Workshop #3

“Motivation and Engagement in Reading”

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ACTION ITEMS:

1. **Offer choices**

When, where, and how much choice should be planned throughout the day?

* 1. Think through the choice options for students: what is the main goal of the lesson and activity? Focus on the important parts.
  2. Start small then think one step beyond. Some choices are better than none at all.
  3. Choices in reading: length, type or genre, digital or print, level of difficulty, type of assessment tool to evaluate comprehension
  4. Students will respond positively; helps with classroom management

1. **Provide differentiated materials**

How do I reach the reading levels of all my students rather than just teaching to the middle of the road average learner?

* 1. Leveled difficulty of story or article; take into consideration that students usually can read higher level materials when given high-interest materials from which to choose
     1. Want to challenge all kids; provide reading material for all reading levels in the classroom and help direct students on how to choose a book that best fits their needs
  2. Multiple genres and topics from which to choose – current events, fiction, nonfiction – allow students to select their own reading material
  3. Ask librarian, collaborate with other teachers, or Google search for ideas on good reading materials

1. **Use technology to support reading goals**

How do I manage and have the time to create all the different choices and differentiated reading materials?

* 1. Udio – website providing differentiated reading materials covering a plethora of topics, allows communication among students to help each other, self assessments of comprehension; free access!
  2. Kindle, Nook, Tablet, etc. to read digital material; instant access to dictionary and other resources
  3. Support collaboration among students and teachers
     1. Students: discuss and help each other understand the material; students from all over the world can read the same material if desired
     2. Teachers: collaborate with each other to find new ways to incorporate technology, differentiate, and provide choices within the classroom; support each other in reading instruction
  4. Need training or tutorials to help support technology; students oftentimes teach the teachers