

## Motivating Students in the READ 180 & System 44 Classrooms

Teachers understand the importance of motivation. Motivation can change the dynamics of a class. The question is how can we help students get motivated about their academics? Too often, struggling readers are used to not being successful. They may have had years of not understanding the story, the question and the discussion. At many KIPP NYC schools, teachers are finding different ways to build motivation, both at the classroom level and with individual students, within the Scholastic intervention classes.



Frank Ribeiro at KIPP  
AMP

Frank Ribeiro, Reading Interventionist/Sped interventionist from KIPP AMP, has spent many years perfecting the art of

motivation. Frank has built a strong rapport with his students. They give him high fives and hugs as they enter the class and truly seem enthusiastic to learn. He has set up tracking charts in his room for students to monitor their own growth. He also sets individual goals with his students with regard to their Lexile and overall academic goals. Frank at **AMP MS** shared with me how he creates the excitement in the class. *“I post a tracking chart in the classroom visible for all to see, with their completed software topics. This makes them all the more motivated because they now have a visual presentation of how well they are doing and where they are in the Instructional Software. I try to celebrate their successes by having a little pizza party every now and then. This is how I get their buy-in and motivate them to take the program very seriously.”*



**Words Read Chart**  
posted by Lynn Liran at  
KIPP Infinity M.S.

Teachers throughout KIPP NYC motivate their students in various ways. The classroom of Lynn Liran, 8<sup>th</sup> Grade Learning Specialist at KIPP Infinity Middle School, is a warm and welcoming environment, evidence

of the thought and effort that has gone into creating it. We had the opportunity to discuss why it is vital to find what motivates her students. *“It’s important to invest students to love reading in order to motivate them to do well in READ 180 and System 44. When students feel passionate about reading, they are bound to participate more in class, read many books and in turn, make progress.”*

At **Washington Heights Middle School**, Robin Battersby, ESL Coordinator, uses an array of techniques to inspire her System 44 students.

*“In a classroom of seventeen fifth graders who are all working diligently to become stronger readers, building a strong foundation of diverse extrinsic and intrinsic motivational techniques is essential for the creation of initial and long-term student investment. Therefore, I stimulate student motivation through a multitude of methods, including: a visibly-logged point system that is updated daily in which students earn points for their behavior in each System 44 station and which culminate in a final grade for the day:*

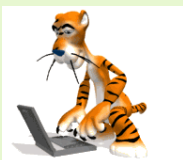
- a visible sticker tracker in which students may monitor their progress in both their System 44 software topics and the System 44 book quizzes which they have taken and passed;
- a daily ritual of ending class by sharing achievements of students (both data-driven and behavioral) as

witnessed during the class (both students and teacher share their observations of others);

- a “reward jar” of congratulatory pencils which are given to students who demonstrate social intelligence and self-control that is “above-and-beyond” the classroom expectations;
- a quarterly presentation of individual student achievement certificates based on progress made in any of the three System 44 stations (one copy is mounted on the classroom wall and one copy is sent home to be shared with family)

Thomas Edison once said “Our greatest weakness lies in giving up. The most certain way to succeed is always to try just one more time.” The teachers at KIPP NYC encourage their students to always try. It is clear that motivation is a priority, as they guide their students toward a positive academic career and success within the community.

-Jessica Rivkin, Scholastic Project Manager



Questions about the newsletter or would you like to contribute? Please email Jessica Rivkin at [jrivkin@scholastic.com](mailto:jrivkin@scholastic.com)

Transitioning		Cleaning Up	
Start	End	Start	End
0:59	1:36	1:43	2:42
0:17	1:26	1:35	1:41
	0:57		
	0:56		

**Sarah Heffernan at KIPP Infinity E.S: Tracks her students transition times.**



Award wall displayed in Robin Battersby's classroom at KIPP Washington Heights MS.



Aneka Stewart from KIPP Washington Heights MS showcases her tracking chart for her System 44 students.

## Reports of the Quarter

### System 44 & READ 180 Reading

**Progress Report:** This report is found in SAM under the classroom level reports. It provides a clear overview of students' status, usage, and cumulative performance. Monitor the usage time. We want to see our students maintaining 15 minute minimum as an average. *For more information, refer to page 150 in your PARG and pgs.88-91 in your SARG.*

**iRead Family Report:** This report is found in Scholastic Central under student analytics “Family”. Families are able to learn more about their child's progress and provide suggestions and resources to read at home. *For more information, refer to page 144 in the iRead Professional Guide.*

### Upcoming Dates:

Next SRI, SPI & SMI

Testing Window:

January 19 – February 6

Check out [The Community website!](#) Search “motivation” for more specific classroom ideas.

Would your students be interested in entering a [contest](#)? Check it out!

Take a look at the [iRead Family Portal](#) to get families involved in reading:

[Learn more](#) about motivation from a fellow READ 180 teacher.