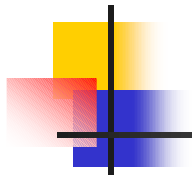


ABOUT CIERA...

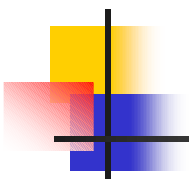
For more information...

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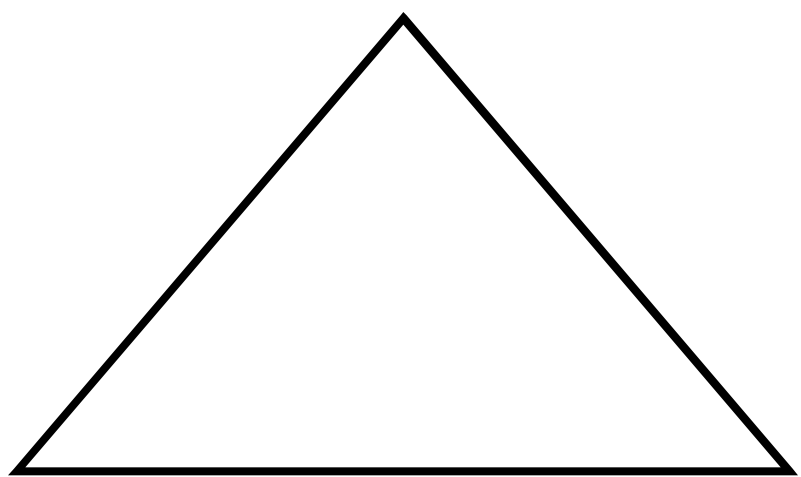
National Reading Conference, 2000

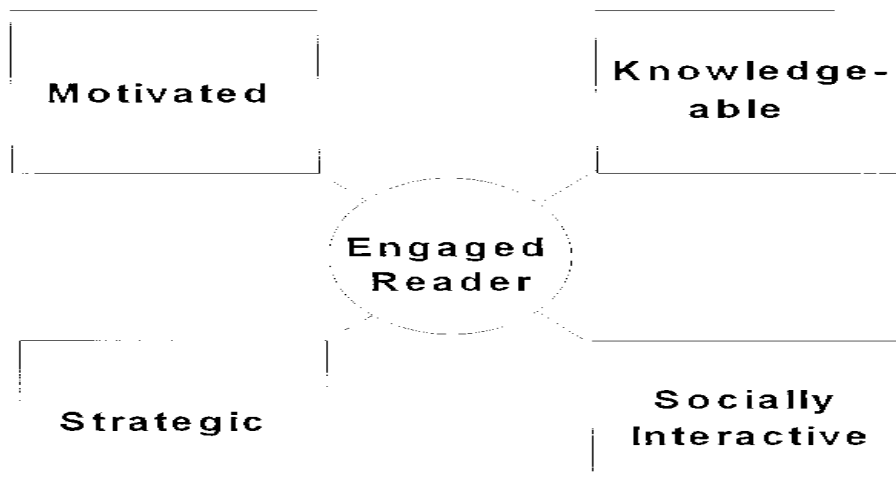
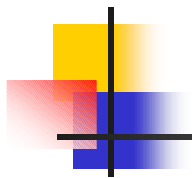


Skill

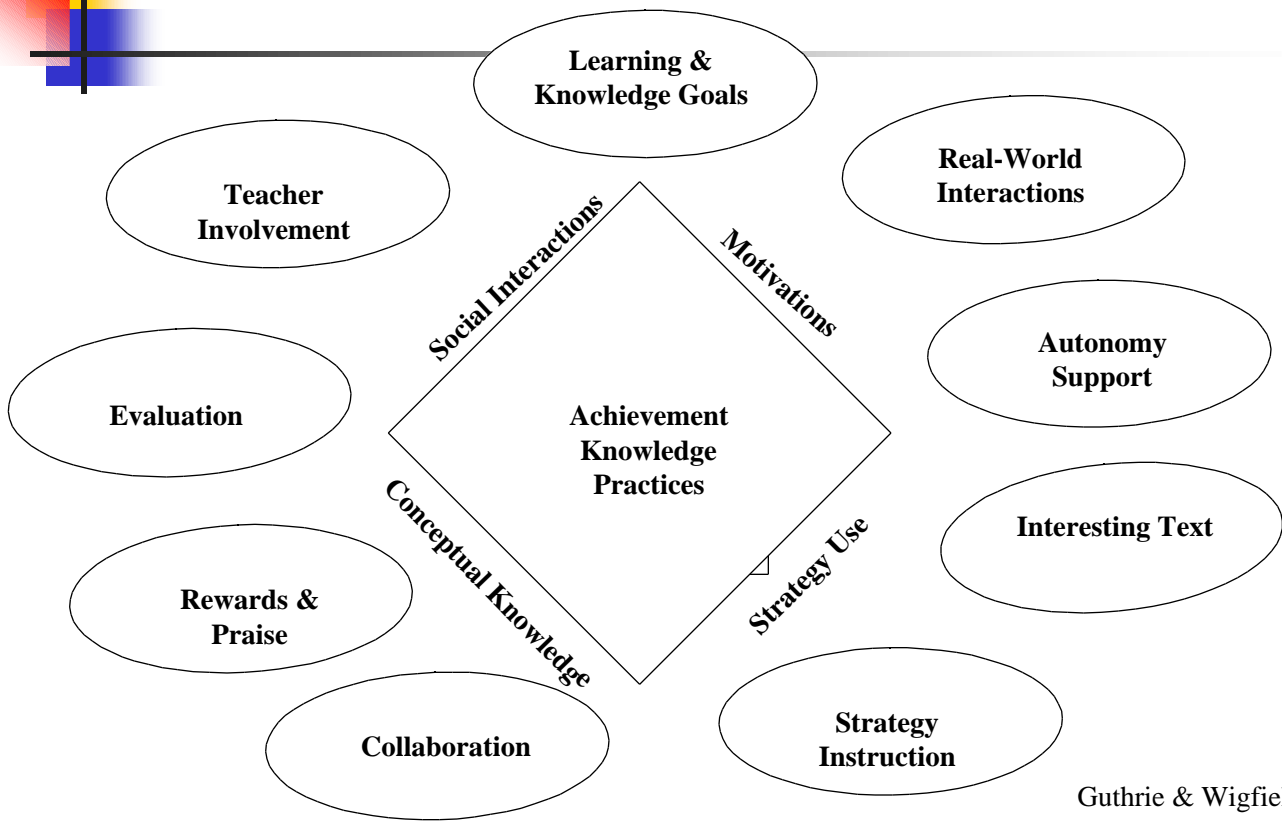
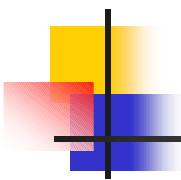
Will

Control



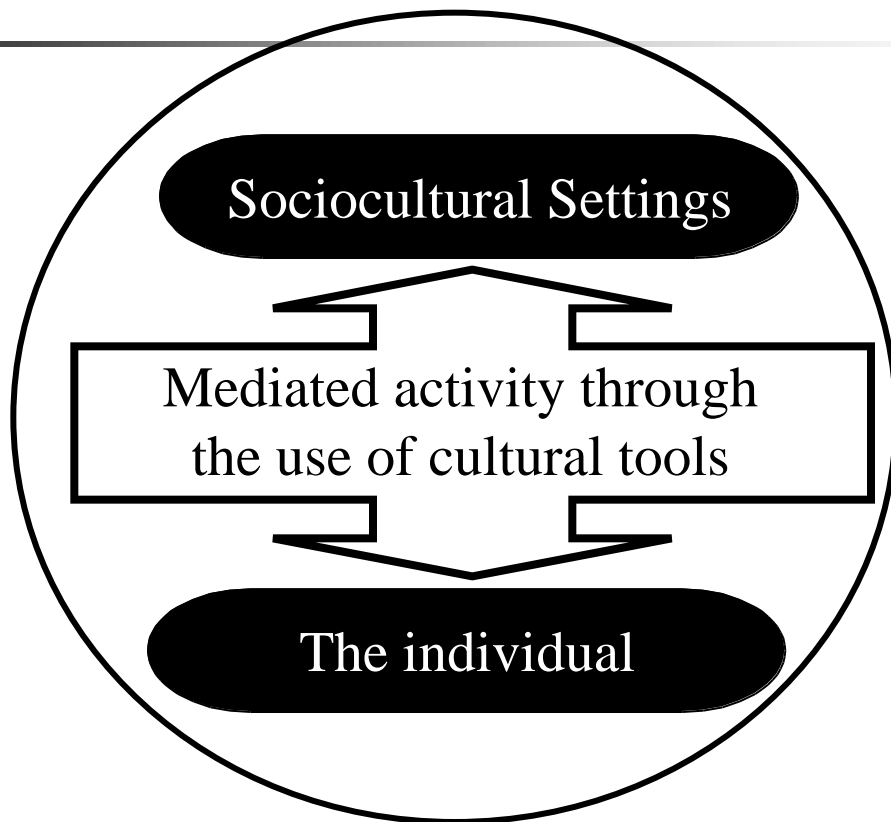


Gambrell, L. B. (1996). Creating classroom cultures that foster reading motivation. *The Reading Teacher*, 59(1), 14-25.

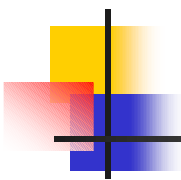


Guthrie & Wigfield, 2000









- Ecocultural theory assumes that family adaptation involves balancing ecology (resources, constraints), culture (beliefs values and schemata) and the needs and abilities of family members in the organization of daily routines (Gallimore, Weisner, Kaufman, & Bernheimer, 1989).

- In this manner, a broader view of family life, inclusive of the three planes of development emerges. The child is no longer singled out of context, but rather, a dynamic member of a family, which in turn is also engaged in constructing a tenable living within its environment.



Questions

- What are the individual dimensions of reading-related motivation (e.g., interests, beliefs, and values) of urban and inner-city students who are relatively successful in comparison to their peers who are not?
- How do these motivations impact, and how are they impacted by, reading-related classroom interactions?
- How are these motivations related to cultural-historical features of reading and literacy characteristic of the families and communities of which these students are a part?

Site

Public school setting in a large urban Southwest central city Latino immigrant community with large number of homeless children – mostly Spanish-speaking, most of families employed in nearby garment industry – n = 21 families over two years



Personal Plane

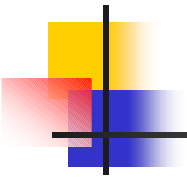
- School-based
 - Language (LAS & Solom)
 - Standardized Achievement
 - Grades
 - Teacher Comments
- Literacy Measures
 - Clay's Concepts about Print
 - Writing samples
- Motivation
 - Motivation to Read Profile
 - Teacher Questionnaire on Student Motivation to Read

Interpersonal Plane

- Observation
 - Classroom
 - Latchkey (After-school Program)

Institutional/
Community Plane

- Observation (home & community)
- Focus groups with parents
- Focus groups with teachers
- Focus groups with paraeducators
- Community profile
- Family profiles
- Ecocultural Inventory



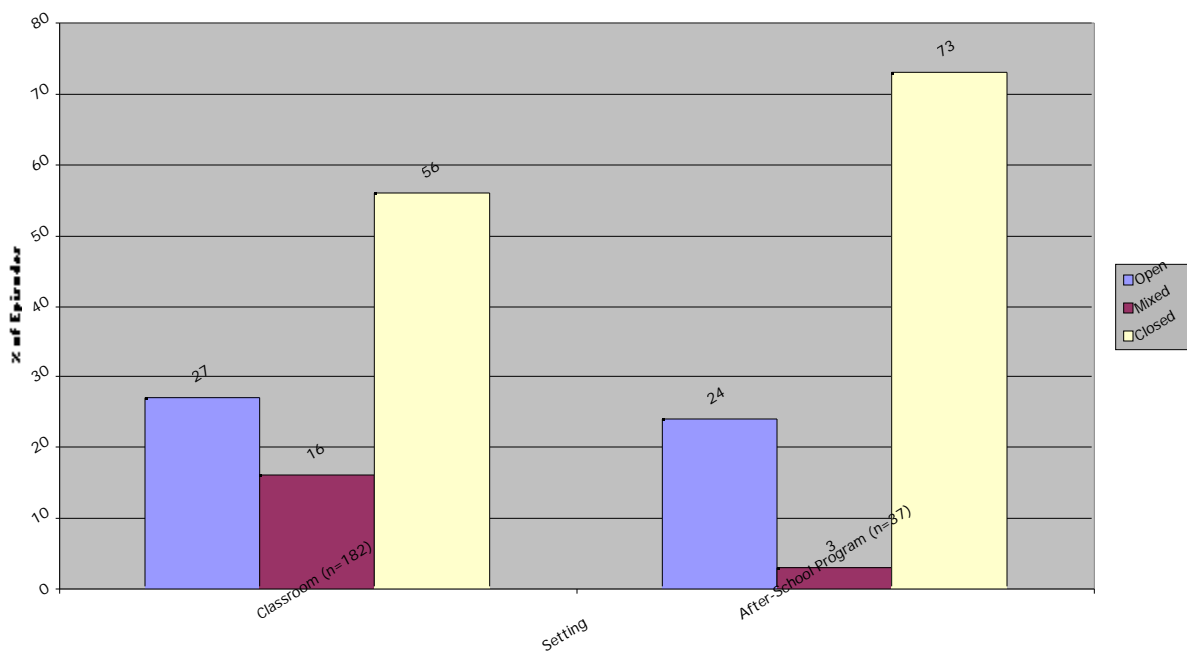
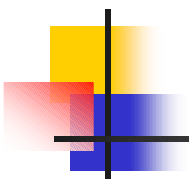
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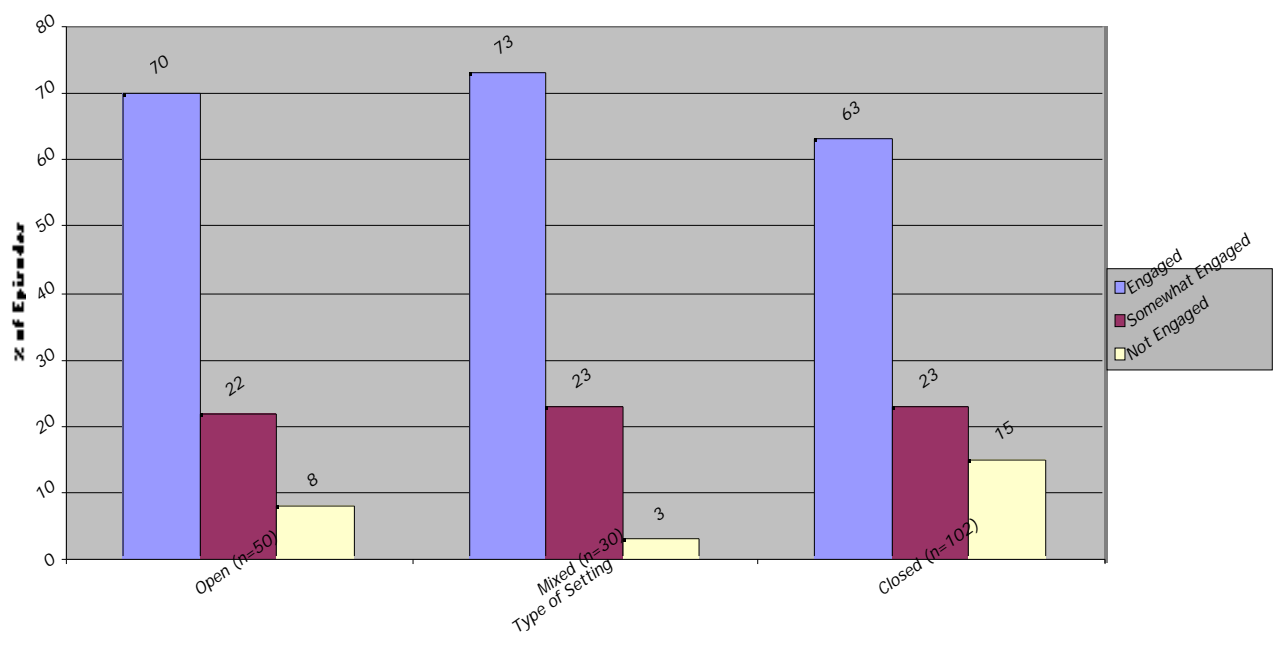
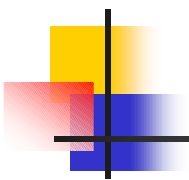
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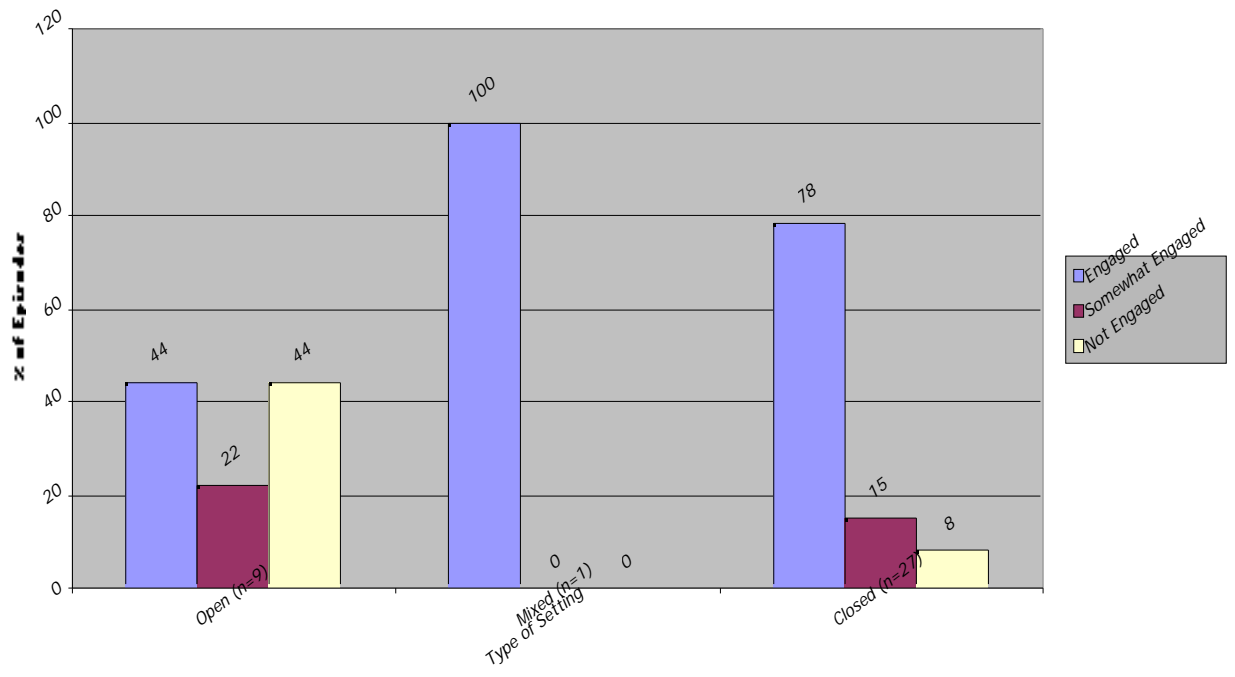
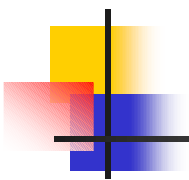
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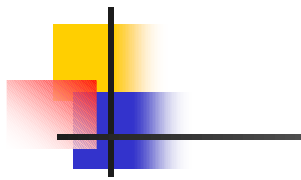
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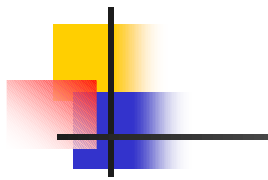






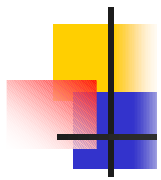
	M	SD
Achievement	2.13	.76
Grade	3.78	1.31

Note: Achievement score is teacher's report of child's achievement in reading on a 1-3 scale, and the Grade score is the child's grade in reading on a 1-5 (A to F) scale.



	M	SD
Writing	2.39	.66
Individual	2.79	.68

Note: The ranges for these items are 1-4



	M	SD
Self Concept	29	5.95
Value reading	33.61	4.39

Note: The ranges for these items are 10 – 40.



	M	SD
Immigration	14.7	4.34
Nurturance	25.89	5.37
Instrumental	16.17	5.97
Culture & Language	28.61	6.73
Workload	9.17	3.87

Note: The ranges for these items are as follows: *Immigration*, 0-56; *Nurturance*, 0-40; *Instrumental*, 0-32; *Language and Culture*, 0-56; *Workload*, 0-16 + number of children younger than target child



Children's Perceptions of their Motivation to read

Ecocultural Factors

Self Concept

Value reading

Immigration

.09

.09

Nurturance

.36

.52*

Instrumental Knowledge

.22

.02

Culture and language

.52*

.32

Workload

-.07

-.48*

* $p < .05$

Teacher Perceptions of Children's Motivation to read

Ecocultural Factors

Writing

Individual

Immigration

.48*

.16

Nurturance

.16

.09

Instrumental Knowledge

.26

.59**

Culture and language

.43

.52*

Workload

-.09

.04

* $p < .05$, ** $p < .01$

