Active Engagement For Effective Reading Instruction

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Session Objectives

- Identify three types of classroom based engagement

- Knowledgeable of the seven active engagement activities

- Identify elements of effective engagement activities

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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

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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

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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?

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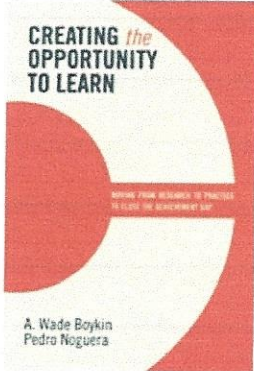## Learning is NOT a Spectator Sport!

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.

(Danielson, 1996, p. 95).

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Creating the Opportunity to Learn

By: A. Wade Boykin & Pedro Noguera

CREATING *the* OPPORTUNITY TO LEARN

A. Wade Boykin
Pedro Noguera

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Engagement

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

S-L-A-N-T

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Engagement

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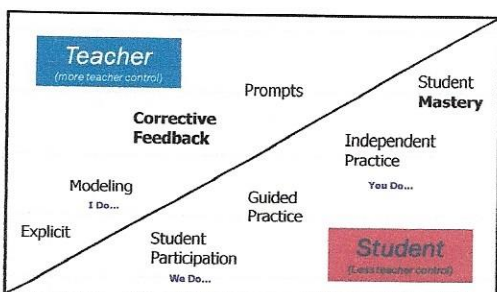
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Deeper Learning

- Reason abstractly and quantitatively

- Construct viable arguments and critique the reasoning of others

- Engage with complex text

- Use evidence to inform, argue, analyze

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Knowledge & Skills
"scaffolding"

Teacher (more teacher control)

Prompts

Corrective Feedback

Modeling
I Do...

Explicit

Student Participation
We Do...

Guided Practice

Student **Mastery**

Independent Practice
You Do...

Student (Less teacher control)

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Features of Effective Reading Instruction

| Explicit	Explicit instruction with modeling
Systematic	Systematic instruction with scaffolding
Practice	Multiple opportunities for students to respond and practice
Assessment	Ongoing assessment (progress monitoring)
Feedback	Immediate corrective feedback

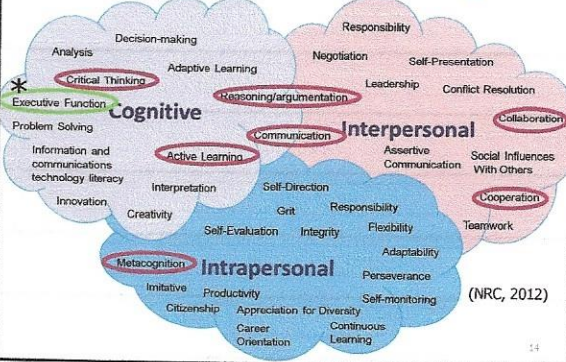Vaughn Gross Center for Reading and Language Arts, 2007

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Engagement

3. **Affective** – interest level, positive attitude, curiosity, approaches to learning
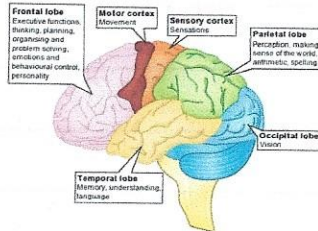
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Fundamentals of Learning

(NRC, 2012)

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7 Ways to Increase Student Engagement in the Classroom

Schlechty, P. (2002)

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Structured Active Learning

Tools for your

Engagement Tool Kit

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

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STRUCTURING ACTIVE LEARNING
"Tools for your engagement tool kit"

1) **Choral responses** – all say it together~wakes students up –gives thinking time - very helpful to provide a cue such as holding your hands up - then drop to signal it's time to respond
   √ cue students to show you they are ready...e.g. "thumbs up when you know...
   √ non-verbal choral responses too, "touch the word... put your finger under..."
   √ provides a safe way to practice academic language together – e.g. repeating a model sentence

2) **Partner responses** – one of the most potent strategies we have to increase active language use, attention, higher order thinking, etc. during instruction.
   √ teacher chooses partners - alternate ranking based on literacy/social skills
   √ assign roles – A and B, one and two ("A's tell B's 2 things we have learned about...)
   √ specific topic - "what do you predict____; two things we've learned about____")
   √ short time periods – 15 seconds, 1 minute, etc.
   √ monitor individual students, provide feedback & scaffolding as necessary

** **Be sure to structure** the academic language (e.g. sentence starters, "I predict that ____.")

3) **Written responses** – especially as you move up the grades (3 and above)
   - writing first increases thinking, accountability, focus etc.
   - provides the teacher with concrete feedback (e.g. "do I need to clarify this?")
   - connects written language to oral language, provides practice w/syntax & grammar

4) **Randomly call on students** (or "faux randomly!!) – **Whole Group Discussion**
   √ **NO** hand raising questions ("Who can tell me ____?") – If it is worth doing ALL students need to be "doing the doing" of learning – NOT just watching others!
   -increases accountability, attention, focus, involvement and it is more fun/lively & effective!

Archer, Feldman, Kinsella 2008

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1 10:2 Method
"Student Talk"

...for ever **ten** minutes of instruction

allow **two** minutes for

students to process and respond to

Instruction

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Instructional Conversation
(Student Talk)

Reciprocal Teaching: an instructional activity that takes place in the form of a dialogue between teachers and students regarding segments of the text. (Palincsar and Brown – 19% vs. 71%)

Summarizing provides the opportunity to identify and integrate the most important information in the text. Text can be summarized across sentences, across paragraph, and across the passage as a whole. When the student first begins the reciprocal teaching procedure, their efforts are generally focused at the sentence and paragraph levels. As they become more proficient, they are able to integrate at the paragraph and passage level.

Question generating reinforces the summarizing strategy and carries the learner one more step along in the comprehension activity. When students generate questions, they first identify the kind of information that is significant enough to provide the substance for a question. They then pose this information in question form and self-test to ascertain that they can indeed answer their own question. Question generating is a flexible strategy to the extent that students can be taught and encouraged to generate questions at many levels. For example, some school situations require that student's master support details information; others require that the students be able to infer or apply new information from text.

Clarify is an activity that is particularly important when working with students who have a history of comprehension difficulty. These students may believe that the purpose of reading is saying the words correctly; they may not be particularly uncomfortable that the words, and in fact the passage, are not making sense. When the students are asked to clarify, their attention is called to the fact that there may be many reasons why text is difficult to understand (e.g., new vocabulary, unclear reference words, and unfamiliar and perhaps difficult concepts). They are taught to be alert to the effects of such impediments to comprehension and to take the necessary measures to restore meaning (e.g., reread, ask for help).

Predicting occurs when students hypothesize what the author will discuss next in the text. In order to do this successfully, students must activate the relevant background knowledge that they already possess regarding the topic. The students have a purpose for reading: to confirm or disprove their hypotheses. Furthermore, the opportunity has been created for the students to link the new knowledge they will encounter in the text with the knowledge they already possess. The predicting strategy also facilitates use of text structure as students learn that headings, subheadings, and questions imbedded in the text are useful means of anticipating what might occur next.

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Summarizing

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

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2 Incorporate movement into your lessons

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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. Moats, M Farrell – 1999)

Visual (See It)

Kinesthetic (Do It)

Auditory (Hear It)

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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

(Carnine & Fink, 1978, Williams 1993, Ernsbarger et al, 2001)

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Additional visual support for
Phonemic Awareness

Phoneme Blending

- Unifix Cubes (segmenting)
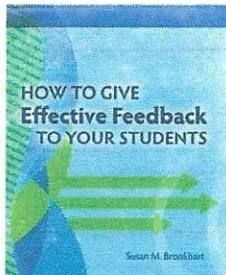
- Fingers (blending)

- Markers (on-set/rime)

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4 Provide **Frequent** and *effective* feedback

HOW TO GIVE
Effective Feedback
TO YOUR STUDENTS

Susan M. Brookhart

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Vaughn Gross Center for Reading and Language Arts, 2003
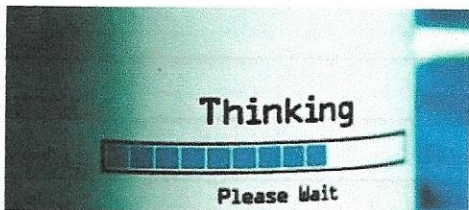
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5 Allow students 5-7 seconds of *THINK TIME* when asking a question

Thinking

Please Wait

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http://www.fcrr.org/assessment/ET/routines/routines.html

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Slide 29
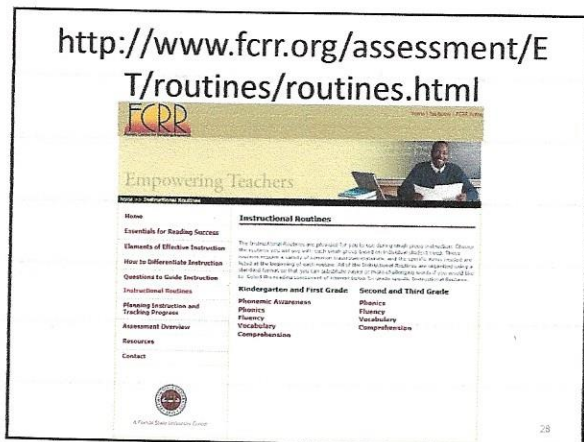
6 Have the students use the
3-2-1 method of summarizing

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.

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Reflection

3	Thigs that I learned...
2	Interesting things...
1	Question I still have...

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7 **Periodically pause mid-sentence**

Require students to fill in the blank

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Visit WWW.PedagoNet.Com

Effective Instruction for Middle School Students with Reading Difficulties:
The Reading Teacher's Sourcebook
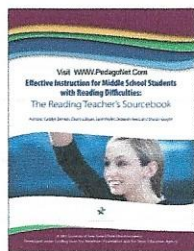
Page 311-312

Signal Words

Cause-Effect		
How or why an event happened; what resulted from an event		
Accordingly	For this reason	Next
As a result of	Hence	Resulting from
Because	How	Since
Begins with	If . . . then	So that
Consequently	In order to	Therefore
Due to	Is caused by	Then
Effects of	It follows	When . . . then
Finally	Leads/led to	Whether

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

Informational Text Structure Templates
October 2012

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https://www.cde.ca.gov/re/cc/elaresources.asp

CCSS English Language Arts Resources

Resources to support the teaching of the Common Core State Standards (CCSS) for English language arts (ELA).

Reading Foundational S...

The following supplements the Reading S...
page 37 in the bibliography of this ar... main document (pp. 15-17). See
material below. ...e foundational skills and the

COMMON CORE

Engli...

...l Studies,
..., and Technical Subjects

Appendix A:

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Thank You!

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