



Motivating Adolescent Readers and Writers: Strategies for Success

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Warm-up: True or False?

1

True

Motivation changes as children move from elementary school into middle and high school.

2

True

Student motivation is influenced by the people with whom a student interacts while working on a task.

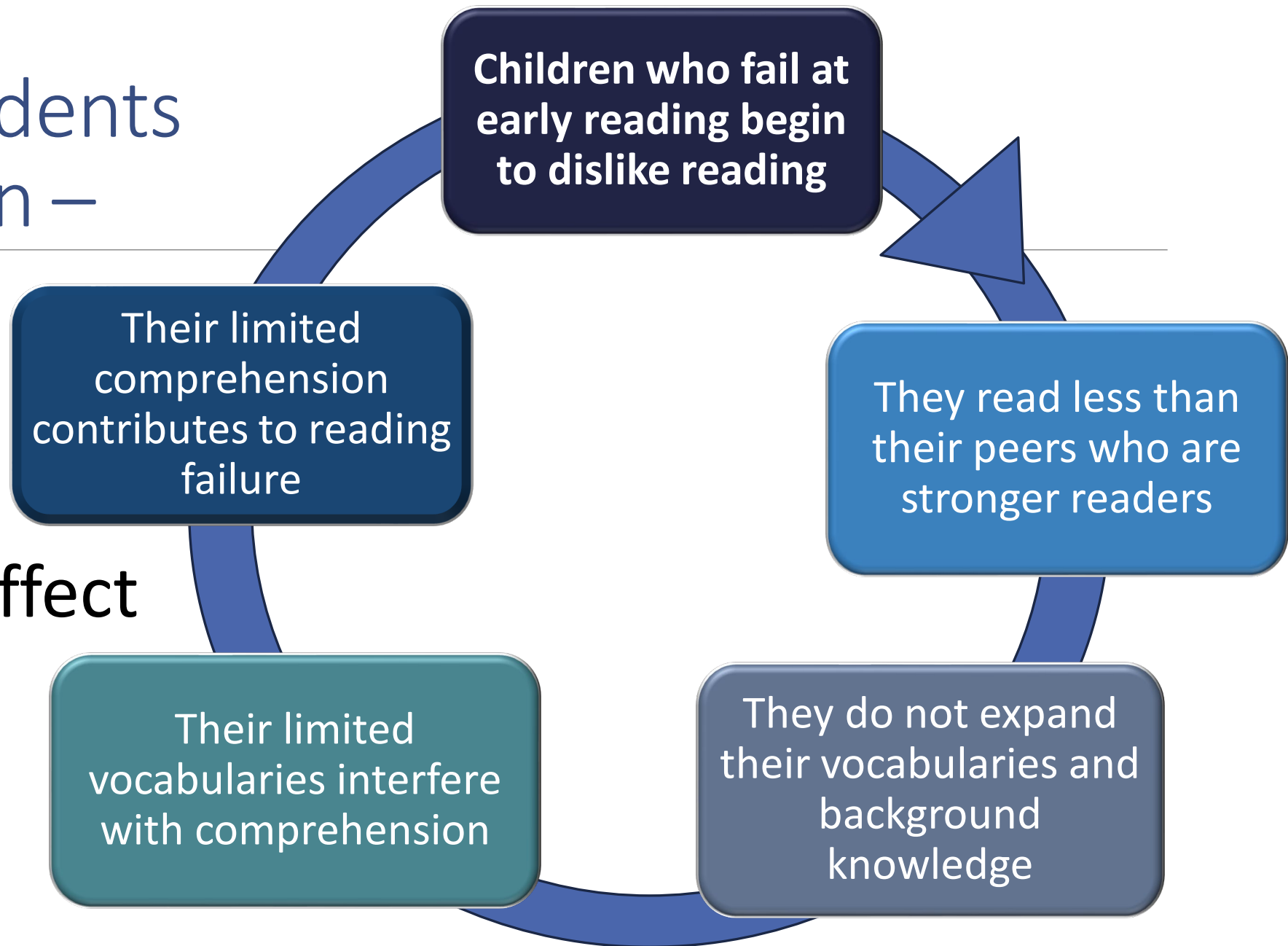
3

False

If a student has reached high school and is thoroughly convinced that he/she can't learn a particular subject, there isn't much hope of changing their mind.

Before we begin...
**Why Some Students
Lack Motivation –**

The Matthew Effect



What's Tested = What We Emphasize

Writing
(response to reading)

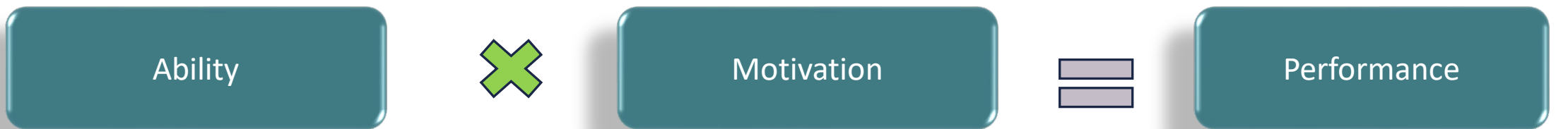
Comprehension

Vocabulary



The Equations for Success

Like the Simple View of Reading and Writing, both sides of the equation are essential



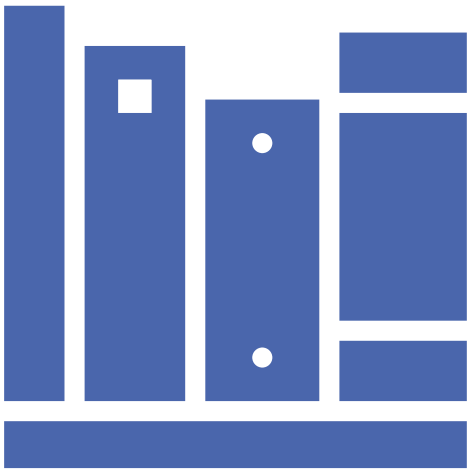
Dispositions

To meet the needs of **all learners** all Ohio educators must commit to:

- **Believing all students can learn to read at or above grade level;**
- Implementing scientifically proven instructional and diagnostic practices that meet the diverse needs of learners;
- Providing **integrated supports and services** for students with disabilities, along with practices supported by science; and
- **Prioritizing learner needs and scientifically proven methods** over default practices or long-held personal beliefs about what strategies work for learners.



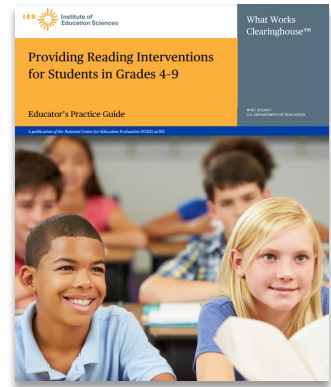
The Evidence – Develop Stronger Readers



The better students read, the more they will enjoy reading

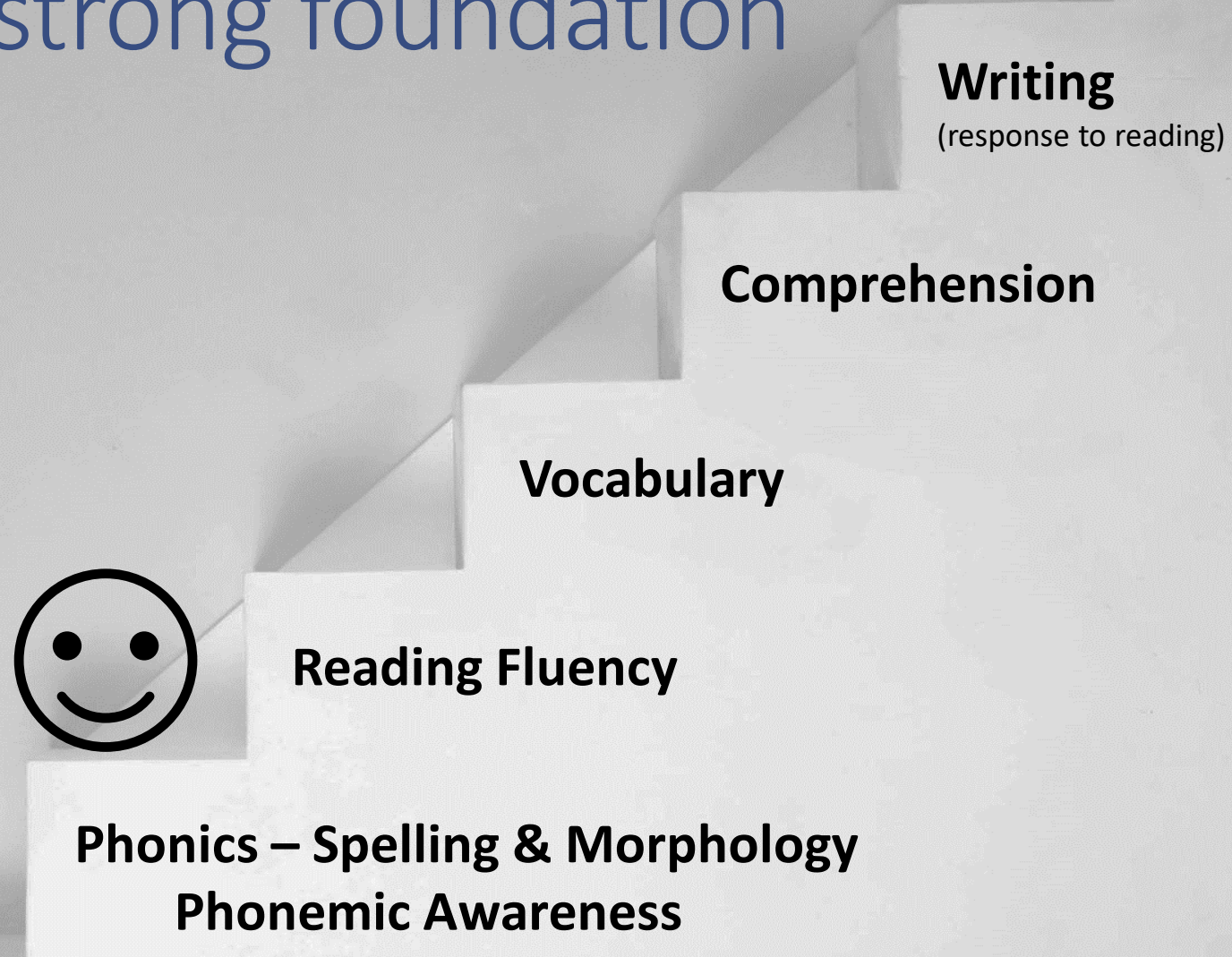
- Avoid prioritizing loving reading over learning.
- Since better readers read more, the key to motivation is knowing HOW to read and providing “feedback on their efforts, regardless of achievement.”

We can't forget...

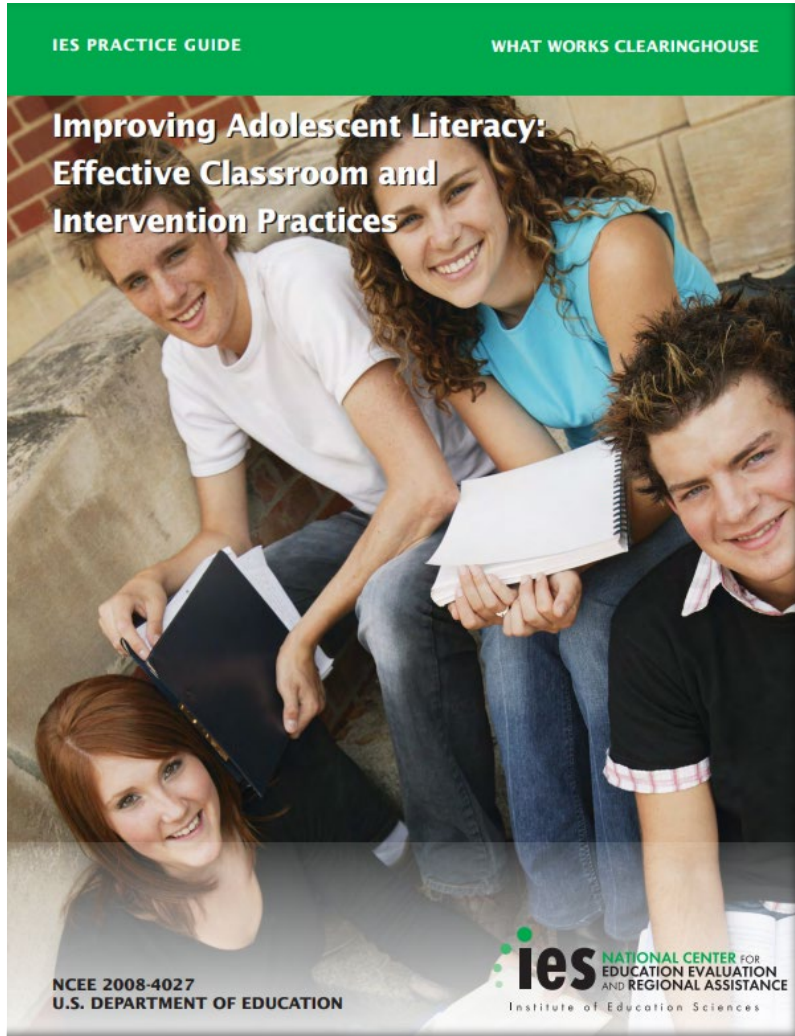


“Successfully tackling difficult words will improve students’ ability to read and understand texts, build students’ confidence in reading grade-level texts, and improve students’ interest and motivation in reading” (p.4).

Success starts with a strong foundation



IES Guide Recommendations



1. Provide explicit vocabulary instruction.

2. Provide direct and explicit comprehension strategy instruction.

3. Provide opportunities for extended discussion of text meaning and interpretation.

4. Increase student motivation and engagement in literacy learning.

5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.

Strategies to Motivate and Engage Students



Establish meaningful and engaging content learning goals



Provide a positive learning environment that promotes autonomy



Make literacy experiences more relevant



Build in certain instructional conditions

What's the difference between motivation and engagement?

Motivation – “the desire, reason, or predisposition to become involved in a task or activity”

Engagement – “the degree to which a student processes text deeply through the use of active strategies, thought processes, and prior knowledge”

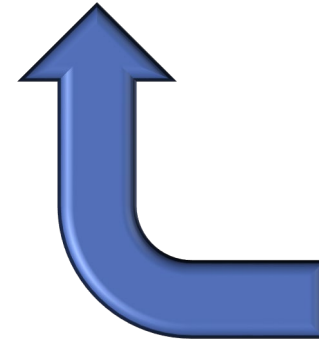
First Stop: Strategies to Motivate and Engage Students



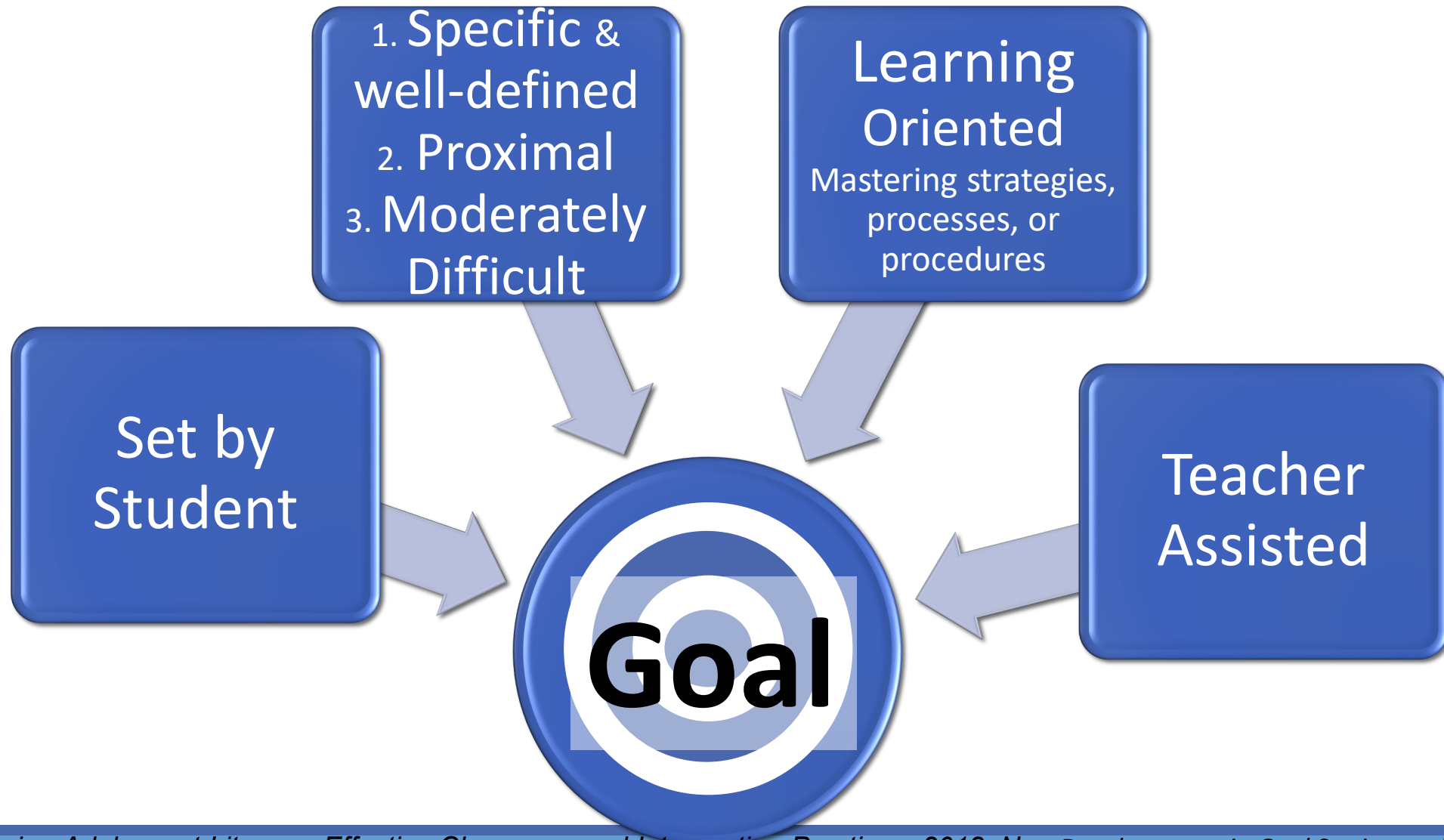
Establish meaningful and engaging content learning goals

What works...

- Stressing learning goals rather than grades
- Praising effort rather than ability
- Provide explicit feedback



Goal Setting Key Elements



“Studies have consistently shown that students who have **learning goals** are more motivated and engaged and have better reading test scores than students who have performance goals” (p.27).

Goal Setting

Learning Oriented

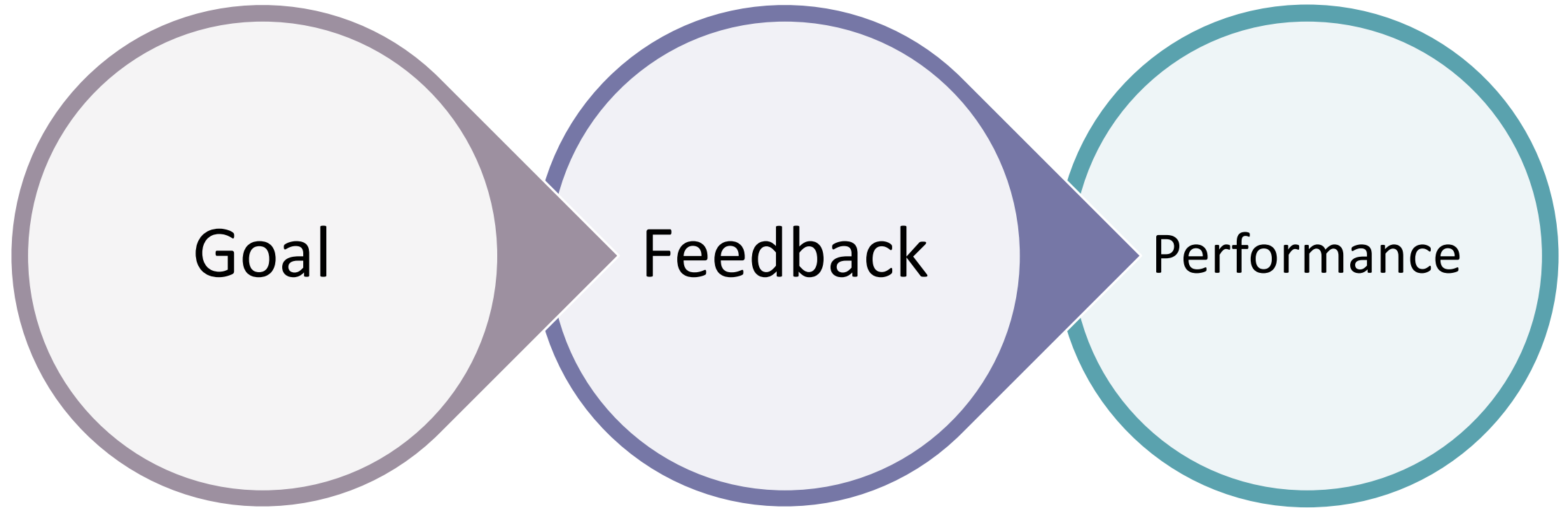
Specific & well-defined

Moderately Difficult

Proximal (e.g. by the test Friday)

Evaluate & discuss the following goals

Category 1	Category 2
Do my best today in class	Revise (with substantive changes) at least 3 times - once with checklist, once with a peer, and conference with teacher before the final draft is due
Get a perfect score on my concluding paragraph.	Revise my conclusion using the rubric “proficient” elements to improve my score.
Get a better score on my next test.	Complete the TPCASTT to help me correctly identify theme in the next reading assignment
Get out of reading intervention	Increase my reading fluency rate by applying the word reading strategy in the next three articles of the unit.



Goal

Feedback

Performance

Feedback to inform learning

Feedback closes the gap between expectation and performance.

Formative feedback should provide students with the following information:

- What have I set out to learn?
- How am I progressing?
- What do I need to do to continue my progress?

Use Rubrics & student-friendly checklists;
examine examples and non-examples

Effective Feedback

- Informational, not pressured
- Realistic expectations
- Links performance to effort
- Step-by-step application of a strategy
- Explains how and when to apply a strategy
- Explains how to modify a strategy



Feedback Tip: Praise Student Effort

Avoid praising students for being smart or knowledgeable

- Perception: achievement = intelligence or ability
- failure achieving grade/performance goals = lack of ability

Instead, praise students for **effort**

- communicates failure is more linked to effort than ability
- mistakes are viewed as growth opportunities
- more likely to develop learning goals

Effective Formative Feedback CHATS

Constructive	Honest	Accurate	Timely	Specific
Feedback should be positive in tone and provide information students can use to build learning.	Feedback should be genuine and forthright. Generic or disingenuous praise should be avoided.	Feedback should reflect the learning outcomes and be based on dependable information.	Feedback must occur within a time frame reasonably associated with the assessment activity.	Feedback should be precise, selective, and use evidence to target learning outcomes.

Feedback – Self-Monitoring/Self-Evaluation

1. Self-monitoring attention (awareness if they are on task)
2. Self-monitoring performance (productivity, progress, results)

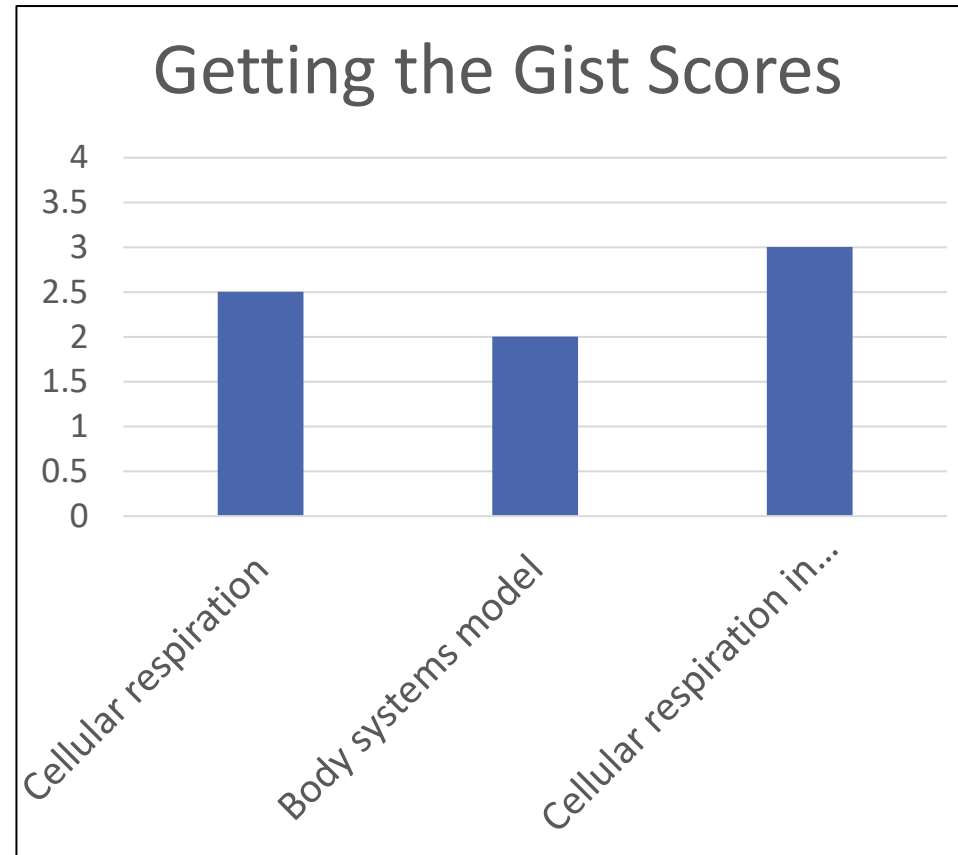
How?

Rubrics and checklists

Use graphing/charting to help students track progress

Self-Monitoring/Self-Evaluation Examples

I am at my desk and completing my assignment	
Yes	No
✓ ✓	✓



Explain Use and Reasons of Evidence	
✓	I have identified the main argument/claim
✓	I have included the specific evidence and reasoning for the argument
	I have discussed relationships or the progress of the argument
	I have included accurate citations

Review:
If your
students
demonstrate...

History of failure and frustration

- Need success

Hopelessness and lack of trust in their own ability to succeed

- Need evidence of progress

Inappropriate coping skills (guessing, faking, avoidance)

- Need immediate and specific feedback

Potential Roadblock



Reminder – Don't motivate through contests, competitions, points, or remind students of the impact of learning on grades

If emphasis is on external incentives and grades, “students’ levels of text recall and reading comprehension are **lower...**” (p.27)

Instead **connect practice and performance to learning goals**

- Set the bar high & provide a safe environment
- Provide feedback & encourage complex thinking, learning, risk-taking, growth
- Include student reflections



Goal setting and self-monitoring example

In an intervention class, students are graded on completion of reflections about their progress.

- Students chart their own progress on Oral Reading Fluency
- Students track their attendance
- Students write bimonthly reflections about what influenced their progress
- Students run conferences sharing their reflections and progress monitoring



Second Stop: Strategies to Motivate and Engage Students



Provide a positive learning environment that promotes autonomy

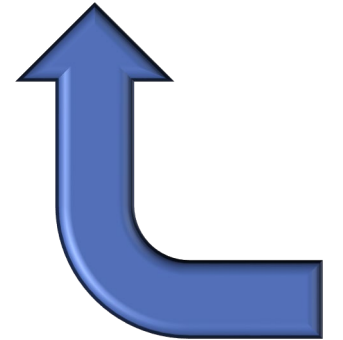
Classroom Look-fors

- Choice and flexibility
- Autonomy

“Empowering students to make decisions about

- **topics**
- **forms of communication**
- **selections of materials**

encourages them to assume greater ownership and responsibility for their engagement in learning” (p.28).



Teaching Strategies

Turn and Talk - instructional routine where students apply content knowledge in a short conversation with a peer

Socratic Circles - “an exploratory intellectual conversation centered on a text”

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

*Student goal setting can also
promote autonomy*



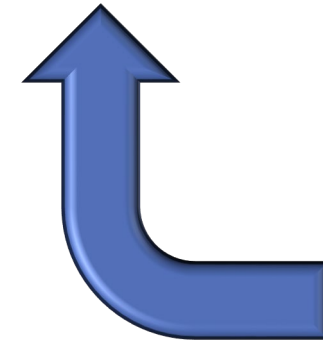
Third Stop: Strategies to Motivate and Engage Students



Make literacy experiences more relevant

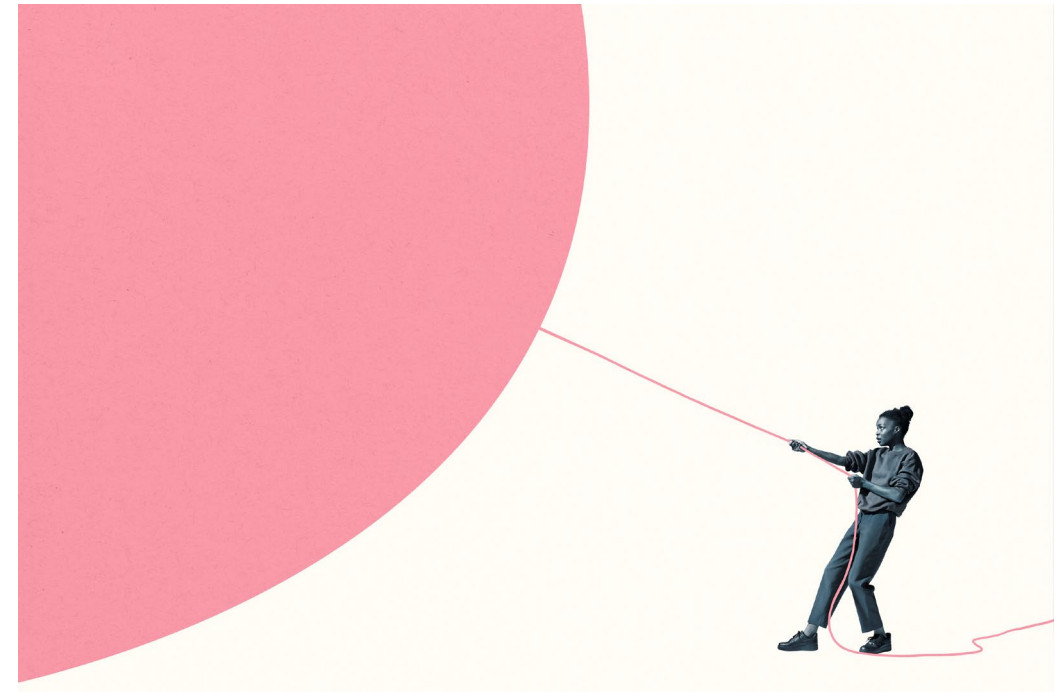
Classroom Look-fors

- Relatedness and meaning
- Connections to real life
- Student interests



What strategies “spark” their interest?

“... use instructional strategies that **spark students’ interest**. Initial curiosity (or “situational interest”) can then serve as a hook to create long-term, personal interest...” (p.27)



Culturally Responsive Practices

“Research shows that students are more likely to master literacy skills if the **instructional materials and approaches have relevance to their own cultures.**

This allows learners to **connect with the content in more meaningful, engaging ways.”**



Motivation & Learning Connection



Self regulation includes

- Goal setting
- Self-monitoring
- Summarizing

Keep a Pulse on Student Interest

“Tune into the lives of students to find out what they think is relevant and why, and then use this information to design instruction and learning opportunities that will be more relevant to students” (p.28).

Student Surveys -

- While teaching your content and required skills/standards, how can you incorporate topics of student interest?

Real World Connections -

- Connect news events to topics of study
- Connect topics of study to content in other classes

Student Surveys in Action

Most Requested by Students	Outcomes
Guided Readings	<ul style="list-style-type: none">• Increased time spent with material• Growth in comprehension
Guided Writings	<ul style="list-style-type: none">• Writings more structured with improved clarity & cohesion
Daily Live Teachings	<ul style="list-style-type: none">• Increased engagement• 157.14% growth in attendance

Vocabulary:
51% → 75%

Central Idea/
Theme:
46% → 79%

Structure:
45% → 71%

P.O.V.:
49% → 72%



Student Surveys Outcomes: Before

Issues with grammar and punctuation

Vague language

Lack of structure: No clear Introduction, body paragraphs, or conclusion

Student Sample

I think yes Spider man can exist in reality. We may not have silk shooters etc but other researchers can probably think of how to add that in time. I just wonder what else they can think of with the newer technologies. the scientists now are smarter and doing much more research to figure out ,ore ways to make this work in reality.

Student Surveys: After Guided Writings

Student Sample

Interesting Hook

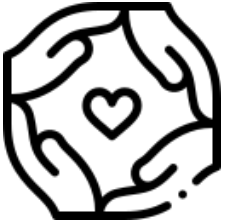
Background Information

Clear Thesis

Fifty-nine percent of students use social media to discuss educational topics. In 1791, we adopted the First Amendment which gave us our freedom of speech, including the students at the school whose feelings, comments, and opinions deserve to be heard. Today, school can take place online and schools do have to fill their role in teaching which sometimes causes a fear of disruption when students post online. Although schools do need to prevent discrimination and bullying, schools should not be allowed to punish students for what they say on social media because punishing infringes on a student's First Amendment rights, creates a chilling effect, and threatens a student's well-being.



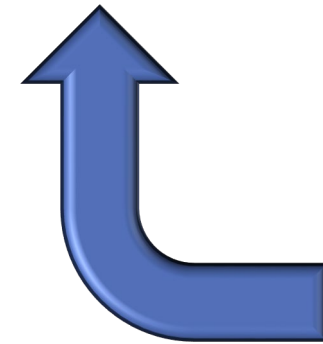
Fourth Stop: Strategies to Motivate and Engage Students

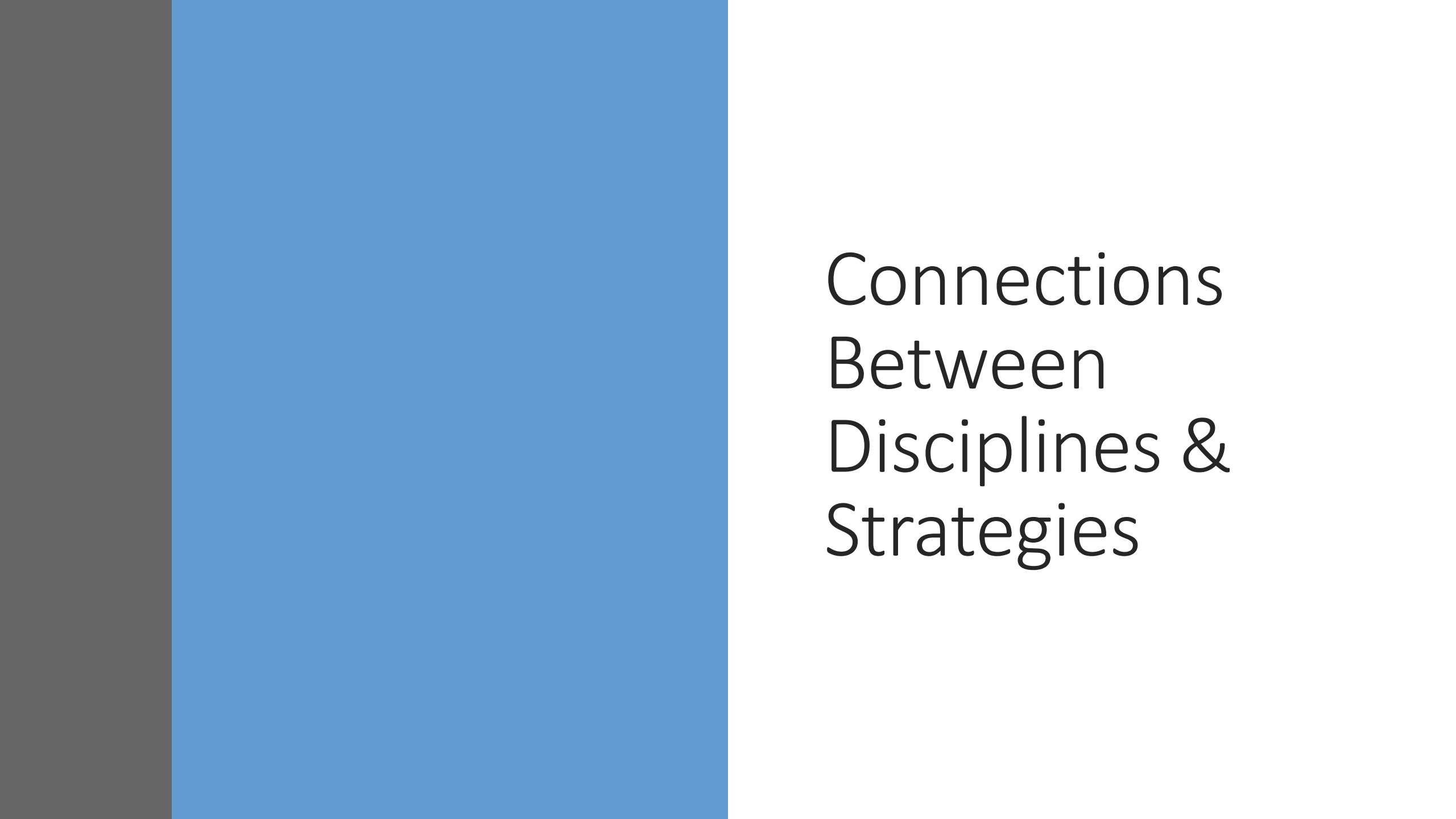


Build in certain instructional conditions

Classroom Look-fors

- Connections between disciplines & among strategies
- Connections with social & cognitive development
 - Class is organized with smooth and practiced routines





Connections Between Disciplines & Strategies

Connections Between Disciplines

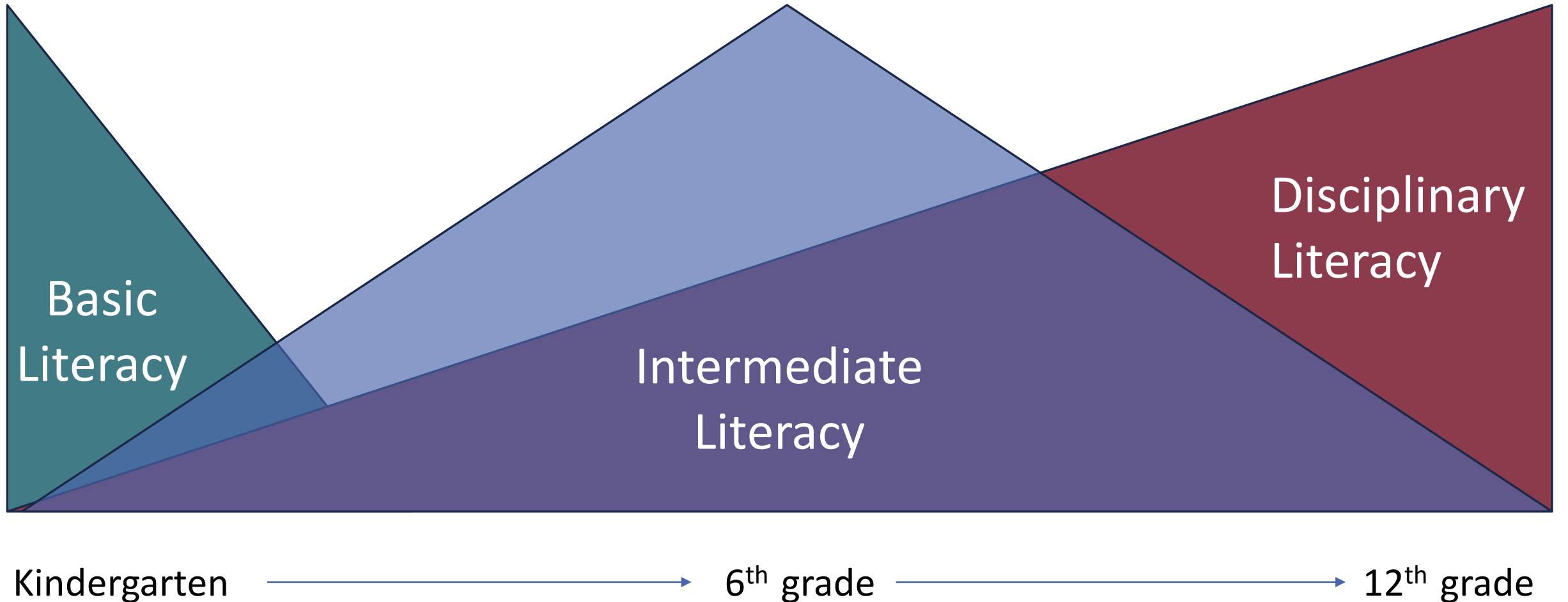
Conceptual Themes

Real World Connections

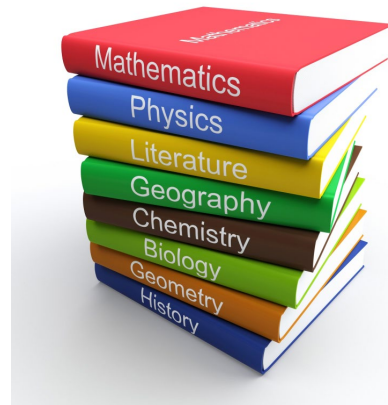
E.g. Environmental Adaptation Unit

- Paragraph cohesion
- Information searching techniques
- Vocabulary
- Spelling
- Elements of Expository texts

Disciplinary Literacy begins in kindergarten



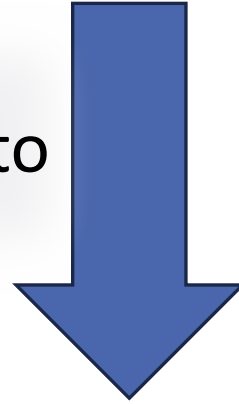
“Develop opportunities for students to learn to read, write, and talk like _____ do.”



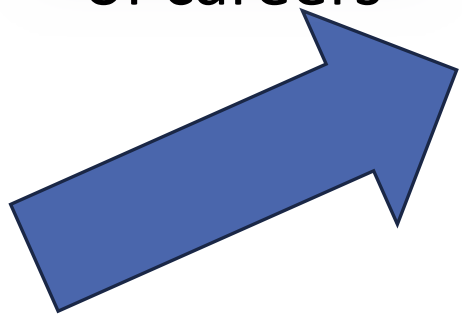
“Literacy is a domain in search of content....”

Literacy: From the Classroom to Career

Bring the
classroom to
life

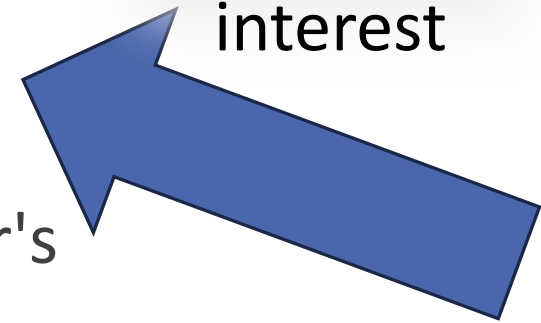


Deepen
understanding
of careers



- Create partnerships with universities & industry
- Physics unit examining forces in football & concussions – helmet design and engineering
- Science cell unit examining cancer or Alzheimer's
- ELA students publish nonfiction article in local newspaper

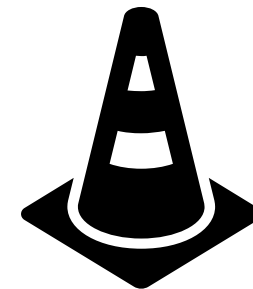
Motivate
student
interest



Content area teachers
not emphasizing
reading and writing
practices specific to
their discipline.

Students miss the link
between literacy skills
(strategic reading and
writing) and content area
comprehension &
construction of meaning

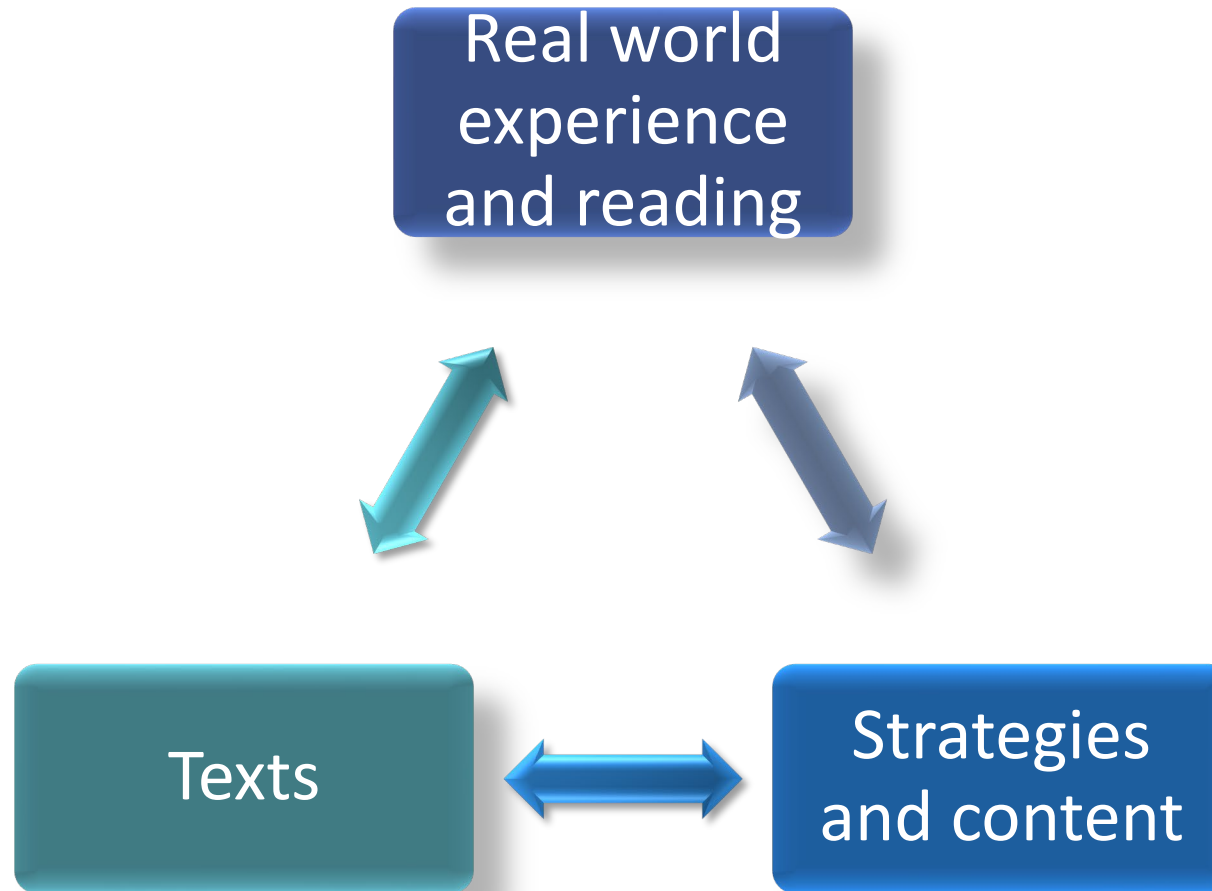
Potential
Roadblock



Connections among Strategies

Before	During	After
Establish a purpose for reading the text.	Plan for places to stop and model your thinking process.	Make connections to background knowledge and other texts in the text set.
Discuss the type of text / text structure. How will this impact HOW we read the text?	Plan for places to stop and ask questions to check for understanding, make predictions, or discuss new information.	Use graphic organizers (based on text structure) to review <ul style="list-style-type: none"> • Story grammar • 2 column notes • Topic words • Cause / Effect • Problem solution
Connect to background knowledge from other texts (videos, graphics, passages, artwork, images, etc.)	Point out signaling devices: <ul style="list-style-type: none"> • Signaling words • Text features 	
	Discuss / clarify vocabulary “Light touch” words.	
Pre-teach vocabulary critical for the passage.	Test predictions against the text.	Check for understanding <ul style="list-style-type: none"> • Discussion • Questioning • Writing • Using evidence from the text
Discuss language structure components that may be challenging for students.	Make connections to background knowledge and other texts in the text set.	

Relatedness Among Classroom Activities – Transfer!



Conceptual & Real Word Units

Week 9 Learning Goals

Craft: Rhetoric

I can define rhetoric and identify the three main types of rhetoric used.

I can explain different types of rhetorical devices an author may use to develop his/her purpose or perspective.

Argument

I can explain the difference between argument and persuasion.
I can read and comprehend and listen to various arguments.

Analysis

I can break down ads, commercials, speeches, and texts to determine which rhetorical strategy is being used and how it is being used.

Evaluation

I can assess an argument for its strengths and weaknesses.
I can determine which ideas are effectively developing the argument.

Look at how we are persuaded every day

Effectiveness of these attempts

Led into how WE can persuade, argue, & respectfully disagree in discourse

Free Speech Unit: Should Schools Discipline Students For What They Post on Social Media?



Potential Roadblock

Textbooks and Grade-level reading

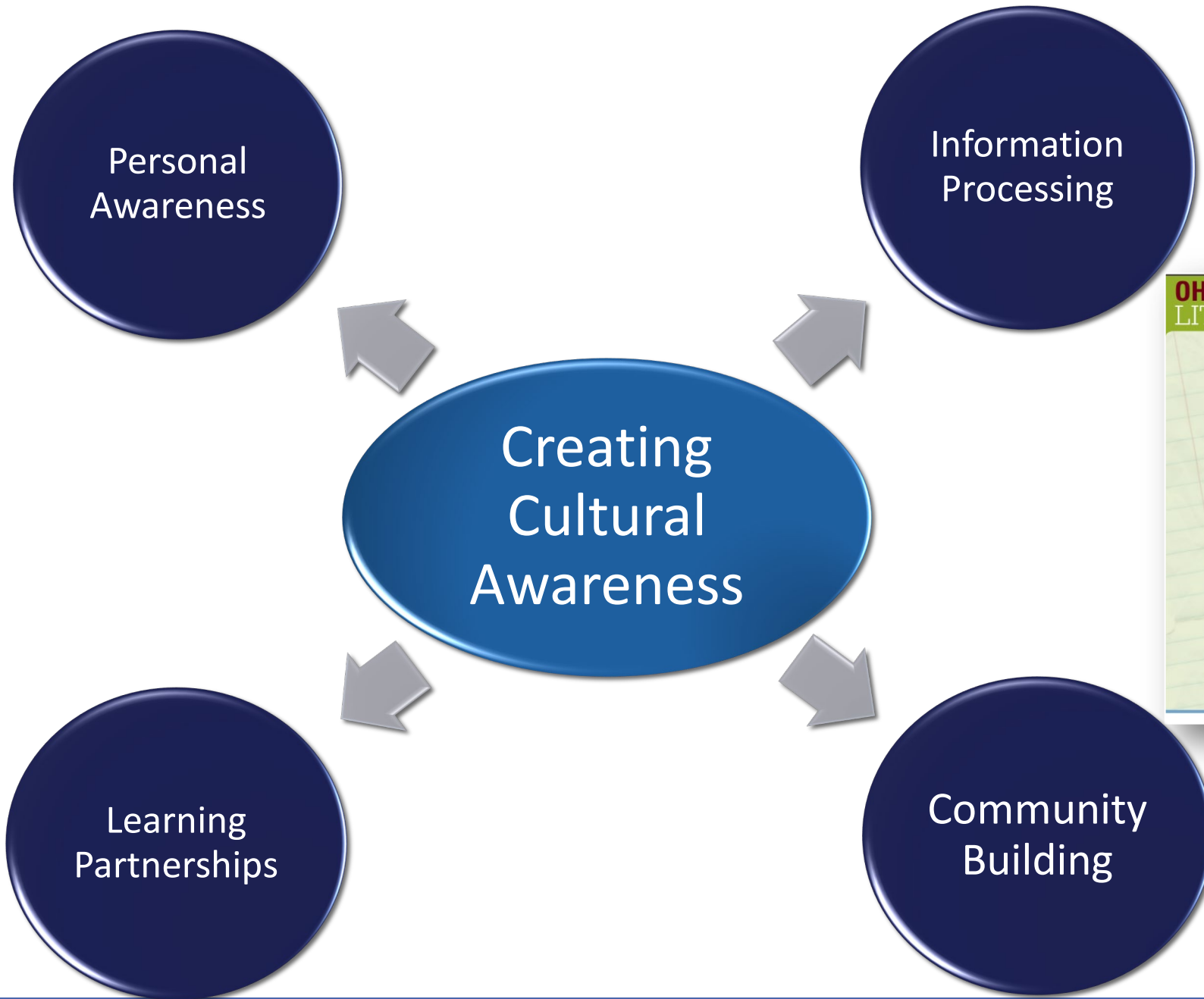
- If students cannot read the text, sense of failure grows
- Lack of student connection to the text



Goal	Action
Increase text/reading volume	Use a set of related texts
Embrace Complexity	Select a challenging target text
Build Background Knowledge	Include visual texts and simpler informational texts
Target motivation	Deliberately select a text to garner buy-in
Increase accessibility	Use before, during, & after reading strategies (e.g. previewing vocabulary and difficult sentences)



Social & Cognitive Development



Key elements of cultural awareness



Learning Partnerships

“Educators establish and capitalize on **mutual trust and respect** to help their students

- rise to high expectations
- respond to feedback
- be intellectually challenged”

Community Building

“Educators integrate cultural elements into the classroom and use cultural practices to create a **socially and intellectually safe space**, while **creating routines** that reinforce **self-directed learning and academic identity.**”

Why Routine Matters

Students are able to trust and predict what will happen next.

Predictability = Security

They know the expectations, freeing up working memory so they can apply their cognitive skills to learning.

Consistency and predictability are especially important for students who do not experience stability outside of school.

Common Routines

Sentence Frames

Explicit Vocabulary Routine

Step 1: Introduce the word's pronunciation and orthographic features.

Step 2: Introduce the word's meaning.

Step 3: Illustrate the word with examples (and non-examples).

Step 4: Check student's understanding.

Archer & Hughes *Explicit Instruction: Effective and Efficient Teaching* (2011)

“They say, I say” Templates

Adapted with changes from: Graff, Gerald and Cathy Birkenstein. *They Say/ I Say: The Moves that Matter in Academic Writing*. New York: Norton, 2010

The following templates and transitions, adapted from Graff and Birkenstein, will help you present your thesis, supporting evidence as well as opposing evidence in a clear, straightforward manner. Remember to cite all of your sources, both in-text and in your works cited/ bibliography page at the end of your paper. These templates can help you structure your sentences and help you get your ideas and evidence across to your reader.

When Introducing Standard Views:

- Many psychologists think that _____.
- The status quo has it that _____.
- Many people assume that _____.

- According to both X and Y _____.

- X argues that students should _____.
- My own view, however, is that _____.

When Introducing Quotations:

- X claims “_____.”(in-text citation)
- According to X “_____.” (in-text citation)
- X states “_____.”(in-text citation)

When Capturing Authorial Action (e.g. in summary):

- X agrees that _____.
- X concedes that _____.
- X observes that _____.
- X claims that _____.
- X argues that _____.
- X demonstrates that _____.
- X reminds us that _____.

When Explaining Quotations:

- In essence, X is saying _____.(paraphrase and cite)
- What X means is that _____.(paraphrase and cite)
- In saying _____, X urges us to _____.(paraphrase and cite)

When Adding Metacommentary:

- What this means is _____.
- In sum _____.
- Put in another way _____.
- X's point is not _____, but rather _____.

* Sentence frames are not meant to limit students' creativity, but rather to support them in using academic language effectively.

Teaching Collaboration Routines

<p>Paired Response Cards You and your partner have one set of response cards and must agree on an answer.</p>	<p>Reading Partners You and your partners read the same piece of text twice and discuss its meaning.</p>	<p>Accountable Talk to the Community Explain your partner's ideas to the class.</p>
<p>Collaborative Posters Work with your group to create a poster summarizing your work on a topic. Each member must write in a different colored marker.</p>	<p>Novel Ideas Only Brainstorm a list of prior knowledge on a topic, then stand. One group member reads an item on the list without repeating ideas.</p>	<p>Conversation Roundtable Create notes about a topic, then discuss these with your group. Write each member's ideas, then summarize on your own.</p>
<p>Walking Review Seek other students to answer questions on a worksheet. Students must sign their names for each solution. Answer the last question on your own.</p>	<p>ReQuest You and your partners read the same piece of text and quiz one another using questions you each wrote. If one of you can't answer, the other has to show how to locate the answer.</p>	<p>Numbered Heads Together Resolve a problem with your group making sure all group members can answer it. The teacher will identify the spokesperson for the group by selecting a number.</p>

“The First 20 Days: Establishing Productive Group Work in the Classroom”

Fisher & Frey 2011

Review: Strategies to Motivate and Engage Students



Establish meaningful and engaging content learning goals



Provide a positive learning environment that promotes autonomy



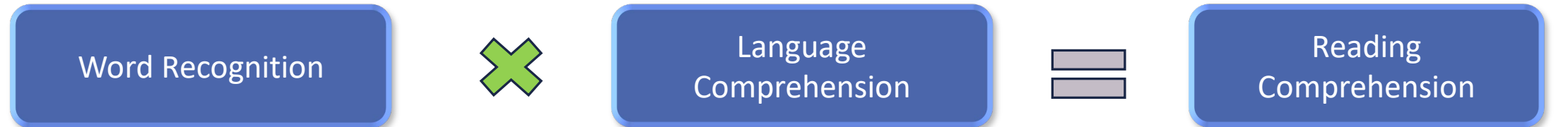
Make literacy experiences more relevant



Build in certain instructional conditions

The Equations for Success Revisited

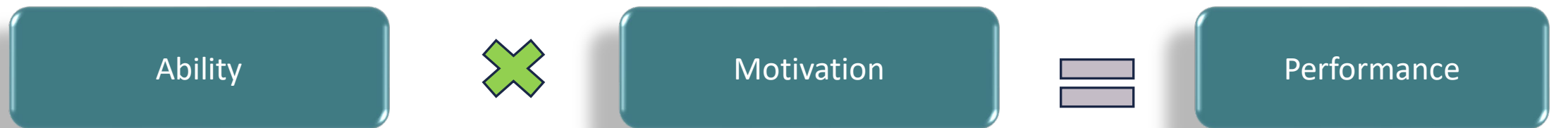
Like the Simple View of Reading and Writing, both sides of the equation are essential



Gough & Tunmer, 1986

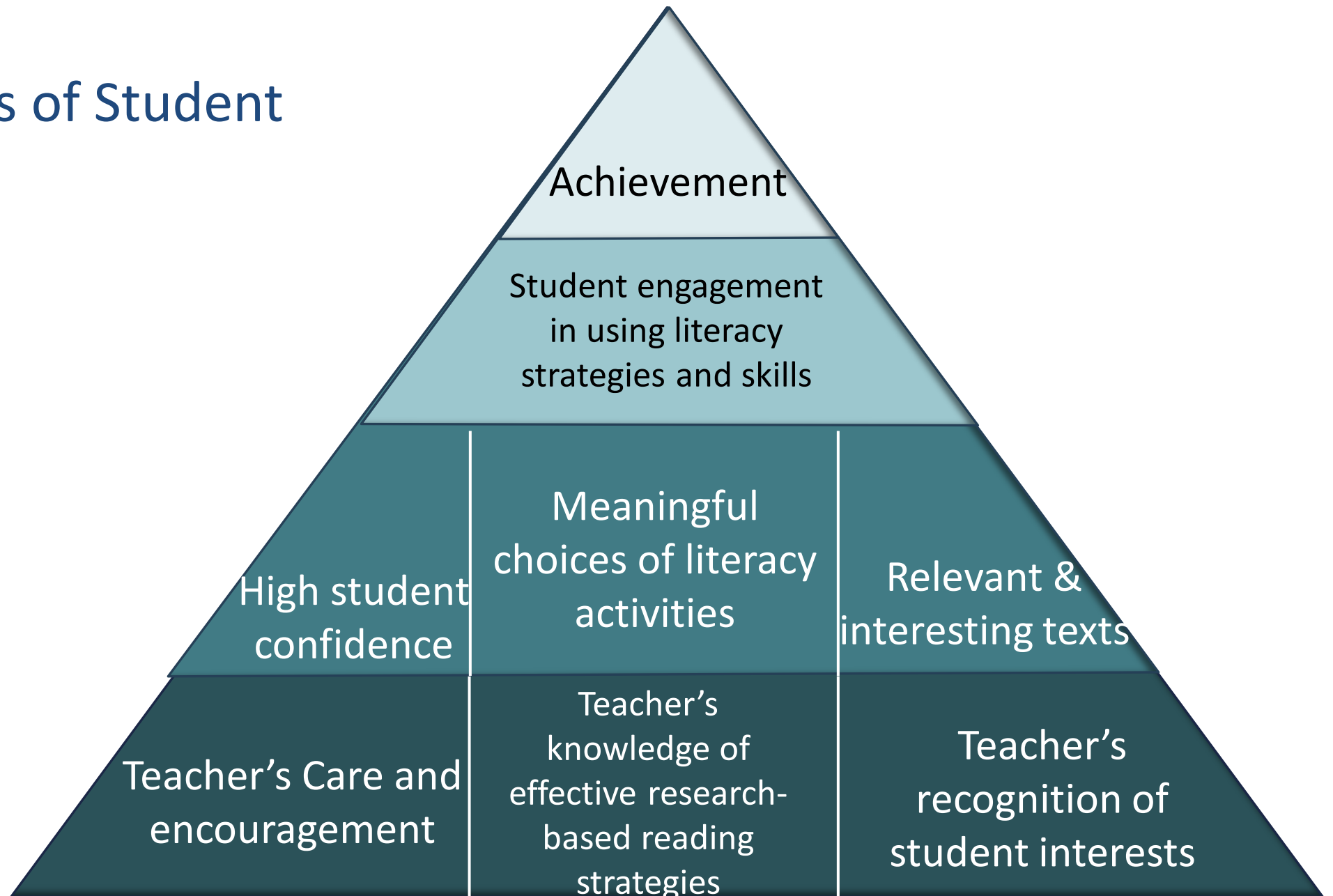


Berninger & Amtmann, 1986



Anderson & Butzin, 1974

Key Elements of Student Engagement



Closing Thoughts – How?



- Motivate and focus student learning by
 - helping students know **what is expected of them**
 - providing students with opportunities for **regular feedback** on their progress
 - assuring students that they are **capable of learning** challenging content and skills
 - encouraging students to actively engage in and **“own”** their learning
 - providing opportunities for students to **share and discuss** their ideas, develop **collaboration skills**, and learn how to **monitor and reflect** on their learning.

Thank you!

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Session Description

We want our students to find success, but sometimes a lack of student motivation gets in the way! This session will explore the IES Guide *Improving Adolescent Literacy: Effective Classroom and Intervention Practices* recommendations for increasing adolescent literacy motivation. We will bring to life the four recommendations, showing how teachers can influence and support student motivation and achievement. One district will also share how they leverage student motivation during intervention.