Engaging & Motivating Young Readers for Success through Interactive Read-Alouds and Independent Reading

Reading First Regional Meeting
Office of Literacy
December 2 and 3, 2008
Engaged Readers...

✓ ...are involved at a deep level, absorbed, engrossed, interested, and motivated.
✓ ...read frequently for interest, enjoyment, and learning.
✓ ...want to gain new knowledge of a topic, follow a narrative, or expand their own experiences through printed material.
The Global Economy is Driving Change

- By 2015, about 85 percent of new jobs will require at least a two-year degree
- Just 10 percent of the state’s employment opportunities are in manufacturing
- Employers say most critical job skills are professionalism, work ethic, oral and written communications, teamwork, collaboration, problem solving and critical thinking
- Recent MBAE study found a majority of high school graduates and many college graduates were lacking in most of those skills
### 21\textsuperscript{st} Century Skills Framework

<table>
<thead>
<tr>
<th>Learning &amp; Innovation</th>
<th>Information, Media &amp; Technology</th>
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<tbody>
<tr>
<td>• Critical Thinking &amp; Problem Solving</td>
<td>• Information Literacy</td>
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<tr>
<td>• Creativity &amp; Innovation</td>
<td>• Media Literacy</td>
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<tr>
<td>• Communication &amp; Collaboration</td>
<td>• ICT (Information, Communications &amp; Technology) Literacy</td>
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<th>Life &amp; Career</th>
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<td>• Flexibility &amp; Adaptability</td>
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<td>• Initiative &amp; Self-Direction</td>
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<td>• Social &amp; Cross-Cultural Skills</td>
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<tr>
<td>• Productivity &amp; Accountability</td>
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<tr>
<td>• Leadership &amp; Responsibility</td>
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<td>• Cultural Competency</td>
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Literacy Teaching/Learning Requires

- Knowing the Research

- Practicing the Art of teaching

- Using your Heart to teach every student, every minute, every day!
The Research

**Knowledge**
- 5 components
- Spelling/language
- Writing
- Background knowledge

**Instruction**
- Systematic, Intentional, Explicit, Robust
- Moving to independence (scaffold to release)
- Concept/vocabulary - introduce, provide student-friendly explanation, illustrate, check for understanding
- Student participation/collaboration
- Timely corrective feedback
- Teach to mastery (lots of practice)

Archer, 2007
The Art

Monitor and adjust
- Placement/intensity in programs/interventions
- Instruction and practice (differentiate)

Delivery of instruction
- Attention, pace, opportunities to respond, connection (smile, greet, use names)
- Humor and enthusiasm are infectious

Management
- Communicate expectations, anticipate challenges, teach behaviors, honor effort, provide active, engaging instruction

Archer, 2007
The Heart

Excellent Teachers have:

- Deep knowledge that they make a difference
- Enthusiasm for content and materials
- Commitment to excellence
- Focus on achievement (own and students’)
- Tenacious instruction
- Passion for student learning (and their own)
- Compassion for students and families

Archer, 2007
Do the Math!

- **8 Conditions** that make a difference in student aspirations Quaglia, 2008
- **7 Steps** to building a context for engaged reading Guthrie, 2001 in McClure, 2008
- **6 evidence-based Principles** for motivating students to read Brozo & Flynt, 2008
- **5 Specifications** for facilitating motivation among all learners Barkley, 2008
- The power of **one** Barkley, 2004
The 8 Conditions That Make a Difference®

Self Worth
- Belonging: Feeling like you are a part of a group, while knowing you are special for who you are.
- Heroes: Having someone who believes in you and who is there when you need them.
- Sense Of Accomplishment: Being recognized for many different types of success, including hard work and being a good person.

Active Engagement
- Fun & Excitement: Enjoying what you are doing, whether at work, school, or play.
- Curiosity & Creativity: Asking "why?" and "why not?" about the world around you.
- Spirit Of Adventure: Being excited to try new things, even when you are not sure if you will be good at them.

Purpose
- Leadership & Responsibility: Making your own decisions and accepting responsibility for your choices.
- Confidence To Take Action: Setting goals and taking the steps you need to reach them.

Quaglia, 2008
7 Steps to Building a Context for Engaged Reading

- Identify a knowledge goal and announce it.
- Provide a brief real-world experience related to the goal.
- Make trade books and multiple other resources available.
- Give students some choice about the subtopics and texts for learning.
- Teach cognitive strategies that empower students to succeed in reading these texts.
- Ensure social collaboration for learning.
- Align evaluation of student work with the instructional context (e.g., grade students for progress toward the knowledge goal).

Source: Guthrie, 2001
6 Evidence-Based Principles to Motivate Content Area Reading

• Elevating self-efficacy
• Engendering interest in new learning
• Connecting outside and inside school literacies
• Making an abundance of interesting texts available
• Expanding choices and options
• Structuring collaboration for motivation

Brozo & Flynt, 2008
5 Specifications

S – Safe learning environment
P – Purposeful, worthwhile work
E – Encouragement that is respectful and effective
C – Control over achieving one’s learning goals
S – Success

Barkley, 2008
Think - Pair - Share

• With a partner, describe 3 important practices associated with high quality interactive read-alouds.

• Turn and talk for 90 seconds.

• Share out for 3 minutes.
Research-based components include...

Text selection
  Previewed and practiced
  Clear purpose established
  Fluent reading modeled
  Animation and Expression
  Discussing the text
  Independent reading and writing

Research-based methods: Dialogic reading; Text Talk;

Print referencing

Fisher, Flood, Lapp, & Frey 2004; Lane & Wright, 2007
Why are these components important?

- Purpose, text selection and connection lead to students’
  - Exposure to writers’ language patterns
  - Exposure to new vocabulary, concepts, text structures
  - Opportunities to be “turned on” to the joy of reading
- Read-aloud is paramount to literacy development
  - Hearing - reading - telling - writing
Continued...

- Read-aloud provided a model for
  - Prosody
  - Understanding
- Setting the purpose
  - Increased student engagement
  - Improved the quality of discussion
- In addition, expert teachers created word walls that linked the concepts/vocabulary of similar texts

Fisher et al., 2004
Informational Books for Read-alouds

Why?
- Inspire curiosity
- Provide experience with linguistic features
- Support comprehension/background knowledge, particularly in content areas

What opportunities?
- Provide balance/diversification
- Pairing with fiction
- Facilitate student access to other texts
- Stimulate rich discussions

**Brainstorm:**

<table>
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<tr>
<th>Why is independent reading so important to success in school and in life?</th>
<th>What opportunities exist for independent reading in the classroom?</th>
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<tbody>
<tr>
<td>How can you improve on the independent reading program that you currently have in place?</td>
<td>What are some challenges that you have with your independent reading program?</td>
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</table>

What characterizes engaged independent reading?
How’d You do?

• Choice
• Challenge
• Control
• Collaboration
• Construct Meaning
• Consequence of Task

Reutzel, 2008
## Improve Comprehension & Achievement

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<tr>
<th>Motivational Classroom Practice</th>
<th>Effect Size</th>
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<tbody>
<tr>
<td>Knowledge (content) goals for learning</td>
<td>0.87</td>
</tr>
<tr>
<td>Student choice in selecting text</td>
<td>1.20</td>
</tr>
<tr>
<td>Use of interesting instructional text</td>
<td>1.64</td>
</tr>
<tr>
<td>Social collaboration during reading</td>
<td>0.48</td>
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Reutzel, 2008
Components in the Classroom

- Control, challenge, & choice
  - Books from a basket, bin, shelf
  - Subtopics from a theme or topic
  - Various ways to demonstrate new understanding (multiple intelligences)

- Collaboration, constructs, & consequence
  - Cooperative groups
    - Accountable talk
    - Power of one
**Discussion: ELA Standard 1**

**Accountable Talk: ELA Standard 11 & 13**

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<tr>
<th>Teacher</th>
<th>Student</th>
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<tr>
<td><strong>ALC</strong> Link ideas - Who agrees, disagrees, can repeat, can add on</td>
<td><strong>To learning community</strong> link ideas - I agree etc.</td>
</tr>
<tr>
<td><strong>AAK</strong> Support ideas - evidence from text; how do you know, give examples, explain, show</td>
<td><strong>I know that because it says here that...</strong></td>
</tr>
<tr>
<td><strong>ART</strong> Ask to explain thinking - Why do you think that? Explain more</td>
<td><strong>I think that because...</strong></td>
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*Wolf, Crosson, & Resnick, 2006*
The Power of One

- Cooperative learning provides positive interdependence
  - One product
    - Group produces one final result
  - One role
    - Each member has a different & important role
  - One material resource
    - Materials are limited so that they must be shared
  - One space
    - The group must apply efforts at one time and place to produce the outcome
Action Research

• Read the Reutzel et al., 2008 and/or Fisher et al., 2004 article(s).

• Adjust the genre wheel in Reutzel to reflect a balance of informational/literary text genre/types.

• Try out at least one of the activities or suggestions presented and be prepared to discuss results; example: Teacher - ask coach to observe IR; Coach - model all IR components; use one of the tools for independent reading: T - in classroom; C - introduce to teacher(s).

• Bring a recommendation for a read-aloud or addition to the classroom library on 1/29/09.

• Have fun experimenting!
References


References


References


Resources and Tools

- Tracking form for student conferences - may be copied for classroom use and is also available to IRA members at http://www.reading.org/Library/Retrieve.cfm?D=10.1598/RT.62.3.2&F=RT-62-3-Reutzel_supp-1.html.