

Sample Reading Engagement Continuum

Level of Engagement	Definition	Classroom Indicators
Disengagement	<ul style="list-style-type: none"> When a student is not interacting with text in any observable way. 	<ul style="list-style-type: none"> A student actively avoids reading by creating distractions, such as bathroom breaks, visits to the nurse, or pencil sharpening. A student does not focus on reading and may move around the room. A student talks to peers about topics other than reading. A student consistently abandons books or is unable to find anything to read. A student does not participate in whole-class discussions. A student's reading journal or log is blank.
Behavioral engagement or compliance	<ul style="list-style-type: none"> When a student goes through the motions of interacting with text but seems not to be truly making meaning. 	<ul style="list-style-type: none"> A student sits with a book, occasionally turning pages. A student reads the entire time yet is unable to talk about their reading in specific ways. A student restates instruction without yet connecting it to their own reading. A student acts on the teacher's suggestions for authors and books. A student fills out a reading log or response questions automatically, lifting little meaning from this work.
Cognitive and emotional engagement	<ul style="list-style-type: none"> When a student reads and actively makes meaning from a text, demonstrating a sense of self-efficacy as a reader. When a student makes their own plans for reading, selecting texts and seeking out books with purpose. When a student reflects upon their reading, actively building upon one or more aspects of their reading identity. When a student shows evidence of transferring newly taught skills or strategies into their independent reading, integrating these ideas into their work to make meaning from text. 	<ul style="list-style-type: none"> A student experiences a sense of urgency to read everything by a specific author or about a particular topic. A student is eager to share their reading and learning with others. A student is able to articulate a change in their reading identity or perspective. A student acts on suggestions for authors and books and also seeks out new authors and books, actively growing a reading identity. A student's written answers move from response to reflection. A student is emotionally invested in or connected to their reading.