

I Love To Read Project



Manitoba Reading Association

The complete document outlining the
Manitoba Reading Association (MRA)

I Love to Read Month Project 2013

Can be found at the

Manitoba Reading Association Website:

www.readingmanitoba.org

The MRA is a provincial council of the International Reading Association



**Planting the Seeds of Literacy -
Fostering Engagement**

Manitoba Reading Association –A Provincial Council of the International Reading Association Celebrates *I Love to Read Month* 2013

Planting the Seeds of Literacy - Fostering Engagement



Background Information

The Manitoba Reading Association (MRA) is a provincial council of the International Reading Association. MRA is committed to the promotion of literacy throughout Manitoba and our motto is "Every Manitoban a literate Manitoban".

Each year in February we celebrate "I Love to Read Month" with a special emphasis on promoting a love of reading in our councils, schools, and communities.

Reading is but one component or mode of literacy. 21st century learning requires multiliteracies and multimodal thinking as well. The Manitoba Reading Association is using the term literacy primarily as associated with reading in this document, while acknowledging that we all engage in many forms of literacy in our lives.

Local councils of MRA are Brandon Reading Council, Portage Area Reading Council, Pembina Escarpment Reading Council and the Reading Council of Greater Winnipeg. A special interest council, Manitoba Council of Reading Clinicians, is also part of the provincial association. If you are a member of one of these councils then you automatically become a member of our provincial council. MRA consists of educators, administrators, parents, Faculty of Education students, consultants and other individuals interested in promoting literacy throughout our province. Watch the MRA websites for upcoming literacy

events in Manitoba <http://www.readingmanitoba.org>.

The theme of — I Love to Read 2013 is ***Planting the Seeds of Literacy: Fostering Engagement***. We are pleased to offer you this project in Celebration of February 2013- *I Love to Read Month*.

The *I Love to Read* Committee discussed the theme, looked at a variety of resources and schools' experiences to bring you this collection of ideas and resources. Thank-you to the Manitoba Reading Association council members for their input and the members of this committee: Monica Wiebe and Brenda Grieve who worked so hard on this project. Special thanks to Carol Hryniuk-Adamov for her invaluable contributions. We hope you find this to be a useful resource.

For further information about MRA, future professional development events or if you would like to become involved in a committee, the MRA Board of Directors or a local council, please visit our website at: www.readingmanitoba.org or Contact MRA President 2013 Louise Duncan of Carman at lduncan@prsd.mb.ca

To join the International Reading Association or to find further information, visit the website at: www.reading.org. Look for their Children's Book Choices and Teachers' Book Choices online and include these as suggestions for home reading and possible gift buying. Parents and grandparents are always looking for new book titles.

If you are interested in forming a reading council in your area please contact the International Reading Association's Provincial Coordinator, Carol Hryniuk-Adamov in Winnipeg at www.cadamov@shaw.ca for more information.

Have a wonderful month as you "**Plant the Seeds of Literacy**" across Manitoba! Together we can enable "Every Manitoban to be a Literate Manitoban"!

Setting the Context

By Monica Wiebe, President MCRC
and Co-Chair of the *I Love to Read* Committee

When given the theme of this year's *I Love to Read month* project for MRA, I was just putting the tiny plot in my backyard that I call my veggie garden to bed for the season. I mulled over the process I travel through to ensure a harvest of delicious and nutritious produce. In spring, I plant the seeds, but what else goes into the process of developing a rich garden?

My gardening list includes many tasks that are done with love over the course of the season:

- Planning - maximizing variety and appropriately timed planting and sun requirements, including early and late varieties, tall and short plants
- Observing - ensuring each plant has what it needs to survive. This includes:
- Supplementing – adding compost or nutrients to ensure my tiny backyard plot has the essentials for growth

- Weeding –the weeds need to be removed to decrease the chance of choking out the desired plants.
- Watering- a regular (almost daily) task that ensures success – the conditions need to be “just right” for growth to happen
- Harvesting – reaping the “fruit” of my labour but the process is not done.
- Storing – The product spoils quickly, so to preserve the produce it needs to be frozen, canned, dried or pickled to provide the important building blocks of future meals

Why plant the seeds of literacy we might ask? The answer is simple, yet complex. We want our students and families to read. Why? Because the more they read, the better they get at reading. The more they read, the smarter they get. The more they read, the easier it will be to do their work in school and beyond.

From an earlier age, we read to learn and begin a lifelong, developmental process that lasts a lifetime. When there is motivation to read, academic pursuits become more enjoyable and the likelihood of completing Grade 12 increases. Learning remains a powerful tool when it comes to life long vocational and recreational pursuits. Since motivation is hard to measure, researchers look at engagement as an outward indicator of motivation.

Experts like Boltz (2007) tells us “Researching the problems that boys have with reading, I have come to the conclusion that much of the cause of boys’ reluctance to read can be reduced to a single, crucial element—motivation.” (as quoted in Senn 2012) As educators, how do we ensure the engagement of both young and older readers, boys and girls, academically gifted student or students with learning difficulties? As Wisconsin educators ask at their award-winning Wisconsin Education website, how can we get more students “Into the Book”? <http://reading.ecb.org/contactus.html>

Planting the right seeds, so that lifelong literacy is an achievable goal for all Manitoba students, is what every teacher strives for in the classroom. Achieving this goal follows the same trajectory of my veggie garden. To ensure that students are able to reap the harvest of being life-long learners with strong literacy skills, they will need the team work of talented gardeners-teachers and parents working together to nurture their growth and development as engaged and proficient readers.

Teachers sow the seeds of literacy when they:

- Plan appropriate and varied lessons within rich, meaningful units/contexts,
- Ensure the timing and material match a reader’s needs
- Ensure adequate care is taken through differentiation to foster success for each student
- Guide students to choose materials for daily practice to foster growth at school and at home.

The opposite of success- failure does not foster motivation and engagement at any level and often leads to school absenteeism and later student dropout. When everything is

boring (or possibly too hard) engagement decreases, learning stagnates, and the student falls behind, further decreasing engagement.

Just as a gardener plans for variety and diversity, the need to differentiate instruction continues to be a relevant and ongoing pedagogical need. At the end of each season, educators hope the care they have taken to make learning engaging and relevant will foster completion of tasks, and that the newly acquired learning can be used as the seeds or building blocks of future learning.

The *I Love to Read Month* theme, *Planting the Seeds of Literacy*, could take educators in many directions. We offer you an array of ideas that have been known to increase engagement for learners in the area of literacy. How do we get kids engaged in reading? Cambourne, (1995) in an article on engagement suggests that engagement is a merger of multiple qualities that entail: holding a purpose, seeking to understand, believing in one's own capability, and taking responsibility for learning.

A quote from John Guthrie's work (2000) pinpoints components of good literacy instruction that are pivotal in planting the seeds of literacy or fostering engaged reader.

"Classroom contexts can promote engaged reading. Teachers create contexts for engagement when they provide prominent knowledge goals, real-world connections to reading, meaningful choices about what, when, and how to read, and interesting texts that are familiar, vivid, important, and relevant. Teachers can further engagement by teaching reading strategies. A coherent classroom fuses these qualities". (Guthrie & Wigfield, 2000)

We hope the ideas that follow will provide the seeds for your literacy projects and serve as a springboard as you continue to engage and motivate readers using the Six C's of Motivation (Malloy, Marinak and Gambrell, 2010) during "I Love to Read Month" and beyond.

The Six C's of Motivation:

- Choice
 - Challenge
 - Control
 - Collaboration
 - Control
 - Constructing meaning and
 - Consequences

(Malloy, Marinak, and Gambrell, 2010)

Ideas to Foster Engagement

What do students need to become engaged in literacy and break the cycle of failure?

- **Voice** – have students connect with the text, each other and their culture
- **Belonging** – Make connections to students' lives in a safe environment
- **Choice** – Focus on authentic literacy tasks that are relevant to them – critical literacy, technology, authentic writing for real purposes
- **Success** - Differentiate instruction to meet individual needs in a learning community

How to Engage Boys?

There are many boys who have are delayed in their engagement in the reading process. Recent articles and provided practical and promising approaches.

Senn, N. (2012) Effective Approaches to Motivate and Engage Reluctant Boys in Literacy Retrieved Nov. 3, 2012 from the online edition of *The Reading Teacher* Volume 66, Issue 3 (pp. 211–220)

1. Invite male role models into your classroom.
 - Guest readers—Family members (your own or those of your students), friends, other staff members
 - Writing mentors—Family members (your own or those of your students), friends, and other staff members to teach students about the writing they do in their jobs
 - Male authors and illustrators—Highlight examples in author or genre studies.
2. Consider your read-aloud selections: Will they be appealing to the boys in your class?
3. Maintain a balance of fiction and nonfiction in your classroom read-alouds.
4. Assess your classroom library:
 - Is there a reasonable amount of nonfiction about a wide variety of topics?
 - Does your fiction collection contain books with male characters?
 - Do you have books that are part of a series that may help to hook some of your reluctant readers?
 - Is there easy access to reading material with visual appeal?
 - Interesting cover art
 - Books with large print/easy-to-read text
 - Photographs or frequent illustrations
 - Magazines, newspapers, comics, graphic novels
5. Allow the boys (and girls!) in your class to choose what they read and to read with their peers. Provide more time for Book Talks to spark interest.
6. Allow your students to choose their own writing topics and formats whenever possible. Encourage them to illustrate their work.
7. Provide time to share, collaborate on, and celebrate writing.
8. Incorporate technology whenever possible.
9. Remember that boys need opportunities for frequent movement.
10. Keep an eye and ear out for ways to foster your boys' humour. Let them be funny, and enjoy it yourself!

Me Read? No Way!

This is a practical Canadian guide to improving boys' literacy skills that was developed in Ontario and distributed by Manitoba Education. See the booklet on line:

http://www.edu.gov.mb.ca/k12/docs/support/me_read/

Strategies that Engage:

Although all areas of our English Language Arts curriculum lend themselves to enhancing engagement, student choice and voice are integral to several learning outcomes such as General Outcome 1 Explore thoughts, ideas, feelings and experiences where we encourage students to express their preferences in Specific Learning Outcome 1.1.4. and where students are motivated to set their own goals with some guidance, in Goal-setting 1.1.5. In General Learning Outcome 2 – comprehending and responding personally and critically to oral, literary and media texts we help students to experience various texts in SLO 2.2.1 and encourage students to engage in texts and to connect self, texts and cultures in SLO 2.2.

When exploring General Outcome 3, the management of ideas and information, students engage inquiry and ask and explore their own burning questions. In General Outcome 4, enhancing clarity and artistry of communication, students explore who they are as communicators and experiment with creative processes. Engagement is also fostered through General Outcome 5, celebrating and building community when students engage with, build, and reflect on communities of learners.

The following *Instructional Strategies to Increase Student Engagement* provide a wide variety of engaging strategies and activities that were posted on a blog written by **Laura Peters** on March 16, 2010. We thank Ms. Peters for compiling the following list to engage and motivate our students:

Warm-Up/Do Now

KWL List: Set a timer for 5 minutes and have students list everything they know about the topic on sticky notes. Immediately after, or later in class, have students read off each of their sticky notes and group them into categories on the board or on chart paper. (See also: *KWL graphic organizer*)

Assumption Smashing: List several or all assumptions related to a topic. Set a timer for 8 minutes and have students write about what would happen if one were changed. (For example, "All forms of transportation are now free." What would be the effect on society? Or, "You can now divide by zero." What would that change in math?)

Authentic Questions: Set a timer for 5 minutes and have students write down on strips of paper questions related to the content. ("Why do we need to have fractions?" "What would happen if we tried to stop a volcano from erupting?") Collect the question strips and tape/paste them to a larger piece of paper. Answer several questions per day during the unit by writing on the paper and quickly summarizing the question and answer to the class. Students may wish to take on answering some questions as well, perhaps for extra credit.

Free Writing: Post a topic on the board. Set a timer for 5 minutes and have students write everything they can think of about the topic. The rules are that students must not stop writing, even if they "run out of things to say," and they may not do any editing or criticism during the writing. After the time is up, students can either read the writing aloud in a small group (3-4 students), or be assigned to scan what they have written and pull out ideas or phrases they can use for the next activity.

Jumbled Summary: On paper or an overhead transparency, present randomly ordered key words and phrases from a lesson. Set a timer for 8 minutes and have students put the terms and phrases in a logical order to show understanding of the lesson concept. (Examples: steps in solving an equation, actual math steps, events in a timeline, events in a plot sequence, stages in a cycle)

4-Square Draw: Set a timer for 10 minutes and have students draw 4 squares on a piece of paper. Post a topic and ask them to quickly sketch four different illustrations of a concept. (Example: draw 4 different archetypes, draw 4 different ways to look at a cube, draw 4 different scenes from the rising action of the story, draw 4 properties of graphite)

Random Item Challenge: Select a household object and place it on a table or the chalkboard rail. Place an item from the unit beside it or write a topic, concept, or character on the board. Set a timer for 8 minutes and ask students to make a t-chart with the headings of "similarities" and "differences." Ask them to list as many similarities and differences as they can. (Example: Write *Dally*, a character from *The Outsiders*, on the board and place a toaster on the chair. Similarities: Both heat up, both can have a "frayed cord," both will short out when they get into "hot water," both could help you get breakfast if you were really hungry, neither are fancy or particularly respected. Differences: a toaster doesn't move around, a toaster doesn't make bad decisions, people keep toasters practically forever and Dally doesn't really have a home.)

Introduction/Direct Instruction

Anticipation Guide: Work with entire class to complete a K-W-L graphic organizer to prepare students for a new instructional topic. Complete on overhead or large paper as students complete on their own paper.

10 + 2: Set a timer for 10 minutes and present new information. Set the timer for 2-4 minutes, and have student's think-pair-share or think-pair-draw for 2-4 minutes. Circulate during this time to answer questions and redirect. Repeat the cycle throughout lesson. (Can also be 5+1)

TRIP: Have students write T-R-I-P down the side of a piece of paper and move to sit in pairs. Write on overhead or board: "Write down the chapter/unit/lesson/story's **T**itle, **R**elationships of pictures to text, **I**ntent of questions related to the story, and **P**erspective what you believe the focus of the story will be." Set a timer for 10-14 minutes. (Note: You may have to write on the board the page numbers for the start and end of the text on which you are focusing.)

Acronym Memory Method: Present information that must be memorized as an acronym and have teams of students do a “wave” (each student stands up to say a part). Alternately, list the parts and have students work with the teacher to devise a mnemonic.

Finding Clues in a Picture: Write several leading questions on the board or overhead. Set a timer for 4 minutes. Ask students to move into pairs and find clues about the upcoming reading by analyzing a picture in the reading and considering the questions on the board.

Guided Questioning for Reading: Read a passage aloud, and begin asking basic questions about what might happen next. Stop every few paragraphs and ask more prediction and synthesis questions. As comprehension improves, make questions less supportive and more challenging.

Guided Questioning for Video Segments: Begin asking basic questions about what happened and might happen next based on opening credits/scene. Stop every few minutes and ask more prediction and synthesis questions. As comprehension improves, make questions less supportive and more challenging. (Example: When showing a Standard Deviants Algebra video clip, pause after the introduction to X-Y pairs, randomly select names from the grade-book, and have 2 students quickly re-enact the skit they saw on the video, then ask volunteers how they would act out X-Y pairs if they had to film it.)

Agree/Disagree Matrix: Ask students whether they agree with a statement about an instructional topic that they will be introduced to during class. Have a “pollster” who sits near a wall record the statement and the groups’ responses in a matrix. Refer back to the pollster on a regular basis throughout the year and have them “update” the matrix over time using different color ink.

Agreement Circles: Have students stand in a circle, facing each other, as the teacher makes a statement. Students who agree with the statement step into the circle. Continue making more restrictive or expansive statements until all students are in the circle.

Four Corners/Your Choice: Place a small number of choices (usually 4) in the corners of the classroom. Read and point to all the choices. Give students 60 seconds to stand next to their choice. Students selecting the same choice then discuss reasons or advantages and disadvantages of their choice. (Example: Which is the best way to...? What is the biggest problem? What is the best next step ...?) *Note:* Avoid highly-charged moral topics and right-or-wrong choices.

Prediction Raffle: Have students write a prediction of how something will turn out on a slip of paper and enter the paper into a “raffle” for something (example: student can select among small piece of candy, opportunity to sit in the teacher's chair for a day, chance to run an activity or write on the overhead). Draw for the prize when the class determines the answer. First correct prediction that is drawn is a winner.

Teacher Demonstration: Show students how things work or how things happen. Involve students in the demonstration by having them predict and/or explain each step (see 4

Corners, Agree/Disagree Matrix, Prediction Raffle). You might ask them draw step-by-step directions during the demonstration on a storyboard.

Student Discovery: Provide individual, pairs, or small groups of students with a question, process, or problem and the materials to explore it.

Find Someone Who: Provide a "Bingo" card with skills or questions in each square related to the current unit. Set a timer for 10-14 minutes and have students seek out the peers in the class who know the answers to specific content questions. (If you know that several students have a significant lack of content knowledge, set them up the previous day to be experts by giving them one or more answers without any other students being aware of it!)

Quick Talk: Students are placed in pairs and given 30 seconds to share all they know about a topic.

Jack Kerouac Quick Talk: Student teams of 3-4 prepare to speak in front of the class for 60 seconds to share all they know about a topic WITHOUT STOPPING; when one stops, the next one must start! (Fun energizer; have all teams prepare but only have 1-2 teams perform each time.)

Practice

Acting Out: Students can act out mathematical, scientific, or social problems to improve their comprehension. For example, to represent the math equation $4 + 2$, have four students stand in one area and two students stand in another area. Physically have the students move together to show that the two groups are joining or being added together to form a group of six students. Students can also act out roles from stories or historical events. (Note: you can find a grading rubric for this by Googling "presentation rubric.")

Action Projects: A project where ideas learned through research are tested and applied in a real- world situation. For example, students may use the knowledge of democracy learned in a Civics class to poll neighbors or students about candidates in an upcoming election.

Air Drawing: Students draw or motion in the air to demonstrate how they will carry out a procedure before they actually do so.

Analyzing Perspectives: Students evaluate a problem or topic from various perspectives.

Biopoem: This activity allows students to write poems about any specific person or object (character in book, living or inanimate objects) as a means to summarize their knowledge of a topic.

Brochure: Students create a brochure to explain the topic to others.

Commercial: Students create a commercial to explain the topic to others.

Bulletin Boards: Place students in groups to create a bulletin board or wall space to inform, engage, guide, or motivate others about a topic or concept.

Capsule Vocabulary: After orally and visually presenting key terminology for a particular topic, pair students and set the timer for 15 minutes. Student pairs try to incorporate as many terms as possible into a one-page essay about the topic.

Class Publication: Assign students to collaborate to create a written work to be published about a particular topic. Formats might include: magazine, newspaper, brochure, map, or newsletter. (Note: Does not have to be created on the computer; student pieces can be handwritten or drawn and reduced on the copier to make a handwritten collage of the various products.)

Collages: Students gather images (clippings from magazines, photographs, or their own drawings) and organize them to illustrate a concept or point of view.

Competitions: Competitions can be useful in motivating some students to learn. Team competitions are especially effective in the classroom if they are tied to a collaborative practice or review activity before the competition. Keep games like *Concentration*, *Find the Truth*, and *Pictionary* short and focused, lasting 15-30 minutes; games like *Jeopardy* or *Question War* should last no longer than 40-60 minutes. In a 90-minute class, you should be able to have a warm-up, a game, and at least one other activity.)

Question War: Have students divided into 2 groups. For homework or for 20 minutes in class, students write as many review questions and answers as they can on index cards. Collect and check for accuracy. The next day, divide the class into two groups. Explain that there will be a "question war." Groups take turns asking questions; students rotate as question-asker and question answerer. Students have 30 seconds to answer; they may confer with their teammates but must answer themselves. If a student cannot answer, s/he hears the correct answer and becomes a "prisoner of war." Prisoners may not participate for 5 minutes; at the end of 5 minutes they are allowed another chance to answer the question and may rejoin their team. Team with most points wins at end; deduct 1 point for each prisoner still in "jail" at the end of the class.

Computer Games: Educational computer games can be purchased for students to use to review or explore concepts. Try for games that keep score.

Debates: Using agreed-upon rules, students debate a given topic. Keep debates short and focused; make sure all students participate in a short period. Both teacher and students complete a debate review form (Note: you can find these by Googling "classroom debate rubric").

Deliberations/Devil's Advocate: Students are asked to support one point of view on a topic, then take and support opposing point of view. Students then write position papers or draw/create posters to illustrate that perspective.

Find the Truth: Groups of students write three false statements and one true statement on an index card and challenge other teams to "find the truth."

The Walls are Clozing In: Post 4 sets of Cloze (fill-in-the-blank) study guides on the walls.

Divide the class into 4 teams of students.

Provide them with an envelope of cut out vocabulary words and several glue sticks. Set the timer for 5 minutes and allow the teams to sort through the vocab pieces. Set the timer for 5 minutes and let teams compete to see how many of the vocab words they can get glued in the right places before time is up. Take up the vocab and glue, then review answers with all teams on the overhead while they mark right or wrong on their papers. Team with the most right earns a small prize.

Idea Spinner: Create a spinner marked into four quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, have student pairs spin the spinner. Place on the overhead 4 questions that match the "Predict, Explain, Summarize, and Evaluate Categories. Student pairs answer the question based on the location of the spinner. (For example, if the spinner lands in the "Summarize" quadrant, the question might be: "List the key concepts just presented.") Have students jot answers on a sticky note and present answers by category.

Inside-Outside Circle: Place students into two circles (one inside and the other an outside circle). The inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. The outside circle moves to create new pairs and the process is repeated.

Sort Cards: Words and images associated with a topic are put on individual cards. Groups sort cards into categories using graphic organizers such as Venn diagrams or t-charts (Note: use "grouping circles" for Venn diagrams).

Think-Pair-Share: Pose a question, set timer for 1 minute for students to think individually, and then set timer for 2 minutes to pair together to discuss/answer a question. Ask several pairs share ideas with the class. (**Think-Ink-Pair-Share** is the same process, but have students write a statement in their notebook about the topic and idea(s) that were discussed.)

Artifact Strategy: Present carefully selected objects (artifacts) to the students. Pose a problem, orally and in writing. Set a timer for 15 minutes and ask pairs or small groups of students to observe and discuss the objects and write or draw answers to the presented problem. (Example: While reading *Of Mice and Men*, present a house key, a shovel, and stuffed animal to the class. Ask students to write or draw answers to: "How might these objects have changed the outcome of the novel?")

Closure (should be no longer than 2-10 minutes)

3-2-1: Ask students to write three key terms from what they have just learned, two ideas they would like to learn more about, and one concept or skill they think they have mastered. See a great template for 321 at :<http://www.readingquest.org/strat/321.html>

Agree/Disagree Matrix Review: Students research the topic or listen to the teacher's presentation of information, and again determine their approval or disapproval to the responses, which are recorded. Small groups (or whole class) discuss the results and changes.

Alphabet Summary: Each student is assigned a different letter of the alphabet and asked to generate a word starting with that letter that is related to the topic being discussed. Students share their terms with the class.

Application Cards: At the end of instruction, students write a real world application for the knowledge on a small card and submit the card to the teacher.

Cheat Notes: Students prepare a single note card of information they believe will be on a quiz or open notebook test. Students are allowed to use these notes when taking the quiz or test; they can write as small as they want but may not use a computer or photocopier. As students gain confidence, cards are no longer used.

Grab Bag: Near the conclusion of a lesson, have a student draw an object from a bag. The student must explain or illustrate how the object is related to what they have learned.

Ticket Out: On a small piece of paper, students write responses to teacher questions as summaries of what they have learned or what they do not understand. For example, say and write on the board: "What did you learn today?" or "What questions do you still have?" (Note: if this is kept in a journal, it could be a **Learning Log**.)

One Word Summary: Have students select (or invent) one word which best summarizes a topic. Write 2-3 sentences justifying the selection of the summary word.

Quick Draw: Students are paired and given a short period (typically 30 seconds) to share all they know, by writing with symbols or drawings, about the daily lesson or unit. Hang these on the wall!

Relay Summary: Divide the class into two teams. One team member writes one sentence summarizing reading then passes the page to a teammate. This process continues until everyone on the team has added at least one sentence.

Instructional Strategies to Increase Student Engagement

Document retrieved October 25th 2012 from:

<http://www.google.ca/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCcQFjAA&url=http%3A%2F%2Fwww.pbis.vcu.edu%2FInstructional%2520Strategies%2520to%2520Increase%2520Student%2520Engagement.doc&ei=BeGJUKnJOeflyQHdtIAY&usg=AFQjCNHbEHyiF3aTrRBFjiriRcYVOpzKlg&sig2=0m1UTOLQZWEWau3ApDEN4g&cad=rjt>

Engaging Middle Years Students in Learning: Transforming Middle Years Education in Manitoba

Five Key Actions to Improve Student Engagement in the Middle Years poster and document can be found at Manitoba Education. **Here's the link to the** poster and the document: http://www.edu.gov.mb.ca/k12/docs/support/my_foundation/index.html

Voice:

- Blogs, podcasts and other forms of social media are vehicles for students to develop their voices outside of school.
- One of the popular Reading Motivation videos for high school is presented by Penny Kittle. <http://www.pennykittle.net/index.php?page=reading-2011>
See Penny Kittle at the MRA Summit in April 2012 in Winnipeg. See www.readingmanitoba.org for more information.
- *Book Love: Developing Depth, Stamina, and Passion in Adolescent Readers*, by Penny Kittle is a new publication available from Heineman. The free downloadable chapter may resonate as you work at kindling a passion for reading in Grade 8-12 classrooms. <http://www.heinemann.com/products/E04295.aspx>
- Revisiting Read-Aloud: Instructional Strategies that Encourage Students' Engagement with Text www.readingrockets.org/article/39991/

Fostering Home-School Connections:

- **Helping your Child Learn to Read: A Parent's Guide** produced in 2004 by Manitoba Education, Citizenship and Youth
<http://www.edu.gov.mb.ca/k12/docs/parents/learn/read.html>
- **Activities for Children** - www.ehow.com/activities-for-children
- **Reading Rockets** is U.S. multimedia literacy initiative offering information and resources on how young kids learn to read, why so many struggle, and how caring adults can help. They have a parent site with many hints, ideas and links. Although US based, there are many great links that have universal appeal.
www.readingrockets.org/audience/parents/
- **Reading Tips for Parents** – how to read with your child is available in 11 languages and covers from toddlers to students in the third grade.
www.readingrockets.org/article/18935/
- **IRA Parent Brochures** in English and in Spanish.
<http://www.reading.org/informationfor/parents.aspx>
- **Manitoba Reading Association Parent Brochure**
This handy flip-chart book provides practical tips for parents to engage youngsters in

literacy. It makes a great addition to the school's welcome packet. For order information

See <http://www.readingmanitoba.org>

Choice:

Choose Engaging Books across the Curriculum: Both Fiction and Non-Fiction

What follows are links to book choices. It begins with several Manitoba links and is followed by links from both Canadian and American sources.

Manitoba Education Quality Literature Lists: presents annotated bibliographies of a range of authentic literature titles that have been successfully used by many classroom teachers and teacher-librarians.

http://www.edu.gov.mb.ca/k12/cur/ela/lit_list/index.html

- **Sal's Fiction Addiction** (blog): Sal loves reading books, talking about books and sharing children's and young adult books with anyone who is willing to listen and chat. She has been a kindergarten teacher, a primary teacher, a teacher-librarian, a book reviewer and a workshop presenter for more than 30 years and has an endless, abiding passion for getting great books into the hands of children, young adults, teachers and parents. <http://salsfictionaddiction.blogspot.ca/>
- **CM Magazine:** A review of Canadian materials by the Manitoba Library Association. <http://www.umanitoba.ca/cm/>
- **Children's Choices Reading List: A reading list with a twist!** Children themselves evaluate the books and write reviews of their favorites. Since 1974, Children's Choices have been a trusted source of book recommendations used by teachers, librarians, parents—and children themselves. www.reading.org/Resources/Booklists/ChildrensChoices.aspx
- **Canadian Library Association Book of the Year Winners** with links to the short lists of the last few years. www.cla.ca/AM/Template.cfm?Section=Book_of_the_Year_for_Children_Award&Template=/CM/ContentDisplay.cfm&ContentID=2501
- **Canadian Children's Book News :** The Canadian Children's Book Centre (CCBC) is a national, not-for-profit organization, founded in 1976. We are dedicated to encouraging, promoting and supporting the reading, writing, illustrating and publishing of Canadian books for young readers. <http://www.bookcentre.ca/>
- **Picture Books for High school Content Areas:** www.pennykittle.net/uploads/pdf/Content%20Area%20Picture%20Books.pdf
- **Reading recommendations from KHS** including book cover image and a brief synopsis: www.pennykittle.net/uploads/pdf/KHS%20library%20recommendations.pdf

- **NCTE Orbis Pictus Award for Outstanding Nonfiction for Children 2012**
www.ncte.org/awards/orbispictus
- **National Council for Social Studies: Notable Social Studies Trade Books For Young People** PDF files are available of the books recommended from 2000- 2011. You have to be a member to get this year's books www.socialstudies.org/notable
- **National Science Association: Outstanding Science Trade Books for Students K-12.** This link has PDF links for 1996-2012 www.nsta.org/publications/ostb/
- **Finalists of the 2012 Canadian Children's Book Centre Awards-**
This site gives a short synopsis for each of the books that were in the final list.
www.bookcentre.ca/news/finalists_ccbc_awards_2012
- **Guys Read:**
Guys Read is a web-based literacy program for boys founded by author and First National Ambassador of Young People's Literature Jon Scieszka. Their mission is to help boys become self-motivated, lifelong readers. <http://guysread.com/>
- **Adrienne Gear, a Canadian educator** provides recommended book lists at her website <http://www.readingpowergear.com/book-lists.html>. She wrote *Reading Power – Teaching Students How to Think While They Read* (Pembroke, 2006) and *Nonfiction Reading Power – Teaching Students How to Think While They Read All Kinds of Information* (Pembroke, 2008) and has just completed her third book *Writing Power*. MCRC will host Adrienne in 2013 watch <http://www.mcrc-online.ca/> and www.readingmanitoba.ca for registration information in the spring.
- **MYRCA Books**
The Manitoba Young Readers' Choice Awards Inc. (M.Y.R.C.A.) aims to promote reading and Canadian literature by giving young people the opportunity to vote for their favourite Canadian book from an annual preselected list. The books are nominated based on their quality and reader appeal. All young people in grades 5-8 who have read or heard read at least 3 titles from the list can vote. Voting takes place in April and the MYRCA winner is celebrated at a fall award ceremony attended by participating young people. The Reading Council of Greater Winnipeg has representation on this MYRCA committee. Barb Galesiere is the MYRCA representative for RCGW this year.

For more information, visit our website www.myrca.ca

THE 2013 MYRCA Shortlist

Against All Odds - Natale Ghent (HarperCollins)

The Bedmas Conspiracy - Deborah Sherman (Fitzhenry & Whiteside)

Blood Red Road - Moira Young (Random House)

Box of Shocks - Chris McMahan (Orca)

The Case of the Missing Deed - Ellen Schwartz (Tundra)

Dragon Seer's Gift - Janet McNaughton (HarperCollins)

The Dragon Turn - Shane Peacock (Tundra Books)

Encore Edie - Annabel Lyon (Penguin)
End of Days - Eric Walters (Random House)
Fly Boy - Eric Walters (Penguin)
Ice Storm - Penny Draper (Coteau)
Peter Nimble and His Fantastic Eyes - Jonathan Auxier (Penguin)
The Tiffin - Mahtab Narsimhan (Dancing Cat)
This Dark Endeavour - Kenneth Oppel (HarperCollins)
Timber Wolf - Caroline Pignat (Fitzhenry & Whiteside)
True Blue - Deborah Ellis (pajamapress)
Undergrounders - David Skuy (Scholastic)
Witchlanders - Lena Coakley (Simon & Schuster)

- **International Reading Association**

- **Children's Choices Reading List**


- www.reading.org/Resources/Booklists/ChildrensChoices.aspx

- A reading list with a twist! Children themselves evaluate the books and write reviews of their favorites. Since 1974, IRA Children's Choices have been a trusted source of book recommendations used by teachers, librarians, parents—and children themselves. The books are great recommendations to put in your school newsletter or to post at your school website.

- **The Young Adults' Choices Reading List**

- http://www.reading.org/Libraries/awards/YoungAdultsChoices2012_web.pdf The project is cosponsored by IRA and the Literature for Young Adults' Committee of the IRA. This annotated list has been reviewed by educators and librarians for young adolescents and adults.

Go Digital:

- **Apps in the Elementary Classroom** www.edutopia.org/blog/apps-elementary-classroom-mary-beth-hertz
- **Differentiating Book Clubs and the Potential of E-Readers** an article from a SIG of the IRA www.reading.org/General/Publications/blog/BlogSinglePost/reading-today-online/2012/10/19/tile-sig-feature-differentiating-book-clubs-and-the-potential-of-e-readers#.UJVqWIUR600
- **TILE-SIG Feature: Engaging Students through Content and Collaboration with Edmodo** www.reading.org/General/Publications/blog/BlogSinglePost/reading-today-online/2012/09/14/tile-sig-feature-engaging-students-through-content-and-collaboration-with-edmodo#.UJVq5oUR600
- **Chatting About Books: Recommendations for Young Readers** Podcast for Grades K – 5 | iTunes Subscription  (Part of Read, Write, Think. org Emily Manning chats with kids, parents, and teachers about the best in children's literature for ages 4 through 11. Discussions include reading tips and fun activities to do with children before, during, and after reading. This site also houses hundreds of excellent lesson plan ideas.

www.readwritethink.org/parent-afterschool-resources/podcast-series/chatting-about-books-recommendations-30130.html

- **Glogster** a place to make an interactive poster with text, images, music, and video www.glogster.com
- **The Technology in Literacy Education-Special Interest Group (TILE-SIG)** is affiliated with the International Reading Association and has a wiki with great ideas. One of the wiki pages is COOL TOOLS. Many online applications for interacting with or creating text. <http://tilesig.wikispaces.com/Cool+Tools>
- **Free Digital Literacy Resources for the Classroom found at the TILE-SIG wiki.** This page provides online resources related to the integration of technology and literacy in school classrooms. <http://tilesig.wikispaces.com/Resources>
- **Kathy Schrock's Video of the Month** for November 2012 Check out the Personal Learning environment of a Grade 7 students at. www.schrockguide.net/video-of-the-month.html
- Interact with engaging authors through homepages or websites. Here are a few authors to start you off:
 - Jan Brett - <http://www.janbrett.com/index.html>
 - Eric Carle - <http://www.eric-carle.com/>
 - Stan and Jan Berenstain and the Berenstain Bears - <http://www.berenstainbears.com/>
 - Dr. Seuss and Seussville - <http://www.seussville.com/>
 - Molly Bang - <http://www.mollybang.com/main.html>
 - Eric Hill's Official Spot Website - <http://www.funwithspot.com/uk/>
 - Joanna Cole and Bruce Degan - Scholastic's Magic Schoolbus Series - <http://www.scholastic.com/magicschoolbus/index.htm>
 - Beatrice Potter's Peter Rabbit - <http://www.peterrabbit.com/en>
 - Marc Brown's Arthur Website from PBS - <http://pbskids.org/arthur/games/index.html#1>
 - Gordon Korman - <http://www.gordonkorman.com/>
 - Robert Munsch - <http://robertmunsch.com/>
 - Melanie Watt - <http://scaredysquirrel.com/>
 - Patricia Polacco - <http://www.patriciapolacco.com/>

Professional Reading and Background Information:

Websites:

- **Manitoba Council of Reading Clinicians** website. For a comprehensive and annotated list of literacy websites for educators visit the MCRC website. Reading Clinicians are constantly adding to this annotated list of literacy websites. <http://www.mcrc-online.ca/forteachers/resources.php>

- **Contexts for Engagement and Motivation in Reading. See this classic Reading Online article about engagement and motivation.**
http://www.readingonline.org/articles/art_index.asp?HREF=/articles/handbook/guthrie/index.html
- **Reading Motivation: What the Research Says** by: Linda Gambrell and Barbara Marinak. Check out this short summary of the ideas by prominent reading experts at the Reading Rockets website: www.readingrockets.org/article/29624/
- **Benefits of Audiobooks for All Readers:** this article lists the benefits of audio books for all students. www.readingrockets.org/article/64/
- **Saskatoon School District Plants a Literacy Garden**
This Western Canadian list of Literacy Reading Resources for fostering comprehension was compiled by Saskatoon teachers as part of their district's literacy initiative using the metaphor to plant a literacy garden.
<http://olc.spsd.sk.ca/de/resources/litgarden/comprehensionstrategies.html> Retrieved on 19/11/2012
- **Into the Book : Teaching Reading Comprehension Strategies**
This Award-winning Wisconsin website has many engaging and motivating strategies to teach comprehension in interactive ways.
<http://reading.ecb.org/teacher/strategies.html>

Books:

- **Learning through Academic Choice.** Contains many ideas to provide choice across the curriculum. (Denton, Paula, 2005) This is a great resource. Here are some of Paula Denton's practical suggestions to encourage use of visualization and representation to increase motivation and engagement in all strands of ELA/ literacy. See Denton, 2005 p. 174:

Curriculum Area: Reading

Activity objective: Show ability to create mental images when reading.

What- choices about content

- Choose what text to read when creating visual images
- Choose the part of the text for which to show a mental image.

How – choices about process:

- Use watercolors to paint a mental image or scene.
 - Use crayons to draw a mental image or scene
 - Make a diorama of a visualized scene.
 - Write a detailed description of a visualized scene or image.
 - Write a descriptive poem.
 - Create a tableau that represents the visualized image or scene.
- **What Research Has to Say about Vocabulary Instruction** edited by Alan E. Farstrup and S. Jay Samuels published by IRA.

- **Best Practices in Literacy Instruction**, Fourth Edition (2012) Morrow, L. M. Gambrell, L.B. and Duke, N.K. Guilford Press.

Ten Evidence-Based Best Practices for Comprehensive Literacy Instruction

These 10 key points foster best practices in comprehensive literacy instruction. They are expanded in this text.

1. Create classrooms that foster literacy motivation.
 2. Teach reading for authentic meaning –making literacy experiences for pleasure, to be informed, and to perform a task.
 3. Provide students with scaffolded instruction in phonemic awareness, phonics, vocabulary, fluency, and comprehension to promote independent reading
 4. Give students plenty of time to read self selected materials in class.
 5. Provide students with high quality literature across a wide range of genres.
 6. Use multiple texts to link and expand vocabulary and concepts.
 7. Build a whole-class community that community and collaboration.
 8. Balance teacher- and student-led discussions of texts.
 9. Use technologies to link and expand concepts
 10. Differentiate instruction using a variety of instructionally relevant assessments.
- **Morrow, L.M. Gambrell, L.M. and Duke, N.K. Best Practices in Literacy Instruction, Fourth Edition (2012) Table 1.1 p. 21. Guilford Press.** For full details to support the ten practices see pp. 21-29. Listen to three authors talk about motivation at an IRA podcast. www.reading.org/downloads/podcasts/ll-Gambrell.mp3
 - **Essential Readings on Motivation**, Malloy, J.M. Marinak, B. and Gambrell, L. Newark, DE: IRA. 2010.
This is a great collection of IRA articles on Motivation for Professional Learning Community (PLCs) to study. One of the chapters talks about the motivational context and they identified what they called the six C's of motivation: choice, challenge, control, collaboration, control, constructing meaning and consequences- working and honoring all types and forms of literature. See The IRA Website to browse the Table of Contents of *Essential Readings on Motivation* today. <http://www.reading.org/General/Publications/Books/bk810.aspx>
 - **The Vocabulary Book**. Teacher's College Press., Graves, Michael,
 - **The Next Step in Vocabulary Instruction Practical Strategies and Engaging Activities That Help All Learners Build Vocabulary and Deepen Comprehension**, Bromley, Karen. Scholastic. 2011.
 - **Book Love: Developing Depth, Stamina, and Passion in Adolescent Readers**, Kittle, Penny. Heinemann. 2012. Distributed by Pearson Canada.
 - **Making Literacy Real: Theories and Practices for Learning and Teaching**. Larson, Joanne, & Marsh, Jackie. SAGE Publications, Inc. 2005.

- **Igniting a Passion for Reading: Successful Strategies for Building Lifetime readers** Layne, S.L. (2009). Portland, ME: Stenhouse. Pembroke in Canada.
- **Differentiation Reading Instruction: How to Teach Reading to Meet the Needs of Each Student**, Robb, Laura. Scholastic. 2004.
- **Reading Essentials**, Routman, Regie. Heinemann. 2003. Distributed by Pearson Canada. Chapter 3: "Share Your Reading Life" – Routman suggests that your passion, modeling and demonstrating pleasure in reading all plant the idea of the importance you place on reading and this enthusiasm is contagious.

A sample of the many engaging ideas she suggests to have students learn about books to read include: (pp. 31-32)

- Have students recommend books to one another
- Ask students to share a favorite book, or part of book with a partner
- Create a class book or bulletin board highlighting favourite books or authors.
- Demonstrate the art of browsing through books for your students
- Create a "top-ten" or "best-seller" classroom book list
- Establish classroom book awards
- Ask students to give book talks or write book reviews
- Have student advertise a book
- Promote "top-ten" picture books even with older students
- Have students keep their own "Books I Want to Read" list.

Recent IRA Journal Articles on Effective Practices to Motivate and Engage Students

- "Motivating Students to Read in the Content Classroom: Six Evidence-Based Principles" by William G. Brozo and E. Sutton Flynt, *The Reading Teacher*, October 2008
- "Reading Adventures Online: Five Ways to Introduce the New Literacies of the Internet Through Children's Literature" by Jill Castek, Jessica Bevans-Mangelson, and Bette Goldstone, *The Reading Teacher*, April 2006
- "What Teachers Can Learn About Reading Motivation Through Conversations With Children" by Kathryn M. Edmunds and Kathryn L. Bauserman, *The Reading Teacher*, February 2006
- "Independent Reading: Perspectives and Practices of Highly Effective Teachers" (pages. 222–231) Sherry Sanden. *The Reading Teacher*, November 2012

Popular IRA Podcasts on Engagement and Motivation

- Supporting struggling adolescent readers: Teachers and tutors can use these ideas to engage middle and high school students www.reading.org/downloads/podcasts/CA-Ambe.mp3

- Gambrell, Marinak, and Malloy on motivation to read. Distinguished educators and researchers Linda Gambrell, Barbara Marinak, and Jacquelynn Malloy discuss the important topic of motivation to read. www.reading.org/downloads/podcasts/II-Gambrell.mp3
- Fisher, Frey, and Lapp on modeling during shared reading: Douglas Fisher, Nancy Frey, and Diane Lapp draw on observations of expert teachers to discuss how modeling can improve reading and content knowledge across grade levels. www.reading.org/downloads/podcasts/FisherFreyLapp.mp3

Lesson Plans for Free

For Lesson Plans on Engagement and Motivation – See this IRA co-sponsored website for hundreds of evidence-based lesson plans to engage students K-12.

<http://www.readwritethink.org/> For one example see *Traveling Terrain: Comprehending Nonfiction Text on the Web* from Read Write Think:

<http://www.readwritethink.org/classroom-resources/lessonplans/traveling-terrain-comprehending-nonfiction-98.html>

References Cited:

Guthrie, J & Wigfield, A. (2000). *Handbook of Reading Research: Volume III* (Kamil, Mosenthal, Pearson, & Barr, 2000). Retrieved: November 1, 2012 from <http://www.readingonline.org/articles/handbook/guthrie/>

Senn, N. (2012) *Effective Approaches to Motivate and Engage Reluctant Boys in Literacy* *The Reading Teacher* Nov. 2012 pages 211–220. Retrieved online from <http://www.reading.org/>

Malloy, Jacquelynn, Marinak, Barbara, Gambrell, Linda. ***Essential Readings on Motivation***, Newark, DE: IRA. 2010.

***Note to IRA Members**

- IRA books may be ordered in Canadian funds from the Ontario Library Association at <http://www.accessola.com>. IRA Members receive a 20% discount on books. To join IRA visit: <http://www.reading.org/general/Membership.aspx>
With an IRA membership you will also receive a great discount on the IRA convention registration.
- **The 2013 IRA Convention “Celebrating Teachers Making a Difference”** is in a different format. It begins on a Friday and lasts until Monday in San Antonio April 19 – April 22, 2012. See you at the Alamo. For more information please visit http://www.reading.org/general/publications/blog/blogsinglepost/12-06-11/date_and_pattern_change_for_ira_58th_annual_convention_in_san_antonio_april_19-22_2013.aspx#.ULKiEGcbGVo