ENGAGING RELUCTANT READERS

GO TO WWW.KAHOOT.IT ON YOUR SMARTPHONE AND GET READY TO PLAY A GAME
GUIDING QUESTIONS & FIRST THOUGHTS

• What creates the context for so called “struggling readers” in American Schools?
• What attitudes do those “struggling readers” hold about reading and why?
• What can teachers do to mitigate the effects of poverty on reading?
WHAT DOES POVERTY MEAN FOR CHILDREN AND READING

• Stephen Krashen Ph.D. (2011) Linguist and educational researcher at the University of Southern Cali.
  – Lower achievement in all academic areas
  – Less access to healthcare
  – High rates of pollution and environmental toxins
  – “food insecurity” which is related to slower language development and behavior problems
  – WAY LESS ACCESS TO BOOKS!

• www.sdkrashen.com/content/articles/protection_students.pdf
WHAT DOES POVERTY MEAN FOR CHILDREN AND READING

• Tsuguhiko Kato Ph.D. (2015) Public Health researcher at The Japanese National Center for Child Health and Development

  – Increased exposure to crime
  – Decreased access to healthcare
  – Decreased access to books
What assessments are used in your school to measure progress in reading?

What messages do these assessments send to students about themselves and reading?

“Students’ attitudes, interests, and values influence what students will do later in life … (and) later on in school. If educators care about students’ future well-being… then educators must be seriously attentive to students’ current affect (Popham, 2010, pp.156,157).”
THE STORY OF “BRANDON”

• Born to a low income family.
• Mother and father changed jobs frequently, the family was transient.
• Identified as a late developing reader in 1st grade and “tracked” in to the low reading group.
• Weak in the areas of phonics and spelling.
• Diagnosed with ADD at age 7 after 2nd grade teacher recommended seeing a pediatrician for “attention problems”.
• Did not like reading or start to read proficiently until 4th grade.

What judgements might today’s teacher make about Brandon’ future achievement? Why?
THE STORY OF "BRANDON"
FAST FORWARD 30 YEARS

• Brandon is currently working on his second master’s degree in educational leadership and hopes to pursue his Ph.D.

• What changed the course of events?
RE-ENGAGING DISENFRANCHISED STUDENTS IN LITERATURE

• “Until poverty is drastically reduced or eliminated, school needs to defend children against the effects of poverty (Krashen, 2011).”

Free voluntary reading results in better reading comprehension, writing style, vocabulary, spelling, and grammatical development

— Stephen D. Krashen —
• Reading is the process of making meaning from print using three cuing systems (Goodman, Watson, Burke, 2005).
  – Syntactic (how language is organized)
  – Semantic (meaning based on what readers know about the world and language)
  – Graphophonic (conventions of spelling, print features, and the phonological system)

• Which cuing systems do we place the most emphasis on during K-3 assessment? Do we give fair emphasis to all of them?
OTHER POSITIVE PREDICTORS OF READING ACHIEVEMENT (KRASHEN, 2011)

- Sustained silent reading
- Self selected reading materials (choice)
- Exposure to books (home, library, school)

• What does this mean for classroom practice?
WHY SELF SELECTED READING?

Student Choice Continuum

- Lecture (Face to face or online)
- Busy Work: Success = Compliance (worksheets, word searches, etc.)
- Science Labs & Hands-On Activities (designed and directed by teacher)
- Doing a Project: All projects will be the same, e.g., recreate the Alamo, build a volcano
- Project Based Learning (constructed with consideration for student voice & choice, based on a broad & sufficiently complex driving/essential question)
- Self-Directed Learning (student chooses what, how, and when to learn)

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SUSTAINED SILENT READING: MAKING TIME

• Make it a priority: Put it on the schedule
• DEAR time
• The Glen Iris Elementary Homework Model
  – Reading Logs
CLASSROOM LIBRARIES AND RESEARCH ZONES
CLASSROOM LIBRARIES AND BOOK BORROWING SYSTEMS
CLASSROOM LIBRARIES ORGANIZED BY SERIES
AUTHENTIC LITERATURE & AUTHENTIC LEARNING

• Authentic literature provides a source of natural language that
  – models and expands linguistic foundations
  – increases vocabulary
  – motivates learners
  – ignites imaginations

• When reading to learn is authentic, learning to read is achieved.
I DON’T LIKE READING BECAUSE...

• “It’s boring.”
• “You don’t really do anything with it. In math I actually get to do stuff.”
• “I can’t read the words.”
• “I get embarrassed when I have to read aloud.”
• “I’m not ‘good’ at it.”
• “I don’t like the books we have to read in my classroom.”
In order for true comprehension to occur, students must have their prior knowledge activated as well as have connections made with their schema.

- Prior (Background) Knowledge- what a person already knows about a topic
- Schema- a concept proposed by Jean Piaget that refers to our abstract concepts
  - Schemas (or schemata) are units of understanding that can be hierarchically categorized as well as webbed into complex relationships with one another.
- The connections that students make with a text and past personal, educational, or conceptual experiences helps to strengthen their comprehension of the text.
ACTIVATING P.K. ACTIVITIES

• Shout It Out!
• K-W-L Chart: (K) What you already know about the topic, (W) What you want to learn about the topic, (L) what you learned about the topic.
• Word Webs
• Anticipation Guides
• Making Connections G.O.
MAKING CONNECTIONS

– Making connections to the text helps students activate their prior knowledge and make links with their schema so they can connect it to newly acquired information to improve comprehension.
  
  • **Text-to-Self**: making connections with the text to one’s personal experiences
  • **Text-to-Text**: making connections with the text to other texts one has been exposed to
  • **Text-to-World**: making connections with the text to the world (i.e. history, current events, science, etc.)
THE WATSONS GO TO BIRMINGHAM-1963
STUDENT AFFECT

• Students enjoyed this text because they felt like they could relate to the characters in multiple ways:
  – the setting of the story (Birmingham, Alabama)
  – their ages
  – their siblings
  – their race
  – protagonist’s conflicts

• If students cannot find themselves in literature, they will not look at literature as relative or important.
DATA AND AFFECT BASED CLASSROOMS

- Fill classroom library with books students actually like
- Allow requests to be made
- Collect data but make it fun and purposeful
- Make intentional (and sometimes unintentional) mistakes while reading aloud to students
- Meet the students where they are, walk beside them to where they need to be, and then release them when they are ready to explore
ONLINE RESOURCES

• Curated Book lists and searches
  – http://www.ala.org/alsc/awardsgrants/notalists/ncb
  – https://www.goodreads.com/list/tag/childrens

• Assessment
  – http://www.thosegoodmans.net/content/reading-miscue-inventory

• Research and Reading
  – Stephen Krashen http://www.sdkrashen.com/
  – Ken and Yetta Goodman http://www.thosegoodmans.net/
  – Brian Cambourne’s book : The Whole Story: Natural Learning and the Acquisition of Literacy in the Classroom
RECOMMENDED READING
• What creates the context for so called “struggling readers” in American Schools?
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REFERENCES


