

# DOWNLOAD PDF LEARNING COMMUNITIES GUIDE TO IMPROVING READING INSTRUCTION

## Chapter 1 : Concept-Oriented Reading Instruction - Wikipedia

*Learning communities model for professional development model for reading instruction lays groundwork for effective and lasting professional development Dozens of tables, charts and reproducibles to facilitate observation, discussion, reflection, goal setting and improvement in professional study groups and learning communities.*

Reading Comprehension via activating background knowledge, questioning, summarizing, searching, organizing graphically , and interpreting stories Science Inquiry via observation, using knowledge, questioning, designing investigations, collecting data, drawing conclusions, and explaining results conceptually. The science theme was the survival concepts ecology of feeding, locomotion , defense, predation, respiration, reproduction, competition , communication, and adjustment to habitat. CORI provides explicit instruction in reading strategies, such a questioning, activating background knowledge, searching for information, summarizing, and synthesizing information in order to communicate with others. Instruction involves hands-on investigations, inquiry with text, strategy instruction, working in collaborative inquiry teams, and writing to publish and present findings. Of particular interest in the CORI research is the pivotal role that motivation, in all of its instantiations interest, self-efficacy, and achievement motivation , plays in learning both science and literacy. Reading comprehension strategies included: Intrinsic motivations included involvement, challenge, curiosity, social interactions, and the teaching of concepts and inquiry skills. These workshops were given several times during the school year with these teacher-desired outcomes in the following areas: Cognitively, the CORI program stresses the learning of conceptual ideas. Program Specifics[ edit ] CORI instruction can take place within the domain of any subject matter at any grade level. Lessons are developed for the express purpose of increasing student engagement. Texts on a topic are made available to the students, and along with strategy instruction and motivational support, deep understanding of a concept develops. Writing and independent reading are part of the CORI program, as is a culminating activity for a unit of study. Engaging Classrooms, Lifelong Learners: Reading in a Foreign Language, 17, Each in the service of the other. Contributions of Concept-Oriented Reading Instruction to knowledge about interventions for motivations in reading. Educational Psychologist, 42, Modeling the relationships among reading instruction, motivation, engagement, and achievement for adolescents. Reading Research Quarterly, 48, The learning communities guide to improving reading instruction. A dialogic turn in research on learning and teaching to comprehend. What does it mean to be strategic? Books[ edit ] Guthrie, J. Engaging adolescents in reading. Peer-reviewed Journal Articles[ edit ] Ho, A. Patterns of association among multiple motivations and aspects of achievement in reading. Reading Psychology, 34, Profiles of motivation for reading among African American and Caucasian students. Journal of Literacy Research, 41, Download â€” for personal use only Guthrie, J. Impacts of comprehensive reading instruction on diverse outcomes of low-achieving and high-achieving readers. Journal of Learning Disabilities, 42, Download â€” for personal use only Coddington, C. Reading Psychology, 30, Download â€” for personal use only Taboada, A. Effects of motivational and cognitive variables on reading comprehension. An Interdisciplinary Journal, 22, Relationships of three components of reading fluency to reading comprehension. Journal of Educational Psychology, , Reading motivation and reading comprehension growth in the later elementary years. Contemporary Educational Psychology , 32, From spark to fire: Can situational reading interest lead to long-term reading motivation? Reading Research and Instruction, 45, Download â€” for personal use only Lutz, S. Scaffolding for engagement in learning: An observational study of elementary school reading instruction. Journal of Educational Research, , Influences of stimulating tasks on reading motivation and comprehension. Journal of Educational Research, 99, Teaching for literacy engagement. Journal of Literacy Research, 36, Interactions among elaborative interrogation, knowledge, and interest in the process of constructing knowledge from text. Journal of Educational Psychology, 96, Download â€” for personal use only Wang, J. Modeling the effects of intrinsic motivation, extrinsic motivation, amount of reading, and past reading achievement on text

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comprehension between U. Reading Research Quarterly, 39, Domain specificity and instructional influences. Journal of Educational Research, 97, Motivating struggling readers in middle school through an engagement model of classroom practice. Journal of Educational Psychology, 92, Does Concept-Oriented Reading Instruction increase strategy-use and conceptual learning from text? Journal of Educational Psychology, 90, Download " for personal use only Swan, E. Motivational and cognitive influences on conceptual knowledge: The combination of science observation and interesting texts. Download " for personal use only Chapters[ edit ] Guthrie, J. Instructional contexts for engagement and achievement in reading. Reading engagement among African American and European American students. Roles of engagement, valuing, and identification in reading development of students from diverse backgrounds. Promoting reasons for reading: Teacher practices that impact motivation. Interest and motivation in an age of high-stakes testing pp. Engagement practices for strategy learning in Concept-Oriented Reading Instruction. Theory, interventions, and technologies pp. Roles of motivation and engagement in reading comprehension assessment. Evidence for classroom practices that increase reading motivation and achievement. Practices of Teaching Reading for Understanding. Further reading[ edit ] Guthrie, J. Making textbook reading meaningful. Educational Leadership, 69, Processes of motivated, strategic, knowledgeable, social readers. Processes, practices, and policy implications pp. Motivating readers through integrated instruction pp. Elementary Grades[ edit ] Bitter, C. What works to improve student literacy achievement? An examination of instructional practices in a balanced literacy approach. Journal of Education for Students Placed at Risk, 14 1 , 17" Expanding ways for children to talk and think in school. Educational Psychology Review , 15 2 , " The scarcity of informational texts in first grade. Reading Research Quarterly, 35 2 , " Effective practices for developing reading comprehension. The impact of including more informational text in first grade classrooms. Characteristics of classrooms that promote motivations and strategies for learning. Motivating readers through integrated instruction 2nd ed. Influences of concept-oriented reading instruction on strategy use and conceptual learning from text. Elementary School Journal, 99 4 , "