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Citation for published version:

McGeown, S & Smith, KC 2023, 'Reading engagement matters! A new scale to measure and support children's engagement with books', *Reading Teacher*. <https://doi.org/10.1002/trtr.2267>

Digital Object Identifier (DOI):

[10.1002/trtr.2267](https://doi.org/10.1002/trtr.2267)

Link:

[Link to publication record in Edinburgh Research Explorer](#)

Document Version:

Publisher's PDF, also known as Version of record

Published In:

Reading Teacher

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Reading Engagement Matters! A New Scale to Measure and Support Children's Engagement with Books

Sarah McGeown, Kristin Conradi Smith

Reading engagement matters! Supporting behavioral, cognitive, affective, and social aspects of engagement will ensure all children have positive, rich, and diverse experiences with the books they read.

"My brother doesn't even notice me when he's reading... even if I ask him a question. So he loses himself in books. But not me." Child, aged 9 (US).

"Sometimes I stop and leave a bookmark a few pages behind where I stopped so when I'm older I can read it. Like for *Wings of Fire*. It had too many big words I don't understand." Child, aged 9 (US).

"You don't want to put it down, because every page you read, there's another cliff-hanger; 'Oh, what will happen here? What will happen here? Oh, can I just read for two more minutes?'" Child, aged 10 (UK).

"I feel like I am actually in that place, and I don't want to leave it" Child, aged 10 (UK).

So often, as teachers, we are wrapped up in ensuring that students *can* read or that they finish a particular assignment, but we forget to focus on broader factors that lead to the type of sustained literacy engagement we desire of our students. While there are pedagogical practices we can adopt to foster engagement in our classroom—spanning from content-based, engaging instruction (Guthrie et al., 2004) to fostering classroom relationships (Cantrell et al., 2017)—it's also helpful to consider how each of our students think about engaging with reading.

The quotes we share at the start of this article come from real conversations we have had with children and they illustrate how kids really think about reading— how one can get lost in a particular kind of book or how kids are aware that sometimes a book is just too hard for now.

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Understanding what drives kids to engage with texts (or not to!) should be a cornerstone of our work as elementary teachers because *how* and *whether* our students engage with books matters!

But other than observing them, how can we better understand our students' reading engagement (or lack thereof)? Given the importance of reading engagement for the breadth and quality of children's reading experiences and outcomes (Lee et al., 2021; McGeown & Wilkinson, 2021; Miyamoto et al., 2019; Taboada Barber & Klauda, 2020; Torppa et al., 2019), we developed a new scale for teachers to use to assess reading engagement: The Reading Engagement Scale. After defining reading engagement and its precursor, reading motivation, we describe how we developed the scale and how to use it with your students in the classroom.

What Is Reading Engagement?

Researchers' understanding of reading engagement has changed significantly over the last two decades, from a two (affective and behavioral) to a three (affective, behavioral, and cognitive) (Fredricks et al., 2004; Taboada Barber & Klauda, 2020; Unrau & Quirk, 2014) dimensional construct. However, a recent systematic review of reading engagement research (Lee et al., 2021) identified four distinct dimensions: behavioral, cognitive, affective, and social, as illustrated in [Figure 1](#). We modified their

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definitions for teachers and other educators interested in understanding and supporting children's quality and depth of reading experiences.

Firstly, *behavioral engagement* reflects children's reading behaviors. This includes how frequently and for how long children read in their own time, as well as the breadth of their reading activities (e.g., range of genres). Research demonstrates that the amount of time children read outside of school contributes to growth in their reading skills and comprehension (Mol & Bus, 2011; van Bergen et al., 2020), with fiction book reading being particularly important for reading development (Torppa et al., 2019).

Cognitive engagement reflects children's level of cognitive effort while reading—for example, the extent to which they put into place strategies (e.g., decoding, re-reading) to support their comprehension. Cognitively engaged children are much more likely to spend time deciphering unfamiliar words, working out the meanings of new words, monitoring their comprehension and making connections between information in the book and their existing knowledge (Miyamoto et al., 2019). Cognitive engagement has also been

associated with reading skill, mediating the relationship between children's reading motivation and their comprehension (Miyamoto et al., 2019).

Affective engagement reflects the depth of emotions children experience while reading and the extent to which children are interested in what they read and explore personally meaningful content. Affective engagement includes immersing oneself in a book, relating personal experiences to text content, using ones' imagination, and empathizing with characters (Kuzmičová & Cremin, 2021; McGeown & Wilkinson, 2021). When children are asked to share their reading experiences they often refer to reading as being an opportunity for them to relax, laugh, explore new worlds, escape reality, and/or spend time with fictional friends (McGeown et al., 2020). Indeed, book reading has been associated with well-being (Clark & Teravainen-Goff, 2018) and reduced prejudice toward others (Vezzali et al., 2015).

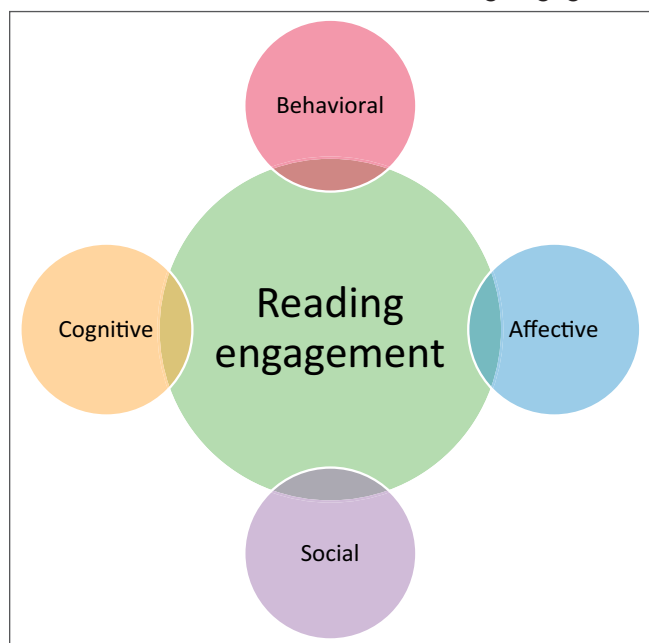
Finally, *social engagement* reflects children's participation in different types of reading activities with others. This includes talking about books, reading together and/or recommending, sharing, and borrowing books (Gambrell, 2011). Providing inclusive opportunities for these social practices is key to creating communities of readers within a school (Cremin et al., 2014). Furthermore, Taboada Barber and Klauda (2020) note that social interactions can also result in deeper reading and understanding of a book, as children may read more carefully and reflect on the book more if they know they will discuss the book after. In addition, when children interact socially in reading discussions, they can learn from each other.

Collectively, these four dimensions of reading engagement are associated with a wide range of rich and diverse reader outcomes, including academic (e.g., reading and language: e.g., Mol & Bus, 2011, Torppa et al., 2019) and social and emotional (e.g. empathy, reduced prejudice, well-being: e.g., Clark & Teravainen-Goff, 2018; Eekhof et al., 2022; McGeown & Wilkinson, 2021). However, to date, there is a surprising lack of research focused on understanding reading engagement, compared to reading motivation, a conceptually similar, but distinct construct. Understanding the differences, but also the relationship between reading motivation and engagement, is essential for teacher educators working in practice to promote reading engagement.

PAUSE AND PONDER

- Does book provision in your school reflect the interests, preferences, lives, experiences and abilities of your student community?
- Do your students know how to books they will enjoy and connect with?
- Are your students comfortable and confident sharing their thoughts about books with others?
- How often have you thought about the influence of your classroom practices on children's reading engagement?

Figure 1
The Multidimensional Nature of Reading Engagement



Understanding Reading Motivation, and its Relationship to Reading Engagement

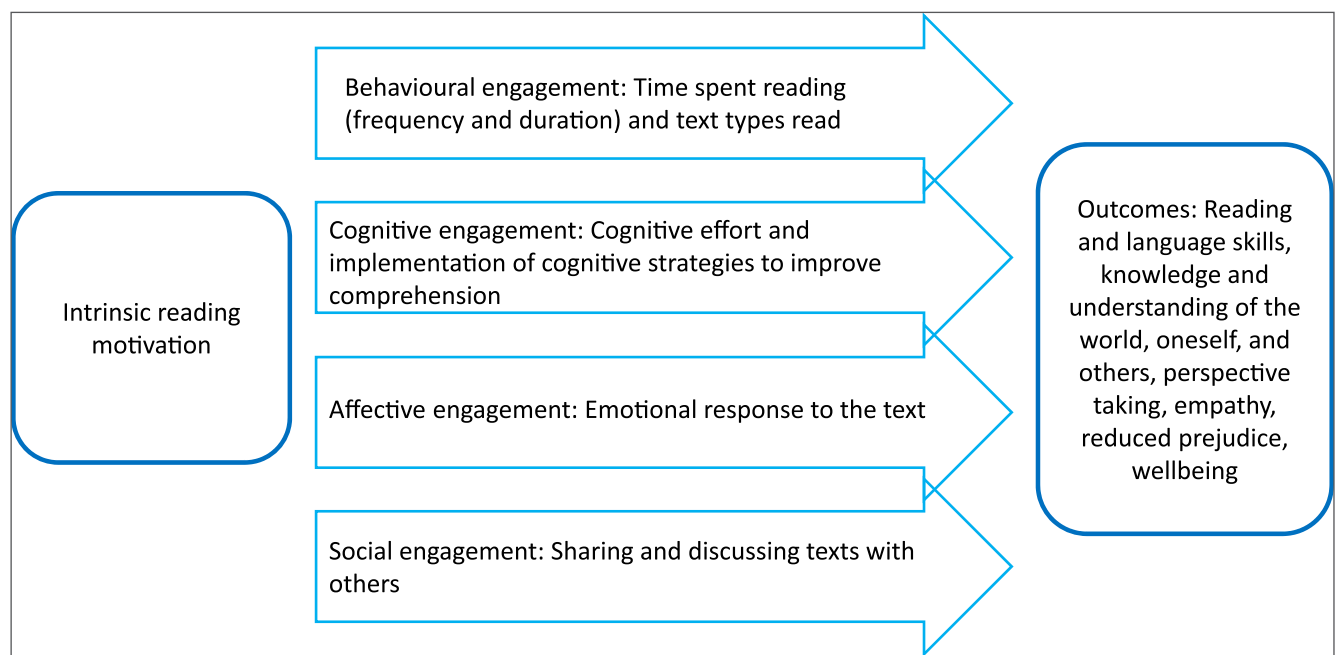
A conceptual review of reading motivation research (Conradi, Jang & McKenna, 2014) defined intrinsic reading motivation as “the drive to read resulting from an individual’s beliefs about, attitudes toward, and goals for reading” (Conradi et al., 2014, p154). Children’s beliefs about reading reflect whether they believe they are good at reading or not (i.e., their self-perceptions of themselves as readers) and whether they believe reading is a useful and important activity. Reading motivation also reflects children’s attitudes toward reading. That is, the extent to which they feel reading is an enjoyable, useful, and important activity. Finally, reading motivation reflects children’s goals or reasons for reading. In other words, why they choose to read: Is it to learn, for fun, to relax, for escapism, to spend time with fictional friends, or because their teacher told them to? This latter point is important because it draws attention to the difference between intrinsic (internal reasons for reading—e.g., for fun) and extrinsic (external reasons for reading—e.g., because their teacher told them to) motivation (Schiefele et al., 2012).

While children often read for numerous reasons (both intrinsic and extrinsic) and may have different reasons for reading different texts, research is consistent

that intrinsic reading motivation (i.e., the internal desire to want to read) is associated with more frequent and engaged reading, and better reading skill, than extrinsic reading motivation (e.g., Schiefele et al., 2012; Troyer et al., 2019). Understanding reading motivation is essential to understand and support reading engagement, as reading motivation is the precursor to reading engagement, as illustrated in Figure 2.

Indeed, as highlighted above, children who are more intrinsically motivated to read are more likely to choose to read in their own time (behavioral engagement: Miyamoto et al., 2019) and implement cognitive strategies to support their comprehension (cognitive engagement: Miyamoto et al., 2019). While there is no quantitative research demonstrating evidence of a causal relationship between intrinsic reading motivation and affective or social engagement, qualitative research with children suggests that those who are motivated to read engage more deeply and emotionally with the books that they read (McGeown et al., 2020) and may be more likely to take part in social reading activities (Oxley & McGeown, 2023). However, it’s also important to recognize that many avid intrinsically motivated readers prefer to be solitary readers, choosing not to share their reading experiences with others (Oxley & McGeown, 2023). Indeed, social engagement is different from the other types of engagement, as it reflects engagement with

Figure 2
Relationship between Reading Motivation, Engagement, and Outcomes



others in reading activities/discussion, rather than the solitary act of engaging in reading oneself.

Although a considerable number of surveys measuring reading motivation exist (e.g., Malloy et al., 2017; see Davis et al., 2018 for a review of reading motivation surveys), we are only aware of one existing measure of reading engagement—The Reading Engagement Index (Wigfield et al., 2008). However, that instrument is designed for teachers to take, instead of students, but is useful for teachers to assess the extent to which they believe their students are engaged. Our instrument, on the other hand, has been designed for children to complete and is intended for use both by teachers and for research purposes to better understand children's reading engagement during the upper years of elementary school.

The Development of the Reading Engagement Scale

As two literacy researchers based in the US (Conradi-Smith) and UK (McGeown) interested in understanding and supporting children's reading engagement (see Lee et al., 2021; McGeown & Wilkinson, 2021) and in creating research-informed resources for teachers, we decided to create a new reading engagement scale. The development of the scale was informed by relevant theory and research, and but also benefited from considerable input from teachers, other professionals, and children.

The four dimensions of the scale were informed by a recent systematic review of reading engagement (Lee et al., 2021) and the scale's focus on free time reading reflects research illustrating the importance of leisure time reading for comprehension (Torppa et al., 2019; van Bergen et al., 2020) but also the importance of volitional reading for positive affective experiences with books (McGeown & Wilkinson, 2021).

Questions for the scale were initially developed during online discussions between the authors, who have both carried out research in this area and work routinely with teachers in their research. The initial scale was informed by relevant research (e.g., Lee et al., 2021) and knowledge of related measures in this area (e.g., Wang et al., 2016). Once a full version of the scale was created, this was shared with eight teachers/other professionals with specific interests in reading, motivation, and engagement. These teachers and professionals were well known to the first author, and worked in different education contexts. All were given one week to view the scale (and background information about the scale) before attending an online meeting. During the meeting, discussion focused on: (a) the relevance/

importance of the dimensions from teachers' perspectives, (b) parameters of the scale (e.g., planned age range, whether to focus on fiction and non-fiction, whether to include in school and/or only out-of-school reading), and (c) specific feedback on all survey and discussion items. Feedback was received orally during the meeting from all, with additional written feedback from some. Simultaneously, the scale was shared with another researcher with expertise in the area (LMK), to seek their feedback. The scale was then revised and decisions about parameters made.

We next asked teachers from two US and two UK schools to share the scale with their students (aged 9–11), asking students to complete the scale and to share if any questions were unclear. Demographic information on these participating students was not collected; however 128 students completed this scale, from six classes. During this stage, teachers administered the survey to their entire class of students, reading aloud each of the questions, as the intended administration format. Survey responses were not scored, but instead teachers requested feedback from all students, asking about any questions that were unclear and noting the length of time required for administration. This feedback was then returned to the researchers and further revisions were made. These revisions included minor changes to the initial instructions at the start of the scale, the instructions and response format for some questions in the behavioral engagement dimension and one question within cognitive engagement. Simultaneously, cognitive interviews were conducted in five separate sessions with individual children, ranging in age from 8 to 11 (see Jang & Protacio, 2020). The interviews allowed for one to one discussions with a researcher who could probe more deeply into children's understanding and interpretation of the items. This also allowed the researchers to ensure children were interpreting the final items as we intended. Revisions were also made as a result of this process, for example, genre terms used.

Finally, to assess scale reliability, 443 children (231 boys), aged 8–11, completed the Reading Engagement Scale. As the four dimensions of the scale were based on existing theoretical and empirical research, reliability was assessed by examining internal consistency within each dimension (using Cronbach's alpha, where 0.7 and above is acceptable). An acceptable or near to acceptable level of internal consistency was found for all dimensions: behavioral: $\alpha = 0.668$ (six items), affective $\alpha = 0.765$ (six items), cognitive $\alpha = 0.611$ (six items), and social $\alpha = 0.786$ (six items). These values are comparable with other survey instruments used widely in the field (e.g., Motivation to Read Questionnaire-Revised, Wang & Guthrie, 2004).

Decisions regarding the age range of students for whom this scale should be used (age 8–11) is based on the use of similar scales to measure reading motivation which are typically used in elementary school contexts (e.g., Malloy et al., 2017). From age eight onwards, children are typically engaging in more independent reading activities, required to complete this scale, but also have higher levels of self-awareness and self-reflection to be able to respond to the survey questions. We would therefore discourage the use of this scale with students younger than age eight. A four point scale was selected as this is common in similar scales used to measure reading motivation (e.g., Malloy et al., 2017), and six questions for each construct was a pragmatic decision to ensure the survey was sufficiently short to be able to administered relatively easily, and to retain students' attention when doing. However, the six questions are also intended to provide sufficient breadth of coverage; during an iterative process of development, each dimension initially had approximately 8–10 questions, but questions were removed or revised to remove overlap but ensure breadth of coverage.

How to Use the Reading Engagement Scale

The Reading Engagement Scale (see end of manuscript) is intended to be used with whole classes of children, aged 8–11, to capture their breadth and depth of reading engagement with books (fiction and non-fiction) that they read in their own time (either in school or out-of-school). It was designed to be relatively quick for children to complete (approximately 10 minutes) and administratively easy for teachers to use and score (scoring details are provided after the scale). We would encourage teachers or researchers using the scale to do so with whole classes or small groups of students, and to read out all survey questions, to ensure reading skill does not affect students' ability to complete the survey.

Furthermore, the Reading Engagement Scale has an optional follow-up interview/discussion section, to encourage teacher and student discussion of reading engagement, and practices to support students' reading engagement. This section has not been tried out with students, but has been viewed by teachers involved in the development process, who felt this was a useful addition, so that teachers can gain greater insight and decide (optionally, with students), on ways to further support students' reading engagement. The entire scale can be used across different contexts (US and UK) with a minor modification (Q4—outlined in the scale).

Experiences of Using the Reading Engagement Scale

Students' Perspectives

When piloting the scale with children, we found it to be easy to understand and relatively quick for children to complete. Many also enjoyed the opportunity to provide their own thoughts at the end in the open question, for example: *"When I'm reading X, I can't think of anything else."*; *"I take books on trips!"*; *"After 5 minutes of reading I'm so bored."*; *"I can't read scary books before I go to bed."* This supplementary question allows children to let you know a little bit more about themselves as readers and can give greater insight into children's reading experiences, which are not limited by the survey items. This question may also help with the interpretation of children's scores in the scale.

In addition, from our experiences of administering the scale with students in the classroom, we have found that children do need some reflection time to answer some of the questions, and so this is built into the instructions.

Teachers' Perspectives

Teachers who have used the instrument share how much they have enjoyed reading their students' responses and how the open-ended responses, in particular, often caught them by surprise. One teacher, for example, noted how she had assumed one of her students "wasn't a reader," because he seemed rather disengaged in class, but his responses on the RES revealed he was an avid reader of fantasy and graphic novels and liked to lose himself in his books.

From our discussions and input from teachers, we learned that many had not considered reading engagement in this way before, and felt that understanding these four different dimensions was very helpful, in terms of thinking more comprehensively about reading engagement and understanding what was going on "beneath the surface" as children read. This particular notion—that engagement includes multiple components—stood out to many of the teachers who used our survey. In fact, one shared that she had always thought about engagement as an

"... on/off switch and they [her students] are either engaged or they aren't. Realizing that there are multiple factors gives me a lot to think about, which can be daunting, for sure. But at the same time, it also gives me a lot to work with. Now, if I'm struggling to get one of my students engaged in what we're reading, I can try to tackle it a few different ways."

In [Table 1](#), we present some instructional ideas teachers might want to consider based on the data they have

Table 1
Instruction Ideas to Enhance Children’s Reading Engagement

Dimension of reading engagement	Sample questions from the Reading engagement scale	Instructional practices for enhancement
Behavioral	How much time do you spend each week reading?	Provide students with access to texts that they want to read and ensure they have quality time in school to read books they enjoy
	What are your favorite types of books to read?	Encourage children to take books home and help parents/guardians understand the value of recreational reading
		Encourage school or class library visits
Affective	I care what happens to the characters in the books I like	Select texts for classroom use that are high-quality, and reflect the interests, preferences, lives and experiences of children in the class
	I feel happy when I read books	Model, through think-alouds, how to make sense of character traits and decisions Encourage children to explore personally meaningful content as they read
Cognitive	I think about what I already know to help me understand what I read	Model metacognitive aspects of reading with students so that they see what you do to focus reading and the different ways to persist when reading become difficult
	When part of a book is difficult to understand, I will keep reading until it becomes clearer	Discuss strategies to support comprehension (e.g., decoding unfamiliar words, working out word meanings, drawing upon background knowledge, re-reading)
Social	I enjoy discussing books in my free time	Incorporate partner reading, literature circles, or whole-class novel reading, ensuring children are taught the skills to contribute positively and meaningfully to these activities
	I recommend books to others	Provide inclusive opportunities for students to make recommendations of books on a bulletin board or through book talks

collected and what they learn about their students. Though teachers we talked to conceded they had rarely thought about engagement having multiple dimensions, as they worked with this instrument, they conceded that thinking about behavioral and affective engagement felt the most familiar. They were quick to embrace instructional ideas around social engagement, too. One reading specialist shared “One unintended outcome of reading novels together as a class has been the increase in engagement, which in turn has led to students persevering when the text gets difficult.” When we asked her what she thought made them persevere, she said, “I think it’s because they feel successful and they like discussing it together. It’s the social context.” Leveraging that social contexts holds so much value.

Understanding students’ cognitive engagement also holds value, particularly as texts become more challenging (see Amendum et al., 2018). If we can understand how students think about applying their effort, what they think about doing when something breaks down, etc., we can then better know how to model for them what to do.

To use the scale, we recommend administering the Reading Engagement Scale at the beginning of the year so that teachers can use this data to complement other cognitive data collected—a practice strongly encouraged by others (see Afflerbach, 2016). In addition, following implementation and scoring of the scale, we would encourage teachers to reflect on children’s individual scores, but also their profiles (e.g., high on affective engagement but low

on cognitive engagement, or high on behavioral engagement but low on social engagement, etc.). Following this, provide support to individual students/groups of students on dimension of need, and/or provide general support on a specific dimensions with your whole class (e.g., if low scores are reported by all on cognitive engagement, for example).

Conclusion

To date, insufficient research attention has been paid to understanding, measuring and supporting children's reading engagement. The new Reading Engagement Scale is informed by researchers, teachers, other professionals, and children, and should support teachers as they continue to foster positive reading experiences and create classes full of engaged child readers.

Acknowledgments

Thank you to all the teachers, literacy and pedagogy leaders, and other professionals involved in the development process of this scale, including members of the LALco network. In addition, we would like to extend a huge thank you to the children who were involved in its development. This project was funded, in part, by a grant awarded by the Nuffield Foundation to the first author (Grant number: EDO/FR-000022626X).

Funding Information

Sarah McGeown received funding from the Nuffield Foundation (EDO/FR-000022626) which led to the initiation and development of the Reading Engagement Scale.

Conflict of Interest Statement

The authors have no known conflicts of interest to disclose.

Ethics Statement

This project received ethical approval from Moray House School of Education and Sport Ethics Committee, University of Edinburgh on 6th October 2021.

Data Availability Statement

No data resulting from the development of the Reading Engagement Scale is available.

TAKE ACTION

1. Ensure children have access to, and know how to choose books, which align with their interests, preferences, lives, experiences and abilities. Connection with a book is important for deep reading engagement.
2. Set aside regular reading time during the school week, where children are reading a book of their choice. Allow children the opportunity to swap a book if they are not enjoying it, and encourage them to take books they enjoy home to read.
3. Consider how your current teaching practices influence children's reading engagement (e.g., books selected to read in class, reading activities) and whether these can be revised to improve the breadth and quality of children's reading engagement.
4. Discuss ideas to support reading engagement with colleagues, sharing practices you have found to be successful, and drawing upon relevant research in this area (see also More to Explore).
5. Discuss ideas with children to support their reading engagement (e.g., refreshed book provision, more support with book choice/how to discuss books with others), paying particular attention to those children reporting low levels of reading engagement.
6. Continue to evaluate your practice (e.g., by using the Reading Engagement Scale at different points in the school year) and keeping communication going with children about their reading engagement.

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MORE TO EXPLORE

- Blog series: To read or not to read: How diverse practices, perspectives and experiences influence reading engagement: <https://www.bera.ac.uk/blog-series/to-read-or-not-to-read>
- Blogpost: Teacher practices that impact reading motivation. Visit: <https://www.readingrockets.org/topics/motivation/articles/teacher-practices-impact-reading-motivation>
- Book, & Erickson, J. D. (2022). *Reading motivation: A guide to understanding and supporting children's willingness to read*. Rowman & Littlefield.
- Podcast: Listen to podcast by author Sarah McGeown, who discusses children's affective engagement with books, and how to foster reading motivation: <https://www.buzzsprout.com/688199/8136222>
- Website: Visit the project website to download resources and learn more about children's reading engagement: <https://blogs.ed.ac.uk/literacylab/current-projects/read-engage/>

Reading Engagement Scale

Part 1

Name: _____

Hello. This survey has been created to learn about your experiences of reading books in your own time (own time=free time in school and anytime out-of-school). Someone will read the questions aloud to you. Please check the box that best fits with how you feel or what you do. There are no right or wrong answers—we are interested in what you really think and do when you read. For questions 1, 2, and 3, please make sure you check a box for fiction and non-fiction.

1. How often do you read fiction and non-fiction books in your own time **each week**.

	Not at all	1–2 days	3–4 days	5–7 days
Fiction				
Non-fiction				

2. How many fiction and non-fiction books have you read in your own time in the **last month**?

	0	1–2	3–4	5+
Fiction				
Non-fiction				

3. How long do you usually read fiction and non-fiction books for without taking a break

	0–5 min	5–15 min	15–30 min	30+ min
Fiction				
Non-fiction				

4. If you read in your own time, what are your favorite types of books to read? Please check all boxes that apply and circle your favorite genre.

Funny/ comedy	Adventure	Mystery	Scary
Fantasy/ Magic	Historical fiction	Sci-fi	Realistic fiction (US) / Real life fiction (UK)
Picture books	Biographies	Non- fiction	Graphic Novels

5. Now we'd like you to think about how you feel when you read books and why you choose to read different

books. Take a little time to think about each question before you answer it. When you are ready, please check the box that best describes you.

	Never	Sometimes	Often	Always
I feel happy when I read books				
I feel relaxed when I read books				
I feel connected to the characters, stories or topics that I read about in books				
I care what happens to the characters in books I read				
Book reading takes me into another world				
I read books to learn more about my interests				

6. Now we'd like you to think about what you do when you read. Take a little time to think about each question before you answer it. When you are ready, please check the box that best describes you.

	Never	Sometimes	Often	Always
If a book becomes difficult, I re-read to increase my understanding				
When I read books, I think a lot about what I am reading				
I think about what I already know to help me understand what I read				
When I read books, if I come to a word I do not know, I will try to work it out				
If part of a book is difficult to understand, I will keep reading until it becomes clearer				

	Never	Sometimes	Often	Always
If a book uses words I do not know, I will still try to understand the main story				

7. Finally, we'd like to learn about how much you share reading with others. Others can include your friends, teacher, classmates, or family. Take a little time to think about each question before you answer it. When you are ready, please check the box that best describes you.

	Never	Sometimes	Often	Always
I talk about books with others				
I enjoy discussing books with others				
I recommend books to others				
Others recommend books to me that they think I will like				
I feel confident discussing books with others				
I start conversations about books with others				

8. Is there anything else you'd like to tell us about your experiences of reading books, good or bad, that we have not asked? If there is, please write it here:

Thank you for completing these questions.

Reading Engagement Discussion

Part 2

This can be used with individual children, small groups, or the whole class.

Individual

Teacher information:

The Reading Engagement Survey is a useful tool to understand your students' reading engagement profile. However, to improve their reading engagement, we would recommend a short conversation with individual students (perhaps those scoring low in certain areas) to develop more detailed insight and identify ways to improve support.

This can be done by following up on specific items within the scale where a student has reported low scores, or focusing on entire dimensions more generally. For example:

Thank you for completing the reading engagement survey. I was really interested to hear what you had to say about your reading experiences. When looking over what you said:

EXAMPLES:

I noticed that you said that you do not enjoy discussing books to others—I'm interested to know why this is. Would you like to do this more? Is there anything I can do to support this?

I noticed that you do not seem to read books which reflect your interests, or things that are important to you. What type of things are you interested in? Perhaps we could find a book together that would interest you.

I noticed that when reading books, you do not often use strategies you have been taught to improve your understanding. Can you remember any of the strategies you have been taught? I realize it's been a long time since we have covered this so let us revisit them together.

Group/whole class

Teacher information: An alternative approach would be to use the Reading Engagement Scale as a prompt for smaller group (based on profile) or whole-class activities aimed at improving reading engagement. This would avoid singling out any students, but would also limit opportunities for individual support. For example:

Thank you for completing the reading engagement survey. I was really interested in what you all had to say about your engagement when reading and it's made me think that this is something that we could work on so that you all hopefully have better experiences when reading.

Let us spend some time over the next few weeks focusing on each of these different aspects of engagement. Let us start with affective engagement....

Scoring the Reading Engagement Scale

All questions in the Reading engagement Scale (with the exception of question 4) have a choice of four options. Each child should receive a score of 1 for far left response

(e.g., never) to a score of 4 for far right response (e.g., always).

The scale is split into sections, with dimensions presented in the following order: behavioral (questions 1–3) affective (question 5), cognitive (question 6), and social (question 7). Each dimension has six questions, therefore scores for each dimension of engagement will range from 6 to 24, representing the lowest to the highest level of engagement. A total engagement score by summing all dimensions can also be calculated and will be out of 96.

Please note, for behavioral engagement, this dimension can be split for fiction and non-fiction, if of interest, with three questions for each.

Question 4 examines breadth of reading activity, to provide researchers/teachers with insight into preferred genres but also breadth of reading activity. A total score for breadth can be calculated by summing all boxes selected, but please note that a higher value does not indicate a more engaged reader, simply a reader who reads a wider range of genres.