

**Reading Across the  
Content Areas**  
Grades 6 to 12

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*Welcome!!*

1

**Make yourself a folded  
nametag to put on the table:**

First name (optional last)  
School  
Grades/subject

\*Feel free to use the restroom or step out  
for a quick break whenever you need it!

2

**Get out your smart devices...  
(or log into a computer)**

- Go to [todaysmeet.com/ilovereading](http://todaysmeet.com/ilovereading)
- Answer the following question:

What do you think is the biggest  
challenge to incorporate more reading  
into your classes with the CCSS?

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“Every time there is a new  
mandate, students read less.  
We can’t see CCSS as ‘one  
more thing we have to do.’ It  
has to be seen as a guide to  
shape our teaching and  
learning pedagogy.” (Janet Allen)

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**Stand Up Hand Up Pair Up**

1. Students stand up with hand up in the air.
2. Students pair up with someone not on their team & give that person a “high five.”
3. Students put hand down once partner is found.
4. Teacher designates which partner will begin.
5. Teacher asks a question & students share with partner.
6. After both students have shared, students may rotate around the room & repeat the process with other students.

**Question:** Introduce yourself to someone new.  
Tell what and where you teach, and what you hope to  
gain from today’s workshop. Describe your level of comfort  
or experience with teaching reading.  
Try to meet 3 new people.

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**Purpose & Focus for today...**

- ✓ Learn specific strategies to use when you incorporate reading activities into your classroom
- ✓ Develop a solid foundation in how to effectively teach reading and support your struggling readers.
- ✓ Discuss what the research says about reading instruction
- ✓ Use & practice some specific strategies and activities that you can use in your classroom.

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### Today's Agenda:

- Basics of literacy instruction & learning
- Before Reading Strategies
- Vocabulary Strategies
- During Reading Strategies
- After Reading Strategies
- Lesson Design
- Reading Attitude & Motivation to Read

\*There will be a one-hour lunch break on your own. (from 12 to 1?)

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### Anticipation Guide (pg 2 packet)

**Purpose:** activate prior knowledge, encourage personal connection to the text, & require active participation with the text.

**List 5 to 10 statements that:**

- Address the major topics/themes/issues of the text
- Present important generalizations
- Are worth discussing and will encourage thinking/debate (make them argue!)
- Do not have clear cut or yes/no answers
- Are experience-based if possible—works best when students have some, but limited, knowledge about the subject.

*\*Can use it before, during, and after reading.*

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### Anticipation Guide (pg 2 packet)

**Before:**

- Students decide whether they agree or disagree with the statements.
- Share answers with a partner
- Ask the class with a show of hands (signaling) on agree/disagree for each statement
- Ask students to give reasons for their opinions
- Do not correct answers

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### Anticipation Guide (pg 2 packet)

**During:**

- Students take notes on the topics or issues.
- They document the location (page, column, paragraph, line) of confirming or conflicting information.
- They read critically and with a purpose.
- They try to examine the issues with an open mind/a fresh point of view.

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### Anticipation Guide (pg 2 packet)

**After:**

- Review original responses, and see if students feel the same or have changed their thinking.

*Let's try it...*  
*Answer A for Agree or D for Disagree for each of the statements on page 2.*

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### Seasons partners

- Go around the room & find a partner for each season.
- Write each other's name for the same season.

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### 5 literacy practices within a school that lead to change

- 1) Create a common definition of literacy
- 2) Increase the volume & diversity of reading (3-5,000 new words to go up one grade level on a standardized test.)
- 3) Develop a comprehensive vocabulary program
- 4) Professional learning on how to teach reading strategies (ie: how to write an effective summary, how to do a close reading of a text...)
- 5) Teach students how to read a variety of texts and how to write with a variety of purposes.

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### What is reading??? (pg 4)

Reading comprehension is a process that involves the orchestrations of the reader's prior experience and knowledge about the world and about language. It involves such interrelated strategies as predicting, questioning, summarizing, determining meanings of vocabulary in context, monitoring one's own comprehension, and reflecting. The process also involves such affective factors as motivation, ownership, purpose, and self-esteem. It takes place in and is governed by a specific context, and it is dependent on social interaction. It is the integration of all these processes that accounts for comprehension. They are not isolable, measurable subfactors. They are wholistic processes for constructing meaning. (Bartoli and Botel 1988)

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### What is reading??? (pg 4)

## What do you think this means?? What is reading and how does it apply to what you teach?

Turn to a person next to you and explain what you think.

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### Five Reading Elements

Element	Definition	example
<b>Phonemic Awareness</b>	The ability to hear, identify, and manipulate the individual sounds in spoken words. It is part of phonological awareness	A child can speak, repeat, and use different words and sounds. He or she learns patterns in speech and repeat those, although sometimes grammatically incorrect, like think, think.
<b>Phonics</b>	Understanding the relationship between the letters and the spoken sounds	A child understands that letters and combinations of letters make specific sounds
<b>Fluency</b>	Orally reading with appropriate rate, expression, and phrasing	A child picks up a book and reads it as if in a conversation, with automaticity.
<b>Vocabulary</b>	Words for effective communication when listening, speaking, reading and writing	A child knows the words in a passage and the words' meanings without having to struggle
<b>Comprehension</b>	Understanding the meaning of print	A child is a fluent reader, knows the vocabulary, and can put in his or her own words what the passage is about.

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### What is reading??? (pg 4)

*Looking over all of page 4, what did you learn about reading instruction? How does this apply to the reading activities in your classroom?*

→ Go to [m.socrative.com/fisher-bishop](http://m.socrative.com/fisher-bishop) and share your thoughts.

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### What is reading??? (pg 5)

With your summer partners, read page 5.

- Go back & forth and each person reads one bullet or numbered item.
- When you are finished reading, share one new thing you learned or one "aha" moment or something you think is important for your students. Put it on a post-it.

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## Talking Triad

**Create a group of 3.**

- 1) Kids stand in a triangle
- 2) Number off
- 3) Assign each number a task or a portion of the text to read

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## Talking Triad

Read Pages 6-7:

- 2: before reading
- 3: during reading
- 1: after reading

- Directions: Read your section of the text out loud to the group. No one else is allowed to talk while that person is reading. Everyone's eyes should follow along with the words on the page. Help the reader with vocabulary if he/she has trouble.
- After everyone reads, pick one item from your section and tell the group how you do that in the classroom.

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## One last thought...

Students who are 2+ years below grade level need 90 minutes of reading every day.

How do we get them to read?

The teacher's choice of instructional materials has a large effect on student learning. You need to find engaging instructional, informational text.

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## How do we get kids engaged in the texts?

- Choose "real" texts
- Jump in where they are and bridge to more complex texts

\*It's tough to get kids to read, when they don't want to read it. Choose your texts carefully!

More on that later....

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## Wrap up

- What have you learned about Reading Instruction?
- Let's revisit the anticipation guide on page 2. Would you change any of your answers?

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## Wrap up: RAFT

RAFT is a post-reading/learning writing strategy that helps students understand their role as a writer, the audience they will address, the varied formats for writing, and the topic they'll be writing about. It teaches students to think creatively about what they have learned by responding to the following prompts:

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## Wrap up: RAFT

- **R**ole of the writer: who or what are you as the writer? A pilgrim? A soldier? The president?
- **A**udience: To whom are you writing? A friend? Your teacher? Readers of a newspaper?
- **F**ormat: In what format are you writing? A letter? A speech? A poem? An email? A tweet?
- **T**opic: What are you writing about? Why? What's the subject or the point?

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## Wrap up: RAFT

<b>R:</b> teacher, principal, student, college professor, superintendent	<b>A:</b> colleague, veteran teacher, new teacher, principal, student, friend
<b>F:</b> email, Facebook status, letter, speech, website, article in an academic journal	<b>T:</b> How to teach reading/how to support readers/effective literacy instruction

*You choose!! RAFT on pg 7 & then get with your winter partners and read to each other.*

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## My blog...

[Msbinstructionalcoach.wordpress.com](http://Msbinstructionalcoach.wordpress.com)

### Note-taking Foldables

*Let's make a foldable to take notes about Learning.*

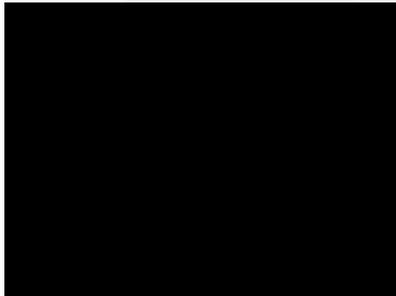
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## Summary Statements about Learning

- People learn what is personally meaningful to them
- Individuals learn differently
- People learn when they accept challenging but achievable goals
- People construct new knowledge by building on their current knowledge
- A positive emotional climate strengthens learning

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What do you think of this teacher's approach to bringing Shakespeare to life? Do you think the students are learning?



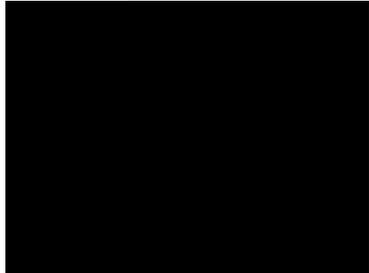
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## How to Encourage Learning

- Chunk items/what you teach into 3s, 5s, or 7s & 10-15 minutes
- Include movement & socialization (ie: turn & share w/ a partner what you are thinking)
- Systematic instructional strategies --> skills & concepts taught in a planned & logical sequence
- Explicit instructional strategies:
  - I do-----we do----two do---you do
  - (Direct) (model) (pairs) (indep)

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Are the students learning in this classroom?



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What did you learn about learning & reading?

*Make a foldable!*

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# Before Reading Strategies

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Setting a purpose...

Read the story "The House" on page 8. **Circle** with your pencil whatever you think is important.

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Setting a purpose...

Read the story again and **underline** anything you think a **robber** would find important.

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Setting a purpose...

Read the story again and put a **\*star** by any details that a **prospective home buyer** might think are important.

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### Setting a purpose...

**Turn to a partner and discuss:**

- **What did you learn from this activity?**
- **What did you notice about the 3 times you read the story?**

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### Before reading/learning instructional strategies:

- **Activating prior knowledge** by considering what is already known about a content topic and linking new information to it in the brain.
- **Setting purpose** and **generating questions** for learning, such as to gain information; read for pleasure; learn a step-by-step process; or understand the historical relevance.
- **Previewing** to ascertain how text features, graphs and charts, appendices, and other text structures can contribute to the reader's understanding.
- **Making predictions** about what might happen; adjusting these predictions as new information is presented, and discarding them when faced with contradictory information.

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### 2 biggest barriers to content area reading are...

- Vocabulary
- Prior knowledge

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\*Stop giving a 30 minute lecture to give students background information  
\*Kids need to discover/do something to relate to the new knowledge and help build their background knowledge  
\*Can be a 2-3 minute activity or it could take a class period.

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### Building Background Knowledge

- Information is stored in our long-term memory when we combine images and words. (show short clips or photos.)
- Need multiple exposures and virtual experiences to build background (Read to the students from a text to engage them in the topic.)

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### Admit Slip 3-2-1



3. List three words you think of when you look at this picture.
2. Write two ideas you have, based on the picture and your words. "I think..."
1. Write one question you have.

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## Wordstorming

Given the title of the article, brainstorm as many words as you can think of for each letter you have been given.

C J K M

"Deliberations to Resume in '64  
Mississippi Killings."

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## Probable Passage (pg 10)

- introduces readers to vocabulary they will encounter.
- Encourages students to make predictions, activate prior knowledge, and generate questions to guide reading/learning.
- provides a powerful incentive to read and discover that the story follows the outline that has been suggested.

*When the strategy is introduced for the first time, it is important that the teacher model each stage, always thinking aloud.*

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## Probable Passage--how do I use it?

- 1) Choose eight to fourteen words or phrases from the story and write them on an overhead or the chalkboard. The words should include ones that reflect the characters, setting, problem, and outcomes, as well as some unknown words that are critical to the theme of the selection. You can change the categories to fit with your subject area.
- 2) Divide class into groups and present with a **Probable Passage worksheet** with boxes for the categories to sort the words into.
- 3) When the worksheets are finished, each group **shares the results** and reads their gist statement aloud.
- 4) Brainstorm as a class **what they want to discover** when reading the selection.
- 5) **Read the text.**
- 6) **After reading**, compare the Probable Passages and discuss into what categories the author would have placed the words. Also, students can reflect how using this strategy helped in understanding the text. Students can rewrite their gist statements.

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## Probable Passage categories

- History: time/place, people, conflict/problem, events, resolution of conflict, questions, mystery words
- Science: context, people, problem, events, outcome, questions, mystery words

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## Give one-get one

- 1) Fold a paper in half length-wise.
- 2) On the left, list strategies you use in the classroom to encourage students to engage in class discussion and participation.
- 3) Go around the room & get other strategies from other teachers and give one in return. Write them on the right.
- 4) Partner up & choose 3 ideas to share with the class.

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## Tea Party

- 1) Each student receives a slip of paper with a sentence or phrase from the text.
- 2) Students circulate around the room and read their slip of paper to other students and listen to each other.
- 3) After about five minutes, students sit back down & make a prediction statement.

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Review Question

**What are the 2 biggest barriers to content area reading???**

m.socrative.com/fisher-bishop

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Review Question

**What are the 2 biggest barriers to content area reading???**

**Vocabulary & prior knowledge**

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Before reading/learning instructional strategies:

*Find your fall partner.*

*Each of you should try and list/say the four before-reading instructional strategies (without looking at your notes/packet.) Then reflect on the activity ideas we have learned about today or other activities you have used in the classroom and figure out which of the 4 strategies the activities target.*

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**Vocabulary Strategies**

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How Vocabulary is Learned

- **Indirectly.** Children learn the meanings of most words indirectly, through everyday experiences with oral and written language-- e.g., through conversations with adults, through being read to, and through reading extensively on their own.
- **Directly.** Children learn vocabulary directly when they are explicitly taught both individual words and word-learning strategies.

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How do we usually teach vocabulary?

- Write the definition
- Use the word in a sentence
- Take a test, usually matching

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## Teaching Individual Words

- Teaching specific words before reading helps both vocabulary learning and reading comprehension.
- Extended instruction that promotes active engagement with vocabulary improves word learning.
- Repeated exposures to vocabulary in many contexts aids word learning.

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## Teaching Word Learning Strategies

- How to use dictionaries and other reference aids to learn word meanings and to deepen knowledge of word meanings.
- How to use information about word parts (affixes, base words, word roots) to figure out the meanings of words in text (structural analysis).
- How to use context clues to determine word meanings.

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## Effective Vocabulary Instruction

- 1) Integrate new words into their lives; make a connection
- 2) Meaningful use; authentic opportunities to encounter and use the words
- 3) Repetition; When students encounter a word 10 times, they learn it for life.

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## Swap Talk: What works in Vocab Instruction

- Teacher prepares cards with one fact or piece of information on each.
- Each student reads their card & writes a summary/notes on a post-it (placed on the card.)
- Students find a partner using Stand Up, Hand Up, Pair Up.
- Partner A shares their information, Partner B shares their information.
- Partners "swap cards" and look for a new partner.

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*Welcome back from lunch!*

You can browse the reading packets on the table and take any you want.

Links to the packets are on my blog.

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## Instructional Steps to Teach New Vocabulary--pg 14 & 15

- Find your spring partner.
- Go back forth reading all of page 14 and the three checkmarks on page 15. Each person reads one bullet point or numbered item.
- When you finish reading, summarize and explain what you learned about vocabulary instruction.

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### Isabel Beck's Three Levels of Vocabulary Comprehension

- 1. Established—Prior Knowledge:** Students know the word easily and rapidly. It is part of their prior knowledge and can be used to begin building on new word recognition.  
**TRIP**
- 2. Acquainted—not normally used in daily life:** Students recognize the word and understand the basic meaning. The word is partially understood but clarification is needed.  
**JOURNEY**
- 3. Unknown Words—academic vocabulary/ content specific:** This is a new word and the meaning is not known. The word is not in the oral or reading vocabulary of the students but the new word represents known concepts.  
**ODYSSEY**

\*Scaffold vocabulary by using level 1 words to describe level 2 or 3 words.

### Isabel Beck's Three Levels of Vocabulary Comprehension

*What level do you think the following words would be? Discuss with a partner. 1, 2, or 3?*

Trade	forlorn	hostile
Swap	ceiling	corner
Barter	triumphant	hungry
Sensible	oboe	chromosome
Absurd	avoid	
Expedition	colonial	

### Isabel Beck's Three Levels of Vocabulary Comprehension

*What level do you think the following words would be? Discuss with a partner. 1, 2, or 3?*

Trade 1	forlorn 2	hostile 2
Swap 2	ceiling 1	corner 1
Barter 3	triumphant 2	hungry 1
Sensible 2	oboe 3	chromosome 3
Absurd 2	avoid 2	
Expedition 3	colonial 3	

### Let's practice some vocabulary activities & graphic organizers....

**\*\*Pages 15 & 16**

### House Party

- Each student is given a discussion question using one of the vocabulary words.
- Students will circulate around the room (while music is playing) & ask other students their question and collect the answers.
- When the music stops, students will return to their seats and the teacher will ask students to share the answers they collected.

### 3-2-1

Purpose: It requires students to summarize key ideas, rethink these ideas in order to focus on information they found interesting or difficult to understand, and then ask questions about what they still want to know.

- 3 Things I learned about Vocabulary Instruction
- 2 Things that I will start or stop doing
- 1 Question I still have

## During Reading Strategies

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- ### Improving Fluency
- Model fluent reading, then have students reread the text on their own.
  - Have students repeatedly read passages aloud with guidance.
  - Have students reread text that is reasonably easy (at their independent reading level).
  - Have students practice orally rereading text using methods such as student-adult reading, choral reading, partner reading, tape-assisted reading, or readers' theatre.
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- ### Text Comprehension
- Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading.
  - Instruction in comprehension can help students understand what they read, remember what they read, and communicate with others about what they read.
  - Research on text comprehension suggests what should be taught about text comprehension and how it should be taught.
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- ### What Should be Taught-- Key Comprehension Strategies
- Monitoring comprehension
  - Using graphic and semantic organizers
  - Answering questions
  - Generating questions
  - Recognizing story structure and other text structures/features
  - Summarizing
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- ### How to Teach Comprehension Strategies
- Provide explicit (or direct) instruction: direct explanation, modeling, guided practice, application.
  - Make use of cooperative learning.
  - Help readers use comprehension strategies flexibly and in combination.
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- ### During reading/learning instructional strategies: (pg 11)
- **Questioning** to clarify and deepen understanding.
  - **Monitoring** understanding and using fix-up strategies when they do not understand, such as rereading, reading on, or examining a word more closely.
  - **Making connections** when they use information from personal experiences, other texts, and knowledge of world issues to make sense of text.
  - **Inferring** by using prior knowledge to get a deeper understanding of text and making valuable connections with the author's intent when the answer may not be explicitly stated.
  - **Drawing conclusions** and refining them as needed in light of additional information
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### During reading/learning instructional strategies cont'd:

- **Summarizing** what they have read by stopping and reflecting during and after reading.
- **Creating mental images or visualizing** by "seeing" people, events, and relationships between concepts, but also using other senses (hearing, tasting, smelling, feeling) as they experience the meanings they build from text.
- **Analyzing** story structure and informational text structures and using these structures as supports for building meaning.
- **Synthesizing** by combining ideas and information within and across texts.

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### INSERT: see my **blog** for examples & more info

- Read page 11
- While you read, use the post-it notes to mark codes of your reactions to what you read.

✓ I agree	! Wow
X I disagree	? I wonder
+ New info	?? I don't understand
* Important	

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### DIALECTICAL JOURNAL

- Fold your paper in half
- On the left, write "Detail from the text"
- On the right, write "My reaction/ thoughts"
- Take your post-its from INSERT and create journal entries, explaining your reactions and thoughts about the text.

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### SAY SOMETHING

- helps students to read actively
- interrupts students' reading of a text, giving them a chance to think about what they are reading.
- encourages them to talk about what they read

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### SAY SOMETHING

Process:

1. Students get into pairs and take turns reading a portion of the text aloud. Give the students a specific number of paragraphs to read before stopping.
2. Student 1 will say something in response to the text. When you say something, you must do one of the following: Make a prediction, Ask a question, Clarify something you had misunderstood, Make a comment, Make a connection
3. Student 2 will respond to Student 1
4. If you can't say something, you need to reread.

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### WHY ROUND ROBIN IS BAD!

SEE MY BLOG FOR MORE INFO

*Practice "Say Something" with a partner, using "Round-Robin Reading? Don't do it!!!"*

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### Fix-up strategies

- What do good readers do when they don't understand what they are reading?
- What do bad readers do?
- See page 17 of the packet
- Teach students how to recognize when they aren't understanding the text
- Teach students how to stop and understand the text

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### Shaping Up Review

- students will synthesize major concepts from the lesson using four different shapes. By varying the manner in which students visually summarize their learning, retention of the information learned is increased.
- *Complete the Shaping Up Review Worksheet about During Reading Strategies*

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## After Reading Strategies

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### After reading/learning instructional strategies:

- **Reflecting** about what was read on personal, emotional, and cognitive levels.
- **Reviewing** information, ideas, relationships, and applications to real life by re-reading, summarizing, and deep discussion with others.
- **Presenting** understanding of concepts learned through the informal and formal written and spoken word, including small group classroom venues and authentic audiences.

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### CUBING

- Gives students the opportunity to construct meaning about a given topic through six different ways.
- Each side of the cube asks the student to use different thinking processes:
  - ❖ Description (What is it like?)
  - ❖ Comparison (What is it similar to or different from?)
  - ❖ Association (What does it make you think of?)
  - ❖ Analysis (How is it made or what is it composed of?)
  - ❖ Application (What can you do with it? How is it used?)
  - ❖ Argumentation (Take a stand, arguing for or against it)

*Create your own 3-D Cube about reading instruction, using the handout.*

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### CUBING

Description	Tell about it.
Comparison	What else is it like? What is it different from?
Association	What else do you think of?
Analysis	Tell about its different parts?
Application	How is it used? What can you do with it?
Argumentation	What's good or bad about it?

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## CONCEPT DEFINITION MAPPING

- Page 19 of the packet
- Students summarize what they learned in a graphic organizer

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## A TO Z SUMMARY

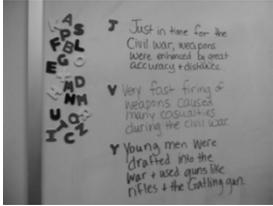
On-the-spot wrap-up activity that will fit with almost anything being taught in practically any content area.

1. At the end of a teacher-led content presentation or reading, assign students a letter of the alphabet (or give them a cardboard or magnetic letter or scrabble tiles).
2. Ask students to create a one-sentence summary of the presentation or text, beginning their sentence with the assigned letter
3. Do a Chalkboard Splash, attaching the sentence and magnetic letter to the board so students can review their peers' sentence summaries.
4. Before ending the lesson, call out the letters in order as a cue for students to read their sentences out loud.

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## A TO Z SUMMARY

- Choose a magnetic letter.
- Write your own summary statement about what you learned about reading instruction today.



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Watch this clip, why do you think Rachel didn't read the books? What could the teacher do differently to encourage Rachel to read and understand the reading?



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## LESSON DESIGN

Before any reading activity (long or short), consider the following:

- How the students will read the text (Individually, pairs, teacher read aloud)
- Before, during, after reading support
- Text selection (length, level, & complexity.)

*Your turn...think of a reading lesson for your class. Design a lesson using the strategies we discussed today.*

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## Text selection

Use students' STAR scores to determine their reading levels.

You can use Microsoft Word's spell check to determine reading levels of a text.

You can use some simple math to figure out how long it will take students to read the text you selected.

\*See my blog post for more info.

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### Use qualitative judgment to decide if the text is engaging

1. How considerate is the text? (visuals, pictures, font size, charts.)
2. Information: is it interesting or relevant?
3. Coherence: logical order or does it jump around?
4. Do kids have background knowledge or interest level?
5. Language other than their 1<sup>st</sup> language? (Shakespeare)
6. Concept density
7. Sentence complexity and length
8. Vocabulary and complexity of terms

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### Bringing the Common Core to Life....

- <http://vimeo.com/25206110>

This speaker contradicts many best practices of literary instruction. What do you think???

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### How do you motivate students to read? What will be their "prize"?



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### Reading attitudes...

How can we foster lifelong readers???

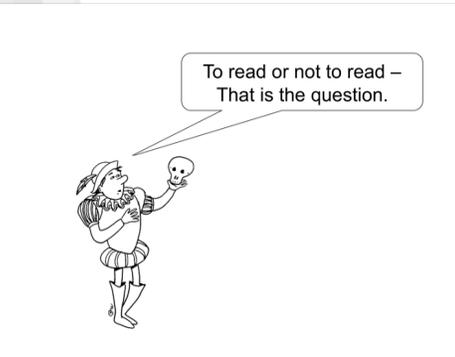
94

### A few unpleasanties

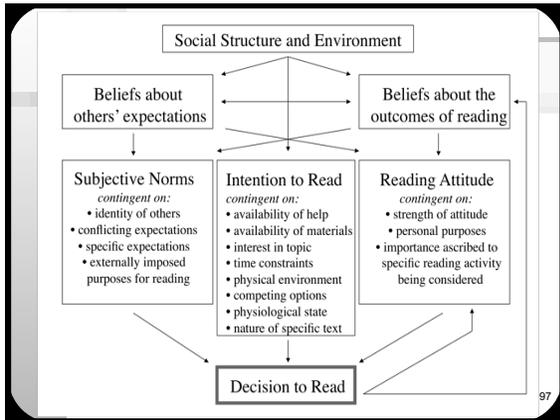
- ⊗ Nearly half of all Americans ages 18 to 24 read no books for pleasure.
- ⊗ The percentage of 18-to-44-year-olds who read a book in the past year fell 7 points from 1992 to 2002.
- ⊗ Less than one-third of 13-year-olds are daily readers.
- ⊗ The percentage of 17-year-olds who read nothing at all for pleasure has doubled over a 20-year period.
- ⊗ Voluntary reading rates diminish from childhood to late adolescence.
- ⊗ The percentage of college graduates who report reading literature fell from 82% in 1982 to 67% in 2002.

— *To Read or Not to Read*  
National Endowment for the Arts  
November, 2007

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### Beliefs about the Outcomes of Reading

- Is reading likely to be pleasurable or useful?
- Or is reading likely to be boring, frustrating, even humiliating?

- Finding ways to alter a child's belief structure is a key challenge in fostering more positive attitudes.

### Instruction that fosters positive attitudes should ...

- ☺ Provide successful and engaging experiences with reading
- ☺ Strengthen beliefs that reading will be pleasant
- ☺ Challenge beliefs about peer expectations concerning reading

### Two Ways to Learn about Your Students' Attitudes

1. Ask them.
2. Watch them.

#### Some Ways to Ask about Attitudes

- Journals
- Conferences
- Open-Ended Questions
- Interest Inventories
- Attitude Surveys

### Suggestions for Teachers

- 📖 Assess attitudes and interests.
- 📖 Focus on proficiency.
- 📖 "Sell" reading.
- 📖 Build an engaging classroom.
- 📖 Build an engaging classroom library.
- 📖 Use research-based techniques.

### Some Effective Techniques

- 📖 Avoiding denigrating group placement
- 📖 Using high-quality literature
- 📖 Reading aloud to children
- 📖 Activating prior knowledge
- 📖 Stressing links between literature and students' lives
- 📖 Teaching comprehension strategies
- 📖 Cross-age interactions
- 📖 Facilitating literature discussion groups
- 📖 Providing older models with positive attitudes

## Some Effective Techniques

- Collaborative activities
- Challenging materials
- Projects that entail several class periods
- Techniques that facilitate comprehension

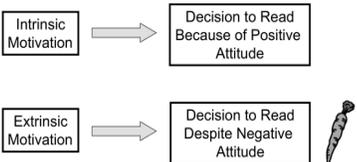
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## Look at the attitudes in this classroom. What do you think?



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## What about rewards?



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## Rationale for Extrinsic Motivation

- Reading practice will lead, over time, to improved proficiency.
- Exposure to a variety of texts may result in a “connection” that will dispel negative beliefs about the outcomes of reading.

**but**

- Rewards may foster a habit of reading only for rewards
- Rewards may foster a belief that reading is inherently unmotivating

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## What do you think?

How can you create positive attitudes within your classroom to motivate students to read?

Share your ideas:

[Todaysmeet.com/](http://Todaysmeet.com/)

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*Thank you!!*

Please contact me with any questions!

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