Active Engagement For Effective Reading Instruction

Mary Wennersten
mwennersten2@gmail.com

Session Objectives

- Identify three types of classroom based engagement
- Knowledgeable of the seven active engagement activities
- Identify elements of effective engagement activities

Setting a Context for LEARNING

Key Processes in Lesson Planning

- Making meaning
- Participating and contributing
- Managing Learning
- What the learning fundamentals look like in context
- Teacher reflection

Fundamental of Learning
How high levels of engagement affect students

1. Results in higher achievement
2. Increases mastery of knowledge and skills
3. Produces higher comprehension
4. Increases productivity by maximizing impact of instructional time
5. Improves ability to persist in overcoming challenges and obstacles
6. Decreases acting out behavior
7. Increases student satisfaction and delight in learning

Student RESPONSE-ability
Silver, Strong, Perini & Reily

> Students cannot have responsibility until we assure that they are provided with learning opportunities that develop their abilities to respond.

Are you with me... anyone...anyone?

Effective Instruction Requires ACTIVE Learning...
Learning is NOT a Spectator Sport!

Student engagement plays an essential role in any classroom. In classrooms where students are highly engaged, student participation is a requirement, not an invitation because students are motivated and encouraged to be involved in the learning. Student engagement is an expectation planned, directed, and mandated by the teacher.

(Darwin, 1995, p. 95)
Creating the Opportunity to Learn

By: A. Wade Boykin & Pedro Noguera

Engagement

1. Behavioral - "on-task behavior", paying attention, participating in class discussion

S-L-A-N-T

Engagement

2. Cognitive - comprehending of complex text, deep processing and critical understanding
Deeper Learning

- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Engage with complex text
- Use evidence to inform, argue, analyze

Knowledge & Skills
“scaffolding”

Features of Effective Reading Instruction

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Source: Clearing House for Reading and Language Arts, 2007
3. **Affective** – interest level, positive attitude, curiosity, approaches to learning

![Engagement Diagram](image)

**Fundamentals of Learning**

![Fundamentals of Learning Diagram](image)

**7 Ways to Increase Student Engagement in the Classroom**

![Engagement Table](image)

*Schlechty, P. (2002)*
Structured Active Learning

Tools for your Engagement Tool Kit

https://explicitinstruction.org/video-elementary/elementary-video-1/

STRUCTURING ACTIVE LEARNING

1) Choral responses - all in unison together evokes student input. Help students think - very helpful to provide: clues and metacognitive thinking before asking questions. Staple a finger under one hand up - then say to think it's time to respond! Students can hold up hands when they have... not-optimal choral responses too - touch the wall, put your finger under...

2) Partner responses - use of the most powerful strategies to increase student language by, asking, writing, higher order thinking, etc. during instruction.

a) Think think and think - ask students to describe what they think before they write their response.

b) Think / Pair / Share - alternate roles based on their organizational skills

3) Small group discussion - A lead, B, one, and one...[We'll talk about...]

4) Think-pair-share - A lead, B, one, and one...[Tell me what you have learned about...]

5) Think different period - 5 seconds, 10 minutes, etc.

6) Partner individual students, provide feedback & scaffolding as necessary

Be sure to structure the academic language (e.g. sentence starters: "I predict that..."

1) Written responses - especially as you move up the grades (3 and above)

a) Writing feedback - student thinking accountability, flow, etc.

b) Provide concrete feedback (e.g. "I need to clarify that..."

c) Connect written language to reading, provide practice in concept & grammar

4) Randomly call out students (e.g. "Now read aloud") - Whole Group Discussion

1. NO hand raising questions ("This one is you..."

5) "Is it worth doing?" All students need to be "doing the doing" of learning - NOT just asking questions

6) Increase accountability, attention, focus, engagement and it is more feedback & effective

Author: Patricia, January 2001

10:2 Method

"Student Talk"

...for over ten minutes of instruction

allow two minutes for students to process and respond to Instruction

1
Instructional Conversation (Student Talk)

1. Summarizing

1. __________ is __________.
2. __________ is __________, and the result is __________.
3. In summary, __________.
4. The story is about __________. In addition, __________.
   Consequently, __________.

2. Incorporate movement into your lessons
Multisensory Instruction... Leads to engagement

- It is learning through all modalities:
  Multisensory – the use of two or more sensory modalities simultaneously to take in or express information (L. Moedt, M. Farrow – 1999)

3 Pick up the pace!

Researchers have shown that teaching at a brisk instructional pace provides more opportunities for students to engage, respond, and move on to the next concept

(Carver & Feb, 1975; Williams 1995; Lindasager et al, 2003)

Additional visual support for Phonemic Awareness

- Unifix Cubes (segmenting)
- Fingers (blending)
- Markers (on-set/rime)
4  Provide **Frequent** and **effective** feedback

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5  Allow students 5-7 seconds of **THINK TIME** when asking a question
6 Have the students use the 3-2-1 method of summarizing

At the end of the lesson
Have students record 3 things they learned,
2 interesting things,
and 1 question they have about what was taught.
Allow time for them to share their thoughts with a peer.
7 Periodically pause mid-sentence

Require students to fill in the blank

Page 311-312

Center on Instruction
http://www.centeroninstruction.org/

Informational Text Structure Templates
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