***Removing the Masks of Disengagement:*** *Strategies that Hook Our Most Reluctant Readers*

"Be very wary of judging people just on the basis of how smart they sound, and particularly on their ability to find problems or fault with ideas. These are dangerous people. They are smart enough to stop things from happening, but not action oriented enough to find ways of overcoming the problems they have identified."
— **Jeffrey Pfeffer**, *The Knowing-Doing Gap: How Smart Companies Turn Knowledge into Action*
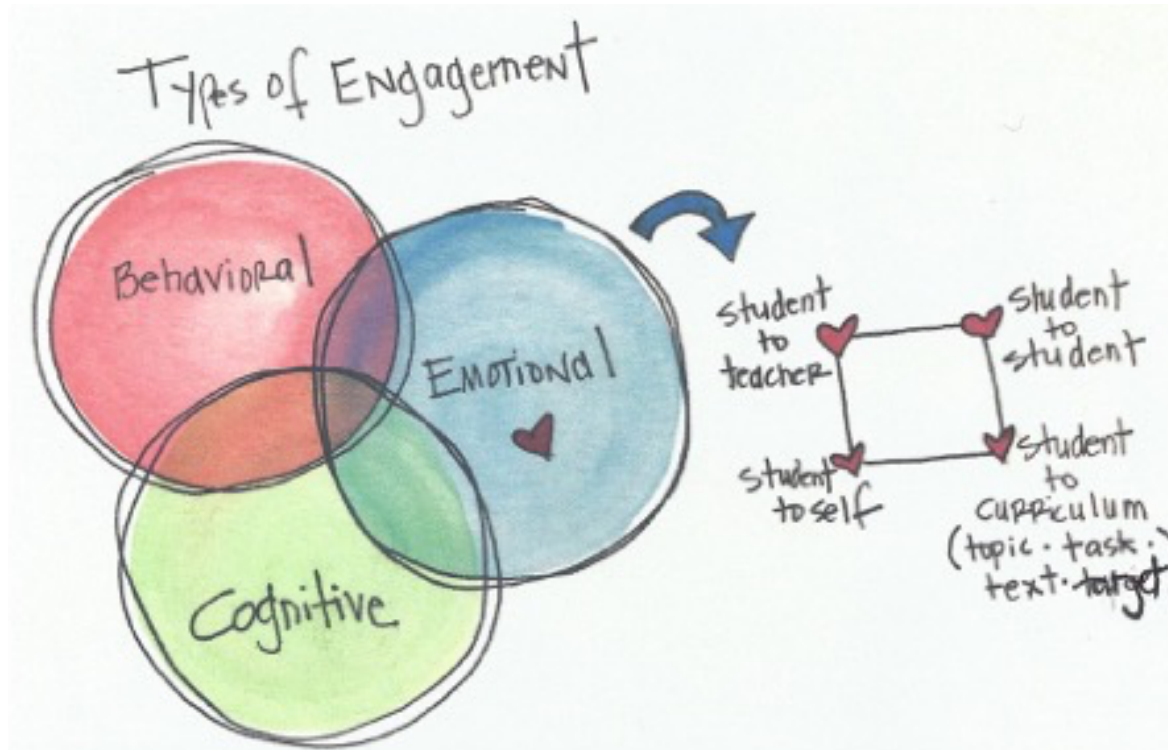
From: *Why Do I Have to Read This? Literacy Strategies to Engage Our Most Reluctant Readers* Stenhouse, 2021

Behavioral Engagement is knowing how to behave in different situations, knowing how to maneuver systems and structures, and knowing how readers and writers learn.

Emotional Engagement tugs at the heart. Students care about the topic, task, text, teacher, target, classmates…

Cognitive Engagement is the need to know. Students see purpose and relevancy in the work they are being asked to do.

Test Percentile, Reading Minutes and Vocabulary:

98% 67 minutes a day =   4,733,000 word exposure by grade 12

60% 13 minutes a day =   72,200 word exposure by grade 12

10%   1 minute a day =   51,000 word exposure by grade 12

Guthrie, J. T. (2002). Preparing students for high-stakes test taking in reading. In A. Farstrup & S. J. Samuels (Eds.), *What research has to say about reading instruction* (pp. 370–391).

Anticipating Students' Needs to Plan for Engagement

| What Causes Students to Disengage?	Instructional Strategies to Re-engage...

The 4 Ts From **Transformational Literacy** by Ron Berger, Libby Woodfin, Suzanne Plaut and Cheryl Dobbertin (Jossey-Bass, 2014)_p. 92

Topic	Task
Compelling topic brings the need to know and purpose so that students care to learn	**The culminating assignment – a product or performance task**
The topic gives cohesiveness to the unit of study. It is the "what" students are learning about, often connected to specific content knowledge. Although students may be able to meet the standards without an engaging topic, a compelling, relevant topic helps students to develop their skills more deeply as readers and writers as they engage with increasingly complex text. The best topics teach the standards through real-world issues, original research, primary source documents, and the opportunity to engage with the community. They lend themselves to the creation of authentic tasks and products.	The culminating task gives students the opportunity to read for and write with specific textual evidence and to meaningfully apply the standards (targets). This is different from just writing "about" what one has read. The best tasks give students to opportunity to address authentic need and an authentic audience related to the topic.
Targets	**Text**
Learning targets derived from the literacy and content standards that students are expected to meet	**Complex texts with a variety of text structures that students will read closely, to ensure that students experience a volume of reading at their independent and instructional reading level**
The learning targets name what students need to know and be able to do. They are derived from the standards and informed by analysis of the assessment of the standard. (Some say, "The standard is not the standard, the assessment of the standard is the standard.") Learning targets are contextualized to the topic, prepare students for and guide the task, and ensure proper, deep analysis of the text. Pay particular attention to what type of texts students will need to read in order to master specific standards and targets.	Text is the primary vehicle through which the topic is taught. Carefully selected texts at the text complexity band for a given grade level give students access to the topic and content targets through close and careful reading. Attention to text selection ensures that students can practice specific literacy standards so that they have deep access to the topic and learning going forward. Choose text judiciously to ensure it is worthy in terms of the knowledge it will help students build about the world and the opportunities it presents for students to master specific literacy standards.

Plus Two More from Cris Tovani: Time and Tend

Time	Tend
Time for students to read, write, and think	**Tending to students emotional and instructional needs**
This is not a luxury but a necessity. Not all students run by the same time clock and expecting all students to master skills and complete tasks at the same time is not reasonable. There is more content than time to cover it. Teachers have to decide what matter most to students learning and plan with realistic goals.	Paying attention to students' needs and strengths helps teachers to make an emotional connection with students which helps them care about the content and skills when the learning gets difficult.

TIME

- How will students spend their time?
- What will students read, write, and discuss?
- What do I want students to know and be able to do?
- What will I model so kids can read, write, and discuss longer?
- What student needs can I anticipate?
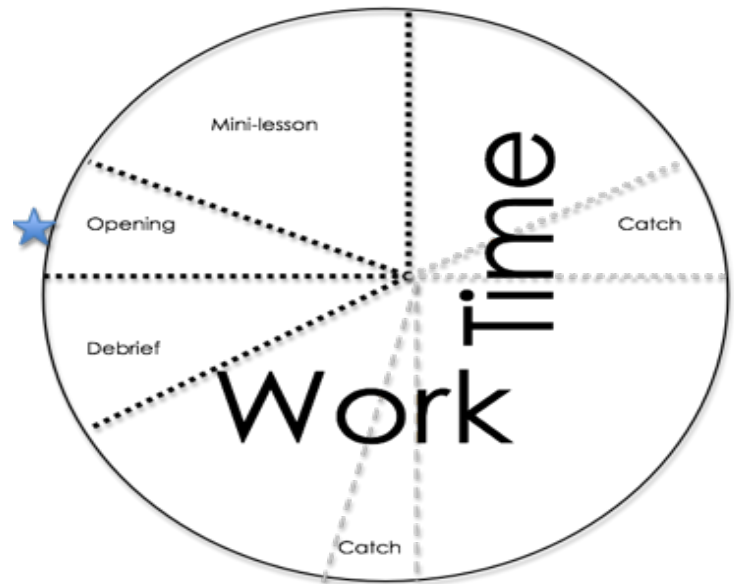
Opening Structure:
- At the beginning of the workshop cycle, the teacher shares the learning targets so students have a clear and understandable vision of what their learning goals are. S/he also shares what students will make or do during class to demonstrate their proximity to hitting the learning targets.

Mini-Lesson/Micro Lecture:
- This short lesson is based on the teacher's *long-term plan* and the students' needs from the previous class. The teacher may model something, provide necessary information, or show exemplars. The mini-lesson is intended to increase and support student work time so students can build endurance and stay engaged longer.

Catch and Release:
- Catches happen during work time. They are quick whole class teaching opportunities that the teacher takes advantage of after s/he has observed patterns of confusion or moments of celebration.

Work Time and Conferring:
- During conferring, the teacher gets and gives feedback from students. Sometimes s/he reteaches a skill, models thinking, or acts as a sounding board for students. This is another opportunity for the teacher to keep track of possible mini-lessons for the following day.

Debrief:
- Students reflect on their learning and leave tracks of their thinking for the teacher to notice patterns of learning. Often, students reflect back to the learning targets identifying what they've figured out and what they need next. The teacher uses the student thinking to make whole class, small group, and/or individual instructional decisions.