

From Striving to Thriving: The Best Intervention is a Good Book



Presented by:
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**National Reading
Recovery Conference**

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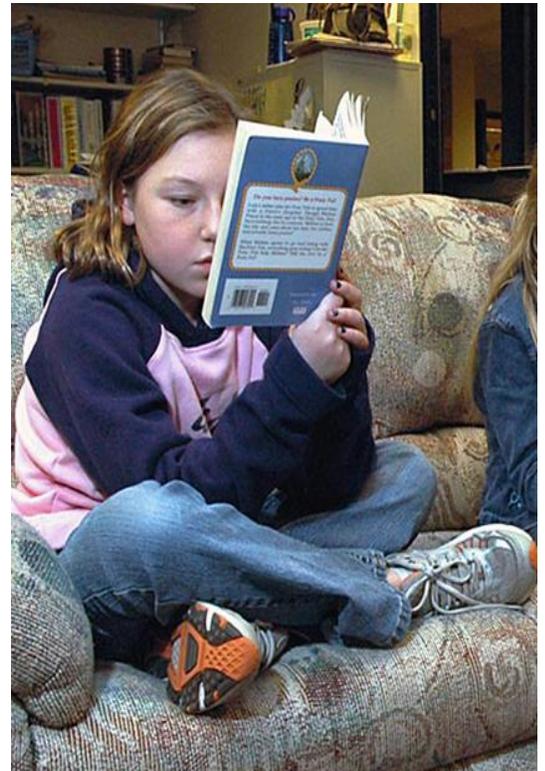
Five Principles of *Reading Achievement and Learning*

Access

Books! Books! Books!

Volume

The more kids read
the better they read.



Response

The more kids interact the
more they learn and
understand.

Explicit Instruction

Kids need both teacher
modeling and time to practice.

Purpose

Readers must see reading as
a meaningful experience.

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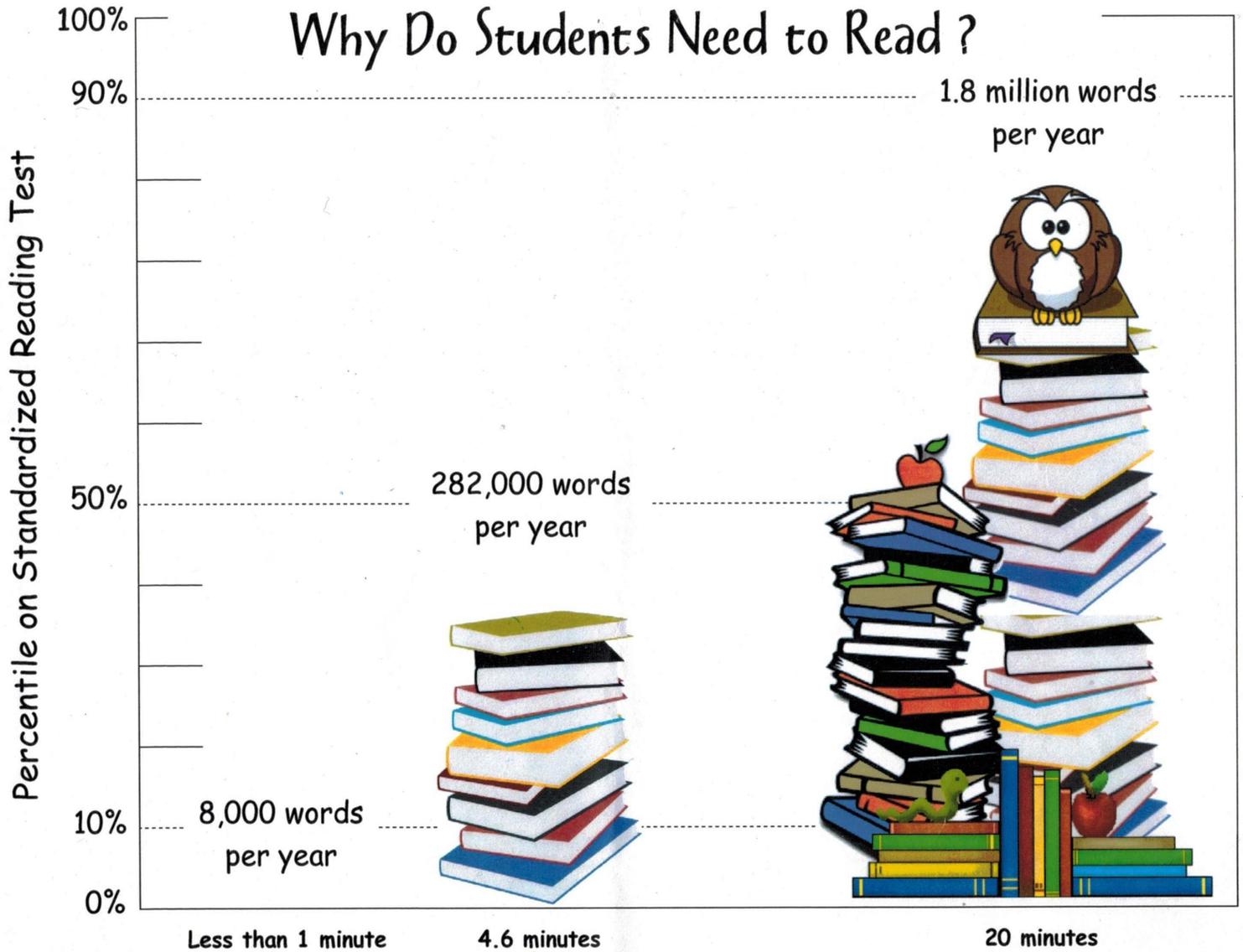
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(Harvey 07, revised 16)

Why Do Students Need to Read ?



Note: This study found that 5th grade students in the 98 percentile rank spent an average of 65 minutes on reading per day.

Time Spent Reading Each Day

Anderson, R.C., Wilson, P.T., & Fielding, L.G., (1988) *Growth in Reading and How Children Spend Their Time Outside of School.*

The more minutes of high success reading completed each day is the best predictor of reading growth.

Richard Allington

The single greatest factor in reading achievement (even above social economics is reading volume—how much reading people do.

Stephen Krashen

Access + Choice + Time = Volume

Of 153 different reading programs reviewed by the What Works Clearinghouse, only one had strong evidence that it improved reading achievement

Reading Recovery. WWC 2007

The only evidence-based solutions for improving reading achievement involve developing the expertise of classroom teachers and expanding the Options available for kids.

Richard Allington

Programs don't teach kids

Teachers teach kids!!

In School Reading

- 33% of kids ages 6-17 report that their class has a designated time during the school day for independent reading but only 17% say this occurs daily.
- 52% say independent reading in school is their favorite part of the day and they wish it would happen more often.
- 61% of low income kids say they read for fun mostly at school while 32% of high SES kids say they read for fun mostly at school.

Scholastic Kids and Family Reading Report, 2014.

Barriers to Volume

- Lack of access to interesting text
 - Limited use of school libraries
 - Minimal classroom libraries
 - Classroom libraries need to be culled
- Limited opportunities to self select text
 - Not enough time built in to choose text
- Limited guidance from teachers
 - Teachers not doing enough book talks
 - Teachers not reading aloud beyond 2nd grade
- Limited time for free voluntary reading
 - When can reading occur if not in class?

Kelly Gallagher, *Readicide*, "How Schools Kill Reading," 2009.

Pump Up the Volume!

- Start the day with reading time.
- Read throughout the day and across the curriculum.
- Book-match relentlessly, particularly for vulnerable readers.
- Use preview stacks to make offerings and assess preferences.
- Tap colleagues for suggestions.
- Kidwatch; notice physical signs of engagement.
- Treat conferences as “catalytic conversations.” If the reader is enthralled, let him/her read!
- The book has important work to do in the heart and mind of the reader.

**Beliefs drive language;
Language drives practice**

It's not about reading abilities;

It's about reading behaviors

Table the Labels

SPECTRUM OF THRIVING READER BEHAVIORS, ATTITUDES, AND UNDERSTANDINGS

A sampling of some of the behaviors, attitudes, and understandings you might monitor, document, and analyze.

Surface Structure

- Matches letters and sounds
- Develops phonemic awareness
- Uses the graphophonic cuing system to help construct meaning from print

Language

- Uses entire linguistic repertoire for meaning-making
- Uses integrated cueing system—syntactic, semantic, and graphophonic—to make sense of print
- Self-monitors miscues
- Regards home language as a resource across all content areas
- Recognizes bilingualism as an asset

Volume

- Reads extensively at school and at home
- Settles into personal, comfortable reading rhythm and routine
- Develops identity as a reader
- Builds empathy
- Enjoys discussing books with teacher and peers

Knowledge Acquisition

- Activates and builds background knowledge
- Merges thinking with text to turn information into knowledge
- Reads, writes, talks, and thinks across the curriculum (content literacy)
- Researches questions; follows a line of inquiry
- Comes to care and take action

Comprehension

- Engages in a dynamic thinking process to construct meaning from print
 - Grasps literal meaning of text
 - Reflects understanding through retelling
 - Uses comprehension strategies flexibly to enhance understanding. Specifically:
 - » Connects new to known
 - » Asks questions
 - » Infers and visualizes meaning
 - » Determines importance
 - » Summarizes and synthesizes
 - Monitors for meaning and applies fix-up strategies for clarification
 - Reads critically with a thoughtful eye and a skeptical stance
- [See Comprehension Continuum on p. 26.]

Genre & Format Knowledge

- Navigates nonfiction text features, text structures, graphic features, and infographics.
- Recognizes different nonfiction text types—essay, biography, feature writing, procedural—and fiction—realistic, historic, mystery, fantasy, sci-fi, etc.
- Distinguishes formats—series books, graphic novels, picture books, joke books, etc.
- Attends to the form, structure, white space, and figurative language of poetry
- Navigates and researches digital text online and develops digital citizenship



Fluency

- Reads orally with expression
- Reads at a pace that sounds like conversation
- Reflects the elements of prosody—the music of language

Vocabulary Development

- Builds word knowledge through voluminous reading
- Uses context clues to infer the meaning of unfamiliar words and ideas
- Recognizes appropriate grammatical syntax
- Stops to figure out words when meaning breaks down
- Skips unfamiliar words when they do not disrupt meaning
- Understands parts of speech and their purposes
- Uses prefixes and suffixes to crack open meaning

Text Selection

- Considers interest
- Explores genre
- Searches for text worth thinking and talking about
- Follows teacher/peer recommendations
- Peruses front and back covers; flips through book
- Chooses appropriate reading level

For students of every ability and background, it's the simple, miraculous act of reading a good book that turns them into readers, because even for the least experienced, most reluctant reader, it's the one good book that changes everything. The job of adults who care about reading is to move heaven and earth to put that book into a child's hands.



Nancie Atwell --The Reading Zone