

CREATING INTRINSIC MOTIVATION TO READ
IN MIDDLE SCHOOL STUDENTS

by

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Project Description

The purpose of the following information is to help one understand why I have chosen to create a project that tries to answer my research question: *What are effective strategies for building middle school students' intrinsic desire to read?* Through my research, I have reinforced my belief that strong reading habits contribute strongly to one's success in various areas of life, regardless of what is read. Helping students build a habit of reading for pleasure is essential for them to reach their full potential in whatever they may choose to do.

My research of effective strategies for building the intrinsic desire to read led me to creating a curriculum. It is designed to help teachers create a year-long, reading-based routine in their classrooms. It includes lesson plans to set up daily independent reading time, to have students share their reading, to help students become more successful in finding things they want to read, and to help students think more deeply about what they choose to read for fun. The curriculum is based in the belief that tying points or a grade to the amount a student spends reading, whether it is pages or time, is detrimental to that student's success in building an intrinsic desire to read. Therefore, the majority of the curriculum does not have a grade assigned to the work students will complete.

The exception to this standard is the part of the curriculum designed to help students think more deeply about their reading. This takes the shape of quarterly projects. These projects cover state standards, and they are designed with the intention of showing students how to think more deeply about what they choose to read, and that analysis skills can be used to get more enjoyment out of their reading. While this may initially seem to go against the philosophy of not

tying a grade to students' reading for pleasure, the grade attached to each project is related to how well a student displays their understanding of certain skills, not how much time or how many pages they read that quarter. I believe these skills to be ones which people use when reading for pleasure.

This curriculum is intended for middle school language arts classes. The lessons in the first week are designed for students of this age, and high school students may feel as if they are too old for the lessons. That is not to say the curriculum could not be adapted for high school. The most appropriate parts of the curriculum that could be adapted would be the end of the quarter projects. Even these, though, would need modification to make them more cognitively appropriate for the desired age.

These lessons also vary in length from 40 to 80 minutes. This curriculum was developed for a school setting with 88 minute block classes. These lessons vary in length so that each lesson may take up one or two class periods in a traditional setting. For block class settings, other curriculum may be used simultaneously to supplement lessons which are shorter. It is also possible that two lessons be covered in one block class.

The Understanding by Design Guide to Creating High-Quality Units (Wiggins & McTighe, 2011) was used to help create an outline for which to create the curriculum. Although this type of curriculum was not completely conducive for using *Understanding by Design*, there were parts of the outline that were helpful. The most useful section was *Module D: Developing an Initial Sketch*. I used the *Simple Stages* outline from this section to help organize my ideas and to make sure my desired result of the curriculum was informed by the evidence gathered from the different types of assessments created and the lessons.

The purpose of the following graphic organizer document is to provide a one-stop place to access all the materials of this curriculum. It is fashioned in weeks, but only the first two weeks, the *Introduction* week and *Routine Building* week, are intended to operate one after the other. The other weeks would take place at the end of each respective quarter. This is only a suggestion of how and when the curriculum should be used, but it can be modified to meet one's specific needs. The first three links are supplemental outlines for the different part of the curriculum. They are intended to give reasoning behind different parts of the curriculum.

There are two different assessments to consider. The first assessment are the beginning and quarterly reflection surveys. These are designed to help students reflect on the effort they are putting into their reading. The other major assessment are quarterly projects designed to have students use specific reading skills with their independent reading. Both of these assessment types have rationales which can be accessed below.

Curriculum Calendar Outline

The purpose of this document is to provide a 'one-stop' place to access all the materials of this curriculum. It is fashioned in 'weeks', but only the first two weeks, the Introduction week and Routine Building week, are meant to operate one after the other. The other weeks would take place at the end of each respective quarter. This is only a suggestion of how and when the curriculum should be used, but it can be modified to meet your specific needs.

Supplemental Material:

[Classroom Library Setup](#)

[Student Reading Survey Rationale](#)

[Quarterly Project Rationale](#)

(Note: It is recommend that all PowerPoints in the curriculum be downloaded before being used. Viewing them through a web browser may cause formatting issues.)

	Monday	Tuesday	Wednesday	Thursday	Friday
Introduction Week	Lesson 1: Benefits of Reading Reading Habits Pre-Assessment	Lesson 2: Text Walk	Lesson 3: Building Successful Reading Habits	Lesson 4: Identifying Reading Level and Choosing Texts to Read	Lesson 5: Beginning the Routine
Weekly Reading Routine	Media Center Visit and Book Talk	Independent Reading Time (IRT)	IRT	IRT	Conversations about Reading
First Quarter Project Week	Character Development Project	IRT Project work time	IRT Project work time	IRT Project work time	IRT Project Due End of Quarter Reading Survey
Second Quarter Project Week	Personal Connection Project	IRT Project work time	IRT Project work time	IRT Project work time	IRT Project Due End of Quarter Reading Survey
Third Quarter Project Week	Compare and Contrast Project	IRT Project work time	IRT Project work time	IRT Project work time	IRT Project Due End of Quarter Reading Survey
Fourth Quarter Project Week	Theme Analysis Project	IRT Project work time	IRT Project work time	IRT Project work time	IRT Project Due End of Quarter Reading Survey

References

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