

New Graduate Course Proposal

Course Title

Course Title:

Proposed Banner Abbreviation:

Banner limit of 30 characters, including punctuation, spaces, and special characters.

Department/Committee Information

The main contact person for the Graduate Curriculum Committee should fill out this form.

Requestor Name:

Members of the Graduate Curriculum Committee:

Department / Unit Developing:

Chair of Department for Program:

Chair Email:

Academic Dean of Department or Program:

Academic Dean E-mail:

Course Information

Course Description

Rationale and expected outcomes of offering the Course

Number of Credits: *

Discipline Prefix or Prefixes:

Brief rationale if more than one prefix:

Level of Course:

 7000 8000 9000

Brief rationale for level choice::

The course will be:

 Requirement Elective

Elective or Requirement Note/Special:

Is there a similar undergraduate course?

 Yes No

Does this course affect offerings in any other department or program?

 Yes No

Course Enrollment

Expected Average Enrollment:

This course is a replacement for: Course # / Name

Has the course been offered previously as a "Topics" course? * Yes No

Is this an Extended Campus Course? * Yes No

Which semester will this course be offered for the first time? * How often thereafter to be offered?: *

Course Requirements

Prerequisite course(s) if any:

Additional Requirements Laboratory Hours: Fieldwork Hours:
 Pre-Practicum Hours: Practicum Hours:

Other Requirements (specify):

Syllabus Upload

New Course Syllabus Upload:

Signatures

*Click on the **Submit Form** button at the bottom of the page after you have signed the form. You should receive an email confirmation that your signature has been completed.*

...3137333335
Margaret O'Hearn-Curran 11/17/2020
 Requester Signature Date

...3435333033
Denise Sargent 11/20/2020
 Department Chair Approval Date

...3833343737
Nancy Murray 11/20/2020
 Academic Dean Signature Date

...3139393938
Becky Copper Glenz 11/21/2020
 SGOCE Dean Signature Date

 Approval of the Graduate Council Date

 Approval of the President Date

Notification

Reviewed by the Registrar: _____
 Reviewed by the Library: _____

SGOCE Admin. Assistant Signature



Teacher Education
Comprehensive Syllabus
Developing Motivation in all Readers
3 Credit Hours

Instructor: TBA

Telephone: Department Phone 978-665-3308

E-mail: mcurran@fitchburgstate.edu

Office Hours: one half hour before and after remote session and by appointment

Location: online course

Dates: Summer A 2021

CATALOG COURSE DESCRIPTION:

This course will explore theories and research related to reading motivation. Constructs of reading motivation and findings on the relationship between elements of reading motivation, reading behavior, and reading competence are investigated. Strategies to increase intrinsic motivation for reading will be presented with particular attention to the utilization of high quality literature, authentic learning tasks, and digital platforms.

TAKING AN ON-LINE COURSE:

This course is fully on-line, so it is important to manage your time and become actively involved in on-line discussions. Please make use of the supports available that are detailed in the Student Introductory Course within your Blackboard account. Please do not hesitate to ask me any questions that you have. I am readily available via email. Also, remember that the IT Helpdesk is available 24/7 by emailing helpdesk@fitchburgstate.edu or by calling 978-665-4500.

If you plan on matriculating into a graduate program at Fitchburg State University, please be aware that twelve semester hours of Fitchburg State University credit taken within a year prior to the student's admission may be applied to the degree program with the approval of the program chairperson. Anything over 12 credits prior to matriculation will NOT be accepted towards the degree.

REQUIRED READINGS:

De Naeghel, J., Van Keer, H., Vansteenkiste, M., & Rosseel, Y. (2012). The relation between elementary students' recreational and academic reading motivation, reading frequency, engagement, and comprehension: A self-determination theory perspective. *Journal of Educational Psychology, 104*(4), 1006–1021. <https://doi.org/10.1037/a0027800>

Fargo, H, et. al. (2017, August). *Teen literacies toolkit*. Young Adult Library Services Association. Young Adult Library Services Association. Retrieved from <http://www.ala.org/yalsa/teen-literacies-too>

Howard, R. M. (2012). Ells' Perceptions of Reading. *Reading Improvement, 49*(3), 113–126.

Ivey, G. (2019, July 25). *Making classroom libraries the hubs of reading engagement*. Retrieved November 04, 2020, from <http://www.ascd.org/ascd-express/vol14/num32/making-classroom-libraries-the-hubs-of-reading-engagement.aspx>

- Korobkova, K. A., & Collins, P. (2018). The variety of user experiences: Literacy roles and stances on story-sharing platforms. *Journal of Adolescent & Adult Literacy*, 62(4), 387-399. doi:10.1002/jaal.909
- Lambert, H. (2014, August 1). *Motivation: The overlooked sixth component of reading*. Retrieved from <https://www.edutopia.org/blog/motivation-overlooked-component-of-reading-heather-lambert>
- Losee, M (2020, January 20). *10 Steps that don't involve points, pizza, or prizes to create a school wide culture of reading*. [Blog Post]. Retrieved from <https://lifetimeliteracy.net/2020/01/20/10-steps-that-dont-involve-points-pizza-or-prizes-to-create-a-school-wide-culture-of-reading/>
- McGeown, S., Bonsall, J. Andries, V. Howarth, D., Wilkinson, K. & Shari Sabeti (2020) Growing up a reader: Exploring children's and adolescents' perceptions of 'a reader', *Educational Research*, 62:2, 216-228, DOI: [10.1080/00131881.2020.1747361](https://doi.org/10.1080/00131881.2020.1747361)
- McRae, A. & Guthrie, J.T. (n.d.) *Teacher practices that impact reading motivation*. Retrieved from <https://www.readingrockets.org/article/teacher-practices-impact-reading-motivation>.
- Pinkney, A., & Haggen, M. (2019, August 25). *Classroom libraries set the tone for a literacy-rich year*. Retrieved November 04, 2020, from <http://www.ascd.org/ascd-express/vol14/num32/classroom-libraries-set-the-tone-for-a-literacy-rich-year.aspx>
- Schiefele, U., Schaffner, E., Möller, J., Wigfield, A., Nolen, S., & Baker, L. (2012). Dimensions of reading motivation and their relation to reading behavior and competence. *Reading Research Quarterly*, 47(4), 427–463. <https://doi.org/10.1002/RRQ.030>
- Troyer, M. (2017). A mixed-methods study of adolescents' motivation to read. *Teachers College Record*, 119(5), 1–48.
- Wigfield, A., Gladstone, J. R., & Turci, L. (2016). Beyond cognition: reading motivation and reading comprehension. *Child Development Perspectives*, 10(3), 190–195. <https://doi.org/10.1111/cdep.12184>

FITCHBURG STATE UNIVERSITY TEACHER EDUCATION CONCEPTUAL FRAMEWORK



This course will address the dispositions of the Conceptual Framework in the following ways:

Knowledge: As a result of the learning experiences in this course you will become knowledgeable regarding the constructs of reading motivation, research findings on the relationship between elements of reading motivation and reading behavior, and the role that reading competence plays in reading motivation.

Skill: As a result of the learning experiences in this course you will be able to identify strategies to assess interest and motivation to read in students, select appropriate literature based on interests and needs, and develop meaningful activities to promote reading motivation for students from culturally and linguistically diverse backgrounds and Skills related to to engage in reading for readers at all grade levels and skill levels.

Caring: As a result of the learning experiences in this course you will become more competent in your ability to recognize a student's emotional response to reading and in your use of strategies to increase a positive attitude toward both recreational and academic reading.

Ethical: As a result of the learning experiences in this course you will become more competent in your ability to evaluate the efficacy of instructional and motivational strategies based on scientific research and evidence-based practices.

LEARNING OUTCOMES / OBJECTIVES:

Professional Standards for Teachers (PSTs) addressed in this course.

Standard 1- Curriculum, Planning, and Assessment: Promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives.

(a) Curriculum and Planning indicator: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

SEI Indicator (a) Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges.

SEI Indicator (c) Demonstrates knowledge of the difference between social and academic language and the importance of this difference in planning, differentiating and delivering effective instruction for English language learners at various levels of English language proficiency and literacy.

Standard 2- Teaching All Students standard: Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

(a) Instruction indicator: Uses instructional practices that reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

(b) Expectations indicator: Plans and implements lessons that set clear and high expectations and make knowledge accessible for all students.

SEI Indicator (b) Uses effective strategies and techniques for making content accessible to English language learners.

Crosscutting SMK: For all Pre-K—12 educators licensed at the initial teacher level, it is expected that they have the knowledge needed to:

- a. Support the integration of standards for literacy across the content areas as outlined in the *2017 ELA/Literacy Framework*.
- b. Apply basic principles and concepts for digital literacy and computer science in Computing and Society, Digital Tools and Collaboration, and Computing Systems as outlined in the *2016 Digital Literacy Computer Science Framework*.
- c. Support English learners through English learner education instruction.

Crosscutting SMK: For all Pre-K—12 educators licensed in Early Childhood, Pre-K—2; Elementary, 1-6; Moderate Disabilities, Pre-K—8 & 5-12; Teachers of Deaf and Hard of Hearing Oral/Aural; and Teachers of Visually Impaired, it is expected that they demonstrate the knowledge needed to support students in mastering the foundations of reading, including:

- a. Knowledge of the significant theories, approaches, practices, and programs for developing reading skills and reading comprehension:
 - Current research-based theories and practices for developing proficient and strategic readers; familiarity with programs and approaches for teaching literacy/reading.
 - Theories, research, and instructional practices for supporting readers with diverse cultural and linguistic backgrounds, strengths, and challenges.
 - Knowledge of reading standards as outlined in the *2017 ELA/Literacy Curriculum Framework*: reading for key ideas and details, craft and structure, integration of knowledge and ideas, and range of reading and text complexity.
 - Instructional practices for supporting comprehension in a variety of genres and content areas.
 - Knowledge of selection criteria for classroom literary and informational texts.

Specialist Teacher SMK: For Reading (Levels All)

- a. Knowledge of the significant theories, practices, and programs for developing reading skills and reading comprehension.
- b. English vocabulary and of English-language dialects; development of vocabulary knowledge.
- e. Selection and use of appropriate programs, materials, and technology for reading instruction.
- i. Second language acquisition and its relationship to literacy learning.
- j. Child and adolescent development and the timing of formal reading instruction.
- k. Cognitive development in adolescence and its relationship to reading instruction.

The following standards from the organizations below will be reviewed within the course content:

2017 English Language Arts (ELA)/Literacy Frameworks (Prek-8)

<http://www.doe.mass.edu/frameworks/ela/2017-06.pdf>

International Literacy Association

https://www.literacyworldwide.org/docs/default-source/resource-documents/standards-for-the-assessment-of-reading-and-writing.pdf?sfvrsn=570a18e_6

COURSE OBJECTIVES

By the end of the course, students will be able to:

1. Discuss the constructs of reading motivation and demonstrate how these should be applied in the classroom;
2. Explain research findings on the relationship between reading motivation and reading behavior and the role that reading competence plays in reading motivation;
3. Conduct interviews and use formal assessments to assess interest and attitudes toward reading;
4. Select a variety of literature based on the interests and skill level of students;
5. Develop meaningful activities to promote reading motivation for students from culturally and linguistically diverse backgrounds;
6. Analyze classroom libraries for relevancy and appeal to young learners of all ability levels;
7. Create an engaging book trailer/talk that is appropriate for a specific grade level;
8. Design engaging activities based on the read aloud of a specific book or chapter.

TECHNOLOGY INITIATIVES:

Users of the Fitchburg State University computer systems are subject to all applicable federal, state, and international computer laws. Questions regarding regulations may be directed to the office of Information Technology Systems.

Teacher candidates will utilize technology in the following ways:

- To complete a number of assignments students will need access to word processing as well as use of the Internet to access information surrounding standards, digital platforms and book reviews. Candidates will utilize technology as a research tool. On-line databases should be accessed through the on-line resources available through the library.

Candidates will utilize the following in order to become familiar with scientifically based reading, reading motivation research, and literature for children and adolescents:

American Library Association

<http://www.ala.org/>

Caldecott Medal Home Page

<http://www.ala.org/alsc/awardsgrants/bookmedia/caldecottmedal/caldecottmedal>

National Research Council, Committee on Research in Education

http://www.nationalacademies.org/core/focus_of_CORE.html

Newbery Medal Home Page

<http://www.ala.org/alsc/awardsgrants/bookmedia/newberymedal/newberymedal>

The National Right to Read Foundation

<http://www.nrrf.org/prodschl.html>

Center for Research on Education, Diversity and excellence

<http://www.cal.org/crede>

Colorin Colorado

<http://www.colorincolorado.com/>

INSTRUCTIONAL STRATEGIES

Lecture/Presentation		Data Collection and Analysis	
X	Discussion/Questioning Laboratory		Pre-Practicum Role Playing/Simulation
X	Problem Finding/Solving	X	Independent Learning
X	Discovery		Field Trip
X	Interviewing	X	Computer Application
X	Collaborative Learning Groups	X	Viewing and/or Listening
X	Reflective Response	X	Computer Application Followed by Discussion
	Creating Visual Illustrations of Concepts	X	Modeling Strategies by Instructor

COURSE REQUIREMENTS:

Participants are required to:

1. Actively participate in Discussion Boards
2. Read texts, journal articles and handouts listed under required readings
3. Complete exercises listed in each module
4. Complete a self reflection summarizing key research findings on reading motivation and reflect on your own practices to promote reading motivation
5. Survey your classroom library and document a plan for updating your classroom library collection
6. Conduct an interview and interest survey with a student and develop a list of potential books to match his/her reading level and interests
7. Develop a digital learning assignment aimed at increasing reading motivation
8. Read Aloud Selection Assignment

DESCRIPTION OF ASSIGNMENTS

Module Exercises

Students will complete a response to an exercise in each of the course modules. These are intended to have you reflect upon a topic covered in the module.

Postings on Discussion Board

All modules require you to post a response to a question posed by the instructor and then respond to classmates. Your responses should include evidence from the readings, presentations and videos.

Self Reflection

This assignment involves summarizing key elements of the research on reading motivation from the readings. The paper should then include a self reflection on your practices for engaging students and how they relate to the research findings. Finally, you should set goals for developing strategies that align with the research.

Classroom Library Survey

You will survey your classroom library to review its content for size, relevancy (age of collection), level of diversity, multitude of formats and genres, as well as fiction and nonfiction. If you do not have a classroom, you will survey another teacher's classroom library. You will note strengths and weaknesses in the library and create a collection development plan that outlines areas of the collection to build over time. Think about how to include student choice into your collection development plan.

Individual Student Assessment of Interests and Attitudes

You will conduct an interest interview with a student and have him/her complete a reading attitude survey. You will submit a report outlining the results and develop a list of recommendations for reading and a plan of action for increasing their reading behavior.

Digital Learning Assignment

You will investigate a digital platform that you would like to use in order to create a book trailer or book talk. You will create an engaging book trailer/talk that is appropriate for the level you teach. You will develop a set of student-friendly directions (written or digital) for your students to use in your classroom. The goal being that they will achieve independence in creating their own as they read throughout the year.

Non-traditional Reading Assignment

You will explore different types of reading and writing platforms in order to meet your students where they are. Adolescents are often motivated to read digital texts that are not what we think of as traditional and valuable reading. Dive into the world of fan fiction and digital self-published works. Begin to cultivate a list of various tools and platforms that you could use in your classroom. This list will be submitted for credit.

Read Aloud Selection Assignment

You will choose a book from the selected list that is appropriate for the level you teach. Think about using this text as a read aloud. You will generate a list of engaging activities that can be done pre reading, during reading and post reading. Include comments on how these activities will generate interest, background knowledge and excitement?

Computer Literacy Requirement: All assignments must be typed, doubled-spaced and formatted in APA style when appropriate. You are expected to use word processing for all assignments (unless otherwise instructed).

ASSISTANCE AND SUPPORT:

If you have questions or concerns about what is being addressed in class or about some aspect of an assignment, **do not hesitate to ask the instructor.** There is a discussion thread that can be utilized to ask the instructor and other students specific questions. In addition to the instructor and the discussion thread entitled Question and Answer, there are other sources of support (writing skills, math skills, counseling, etc.) on campus in the Academic Success Center.

TOPICAL OUTLINE

<i>Dates</i>	<i>Topics for Module</i>	<i>Assignments</i>
May 17-May 30	Reading Motivation Research <ul style="list-style-type: none"> ● The construct of reading motivation ● External versus intrinsic motivation ● Reading Motivation and reading behavior ● Reading motivation and reading competence ● Developmental issues related to reading motivation 	Read the following <ul style="list-style-type: none"> ● De Naeghe et al ● McGeown ● Schiefele ● Troyer ● Wigfield Complete all items on the task list. Self Reflection due June 6th
May 31-June 13	School-wide and classroom strategies for engaging readers <ul style="list-style-type: none"> ● Strategies to promote intrinsic motivation ● Developing a school-wide community of readers ● Developing culturally relevant and appealing classroom libraries ● Assessing student interests and attitude toward reading ● Matching student interests and reading level to literature 	Read the following <ul style="list-style-type: none"> ● McRae & Guthrie ● Howard ● Losee ● Lambert ● Fargo Complete all items on the task list. Assessment of Student Interest and Collection Survey due June 20th
June 14-July 5	Engaging readers through digital platforms and authentic learning tasks <ul style="list-style-type: none"> ● Developing and implementing a system for recommending books that students can independently access.. (i.e First Chapter Friday segments, book talks to display with books) ● Create a digital book trailer/talk including a student-friendly set of directions for students to create. ● Assessing non-traditional digital reading and writing platforms to engage. (Storybird, Novel Effect, Toontastic, TextingStoryetc) ● Develop strategies to design engaging and exciting activities around a particular text. 	Read the following <ul style="list-style-type: none"> ● Ivey ● Pinkney & Haggren ● Korobkova & Collins ● https://www.scholastic.com/teachers/blog-posts/alycia-zimmerman/booktalks-book-trailers-and-book-teasers/ Complete all items on the task list. All assignments due July 5th

****Subject to continual revision based on class needs.**

COURSE EVALUATION POLICIES AND PROCEDURES:

Your course grade will be based on the following:

Assignments	Percentage
Discussion Board Postings	5%
Module Exercises	5%
Self Reflection	20%
Student Interest/Attitude	15%
Collection Survey	15%
Digital Learning Assignment	20%
Nontraditional Reading Assignment	10%
Read Aloud Selection Assignment	10%

Assignments should be completed by the individual receiving credit for the assignment. All resources--people and material must be cited appropriately. Evaluation will be based on the degree to which assignments fulfill the requirements as they are detailed in writing.

FITCHBURG STATE Grade	Letter Grade Equivalency	% Range
4.0	A	95-100
3.7	A-	92-94
3.5	A-/B+	89-91
3.3	B+	86-88
3.0	B	83-85
2.7	B-	80-82
2.5	B-/C+	77-79
2.3	C+	74-76
2.0	C	71-73
0.0	F	0-70
W	Withdrawn	
IN	Incomplete (80% of course requirements must be completed before a student can request a grade of IN)	

COURSE POLICIES

Policy on Academic Integrity

Academic integrity is an essential component of the educational experience. Individual or group work submitted to fulfill course requirements should be solely that of the individual student or collaborative group seeking credit for that work. The University Academic Integrity Policy outlined in the University Catalogue will be followed in cases where students do not conform to this expectation.

Late Assignments

An assignment is considered late if it is passed in the day after it is due and the instructor has not been notified of an extenuating circumstance. Late assignments will receive a 10% reduction in the overall grade for each week it is late.

Resubmission of Assignments

If half credit or less is earned on an assignment, you are able to resubmit this assignment in order to gain a better understanding of the content and receive a higher grade. However, the redone assignments must be received within one week of the initial grade and the two grades (first and second grade) will be averaged together. Please note that this does not apply to final assignments.

Grade Appeal

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State Grade Appeal Policy in your Student Handbook.

Policy on Disability

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978-665-3427 or 978-665-3575 TTY. If you need course adaptations or accommodations because of a disability, if you have emergency medication information or if you need special arrangements in case the building must be evacuated, please make an appointment with the instructor at the beginning of the course. It is important that the issues relating to disabilities be discussed with the instructor as soon as possible.

Academic Integrity Policy

The faculty in the Education Unit at Fitchburg State University expects that work submitted in fulfillment of course requirements will be solely that of the individual candidate (unless otherwise instructed) and all other sources will be cited appropriately. The University Academic Dishonesty Policy, as outlined in the University Catalogue, will be strictly enforced.

Policy on Writing

Students preparing to be teachers must serve as role models of good oral and written communication. The grade will reflect the quality of the written material.

Computer Literacy Requirement

All assignments must be typed, doubled-spaced and formatted in APA style when appropriate, using computer word processing for all assignments (unless otherwise instructed). Candidates are encouraged to use email as a method of communication. Use of the Internet to obtain information, ideas, and resources is also encouraged. Candidates are also strongly encouraged to access the Blackboard system, as course documents will be posted on the site for your convenience.

Copyright Policy

You are reminded that, in preparing materials for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. See "Student Handbook" for more details.

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges, document delivery (books and articles mailed to your home), Interlibrary Loans, online and toll-free phone reference assistance, access to subscription databases, and more. Any questions relating to

library services should be directed to the Access Services Librarian at 978-665-3062 or DLLIBRARY@FITCHBURGSTATE.EDU. There is also a special section for Distributed Learning Library Services at <http://www.fitchburgstate.edu/library/distributed/index.html> outlining the wide range of services available to you and how to access them.

Students who are currently registered with the college may access any of the library's subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library's homepage at <http://www.fitchburgstate.edu/library> and clicking on the All Research Databases link. Select the resource you want to access from the alphabetical listing or from the logon information; this is the same logon you will use for your Fitchburg State email account and if you have any online Blackboard courses. If you do not know your Falcon Key username and password or if you have any problems logging in, contact the college's Information Technology Help Desk at 978-665-4500.

All registered Fitchburg State University students are eligible for a Fitchburg State University One Card ID, which also serves as his/her library card. If you have not received your One Card yet, you can still access all of our online services as long as you have activated your library account. Activate your library account online at <http://www.fitchburgstate.edu/librarycf/cardrequest.cfm> or in person at the Circulation Desk. After activation by the Gallucci-Cirio Library and receipt of your One Card, students may also use any Massachusetts State College and University Library and participating libraries in the Academic and Research Collaborative (ARC) during the current semester. ID cards are available on campus all year round. Students wishing ID cards must either complete the online Photo-less One Card request form (<http://www.fitchburgstate.edu/onecard/photoless/index.cfm>) or present a course registration confirmation at One Card Office in the Conlon Industrial Arts Building of the main campus. Please call 978-665-3039 for available times or if you have any questions about your One Card.

Students are also eligible for a Fitchburg State University email account. Please contact the IT User Services department in room 230 of the Conlon Industrial Arts Building of the main campus or call 978-665-4500.

Additional Resources

- Clark, C., and A. Teravainen. 2017. What it means to be a reader at age 11: Valuing skills, affective components and behavioural processes—An outline of the evidence. London, UK: National Literacy Trust.
- Conradi, K., B. Jang, and M. McKenna. 2014. Motivation terminology in reading research: A conceptual review. *Educational Psychology Review* 26 (1): 127–164. doi:10.1007/s10648-013- 9245-z.
- Cunningham, A. E., & Stanovich, K. E. (1998). What reading does for the mind. *American Educator*, 22(1 & 2), 8–17.
- Daniels, E. (2010). Creating motivation learning environments: What we can learn from researchers and students. *English Journal*, 100(1), 25-29.
- Elsje van Bergen, Dorothy Bishop, Titia van Zuijlen & Peter F. de Jong (2015): How does parental reading influence children's reading? A study of Cognitive Mediation, *Scientific Studies of Reading*, DOI: 10.1080/10888438.2015.1050103
- Frankel, K. K. 2016. The intersection of reading and identity in high school literacy intervention classes.” *Research in the Teaching of English*, 52 (1): 37–59.

- Frey, N., & Fisher, D. (2010). Motivation requires a meaningful task. *English Journal*, 100(1), 30-36.
- Graham, S., and Hebert, M. A. (2010). Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report. Washington, DC: Alliance for Excellent Education.
- Guthrie, J. T., Wigfield, A., Metsala, J. L., & Cox, K. E. (1999). Motivational and Cognitive Predictors of Text Comprehension and Reading Amount. *Scientific Studies Of Reading*, 3(3), 231.
- Lam, S., Cheng, R., & Ma, W. K. (2009). Teacher and student intrinsic motivation in project based learning. *Instructional Science: An International Journal of the Learning Sciences*, 37(6), 565-578.
- McGeown, S. P., R. Norgate, and A. Warhurst. 2012. Exploring intrinsic and extrinsic reading motivation among very good and very poor readers. *Educational Research* 54 (3): 309–322. doi:10.1080/00131881.2012.710089.
- Stanovich, P. & Stanovich, K., (2003). *Using research and reason in education: How teachers can use scientifically based research to make curricular and instructional decisions*. National Institute for Literacy.
- National Reading Panel (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, DC: National Institute of Child Health and Human Development.
- Scammacca, N., Roberts, G., Vaughn, S., Edmonds, M., Wexler, J., Reutebuch, C. K., & Torgesen, J. K. (2007), *Interventions for adolescent struggling readers: A meta-analysis with implications for practice*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.
- Schwanenflugel, P.J., & Knapp, J. F. (2016). *The Psychology of reading: Theory and applications*. New York, NY: Guilford Press.
- Wigfield, A., Guthrie, J. T., Tonks, S., & Perencevich, K. C. (2004). Children's motivation for reading: Domain specificity and instructional influences. *Journal Of Educational Research*, 97(6), 299-309.