

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



21st Century Skills Framework

Learning & Innovation

- Critical Thinking & Problem Solving
- Creativity & Innovation
- Communication & Collaboration

Information, Media & Technology

- Information Literacy
- Media Literacy
- ICT (Information, Communications & Technology) Literacy

Life & Career

- Flexibility & Adaptability
- Initiative & Self-Direction
- Social & Cross-Cultural Skills
- Productivity & Accountability
- Leadership & Responsibility
- Cultural Competency



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)



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**



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.



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

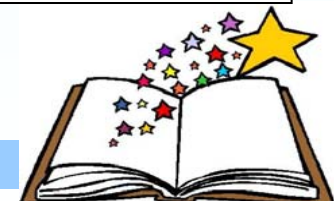
- **Elevating self-efficacy**
- **Engendering interest in new learning**
- **Connecting outside and inside school literacies**
- **Making an abundance of interesting texts available**
- **Expanding choices and options**
- **Structuring collaboration for motivation**



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

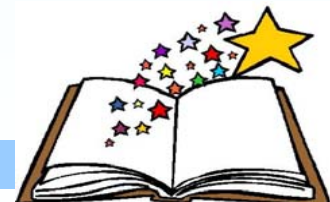
Research-based methods: Dialogic reading; Text Talk;

Print referencing



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

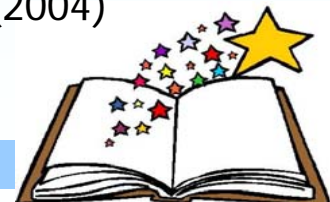
Fisher et al., 2004



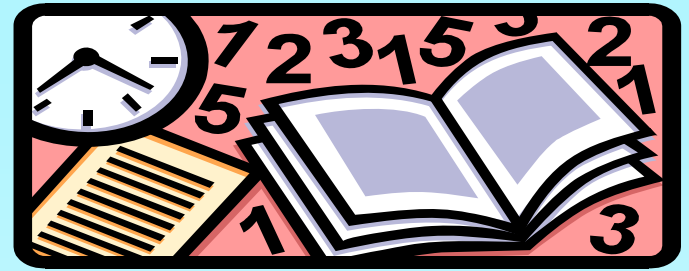
Informational Books for Read-alouds

- 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

Kletzien & Dreher, (2004)



Brainstorm:



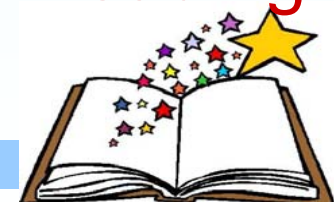
Why is independent reading so important to success in school and in life?

What opportunities exist for independent reading in the classroom?

How can you improve on the independent reading program that you currently have in place?

What are some challenges that you have with your independent reading program?

What characterizes engaged independent reading?



How'd You do?

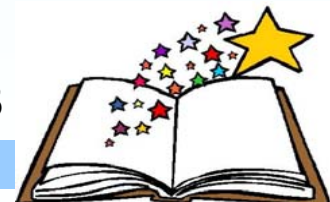
- Choice
- Challenge
- Control
- Collaboration
- Construct Meaning
- Consequence of Task

Reutzel, 2008



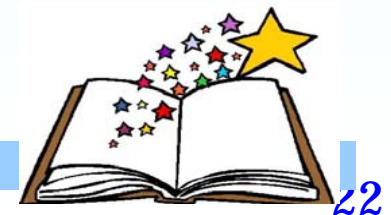
Improve Comprehension & Achievement

Motivational Classroom Practice	Effect Size
Knowledge (content) goals for learning	0.87
Student choice in selecting text	1.20
Use of interesting instructional text	1.64
Social collaboration during reading	0.48



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



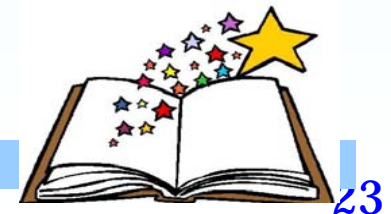
Discussion: ELA Standard 1

Accountable Talk: ELA Standard 11 & 13

Teacher

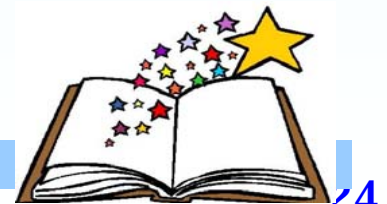
Student

<u>ALC</u>	Link ideas - Who agrees, disagrees, can repeat, can add on	To learning community link ideas - I agree etc.
<u>AAK</u>	Support ideas - evidence from text; how do you know, give examples, explain, show	I know that because it says here that...
<u>ART</u>	Ask to explain thinking - Why do you think that? Explain more	I think that because...



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!



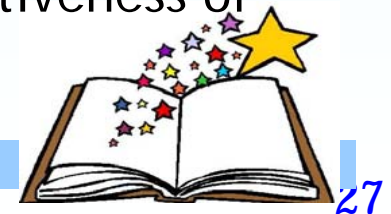
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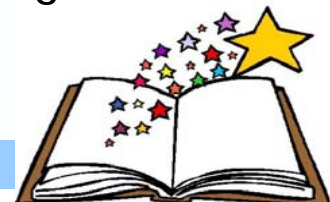
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Resources and Tools

- Accountable Talk Rubric based on the work of Wolf, M. K., Crosson, A. C., & Resnick, L. B. (2006). Accountable talk in reading comprehension instruction: CSE Technical Report. *Center for the Study of Evaluation, National Center for Research and Evaluation, Standards, and Student Testing*. Los Angeles, CA: University of California, Los Angeles available from mcaesar@doe.mass.edu.
- Accountable Talk Observation Tool available online at
- <http://ifl.lrdc.pitt.edu/ifl/index.php?section>.
- Appendix A from Duke, N. K., & Bennett-Armistead, V. S. (2003). Reading & writing informational text in the primary grades: Research-based practices. New York, NY: Scholastic, Inc.
- Interactive Read-Alouds for grades 2-3 suggested by Linda Hoyt and available online at <http://www.interactivereadalouds.com/components.aspx>.
- Reading and Writing Interest Inventory from Harp, B. (2006). The handbook of literacy assessment and evaluation, 3rd Edition. Norwood, MA: Christopher-Gordon Publishers, Inc.
- 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.

