

MOTIVATING READING COMPREHENSION

Concept-Oriented Reading Instruction

Edited by

John T. Guthrie • Allan Wigfield • Kathleen C. Perencevich

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Concept Oriented Reading Instruction (CORI) is a unique, classroom-tested model of reading instruction that breaks new ground by explicitly showing how content knowledge, reading strategies, and motivational support all merge in successful reading instruction. A theoretical perspective (engagement in reading) frames the book and provides a backdrop for its linkage between hands-on science activities and reading comprehension. Currently funded by the Interagency Educational Research Initiative (IERI), this model has been extensively class tested and is receiving national attention that includes being featured on a PBS special on the teaching of reading. Key features of this outstanding new volume include:

Theoretical Focus—CORI's teaching framework revolves around the engagement perspective of reading: how engaged reading develops and the classroom contexts and motivational supports that promote it.

Content-Area Focus—Although science is the content area around which CORI has been developed, its basic framework is applicable to other content areas.

Focus on Strategy Instruction—CORI revolves around a specific set of reading strategies that the National Reading Panel (2000) found to be effective. In some current CORI classrooms collaborating teachers implement all aspects of CORI, and in other classrooms teachers implement just the strategy instruction component.

Illustrative Vignettes and Cases—Throughout the book, vignettes and mini-case studies convey a situated view of instructional practices for reading comprehension and engagement. A detailed case study of one teacher and of the reading progress of her students is featured in one chapter.

This book is appropriate for graduate and advanced undergraduate students in education and psychology, for practicing teachers, and for researchers in reading comprehension and motivation.

"There is great potential here. Intellectually this model is rich and grounded in an outstanding research program. It has received national attention in the research community. I think the timing is so right for a text like this."

—Jim Hoffman, *University of Texas*

"This book will appeal to both inservice and preservice teachers. I plan to use the CORI idea in K-12 professional development workshops on content-area literacy in Detroit, across southeastern Michigan, and around the country. And as soon as the book is out, I will use it as a resource in both workshops and preservice education courses."

—Elizabeth Moje, *University of Michigan*

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