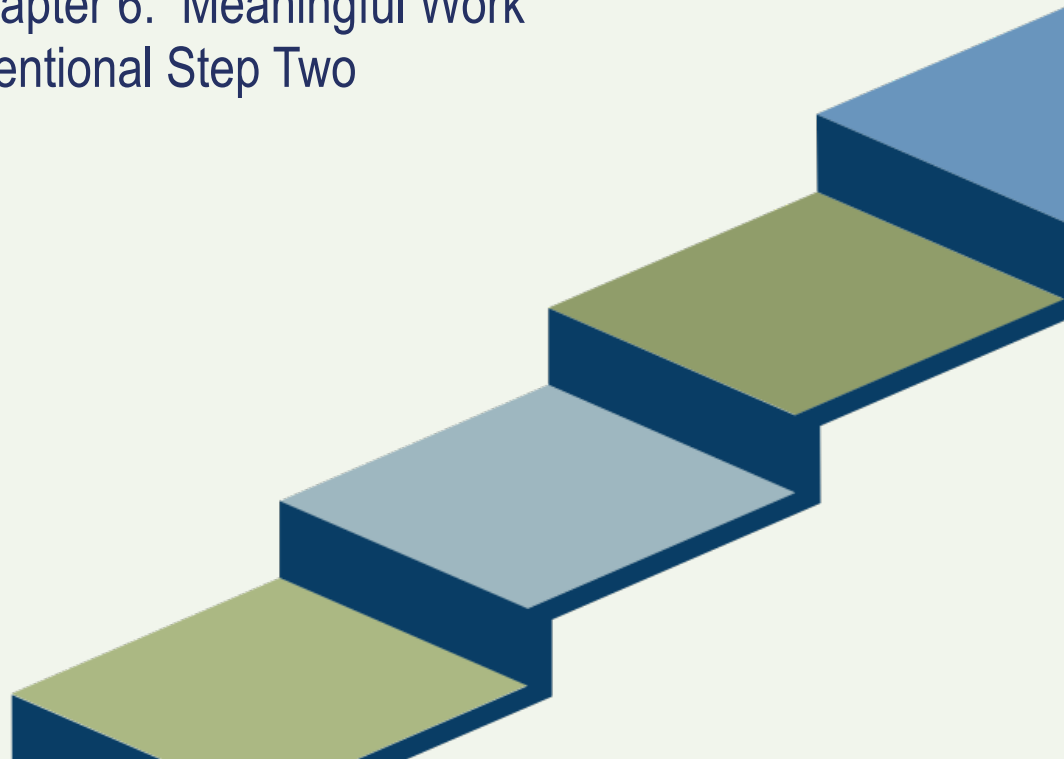


Intentional Instructional Moves

Strategic Steps to
Accelerate Student
Learning

Companion Guide

Chapter 6: Meaningful Work
Intentional Step Two



Chapter 6

Intentional Step Two: Help Students Connect to the Reading Material

Imagine that a teacher has reached the third week of school and realizes that the students don't seem interested in any of the reading materials they've been assigned. The teacher recognizes that students' inability to connect with the readings affects classroom management and behavior. How can this teacher guide students toward more meaningful interactions with the text? To begin, teachers can consider how to tap into individual students' needs and interests (differentiation) regarding reading. What gets them excited about reading, and how can we use this to help improve their reading skills?

Strategy 1: Literacy Reflection Questions

Learn about students' reading preferences and styles by presenting them with the Literacy Reflection Questions. These questions can serve as an Interest Inventory to help teachers discover what excites their students. They can then use this information to tailor some of the reading material to match student interests and draw them in. For instance, a middle school teacher shares these reflection questions with students and discovers that many of them are interested in graphic novels. The teacher then incorporates more graphic novels into the classroom library and curriculum and notices a significant difference in student's eagerness to read. These reflection questions have to do with reading and writing specifically, but they can also be altered for other subjects. For sample Literacy Reflection Questions, see the corresponding handout.

When students have trouble connecting to the reading materials in a class, they run the risk of becoming bored. According to John Hattie's research, boredom has a significant negative

impact on student performance and can be more detrimental to learning than depression, lack of sleep, and expulsion. In contrast, when students are interested and engaged with reading resources, their motivation increases, which has a positive effect of .69. Reflection questions can also foster self-awareness and self-efficacy.