# USING INFORMATIONAL TEXT TO MOTIVATE MARGINALIZED MALE READERS

by

Jackelyn Bigelow

A Master's Project
Submitted in Fulfillment
of the Requirements for the Degree of
Master of Science in Education
Department of Language, Learning, and Leadership
Literacy Education Birth-Grade 6
State University of New York at Fredonia
Fredonia, New York

## State University of New York at Fredonia Department of Language, Learning and Leadership

#### CERTIFICATION OF PROJECT WORK

We, the undersigned, certify that this project entitled USING INFORMATIONAL TEXT TO MOTIVATE MARGINALIZED MALE READERS by Jackelyn L. Bigelow, Candidate for the Degree of Master of Science in Education, Literacy Education: Birth- Grade 6), is acceptable in form and content and demonstrates a satisfactory knowledge of the field covered by this project.

<u> </u>			
M	A .1	EDII (60	

Master's Project Advisor, EDU 659

Dr. Clara Beier

Department of Language, Learning, and Leadership

5-9-2012

Department Chair Dr. Anna Thibodeau

Department of Language, Learning, and Leadership

Dean Christine Givner

College of Education

At SUNY Fredonia

#### Abstract

This Master's Thesis, which resulted in a professional development project, focused on using nonfiction text to motivate marginalized male readers. The project was guided by the following questions: What reasons cause boys to become marginalized? What is the role of informational text in the classroom? In what ways could teachers use informational text to motivate marginalized male readers? Research pertaining to struggling male readers shows many boys experience literacy underachievement in schools, which could be contributed to gender identities, societal norms and expectations, or lack of motivation. Informational text may facilitate engagement in reading and assist in narrowing the reading achievement gap for boys. The professional development project resulted in a workshop consisting of one full day with three follow-up sessions over the course of one month.

# Table of Contents

Chapter 1	1
Theoretical Stance	4
Chapter 2: Literature Review	7
Marginalized Male Readers	7
The Role of Informational Text	11
Informational Text can be used to Motivate Male Readers	14
Chapter 3: Methods	17
Chapter 4: Professional Development Project	18
Boys and Nonfiction Full Day Workshop	23
Introduction to Boys and Nonfiction, session one	23
The role of informational text, session two	25
Using informational text to motivate boys, session three	26
Think Nonfiction!, session four	27
Discussion and follow-up sessions, session five	28
Additional Weekly Sessions	29
Follow-up session one	29
Follow-up session two	29
Follow-up session three	31
Chapter 5: Conclusion	33
Limitations	34
Suggestions for Future Research	35
References	37

Appendix A: Interest and Activities Inventory	41	
Appendix B: Reading Interest Inventory: Elementary	42	
Appendix C: Double-Entry Observation Form	43	
Appendix D: Table 4.1 Full Day Workshop Sessions	44	

#### Chapter 1

Boys' literacy underachievement has become a significant topic of research and has been identified by journalists, educational policymakers, and scholars in the field as the cause for much concern (Watson, Kehler & Martino, 2010). According to the National Center for Education Statistics, boys are three to five times more likely than girls to have a reading disabilities placement in schools and female students consistently score higher than boys on average in both reading and writing (2000). Boys' literacy underachievement could be contributed to teachers' failure to accommodate boys' interests and learning styles. Teachers can begin addressing the complex problems facing boys by designing language curriculums with boys' literary behaviors in mind. "Boys have passions, hobbies, aspirations and experiences rife with opportunities for genuine curricular links" (Brozo, 2006, p. 71). Informational text may facilitate boys' engagement in reading and assist in narrowing the reading achievement gap for boys. Dreher (2003) noted that studies the past 20 years show that information books are particularly interesting to boys. Considerable evidence shows a strong correlation between interest and motivation to learn. Duke states, "informational texts can motivate children to read as well as help them find a way into literacy that they may not find through other types of text" (2000, p. 202).

It was my second year of teaching third grade when I learned how student perceptions about reading are influenced by social and cultural factors. During choice reading time each day, the students in my class picked books to independently read. One male student avoided choosing books and did not seem to enjoy reading when he did choose one. This student was able to read but was unmotivated and struggled with comprehension and fluency. I asked him what types of

2

books he liked, so that I could locate appropriate books for him. He responded by saying, "I don't like any books. Reading is for girls and it's boring." As our conversation continued, he told me that none of the other boys like reading but they do it because they have to. I attempted to explain to him that some boys and girls like reading, but could tell that I was not going to change his perceptions with my words. I was determined to find something that would spark his interest in text. I gathered armfuls of different types of books from the library, brought them to school and let him look through them. He immediately showed interest in an informational text about the presidents of the United States. Over the next few weeks, this student enjoyed looking at books, biographies, timelines, and websites, all of which contained informational text. By providing this student with non-fiction resources, I was able to change his perceptions about reading. For the remainder of the school year, he enjoyed picking books during choice reading time. He became more motivated and his comprehension also improved. When analyzing this situation, I realized that the student began to struggle due to the social and cultural factors, which influenced his thinking that "reading is for girls."

After locating educational research on sociocultural theories and the gendered nature of reading, I have found that many boys' reading perceptions are influenced by their surroundings. For example, Cherland's (1994) study of girls' reading demonstrates the highly gendered nature of reading. In the community investigated, reading was a feminine activity, and the children knew this. Also, Young and Brozo (2001) discussed the sociological perspectives on gender and literacy identities along with ways to meet the needs of male readers. They believe that educators and students can work together to make school literacy engaging and socially acceptable for boys.

3

Terms used frequently in this study include *informational texts* and *marginalized readers*. Informational texts are defined as having "a function to communicate information about the natural of social world" (Duke, 2000, p. 205). This term is used interchangeably with the terms *non-fiction texts* and *expository texts*. The term *marginalized readers* refers to students who "have experienced difficulty with school-based reading for a variety of reasons" (Franzak, 2006, p. 212). This term is used interchangeably with the term *struggling readers* as both terms are social constructions that carry implications for childrens' positions in schools.

Concern about the underachievement of boys in reading continues to gain significant attention in the field of literacy. The 2000 National Assessment of Educational Progress finds boys one and one-half years behind girls in reading/writing (National Center for Education Statistics, 2000). Similarly, the Programme for International Student Assessment (PISA) 2006 test results show that girls outperformed boys and the largest gender gap was found in reading (Watson, Kehler & Martino, 2010). One possible way for these students to become more successful is providing them with more experience with informational texts. Informational literacy is central to success, schooling and the workplace. Duke explains, "a primary goal of U.S. education is to develop citizens who can read, write, and critique informational discourse, who can locate and communicate the information they seek" (2000, p. 202). Fortunately, the Common Core State Standards (CCSS) are bringing significant changes to the required amount of informational text used in elementary classrooms. According to David Coleman, co-author of the CCSS, the standards call for elementary curriculum materials to be recalibrated to reflect a mix of 50 percent literary and 50 percent informational text, including reading in ELA, science, social studies, and the arts. Achieving the appropriate balance between literary and informational text in the next generation of materials requires a significant shift in early literacy materials and

instructional time so that scientific and historical text are given the same time and weight as literary text (Coleman & Pimentel, 2011).

#### **Theoretical Stance**

Sociocultural theoretical models show a variety of approaches for teaching reading with the goal of improving the literacy achievement of marginalized readers. The Russian psychologist Lev Vygotsky first applied sociocultural approaches to learning and development in Russia in the 1920's and 1930's. According to this perspective, "learning and development take place in socially and culturally shaped contexts" (Steiner & Mahn, 1996, p. 194). In Kucer's definition of the sociocultural dimension of literacy, he states, "the meaning and language that are built and used will always be framed by the social identity (eg., ethnic, cultural, gender) of the individual and the social context in which the language is being employed" (2001, p. 5). Sociocultural approaches examine language development and the ways culturally different modes of discourse impact children's educational experiences in school settings. This can be related to the ways in which boys view themselves as literacy learners due to the impact of their surroundings. Luke and Freebody (1997) agree that literacies are determined by social practices within institutional contexts. They explain:

To say that literacy is socially constructed, then, is to also say that it is institutionally located. Our position is that institutional context is not benign or neutral, but rather must be seen as informed by social contracts and historical projects for molding, making, and disciplining human subjects, populaces, and communities and for shaping and distributing cultural and material resources" (p. 3).

Gee (2000) defines Discourses as "characteristic (socially and culturally formed, but historically changing) ways of talking and writing about, as well as acting with and toward,

5

people and things (p. 2)." A Discourse-based view of literacy stresses that reading is viewed as many different socioculturally situated reading practices. It also demands that we see meaning in texts as situated in children's experiences. Brozo and Young (2001) discussed "Discourses of masculinity" and the influence of social contexts on how boys think about gender (p. 320). They state that boys in a particular discourse of masculinity will read, write, and think like other boys in the same discourse. This thinking may positively or negatively influence how boys participate in school literacy practices. Similarly, Kucer feels that it is no surprise that children think and act in ways that reflect their social identity. He stated, "gender, ethnicity, and class support as well as constrain student work" (p. 209). Some children may only struggle with reading in school setting. Franzak (2006) added, "When we speak of marginalized or struggling readers, we generalize about the students when it is quite possible that the reading behavior is directly tied to the school context (p. 219). Another factor influencing school literacy practices are children's home discourses. Children whose face different modes of discourse at home and in school, may find themselves at a disadvantage and often drop out, or are forced out, or school (Steiner & Mahn, 1996). Analyzing how students learn, as well as acknowledging the culturally conditioned knowledge they bring to the classroom, can help lead to effective teaching. In summary, sociocultural theoretical models provide some insight for teaching reading in order to improve the achievement of marginalized male readers. As Franzak noted, it is important to recognize the social values of different models and conceptions of teaching reading.

I argue that marginalized male readers would benefit if informational text played a more significant role in elementary classrooms. Therefore, I examined research pertaining to struggling male readers and the use informational text, which resulted in a professional

development project. The following questions guided both the literature review and professional development project:

- What reasons cause boys to become marginalized?
- What is the role of informational text in the classroom?
- In what ways could teachers use informational text to motivate marginalized male readers?

#### Chapter 2

#### Literature Review

The sociocultural perspectives on literacy offers insight into how reading is constructed and show that reading is embedded in socially situated activities. In the following section, I relate theory to experiences of marginalized male readers as well as the findings that implicate informational text can help improve these students' overall literacy development. Thus, in this section I explore my research questions: What reasons cause boys to become marginalized? What is the role of informational text for students? In what ways could teachers use informational text to motivate marginalized male readers? This body of literature adds to the understanding of the importance of informational text and, more importantly, how it can be use to help marginalized male readers who struggle with literacy in school settings.

#### **Marginalized Male Readers**

An abundance of research points to the conclusion that many males are struggling in literacy related subjects in school. The National Center for Education Statistics (2000) reports that boys are three to five times more likely to have a reading disabilities placement in schools and boys outnumber girls in corrective and remedial reading programs. Interestingly, boys may underachieve in school-based literacy but they do not necessarily underachieve in other forms of socially valued and more desirable literate practices. School-based literacy seems to be the site and the domain of practice that is most significant in an exploration of boys' performance and achievement (Alloway & Gilbert, 1997). Similarly, Franzak (2006) observed, "When we speak of marginalized or struggling readers, we generalize about the students when it is quite possible that the reading behavior is directly tied to the school context" (p. 219). This may be especially

8

true when a male student encounters different literacy values at home and in school. Steiner and Mahn (2006) have found that children who face different modes of discourse at home and in school, are often at a disadvantage. Some boys may be successful in their home discourse where their masculinity is not threatened, and struggle in a school setting where social and cultural factors influence their thinking. Repeated themes in educational research give insight into reasons some boys struggle with school literacies. These themes include a lack of motivation due to boys' inner conflict with masculine identities and the influences of their peers.

Gendered studies of readers have acknowledged that gender is one of several important identities that influence reading (Brozo & Young, 2001). Such identities can be influenced by societal norms and expectations. Current theories of masculinities suggest that there are multiple ways in which males identify themselves. Brozo and Young (2001) discuss "Discourses of masculinity" and the influence of social contexts on how boys think about gender (p. 320). Discourses are defined by Gee (1996) as ways of being, thinking, acting, talking and reading that a person identifies with. Boys in a particular discourse of masculinity will read, write, and think like other boys in the same discourse. Brozo continues with the fact that some males can be influenced by society and culture and strive for identification in a Discourse that defines them as "real men" (2001, p. 320). Boys in this situation may not only be interested in certain schoolbased literacy activities that are characteristic of that Discourse. For example, boys who wish to be seen as a specific type of boy, such as a "jock," will think, read, and write like other boys in that Discourse of masculinity. This thinking may negatively influence the extent to which boys participate in school literacy practices. Watson, Kelher and Martino (2010) agree that consideration should be given to idea that gender is socially and culturally constructed. They state, "the ways in which societal norms and expectations governing what it means to be a

"normal" boy continue to impact significantly on students' lives and engagement with learning" (p. 358). Some groups of boys may find the pressure to participate in school literacy activities a threat to their masculinity. Also, since school based literacy is sometimes viewed as a feminized practice, it may be seen as unmasculine and undesirable to many boys (Alloway, Nola, Gilbert & Pam, 2002). It is also argued that feminized teaching styles and resources of female teachers are putting boys at a disadvantage (Watson, Kelher & Martino, 2010). It is clear that some boys are inclined to view school based literacy activities a threat to their masculinity due to peer influences and societal expectations in school discourses.

In order to help boys understand school literacies within their masculine identities, social and cultural constructions of gender could be challenged by teachers and parents. Alloway et al. (2002) expressed concern for the ways in which teachers and parents understand masculinity and literacy identities. They suggest that "schools and teachers acknowledge and explore the varied social, cultural and ethnic backgrounds that boys bring with them to the literacy classroom, paying particular attention to the ways that constructions of masculinity influence boys' behaviour and learning in literacy" (p. 7). Watson, Kelher and Martino (2010) agree that teachers should address social and cultural constructions of gender. They feel that boys should have the opportunity to discuss the ways in which notions of masculinity influence them as literacy learners. Assisting boys in developing a masculine identity, which includes being a reader, will help them become more successful with school based literacy practices.

Boys' struggles with school literacies are often connected to a lack of motivation. Increasingly, young boys are saying they don't like to read (Sax, 2007). This trend is occurring all over the United States with all demographic groups of boys. Bauerlein, former director of research for the National Endowment for the Arts (NEA), and Stosky (2005) documented how

much has changed with regards to boys and reading. In their qualitative study, the NEA surveyed a demographically representative sample of our nation's children from 1980 to 2004. These were children of both high and low socioeconomic status, children who lived in urban, suburban, and rural communities, as well as children of different ethnicities. The researchers discovered that there has always been a gender gap in the tendency of children to read for fun. They found, overall, girls have always been more likely to read for pleasure than boys. Today, this gender gap has grown and become "a marker of gender identity," not because girls are reading more, but because many boys are reading much less. Sax discussed factors that effect boys, and may explain why so many are not motivated to read. These factors include the distraction of video games, overprescribed medications for attention deficit hyperactivity disorder, and the devaluation of masculinity within society. Interestingly, Sax also discussed the shifts in education within the last 30 years. He observed that the kindergarten curriculum has become much more about reading and writing than socializing and playing and compared the 2007 kindergarten curriculum to the 1977 first grade curriculum. He believes that many boys are not developmentally prepared and have not developed enough language centers in their brains for the literacy demands placed on them in kindergarten. The idea that some boys struggle with literacy learning at school from the age of five is one reason they may feel unmotivated to read as they move through school. Dreher notes, "when low achieving students avoid becoming engaged in reading, their opportunities to learn decrease" (2003, p. 26). Providing these boys more literacy experiences with informational text may increase their motivation as well as opportunities to learn.

#### The Role of Informational Text

According to Palmer and Stewart (2003), until the 1970's, many educators believed that elementary school aged children comprehend narrative text more easily than expository text and should not be exposed to nonfiction until the middle school. The authors also indicated that although research since then has shown that expository text is appropriate for and sometimes preferred by primary-grade students, narrative text is still used more in elementary classrooms. Similarly, Venezky (2000) stated, "literacy instruction in schools concentrates almost exclusively on fictional texts and literary appreciation" and Trabasso (1994) estimated that narrative materials comprise up to 90% of what elementary school children read" (as cited in Dreher, 2003, p. 26). Duke (2000) also described the "scarcity of informational text" in many classrooms. Her qualitative study focused on the informational text experiences offered to children in 20 first-grade classrooms from low and high SES schools. Duke observed classrooms for 79 days during whole-class written language activities. Findings show the total time spent with informational texts was an average of 3.6 minutes per day. Duke also noted the small amount of informational text in classroom libraries, on classroom walls and in classroom written language activities. She found that the most common activity involving informational text occurred when the teacher read to the students. Duke articulated her uneasiness:

These findings are cause for concern both because of the missed opportunity to prepare students for informational reading and writing they will encounter in later schooling and life, and for the missed opportunity to use informational text to motivate more students' interest in literacy in their present lives (p. 220).

Similary, a qualitative study was conducted by Palmer and Stewart (2003) to explore how children and teachers used nonfiction trade books in first, second and third grade classrooms. Findings show that the most common uses of nonfiction were during children's self selected and free reading times and teacher read-alouds. This study also revealed that students enjoyed nonfiction. The authors noted "striking preferences for nonfiction when children are given a choice between "true" and "not true" books" (p. 46).

Many scholars believe that informational texts can play an important role in motivating children to read. Duke (2000) states, "Some young children find a way into literacy through informational texts that they do not find through narrative and other forms of text" (p. 202). One reason is information books can help teachers tap students' interests. Considerable evidence shows a strong relationship between interest and motivation to learn (Dreher, 2003). Informational have the power capitalize on children's interests and curiosities and can link to home literacy practices. Duke (2000) declared, "Informational text can be a vehicle to gain, work through, and communicate knowledge about the natural and social world, a vehicle to inspire and attract students to literacy" (p. 221). She discussed the positive impact informational text can have on a student: One student she worked with showed little enthusiasm for narrative text provided by teachers, but truly enjoyed the informational books she introduced. This was especially so if the books were about his favorite topics, which were outer space, animals and machines. When reading informational text, the student was more persistent in attempting to decode difficult words and was able to apply more background knowledge on many topics. Because the student experienced success, his overall reading ability and self-confidence grew. Clearly, when students are interested and engaged, learning and development are significantly impacted. Also, Dreher reports students as young as kindergarten enjoy learning from

informational texts, learn new vocabulary from them and are able to connect ideas with other texts.

Similarly, Moss (2002) conducted a qualitative study of sixth graders engagement with and responses to nonfiction trade books. The study was conducted over a two-year period and consisted of two classes of students. Students selected nonfiction trade books for small group literacy activities as well as participated in book discussions and interviews. Results revealed factors that motivated students to select the nonfiction books they did. Most students (75%) were curious about the topic and were motivated by their "need to know" information. Next, students (48%) felt photographs and other visuals were powerful factors. Other motivating factors included authors and intertextuality, knowledge of book awards and genre, personal connections, and influences of peers and other readers. Next, the inclusion of informational text in the classroom can motivate students outside the classroom. Duke (2004) believes when teachers include informational text in the classroom, they also create opportunities for home connections that support literacy. Her research and experience suggests that parents become inspired when they interact with their children and nonfiction texts, newspapers and magazines.

Findings even indicate that student achievement would benefit if they have greater access to informational texts. The 2001 Progress in International Reading Literacy (PIRLS) study of the reading achievement of 10 year old students in 35 nations, found that students in the United States had the largest gap between literary and informational reading achievement (Duke, 2010). Also, in National Assessment of Educational Progress (NAEP) interviews, many fourth graders reported reading stories rather than magazines or information books in school. However, the fourth graders who reported reading stories, information books and magazines showed a higher

achievement level. Also, students in the highest achieving schools reported reading more information books than students in the lowest achieving schools (Dreher, 2003). Other scholars have linked low levels of achievement to problems with informational reading and writing. For example, "Chall, Jacobs, and Baldwin (1990) have suggested that difficulties with informational reading may explain the fourth-grade slump in overall literacy achievement and progress" (as cited in Duke, 2000, p. 202).

Although a great deal of research shows the numerous benefits of informational text, such as motivation and improved achievement for students, it is used very little in many classrooms today. One study gives some insight as to why. Palmer and Stewart's study, as described earlier, revealed teachers reported having difficulty finding appropriate reading levels of nonfiction for students and had limited resources (2003). If obstacles such as these could be overcome, many students, especially marginalized male readers, would benefit from more experience with informational text.

#### **Informational Text can be used to Motivate Male Readers**

Informational text may be the tool some boys need to enter the literacy world at school. Struggles faced by many boys such as difficulty with school based literacies, influences of peers, and perceptions of masculine identities can be addressed by providing boys more exposure to nonfiction text. According to Brozo, boys prefer information text and reading programs based on stories fail to hold their attention or capture their imagination. He believes books with traditional male appeal will promote engagement in reading for boys (2006). Palmer and Stewart (2003) interviewed 26 male students in grades one through three as part of a qualitative study on the use of nonfiction trade books. When asked to choose two books they would like to read, 21

out of 26 students chose at least one non-fiction text. In the same study, the researchers observed a class of 31 students in the library at school twice. They noted, "most of the boys ran to the nonfiction shelves and scoured them for books about sports, battleships, submarines, trucks, motorcycles, and race cars" (p. 44). The librarian at this school reported to the researchers that struggling readers and boys often choose nonfiction books.

In nearly every classroom there are some students, including boys, who struggle with school literacies. Informational text contains features that may assist these boys in feeling and becoming more successful in reading. According to Moss and Hendershot (2000), non-fiction texts may allow them to feel more competent and be more socially accepted by peers. For example, struggling students can use the pictures to support the verbal text in informational text, which will put them on a level closer to peers that read more competently. Similarly, in a qualitative study conducted by Smith and Welhelm (2005), the literacy experiences of boys in and out of school were observed. The study revealed many text features that boys tend to engage with which are characteristic of nonfiction text. They found that boys prefer highly visual texts because they assisted with their comprehension, texts written in short sections and texts that add to their existing areas of knowledge. Smith and Welhelm also found that boys liked reading the news, results of sporting events, and websites that they could keep track of something and share in social situations.

If boys are motivated through nonfiction and are interested in sharing information they read with peers, they are likely to develop positive connections between reading and masculinity. Smith (2004) conducted a qualitative, two-year research study, which examined the non-fiction reading habits of six successful male readers age five through seven. These boys read non-

fiction for pleasure and have developed masculine identities, which include being readers. The boys were considered successful as their teachers identified them as having reading abilities significantly above their peers. All of the boys in this study stated they liked reading to find out information. The subject matter that was most common in their non-fiction reading had traditional male appeal such as space, football, and dinosaurs. Also, the boys regularly read sports pages of newspapers and did computer-based reading, which reflected their interests and hobbies. The outcome of the boys' enjoyment of non-fiction reading is they have developed exceptional general knowledge and confidence on the subjects of their reading. "This has earned them respect from their peers, particularly other boys, and thus a high-status, hegemonic masculine identity in the classroom" (p. 14).

Informational text may provide some boys the motivation they need to become more successful with school literacies. With increased motivation, boys may begin to develop a desirable masculine identity that includes being readers. "There is evidence that for some children informational texts can even act as a catalyst for overall literacy development" (Duke, 2000, p. 208).

#### Chapter 3

#### Methods

The body of work discussed here includes studies exploring male readers and informational text. I identified the literature included in this review through searches of Academic Search Complete, Google Scholar and ERIC. Additional materials were located through Internet searches of websites and professional organizations. Terms used to search for relevant materials include "informational text," "expository text," "nonfiction," "reading," "boys," "males," and "motivation." I narrowed the results to include articles that met specific criteria such as:

- The article was peer-reviewed
- The article is published in a educational journal
- The content of the articles focused on informational text or struggling male readers

After identifying and locating articles for this review, I analyzed and organized them. Articles were printed and I marked information related to my three questions that guided the literature review and sociocultural theoretical stance. I underlined with pencil and took notes on the printed articles. Next, I created concept maps and outlines for the theoretical stance and literature review sections. I grouped articles into categories and color-coded the information. I color-coded with four different colored highlighters based on my three research questions as well as the sociocultural theoretical stance. This process continued as I analyzed more articles and added to the outlines. Articles were then organized into different folders based on the color-coded content and referred to as needed.

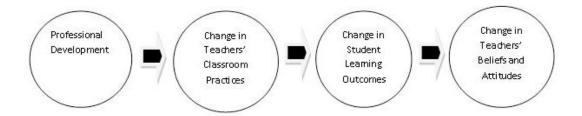
#### Chapter 4

### **Professional Development Project**

Professional development programs are efforts to change classroom practices of teachers, their attitudes and beliefs and the learning outcomes of students (Guskey, 2002). "What attracts teachers to professional development, is their belief that it will expand their knowledge and skills, contribute to their growth, and enhance their effectiveness with students" (Guskey, 2002, p. 382). Similarly, according to Fullan and Miles (1992), teachers hope to gain specific, practical ideas that directly relate to the daily operation of their classrooms through professional development opportunities. A professional development project titled *Boys and Nonfiction* has been designed to expand teachers' knowledge in using nonfiction text to motivate marginalized male readers. *Boys and Nonfiction* will also help teachers acquire skills that can be used in the classroom and that increase student learning.

Guskey (2002) describes an alternative model of teacher change that guides effective professional development programs. In this model, a change in teachers' attitudes and beliefs occurs after they gain evidence of improvements in student learning. These improvements result from teachers' changes in classroom practices or new instructional approaches learned in a professional development experience. Figure 4.1 illustrates the Model of Teacher Change (Guskey, 2002, p. 383).

Figure 4.1 Model of Teacher Change



The Model of Teacher Change is based on the idea that change is a learning process for teachers. Practices that teachers find useful in helping students achieve desired learning outcomes are retained and repeated. Practices that do not work or are not successful in achieving learning outcomes are usually abandoned. Therefore, results in terms of student learning outcomes are the driving force of change in instructional practice (Guskey, 2002). Based on the Model of Teacher Change, three principles should be considered when planning professional development. First, recognize that change is a gradual and difficult process for teachers but close collaboration between developers and teachers can help facilitate the process. Second, teachers need regular feedback on progress and student learning in order to help them see the effects of their efforts. Third, continued follow-up support and pressure should be provided as change occurs over time (Guskey, 2002). "It is clear that, to be successful, professional development must be seen as a process, not an event" (Guskey, 2002, p. 388). Also, activities of longer duration have more content information and provide greater opportunities for active learning than shorter activities do (Birman, Desimone, Porter & Garet, 2000). Guskey's (2002) Model of Teacher Change along with the described principles of effective professional development were used in the construction of the project *Boys and Nonfiction*.

There are numerous attributes of high-quality professional development that help provide positive outcomes for teachers and students. According to Bull and Buechler (1995), there are five characteristics of effective professional development. First, it is site-specific and school based. School based professional development gets teachers involved in the implementation and can be essential to success. Also, professional development activities that include collective participation of teachers from the same school or grade, support teachers and develop strong learning communities (Birman, et al., 2000). Second, effective professional development utilizes coaching and follow-up activities. "Activities that deploy sessions spaced over time have better results, particularly if those sessions include presentations of theory, demonstrations of new teaching skills, and opportunities for teachers to receive feedback" (Bull & Buechler, 1995, p. 3). Follow-up coaching can be conducted by experts or by peers where other teachers provide feedback and support. Third, effective professional development is collaborative. "Each school needs to become a community in which teachers routinely have opportunities to participate in decision making, observe each other, and share ideas in an atmosphere of mutual trust and respect" (Bull & Buechler, 1995,p. 4). Fourth, effective professional development is embedded in the daily lives of teachers. Continuous growth involves teachers constantly examining their practices, instructional methods, and student development. Last, effective professional development focuses on and is evaluated by student learning. If student learning improves, the professional development experience can be considered a success. The most helpful evaluations provide continuous feedback to teachers, track the effect of professional development and document its effect on student learning (Bull & Buechler, 1995).

A recent study, examined characteristics of high-quality professional development and their effects on teachers' knowledge, skills and classroom teaching practices (Garet et al., 2001). The

authors focused on structural features as well as core features of professional development.

Structural features included the form of the activity, such as reform types like study groups and traditional workshops, the duration of the activity, including hours participants spend in the activity and span of time the activity takes place, and how the activity emphasized collective participation of groups of teachers from the same or different schools. They also focused on core features of professional development such as the content focus, opportunities for active learning where teachers become engaged, and how the activity promotes coherence in teachers' professional development. Results of this study suggest several ways for improving professional development:

- Sustained and intensive professional development is more likely to have an impact than shorter professional development.
- Professional development that gives teachers opportunities for active learning and is
  integrated into daily school practices is more likely to produce enhanced knowledge and
  skills.
- Activities that encourage communication among teachers' support change in teaching practice and are related to improvements in teacher knowledge and skill.

The following table, Table 4.1, summarizes the review of literature on characteristics of highquality, effective professional development programs.

Table 4.1 Characteristics of Effective Professional Development Programs

Characteristic	References
They include collective participation and are school based.	Birman, et al., 2000; Bull & Buechler, 1995
They are sustained and allow for change to occur over time.	Birman, et al., 2000; Garet, et al., 2001; Guskey, 2002;
They utilize coaching with follow-up activities and support.	Bull and Buechler, 1995; Guskey, 2002
They involve communication and collaboration among teachers.	Bull & Buechler, 1995; Garet, et al., 2001; Guskey, 2002
They are integrated into daily school practices and are part of the daily lives of teachers.	Bull & Buechler, 1995; Garet, et al., 2001
They focus on and are evaluated by student learning	Bull & Buechler, 1995

The *Boys and Nonfiction* workshop has been designed around these characteristics of effective professional development programs. It is full day (8:30 am-3:30 pm) with two sessions in the morning and three sessions in the afternoon. The morning sessions focus on reasons boys may struggle with school literacies and the role of informational text in the classroom. There will be a one-hour lunch break from 12:00 pm to 1:00 pm. The afternoon sessions focus on using informational text to motivate boys as well as strategies and resources that teachers can use in the classroom. Because research indicates that activities of extended duration have more opportunities for active learning and facilitate higher quality professional development (Birman, et al., 2000), the workshop also includes three weekly follow-up sessions that allow the participants to collaborate over the course of one month. The follow up sessions are critical as teachers can "peer coach" (Bull & Buechler, p. 3) and provide one another with feedback and support. It is designed to be school based rather than district based as research indicates higher

teacher involvement and success (Bull & Buechler). Therefore, this workshop can take place in a school media center, library or classroom. The workshop presenter needs a laptop and a projector for videos and power point presentations. Workshop participants are also invited to bring laptop computers as the Internet may be utilized. Next, *Boys and Nonfiction* is appropriate for certified classroom teachers in grade 1 through grade five, literacy coaches and library media specialists working in the same school. Ideally, teams of teachers from the same grade levels will work together and instruction would be bridged across grade levels (Birman, et al., 2000). This collective participation is also important as it enables teachers to discuss concepts and problems that may arise during or after the workshop (Birman, et al., 2000).

#### **Boys and Nonfiction Full Day Workshop**

Boys and Nonfiction will begin with a full day workshop, which consists of five sessions. Session one introduces marginalized male readers, the role of informational text is discussed in session two, session three shows how to motivate marginalized male readers using informational text, teachers collaborate to after viewing *Think Nonfiction!* in session four, and session five is for discussion about the workshop and additional follow up sessions (see Appendix D: Table 4.2 Full Day Workshop Sessions).

Introduction to *Boys and Nonfiction*, session one. The introduction session begins with a video clip, which illustrates challenges faced by many boys both in and out of school. The video clip is based on the book, *Raising Cain: Protecting the Emotional Life of Boys* by Dr. Michael Thompson. The workshop facilitator will also share the following risk factors that affect the lives of boys:

They are four times more likely than girls to be sent to a school psychologist; they are diagnosed with 60-80% of learning disorders. Their areas of strength, physical activity and visual-spatial perception, are not as important as verbal skills in the feminine, quiet, word-dominated environment of schools. Boys do not do as well in school as girls, from elementary school through college and they are at risk for concluding that schools don't work for them and becoming withdrawn and bitter (Thompson, 2000, ¶1).

After viewing the video and hearing the risk factors, participants discuss this information and share questions and comments.

Next participants view a power point presentation, titled *Marginalized Male Readers*, which highlights some of the statistics on boys and literacy as well as reasons that boys become marginalized. Workshop participants will receive a paper copy of the presentation to record notes. The presentation segment of this session is designed to be casual and lead discussions on teachers' experiences with boys who struggle with literacy in the classroom. Slides one through four contain statistics showing that boys are struggling with school-based literacies. Slides five through ten contain information suggesting boys may be marginalized readers and their literacy underachievement could be directly tied to the school context. These slides will also explain school literacy values, social and cultural factors that influence boys thinking, masculine identities and feminized practices in schools. Slides eleven through fifteen state that cultural constructions of gender should be challenged by teachers, which would allow boys to develop a masculine identity that includes being successful with school based literacy practices.

As a culminating activity, workshop participants work in pairs to draw a marginalized male reader on a piece of paper. They should include what this student thinks (write or draw

responses in his head), what he feels (write or draw responses in his body), what he does (write or draw responses in his hands and feet), and outside factors influencing this student (write or draw in the space around the student). Last, workshop participants share drawings and discuss marginalized male readers.

The role of informational text, session two. Workshop participants discuss their use of informational text in their classrooms. Responses can be compared with the use of fictional text. The workshop facilitator can record responses on chart paper. Participants will most likely see that informational text is typically used very little or less than fictional text. Next, participants receive a copy of the article 3.6 Minutes per Day: The Scarcity of Informational Texts in First Grade (Duke, 2000). The workshop facilitator guides participants through sections of the article. Reading can be done in small groups or independently. Participants highlight information that they feel is important or surprising. Major sections of the article are discussed including Duke's findings that on average, 3.6 minutes per day were spent with informational text as well as the overall scarcity of informational text in classroom libraries and on classroom walls. Other information that participants feel is important or surprising can also be shared and discussed.

Next, the workshop facilitator addresses the Common Core State Standards (CCSS) and how they are bringing significant changes to the required amount of informational text used in elementary classrooms. The standards call for elementary curriculum materials to be recalibrated to reflect a mix of 50 percent literary and 50 percent informational text, including reading in ELA, science, social studies, and the arts. Workshop participants will view *Common core in ELA/ literacy: Shift 1: PK-5: Balancing informational text and literature,* a ten minute video featuring a discussion between John King (NYS Commissioner of Education), David

Coleman (contributing author to the Common Core), and Kate Gerson (Sr. Fellow with the Regents Research Fund) addressing balancing informational text and literature (New York State Education Department, 2011).

Finally, workshop participants work in groups and brainstorm ways to increase the amount of informational text used in their classrooms. Groups should consist of professionals working in the same grade level or area. First, the previously made list of how informational text is currently used in the classroom is discussed. Workshop participants are then asked to think about the literacy environment in their classrooms and informational text. In groups, workshop participants brainstorm ways to increase the amount of informational text their students are exposed to. They should consider all areas of the classroom including the classroom library and classroom walls as well as activities such as guided reading and read aloud in ELA, science and social studies. Workshop participants have the option to use the Internet to locate book titles, electronic sources or other resources. Each group writes down and then shares their best ideas. The workshop facilitator collects and complies each group's list, as they will be used in a future follow-up session. Following this session is a one-hour lunch break.

Using informational text to motivate boys, session three. This session will begin by exploring why informational text is important especially for marginalized male readers. Workshop participants will view a power point presentation titled *Motivating Boys with Nonfiction*. Workshop participants will receive a paper copy of the presentation to record notes. This presentation begins by reviewing marginalized male readers and the risk factors influencing them (from sessions one and two). Next, the presentation shows that research suggests boys prefer informational text and books with traditional male appeal will promote engagement in reading for boys (Brozo, 2006). Other studies in the presentation include Palmer and Stewart

(2003), Moss and Hendershot (2000), Smith and Welhelm (2005), and Smith (2004). They all show that informational text may provide some boys the motivation they need to become more successful with school literacies. Each study and its findings are on a separate slide of the presentation. The workshop presenter and participants discuss them throughout the presentation. The presentation ends with the quote, "There is evidence that for some children informational texts can even act as a catalyst for overall literacy development" (Duke, 2000, p. 208).

Next, workshop participants receive a copy of *Interest and Activities Inventory* and a copy of *Reading Interest Inventory: Elementary* (McAndrews, 2008), see Appendix A and B. Participants answer the questions and discuss each survey. Participants receive a second copy of each survey to use in their classroom. This will also be the focus of an additional follow-up session. The *Interest and Activities Inventory* could be used in classrooms to reveal boys interests and activities and teachers could use the responses to locate informational text around those interests. Also, the *Reading Interest Inventory: Elementary* shows how boys feel about reading different genres and which they prefer.

Think Nonfiction!, session four. Think Nonfiction! is a 30 minute video that focuses on comprehension strategies for gaining information. It begins by showing the planning of a nonfiction reading lesson plan with modeling thinking, noticing new learning, modeling partner reading and guided practice. Next, the lesson is taught, a think aloud is modeled and new information is recorded and coded on sticky notes. During the guided practice portion of the lesson, students practice the sticky note strategy for new learning with a partner. Also, a variety of nonfiction reading strategies are modeled as students learn how to do their own research. In the end, the students apply strategies independently and work on their own nonfiction inquiry

project (Harvey & Goudvis, 2006). Workshop participants view this video and complete the double-entry observation form to record notes and questions or comments (see Appendix C). The workshop facilitator pauses at the end of each segment to discuss observations, questions and comments.

Each workshop participant will then be given a copy of the *Think Nonfiction!* study guide (Harvey & Goudvis, 2006). This study guide reviews each section of the video. Participants work in grade level groups to collaborate and highlight ideas they would like to use in their classrooms with marginalized male readers. The whole group then discusses these ideas and looks at the examples of student coded sticky notes and student generated research questions located at the end of the study guide.

**Discussion and follow-up sessions, session five.** To close the full day workshop session, the workshop presenter leads the group in a discussion to review the key components of the workshop. Also, workshop participants are encouraged to ask and answer questions.

Follow-up weekly sessions are also introduced at this time. There will be three weekly one-hour sessions for workshop participants to collaborate and provide one another with feedback and support. For follow-up session one, workshop presenters are asked to review the information in the article *3.6 minutes per day: The scarcity of informational texts in first grade* (Duke, 2000) and analyze their classrooms for informational text.

#### **Additional Weekly Sessions**

Follow-up session one. Follow-up session one will be one week after the initial full day workshop. Workshop participants should bring their classroom analysis of informational text. First, participants will share their analysis and discuss the amount of informational text located in their classrooms. Next, the workshop presenter will give each participant a copy of the compiled lists that participants created during session two of the full day workshop. The lists contain the ideas that participants had to increase the amount of informational text within the classroom environment. Workshop participants can review the lists and discuss any further actions or ideas to continue to add informational text for student access. Last, participants can use the Internet to locate additional informational text resources. It may be beneficial to visit the Common Core website, www.engageny.org, to view the list of informational text exemplars available for each grade level. Participants can then locate these text exemplars along with other valuable resources in the school or local library. It is important that workshop participants continue to collaborate regarding the types and amount of informational text available to their students.

For follow-up session two, workshop participants are asked to survey the students in their classroom and bring results of the *Interest and Activities Inventory* (see Appendix A) and *Reading Interest Inventory: Elementary* (McAndrews, 2008), (see Appendix B). Although participants may want to survey their entire class, they only need to bring copies of the male students in their classroom.

**Follow-up session two.** Follow-up session two will be one week after follow-up session one. The whole group will discuss male student results of the *Interest and Activities Inventory* and *Reading Interest Inventory: Elementary*. Workshop participants are asked to analyze the

Interest Inventory: Elementary. In this survey students answered questions revealing the type of books they like to read as well as their overall interest in reading. If a student answered "no" to six or more questions on the interest in reading section, the workshop participant can gather that this student does not have a high interest in reading. Workshop participants are asked to identify the students with the lowest interest in reading level, based on the results of this survey.

Participants will only further analyze students with low or average reading interest levels. Next, workshop participants will look at the section of this survey that reveals types of books these students like to read. Student responses can be highlighted. Also, student responses from the *Interest and Activities Inventory* can be analyzed to reveal more information about these students. Workshop participants can again highlight student responses. Responses from both inventories should then be combined and analyzed to determine nonfiction literacy materials that may increase the reading interest levels for these students. After, participants can collaborate and work together to identify and locate materials. For example, a male student may have answered "no" to eight questions on the interest in reading section of the survey. This indicates that he does not have a high reading interest level. The student may have also indicated that he enjoys reading books about space or science and that he collects model airplanes. Appropriate nonfiction materials for this student may include magazine articles that focus on constellations, books that show the solar system, or NASA websites with spacecraft information.

For follow-up session three, workshop participants are asked to review the study guide from *Think Nonfiction!* (Harvey & Goudvis, 2006). This is important, as participants will begin planning a nonfiction student inquiry project. Also, they should have students in their classroom

choose a nonfiction topic to research. The teacher (participant) can assist students in choosing a topic based on their responses from the interest and activities inventories. Students should also begin locating resources on their topic. The teacher involvement level will be based on the needs and level of independence of the students. For grades one and two, or students with special needs, teachers may want to create groups in which students with similar interests and activities research the same topics.

Follow-up session three. Follow-up session three will be one week after follow-up session two. The main goal of this session is for participants to work together and create lesson plans to guide their students through a nonfiction inquiry project. Using the *Think Nonfiction!* study guide, workshop participants will work in grade level teams to identify a comprehension strategy to teach and begin planning lessons. They will use the framework in the study guide to include modeling thinking, noticing new learning, modeling partner reading and guided practice. Workshop participants can also practice modeling think alouds, coding with sticky notes, and other nonfiction reading strategies students will use when doing their own research. As this is the final follow-up session, workshop participants are asked to continue to collaborate and discuss the use of informational text in their classrooms. Grade level teams should continue to meet and discuss the progress and results of the inquiry project.

Throughout the inquiry project, teachers are encouraged to observe male students, listen in on their reading conversations, and take notes about the level of involvement with informational texts. After the inquiry project, workshop participants can administer another reading interest inventory to students to determine if the reading interest level increased. Survey results should again be analyzed to determine where there was change in student thinking and if

the nonfiction inquiry project had an impact on motivation to read for struggling male readers.

Anecdotal notes will also reveal if these students were motivated and enjoyed the inquiry project.

### Chapter 5

### Conclusion

The topic of using informational text to motivate marginalized male readers is a significant topic of educational research. This professional development project is substantial to teachers and other professionals that work with elementary students, as it gives insight as to reasons some boys struggle with school literacies. It explains the role of informational text in the classroom and helps teachers generate lessons to incorporate nonfiction more effectively. Also, teachers will gain specific, practical ideas for the daily use of nonfiction text in the classroom to motivate marginalized male readers. Most importantly, the *Boys and Nonfiction* workshop utilizes follow-up activities, allows for change to occur over time and involves collaboration among teachers, which are essential components for effective professional development.

For numerous reasons, some male students become marginalized and struggle with school-based litearcies. Teachers can address boys' literacy underachievement by designing activities around interests, passions and hobbies of these marginalized male readers.

Informational text may be the vehicle that struggling male readers need to enter the world of school-based literacy. The purpose of this project was to investigate reasons that cause boys to become marginalized, the role of informational text in the elementary classroom, and ways that teachers can use informational text to motivate struggling male readers. These research questions were answered and key findings include:

 Males may struggle with school literacies and display a lack of motivation due to their inner conflict with masculine identities, influences of peers, and societal norms and expectations (Brozo & Young, 2001; Watson, Kelher & Martino, 2010).

- Literacy instruction in schools focuses heavily on fictional text although research indicates informational text is appropriate for and sometimes preferred by primary-grade students (Duke, 2000; Palmer & Stewart, 2003; Venezky, 2000).
- Many boys prefer informational text over other types of text and books with traditional male appeal will promote engagement in reading for them (Brozo, 2006; Palmer & Stewart, 2003; Smith, 2004).

The key findings in this professional development project closely correlate to sociocultural approaches in learning and development. This perspective ties learning to socially and culturally shaped contexts (Steiner & Mahn, 1996). Clearly, many male students become marginalized due to cultural expectations and social identity issues. Reading is also viewed as different socioculturally situated practices and a student who struggles with school literacies, may be successful with other types of literacies. It is important to recognize the social values of different models and conceptions of teaching reading (Franzk, 2006).

### Limitations

One limitation of this professional development project is time allowed for completion. As it was developed as a Master's project, it was reviewed and completed over the course of two semesters. Also, the professional development project *Boys and Nonfiction* was not actually implemented. Therefore, the impact that instruction with informational text could have on marginalized male readers is undetermined.

### **Suggestions for Future Research**

The intersection of research on marginalized male readers and informational text makes it clear that some boys can be positively impacted if they have more exposure to informational text. A great deal of research explored included gendered studies of masculinities, which showed that social contexts influence how boys think about gender. Some researchers such as Watson, Kelher and Martino (2010) believed that more consideration should be given to idea that gender is socially and culturally constructed. Future studies could help boys understand school literacies within their masculine identities, and social and cultural constructions of gender could be challenged by teachers and parents. Alloway et al. (2002) suggested that "schools and teachers acknowledge and explore the varied social, cultural and ethnic backgrounds that boys bring with them to the literacy classroom, paying particular attention to the ways that constructions of masculinity influence boys' behaviour and learning in literacy" (p. 7). Professional development opportunities, such as the implementation of the workshop *Boys and Nonfiction*, could help teachers gain the knowledge needed to discuss the ways in which notions of masculinity influence boys as literacy learners. Assisting boys in developing a masculine identity will help them become more successful with school based literacy practices. Also, further research on successful male readers, rather than struggling male readers, may also help teachers gain insight as to how students can develop masculine and literacy identities. As the boys in Smith's (2004) study, boys read non-fiction for pleasure and have developed masculine identities, which include being readers. The boys were considered successful as their teachers identified them as having reading abilities significantly above their peers.

Also needed is future research on the amount of informational text used in elementary classrooms. Duke (2000) found that on average, about 3.6 minutes per day is spent with

informational text. Literacy instruction in many classrooms focuses heavily on fictional text although there are numerous benefits of using informational text such as increased motivation and improved achievement for students. Professional development opportunities, such as *Boys and Nonfiction*, may allow teachers to more clearly see these benefits and utilize greater amounts of informational text in their classrooms.

To assist marginalized male readers in finding a masculine identity that includes success with school based literacies, teachers need to understand the difficulties faced by these students, be able to locate informational text resources, and implement lessons that inspire success. "Some young children find a way into literacy through informational texts that they do not find through narrative and other forms of text" (Duke, 2000, p. 202).

### References

- Alloway, N., Freebody, P., Gilbert, P., & Muspratt, S. (2002). *Boys, literacy and schooling: Expanding the repertories of practice*. Canberra, ACT, Australia: Commonwealth of Australia, Department of Education, Science and Training.
- Alloway, N., & Gilbert, P. (1997). Boys and literacy: Lessons from Australia. *Gender & Education*, *9*(1), 49-60.
- Blackburn, M. V. (2003). Boys and literacies: What difference does gender make? *Reading Research Quarterly*, 38(2), 276-287.
- Brozo, W. G. (2006). Bridges to literacy for boys. Educational Leadership, 64(1), 71-74.
- Bauerlein, M., & Stotsky, S. (2005, January 25). Why Johnny won't read. *Washington Post*. Retrieved from <a href="https://www.washingtonpost.com/wp-dyn/articles/A33956-2005Jan24.html">www.washingtonpost.com/wp-dyn/articles/A33956-2005Jan24.html</a>.
- Birman, B., Desimone, A., Porter, A., & Garet, M. (2000). Designing professional development that works. *Educational Leadership*, *57*(8), 28-33.
- Bull, B. & Buechler, M. (1995). Time for professional development: Ideas for Indiana. *Indiana Education Policy Center: Policy Bulletin*, PB-B24.
- Cherland, M.R. (1994). *Private practices: Girls reading fiction and constructing identity*.

  Bristol, PA: Taylor and Francis.
- Coleman, D. & Pimentel, S. (2011). Publishers' criteria for the common core state standards for English language arts and literacy, Grades 3-12. Retreived from www.parcconline.org.
- Dreher, M. (2003). Motivating struggling readers by tapping the potential for information books. *Reading & Writing Quarterly*, 19(1), 25.

- Duke, N. K. (2000). 3.6 minutes per day: The scarcity of informational texts in first grade.

  \*Reading Research Quarterly, 35(2), 202.
- Duke, N. K. (2004). The case for informational text. Educational Leadership, 61(6), 40-44.
- Duke, N. K. (2010). The real-world reading and writing U.S. children need. *Phi Delta Kappan*, 91(5), 68-71.
- Franzak, J. K. (2006). Zoom: A review of the literature on marginalized adolescent readers, literacy theory, and policy implications. *Review of Educational Research*, 76(2), 209-248.
- Fullan, M. & Miles, M. (1992). Getting reform right: What works and what doesn't. *Phi Delta Kappan*, 73(10), 745-752.
- Garet, M., Birman, B., Porter, A., Desimone, L., Herman, R., & Suk Yoon, K. (1999). What makes professional development effective? Results from a national sample of teachers.

  \*American Educational Research Journal. 38(4) 915-945.
- Gee, J.P. (2000). Discourse and sociocultural studies in reading. *Reading Online*, 4(3).
- Guskey, T.R. (2002). Professional development and teacher change. *Teachers and teaching:*theory and practice 8(3) 381-391.
- Harvey, S. & Goudvis, A. (Producers). (2006). *Think nonfiction! modeling reading and research* [DVD]. United States: Stenhouse Publishers.
- Harvey, S. & Goudvis, A. (2006). Think nonfiction! Study guide. Retrieved from <a href="http://www.stenhouse.com/shop/pc/viewprd.asp?idProduct=9047">http://www.stenhouse.com/shop/pc/viewprd.asp?idProduct=9047</a>.

- Kucer, S.B. (2001). *Dimensions of literacy: A conceptual base for teaching reading and writing in school settings*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Luke, A., & Freebody, P. (1997). The social practices of reading. In S. Muspratt, A. Luke, & P.Freebody (Eds). *Constructing critical literacies: Teaching and learning textual practice. Cresshill.* NJ: Hampton Press.
- National Center for Education Statistics. (2000). *Trends in educational equity of girls and women*. Washington, DC: U.S. Department of Education. Retrieved from <a href="http://nces.ed.gov/">http://nces.ed.gov/</a>.
- New York State Education Department. (2011). Common core in ELA/ literacy: Shift 1: PK-5:

  Balancing informational text and literature. Retrieved from

  <a href="http://engageny.org/resource/common-core-video-series/">http://engageny.org/resource/common-core-video-series/</a>.
- McAndrews, S. (2008). *Diagnostic literacy assessments and instructional strategies: A literacy specialist's resource*. Retrieved from http://www.reading.org/downloads/publications/.
- Moss, B., & Hendershot, J. (2002). Exploring sixth graders' selection of nonfiction trade books. *Reading Teacher*, 56(1), 6.
- Palmer, R., & Stewart, R. (2003). Nonfiction trade book use in primary grades. *Reading Teacher*, *57*(1), 38-48.
- Sax, L. (2007). The boy problem: Many boys think school is stupid and reading stinks- is there a remedy? *School Library Journal*, *53*(9), 40-43.
- Smith, M. & Wilhelm, J. (2005). Asking the right questions: Literate lives of boys. *Reading Teacher*, *58*(8), 788-789.
- Smith, S. (2004). The non-fiction reading habits of young successful boy readers: Forming connections between masculinity and reading. *Literacy*, 38(1), 10-16.

- Steiner, J., & Mahn, H. (1996). Sociocultural approaches to learning and development:

  A Vygotskian framework. *Educational Psychologist*, 31(3/4), 191.
- Thompson, M. (2000). *Raising Cain: Protecting the emotional lives of boys*. Retrieved from <a href="http://www.michaelthompson-phd.com/">http://www.michaelthompson-phd.com/</a>.
- Watson, A., Kehler, M., & Martino, W. (2010). The problem of boys' literacy underachievement: Raising some questions. *Journal of Adolescent & Adult Literacy*, 53(5), 356-361.
- Young, J., & Brozo, W. G. (2001). Boys will be boys, or will they? Literacy and masculinities. *Reading Research Quarterly*, 36(3), 316.

# Appendix A: Interest and Activities Inventory Name: \_\_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_ Names of family members in order from oldest to youngest: Types and names of pets: Favorites Food: Game: Friend: Color: Sport: Music: Book: Magazine: TV show: Movie:

### Activities

Activities in school:

Activities out of school:

Hobbies or collections:

Things I like to do:

Things that make me laugh:

Places I like to visit:

People I like to visit:

What I want to be when I get older:

If I had a million dollars I would:

## Reading and Writing Time

Outside of school I read this much per week (circle one)

up to 30 minutes up to 1 hour up to 11/2hrs. up to 2 hours up to 3 hours over 3 hours Examples include books, magazines, Internet articles

Outside of school I write this much per week (circle one)

up to 30 minutes up to 1 hour up to 11/2hrs. up to 2 hours up to 3 hours over 3 hours Examples include journals, letters, poetry, instant messages

Diagnostic Literacy Assessments and Instructional Strategies: A Literacy Specialist's Resourceby Stephanie L. McAndrews. © 2008 by the International Reading Association. May be copied for classroom use.

# Appendix B: Reading Interest Inventory: Elementary

	Grade	Date	
Yes ⊙ No			
I like to read or listen to			
stories about kids my age			
stories about animals			
funny stories or jokes			
picture books			
folk tales or fairy tales			
books about the future			
books about the past			
comics			
poetry			
books about important people			
stories about sports and athletes			
books about discoveries			
stories about things that couldn't possibly hap	pen		
mysteries	-		
adventure stories			

Grade:

Date:

auventure stories

Name:

books about different people and places

books about space

books about science

books about how things work or how to make things

books about my hobbies or collections

Yes 

No

Interest in Reading

I like to get new books or borrow books from the library.

I read to learn new things.

I read for fun in my free time.

I read some books more than once.

I like to have books read to me.

I like to share books with a friend.

I like to read at home.

I like to read chapter books.

I like to read magazines.

I like to play computer games that include reading.

I like to look up information on the computer.

I like to read in school.

Diagnostic Literacy Assessments and Instructional Strategies: A Literacy Specialist's Resource by Stephanie L. McAndrews. © 2008 by the International Reading Association. May be copied for classroom use.

Think Nonfiction!

# **Appendix C: Double-Entry Observation Form**

Segment	Observations	Questions/Comments
Planning the Lesson		
Modeling Thinking and Noticing New Learning		
Modeling Partner Reading		
Guided Practice: Reading and Thinking with a Partner		
Reflecting on the Lesson		
The Teacher as Learner		
Organizing Thinking		

# **Appendix D: Table 4.2 Full Day Workshop Sessions**

Session	Time	Title	Components
1	8:30 am - 10:00 am	Introduction to Boys and Nonfiction	<ul> <li>Raising Cain video clip (Thompson, 2000)</li> <li>Risk factors</li> <li>Marginalized Male Readers PowerPoint presentation</li> <li>Drawing activity of marginalized male readers</li> </ul>
2	10:15 am - 12:00 pm	Role of Informational Text	<ul> <li>Article 3.6 Minutes per Day: The Scarcity of Informational Texts in First Grade by N. Duke (Duke, 2000)</li> <li>Common core discussion and video clip (King, Coleman, &amp; Gerson, 2011)</li> <li>Increasing informational text in the classroom brainstorming activity</li> </ul>
3	1:00 pm – 2:00 pm	Using Informational Text to Motivate Boys	<ul> <li>Motivating Boys with Nonfiction PowerPoint presentation</li> <li>Interest surveys (McAndrews, 2008)</li> </ul>
4	2:00 pm – 3:00 pm	Think Nonfiction!	<ul> <li>Think Nonfiction! video and notes (Harvey &amp; Goudvis, 2006)</li> <li>Think Nonfiction! study guide and grade level collaboration</li> </ul>
5	3:00 pm – 3:30 pm	Discussion and Follow-up sessions	<ul> <li>Whole group question and answer</li> <li>Introduction to follow-up sessions</li> </ul>