

Featured Article

Claire Blumenfeld lays out a theoretical foundation for teachers who look beyond the “basic five” in reaching every learner. She explains what motivates readers and why they become engaged in texts. In creating a motivating classroom, teachers consider social interaction, mastery goals, self-efficacy, interests, and student choice and control.



MOTIVATING READERS: A FRAMEWORK FOR CLASSROOM DESIGN

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Alice was beginning to get very tired of sitting by her sister on the bank and of having nothing to do: once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it, 'and what is the use of a book,' thought Alice 'without pictures or conversations?' – Lewis Carroll

Next, Alice traced the white rabbit's path, sending her down a slippery slope and foiling what could have been--an adventure with a book. Classroom teachers often experience students like Alice who, seemingly, would rather organize the magnet center, visit with friends, or chase beguiling bunnies than get lost in a text. Yet teachers are well aware of the research that indicates the more students read, the better readers they become, and the better readers they become, the more they read (Echols, West, Stanovich & Zehr, 1996). In addition, frequent reading has been shown to increase verbal fluency, comprehension skills, and identity as a reader (Barbosa, Guthrie, Humenick, Perencevich, Taboada, & Wigfield, 2006; Echols, West, Stanovich & Zehr, 1996; Oldfather & Dahl, 1995). The quandary then is

how to affect students' beliefs and goals regarding reading, prompting them to actively seek personal gratification in the pages of a text. Is it enough to equip the classroom library with a wide variety of texts? What are the characteristics of an elementary classroom that can influence students' reading motivation?

To help address the question of classroom characteristics that will motivate engaged reading, this article will first describe two comprehensive perspectives of reading motivation. The article will then review social-cognitive theories of motivation in general and the theories related to reading in particular, providing a framework of five constructs of motivation to be considered when designing an elementary classroom. Concrete suggestions for

classroom design will follow each construct.

Comprehensive Perspectives of Reading

Motivation

General motivation theorists have accumulated an extensive body of research from which to draw when designing the classroom. Historically, the concept of motivation was broadly based and one dimensional, described as a temporary source of energy for all learning. Current theorists, on the contrary, conceptualize motivation as domain specific and multi-faceted; underscoring various beliefs, values, and goals that are all activating, but vary in strength within an individual (Baker & Wigfield, 1999; Guthrie & Wigfield, 2000). Consequently, current classroom motivation research is directly focused on learning and teaching, defining social-cognitive models that not only emphasize cognitive constructs but also the motivational effects from interactions with others (Pintrich, 2003).

Likewise, current researchers investigating motivation, as it is specifically situated within the reading domain, report their findings in terms of the multiple qualities of engaged reading (Guthrie & Wigfield, 2000). Oldfather and Dahl (1995) and Guthrie and Wigfield (2000), for example, each offer multi-faceted, social-cognitive perspectives of engaged reading based on self-determination theory and its related constructs of self-efficacy and

attribution, mastery goal orientation, expectancy-value, and interest (Guthrie & Wigfield, 2000; Oldfather & Dahl, 1995).

The Continuing Impulse to Learn

Oldfather and Dahl (1995) propose a social-cognitive and affective perspective of motivation emphasizing both the social construction of knowledge and students' self-determined, intrinsic interest in literacy learning. From their research, Oldfather coins the term, "The Continuing Impulse to Learn" (CIL) (Oldfather & Dahl, 1995, p.3), described as intrinsic motivation derived from the natural desire to construct meaning and the expectancy value of literacy learning itself. Moreover, literacy is seen as a social accomplishment resulting from the convergence of individual intrapersonal, interpersonal, and cultural motivations.

Engagement Perspective

Guthrie and Wigfield's (2000) Engagement perspective also proposes that the fulfillment of personal goals, desires, and intentions can be attained in reading by integrating regulatory reading strategies and constructing knowledge with and within a community of learners. In like manner to Oldfather and Dahl's CIL construct, these motivational reading behaviors are domain specific to the topics, processes, and outcomes of reading (Guthrie & Wigfield, 2000).

Five Designing Constructs of Motivation

Taboada, Guthrie, and McRae (2008) suggest building an engaging, supportive classroom upon a multi-faceted framework containing five reciprocally connected, motivational constructs: *social interaction*, *mastery goals*, *self-efficacy*, *interest*, and *choice and control*. These constructs are represented in both the Continuing Impulse to Learn perspective and the Engagement perspective. Motivation research in general and research related to reading in the respective five areas provide further evidence to support the five construct framework.

Social Interaction

As previously noted, Guthrie and Wigfield's (2000) Engagement perspective and Oldfather and Dahl's (1995) Continuing Impulse to Learn are motivational perspectives of reading specifically situated within the social domain of classroom culture. Social interaction as a construct refers to the intrinsic motivation derived from the collaboration and sharing of knowledge as student and teacher build upon each other's understandings of text (Oldfather & Dahl, 1995; Taboada, Guthrie, & McRae, 2008).

In addition, collaborative social structures support a sense of belonging and development of literacy identity, which pertains to self-determination's component of relatedness (Deci,

Vallerand, Pelletier, & Ryan, 1991; Oldfather & Dahl, 1995). The self-determination perspective is one example of a social-cognitive model, representing motivated learning behavior that is intentional, self-regulated, and goal oriented (Deci, Vallerand, Pelletier, & Ryan, 1991). Specifically, self-determination theory delineates three innate needs that drive behavior to a goal: competence, relatedness, and autonomy. The need for competence relates to the desire to know how to reach a goal and wanting to feel efficacious in the attempt. Relatedness is the need for social connections and sense of belonging to a group. The third need, autonomy, refers to the desire to be in control or self-determining of one's actions.

In her 1994 qualitative study, Penny Oldfather investigated the motivation of fifth and sixth grade students in a classroom. She specifically observed and interviewed students who were not initially motivated by a literacy activity to determine the classroom processes that motivated some students to become engaged, but not others. Oldfather suggests that a responsive classroom culture promoting social interaction through collaboration and caring nurtures the need for acceptance and recognition, thus motivating students to engage in literacy activities.

Several other studies provide additional

evidence to support the motivational aspect of social interaction as it pertains to collaboration and discourse. For example, researchers Almasi and McKeown (1996) developed a study upon the premise that communication between students while discussing literature leads to engagement. Almasi and McKeown concluded that students having the opportunity to respond to their classmates and share their ideas about the text, using one collaborative approach in particular called Questioning the Author, did in fact motivate their reading engagement as evidenced by their continued use of the strategy and increased enthusiasm to participate.

Likewise, Triplett (2007) supports the motivational quality of discourse and collaboration among struggling readers. In her study, Triplett showed increased reading engagement among students who, before receiving a book on their instructional level, engaged in in-depth conversations about the book and received modeling of reading strategies. The teachers noted students' engagement illustrated by excitement and expressiveness, and the students reported feeling proud and successful.

In addition to illustrating the motivational element of collaboration, Triplett's (2007) study also provides evidence to support the perspective that literacy identity is socially constructed. The intervention included honoring interests and voice,

collaborative discussions, and nurturing relationships with the teacher. Triplett concluded that the identity of a previously struggling reader had been co-constructed in a non-collaborative, non-responsive classroom.

As illustrated, elements of the classroom can interfere with access to collaborative social structures (Triplett, 2007; West, 2002). Social status, for example, affects children's ability to engage with classmates. J. West also conducted a case study of a third grade boy described as having low social status in his classroom, who reportedly did not seek help from classmates nor were his classmates responsive to his self-expression. As a result, his motivation was weakened and his resources for learning were limited. Eventually, the boy's teacher recognized his needs and took steps to explicitly pair him with another student which elevated his social status for a time, thus demonstrating again the importance of a responsive classroom culture in developing a sense of belonging.

Suggestions for classroom design

The characteristics of the elementary classroom are multi-faceted with the roles of the teacher, instructional strategies and assessment, students, and the physical environment and materials each playing integral, interdependent parts in building a classroom that will motivate and engage

readers.

Broad in scope, the role of the motivationally supportive teacher goes beyond instruction. One function is teacher-as-responsive-caregiver which is communicated through respect and kindness, responding to both cognitive and social needs. According to Oldfather and Dahl (1995), constructing classroom contexts that inspire the continuing impulse to learn includes the principles of "honored voice" (p. 6) and "sharing the ownership of knowing" (p.7). Honored voice is the result of a responsive CIL classroom that values the thoughts, feelings, and interests of its community of learners. Sharing the ownership of knowing incorporates honored voice and refers to the principle that learning and knowing are shared between the students and teachers as expertise shifts among the members of the community.

The responsive teacher embraces the philosophy that knowledge is socially constructed between students and teachers. As such, the teacher's instructional strategies include collaboration and discourse, artfully organizing flexible grouping of students, coordinating literature circles, pairing students for fluency work, and utilizing Reader's Theater and Rhythm Walks, etc. Students continue to work collaboratively outside of school, building peer relationships by posting literacy comments on a class

blogging website, such as *kidblog.org*.

Interest surveys and ongoing informal assessments and running records convey deep regard and genuine interest for students. In addition to voicing their social needs, the role of the students is to form and voice their personal ideas and goals and share in the assessment of those goals. The physical environment contains desks and small tables for whole group, small group, and partner group work in collaboration between students and teachers.

Mastery Goals

Mastery goal orientation is another building block of a multi-faceted motivational framework. Dweck and Leggett (1988) describe a social-cognitive model of motivation in which two types of goals, performance and learning, determine how one interprets and reacts to learning experiences. First, performance goals are those in which an external positive judgment of competence, such as getting a good grade, is sought. Learning goals, conversely, are those in which actual increased competence is sought. Thus, goal orientation is strongly associated with self-determined behavior, influencing perceptions of self-efficacy through personal interpretations of progress.

Students who are intrinsically motivated to read for the purpose of learning and finding the meaning in a text are said to be using mastery goals

for reading (Taboda, Guthrie, & McRae, 2008). Further, the more a student values a task for the purpose of learning, the more motivated he will be to engage in the process (Wigfield & Eccles, 2000; Wigfield & Guthrie, 2000).

Guthrie, Wigfield, and VonSecker (2000) researched the effects of integrated instruction, which is inherent to Concept Oriented Reading Instruction (CORI), on mastery goal orientation, incorporating the interdisciplinary conceptual themes of environmental adaptation and weather and involving observational and hands-on activities. The researchers concluded that applying broad concepts and real-world activities had a strong, positive association to curiosity, a behavior of intrinsic motivation that is associated with a mastery goal orientation.

The length of time given to complete assignments is an additional consideration for facilitating a mastery goal orientation (Miller & Meece, 1997). Miller and Meece's research treatment involved increasing opportunities for third grade students to complete complex assignments and to work collaboratively for extended periods of time. For example, instead of requesting one-word answers during individual classes, students were asked to read over several days and write many paragraphs while exchanging information in groups. In addition, the

study included decreasing the number of smaller assignments that focused on individual skills and factual recall, similar to Guthrie, Wigfield, and VonSecker's (2000) use of broad concepts. As a result, the students exhibited a decrease in task avoidance and performance goals and an increase in mastery goals, reporting an interest in increasing their literacy competence.

Providing for success through modeling and explicit feedback also promotes a mastery goal orientation (Schunk & Zimmerman, 2007). Schunk and Rice (1989) investigated the effects of modeling reading strategies on low comprehending fourth and fifth grade students by assigning three different goal orientations. The process goal group was told to try to learn the steps of the strategy and apply them. The product goal group was told to answer the questions at the end of the story. And finally, the general goal group was simply told to try hard to do their best. Each of the groups observed a model using the strategy and then read their own text. In the end, the process or mastery goal oriented group gained the most comprehension.

In a similar study, Schunk and Rice (1991) repeated the format of their original research but added the element of feedback to the modeling for the process goal oriented group. The verbal feedback explicitly attributed the students' progress to effort

toward strategy implementation. The students who received a process goal and progress feedback attributed their success to the learning, again confirming the motivational benefits of a mastery goal orientation.

Suggestions for classroom design

The role of the teacher is to instill in all children the belief they are capable of becoming competent, self-regulated readers by approaching tasks with an emphasis on learning. Students are encouraged to wonder and ask questions before and during their reading, letting those authentic questions guide purposeful reading toward finding the answers. End of the text activities include open-ended questions with several possible answers, not just the "right" answer. Accentuating increased learning rather than grades establishes the guiding principles for successful, intrinsically motivated reading.

An instructional strategy of a learning or mastery goal orientation is the adoption of broad learning concepts with scaffolded, shorter term goals, such as Concept Oriented Reading Instruction. Within the broad conceptual theme, providing hands-on experiences and allowing students to generate their own questions also facilitate mastery learning. Another learning principle is maintaining a cooperative rather than competitive environment, limiting comparison between students by using a

balance of authentic and conventional assessment practices such as criterion checklists, rubrics, and tests. Other types of assessment that decrease comparisons while ensuring progress feedback include frequent individual conferencing and the use of a reader's notebook where feedback is based on individual progress and effort.

Self-Efficacy

Self-efficacy and a mastery goal orientation are strong, correlative constructs. Independently, self-efficacy refers to perceived capabilities of specific literacy abilities, such as writing a poem or reading a book (Deci, Vallerand, Pelletier, & Ryan, 1991; Walker, 2003). The perception of self-efficacy is affiliated with the need for competence and refers to personal beliefs about the capabilities to learn specific tasks at specific times (Bandura, 1982; Schunk, 2003). Further, students who believe they are able to do well will be more motivated as demonstrated by effort and persistence (Pintrich, 2003). Thus, self-efficacy theory posits that as students approach a learning task, they have a goal and a sense of whether or not they can reach the goal. Self-evaluation of their learning progress informs their perceptions of self-efficacy, which then extends learning (Schunk, 2003).

In order to maintain self-efficacy therefore, students must make positive self-evaluations of their

progress, attributing success to efforts in learning. Schunk and Rice's research investigating the effects of process goal plus progress feedback on mastery goal orientation provides evidence to confirm this self-efficacy/mastery goal connection (Schunk, 2003; Schunk & Rice, 1989; Schunk & Rice, 1991; Schunk & Zimmerman, 2007).

Cognitive modeling by teachers and peers is one way to facilitate perceptions of self-efficacy and attainment of goals, as previously illustrated by the social interaction construct of motivation (Guthrie & Wigfield, 2000; Oldfather & Dahl, 1995; Schunk, 2003). Both Almasi and McKeown's (1996) research of collaborative student efforts with Questioning the Author (QtA), and Triplett's (2007) use of teacher-modeled book talks confirm this hypothesis. A third study by Nes Ferrara (2005), in which a less-skilled reader was paired with a more proficient reader for a fluency intervention, indicated further evidence to support this conclusion. Fluency gains were shown from the intervention of the more proficient reader modeling fluent reading and providing progress feedback to the less skilled reader.

In addition to modeling reading strategies, providing experiences that are slightly challenging yet possible increases positive self-efficacy (Taboda, Guthrie, & McRae, 2008; Walker, 2003). A culminating report of Michael Pressley's research of

highly effective literacy instruction (Mohan, Lundeberg, & Reffitt, 2008) supports this by identifying the effectiveness of strategy instruction within the context of authentic reading experiences and providing just enough support, or scaffolded strategy instruction, based on individual instructional levels. Offering instructional level texts is another way to create literacy challenges that are at the appropriate level, as Triplett's (2007) research exhibited with her intervention using instructional level books for strategy instruction (Taboda, Guthrie, & McRae, 2008; Triplett, 2007).

Some children are self-conscious about how their oral reading sounds to others. Helping students become fluent readers is another way to build confidence and affect perceptions of self-efficacy (Taboda, Guthrie, & McRae, 2008). Nes Ferrara's (2005) case study investigating the effects of fluency on one struggling reader's self-perceptions provides evidence to support this view. After the fluency intervention, the student made positive self-evaluations on the Reader Self-Perception Scale.

Suggestions for classroom design

The teacher serves the role of model within the self-efficacy construct. Demonstrating and making explicit the numerous, meaningful purposes for reading is one example of important teacher modeling. At every opportunity, such as reading

aloud a message from a fellow teacher or referring to a newspaper for the weather report, the teacher-as-model draws attention to meaningful, authentic reading experiences. As the teacher is modeling authentic reading, she is also fluently reading with expression, in long meaningful phrases, at a rate that is appropriate for the type of reading at hand. To demonstrate the active and strategic thinking that occurs while reading, teachers think aloud while reading, making invisible thought processes and comprehension visible to students.

The role of the student includes peer modeling that in addition to the social benefits also increases self-efficacy. Strategic pairing, book buddies, puzzling, and Questioning the Author are all examples of collaborative efforts combining more skilled with less skilled readers.

Teachers utilize a variety of instructional approaches that involve explicit explanation of a comprehension strategy, teacher modeling, collaborative use of the strategy, guided use of the strategy, and independent use of the strategy. Some examples of this gradual release of responsibility include Five Step Reading, the Directed Reading Thinking Activity, and Reciprocal Teaching. *The Comprehension Toolkit* by Stephanie Harvey and Ann Goudvis (2011) also provides excellent examples of this transfer model for the reading of

non-fiction texts in the intermediate grades.

The classroom library includes a range of books matching the needs of the students' instructional and independent reading levels. Teachers organize guided reading groups to facilitate slightly challenging reading experiences with instructional level texts. To help build fluency, teachers encourage repeated reading of texts on students' independent levels. Again, Reader's Theater and Rhythm Walks have benefits in both the social and self-efficacy constructs of reading motivation. Two fluency programs that include an auditory feature where students can hear fluent reading are *Read Naturally* (2012) and *Raz Kids*(2012).

The role of assessment is critical to the success of providing just the right amount of instructional support and making instructional level text choices for the classroom library and guided reading groups. Regular use of assessments, such as Pearson Education's (2005) *Developmental Reading Assessment* or the Fountas and Pinnell's (2007/2010) *Benchmark Assessment System*, helps identify students' placements along the reading continuum.

Interest

Another component of a motivational framework is supplying texts that are of value and interest to the particular reading community. Interest

is related to both the autonomy component of self-determination theory and meaningful, valued learning (Gaskins, 2005). Hidi's (2001) research on interest first distinguishes between personal and situational interest. Personal interest is described as individual preference that develops over time. The effects of personal interest are such that a student may attend to a dull presentation or task if the topic is of personal interest. Situational interest is a current mind-set brought upon by an interesting task. Viewing a picture or hearing a conversation, for instance, may trigger situational interest. Moreover, these environmental triggers or topic interests can transition situational interest into personal interest (Pintrich, 2003). Regardless of the origin, however, both individual and situational interests involve the motivational behaviors of increased attention and persistence (Hidi, 2001).

Although researchers differentiate between personal and situational interests (Hidi, 2001; Pintrich, 2003), both increase attention and persistence (Hidi, 2001). The implications of reading texts of personal interest was shown in Schiefele's (1996) study wherein results indicated that readers with high interest in the instructional text topic were engaged on a deeper, more meaningful level than readers with low interest. McLoyd (1979) also investigated the effects of high interest versus low

interest story book reading by a group of second and third grade children. One group was given their first choice to read, while the other was given their last choice. The results indicated the high interest group spent significantly more time reading than the low interest group.

An important component of the classroom library is the inclusion of informational texts (Dreher, 2003). Pappas (1991) analyzed a kindergarten child's pretend reading of information books and found that the child was just as capable of handling information genre as story genre, developing book language and interests in both. In a related study, Pappas (1993) showed the importance of not only providing the information books, but also reading them aloud to children to facilitate intertextual connections to other books. Anne Barry took Pappas's advice to include information books in her first grade classroom, and together with Celia Oyler chronicled the intertextual links students made during read-alouds of informational texts over the course of a year (Oyler & Barry, 1996). The researchers reported increased reading engagement of texts retrieved after connections were made during read-alouds.

Susan B. Neuman (1999) confirms the importance of an instructional environment combined with access to a wide variety of interesting books. The intervention called Books Aloud involved

providing disadvantaged childcare centers with high-quality children's books with a ratio of five books per child. In addition, the day care providers were given training in effective read-aloud techniques. Comparing the Books Aloud groups to the control groups, Neuman observed positive changes in children's curiosity in books, more requests for read-alouds, more pretend reading, and more choosing books during free time.

Supplying relevant texts to accommodate class wide personal interests can be challenging. However, Hidi posits that situational interest can develop into personal interest, therefore providing malleable classroom conditions (Hidi, 2001). Guthrie et al.'s investigation of situational interest confirms Hidi's theory (Guthrie et al., 2006). The study involved students performing hands-on tasks, thus triggering situational interest, and reading related texts immediately following the stimulating activity to ensure lasting effects on motivation. The immediate pairing of the content-relevant book facilitated the transfer from situational to personal interests. In addition, the researchers stressed the importance of multiple experiences with stimulating tasks and classroom experiences to facilitate the process.

Suggestions for classroom design

The role of the teacher in the interest

construct is to create an instructional environment that increases situational interest in topics that may not have been previously interesting to every student. Supplying pictures or participating in a virtual experience through digital media websites, such as *Discovery Education* (2012), activates interests while also providing background knowledge. Another way to increase situational interest is to develop hands-on activities. All of these interest-generating experiences are then followed by content-related reading.

The classroom library contains books of value and interest, including both fiction and informational texts of students' personal interest and situational interest with teachers reading aloud all genres of text.

Choice and Control

The opportunity for choice leads to a feeling of control and sense of autonomy, important components of self-determination theory and the final construct of this multi-faceted framework (Deci, Vallerand, Pelletier, & Ryan, 1991; Taboda, Guthrie, & McRae, 2008). The value or meaningfulness of content also influences motivated, self-determined behavior (Gaskins, 2005). The expectancy-value model of achievement (Wigfield & Eccles, 2000) proposes that students are more willing to put forth effort if they expect that something will come from their effort and the outcome will be of value.

Therefore, according to the expectancy-value theory, choice, persistence, and performance can be explained by both an expectation one can do an activity and a perceived value in the activity itself.

Guthrie, Wigfield, and VonSecker's (2000) research of the effects of integrated instruction, in addition to providing support for a mastery goal orientation, also gave several opportunities for choice. One example of choice the students were given was the choice in learning within the broad topic of life science. Students were autonomous in the questions they generated and the books they chose to research those questions. Another choice involved the method of communication and self-expression the students used to share their information, including speaking and videotaping. The results of the investigation showed the students who were given choice were more curious and intrinsically motivated for learning.

Turners' (1995) investigation of open and closed literacy tasks also provides evidence to support the relationship between choice, control, and a sense of autonomy. In Turner's study, task was found to be a significant predictor of motivated behavior. Turner looked specifically at the motivating choice of authentic open-ended tasks, such as choice of partner for reading, choice of sequencing what needs to be done, choice of topic for writing, and

choice of trade book for reading. In a third study, Mary Jo Fresch (2005) analyzed the text choices and emerging literacy skills of one first grade student over the course of one school year. In addition to choice of text, the student was also given the choice of when and with whom she could read. Fresch concluded that these choices motivated the student to choose texts that were at her independent or instructional level, thus encouraging engaged reading and new learning.

Choices related to assessment can also facilitate a sense of control and autonomy (Taboda, Guthrie, & McRae, 2008; Thomas & Oldfather, 1997). In addition to facilitating choice and control, assessment should be linked to the entire motivational framework of the classroom (Guthrie & Wigfield, 2000; Thomas & Oldfather, 1997). Assessment practices range from objective and standardized to student-centered and personalized, with the latter more easily supporting motivation (Guthrie & Wigfield, 2000). Thomas and Oldfather's seven-year longitudinal study investigated the effects of authentic versus conventional assessment practices on the Continuing Impulse to Learn (Thomas & Oldfather, 1997). Authentic assessment refers to shared information through rubrics, check-lists, narratives, standards, etc., whereas conventional assessment refers to grades. The students themselves

reported their experiences with authentic assessment supported their intrinsic motivation by providing informative feedback through ongoing, shared assessments and conferences, shared and scaffolded goal setting, and communication with peers, teachers, and families. On the other hand, students reported that grades forced a switch in their goal orientation from mastery to performance, focusing on their weaknesses, and ultimately had a negative impact on their motivation to learn. The construction of identity as readers and writers is an integral motivating component of Oldfather and Dahl's (1995) Continuing Impulse to Learn perspective. Thus, gaining specific information about how their literacy skills are growing serves the teacher in facilitating that development (Thomas & Oldfather, 1997).

Suggestions for classroom design

The role of the teacher within this construct is honoring the importance of choice and actively recognizing opportunities where options can be provided. Examples of choice include offering broad topics that will propose choice within, such as life cycles, biographies, storms, explorers, etc. In addition to topic choice, teachers provide choice of questions to be investigated and books to be read on the topic, including magazines and online sources. Students are given a menu in their reading logs from which to choose responses about theme, connections,

perspective, or language, for example.

Students have a large role in this construct of choice and control, choosing a narrow topic from the broader scope and their reading material and method of self-expression, such as a report, artistic project, or PowerPoint presentation. These selections are based on the individual goals they have chosen for themselves and the criteria and activities chosen to measure the goals.

The classroom libraries include a wide variety of interesting, relevant texts including literature, popular series, information books, picture books, magazines, newspapers, resource materials, poetry, etc.

Support for 21st Century Learners

Twenty-first century learning commonly refers to proficiencies in the areas of collaboration, problem solving, critical thinking, and digital literacy. Further, 21st century instruction promotes a learning disposition and curiosity often realized through participation in the global community and investigation into the extensive amounts of information available through the internet. An engaging, supportive classroom thoughtfully designed to motivate readers has the added benefits of fostering this type of learning.

Education in the five-construct framework is learner driven, honoring students' innate motivational

desires for social interaction, mastery goals, self-efficacy, interest, and choice and control. The students develop the skills to choose an inquiry topic of interest, integrate and synthesize information from multiple media sources, and clearly and effectively communicate their constructed theory, evidenced with citations from the texts. Students conduct this work in diverse teams of peers, learning to appreciate the varying perspectives each has to offer, in essence, much like the current 21st century workplace.

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