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Since 2001-2002, standards-based accountability provisions of the No Child Left Behind Act of 2001 have shaped the work of public school teachers and administrators in the United States. This book sheds light on how accountability policies have been translated into actions at the district, school, and classroom levels in three states.

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Drawing on the professional literature of many fields, this book provides an interpretation of the available research on motivation and describes instructional approaches in classroom contexts. The book aims to help teacher educators, researchers, and graduate students understand the research literature in motivation and use in their efforts to enhance children's literacy development. After an introduction, "Reading Engagement: A Rationale for Theory and Teaching" (John T. Guthrie and Allan Wigfield), chapters in the book are: (1) "Children's Motivations for Reading and Reading Engagement" (Allan Wigfield); (2) Developing Self-Efficacious Readers and Writers: The Role of Social and Self-Regulatory Processes" (Dale H. Schunk and Barry J. Zimmerman); (3) "Motivation, Volition, and Collaborative Innovation in Classroom Literacy" (Lyn Corno and Judi Randi); (4) "The Pull of the Text and the Process of Involvement in Reading" (Diane Lemonnier Challert and JoyLynn Hailey Reed); (5) "Teacher Perceptions of Student Motivation and Their Relation to Literacy Learning" (Anne P. Sweet); (6) "The Role of Responsive Teaching in Focusing Reader Intention and Developing Reader Motivation" (Robert B. Ruddell and Norman J. Unrau); (7) "Characteristics of Classrooms That Promote Motivations and Strategies for Learning" (John T. Guthrie and Ann Dacey McCann); (8) "Integrating Science and Literacy Experiences to Motivate Student Learning" (Roger Bruning and Barbara M. Schweiger); (9) "Ownership, Literacy Achievement, and Students of Diverse Cultural Backgrounds" (Kathryn H. Au); (10) "Starting Right: Strategies for Engaging Young Literacy Learners" (Julianne C. Turner); (11) "Incentives and Intrinsic Motivation to Read" (Linda B. Gambrell and Barbara Ann Marinak); and (12) "School Change and Literacy Engagement: Preparing Teaching and Learning Environments" (Carol Mimick Santa). (RS)

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