

THE JOY OF READING: INCREASING INTRINSIC MOTIVATION
THROUGH CHOICE TEXTS AND READING CONFERENCES IN MIDDLE
SCHOOL by

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A capstone project in partial fulfillment of the requirements for the
degree of Master of Arts in Education

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Project Description

This creation of this project was a response to the question: *How can I impact intrinsic motivation in middle school students by creating a space for independent, choice reading time in the language arts classroom when supported with individual reading conferences?* In order to best find the solution, I created a curriculum revolving around implementing independent silent reading in conjunction with student-led reading conferences. This specific curriculum also includes additional mini-lessons throughout the nine week design to help students find personal connections with the texts they are reading in order to enhance their motivation to continue reading.

This particular reading curriculum was created with eighth grade students in mind, but could be implemented at any grade in middle school. This is intended for any reading or English language arts teacher that is looking for ways to introduce a system of reading conferences in the classroom that will allow students to set goals for themselves and strengthen their relationship to independent reading. This should not be a curriculum that is based primarily on grades and assessments, but rather it is an opportunity for students to explore texts that they find personally interesting and will help them grow into lifelong readers. While there are assessments along the way via reflections, goals, and a readers' showcase, the ultimate goal is to build intrinsic motivation in students so it cannot rely too heavily on grades since that may deter many students.

When designing this curriculum, the overall influence of the structure was through the framework of Wiggins and McTighe (2011). This allowed me to focus

on designing my end goal, which was to showcase students enjoying reading.

By having this be my final objective, I was able to design an entire quarter's
(nine weeks) worth of

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lesson plans that would ultimately culminate in students being able to discuss a text that they enjoyed and share that joy of reading with others.

With that in mind, it is important to note that the lessons that accompany this unit plan are not intended to last the duration of a full class period, but rather are supplemental mini-lessons to help the student select a text and make personal connections with it. Therefore, these lessons should probably only last between ten and fifteen minutes. This curriculum can be in conjunction with another unit that a teacher has prepped, or it can stand alone. Either way, the most important component of this entire curriculum is providing students with time to read any text that they would like. It does not have to be tied to a standard or lesson in class, but rather students should be selecting stories that they enjoy. The ultimate goal is to increase student motivation in reading, so there should not be any restrictions on what they can or cannot read.

Since the focus of the curriculum is to get students intrinsically motivated to read, it is important to know that students need to learn how to take the time to read during this process. That is why, when looking at the overall unit plan, students initially start off with reading for ten minutes. Then, every two weeks that time grows by an additional five minutes in order for students to build that stamina which will end with a twenty-five minute block dedicated for independent silent reading and conferences. Many students may not have the most positive

experiences with reading, so it is important to not immediately thrust them into a large block of time and have them read. Rather, they should experience incremental success and these positive experiences will encourage and motivate them to push themselves further.

When teachers are implementing this curriculum, it is important to establish and

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maintain an atmosphere of reading. Therefore, the teacher should keep in mind the setup of the classroom in order to best promote a culture of reading. In order to do this, books should be the focal point of the room. Students should be surrounded by texts that are both of high interest and are representative of each student both in terms of identity and ability. It is preferable that these texts are arranged by topic or genre so that students can locate books that relate to their interests or identities and find similar titles as well. In addition, students should also have the option of using soft and flexible seating during this time. The ultimate goal is to have the feeling of a bookstore or coffee shop via chairs, beanbags, small table lamps, decorative lighting, and soft music to calm students down. The entire purpose of this time is to allow students to relax, so if they need to physically readjust themselves to do so, as long as they are not interrupting the reading of other students, they should be allowed this freedom.

Attached is the curriculum calendar and comprehensive unit plan to support reading conferences in the middle school classroom. All needed resources, including lesson plans, are linked both in the calendar and unit plan. The calendar provides a comprehensive view of when each individual lesson should be implemented over the course of a nine week quarter as well as how

much time should be allotted for independent silent reading during each class period. When clicking on the links to each individual lesson, objectives, standards, learning targets, detailed lesson plans, and handouts are all provided. In addition, when the time comes to implement the actual reading conferences, there are guided directions on how this part of the curriculum should specifically look and how to conduct these conversations.

In addition to the calendar, there is also a link to the entire unit plan based upon

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the design of Wiggins and McTighe (1998). This plan provides all possible resources to successfully execute reading conferences in the middle school classroom. In addition to the links to the individual lesson plans, as posted in the calendar, this also includes the desired results for the entire unit, evidence of assessment at the end of nine weeks worth of reading conferences, and detailed information on how a teacher can assess, reflect, and adapt lessons so all students are able to achieve success while conducting reading conferences.

It should also be noted that this particular curriculum can easily be extended through the duration of the school year with additional rigor added on via mini-lessons that target particular areas of growth for students based on data from the Minnesota Comprehensive Assessment (MCA) or Formative Assessment System for Teachers (FAST). In order for a teacher to successfully execute these targeted mini-lessons that focus on skill development it must be stressed that a relationship must first be established between the teacher and student. These lessons should not come before the attached curriculum because students will not have fostered a joy in reading but rather see it as

another assignment and grade connected to something they have no stake in. Therefore, students must first have time to simply read and enjoy this process first. However, once all parties are ready to move onto the next stage of reading conferences and work on particular skills, it is recommended that teachers look at programs like IXL or pull resources from the works of Daniels and Steineke (2004), Serravallo (2015, 2019), or Tovani (2000). These resources offer teachers many opportunities to work with students on an individual basis and target personalized skills to increase reading comprehension.

Reading Conferences Calendar

To have an overview of when each lesson should be implemented, use the calendar below to follow a rough outline of a nine week quarter. Schedules can be adjusted when to implement the mini-lessons for the class, but it is important to gradually increase the time allotted for independent silent reading so students are not overwhelmed or shut down at the very beginning if they feel that they cannot maintain focus. Some of these mini-lessons may be repeated during individual reading conferences (goal setting and analysis) while others are only used once as a whole class activity (such as the different text connections).

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<u>Lesson 1: Student Opinions/Intro</u>	<u>Lesson 2: Interest Inventories</u>	<u>Lesson 3: Student Self Assessment</u>	<u>Lesson 4: Book Talks and Looking for a Book</u>	<u>Lesson 5: Student Goal Setting</u>

Week 2	Lesson 6: Reading Conferences: General Interests/ Goal Setting (10 Minutes of Reading Time)	Lesson 6: Reading Conferences: General Interests/ Goal Setting (10 Minutes of Reading Time)	Lesson 6: Reading Conferences: General Interests/ Goal Setting (10 Minutes of Reading Time)	Lesson 6: Reading Conferences: General Interests/ Goal Setting (10 Minutes of Reading Time)	Lesson 6: Reading Conferences: General Interests/ Goal Setting (10 Minutes of Reading Time)
Week 3	Lesson 6: Reading Conferences: General Interests/ Goal Setting (10 Minutes of Reading Time)	Lesson 6: Reading Conferences: General Interests/ Goal Setting (10 Minutes of Reading Time)	Lesson 6: Reading Conferences: General Interests/ Goal Setting (10 Minutes of Reading Time)	Lesson 6: Reading Conferences: General Interests/ Goal Setting (10 Minutes of Reading Time)	Lesson 6: Reading Conferences: General Interests/ Goal Setting (10 Minutes of Reading Time)
Week 4	Lesson 7: Reading Conferences: Text-to-Self Connection (15 Minutes of	Reading Conferences (15 Minutes of Reading Time)	Reading Conferences (15 Minutes of Reading Time)	Reading Conferences (15 Minutes of Reading Time)	Reading Conferences (15 Minutes of Reading Time)

	<i>Reading Time)</i>				
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Week 5	Lesson 8: Reading Conferences: Text-to-Society Connection (15 Minutes of Reading Time)	Reading Conferences (15 Minutes of Reading Time)	Reading Conferences (15 Minutes of Reading Time)	Reading Conferences (15 Minutes of Reading Time)	Reading Conferences (15 Minutes of Reading Time)
Week 6	Lesson 9: Reading Conferences: Text-to-Text Connections (20 Minutes of Reading Time)	Reading Conferences (20 Minutes of Reading Time)	Reading Conferences (20 Minutes of Reading Time)	Reading Conferences (20 Minutes of Reading Time)	Reading Conferences (20 Minutes of Reading Time)
Week 7	Lesson 10: Reading Conferences: Share with Partner (20 Minutes of Reading Time)	Reading Conferences (20 Minutes of Reading Time)	Reading Conferences (20 Minutes of Reading Time)	Reading Conferences (20 Minutes of Reading Time)	Reading Conferences (20 Minutes of Reading Time)
Week 8	Lesson 11: Reading Conferences: Goal Reflection (25 Minutes of Reading Time)	Lesson 11: Reading Conferences: Goal Reflection (25 Minutes of Reading Time)	Lesson 11: Reading Conferences: Goal Reflection (25 Minutes of Reading Time)	Lesson 11: Reading Conferences: Goal Reflection (25 Minutes of Reading Time)	Lesson 11: Reading Conferences: Goal Reflection (25 Minutes of Reading Time)

Week 9	Lesson 12: Reading Conferences: Final Project (25 Minutes of Reading Time)	Lesson 12: Reading Conferences: Final Project (25 Minutes of Reading Time)	Lesson 12: Reading Conferences: Final Project (25 Minutes of Reading Time)	Lesson 12: Reading Conferences: Final Project (25 Minutes of Reading Time)	Lesson 13: Reading Conferences: Student Self Assessment (25 Minutes of Reading Time)
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Reading Conferences Unit Plan

What follows is the unit plan with all goals, objectives, and targets to successfully implement reading conferences for a nine week period. This framework is based on the work by Wiggins and McTighe (1998) and is designed with the final outcome and assessment for students to showcase how they have grown as readers throughout this process and recommend a book to their peers. All lessons and assignments that are attached to the plan are original creations unless noted that it was inspired by another source.

Title of Unit	Reading Conferences/Independent Silent Reading	Grade Level	Middle School (Grades 6-8)
Subject	English Language Arts	Time Frame	One Quarter (9 Weeks)
Developed By	Joshua Overby-Lang		

Stage 1 - Identify Desired Results
Broad Areas of Learning

How are the BAL incorporated into this unit?
In this particular unit, the broad area of Media Literacy will be incorporated by choosing texts that represent their interests and will often overlap with issues of ethics and current events in society. Because the media often plays a big role in depicting current events, students will gain a better understanding of how to develop critical and ethical attitudes toward individual and collective rights as depicted in much of today's popular literature.
<p>Cross curricular Competencies How will this unit promote the CCC?</p>
<p>In this unit students will further grow their intellectual competencies in that they are going to practice using critical judgements when thinking about the issues that are presented in the novels they are reading.</p> <p>Students will also exhibit personal and social competencies as many of the novels that are of high interest to students at this age focus on identity, growth and development. By exploring these ideas, students will be able to further construct their identities as young adults.</p>

Finally, this unit will connect to communication-related competency as a major component will be to have developed and elaborate student-led discussions about the texts they are reading. This will help them develop and understand how to appropriately communicate with others.
<p>Learning Outcomes What relevant goals will this unit address? <i>(must come from curriculum; include the designations e.g. IN2.1)</i></p>

<p>8.4.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>8.4.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>8.4.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>8.4.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>8.9.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	
<p>Enduring Understandings What understandings about the big ideas are desired? (what you want students to understand & be able to use several years from now) What misunderstandings are predictable?</p>	<p>Essential Questions What provocative questions will foster inquiry into the content? (open-ended questions that stimulate thought and inquiry linked to the content of the enduring understanding)</p>
<p><i>Students will understand that...</i></p> <p>Reading is something that can be enjoyable and a person does not need to be told to read</p> <p>There are many different types of books out there and just because someone has not enjoyed reading in the past, it does not mean there is not a book out there than can interest a person</p> <p>Reading does not need to be tied to a grade, assignment, or project</p> <p>Once a person begins to engage in reading, there are many additional benefits that come along</p>	<p><i>Content specific....</i></p> <p>How do you find something enjoyable to read?</p> <p>What resources are available for finding a book?</p> <p>How do you read for a long period of time?</p> <p>How do you have a conversation about reading?</p> <p>How can reading help me grow as a person?</p>

<p>with it such as increased comprehension, an appreciation of different perspectives, and students may be exposed to new ideas or topics</p> <p><i>Related misconceptions...</i></p> <p>Students may have the mindset that reading is exclusively related to school and is boring and not enjoyable because it is always attached to a specific letter grade or assignment. Students may also feel that because they were told to read particular books in class, that reading is usually done about a topic that is not something with which they can personally relate nor is it of interest to them.</p>	<p><i>FNMI, multicultural, cross-curricular...</i></p> <p>How do you appropriately communicate your opinions and ideas?</p> <p>What makes up a person's identity and point of view?</p> <p>How do others see an issue? What are other ways of looking at a particular situation?</p>
<p>Knowledge: What knowledge will students acquire as a result of this unit? This content knowledge may come from the indicators, or might also address prerequisite knowledge that students will need for this unit.</p>	<p>Skills What skills will students acquire as a result of this unit? List the skills and/or behaviours that students will be able to exhibit as a result of their work in this unit. These will come from the indicators.</p>
<p><i>Students will know...</i></p> <p>How to locate a book of interest</p> <p>How their personal interests can be applied to reading</p> <p>What sustained reading look/sounds/feels like</p> <p>How to understand and appreciate reading for enjoyment</p> <p>How to conduct a discussion about reading</p>	<p><i>Students will be able to...</i></p> <p>Read for a sustained period of time</p> <p>Discuss what they do and do not like about a particular book</p> <p>Convey thoughts and ideas in a sustained and student-led conversation</p> <p>Receive and offer suggestions about possible books to read</p>

Stage 2 – Assessment Evidence

Performance Task

Through what authentic performance task will students demonstrate the desired understandings, knowledge, and skills? (describes the learning activity in “story” form. Typically, the P.T. describes a scenario or situation that requires students to apply knowledge and skills to demonstrate their understanding in a real life situation. Describe your performance task scenario below)

By what criteria will performances of understanding be judged?

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GRASPS Elements of the Performance Task

G – Goal <i>What should students accomplish by completing this task?</i>	<p>For students’ final assessment, they will be showcasing one particular book that they have enjoyed and would recommend to another student. This allows each student to identify and connect with an individual book as well as communicate and express with others the texts that they have enjoyed. This will showcase that everyone is a reader and there are a wide variety of interests and topics available to any person. To do this, students will have the option of either creating a traditional book talk, a poster that advertises the book, or a movie trailer that highlights the book. In order to prepare for this, students will fill out a planning sheet that will include basic information about the book, a synopsis (including a memorable scene from the text), connections they made to the book, reasons why they enjoyed it, possible struggles others may have with the book, and suggestions for what kind of person or audience would enjoy this book. These projects will be shared both with the class and with future classes for two reasons: 1. Students will be provided with additional book titles that may be of interest so they can continue to pursue their love of reading. 2. Future classes will get ideas of possible titles to seek out and also see that everyone is a reader and connect with something of interest as each of their peers have found something they would recommend to others.</p> <p>Readers’ Showcase Directions</p> <p>Readers’ Showcase Planning Sheet</p>
R – Role <i>What role (perspective) will your students be taking?</i>	
A – Audience <i>Who is the relevant audience?</i>	
S – Situation <i>The context or challenge provided to the student.</i>	
P – Product, Performance <i>What product/performance will the student create?</i>	

<p>S – Standards & Criteria for Success <i>Create the rubric for the Performance Task</i></p>	<p>Readers' Showcase Rubric</p>
<p>Other Evidence Through what other evidence (work samples, observations, quizzes, tests, journals or other means) will students demonstrate achievement of the desired results? Formative and summative assessments used throughout the unit to arrive at the outcomes.</p>	<p>Student Self-Assessment How will students reflect upon or self-assess their learning?</p>
<p>Reading conferences</p> <p>Notes taken by teacher both through semi-formal conferences and through informal observations</p> <p>Student Goals</p>	<p>Student Goal Reflections</p> <p>Student Surveys and Self Assessments</p>

<p>FAST test data</p>	
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<p style="text-align: center;">Stage 3 – Learning Plan</p> <p>What teaching and learning experiences will you use to:</p> <ul style="list-style-type: none"> ● achieve the desired results identified in Stage 1? ● equip students to complete the assessment tasks identified in Stage 2?
<p>Where are your students headed? Where have they been? How will you make sure the students know where they are going? What experiences do the learners bring to the unit? How have the interests of the learners been ascertained? Have the learners been part of the pre-planning in any way? What individual needs do you anticipate will need to be addressed? Learning environment: Where can this learning best occur? How can the physical environment be arranged to enhance learning?</p>

This unit is unique in that every student will be entering with a different background and relationship with reading. In the end, the goal is to have each student locate and engage with some kind of text that they find interesting. For some students, this will immediately happen, and for others it may take multiple coaching sessions and conversations. At this point, every student has been exposed to reading in some form or another, but not every student has had a positive experience with it, nor have some been allowed to simply read without having some kind of formal assessment or grade attached to it. In order to ensure that students are able to form positive relationships with books, it must be stressed at the beginning that students are only expected to find something to read during this time and simply enjoy it. There will be no major projects and grades associated with it. While there will be some check-ins and light work, students should not expect to “pass” or “fail”, they merely need to find something to read. Through the use of interest inventories, the teacher will be able to gather data and information on each student and suggest possible recommendations to individuals to make sure that all learners are able to engage with texts. By giving students the option to read anything of their choosing, they are essentially part of the planning of this curriculum. While every student may not immediately engage and connect with a book, it is crucial that the teacher builds up their classroom library and familiarizes themselves with its contents in order to ensure that each student’s needs and interests are being met.

In order for learning to occur at optimum effectiveness, the teacher should be aware of the design of the classroom. If possible, students read best when there is soft, flexible seating and furniture. The teacher should attempt to create the feeling of a bookstore or library through the use of chairs and beanbags, small table lamps and decorative strings of lights instead of the fluorescent overhead lights, and soft music playing in the background to calm students down. The entire purpose is for students to get comfortable and read so if they prefer to physically arrange themselves in another way rather than traditionally sitting at a desk, they should be allowed to do so as long as it does not disrupt other students.

Books should be a focal point of the room and easily accessible to students. There are a number of ways to arrange the classroom library, but overall, the most effective approach

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would be for books to be organized based on genre. That way, students can easily gravitate toward a section that is aligned with their interests and can locate multiple titles that they will find as engaging. There should not be too much emphasis placed on what each individual reading level is for students as the goal is to simply have them find something that they enjoy reading. If there is too much emphasis on whether or not that book is at “their level”, students may become discouraged and refuse to read. In addition to the classroom library setup, teachers should ensure that there are multiple copies of popular titles so all students can access them. To find a list of current (Fall 2021) popular titles, please refer to the [attached](#)

[spreadsheet](#).

How will you **engage students at the beginning of the unit? (motivational set)**

As a way to engage students, they will be introduced to the concept that regardless of their feelings and past relationships with reading, there is a story out there that every student likes or enjoys. To demonstrate this, the teacher will show several popular movie trailers, all of which will be based on young adult books. This will help students understand that just because they haven't found something in the past that they enjoy, there is still a book with which they could connect. Students will then start creating a list of popular movies that are based on books in order to have a starting point to search for something to read.

What events will help students **experience and explore the enduring understandings and essential questions in the unit? How will you equip them with needed skills and knowledge?**

Please note, when implementing these lessons and activities, refer to the [attached calendar](#) to get an idea of how/when these lessons should be implemented for students to have sufficient time to complete them in conjunction with independent reading time/reading conferences.

Please note that these are intended to be mini-lessons and will either be short 10-15 minute lessons for the entire class or will be repeated on an individual basis with every student in five to ten minute sessions.

#	Lesson Title	Lesson Activities	CCCs	Resources
1	Lesson 1: Student Opinions/Intro	Students will perform a quick write to reflect on their opinions regarding reading, watch several trailers of movies that are based on popular books, and generate a list of popular movies that were based on books.	Personal and Social	Movie Trailers (Linked in Lesson Plan)
2	Lesson 2: Interest Inventories	The class will discuss what information is needed in order to give a proper recommendation	Personal and Social	Interest Inventory

		and students will complete an interest		
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		inventory.		
3	Lesson 3: Student Self Assessment	Class will generate a list of qualities that define a strong reader and suggestions for possible growth--this will lead into understanding the importance of open and honest self-assessments which students will use to reflect on their reading habits.	Personal and Social	Initial Reading Self Assessment
4	Lesson 4: Book Talks	During this lesson, the teacher will present multiple book talks to students who will take notes about titles that are of interest and will then have an opportunity to check out copies in order to start reading.	Personal and Social	Award Winning Books Book Talk Notes Student Book Talk Organizer
5	Lesson 5: Student Goal Setting	Students will think about possible goals they would like to achieve in relation to their experiences with reading and areas of growth. They will spend this session drafting S.M.A.R.T. goals that will be the foundation for future reading conferences.	Personal and Social Intellectual	Reading Conferences Possible Goals Reading Conferences S.M.A.R.T. Goals

6	Lesson 6: Reading Conferences-- Goal Setting and General Discussions	During this lesson, students will finally begin to settle into independent silent reading time (10 minutes), and as this is occurring, the teacher will be meeting with individual students for five minute reading conferences. At this point the teacher will be taking notes about the student's S.M.A.R.T. goal as well as allowing the student to use guided discussion prompts to discuss their books.	Personal and Social Intellectual Communication	Reading Conference Notes Reading Conferences Discussion Prompts
7	Lesson 7: Reading	During this lesson, students will continue to engage in	Personal and Social	Text-to-Self Connections

	Conferences-- Text-to-Self Connections	independent silent reading time (15 minutes), and as this is occurring, the teacher will be meeting with individual students for five minute reading conferences. At this point the teacher will be taking notes about the student's S.M.A.R.T. goal progress as well as allowing the student to use guided discussion prompts to discuss their books. In addition, students will complete a small assignment that provides them insight on how the books they are reading connect to their personal lives.	Intellectual Communication	Reading Conference Notes Reading Conferences Discussion Prompts
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8	Lesson 8: Reading Conferences--Text-to-Society Connections	<p>During this lesson, students will continue to engage in independent silent reading time (15 minutes), and as this is occurring, the teacher will be meeting with individual students for five minute reading conferences. At this point the teacher will be taking notes about the student's S.M.A.R.T. goal progress as well as allowing the student to use guided discussion prompts to discuss their books. In addition, students will complete a small assignment that provides them insight on how the books they are reading connect to some kind of event in the real world.</p>	<p>Personal and Social</p> <p>Intellectual</p> <p>Communication</p>	<p>Text-to-Society Connections</p> <p>Reading Conference Notes</p> <p>Reading Conferences Discussion Prompts</p>
9	Lesson 9: Reading Conferences--Text-to-Text Connections	<p>During this lesson, students will continue to engage in independent silent reading time (20 minutes), and as this is occurring, the teacher will be meeting with individual students for five minute reading conferences. At this point the teacher will be taking notes about the student's S.M.A.R.T. goal progress as well as allowing the student to use guided discussion</p>	<p>Personal and Social</p> <p>Intellectual</p> <p>Communication</p>	<p>Text-to-Text Connections</p> <p>Reading Conference Notes</p> <p>Reading Conferences Discussion Prompts</p>

		<p>prompts to discuss their books. In addition, students will complete a small assignment that provides them insight on other books that students are reading that have the same theme as their own.</p>		
10	<p>Lesson 10: Reading Conferences-- Share with Partner</p>	<p>During this lesson, students will continue to engage in independent silent reading time (20 minutes), and as this is occurring, the teacher will be meeting with individual students for five minute reading conferences. At this point the teacher will be taking notes about the student's S.M.A.R.T. goal progress as well as allowing the student to use guided discussion prompts to discuss their books. In addition, students will participate in a small game in order to discuss what they are reading with their peers.</p>	<p>Personal and Social</p> <p>Intellectual</p> <p>Communication</p>	<p>Conversation Playing Board</p> <p>Reading Conference Notes</p> <p>Reading Conferences Discussion Prompts</p>

11	Lesson 11: Reading Conferences-- Goal Reflection	<p>During this lesson, students will continue to engage in independent silent reading time (25 minutes), and as this is occurring, the teacher will be meeting with individual students for five minute reading conferences. Students will also reflect on whether or not they were able to achieve their S.M.A.R.T. goals and set new ones for themselves. The reading conferences will focus on these discussions.</p>	<p>Personal and Social Intellectual Communication</p>	<p>Reading Conferences S.M.A.R.T. Goal Reflection Sheet</p> <p>Reading Conferences Possible Goals</p> <p>Reading Conference Notes</p> <p>Reading Conferences Discussion Prompts</p>
12	Lesson 12: Final Project	<p>During this lesson, students will continue to engage in independent silent reading time</p>	<p>Personal and Social</p>	<p>Reading Conference Notes</p>

		<p>(25 minutes), and as this is occurring, the teacher will be meeting with individual students for five minute reading conferences. At this point the teacher will be taking notes about the student's S.M.A.R.T. goal progress as well as allowing the student to use guided discussion prompts to discuss their books. In addition, students will create and participate in a Readers' Showcase in which they present a book talk for others to show what they have enjoyed about their books as well as gather recommendations from others.</p>	<p>Intellectual Communication</p>	<p>Reading Conferences Discussion Prompts</p> <p>Readers' Showcase Directions</p> <p>Readers' Showcase Planning Sheet</p> <p>Readers' Showcase Rubric</p>
13	Lesson 13: Student Self Assessment	<p>During this lesson, students will continue to engage in independent silent reading time (25 minutes), and as this is occurring, the teacher will be meeting with individual students for five minute reading conferences. At this point the teacher will be taking notes about the student's S.M.A.R.T. goal progress as well as allowing the student to use guided discussion prompts to discuss their books. In addition, students will complete a final reading assessment to serve as evidence as to how their reading habits have changed.</p>	<p>Personal and Social Intellectual Communication</p>	<p>Reading Conference Notes</p> <p>Reading Conferences Discussion Prompts</p> <p>Final Reading Self Assessment</p>

Assess and Reflect (Stage 4)

Considerations	Comments
Required Areas of Study: Is there alignment between outcomes, performance assessment and learning experiences?	There is alignment because the entire focus is that students should be increasing their intrinsic motivation to read. Each book talk, conference, and mini-lesson lends itself toward that goal. While there are a few checkpoints and assessments along the way, very rarely is there a major grade attached to this unit. Instead it is focused on building relationships and

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	letting them express themselves as readers with the intention of allowing this passion to grow. Even the final project relates to this in that it allows students to share their successes and find possible new texts to further encourage their reading.
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<p>Adaptive Dimension: Have I made purposeful adjustments to the curriculum content (not outcomes), instructional practices, and/or the learning environment to meet the learning needs and diversities of all my students?</p>	<p><u>For struggling students:</u></p> <p>Because students are choosing their own books, those who are struggling are able to find texts at their particular levels. When students attend reading conferences, they will also have the opportunity to use discussion prompts instead of simply talking. This will help them communicate with the teacher and feel like they are able to still achieve success. Finally, because student S.M.A.R.T. goals are created by the students, they are able to set something that is achievable for their particular skill set instead of the teacher setting one particular goal for every student.</p> <p><u>For students who need a challenge:</u></p> <p>Just like with struggling students, these students are choosing their own texts so they are able to locate books that will be challenging for them. They also have the option to simply talk about what they are reading during conferences so if they do not need conversation starters, they are not required--instead they have the liberty to discuss any topic they would like. Finally, because S.M.A.R.T. goals are student-driven, those who are in need of a challenge are able to create one for themselves with the teacher's guidance instead of just following one set for the class.</p>
<p>Instructional Approaches: Do I use a variety of teacher directed and student centered instructional approaches?</p>	<p>While most of the curriculum is designed for students to work at their own pace, with the creation of mini-lessons and reading conferences, students also have the opportunity to converse with the teacher and their peers and have opportunities to collaborate with others. While the teacher does have a few moments where the lessons are directed by the teacher, a majority of the work will be student-centered.</p>
<p>Resource Based Learning: Do the students have access to various resources on an ongoing basis?</p>	<p>Due to an ever-growing classroom library and access to the school's library, students will continually have access to new texts and resources that meet their reading levels and</p>

	interest in order to continually motivate them to read.
<p>FNM/I Content and Perspectives/Gender Equity/Multicultural Education:</p> <p>Have I nurtured and promoted diversity while honoring each child's identity?</p>	<p>The entire purpose of this curriculum is to provide students with texts of varying levels and topics as well as having a strong presence of culturally relevant texts in order to engage and motivate students to read. It is important to continually build and add additional texts that represent each student's identity and background because when students see themselves represented in texts, they are much more likely to engage with them and have positive experiences.</p>

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