

Finding Readers from Within: Exploring How Readers are Influenced and How They Respond Accordingly

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Influences



If I Just Give
Them Books,
They'll Read...

“I Love Reading!”

“When I can read what ever I want.”

“When I only have to read what I am interested in.”

“When books are easy.”

“When I don't have to read for an assignment.”

... until they don't.

Different Windows and Mirrors

Conformity vs. Self-Efficacy

Dependency vs. Self-Perception

Compliance vs. Self-Regulation

When Self-Awareness contradicts previous affirmations and internalizations.

Myths and Legends

I Love Reading

Read whatever I want, whenever I want, however I want.

If they have a book they're interested in, they'll read.

I don't like slowing down, I just like to be lost in the book.

I Hate Reading

Someone told me what I had to read.

What do you mean I have to read books like that?

Assigned reading turns readers off.

Using my strategies slows me down.

Who is Reading About?

Prevailing Sentiments

As long as they have a book in their hand, I'm happy.

If they're reading what they're interested in, I've done my job.

As long as they are reading something (i.e. graphic novels), I'm satisfied.

If they have a book they're interested in, they'll read.

Consequences

Identifications become irrevocable internalizations leading to shame.

Limited exposure to text leads to avoidance and adversity with grade-level appropriate reading

Limited experience with text creates complications with increasing text complexity

As influences increase, reading motivation decrease.

They're 10, Not 22

I am a child

Interests change daily

Surface reading to explore potential interests

Learning skills sets to navigate types of texts and purposes for reading.

I'm Feeling 22

Interests are solidified

Read for deeper knowledge of interests

Skill set to navigate more challenging texts of interests or new areas of interests



No One
Reader is
Created
the Same

Cultural Differences

Exposure to print at home

Traumatic experiences

Spoken home languages

Value of reading at home and
in the classroom

Prioritization and definition of
student achievement

Social Images

Misconceptions & Assumptions

Immersing students in books will
make them lifelong readers.

Strategic reading destroys the love
for reading.

Assigned reading turns students off

High level readers are already
talented readers

The Inevitable

*STUDENTS WILL BE CHALLENGED AS READERS
AND OFTEN LACK THE SKILL SET NECESSARY
TO ENGAGE WITH TEXT SUCCESSFULLY.*

Responding



Assessment – Who Owns the Narrative?

Interim

Gives voice to readers

Provides a picture that can be followed-up on.

Measures affect

Reveals process and interactions (Which leads to identity)

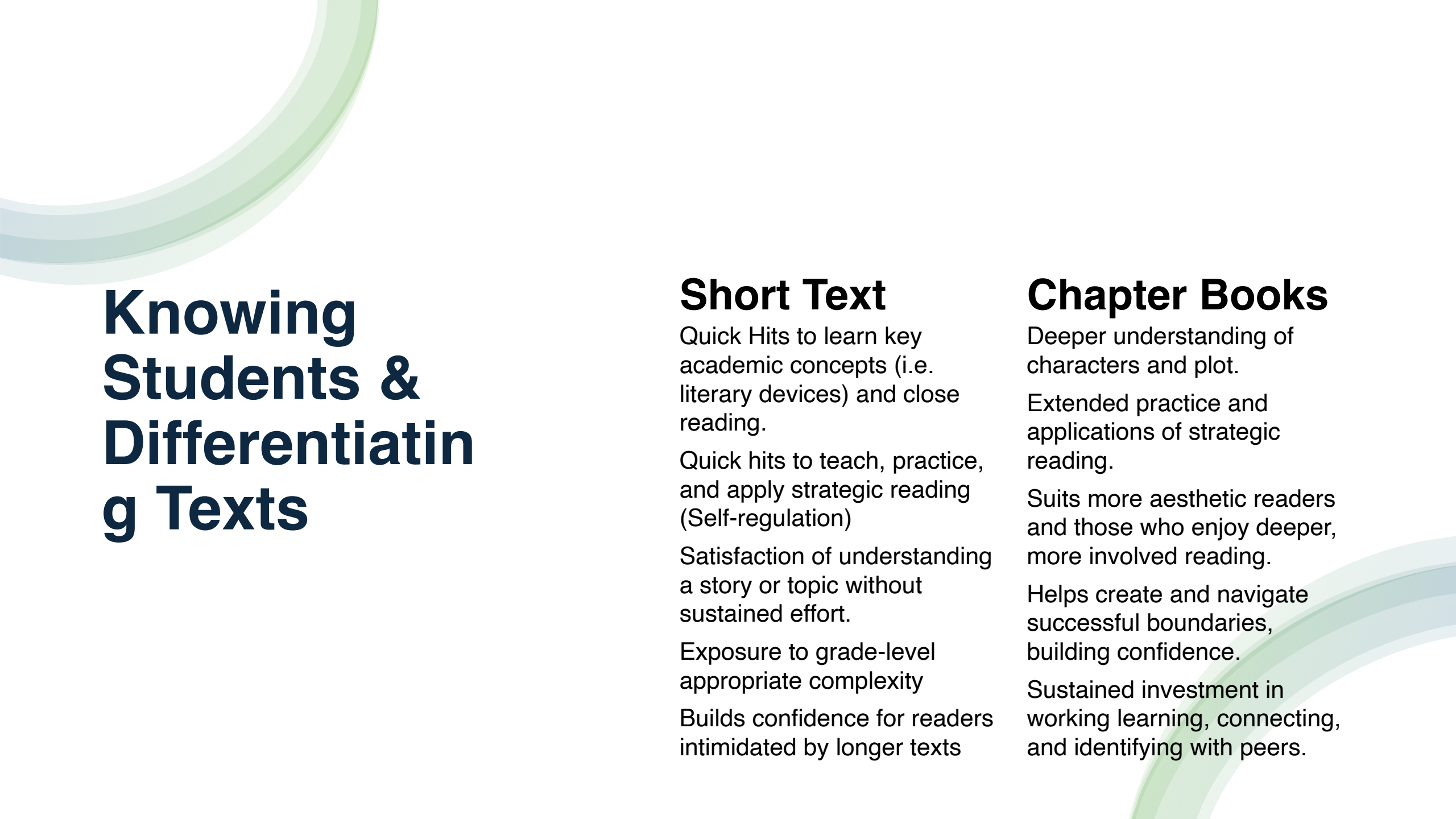
Summative

Defines and labels readers

Data is infallible.

Measures cognitive

Reveals academic knowledge (which can lead to dissociation)



Knowing Students & Differentiating Texts

Short Text

Quick Hits to learn key academic concepts (i.e. literary devices) and close reading.

Quick hits to teach, practice, and apply strategic reading (Self-regulation)

Satisfaction of understanding a story or topic without sustained effort.

Exposure to grade-level appropriate complexity

Builds confidence for readers intimidated by longer texts

Chapter Books

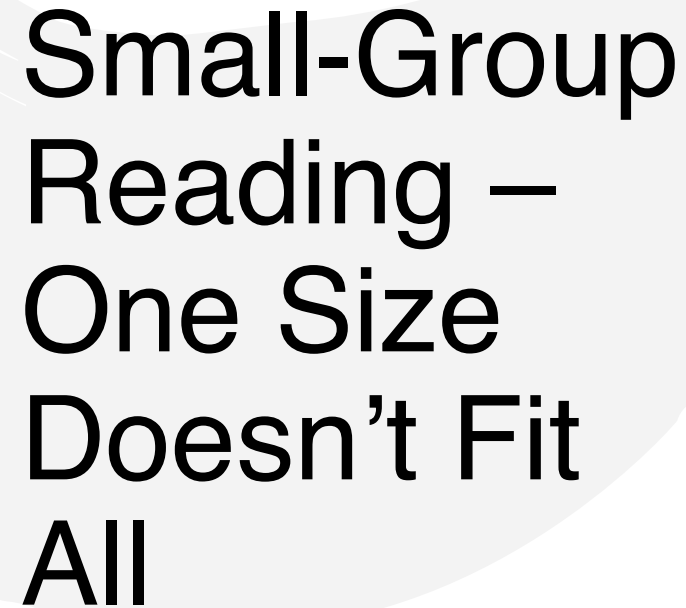
Deeper understanding of characters and plot.

Extended practice and applications of strategic reading.

Suits more aesthetic readers and those who enjoy deeper, more involved reading.

Helps create and navigate successful boundaries, building confidence.

Sustained investment in working learning, connecting, and identifying with peers.



Small-Group Reading – One Size Doesn't Fit All

Aesthetic

Goal Oriented
Connection
Accountability
Boundaries
Interest Exploration

Efferent

Close Reading
Literary Devices (i.e. Theme)
Character Analysis
Text Structure
Strategic Reading
Needs Oriented

Identifying As Reader:

A Process

VOWELS Checklist Reading Passports

The VOWELS Checklist Olivia Whittaker
Managing My Reading Life

Vowel	Action	Specific Examples
A = Acknowledgement: What am I acknowledging about my reading this week? Was I anxious, eager, excited, nervous, or distracted? Or did you experience other feelings?	Ex. I was excited to read. I was excited to read about Animal's pitcher book's.	Ex. When I got home I read the first ten pages of <i>The Midwinter Wish</i> . I was excited to read books because they were some of my favorite books to read. And engage the book I was reading.
E = Exercise How did I give myself appropriate time to practice my reading this week?	Ex. I made time to read. I did what was needed at the time and the right place	Ex. When we drove to Walmart I made time in the car instead of fighting with my brother. I don't have any siblings. And I had belly pain when I read or watch a video in the car.
I = "I." What did I do for myself as a reader this week that makes me enjoy reading or helps me become a "better" reader?	Ex. I wanted to read different books. I hate reading and I have other books to read	Ex. I tried reading two books from the Scher Science collection.
O = Others How did I help others in my class, or family, become better readers?	Ex. I read to my sister	Ex. We cuddled up on the couch and I read my book <i>The Girl Who Drank the Moon</i> .
U = Unexpressed What am I irritated or upset about that prevents me from reading? What should I talk to Mr. Staples about?	Ex. I didn't want to read a book.	Ex. Mr. Staples said I should read a Branches book. I didn't want to and I didn't say that.
Y = Yay! What is my major celebration for reading this week?	Ex. I completed three books.	I made time to read <i>Charlie Joe Jackson's Guide to Not Reading, Old Doodle and Middle School Misadventures</i> .

From I
Hate
Reading to
“Look What
I Did!”



Structure

Accountable Reading
Guided Exploration
Strategic Reading (Purpose
and regulation)

Evidence

“I read this book within a
week”
“I didn’t think I would like it at
first...”
Taking

Just Give
Them Books,
They'll Read...
Readux

**Students will read if
they...**

have a voice to discuss their experience

Have guidance and mentoring to discover interests
and themselves

Understand accountability and work within defined
boundaries

Have knowledge and skill base to successfully
navigate books

**True Reading Identity
Emerges When Students**

are able to establish a purpose for reading

are able to apply an appropriate process within the
context they are reading

know they have support and security to take risks
and learn from experiences

use efferent reading skills to promote aesthetic
purposes

Inevitably

Students will enjoy reading more if they have an understanding of what makes reading pleasurable and a skill set to do so.

Efferent reading can be enjoyable reading.

Strategic reading creates self-regulation.

Understanding how one operates as a reader leads to success

Thank you!

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Check It Out:

[I Hate Reading! – The Book](#)

[Corwin Connect](#)

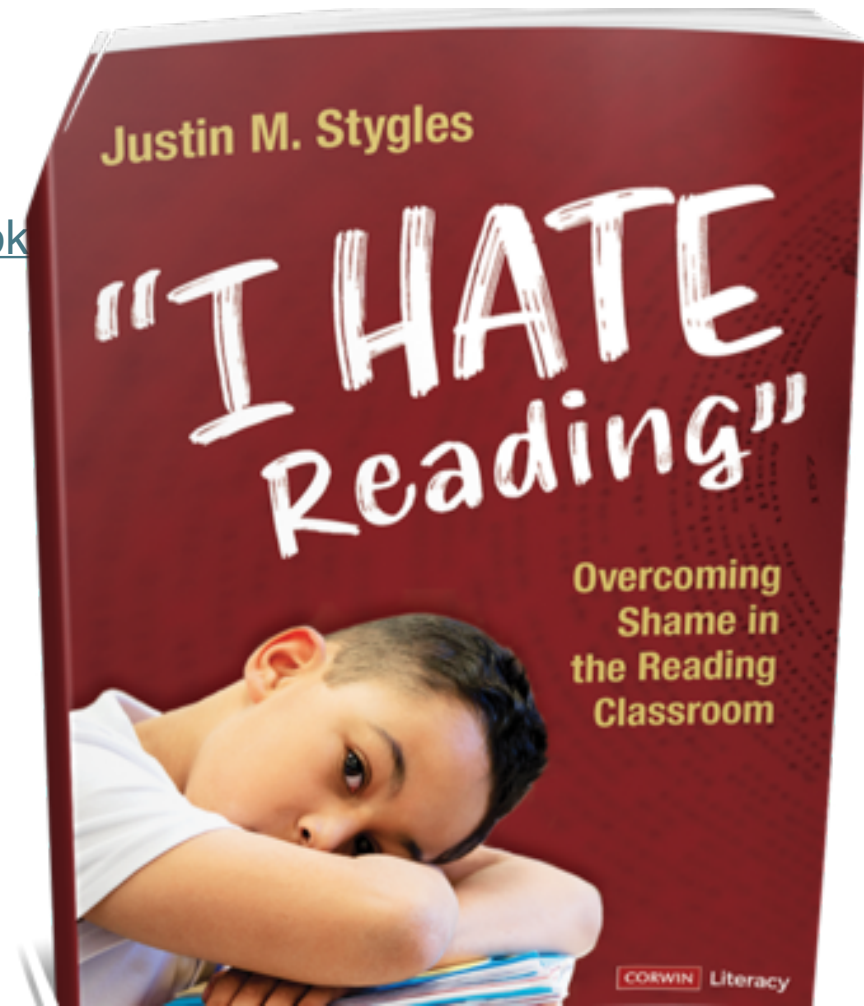
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The Reality

Just letting students read will leave students devoid of necessary skills and understandings of the context in which they read. Leaving a maturing readers to navigate reading with the assumption that they will figure things out because they are reading leaves them vulnerable to shame, that is not knowing what purposes, what strategies, or processes are required, when the expectations that they do, arrives. The understanding of what reading is what it means to read is everchanging. Regarding a maturing reader as a competent adult reading is not only ignoring the reader for who they are and can be, it leaves them to assume the responsibility for what they don't know when they are none the wiser. Experiencing shame as a reader, then, becomes inevitable. It's just matter of when and where (i.e. grades 5-8). The reader is then left to negative internalizations and the scars of failure for which they are ultimately not responsible. This, we cannot tolerate, accept, or permit. Shame doesn't occur because a reader is made to read something. It occurs because they lack the skills to navigate their task, the acute exposure and painful awareness of their deficiencies; the revelation to themselves and others that they are not who they thought they were or expected to be. What they thought they were is no longer relevant and there is no understanding of how or why that happened, let alone an immediate resolution. Therefore, while school is about core knowledge acquisition, if we fail to mold readers and help them discover themselves and their range of capabilities, limit students as humans, their ability to achieve satisfaction, and their contribution to humanity.