (ZPD; Vygotsky, 1978), so that students regularly experience success at their effortful work. When work is too difficult or too easy, we risk losing students to frustration or boredom. It is difficult to be motivated to read texts that are beyond our reach (think of the *broadpoint* paragraph), just as it is for students to read texts that they consider to be too simple. Further, we must plan classroom work that allows students to work from positions of power. The benefits of prior knowledge for content domain learning are well documented; when students also pursue learning goals with extensive prior knowledge, we can assume that, more often than not, engagement and motivation are operating.

Curriculum and instruction should also focus on students' epistemological growth. Students learn that their knowledge matters when they are called on to critique and evaluate the texts they read and the authors that wrote them. The opportunity to show what they know can lead to motivation. When student feedback to peers encourages revision of thinking and writing, students are motivated by knowing that they helped a classmate. And, in turn, classmates can be motivated by knowing that their fellow students are supportive. Finally, providing student choice can influence student achievement and motivation (Schunk & Bursuck, 2016).

The characteristics of classrooms in which student motivation and engagement are encouraged and maintained are well documented (Alexander, 2003; Guthrie, 2008; Horn, 2017; Schiefele & Loweke, 2018). In fact, we have voluminous research and numerous implications to consider. The recent volume, *How People Learn II: Learners, Contexts, and Cultures* (National Academies of Sciences, Engineering, and Medicine, 2018) lists instructional approaches that encourage student readers' motivation and engagement. They include:

- helping students set desired learning goals, as well as goals for performance that are appropriately challenging;
- creating learning experiences that students value;
- supporting students' sense of control and autonomy;
- developing students' sense of competency by helping them to recognize, monitor, and strategize about their learning progress; and
- creating an emotionally supportive and nonthreatening learning environment where learners feel safe and valued¹

Complementing this focus on classroom environments, Horn (2017) describes the social and emotional aspects of classrooms that support students' motivation and engagement. Emphasizing these factors puts us in position to create instruction that incorporates motivation and engagement as specific goals for teaching readers. She focuses on five supports: students' sense of belongingness; the meaningfulness of learning; and students' competence, accountability, and autonomy.

How do motivation, engagement, and a *sense of belongingness* relate to one another? Horn (2017) proposes that belongingness reflects students'

¹Retrieved from http://sites.nationalacademies.org/cs/groups/dbasssite/documents/webpage/dbasse_189180.pdf.

“innate need to establish close relationships with others.” When students understand that reading and reading-related tasks in the classroom offer opportunities to develop these close relationships with peers and their teacher, they are motivated to do so and engage in the work of the classroom. Our classroom structures and routines should offer students opportunities to give, receive, and appreciate support: “When students experience frequent, pleasant interactions with others or feel that those around them are concerned for their well-being, they feel like they belong” (Horn, 2017).

A second key to the motivating and engaging classroom is the *meaningfulness of learning*. What qualifies as “meaningfulness?” Answering this question begs a dual view—meaningful from both teaching and learning perspectives—as when teachers plan classroom activities that contribute to student growth in strategies and skills, such as a lesson on comprehension monitoring to improve students’ metacognition. However, the adult perspective on meaningfulness does not necessarily transfer to all students. How a comprehension strategy lesson or a comprehension monitoring lesson is imbued with meaningfulness may be immediately obvious to us as teachers, but the value of the lesson and expected learning may be lost on students. In contrast, understanding a text that speaks to students’ personal interests may be exceedingly interesting. Thus, a key to establishing meaningfulness from the student’s perspective, and in relation to motivation and engagement, depends on students’ ability to understand the benefit of what is being taught and learned. When students “get it”—when they understand the value of participating and learning—they are prone to engagement. When the point of a lesson or an assigned reading is not obvious, students may be reluctant to buy into what is offered. Note that disengaged and unmotivated student behavior can be the result of classroom work perceived by students to be “mindless” or of no consequence, or of learning objectives that are too abstract or ill defined. Learning that is demonstrably useful and contributes to classroom engagement and interaction is a core aspect of meaningfulness.

A further influence on motivation and engagement is *students’ competence*. Our student readers must experience success, as it allows them to feel competent and to further develop self-efficacy. Self-efficacy is motivating and contributes to engagement. Nothing succeeds like success, and few things motivate like success! Our good teaching thus includes determining accessible texts; related, doable tasks; appropriately scaffolded instruction; and our calling attention to things that our students

do well. Horn (2017) also notes that we can encourage our students to gain further competence “by normalizing mistakes as opportunities to grow and learn.” Students’ risk taking should not result in less engagement. Rather, it should be part of a daily classroom routine and a recognized step in learning.

As students matriculate and mature, they should develop the sense of *accountability*, to themselves and others. In doing so, motivation to do well can fuel students’ reading work and engagement with reading results. Classrooms in which students experience the rights and responsibilities of becoming better readers help develop this accountability. Developing pride in one’s reading work feeds accountability to one’s self as well as others. Finally, students’ *autonomy*—in learning from a text and using what is learned—reflects the satisfaction that we receive from work well done. Giving students choices in reading—in terms of texts and reading-related tasks—also contributes to their motivation and engagement.

Schiefele, Schaffner, Möller, and Wigfield (2012) and Schiefele and Loweke (2018) describe additional classroom influences on students’ motivation and engagement: self-efficacy, challenge, recognition, curiosity, involvement, importance, grades, social, and choice. Brief characterizations of these influences, which are important to consider as we plan to support students’ reading motivation and engagement, are discussed in the following sections. Attention to these diverse influences can inform our teaching readers and how we promote motivation and engagement in our classrooms.

- *Self-efficacy*. Self-efficacy is treated in depth in Chapter 8, and the connection with motivation and engagement is of primary importance. Motivated and engaged students believe they will succeed. Thus, our classrooms must be places where students regularly experience success in reading. These successes range from correct identification of letters, to accurate sound and symbol matching, to reading fluently, to learning new vocabulary, and to literal, inferential, and critical comprehension of texts. An important ingredient here is an array of texts and reading-related tasks that meet students at their current levels of competency. Students’ reading success—independently or with our scaffolded instruction in ZPD—provides ongoing support for their narratives of “I can do this.”

Given the range of student achievement and related self-efficacies, a classroom library should focus on several areas. First and foremost, there must be texts that each student can read successfully. This promotes

the development of self-efficacy, which in turn fosters motivation and engagement. Classroom libraries also should contain texts focused on diverse student interests and backgrounds, inclusive of different genres, and representative of students' cultures. Each of these criteria touches on student familiarity and interest, which also feed motivation and engagement. When students succeed at reading, self-efficacy flourishes. Students develop self-worth as readers and understand their accomplishments. This brings happiness and satisfaction, which encourage motivation and engagement.

- *Challenge.* A healthy challenge is a strong motivator for some students—those who have histories of success with reading. A useful frame for considering the “healthiness” of a student’s reading challenges is the ZPD. Where on the scale of challenge does critiquing an author’s account of a rainforest or pronouncing a consonant blend lie? The key here is supporting student effort at doable challenges and providing feedback on the meeting of the challenge. Teachable moments result not only in learning strategies and text content, they can also highlight the nature of the challenge, how students approach and meet the challenge, and how they succeed at the challenge. As students’ reading becomes more complex, challenge requires students’ executive functioning and coordination of resources—including effort, strategies, content knowledge, and attention. Learning to succeed when challenged feeds students’ motivation and engagement.

- *Recognition.* What student doesn’t crave recognition for success and for a job well done? Our positive reactions and feedback to student work have great value in establishing and maintaining motivation and engagement. Recognition for effort and completed work brings happiness and satisfaction. Likewise, recognition while students are working can boost motivation and engagement for completing the task, however difficult. Students’ memory of past praise brings them back to reading and an anticipation of future recognition. As noted previously, our voiced recognition must be related to real student accomplishment. Random praise, for which students cannot find referents, may do more harm than good.

There are several keys to providing recognition of student work that contributes to motivation and engagement. First, students should be able to make the connection between our praise and the work they do. Stating, “Good work,” may be well intentioned, but it is vague. Better than “Good work” is “I liked the way you reread when you came to that difficult paragraph.” The specificity of our praise should help students reflect on what they are doing well. Second, praise and recognition should not

be given if work is not well done. We can always be encouraging, and always be appreciative of student work and effort, even when they do not lead to success. However, if students hear our praise for something that didn't occur, or praise that is unwarranted, they may surmise that we aren't paying attention or that we are not sure of what we are talking about.

- *Curiosity.* Curiosity can be a strong motivator; for some students, it is a key part of their personality. When we reflect on the books and teachers who started and supported us on a path of lifelong learning about an interest or passion, we can appreciate the motivating and engaging power of curiosity. It follows that our classrooms should be rich in books and activities that feed curiosity and support an initial interest in a topic so that curiosity, motivation, and engagement go hand in hand. Instruction should also provide opportunities for student curiosity to feature. Over time, students formulate an understanding that reading can both initiate curiosity in a particular subject—"I just read about rainforests and I can't wait to read more about them"—and sustain that curiosity: "I can't believe how many different frogs, with so many different colors, live in rainforests!" As books, articles, and blogs continually arouse students' curiosity, motivation is developed and sustained.

- *Involvement.* While we don't typically gauge the success of our teaching readers in this manner, the ability for "getting lost in a book" is a clear indication that students are motivated and engaged. Students deepen the association of reading with fulfillment, enjoyment, enlightenment, or escape, and they exhibit involvement. Too often, our students' experiences and involvement are limited. They read in content areas to learn facts, and they read literature to discuss plot and character. And too often, the purpose of the reading is to comprehend and report back on what is learned, as in quizzes, tests, and answers to teachers' questions. When we teach readers, we expand the notion of what is read and why it is read. In addition to providing reading materials that encourage students to enjoy or escape, we must provide the time to do so. And we are perfectly positioned to describe to students how our own reading has served to enrich our lives. These notions of reading in service of enjoyment and of developing insights and appreciation often help build the foundation for motivated and engaged reading outside the classroom.

- *Importance.* Students who assign importance to reading know it as a valuable activity. Reading is motivating when viewed as important to students' lives; it helps them accomplish tasks and achieve diverse goals.

Relevance gives students a reason to initiate and persist with the reading. Units of study that focus on important conceptual themes related to student interests encourage enthusiastic reading over a prolonged period of time, sustaining engagement. Regular encounters with reading and using reading in situations where the importance of reading is prominent lead to increased motivation and engagement.

- *Grades.* Grades for reading are a form of recognition. They certainly have great currency in classrooms and homes as a primary indicator of student achievement. Keep in mind, though, that just as grades are a form of reward for those whose grades are high, they are also a form of punishment for those whose grades are low. High grades are accompanied by recognition and praise, which in turn are associated with feelings of accomplishment and happiness. Good grades cannot help but promote motivation and engagement. In contrast, low grades can engender embarrassment, low self-esteem, and a challenge to self-efficacy, which act against a motivation to read or an engagement with reading. Grades provide us with a strong example of both positive and negative Matthew Effects: when high, they bring a happy recognition to the student reader, and when low, they cause the student reader to associate them with failure. The former calls the successful reader back to reading with motivation, whereas the latter turns the student away from reading with diminished motivation and engagement.

- *Social.* Is reading connected with students' social lives? We know that students are social beings, and some are extremely so! Prior to formal schooling, stories read and listened to become occasions for retelling and for acting out with others. So most students are familiar with reading as a social activity. It is only in school where reading may lose connection to these social roots and become something alien and unfamiliar, the likes of which are not motivating or engaging for them. Linking the social aspects of reading to the reading we do in classrooms can be incredibly motivating for students. Often reading is a solitary act as our students construct meaning from text. The product of reading—what is comprehended and what is understood—is sometimes created and then ignored. The social uses of reading, however, create situations in which students' understandings of text can be revised and updated through social interaction with their classmates and teachers. Book discussions, developing a skit or dramatic piece, and embarking on a collaborative project with students' knowledge gained from reading are social at their core. When reading is perceived as offering opportunities for social interaction with

classmates, teachers, and family, students' motivation and engagement follow. When reading assignments and reading-related school projects involve collaboration as well, the social nature of reading becomes front and center for students. Whether discussing a novel, reading in unison, or working together to decode and define a new word, one aspect of school that most students enjoy is spending time with classmates.

- *Choice.* When we ask students to choose what they read or to choose a task related to their reading, we encourage motivation and engagement. We expect that choices reflect students' interests and strengths, and choices encourage the development of self-efficacy and reading confidence. Students who are regularly asked to make choices develop a sense of ownership toward reading and possess increasing self-regulation, motivation, and engagement. Accomplished teachers help create opportunities for students to both choose their reading and the tasks related to reading.

In summary, our knowledge of all of these influences on motivation and engagement and how they impact students' reading development and achievement should inform how we structure our lessons: the texts, tasks, and environments that can foster motivation and engagement. The development of reading motivation and engagement in our classrooms should be viewed from both short- and long-term perspectives. In the short term, students should have daily opportunities to deepen their motivation, engagement, and enthusiasm, and these opportunities should occur across the curriculum. Over the long term, we want consistent experiences as students matriculate to help them further develop and maintain motivation and engagement. We should be wary of situations that may result in a "negative" Matthew Effect, in which motivation and engagement are locked in a downward spiral. Experiences with reading whose outcomes include failure at an academic task, diminished self-efficacy, or ego threat can lead a student to withdraw. When a student is focused on protecting the self from situations anticipated to be negative, motivation and engagement suffer.

Although we know much about classroom environments that support student readers' motivation and engagement, research also describes instruction and classroom environments that may work against motivation and engagement. Students lack motivation and engagement in classrooms where teachers dominate discussions, where teachers ask "known-answer" questions, where teachers are critical of student work,

and where teachers do not provide students with adequate think time to answer questions and solve problems. In contrast, students report feeling engaged and motivated with reading when teachers listen carefully, ask students what they need, provide a clear rationale for work, attend to student questions, give encouraging feedback, and recognize challenges that texts and tasks might present to student readers (Reeve & Jang, 2006).

ASSESSING MOTIVATION AND ENGAGEMENT

We are fortunate to have evaluation and assessment tools that help us construct understanding of students' motivation and engagement. It is often the case that our discussions with students and our observations of their work provide valuable real-time information about motivation and engagement or the lack thereof. We can see attention and effort as they are applied by motivated and engaged students. In contrast, we may observe distractedness, frustration, and off-task behaviors when students lack motivation and engagement. Based on discussions and observations of work, we are in a good position to identify students who would benefit from our nuanced understanding of their motivation and engagement, and to "dig deeper" into the specifics of each student's motivation and engagement. There are helpful interviews, surveys, and questionnaires that provide this specificity. Focused on students' interests, values, beliefs, goals, and dispositions, they can help us conduct fine-grained analysis of the state of students' motivation and engagement.

The Motivation to Read Profile—Revised (MRP-R; Malloy, Marinak, Gambrell, & Mazzoni, 2013) consists of a reading survey with Likert-scale items and a conversational interview. The MRP-R is designed to provide useful information about the state of students' reading motivation and the contextual factors that influence that motivation. Using MRP-R results, we can anticipate situations in which student readers will be motivated and engaged and construct classroom environments that promote motivation and engagement. The MRP-R includes 20 items such as:

14. I think spending time reading is _____.
- really boring
 - boring
 - great
 - really great

19. When I read out loud, I am a _____.
- poor reader
 - OK reader
 - good reader
 - very good reader

Also included in the MRP-R are conversational items focused on students' self-concepts as readers and the value students place on reading. These items prompt students to discuss motivation-related factors in reading and include:

“What kind of reader are you?”

“What do you have to do to become a better reader?”

“What kind of books do you like to read?”

“What could teachers do to make reading more enjoyable?”

McKenna et al. (1995) developed a similar assessment form, the Elementary Reading Attitude Survey (ERAS), to examine students' attitudes—from which we may divine information that can be used to create classroom reading situations that promote motivation and engagement. ERAS uses cartoon illustrations to depict attitudes toward different aspects of reading. Students circle particular expressions of Garfield the Cat, representing their feelings related to each question. Questions include:

“How do you feel about spending free time reading a book?”

“How do you feel when the teacher asks you questions about what you read?”

In addition, the Motivation for Online Reading Questionnaire (MORQ; Li et al., 2019) examines students' motivation through 20 items, with 5 items related to each of four dimensions: curiosity (learning more about topics of one's interest for the purpose of enjoyment); value (believing that reading and researching online is both useful and important); self-efficacy (students' beliefs about their ability to read and conduct research successfully online); and self-improvement beliefs (students' beliefs that effort can improve their online reading and researching).

As with assessments of students' metacognition, executive function, and self-efficacy, becoming familiar with the different items and prompts in these assessments can help you choose items that provide the most

valuable information. The time needed to administer, score, and analyze the full set of items and prompts for any of the assessments—for each student in your class—may be prohibitive. Thus, finding a subset of items, within or across the assessments, that meets your need to know about motivation and engagement may be the most efficient approach. The use of these items, prompts, and questions should complement what is already known about each student and the information gathered from observing children working and from listening to their discussions.

(CHAPTER REVIEW)

1. Describe the reciprocity of motivation and engagement in students' reading development.
2. Describe how high motivation can help a student excel in reading.
3. Next, describe how low motivation can hinder a student's reading development.
4. Experts claim that student readers should progress from extrinsic to intrinsic motivation. Explain the reasoning behind this claim.
5. One way of thinking about motivation and engagement is this: *Reading strategies and skills + Motivation = Engagement with reading*. Please explain.