A graphic of a yellow pencil with a black eraser and a pink eraser, positioned horizontally across the top of the word 'READING'.

# READING TO LEARN ACADEMIES

**GRADE 4**

## Motivating and Engaging Students

# Section Objectives



This section will enhance your knowledge of methods to develop students'

- autonomy,
- internalized motivation,
- beliefs and mindsets,
- competence, and
- self-regulation.

# The Importance of Motivation

**“Unless learners are seriously interested in learning, unless they want to learn and put some effort into doing so, there is almost no likelihood that significant learning will take place.”**

— Graves, 2004, p. 447

# Examining Our Reading Motivation



How would you describe your emotional response to reading?

Does your response differ depending on the type of reading?

# Examining Our Writing Motivation



How would you describe your emotional response to writing?

Does your response differ depending on the type of writing?

# Intrinsic Versus Extrinsic Motivation

## Intrinsic Motivation

Engaging in a task for the sake of the task

## Extrinsic Motivation

Engaging in a task as a means to an end

These types of motivation are **not mutually exclusive**. For an activity, you can be high on both, low on both, high on one and low on the other, etc.

# Intrinsic Motivation



Intrinsic motivation is **contextual**—it is affected by the environment in which one acts.

## Discussion Questions

- What kind of context allows your intrinsic motivation to flourish?
- What kind of context diminishes your intrinsic motivation?

# Intrinsic Motivation: Benefits

- Increased interest, excitement, and confidence
- Enhanced performance, persistence, and creativity
- Heightened vitality, self-esteem, and well-being



# Extrinsic Motivation



- Also **contextual** and can be **internalized**
- Not inherently “bad” and often even necessary for day-to-day tasks, including in the literacy classroom

## Tips for Internalizing Motivation

- Avoid extreme extrinsic motivators, such as rewards, threats, or shaming.
- Set up reading and writing tasks that make students feel in control of their learning.

# Internalizing Extrinsic Motivation

Students internalize motivation when we

- build strong relationships with them,
- help them feel competent to accomplish tasks,
- provide them with choices,
- connect activities to students' interests (e.g., providing interesting texts to read), and
- allow them to set their own goals.

# Supporting Student Autonomy

More than simply providing choices to students—  
involves giving power and control to students

**“Giving students opportunities to ‘self-rule’ and ‘self-determine’ can make learning more personally meaningful and intrinsically motivating.”**

— Swan, 2004, p. 286

# How Autonomous Do Your Students Feel?



- Who talks the most in the classroom?
- Who makes most of the decisions?
- Who evaluates and uses assessment data the most?
- Who provides the most feedback?

If the answer to each question is “the teacher,” student autonomy is most likely low.

# Final Thought on Student Autonomy

**“Teachers who listen more, who allow for independent work, who give fewer criticisms and more praise of quality performance, who show empathy and the ability to take the students’ perspective, and who have learned to recognize when their students’ interest is at its peak or is waning are doing what they can to help students feel self-determined.”**

— Reed, Schallert, Beth, & Woodruff, 2004, p. 274

# Building Student Competence

- Support students' perceptions of themselves as competent and capable.
- Create situations that allow students to feel confident in themselves.
- Help students develop sustained competence and confidence over time by considering the following questions.

**How do I ensure that students are as successful as possible as often as possible while maintaining high expectations and academic rigor?**

**How can I help students develop true competence rather than simplifying the material?**

# Specific Considerations

- Provide explicit instruction with modeling.
- Build skills and strategies through effective scaffolding.
- Help students master skills and strategies through multiple practice opportunities.
- Respond to students with immediate, corrective feedback.

# Using Modeling to Build Student Competence



Modeling can be provided by

the teacher, especially when learning a new skill or strategy;

students of equal or slightly greater competence;  
or

students who previously struggled with a skill or strategy.



# Lesson Incorporating Effective Modeling



Examine the lesson, which uses modeling to help students learn about motivation, self-efficacy, creativity, and writing.

# What Should Be Modeled?

- Specific skills and strategies we want students to learn
- Ways that we use self-talk to help ourselves learn and stay motivated
- Effective self-regulation techniques, such as developing emotional awareness and setting goals

# Creating Self-Regulated Learners

**“Students who are self-regulated are active participants in their own learning. Rather than relying solely on teachers, parents, or other external agents to impart knowledge, they take an active role in their own learning.”**

— Zito, Adkins, Gavins, Harris, & Graham, 2007, p. 78

# Creating Self-Regulated Learners (cont.)



**“Self-regulation (or self-regulated learning) refers to self-generated thoughts, feelings, and actions that are systematically designed to affect one’s learning of knowledge and skills.”**

— Schunk & Zimmerman, 2007, pp. 7–8

- Self-regulation enhances learning, which builds competence that supports motivation and pushes students to achieve new goals.
- Emotional and cognitive self-regulation has been found to support students’ development of reading competence.

# Creating Self-Regulated Readers and Writers

- Teach and model self-regulation strategies during instruction of reading and writing skills and strategies.
- Differentiate instruction in self-regulation strategies based on students' needs.
- Help students monitor their progress toward meeting reading and writing goals.
- Provide feedback on progress in using self-regulation techniques.

# Let's Practice!

## Modeling Self-Regulation



Setting goals

Monitoring progress toward meeting goals

Using self-talk to think or feel a certain way

Rewarding yourself as you meet goals

# One Element of Self-Regulation: Student Goals

- Help students set short-term and long-term goals that are clear, specific, and challenging but realistic.
- Allow students to assess and monitor their progress toward reaching goals.
- Help students celebrate when they achieve goals.

# Learning Goals Versus Performance Goals



## Learning Goals

- Focus on mastering a task, developing skills, or improving competence
- Relate to internalized forms of motivation

## Performance Goals

- Focus on ability, how ability will be judged, recognition, and avoidance of negative consequences
- Relate to extrinsic forms of motivation



# Developing a Growth Mindset

**“A growth mindset isn’t just about effort. Certainly effort is key for students’ achievement, but it’s not the only thing. Students need to try new strategies and seek input from others when they’re stuck. They need this repertoire of approaches—not just sheer effort—to learn and improve.”**

— Dweck, 2015

# Growth Versus Fixed Mindset



## Growth Mindset

- Intelligence and ability can be developed over time.
- Effort is powerful for any type of learning.
- Challenges are a chance to develop yourself.
- Setbacks just mean you need to work that much harder.
- Another person's success is an opportunity to learn and grow.

## Fixed Mindset

- Intelligence and ability are fixed. You get what you are born with.
- If you have to expend effort, you must not be intelligent or capable.
- Challenges are a threat to who you are and how others see you.
- If you face a setback, you failed. You aren't good enough. Give up.
- If others succeed, they must be better than you. Give up.

# Evaluating the Two Mindsets



- Which type of mindset would you rather promote and work with in your classroom?
- Which type of mindset do you currently promote?
- Which one do most of your students demonstrate?
- How can we change a student's mindset?

# Developing a Growth Mindset

- Praise students for their effort and strategy use, not for their intelligence or ability.
- Challenge students with high standards and teach how to reach them.
- Provide a disciplined yet nurturing atmosphere.
- Genuinely care about and commit yourself to every student.
- Be honest about students' progress and provide them with tools to close the gaps.

**“The great teachers believe in the growth of the intellect and talent, and they are fascinated with the process of learning.”**

— Dweck, 2006, p. 194

# Teach Students About the Brain

- The brain is like a muscle that changes, grows, and gets stronger when you learn.
- The more you challenge yourself, the more your brain cells grow and build connections to one another.

It is no longer about intelligent versus unintelligent.  
It is about **learned versus not learned yet!**

# Lesson to Promote a Growth Mindset



- Developing our abilities
- Putting in effort and working hard
- Facing and overcoming challenges
- Learning to read

# Changing Our Mindsets

**“Mindset change is not about picking up a few pointers here and there. It’s about seeing things in a new way. When people...change to a growth mindset, they change from a judge-and-be-judged framework to a learn-and-help-learn framework. Their commitment is to growth, and growth takes plenty of time, effort, and mutual support.”**

— Dweck, 2006, p. 244

# Words Shape the Classroom Experience

- Shape our identities
- Position us in relation to one another
- Position us in relation to what we are doing
- Influence our reality, our beliefs, and our understanding of what it means to be human



# How We Use Our Words



- Notice and name what we notice
- Create identities
- Support autonomy and agency
- Develop the ability to generalize and make connections
- Construct knowledge
- Create a community of learners

# How Can We Start?



**“We can start to change our classroom interactions by changing our words and dragging some of our beliefs along with them.”**

— Johnston, 2004, p. 84

- Consciously edit our speech
- Be genuinely interested in what students have to say
- Make learning meaningful to students

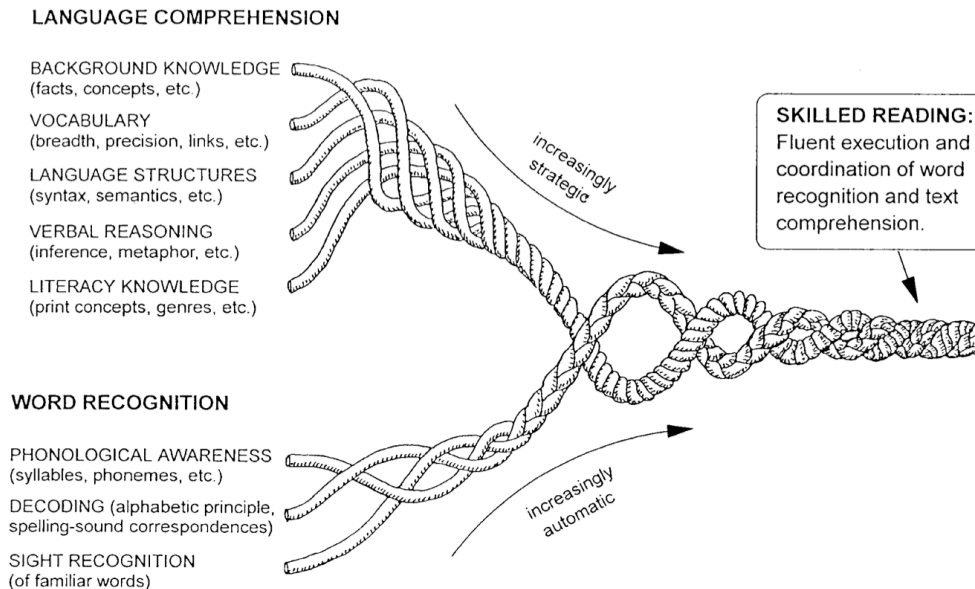
# Developing Students' Identities as Readers and Writers

- Internalized motivation
- Autonomy
- Competence
- Self-regulation
- Beliefs and mindsets
- Power of language

# The Reading Rope



How do you use teacher-student relationships, autonomy, a sense of competence, and self-regulation to engage and motivate English language learners, struggling students, and/or gifted students?



Scarborough, 2001

# Remember

**“Being literate is more a role than a skill: [It is] something that one *is* rather than something one *has*.”**

— Johnston, 1992, p. 5