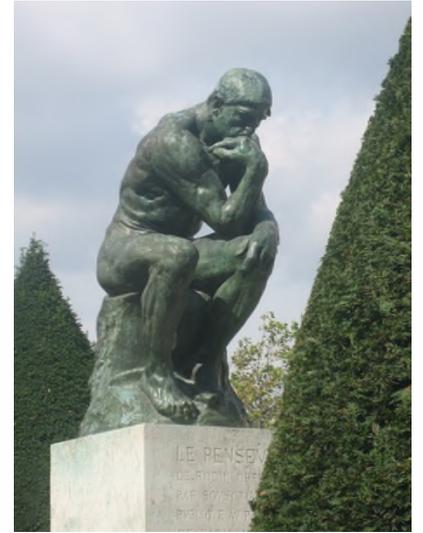# The Literacy Event

Chapter 2

Teaching reading IS rocket science.

— Louisa Moats

Thinking About...
Teachers

▶ Think about the good teachers you have had or have observed.

- What made them effective?

- How can you learn from them?

▶ Think about teachers you have observed who were not so effective.

- What made them less effective?

Components of the Reading Event

- Teachers
- Students
- Text
- Context
- Task

Critical Qualities of Excellent Literacy Teachers (IRA, 2000, p. 1)

- Believe all children can learn to read and write.

- Relate reading instruction to children's previous experiences.

- Know different ways to teach reading, and when and how to use each method.

- Offer a variety of materials and texts.

- Use flexible grouping strategies.

- Continually assess students' abilities and adjust instruction accordingly.

Characteristics of Effective Literacy Teachers (Allington, 2002)

▸ Engage students in reading/writing authentic passages.

▸ Give students texts that interest them.

▸ Model effective strategies.

▸ Pose higher-level thinking questions.

▸ Give students tasks that require them to integrate reading, writing, thinking, speaking, and listening.

▸ Grade process and product through rubrics.

Decline in the Motivation to Read
(between first and fourth grades)

Self-consciousness about reading proficiency

Emphasis on competition for extrinsic rewards

Lack of interest in assigned reading

Thinking About... Motivation

- What motivates you to persevere with a difficult concept and make sure you understand it?

- How do you keep yourself going—in terms of time and energy—to accomplish a personal goal?

- How will you motivate your own students?
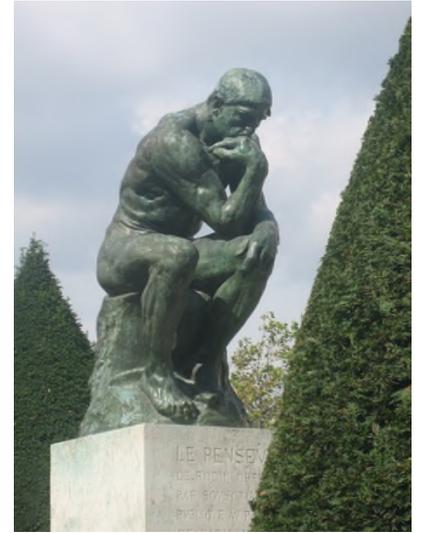
Suggestions for Literacy Engagement and Motivation

▸ Give students relevant reading and writing tasks.

▸ Provide a range of reading materials, from a variety of genres and sources.

▸ Allow time for sustained reading; then allocate time for sharing.

▸ Make sure reading choices are challenging but not overwhelming.

▸ Provide incentives that reflect the value and importance of reading.

Performance vs. Mastery Orientation

- Performance orientation:
  - Students perform tasks to earn the teacher's approval.
  - Focus is on competition.
- Mastery orientation:
  - Students compete with themselves, persist with challenging tasks, and develop a love of learning.
  - Goal is the joy of learning, not a high score or reward.

How Students Differ

- ▶ Background knowledge and how they integrate new information
- ▶ Literacy knowledge
- ▶ Language systems
- ▶ Learning styles
- ▶ Multiple intelligences

Elements of Literacy Knowledge

Literacy skills

Reading strategies

Metacognition

Self-efficacy

Epistemic knowledge

Language Systems and Learning Styles

Language systems

Learning styles

Analytical	Syntactic
Global	Semantic
	Graphophonic
	Pragmatic

Howard Gardner's Multiple Intelligences— with Example Materials and Strategies

INTELLIGENCE	TEACHING ACTIVITIES (EXAMPLES)	TEACHING MATERIALS (EXAMPLES)	INSTRUCTIONAL STRATEGIES
Linguistic	lectures, discussions, word games, storytelling, choral reading, journal writing	books, audio recorders, stamp sets, audio books	read about it, write about it, talk about it, listen to it
Logical–Mathematical	brain teasers, problem solving, science experiments, mental calculation, number games, critical thinking	calculators, math manipulatives, science equipment, math games	quantify it, think critically about it, put it in a logical framework, experiment with it
Spatial	visual presentations, art activities, imagination games, mind-mapping, metaphor, visualization	graphs, maps, video, LEGO sets, art materials, optical illusions, cameras, picture library	see it, draw it, visualize it, color it, mind-map it
Bodily–Kinesthetic	hands-on learning, drama, dance, sports that teach, tactile activities, relaxation exercises	building tools, clay, sports equipment, manipulatives, tactile learning resources	build it, act it out, touch it, get a "gut feeling" of it, dance it
Musical	rhythmic learnings, rapping, using songs that teach	audio recorder, audio collection, musical instruments	sing it, rap it, listen to it
Interpersonal	cooperative learning, peer tutoring, community involvement, social gatherings, simulations	board games, party supplies, props for role plays	teach it, collaborate on it, interact with respect to it
Intrapersonal	individualized instruction, independent study, options in course of study, self-esteem building	self-checking materials, journals, materials for projects	connect it to your personal life, make choices with regard to it, reflect on it
Naturalistic	nature study, ecological awareness, care of animals	plants, animals, naturalists' tools (e.g., binoculars), gardening tools	connect it to living things and natural phenomena

Levels of Text Readability

- Independent reading level
  - 95 to 100% accuracy

- Instructional reading level
  - 90 to 94% accuracy

- Frustration reading level
  - Less than 90% accuracy

Selecting Appropriate Texts

- Enjoyable and interesting
- Accurate
- Multicultural texts
- Range of genres
- A variety at each reading level

- High-quality illustrations
- Appropriate length
- Challenging instructional reading level
- Easy reading-level for fluency and to build comprehension

Leveled Books

- Age leveling
- Grade leveling
- Lexile leveling
- Gradient leveling

Text Complexity

- Quantitative dimensions

- Qualitative dimensions

- Reader and task considerations

As specified by the

Common Core State Standards

Qualitative Dimensions

Multiple levels of meaning	Structure of a text
Language of the text	Knowledge demands placed on the reader

Context of the Reading Event

- Classroom climate
- Teacher and student beliefs about teaching and learning
- Type of literary event or interaction
- Student groupings
- Opportunities to interact socially, to discuss a text

Effective Teachers and the Reading Task

- Engage students in reading/writing for 50 percent of the school day.

- Foster higher-level thinking tasks.

- Personalize reading—respond to a student's interests, strengths, and weaknesses.

- Engage students in tasks that integrate reading, writing, thinking, and listening.

- Allow time for silent, independent reading.