

Evidence-Based Facilitator Guide: Improving Intermediate Literacy

Recommendation 4: Motivation and Engagement in Literacy Learning

September 2020

IMPROVING INTERMEDIATE LITERACY
Professional Development Facilitator's Guide

Recommendation 4: Motivation and Engagement in Literacy Learning

Materials checklist and notes	1
State Department of Education/Background.....	2
Presenter's facilitation script	3
List of Handouts.....	34
References.....	35

Materials checklist and notes

Item	Consumable Y or N	Quantity	Notes
Computer			
Projector			
Clicker			
PowerPoint presentation on flash drive or computer			
Handouts			
Chart paper and pens			
Sticky notes			
Agenda			
Sign-in forms			
Evaluation form			
Articles to be read			
Miscellaneous			

State Department of Education/Background

About the guide

Designed to help instructional leaders deliver effective training to teachers, this guide provides nine evidence-based strategies for supporting literacy in grades 4–8. It includes practical application ideas and examples, as well as resources for immediate implementation. This guide is based on *Improving Adolescent Literacy*, a practice guide from the Institute of Education Sciences (IES). More information is available at www.ies.ed.gov.

This guide, as well as the accompanying presentation materials, were compiled by the Region 17 Comprehensive Center at Education Northwest for the Idaho State Department of Education.

How to use the guide

This guide is designed to complement the training provided to an instructional leader (e.g., coach, teacher, administrator) who supports teachers in using evidence-based strategies to improve outcomes for students in grades 4–8. The instructional leader will be trained to facilitate and lead learning in a school and/or district. This guide includes a suggested script for each slide in the accompanying PowerPoint presentation. The facilitator can also use the supplemental handouts. For additional information on word recognition, phonological awareness, decoding, sight words recognition, language structure, and more, see <https://courses.lumenlearning.com/suny-hccc-childrenslit> and <https://courses.lumenlearning.com/literacypractice>.

*Note: The presentation slides that correspond to this guide are based on the **fourth** of four IES recommendations; there are four presentations total, and the first 19 slides are the same in each one. Thus, if you are delivering more than one of these presentations to the same audience during the same professional learning event, after describing the session outcomes (see Slide 1), you can skip ahead to Slide 20 after your first presentation.*

The design of this guide provides flexibility to facilitators to respond to school or district needs in a targeted manner. Each evidence-based practice can be provided as a brief training session over the course of a school year. These recommendations can be grouped into common threads and provided as a full- or half-day professional development session. The practices and subsequent activities are not content-specific; they can help improve literacy across content areas in grades 4–8.

What participants need to bring

Participants should bring their core instructional materials, teacher manuals, textbooks, and/or grade-level standards. Throughout the professional learning session, they will be asked to reference and make connections to the instructional tools (i.e., core instructional materials) they are using.

Presenter's facilitation script

Outcomes (post on chart paper)

- Describe the importance of motivation and engagement in literacy learning.
- Explain how motivation and engagement are different and what this means for literacy learning.
- Learn two to three strategies for increasing motivation and engagement in the classroom.
- Practice and apply those strategies to current core materials.

Engagement structures

- Structured partners (pairs at table)
- Table groups
- Pairs-to-square (two partner pairs come together to create a group of four)
- Conversation placemat (from Discussion module—will be used as the engagement and discussion structure in this module)
- Talking chips
- Additional engagement strategies (e.g., quick writes, weighty words, inside-outside circle, cold call, whip around)

Slide 1: Welcome

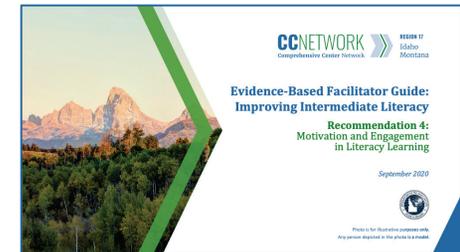
(Introduce yourself and invite colleagues and participants to introduce themselves. Establish structured partners and have partners identify whether they will be a “1” or a “2” during partner work.)

Today’s presentation was developed in partnership with the Idaho State Department of Education and the Region 17 Comprehensive Center at Education Northwest, a nonprofit organization.

The goal of this professional development is to share evidence-based recommendations for improving intermediate literacy. It is designed to provide research and practical ideas for meeting the needs of all students, including struggling readers across content areas. We have four outcomes for today (*point to chart paper*). By the end of this training, you will be able to:

- Describe the importance of motivation and engagement in literacy learning
- Explain how motivation and engagement are different and what this means for literacy learning
- Learn two to three strategies for increasing motivation and engagement in the classroom
- Practice and apply those strategies to current core materials

Our shared goal is to provide support for Idaho educators; together, we must equip students in grades 4–8 with the literacy skills they need to succeed.



Slide 2: An important insight

Take a minute to read and reflect on this quote.

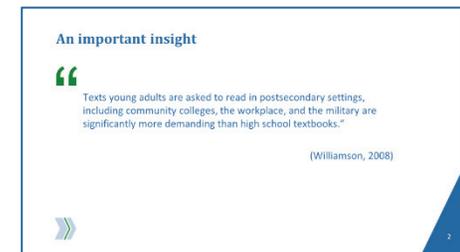
(Allow time for reflection)

What does this make you think about?

(Allow participants to share their thoughts)

What implications does this have for you and your students?

(Ask participants to share their thoughts)



Every day and in every classroom in Idaho, teachers and students are using texts to communicate through speaking, listening, writing, and reading. We are preparing our students for a world of informational texts. This presentation has been prepared for ALL of you here today.

The one common factor across content areas is the ability to read critically. Whether you teach math, science, social studies, English, or technology, we ALL teach literacy.

Slide 3: The literacy challenge is real

The literacy challenge is real for students, teachers, and families. In 2019, the National Assessment of Educational Progress (NAEP), was administered at schools across the nation. The 2019 report card shows that, in most states, fourth- and eighth-grade students have stalled or declined in reading proficiency over the last decade. Two-thirds of students did not score proficient in reading on the most recent test. A third of the nation's fourth-graders tested "below basic." (Baumhardt, 2019).



In Idaho, 34 percent of fourth graders and 37 percent of eighth graders scored at or above proficient in reading. Both of these scores were above the national average. Further, across the board, Idaho is in the top 15 in the national rankings. However, the eighth-grade reading score decreased by four points in 2019—a statistically significant drop.

Students considered proficient or advanced by NAEP standards possess the literacy skills necessary for academic success. National statistics show that many students leave middle school unable to read adequately and are, therefore, unprepared to learn from textbooks at the high school level and beyond.

According to the stages of reading development (Chall, 1983), in grades 4 and above, students move from “learning to read” to “reading to learn.” During this stage, students read increasingly more demanding academic texts that contain challenging words and complex concepts beyond their oral vocabularies and knowledge base. In the critical transition period from “learning to read” to “reading to learn,” we often see a drop-off in reading scores, particularly among students from socioeconomically disadvantaged backgrounds.

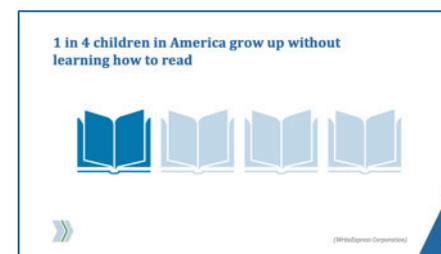
Research shows that students who are poor readers at the end of grade 1 almost never acquire average-level reading skills by the end of elementary school (Francis et al., 1996; Shaywitz et al., 1999; Torgesen & Burgess, 1998.) When children fail at early reading and writing, they begin to dislike reading. When struggling readers do not receive effective intervention, they read less—and learn less from reading—than students who are proficient readers. This delayed development of reading skills affects students’ exposure to texts. As a consequence, they do not gain vocabulary, background knowledge, and information

about how reading material is structured. In short, the word-rich get richer, and the word-poor get poorer. (Bend Learning Center, n.d.)

Slide 4: 1 in 4 children in America grow up without learning how to read

Educators who work with students in grades 4–8 know that, unfortunately, not all children learn to read by the time they leave elementary school.

In fact, 1 in 4 children in the United States grows up without learning how to read. How does this affect content area learning? What does it do for their future? Statistically, two-thirds of students who cannot read proficiently by the end of grade 4 end up in jail or on welfare (WriteExpress Corporation, n.d.).



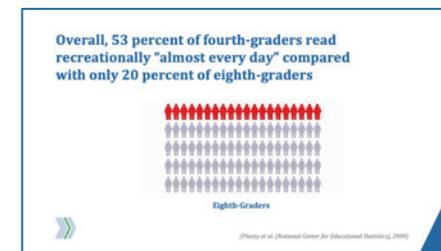
Slide 5: Overall, 53 percent of fourth-graders read recreationally “almost every day” compared with only 20 percent of eighth-graders

(Read slide aloud)

What is happening from elementary school to junior high? How are you supporting the students who have failed year after year to read at grade level? How might this affect motivation? *(Structured partner share)*

Here are some schools’ ideas:

- Librarians who know students’ reading level and suggest appropriate books
- Intervention classes targeted to students’ core deficits in reading—not simply blanket intervention programs that may or may not address specific student needs
- Reading clubs in which students sign up for books to read
- Grade-level audiobooks for students who need additional support
- Strong Tier 1 instruction that meets the needs of all students, not just those who read at grade level



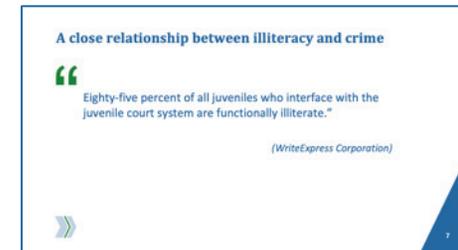
Slide 6: Students who don't read proficiently by third grade are four times likelier to drop out of school

Although students who fall behind rarely catch up without intensive intervention, research has demonstrated that secondary students can make significant gains with proper instruction. Research also suggests that with adequate time for instruction and data-based instructional practices, struggling middle school readers can improve their reading skills.



Slide 7: A close relationship between illiteracy and crime

Did you know there is a close connection between illiteracy (reading on or below the fourth-grade level) and crime? *(Read quote on slide)*



Slide 8: Teaching reading: If not me, then who?

Let's read this quote in unison. Ready? "Learning to read..."

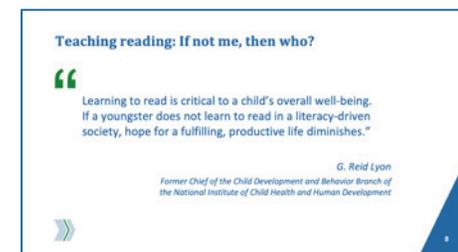
Do you agree or disagree with this quote? *(Thumbs -up or thumbs-down)*

Why? *(Discuss)*

(Before advancing to the next slide, have participants quickly synthesize the information from slides 3–8 with the activity below)

Write the following question on a sticky note: Why focus on improving literacy **instruction** in ALL content areas? Get out your conversation place mat and turn to your structured partner.

Our key question is written on your sticky note. This is what is in the circle of the place mat. We are going to use "Conversation Skills for Supporting Ideas with Examples," located on the top right side of the place mat.



1. Partner 1 will pose the question from the sticky note but reword it using one of the question prompts in the “Supporting Ideas with Examples, Prompting” section. For example, if I were partner 1, I could say, “Can you give me an example from the information introduced thus far as to why we need to focus on improving literacy instruction in ALL content areas?”
2. Partner 2 will respond using one of the sentence starters from the responding section of the place mat, citing a fact from slides 3–8.
3. Switch roles.

Slide 9: Why focus on improving literacy instruction?

When we think about improving literacy instruction, nothing will replace an effective teacher. *(Tell participants to write “20x” on a sticky note)*

The teacher is the most important factor in student learning, as good instruction is 15-20 times more powerful than any other variable in predicting student progress and growth (U.S. Congress House Committee on Education and Labor, 2008). However, there is more variance from classroom to classroom than there is from school to school or district to district.

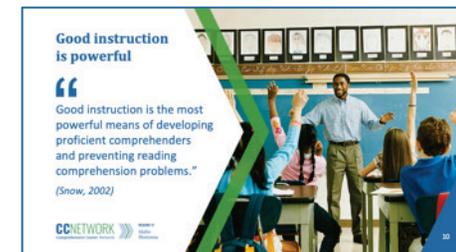


Slide 10: Good instruction is powerful

(Read the quote aloud)

As we previously discussed, the ability to read critically is the one common factor across all content areas. Whether you teach math, science, social studies, or technology, we ALL must provide good literacy instruction to ensure students have the skills and strategies necessary to be successful in school and beyond.

Today, our goal is to provide some tools for improving literacy instruction in grades 4–8. You were asked to bring some teaching materials so that you can apply these new tools during today’s session.



Slide 11: Idaho Content Standards

Recognizing the value of consistent, real-world learning goals to ensure all students are graduating from high school prepared for college, career, and life, our state adopted the Idaho Content Standards in 2011.

(Pull up the standards on the website and show where the literacy standards are and where their content standards are)

Although labeled on the Idaho State Department of Education (SDE) website as “English Language Arts/Literacy,” these standards provide a framework for literacy across content areas. Today’s information on improving intermediate literacy fits into Idaho’s English Language Arts (ELA)/Literacy Standards (Reading: Literature; Reading: Informational Text; and Literacy in History/Social Studies, Science, and Technical Subjects). Standards and curriculum work together to guide teachers in understanding what students should know and be able to do.

Idaho has adopted these ELA/literacy standards, as well as content standards for various disciplines, such as history, science, health, and the arts. The content standards for a specific content area or discipline provide guidance on **what** content teachers should teach. In contrast, the ELA/literacy standards in history, social studies, science, and technical subjects provide guidance on **how** teachers can use reading, writing, listening, and speaking to help students access and learn the content. Content teachers are not expected to be reading teachers—but they are responsible for using their content area expertise to help students meet the challenges of reading, writing, speaking, and listening in their respective fields.

The SDE website provides a link to the standards by grade level, and that link is listed in the references.

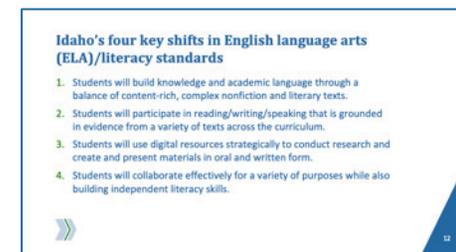


Slide 12: Idaho’s four key shifts in English language arts (ELA)/literacy standards

The standards incorporate four key shifts in ELA, history/social studies, science, and technical subjects:

1. Students will build knowledge and academic language through a balance of content-rich, complex nonfiction and literary texts.

Students must be immersed in information about the world around them if they are to develop the strong general knowledge and vocabulary they need to become successful readers and be prepared for college, career, and life. Informational texts play an



important part in building students' content knowledge. Further, it is vital for students to have extensive opportunities to build knowledge through texts so they can learn independently. (Corestandards.org, n.d.)

The ELA/literacy standards call for a staircase of increasing complexity so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also outline a progressive development of reading comprehension so that as students advance in grade level, they are able to gain more from what they read.

Closely related to text complexity and inextricably connected to reading comprehension is a focus on academic vocabulary—words that appear in a variety of content areas (such as “ignite” and “commit”). The standards call for students to grow their vocabularies through a mix of conversation, instruction, and reading.

2. Students will participate in reading/writing/speaking that is grounded in evidence from a variety of texts across the curriculum.

The Idaho Core standards emphasize the use of evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge and experience, the standards call for students to answer questions that depend on their having read texts with care.

The reading standards focus on students' ability to read carefully and grasp information, arguments, ideas, and details based on evidence in the text. Students should be able to answer a range of *text-dependent* questions.

3. Students will use digital resources strategically to conduct research and create and present materials in oral and written form.

Conducting research is an inquiry-based process that involves identifying a question, gathering information, analyzing and evaluating evidence, drawing conclusions, and sharing the knowledge gained. The ability to conduct research is a critical skill that students need in order to be ready for college and careers. To support struggling students who may face difficulties in carrying out this process, teachers can use technological tools to personalize instruction.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge—and tightened their link to other forms of communication. Digital texts confront students with the potential for continuously updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio (NGA & CCSSO, 2010).

4. Students will collaborate effectively for a variety of purposes while also building independent literacy skills. (Idaho SDE, 2018).

The standards for speaking and listening center on the idea that college- and career-ready students must be able to work collaboratively and present information to audiences in various formats. Just like the reading and writing standards, these anchor standards are the result of skills developed from kindergarten through grade 12.

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; compare and contrast; and analyze and synthesize ideas in various domains (NGA & CCSSO, 2010). This also involves students being able to present for various purposes and in front of audiences, using media and representations of data to make their presentations more effective.

Slide 13: Grades 6-12 literacy in history/social studies, science, and technical subjects (examples)

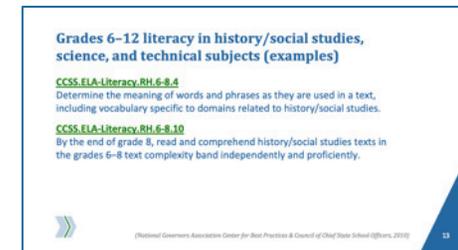
Here are two example standards for literacy in history/social studies, science, and technical subjects for grades 4–8.

(Reiterate that the standards for grades 6–12 are divided into two sections: one for ELA and the other for history/social studies, science, and technical subjects—and that this division reflects the unique, time-honored place of ELA teachers in developing students’ literacy skills while recognizing that other teachers must also play a role.)

In the standards, informational texts play a critical role in both reading and writing instruction. Starting in kindergarten, there is a 50/50 split between informational and literary texts, which gradually shifts to 70/30 by high school (NGA & CCSSO, 2010). The 70/30 split does NOT mean ELA teachers should spend only 30 percent of their instructional time with literary texts. Rather, the 70/30 recommendation is across the school day and includes the informational texts students are reading in content area classes. ELA teachers are encouraged to add more informational texts surrounding the literary texts, but their focus should remain primarily on literary texts.

Students encounter the majority of informational texts in content area classes. Students must learn through domain-specific texts in their science and social studies classes; rather than teachers referring to the text, they must use the text in ways that require students to learn content from what they read.

Thus, all teachers—not just ELA teachers—play a role in ensuring students meet the standards.



Slide 14: Vertically aligned standards (examples)

The SDE website also provides another great resource: [Idaho Content Standards: English Language Arts/Literacy Vertical Alignments](#).

Vertically aligned standards (example)

READING STANDARDS FOR LITERATURE
KEY IDEAS AND DETAILS
Standard 2

CC.8.A.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

14

Slide 15: Grades 4 – 8

Here is an example of vertically aligned standards for grades 4–8.

What do you notice about word progression at each grade level? (*Discuss and share*)

How might you use the vertically aligned standards document when planning lessons? (*Wait time and sharing*)

Remember: These standards broadly reflect the research on improving adolescent literacy.

Now, let's dive into today's session on how to **increase student motivation and engagement in literacy learning!**

Grades 4 – 8

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

15

Slide 16: Skilled readers

One of our goals as teachers is to develop skilled readers so that students are fully prepared for the rigor of college or a career.

What are some essential components of being a successful/skilled reader?

Think about someone you would consider a skilled reader and describe how they think and what they can do.

(*Have participants turn and talk with a partner. Then ask them to share their thoughts as you generate a mind map to display background schema*)

Skilled readers

What are some essential components of being a skilled reader?

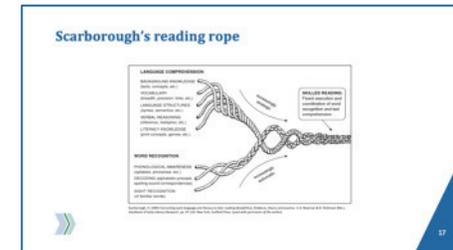
CCNETWORK

16

Slide 17: Scarborough's reading rope

Let's consider two essential components represented in Scarborough's Reading Rope (2002): language comprehension and word recognition.

In the illustration, the twisting ropes represent the underlying skills and elements that come together to form two necessary braids, which represent the two essential components of skilled reading. For either of the two essential components to develop successfully, children need to be taught the elements necessary for automatic word recognition (i.e., phonological awareness, decoding, sight recognition of frequent/familiar words) and strategic language comprehension (i.e., background knowledge, vocabulary, verbal reasoning, literacy knowledge). Word recognition is developed through intentional, systematic, and explicit instruction in the structure of the English language, such as phonics. Language comprehension is developed in various ways through exposure to ideas, conversation, teacher "read-alouds," student-to-student dialogue, and more.



In other words, to unlock comprehension of text, two keys are required: being able to read the words on the page, and understanding what the words and language mean within the texts that children are reading (Davis, 2006).

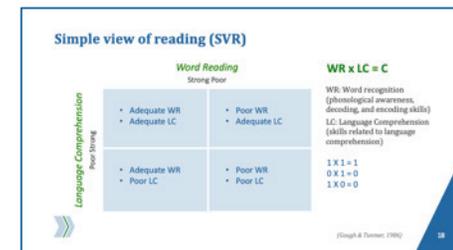
Slide 18: Simple view of reading (SVR)

The simple view of reading (SVR) (Gough & Tunmer, 1986) characterizes skillful reading comprehension as the combination of the two separate—but equally important—components depicted in Scarborough's Rope: word recognition and language comprehension.

Gough and Tunmer present SVR in a mathematical algorithm: $WR \times LC = C$. WR refers to word-level reading, and LC refers to the ability to understand spoken (oral) language. It is a simple multiplication problem—if one element is low, it affects the final outcome. Just as Scarborough's Rope illustrates, if any of these pieces are missing, it affects the end result: comprehension. How can this help us get more targeted with our instruction and intervention?

According to SVR, there are four basic profiles of readers.

Look at Box 1. These readers may have adequate word recognition and language comprehension. We hope all our readers are at least adequate in the two components. And wouldn't it be great if they were really good in both components?



Look at Box 2. These readers may have poor word recognition and adequate language comprehension, which results in poor reading comprehension. In other words, when the text is read to them, these learners can make adequate inferences and answer the kinds of questions that demonstrate an understanding of the text.

Look at Box 3. These readers may have adequate word recognition and poor language comprehension, which results in poor reading comprehension. Some English learner students fall into this category, especially if their first language shares an alphabetic sound system, such as Spanish. Native English speakers who fall into this category are sometimes referred to as “word callers.” They can read every word but cannot understand the text. Another more technical term is hyperlexic. This is similar to when you learn to read another language (such as Italian) and can pronounce the words, but you can’t track the meaning due to poor vocabulary knowledge or not understanding the grammar and syntax.

Look at Box 4. These readers may have poor word recognition and poor language comprehension, which results in poor reading comprehension. If a student has poor word recognition, you will need to assess language comprehension using read-alouds (or something similar) to determine if they also struggle with language comprehension.

Our task is to find out why a reader is having difficulties. We want to find each reader’s strengths and capitalize on them. We also want to find each reader’s weaknesses and intervene accordingly.

Again, Box 1 is the goal because we know children who have success with reading comprehension are skilled in both word recognition and language comprehension.

This is a big concept. Let’s take a moment to synthesize the information learned on this slide. Take out your conversation place mat. This time, we will use the box labeled “Synthesize Conversation Points” located on the bottom center of the place mat.

1. Partner 1 will ask a question listed in the prompting section. For example, if I were Partner 1, I could say, “What key ideas can we take away?”
2. Partner 2 will respond using one of the sentence starters from the responding section of the place mat, citing information from slides 3–8.
3. Switch roles.

When thinking about Scarborough’s Rope, SVR, and the effects of illiteracy, it becomes clear that all teachers are teachers of literacy skills. Do you agree? Disagree? What things come to mind when you hear this? *(Pause and allow teachers to share with table groups)*

Slide 19: A collection of the best available evidence

This guide is based on *Improving Adolescent Literacy* (Kamil et al., 2008), a practice guide from the Institute of Education Sciences (IES).

Facilitator's Note:

“The Institute of Education Sciences (IES) publishes practice guides to share evidence and expert guidance on addressing education-related challenges not readily solved with a single program, policy, or practice. Each practice guide’s panel of experts develops recommendations for a coherent approach to a multifaceted problem. Each recommendation is explicitly connected to supporting evidence. Using common standards, the supporting evidence is rated to reflect how well the research demonstrates the effectiveness of the recommended practices. Strong evidence means positive findings are demonstrated in multiple well-designed, well-executed studies, leaving little or no doubt that the positive effects are caused by the recommended practice. Moderate evidence means well-designed studies show positive impacts, but there are questions about whether the findings can be generalized beyond the study samples or whether the studies definitively show evidence that the practice is effective. Minimal evidence means that there is not definitive evidence that the recommended practice is effective in improving the outcome of interest, although there may be data to suggest a correlation between the practice and the outcome of interest” (Baker et al., 2014, p. 72).



Slide 20: Five recommendations for improving literacy

IES recommends five evidence-based practices for improving literacy.

When a practice is recognized as evidence-based:

- It is shown to have a positive effect on student outcomes.
- The research design allows you to infer that the practice led to student improvement.
- Multiple high-quality studies have been conducted.

Read the five recommendations. (*Wait time*)

Why do you think IES identified these five things? (*Wait time and allow for sharing*)

Today’s session is focused on Recommendation 4: **“Increase student motivation and engagement in literacy learning.”**

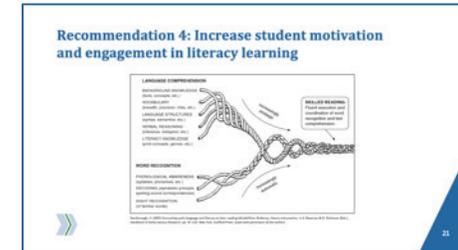


Our goal is to provide some tools for improving student literacy in grades 4–8, specifically through ***increased motivation and engagement in literacy learning***.

More information on the five recommendations is available at www.ies.ed.gov.

Slide 21: Recommendation 4: Increase student motivation and engagement in literacy learning

Before we jump into this topic, let's discuss how **increasing motivation and engagement** fits into the larger picture of becoming a skilled reader by connecting today's focus back to Scarborough's Rope. Remember, the rope characterizes skillful reading comprehension as a combination of two separate but equally important components: word recognition and language comprehension. Vocabulary knowledge is a prominent predictor of reading comprehension, and it is depicted as a central thread in the language comprehension component because of its connections to background knowledge and language structures (Scarborough, 2002).



A student's vocabulary knowledge level is a strong predictor of reading comprehension (Duncan et al., 2007). Simply put, not knowing the meaning of words in a text makes it quite difficult to comprehend that text.

Partner activity

Look for a “new-to-you” partner and introduce yourself. Take turns sharing your understanding of Scarborough's Rope, as well as any questions you have. *(If needed, partners can use “Synthesize Conversation Points” from the conversation place mat to structure their discussion)*

Slide 22: Targets for today

After today's session, you will be able to:

- Describe the importance of motivation and engagement in literacy learning
- Explain how motivation and engagement are different and what this means for literacy learning
- Learn two to three strategies for increasing motivation and engagement in the classroom
- Practice and apply those strategies to current core materials

Let's begin by thinking back to our middle school years...

Targets for today

- Describe the importance of motivation and engagement in literacy learning
- Explain how motivation and engagement are different and what this means for literacy learning
- Discuss four or more strategies for increasing motivation and engagement in the classroom
- Practice and apply strategies for engagement to current core materials



22

Slide 23: Partner discussion

Picture yourself back in your middle school days. Next, think about what it would be like to struggle with reading and writing. How would you feel in your classes? What might you do because of your struggle? Finally, what do you think might have motivated you in literacy learning?

(Have participants talk at tables or with a partner. Have participants share out as you generate a list on chart paper.)

Partner discussion

- Picture yourself back in your middle school days.
- Next, think about what it would be like to struggle with reading and writing. How would you feel in your classes? What might you do because of your struggle?
- Finally, what do you think might have motivated you in literacy learning?



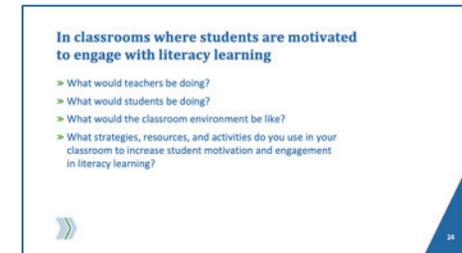
23

Slide 24: In classrooms where students are motivated to engage with literacy learning

Thank you for your reflections. Now think about a classroom where motivation in literacy learning is high.

1. What would teachers be doing?
2. What would students be doing?
3. What would the classroom environment be like?
4. What strategies, resources, and activities do you use in your classroom to increase student motivation and engagement in literacy learning?

Discuss with a partner. *(Provide wait time and then have participants share out.)*



Slide 25: Why are motivation and engagement important in adolescent literacy?

Why are motivation and engagement important in adolescent literacy? *(Provide wait time and then have participants share out.)*

Motivation and engagement are a primary vehicle for improving literacy in adolescence. Over time, students who struggle with decoding, fluency, vocabulary, and comprehension tend to become disengaged. Many students also tune out in the classroom and earn failing grades, though they are in fact highly literate.

Until recently, most middle and high schools in the United States have not included a focus on improving academic literacy skills—reading, writing, speaking, listening, and thinking—as a primary educational role. People have largely assumed that students are supposed to arrive in middle school with

the reading and writing skills necessary to do assignments involving increasingly complex reading and writing tasks. Some teachers have the mindset that if students do not have these skills by middle school, it is simply too late. Other teachers think that some students just do not like to read and write, so “that’s just the way it is.”

Additionally, many middle school teachers admit that they do not know how to provide explicit reading and writing instruction. Specific literacy instruction, as part of content-area learning, tutoring services, learning centers, or study skill classes, has been virtually unknown in many middle schools.



Does this resonate with you? What professional development opportunities in literacy have been offered to you as an intermediate-grade teacher? *(Provide wait time and then have participants share out.)*

For students with poor academic literacy skills, a lack of embedded and explicit literacy support results in a downward spiral that can lead to disengagement, discouragement, and academic failure. It is especially important to motivate students who arrive in middle school classrooms with a history of failure as readers or writers. People in general are understandably reluctant to persist in behaviors that they do not enjoy or that make them feel incompetent — adolescents even more so. Adolescents with poor literacy skills will sometimes go to great lengths to hide their deficiency; some of them devote considerable energy to “passing” or distracting attention from their struggles, and the effort required is a major reason many drop out of school.

Yet discussions with teens who are struggling readers and writers do not suggest convictions such as “we are proud of not being able to read and write well” and “we should be left alone to reap the lifelong consequences of leaving school with inadequate literacy skills to face the workplace and the responsibilities of citizenship.” Many of these students understand that poor literacy skills place them at a distinct disadvantage. They want to be better readers and writers, but in addition to their weak literacy skills, other barriers interfere, such as minimal and often inappropriate help, alienation from uncomfortable school environments and curricula that seem irrelevant to their lives, and unreceptive environments for admitting the level of vulnerability they feel.

Think about the students in your classroom. How have you seen motivation break down the cycle of failure in a student? *(Pause and have participants share with a partner.)*

Please keep your students in mind today as we discuss ways to improve literacy instruction for *all* of your learners.

Slide 26: What’s the difference between motivation and engagement?

Motivation and engagement are not synonymous. Motivation refers to the desire, reason, or predisposition to become involved in a task or activity.

Engagement refers to the degree to which a student processes text deeply through the use of active strategies, thought processes, and prior knowledge (Kamil et al., 2008).

What percentage of students in your classroom would you guess come equipped with a motivation to engage in literacy learning, that is, reading, writing, speaking, and listening? Why? *(Have participants talk with a partner and then share out.)*

What's the difference between motivation and engagement?

- **Motivation:** the desire, reason, or predisposition to become involved in a task or activity
- **Engagement:** the degree to which a student processes text deeply through the use of active strategies, thought processes, and prior knowledge

(Kamil et al., 2008)

»

Because motivation leads to engagement, teachers need to begin with motivation. Reading and writing, just like anything else, require an investment by the learner to improve. As humans, we are motivated to engage when we are interested or have real purpose for doing so. Therefore, motivation to engage is the first step on the road to improving literacy habits and skills. (Irvin et al., 2007)

Slide 27: School for the struggling learner

“It’s like having to show up for a race every day, knowing that you’re going to come in dead last.”

Think of a student you know who appears bored and disconnected in your classroom. This student comes into your room with a demeanor that says, “I don’t give a darn!” The situation sets in motion a vicious cycle between the child and the teacher.

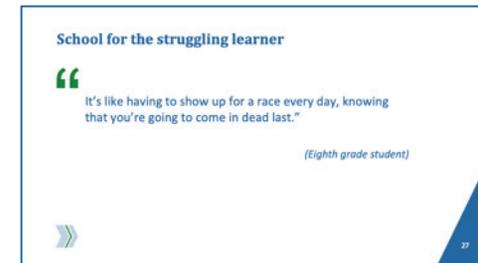
What might interactions look like between the teacher and this student? (*Pause and wait for responses.*)

Starting in the upper elementary school grades, these kids become increasingly disconnected, unmotivated, and difficult to manage. Why? Cracks in the child’s foundation are largely unaddressed or unrecognized. It is often the classroom culture that prompts or supports reluctant readers and writers to *want* to engage with literacy tasks, resulting in their being more open to instruction. Such classroom environments provide motivation to read, multiple opportunities and authentic reasons to engage with text, and safe ways to participate, take risks, and make mistakes. In these classrooms, students feel that the teacher really cares about them and their learning.

The following story illustrates how this type of classroom context worked to encourage the literacy and learning of one student:

Carly arrived at high school reading at the fifth-grade level. During middle school, she got involved with a rough crowd, which did not care much about doing schoolwork, and figured that no one cared much anyway, so why should she try? She used to like books about real people and stories that the teachers in elementary school read aloud. In elementary school, she had been a pretty good student.

During the first week of ninth grade, Carly’s English teacher told her that she would like Carly to join the mentoring club. Carly told her, “No disrespect, but I don’t think so.” The teacher, Ms. Warren, persisted. Furthermore, she read all of Carly’s papers, checked in with her daily, and had a frank talk with Carly about how she had a lot of potential, was very smart, and needed to get her reading and writing up to speed.



The books and short readings that Ms. Warren assigned in English were interesting and relevant to Carly, describing real events and people with dilemmas, but they were hard for her to read. Students in Ms. Warren's class were encouraged to share their opinions and ideas, but they always had to back them up with what they had read in the text. Ms. Warren taught her students multiple strategies for approaching different types of texts and always connected what they were reading to important themes in students' lives —power, cheating, love, violence. Carly tried the strategies and found they helped a lot.

Carly began to work hard—but just in that one class. She agreed to join the mentoring club because Ms. Warren just wore her down and kept asking her again and again. To her surprise, Carly found she loved tutoring younger students, and the experience made her work harder on her own reading and writing skills so she could be a good role model for Tyanna, the fourth grader she met with after school. Carly's attendance improved because when she skipped school, both Ms. Warren and Tyanna got on her back about it. She started working harder on her papers because Ms. Warren commented on them and scheduled time to meet with her one on one to revise them. She asked Carly questions about her intent as though she were a real author. Later Carly admitted, "At the beginning I didn't think about what I was writing; I just wrote something down to turn in. But then I started thinking more about it." Carly also liked that Ms. Warren always gave students a choice of what to write about.

Midway through the year, Ms. Warren told Carly that she had a lot to say and suggested that she submit one particular essay to the school literary magazine, *The Mag*. Carly balked, but Ms. Warren submitted it anyway and it was accepted. Kids whom Carly did not even know came up to her and commented on how much they liked it. When she was asked to be on the editing committee for *The Mag*, she was surprised. She started to think that maybe she wasn't so stupid after all and went to the Learning Center for help with algebra. Her grades started to improve.

The following year, when she was asked what made the difference for her, Carly responded immediately: "It was Ms. Warren and that darn piece she submitted to *The Mag*. Kind of a combination. I'm still not so good at math. I have trouble sometimes reading my history book, and I hate biology — it's gross. But now I know that I am smart and that what I do matters and that I am just shooting myself in the foot if I don't try. I never thought about college before, but now I think I want to go" (Irvin et al., 2007, p. 34-35).

Intermediate-level teachers can reverse the downward spiral of failure many students experience by establishing a motivating classroom learning environment, as described in this vignette, and by providing literacy instruction in the content areas.

"Although Ms. Warren was apparently well versed in strategies for improving reading and writing, most content-area teachers, including many English teachers, are not" (Irvin et al., 2007, p. 36).

As described in the story, "Carly was unengaged in school and not willing, at first, to participate in her own literacy development. She needed to see that someone cared, needed to have authentic and motivating reasons to read and write, and needed support to improve her literacy skills....For Carly, as for many students, motivation and engagement led to increased

literacy skills and higher self-esteem as a reader, writer, and learner, which led, in turn, to improved academic achievement” (Irvin et al, 2007, p. 36).

Slide 28: Shut-down learner signs

One of the worst feelings a child can have is being discouraged in school. The sense of hopelessness that pervades can become almost insurmountable.

The signs of a shut-down learner typically emerge in the upper elementary grades, becoming much more pronounced by high school. (Selznick, 2008)

As you read over the signs, what stands out to you? What do they make you wonder about? (Provide wait time and then take responses.)

If adolescents are two, three, or more years behind grade level in reading, they’ve probably already experienced years of frustration and failure, and they may come across as unmotivated, unengaged, and skeptical of any new literacy class or program. When teaching older students, then, the challenge isn’t just to provide systematic instruction but also to help them build trust in their teachers, confidence in their own abilities, and enthusiasm for the work they do in school.



Slide 29: Connection between motivation, engagement, and achievement

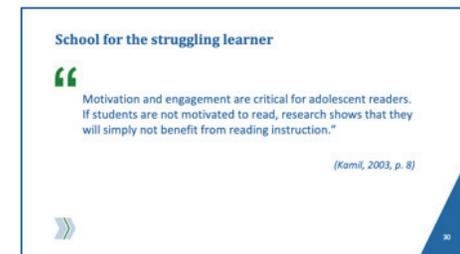
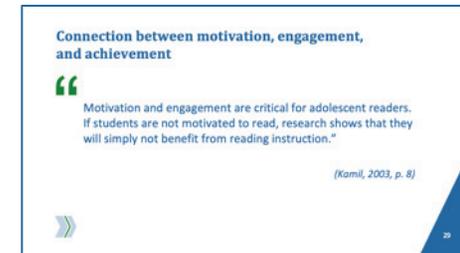
Slide 30: School for the struggling learner

The Connection Between Motivation, Engagement, and Achievement

By the time students reach middle and high school, many of them have a view of themselves as people who do not read and write, at least in school. It is often difficult for teachers to know if middle school and high school students either cannot or will not do the assignments; often all they know is that students do not do them. Herein lies the challenge for teachers: how to motivate middle school students to read and write so that they engage in literacy tasks and are willing to accept instruction and take advantage of opportunities to practice and accept feedback, thereby improving their academic literacy skills that will, in turn, improve their content-area learning and achievement.

As Kamil (2003) points out, “Motivation and engagement are critical for adolescent readers. If students are not motivated to read, research shows that they will simply not benefit from reading instruction” (p. 8).

So, motivation to engage is the first step on the road to improving literacy habits and skills.



Slide 31: Strategies to motivate and engage students

According to William Butler Yeats, “Education is not the filling of a bucket, but the lighting of a fire.”

Through an extensive review of the literature, researchers have identified reliable patterns of beliefs and behaviors that help teachers kindle the fire of learning through motivation (Dweck & Leggett, 1988; Kaplan & Maehr, 2007; Ryan & Deci, 2000).

Whether students are merely bored or truly struggle with literacy, the advice is more or less the same: according to the IES guide, research strongly suggests that teachers use these strategies to increase motivation and engagement. *(Point to the slide.)* Take a minute to read over these four suggestions while making connections to your own experiences and beliefs. *(Provide wait time and then have participants share out.)*



I don't see earning points, grades, prizes, or praise on this list. What does research say about such extrinsic motivation? There is a widely held belief that learning can be emphasized with the motivation of external incentives and reminding students of the impact of learning on grades. However, research has suggested that this strategy actually has detrimental effects. When pressure is placed on students to work hard to achieve "good grades," students' performance is actually lower.

A meta-analysis of over 100 studies on using incentives as motivation found intrinsic motivation is associated with greater levels of effort, satisfaction, and learning while incentive rewards (extrinsic motivators) dampen an individual's intrinsic motivation, particularly for otherwise interesting tasks (Deci, Koestner, & Ryan, 1999).

Contrary to these three tenets of motivation, educators and parents often use external motivators, such as rewards and punishments, to coerce desired behaviors from children (Niemi & Ryan, 2009). Although these solutions may be effective in the short-term, they often undermine students' long-term intrinsic motivation for learning (Deci, 1971; Kohn, 1993). Extrinsic incentives (e.g., badges) often populate educational technologies, but there are better approaches to engaging students that can maximize students' their intrinsic motivation, support their persistence with challenging tasks, and encourage the development of a healthy mindset about learning.

What has been your experience with extrinsic motivation tactics? *(Pause and then have participants share out.)*

Slide 32: Strategies to motivate and engage students: Establish goals

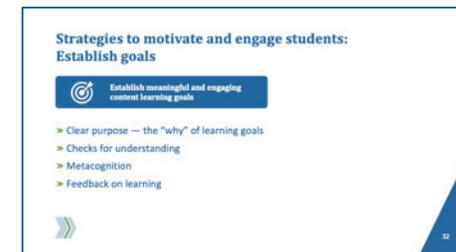
1. Establish meaningful and engaging content learning goals around the essential ideas of a discipline, as well as the specific learning processes students use to access those ideas.

We know the importance of providing students with a purpose for reading and activating students' prior knowledge. How might you do this in your discipline?
(Have participants turn to partners, talk, and then share out to the group.)

Establishing a purpose for reading is also related to improved comprehension. When students have a purpose for reading and have adequate background knowledge, they are more apt to be engaged and persevere through challenging text.

It's equally important to monitor students' progress over time as they read for comprehension and help them develop more control over their own thinking processes relevant to the discipline.

(Pass out Handout 1.)



Handout 1: “Tools for Formative Assessment, Techniques to Check for Understanding, Processing Activities”

These engaging activities involve specific learning processes that help students access key ideas of a discipline. They also serve as a formative assessment (or checks for understanding) that help the teacher monitor students’ progress over time.

(Core curricula connection: Give a few examples from the list of techniques in the handout. Then, ask participants to find one or two that might fit well with something they teach. Have partners turn and talk and then share out.)

Slide 33: Immediate and corrective feedback

One form of motivation is providing explicit feedback to students about their learning progress. This strategy is highly motivating when done with nonjudgmental language.

(Read the quotation on the slide.)

Immediate and corrective feedback

Feedback is when a teacher directly imparts their evaluation of a child, a child’s strategies and skills, or a child’s achievement (often in relation to goals) and provides information about that evaluation.

(Askew, 2000)

»

Slide 34: Immediate and corrective feedback

The first type of feedback is evaluative feedback. Evaluative feedback looks at giving rewards and punishments or expressing approval or disapproval of student understanding. This type of feedback can be either positive or negative. Tunstall and Gipps (1996) describe evaluative feedback as judgmental—expectations are made either implicit or explicit, depending on the feedback.

Formative, or descriptive, feedback, on the other hand, makes specific references to a student’s achievement or competence and can relate to student improvement. This feedback style includes such aspects as informing students whether their understanding is right or wrong, describing why an answer is correct, telling students what they have and have not achieved, specifying or implying a better way of doing something, and having students make suggestions on how they can improve their learning.

Immediate and corrective feedback

Evaluative feedback = Judgmental	Formative feedback = Descriptive
Giving rewards and punishments	Telling students they are right or wrong
Expressing approval and disapproval	Describing why an answer is correct or incorrect
	Telling students what they have and have not achieved
	Specifying or implying a better way
	Helping students develop ways to improve

»

Teachers should emphasize formative feedback over evaluative feedback as a means to facilitate students' motivation for learning. Some tips for giving feedback include being specific, using a neutral tone, and stressing effort. What are some other tips for giving feedback? *(Have partners talk with partners, and then share out while you record responses on chart paper.)*

(Facilitator's note: Other tips might include using errors as an opportunity for teaching, stressing the importance of learning, providing written feedback, asking questions, setting the goal of three positives for each negative, avoiding phony praise, and engaging in one-on-one conferences.)

Slide 35: Strategies to motivate and engage students: Provide a positive environment

2. Provide a positive learning environment that promotes student autonomy in learning.

Did you know that if students believe their teacher doesn't like them during the first few weeks of school, they will not do as well academically in that class?

In safe and responsive classrooms, teachers respond to adolescents' needs for choice and flexibility and offer clear expectations and support for higher achievement. Teachers are also responsive to differing cultural and socioeconomic perspectives, making their appreciation of these perspectives clear through their facilitation of discussion, choices of literature, structuring of assignments, and assessment strategies. (Irvin et al., 2007)

Autonomy is the need for an internal sense of control and agency; as well as the ability to self-direct behavior and independently pursue goals, interests, and desires. Research has shown that the structure of tasks, the nature of teacher feedback, and the extent to which learning opportunities foster autonomy compared to limiting independence, can impact engagement in tasks and development of academic skills. (Kaznoff, n.d.)

Socratic circles are a way to create a positive learning environment that promotes autonomy, as well as an appreciation for differing perspectives. This motivating strategy also enhances reading comprehension, listening, and speaking skills and builds confidence in students. By giving students ownership over the classroom discussion, they become more independent and motivated learners. Because there is a direct relationship between the level of participation and the richness of the experience, Socratic circles teach students to take responsibility for the quality of their own learning.



Slide 36: Benefits of the Socratic method

Lambright (1995, p. 30) defines a Socratic seminar as an “exploratory intellectual conversation centered on a text.” Benefits also include:

- Student motivation
- High engagement
- Content learning
- Literacy
- Thinking skills

Benefits of the Socratic method

- Student motivation
- High engagement
- Content learning
- Literacy
- Thinking skills

36

Let’s take a look at how Socratic circles would increase motivation and engagement in your students.

Slide 37: How do Socratic circles work?

Handout 2: “AVID Socratic Seminar”

How do Socratic circles work? Take a minute to look over this handout and talk with a partner about how Socratic circles work. *(Have partners discuss and then have a few people share out.)*

How do Socratic circles work?

The diagram illustrates the process of a Socratic seminar through four interconnected boxes:

- Opening thoughts and questions:** How would you respond to this text? ... What do you think? How do you think? How do you think? How do you think?
- The text, questions, and responses:** The text, questions, and responses are the core of the seminar. The text is read aloud and the questions are asked. The responses are given and the text is read again.
- The questions and responses:** The questions and responses are the core of the seminar. The text is read aloud and the questions are asked. The responses are given and the text is read again.
- Support, evidence, and assumptions:** How do you know? What evidence do you have? What assumptions do you have? How do you know? What evidence do you have? What assumptions do you have?

37

Slide 38: Strategies to motivate and engage students: Make things relevant

3. *Make literacy experiences more relevant to students' interests, everyday life, or important current events.*

Relatedness and /meaning pertains to the notion that learning experiences need to be placed into the contexts of a student's community, personal goals, or interests, or connect to a larger body of knowledge, in order to be salient. Engagement among students is increased when meaningful connections are made between schoolwork, the student's world outside of school, and the student's personal and academic goals (Assor et al., 2002).

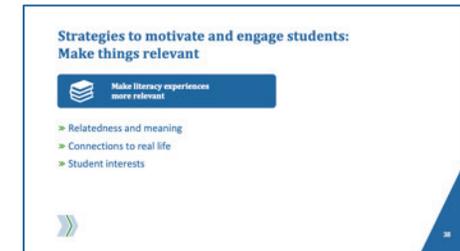
Adolescents are not passive recipients of information who have few skills. They are, instead, actively curious young people with background knowledge and a wide range of literacy skills that they may or may not be using in school. For struggling adolescent readers, creating student interest is as vital as teaching language skills. Improving their skills involves gaining their participation. (Irvin et al., 2007)

To help adolescents motivated in literacy habits and skills, teachers can build on needs, interests, and dispositions that adolescents have attained over the years. Make literacy experiences more relevant to students' interests, everyday life, or important current events. In classrooms that promote motivation, teachers continually make connections between texts and the life experiences of students, films, other texts, previous school experiences, and the topic at hand. (Irvin et al., 2007) Students need to feel as though their life experiences are relevant and appreciated and that they are expected to use their own and others' experiences to make sense of text and content.

The content they are learning must be meaningful and connected, not isolated and foreign. The use of technology is often highly motivating to adolescents because it's often used in their daily lives. The ability to revise on the computer, tablet, or phone, to add effects (color, graphics, sound) to presentations, and to code or mark text using word processing features such as highlighting motivates many students, especially when this capability is combined with an authentic purpose to read and write.

Connection to real-life events and experiences will also increase student motivation and engagement. A variety of approaches—demonstration, film, field trips, picture books, discussion — is motivating to build students' background knowledge. Here is a tool for planning real-life lessons in social studies, science, and math.

(Pass out Handouts 3 and 4.)



Handout 3: Real-Life Writing

Handout 4: “The ‘Writing Across the Curriculum’ Organizer”

1. Look over these handouts and think about how you might use them with your curriculum.
2. Share your ideas with a partner and reflect on the following questions: On a scale from 1 to 10, how motivating and engaging will this be for your students? Why did you choose that rating?

Slide 39: Designing surveys

Designing surveys

If you and your students have access to the internet in class, a great way to develop student surveys is by using free online survey tools such as **Socrative**, **Poll Everywhere**, **Kahoot**, and **Survey Monkey**.

Are these survey platforms familiar to anyone? (*Wait.*) If so, how do you use them to motivate and engage students? (*Have participants share out.*)

Surveys can be used to discover topics of interest by presenting students with questions and then looking for any patterns in their responses. Next, ask yourself: While teaching students the required skills and academic standards in the curriculum, in what ways can I center this interest as a topic in our unit of study?

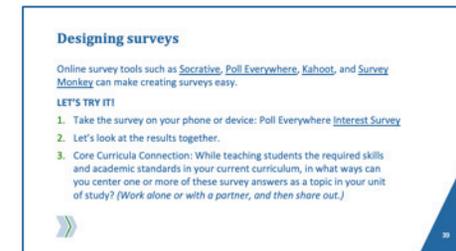
Let’s try it! First, take the survey on your phone or device. The survey is geared toward adolescents — when answering the questions, try to take the perspective of a middle school or high school student. (*Give participants time to take the survey.*)

Now, let’s look at the results. (*Show the results on the screen by going to: <https://PollEv.com/surveys/BmvzE0znsmtD82Au5DbqD/respond>.*)

Facilitator’s Note:

The survey contains the following questions:

- *What is something or someone you personally would like to know more about? ([insert name of popular singer], computer coding, break dancing, construction, spoken word)*
- *Make a list of all the things that you don’t currently learn in school but wish you could. (how to get your first job, saving money, cooking, designing video games)*
- *What is a career/job you are super interested in? (FBI agent, going to college, hairstylist, journalist)*



- *What are things that personally bug you about the world? (younger brothers, adults not trusting kids, pollution, that fast food is bad for you)*
- *What is a problem of concern for people your age? (gossip, unfair rules, not having money, gangs)*

While teaching students the required skills and academic standards in your current curriculum, in what ways can you center one or more of these answers as a topic in your unit of study? *(Have participants work alone or with a partner and then share out.)*

Where would this format fit best in your curriculum? How might you use it in your classroom? *(Provide wait time and then have participants share out ideas.)*

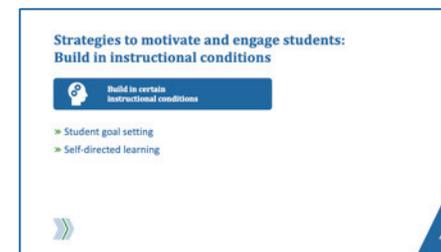
Slide 40: Strategies to motivate and engage students: Build in instructional conditions

4. **Build in instructional conditions, such as student goal setting and self-directed learning, to increase reading engagement and conceptual learning.**

Across frameworks of motivation, researchers generally agree that learning is most productive when students are self-regulated and challenge-seeking (Bruner, 1962; Clifford, 1990; Reeve, 2009).

Helping students make connections between their own goals and their choices of texts is also important for developing their ability to use text to learn. Students should be given significant freedom in school to read and write about topics of their own choosing. Their teachers should help them find interesting and suitable reading materials and plenty of opportunities to interact with their classmates, especially to discuss what they read.

Authenticity is often the hidden key to motivating reluctant readers and writers to engage in academic literacy tasks. Yet in many middle and high school classrooms, authentic literacy tasks, if they occur at all, tend to be infrequent events. Adolescents want their work to matter, and they want to conduct inquiry for reasons other than it being an assignment or an exercise. Other authentic literacy tasks include adolescents reading with younger students or creating books on tape or authoring books for them, designing websites, writing newspaper articles, and conducting and reporting upon inquiries that reflect real societal concerns (such as neighborhood crime, pollution, teen issues, or school or city policies that affect them or their families). These strategies often motivate and engage students to persist with challenging or extended reading or writing tasks (Alvermann, 2001, as cited in Irvin et al, 2007).



Competence relates to students' needs to feel effective, capable, and successful at tackling learning challenges. The feedback students receive about the purpose of an activity, and the role of failure on the path to success, can have a significant impact on their own personal theories about how intelligence works and the rationale for their successes. (Kazakoff, n.d.)

Slide 41: Activity: Conditions for engagement

A positive learning environment: Conditions for engagement

The literature is full of examples of how the climate and conditions of the classroom really can make a difference in whether or not adolescents choose to engage in literacy tasks. We know that the learning environment and culture within each classroom play a part in supporting or undermining the chances that middle and high school students will participate in, and therefore benefit from, literacy development through the engagement-instruction cycle. (Irvin et al., 2007)

This is the case with students at all literacy levels, including struggling readers and writers, English language learners, reluctant readers and writers, and aliterate students (those students who have adequate reading and writing skills but typically choose not to read or write). This understanding means it is well worth paying attention to the elements of classroom culture and environment to ensure that the conditions for literacy learning are in place. (Irvin et al., 2007)

(Pass out handout 5.)

Handout 5: “Vignette Activity”

The following vignette describes students' engagement with a variety of literacy tasks when these tasks were assigned within a motivating and supportive learning environment coupled with effective instruction.

(Describe the activity by reading from the slide. After the activity, ask participants to share out.)

In this vignette, several key factors relating to motivation inspired Kamal's team to engage with much more rigorous reading and writing than was typically the case. The students were working together on an issue they thought was important; they had choice and autonomy in the decisions about how to gather and present the information; and the presentation was intended for an authentic audience beyond the teacher or their peers.

Activity: Conditions for engagement

1. Read the vignette in handout 5.
 - Underline any descriptions of students' engagement.
 - Circle specific literacy tasks.
 - Highlight any descriptions of a motivating and supportive learning environment coupled with effective instruction.
2. Discuss the activity with a partner.
3. How might the examples of engagement, motivation, and supportive learning environment coupled with effective instruction be integrated into a lesson in your classroom?

Slide 42: Reflections: Think, write, share

Our final activity is a think, write, and share reflection. Take some time to think about your responses to the questions and jot down your answers.

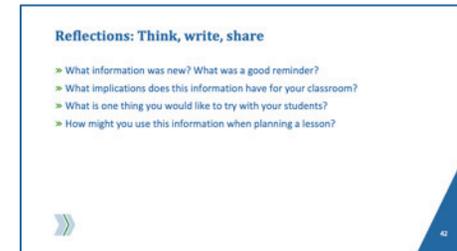
(If short on time, have participants simply share their reflections with their structured partner. If time allows, complete the following inside-outside circle activity.)

1. Remember your number in your structured partnering: 1 or 2.
2. 1's should stand up and make a large circle. Once you've made your circle, you should turn your body to face outward.
3. Then, 2's should stand up and make an outside circle around the 1's. Once you've made your circle, you should turn your body to face the 1's.
4. Discuss question #1 from the slide with the person in front of you. The inside circle will share first, then outside.
5. When finished, the outside circle should move clockwise two spaces.
6. Discuss question #2 from the slide with the new person in front of you. This time, the outside circle will share first.
7. Continue in this manner until all questions have been discussed.

(Close by reviewing the outcomes for today — reference the outcomes on chart paper.)

- Describe the importance of motivation and engagement in literacy learning
- Explain how motivation and engagement are different and what this means for literacy learning
- Learn two to three strategies for increasing motivation and engagement in the classroom
- Practice and apply those strategies to current core materials

Note that we've met our outcomes for the day.



Handouts

1. "Tools for Formative Assessment, Techniques to Check for Understanding, Processing Activities"
2. "AVID Socratic Seminar"
3. Real-Life Writing
4. "The 'Writing Across the Curriculum' Organizer"
5. "Vignette Activity"
6. Academic Conversation Placemat

References

- Assor, A., Kaplan, H., & Roth, G. (2002). Choice is good, but relevance is excellent: Autonomy-enhancing and suppressing teacher behaviours predicting students' engagement in schoolwork. *British Journal of Educational Psychology*, 72(2), 261-278.
- Baumhardt, A. (2019). *National assessment shows more K-12 students struggling to read*. American Public Media. <https://www.apmreports.org/episode/2019/11/01/naep-hanford>
- Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Geva, E., Gersten, R., Russell, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). *Teaching academic content and literacy to English learners in elementary and middle school* (NCEE 2014-4012). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance (NCEE). <https://eric.ed.gov/?id=ED544783>
- Bend Learning Center. (n.d.). *Preschool literacy*. <https://www.bendlearningcenter.com/Preschool-Literacy.htm?m=5&s=635>
- Bruner, J. S. (1962). *On knowing: essays for the left hand*. Cambridge, MA: Harvard University Press.
- Chall, J. (1983). *Stages of reading development*. McGraw-Hill.
- Clifford, M. M. (1990). Students need challenge, not easy success. *Educational Leadership*, 48(1), 22-26.
- Common Core State Standards Initiative. (2010). *Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects*. Author. <http://www.corestandards.org/ELA-Literacy/>
- Davis, M. (2006). *Reading instruction: The two keys*. Core Knowledge Foundation.
- Deci, E. L. (1971). Effects of externally mediated rewards on intrinsic motivation. *Journal of Personality and Social Psychology*, 18(1), 105.
- Deci, E. L., Koestner, R. & Ryan, R. M. (1999). A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. *Psychological Bulletin*, 125, 627-668. https://www.researchgate.net/publication/12712628_A_MetaAnalytic_Review_of_Experiments_Examining_the_Effect_of_Extrinsic_Rewards_on_Intrinsic_Motivation/link/0c960529b5f30e8b08000000/download

- Duncan, G. J., Dowsett, C. J., Claessens, A., Magnuson, K., Huston, A. C., Klebanov, P. K., Pagani, L., Feinstein, L., Engel, M., Brooks-Gunn, J., Sexton, H., Ducksworth, K., & Japel, C. (2007). School readiness and later achievement. *Developmental Psychology*, 43(6), 1428–1446.
https://www.researchgate.net/publication/5825913_School_Readiness_and_Later_Achievement
- Dweck, C. S., & Leggett, E. L. (1988). A social-cognitive approach to motivation and personality. *Psychological Review*, 95(2), 256–273. <https://www.semanticscholar.org/paper/A-Social-Cognitive-Approach-to-Motivation-and-Dweck-Leggett/bea6bdcd90212431bc464f638431b39ff6427855>
- Francis, D. J., Shaywitz, S. E., Stuebing, K. K., Shaywitz, B., & Fletcher, J. M. (1996). Developmental lag versus deficit models of reading disability: A longitudinal, individual growth curves analysis. *Journal of Educational Psychology*, 88(1), 3–17.
https://www.researchgate.net/publication/232465873_Developmental_Lag_Versus_Deficit_Models_of_Reading_Disability_A_Longitudinal_Individual_Growth_Curves_Analysis
- Gough, P. B., & Tunmer, W. E. (1986). Decoding, reading, and reading disability. *Remedial and Special Education (RASE)*, 7(1), 6–10.
- Idaho Content Standards. English Language Arts/Literacy. Retrieved from <http://sde.idaho.gov/academic/shared/ela-literacy/booklets/ELA-Literacy-Standards.pdf>
- Idaho State Department of Education (SDE). (2018). *Idaho content standards: English language arts/literacy: Vertical alignments*. <https://www.sde.idaho.gov/academic/shared/ela-literacy/vertically/Vertically-Aligned-Standards-ELA-Literacy.pdf>
- Irvin, J., Meltzer, J. and Dukes, M. (2007). *Taking action on adolescent literacy: An implementation guide for school leaders*. Association for Supervision and Curriculum Development.
- Kamil, M. L. (2003, November). *Adolescents and literacy: Reading for the 21st century*. Alliance for Excellent Education. <https://www.carnegie.org/publications/adolescents-and-literacy-reading-for-the-21st-century/>
- Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., & Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices* (NCEE #2008-4027). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. <https://eric.ed.gov/?id=ED502398>.

- Kaplan, A., & Maehr, M. L. (2007). The contributions and prospects of goal orientation theory. *Educational Psychology Review*, 19(2), 141–184.
- Kazakoff, E. (n.d.). The Importance of Intrinsic Motivation When Selecting Educational Technologies [White paper]. Lexia Learning. https://www.lexialearning.com/sites/default/files/resources/Whitepaper_Motivation_Engagement.pdf
- Kohn, A. (1993). Why incentive plans cannot work. *Harvard Business Review*, 71(5).
- Lambright, L. L. (1995). Creating a dialogue: Socratic seminars and educational reform. *Community College Journal*, 65(4), 30–34.
- National Governors Association (NGA) Center for Best Practices & Council of Chief State School Officers (CCSSO). (2010). *Common Core State Standards*. Washington D.C.
- Niemiec, C. P., & Ryan, R. M. (2009). Autonomy, competence, and relatedness in the classroom Applying self-determination theory to educational practice. *Theory and Research in Education*, 7(2), 133-144.
- Reeve, J. (2009). Why teachers adopt a controlling motivating style toward students and how they can become more autonomy supportive. *Educational Psychologist*, 44(3), 159-175.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54–67. <https://www.semanticscholar.org/paper/Intrinsic-and-Extrinsic-Motivations%3A-Classic-and-Ryan-Deci/b55987b4cfff292dd121ee03c46b41f4f696136e>
- Scarborough, H. S. (2002). The simple view of reading and the strands of early literacy development. In S. B. Newman & D. K. Dickinson (Eds.), *Handbook of Early Literacy Research, Volume 1* (p. 98). Guilford Press. <https://courses.lumenlearning.com/suny-hccc-childrenslit/chapter/the-simple-view-of-reading/>
- Selznick, R. (2008). Understanding shut-down learners: seven strategies to help your academically discouraged child climb from struggles to success. *Calgary's Child*. Retrieved from <https://tinyurl.com/y578lv62>.
- Shaywitz, S. E., Fletcher, J. M., Holahan, J. M., Schneider, A. E., Marchione, K., Stuebing, K., Francis, D. J., Pugh, K. R., & Saywitz, B. K. (1999). Persistence of dyslexia: The Connecticut longitudinal study at adolescence. *Pediatrics*, 104(6), 1351–1359. https://www.researchgate.net/publication/12715302_Persistence_of_Dyslexia_The_Connecticut_Longitudinal_Study_at_Adolescence/link/004635183e7ca53b50000000/download

Torgesen, J. K. & Burgess, S. R. (1998). Consistency of reading-related phonological processes throughout early childhood: Evidence from longitudinal, correlational, and instructional studies. In J. Metsala & L. Ehri (Eds.), *Word recognition in beginning reading* (pp. 161-188). Erlbaum.

Tunstall, P., & Gipps, C. (1996). Teacher feedback to young children in formative assessment: A typology. *British Educational Research Journal*, 22(4), 389-404.

U.S. Congress. House Committee on Education and Labor. Subcommittee on Early Childhood. (2008). *Examining local perspectives on the No Child Left Behind Act: Field hearing before the Subcommittee on Early Childhood, Elementary and Secondary Education, Committee on Education and Labor, U.S. House of Representatives, One Hundred Tenth Congress, first session, hearing held in King of Prussia, PA*. Library of Congress. <https://www.govinfo.gov/content/pkg/CHRG-110hhrg35123/pdf/CHRG-110hhrg35123.pdf>

WriteExpress Corporation. *Literacy statistics*. (n.d.). <https://www.begintoread.com/research/literacystatistics.html>