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## Read Better Be Better Curriculum Detail

**Mission:** Read Better Be Better connects young readers and youth leaders to inspire a love of literacy and learning.

**Vision:** A society in which children master the foundational skills necessary to become independent learners.

**Values:** Be Excellent. Be Kind.

### **We create change by:**

- Improving concentration
- Encouraging an active enjoyment of reading
- Helping develop a deeper understanding of what is being read.

The Read Better Be Better program consists of a proprietary, evidence-based curriculum designed to help students develop the foundational skills needed to become engaged self-learners. Every detail of the curriculum is backed up by educational research, which ensures that the skills students build and strengthen during RBBB will be engrained in their everyday lives, and continue to help them throughout the rest of their educational career. Those who implement this curriculum can be confident of the greater impact they are having on the student's academic achievement.

Numerous studies find that cross-age peer tutoring is beneficial for both the younger and older grade participating students. Some studies also found that participation in these programs boosts views of oneself as a reader and leads to less negative thinking about reading.

This document outlines the RBBB curriculum, as it is written as a script for 6th-8th grade Leaders to follow. Each step is accompanied with further detail explaining why this step is used, how it is best implemented, and how it builds off or to the rest of the steps in the curriculum.





## **Students select a text of their choice:**

When students enter the classroom, they are encouraged to choose the book that they wish to read with their Leader that day. The books should be displayed for all students to easily see and snag for themselves.

*What the research says: Providing choices to students of all age levels often increases their intrinsic motivation. Choice in the classroom has also been linked to increases in student effort, task performance, and subsequent learning.*

**Summary: By choosing their own book, Readers will be more likely to put forth their best effort, and enjoy it!**

## **Lesson Objective:**

To encourage active reading, students will work through one of the following strategies: Monitor Comprehension, Make Connections, Ask Questions, or Infer Meaning. Allowing students to focus on one strategy helps them practice one thing at a time as the strategies build on one another:

- Monitor Comprehension = Metacognition. What is happening in my brain while reading?
- Make Connections = Focusing the thoughts in my brain to specifically connect the text to my life.
- Ask Questions = Once I've connected to the text, what questions do I still have? Is there anything I'm confused about or doesn't seem clear?
- Infer Meaning = Having active thoughts, making connections, and determining the questions I have all come together to help me see the subtext in a story. I can use the skills I've developed to use clues and evidence to infer meaning.

**Summary: Strategies are used throughout the lesson to actively engage the readers in the text. Students are engaged with sticky notes and writing, think-alouds, and questioning. If students are engaged with the text, they are more likely to understand what they are reading.**

## **1. Introduce the text:**

Icebreakers are used at the beginning of the lesson to create a comfortable atmosphere in the class and positive relationship between Leader and Reader. When students feel rapport with their teacher, motivation is higher.

## **2. Read the story to the student:**

The Leader will read the story aloud while the Reader listens undistracted. This is the first of three times the pair will read through the selected text. There are two components addressed here: Modeled Reading and Repeated Reading.





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*Modeled Reading-What the research says: A modeled read can provide children with a demonstration of phrased, fluent reading (Fountas & Pinnell, 1996.) Listening to others read develops key understanding and skills, such as an appreciation for how a story is written and book conventions. Children can also listen on a higher language level than they can read so reading aloud makes complex ideas more accessible and exposes children to vocabulary and language patterns that are not part of everyday speech.*

*Repeated Reading-What the research says: Reading the text over and over again until accurate and expressive is one way to improve reading fluency. Fluency is an important aspect of reading because fluency is directly related to comprehension. When a student reads fluently, they are more likely to comprehend what they are reading.*

**Summary:** Readers can learn from the example of their Leaders as they demonstrate fluent reading of the text. They will also become more fluent, and therefore more apt to comprehend effectively, through repeated consumption of the same text.

### **3. Reflect on the text:**

Revisiting the icebreaker questions helps transition to the next step of the process and gives the students a chance to interact without pressure. Building rapport is a critical component of successful relationships, as this process promotes open communication, develops trust, and fosters participation. [\(3.RL.1, 3.RI.1\)](#)

### **4. Model:**

While Readers read the text aloud, Leaders model comprehension strategies using specific observations that correspond with the Lesson Objective. It is important that these observations are spoken aloud for the Reading Learner to hear, written down for them to see, and placed on the book for them to draw the connection between the observation and the text.





<p><b>Monitor Comprehension – “The Inner Conversation”</b></p> <p><i>What the research says: Monitoring comprehension is a key comprehension skill that happens when readers pay attention to their own thinking and explore it. Reading is thinking! Monitoring comprehension is about engagement. We teach kids to stop, think and react to the text. When readers interact with the text, they are more apt to stay on top of meaning as they read. If students monitor their comprehension, they will notice when they stray from their inner conversation and be able to use fix-up strategies to repair comprehension.</i></p> <p><i>(3.RI.7)</i></p>	<p><b>Make Connections – “Activating the text”</b></p> <p><i>What the research says: Readers need background information to hook new information and construct meaning. Our prior knowledge fuels the connections we make. Books, discussions, experiences, newscasts, magazines, the Internet and nightly dinner conversations all are ways that lead to new insight to make connections to the text (p. 91.) When children learn how to connect to their lives, they begin making connections to the larger world.</i></p> <p><i>(3.RI.7)</i></p>
<p><b>Ask Questions – “Stimulating curiosity”</b></p> <p><i>What the research says: Asking questions is the key to understanding a text. Questions clarify confusion, and stimulate research. Students need to know that their questions matter. When students are asking questions they are monitoring their comprehension.</i></p> <p><i>(3.RL.1, 3.RI.1)</i></p>	<p><b>Infer Meaning – “Visualizing”</b></p> <p><i>What the research says: Inferring is referring to merging background knowledge with clues in the text to come up with an idea that is not explicitly stated by the author. Reasonable inferences need to be tied to the text (p. 132) Students can infer predictions, relationships, the author’s purpose etc. If students are able to make inferences they are an active reader and critical thinker. They are also able to understand what the author is saying.</i></p> <p><i>(3.RL.4)</i></p>

Source: *Strategies that Work* by Stephanie Harvey and Anne Goudvis (2007)

Summary: Each strategy builds on one another to make comprehension come full circle. Students will engage with the text, as well as their inner conversation, when strategies are modeled effectively. (3.RF.4)

5. Practice:

Each step builds up to this moment. Students practice the strategy that was just modeled for them. Their thoughts should be celebrated as they learn and accept that their inner conversation is important—their key to visualizing the text in front of them. They should not only be listening





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to the text, but engaging with and experiencing the story. This experience is an example of Constructivism.

*What the research says: Constructivism refers to the theory of learning based on the idea that humans construct their own knowledge through direct experience, as opposed to being taught concepts in the abstract. In order to learn, students need as many hands-on experiences with objects, skills, and people as possible. Constructivism provides students with rich experiences and encourages them to reach their own conclusions.*

**Summary: Readers experience the text through practicing the comprehension strategies, constructing their own knowledge and acknowledging the importance of their own comprehension. (3.RL.3, 3.RL.4, 3.RL.5, 3.RI.2, 3.RI.6, 3.RI.7, 3.SL.1)**

## 6. Conclusion:

Leaders end the session by providing the Reader with two specific pieces of positive feedback, focusing on their engagement, attitude, and/or how the student demonstrated the chosen strategy. (3.RL.10)

*What the research says: Feedback is an essential part of effective learning. Providing clear, immediate and specific feedback gives students guidance on how to improve their learning. Feedback can improve a student's confidence, self-awareness and enthusiasm for learning.*





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## Sources

- ***Self-selecting texts:***
  - [https://www.marzanoresearch.com/resources/tips/hec\\_tips\\_archive](https://www.marzanoresearch.com/resources/tips/hec_tips_archive)
- ***Modeled and Repeated Reading:***
  - <https://www.readnaturally.com/research/5-components-of-reading/fluency>
- ***Comprehension Strategies:***
  - Harvey, Stephanie & Goudvis, Anne. (2007). *Strategies That Work: Teaching Comprehension for Understanding and Engagement*. Stenhouse Publishers.
- ***Constructivism:***
  - <https://www.cultofpedagogy.com/constructivism/>
  - <http://www.teach-nology.com/currenttrends/constructivism/>
- ***Positive Feedback:***
  - <https://www.reading.ac.uk/internal/engageinfeedback/Whyisfeedbackimportant/>
- ***Peer tutoring:***
  - Abassi, Loretta. *Effects of Cross-Age Tutoring on Reading Attitudes of Elementary School Students*. Cleveland State University.
  - Van Keer et al. (2005). *Effects of Explicit Reading Strategies Instruction and Peer Tutoring on Second and Fifth Graders' Reading Comprehension and Self-Efficacy Perceptions*. *Journal of Experimental Education*.





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## Arizona's English Language Arts Standards for 3rd Grade in Alignment with the Read Better Be Better Curriculum

*Listed below are the Arizona's English Language Arts Standards for 3<sup>rd</sup> grade that align with the curriculum developed and used by Read Better Be Better.*

### Reading Literature Standards

- Proficiently and independently read a wide variety of grade-level appropriate literature
- Apply a variety of strategies to comprehend, recount and paraphrases grade-level literature
- Determine the central idea of a text and how key details contribute to that central idea
- Locate evidence in the text to support answers and opinions

### Reading Informational Standards

- Determine the central idea of a text and how key details contribute to that central idea
- Locate evidence in the text to support answers and opinions
- Apply a variety of strategies to comprehend, recount and paraphrase grade-level informational text

### Reading Foundational Skills

- Read irregularly spelled words
- Read text with purpose and understanding, self-monitoring understanding

### Writing Standards

- Gather information from sources to answer a question

### Speaking and Listening Standards

- Engage in a range of collaborative discussions by asking and answering questions, reporting on topics





**Read Better Be Better.**

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<b>Reading Standards for Literature</b>	
<b>Key Ideas and Details</b>	
3.RL.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3.RL.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
<b>Craft and Structure</b>	
3.RL.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
3.RL.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
<b>Range of Reading and Level of Text Complexity</b>	
3.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.
<b>Reading Standards for Informational Text</b>	
<b>Key Ideas and Details</b>	
3.RI.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3.RI.2	Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.
<b>Craft and Structure</b>	
3.RI.6	Distinguish one's own point of view from that of the author of a text.
<b>Integration of knowledge and Ideas</b>	
3.RI.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
<b>Reading Standards: Foundational Skills</b>	
<b>Fluency</b>	
3.RF.4	Read with sufficient accuracy and fluency to support comprehension a. Read grade-level text with purpose and understanding.
<b>Speaking and Listening Standards</b>	
<b>Comprehension and Collaboration</b>	
3.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding based on the discussion.

