

Bringing Reading Back to the Classroom

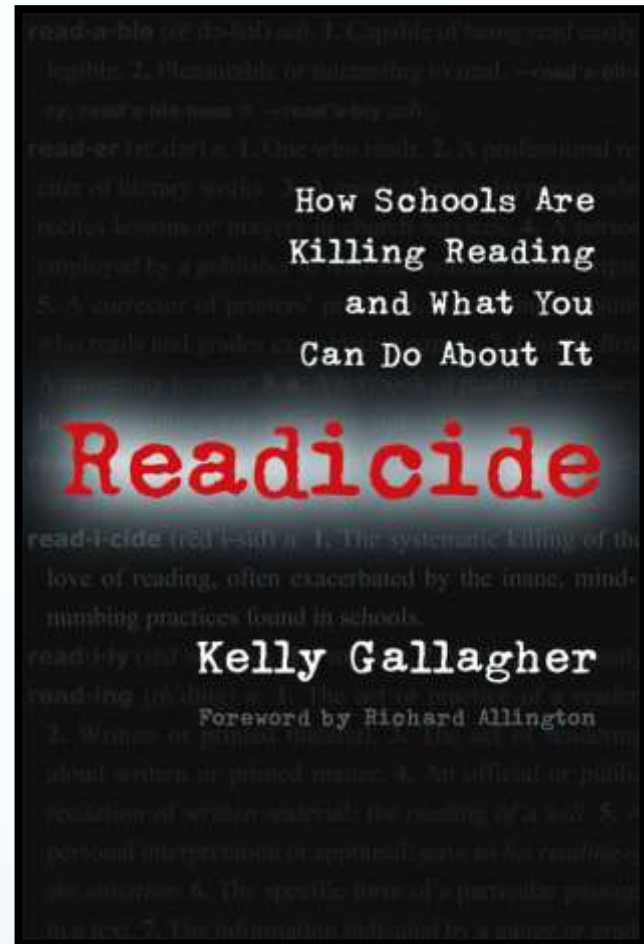
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Agenda

- How has reading left the classroom?
- Why we need reading in the classroom?
- Practical application of reading in the classroom

Read-i-cide

- noun, the systematic killing of the love of reading, often exacerbated by the inane, mind-numbing practices found in schools



Reading has left the building, but where has it gone?

- Students are expected to foster a love of reading outside of school
- Prioritizing successful test takers as opposed to successful readers
- Good intentions, bad practices

Passing the Blame

- Poverty
- Print-poor home environments
- Second-language issues
- Digital era of entertainment

What role do schools play?

- Kelly Gallagher's conclusions:
 - Limited authentic reading experiences in school
 - Over teaching books
 - Under teaching books
 - Valuing test takers above growing readers

Lasting Ramifications

- 8.7 million secondary students (1 in 4) are unable to read and comprehend the material in textbooks
- 3,000 students with limited literacy skills drop out of school every day in the US

Lack of Authentic Reading Experiences

- Authentic Reading
 - time to engage with the text, settle and focus
- Cause
 - School emphasis on:
 - Reading instructions
 - Over analysis
- Effect
 - Lack of interest in reading in and out of school
 - Lack of confidence

Over Teaching

- Cause
 - Excessive analysis
 - Trying to cover advanced texts in short periods of time
- Effect
 - Destruction of authentic reading experiences
 - A lack of student engagement and interest

Under Teaching

- Cause
 - Increased time for test preparation
 - Emphasis on breadth versus depth
- Effect
 - Shallow discussions
 - High-paced reading plans
 - Typically equals no reading

Day in the Life: Advanced Reading

- 15-30 minutes of free voluntary reading
 - Library consultations
- Book Club
- Book Talk – peers and mentors
 - Modeling life long reading

Academic Benefits

- Creates better writers and communicators, in every field of study (Kittle 70)
- Better readers=better lifetime learners
- Reading allows students to rehearse reacting and responding to real life issues
 - Improving their ability to give back to the community

Behavioral Benefits

- Builds students' confidence
- Empowers through choice
- Establishes a calming routine

Practical Teaching Implications

- Start class with free voluntary reading (FVR)
- Get students reading
- Start small and build students' confidence
- Bring the library to them
- Find the balance between under teaching and over teaching

Works Cited

Gallagher, Kelly, and Richard L. Allington. *Readicide: How Schools Are Killing Reading and What You Can Do About It*. Portland, Me: Stenhouse Publishers, 2009. Print.

Kittle, Penny. *Write beside them: risk, voice, and clarity in high school writing*. Portsmouth, NH: Heinemann, 2008. Print.

Questions?