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

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Literacy for All - KEYNOTE

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Five Principles of Reading Achievement and Learning

Volume
The more kids read the better they read.

Access
Books! Books! Books!

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.


(Harvey 07, revised 16)
Why Do Students Need to Read?

100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%

Percentile on Standardized Reading Test

1.8 million words per year
282,000 words per year
8,000 words per year

Less than 1 minute
4.6 minutes
20 minutes

Time Spent Reading Each Day

Note: This study found that 5th-grade students in the 96th percentile rank spent an average of 65 minutes on reading per day.

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?

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.
Strategies for Active Reading

Active Readers:

- **Monitor Comprehension**
  - listen to their inner voice and follow the inner conversation,
  - notice when meaning breaks down and/or mind wanders
  - leave tracks of their thinking by jotting thoughts when reading
  - stop, think and react to information
  - talk about the reading before, during and after reading
  - respond to reading in writing
  - employ “fix up strategies” ---reread for clarification, read on to construct meaning, use context to break down an unfamiliar word, skip difficult parts and continue on to see if meaning becomes clear, check and recheck answers and thinking, examine evidence

- **Activate and Connect to Background Knowledge**
  - refer to prior personal experience
  - activate prior knowledge of the content, style, structure, features and genre
  - connect the new to the known- use what they know to understand new information
  - merge their thinking with new learning to build knowledge base
  - activate their schema to read strategically

- **Ask Questions**
  - wonder about the content, concepts, outcomes and genre
  - question the author
  - question the ideas and the information
  - read to discover answers and gain information
  - wonder about the text to understand big ideas
  - do further research and investigation to gain information
- **Infer and Visualize Meaning**
  - use context clues to figure out the meaning of unfamiliar words
  - draw conclusions from text evidence
  - predict outcomes, events and characters’ actions
  - surface underlying themes
  - answer questions that are not explicitly answered in the text
  - create interpretations based on text evidence
  - visualize as well as hear, taste, smell and feel the words and ideas

- **Determine Importance**
  - sift important ideas from interesting but less important details
  - target key information and code the text to hold thinking
  - distinguish between what the reader thinks is important and what the author most wants the reader to take away
  - construct main ideas from supporting details
  - choose what to remember

- **Synthesize and Summarize**
  - take stock of meaning while reading
  - add to knowledge base
  - paraphrase information
  - move from facts to ideas
  - use the parts to see the whole--read for the gist
  - rethink misconceptions and tie opinions to the text
  - revise thinking during and after reading
  - merge what is known with new information to form a new idea, perspective, or insight
  - generate knowledge

  (Harvey and Goudvis 07)
Beliefs drive language;
Language drives practice

It's not about reading abilities;
It's about reading behavior

TABLE THE LABELS!

Labels
- erode confidence
- stifle capability
- crush potential
Foster a *True* Growth Mindset

- View learning and life as an experiment where we grow, learn and innovate by working on something, failing and trying again and again.
- Embrace mistakes as learning opportunities
- Language Matters: Call them attempts instead of mistakes!
- Believe in the power of YET!
- Consider interest above all
- Get to know your kids ASAP.
Identity: Ways to Get to Know Your Kids and Who They Are

- **Identity Webs** (Daniels and Ahmed 2015) Webs with your picture or name at the center and then arms that extend out and capture what those people, things and ideas that are most important to you and most define you.

- **Heart Maps** (Herd 2016) — Drawings of memories that are stored in your heart—people who have been important, experiences you never forget, things that are important to you. Begin with the center of your heart and expand out.

- **Walk Up Songs** (Harvey and Ward 2017) — Played when a batter steps up to the plate or when a pitcher takes the mound. Share a song that you identify with, that matters to you and that you would choose if you were walking up to the plate or mound. Have kids choose one or create one for themselves.

- **AOS’s Areas of Specialty** (Harvey 1996 2017) Share those things you specialize in and have kids consider the same. A specialist
  - knows a lot about something,
  - cares about something,
  - wants to learn more about something and
  - wants to share what they know and have learned.

- **Important Books** (Tovani 2000) Begin the year by sharing a book that has been important to you and made a difference in your life so kids can ponder the same and discover their own important book.

- **Textual Lineage** (Tatum 2009) “Our textual lineages include things we have read that have been significant in shaping our identities. A reading and writing autobiography which shows that who you are is in part developed through the stories and information you have experienced.
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 cuing 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

**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

**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

**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