Launching a Literacy Epidemic:  
Four Keys to Teaching So Kids Not Only Can Read But Also Do Read

Summary of Presentation:
Experience and common sense tell us that avid readers, those who get “lost” in a book, have no difficulties with standardized tests. Yet we are often forced to ignore research in what encourages this intrinsic motivation as we implement programs and structure lessons that make our students able to do only surface level reading. The students may learn to read, but they also learn to dislike reading in general. In this webinar, we’ll explore what the gurus both inside and outside the education realm tell us about motivation. We’ll look at practical ways to set up reading experiences across the content areas that incorporate the four keys to launch a true literacy epidemic.

Speaker Biography:
Deborah Corpus started her teaching career as a high school English teacher, then became a junior high and middle school English and reading teacher, a K-12 curriculum coordinator, a first-grade Reading Recovery teacher, and is now a professor at Butler University where she teaches reading and language arts methods classes on-site in an urban school. She has always focused on ways to help struggling readers become avid readers. She is a co-author with Ann Giddings of a new publication from Scholastic: Planning and Managing Effective Reading Instruction Across the Content Areas.

Time of Webcast: 1 hour, 5 minutes (65 minutes) - includes 23 minutes of questions and answers, could be stopped at 42 minutes.

Intended Audience: K-8 Teachers, Reading Specialists, Curriculum Directors, ESL Teachers

Objectives:
Participants will come away with the following:
- The four keys to intrinsic motivation based on the works of Kelly Gallagher, Jeff Wilhelm, Brian Cambourne, Alfie Kohn, and Marie Clay from the education field and of Malcolm Gladwell and Daniel Pink from the popular press
- Practical ways to incorporate those four keys in the classroom in both reading lessons and content area instruction
- Ways to prompt readers so they build “self-extending systems” that allow them to become better readers each time they read
- A bibliography of books, websites, and other resources
Pre-Questions on the topic:
1. What does being literate mean?
2. Reflect back on your experience of learning to read, what technique did your teachers use?
3. Why do some children, who can read, choose not to read?

Questions During the Podcast:
1. How has your reading life changed in the last five years?
2. What do the makers of Halo, Grand Theft Auto, Zelda, and other video games know about motivation and learning?
3. What are you already doing to encourage motivated readers (intrinsic)?

Questions for Further Exploration:
1. What are some alternative strategies to engage readers?
2. How does technology change the teaching of reading? What must we learn from technology for 21st learners?
3. What are your favorite strategies to use to connect readers to each other?

Follow-up:
• Invite a media specialist and/or a reading specialist from an elementary/middle and high school to come to share best practices for teaching reading.

Tie to Other KDP Resources:
Articles

Webcasts
Schults, Anna. “Turning K-6 Kids onto Reading and Writing”
Blamey, Katrin. “Word Walk: Instruction for Boosting Preschool Students’ Vocabulary”
Breaux, Darlene. “A Picture of Dyslexia”

Video
Combs, Eric. “Storytelling: Differentiate and Invigorate Your Lessons”
Schults, Anna. “New Comprehension Strategies for Every Subject”
Gould, Sherri. “Vocabulary Instruction for Adolescents”

Check the KDP website (www.kdp.org) for additional and updated resources.