

DISRUPTING THINKING; Why How We Read Matters

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Explains why disruption is good; shows what needs to change, makes us realize we need something better while facing our own thoughts of why the change may be difficult.

How kids read – the younger the reader, the more likely they are reading a book of their choice. As a student ages, they identify themselves less and less as a *reader* because they are taught to “extract information”. To “transact” information, we must teach them to ask questions, see multiple perspectives, and notice what effect the text has upon oneself and responses it evokes. *This is most evident in our youngest readers as they have curiosity about what they’re reading or hearing and wonder what will come next.*

AHA Moment: Allow our buddies to ask questions about what they’re reading! Allow them to imagine and share their interpretation and what may come next. This fosters the love of reading and learning!!!!

Responsible reading – must be in conjunction with responsive reading. Conclusions from text must be supported independently from feelings.

AHA Moment: Helping kids understand such things as real vs. fake news.

Compassionate Reading – encouraging understanding the point of view in both fiction and non fiction.

AHA Moment: Keeping feelings tethered to reading makes reading more personal, enjoyable and complete. (as opposed to annotating and sticky-noting our books!)

The Framework of Reading – allowing reading to change us and the way we think...*disrupting thinking.*

AHA Moment: This allows a child to view themselves within the world.

Book, Head, Heart – What’s in the book, what does it make us think and surprise us, how does it make us feel? Teach students to read and say “It made me think...”, “It made me feel...”

AHA Moment: When we read BHH, we take notice, wonder and respond. Reading is more meaningful and engaging.

Success in Education – doing something “so as to succeed” vs doing something and achieving success. The first is based on reward or punishment; the latter is about long term success.

AHA Moment: Engaged students are lifelong learners.

Reading to Think & Sustained Silent Reading - Provide structure by offering guidance, supervision and feedback, but allow choice in what to read.

AHA Moment: Reading via choice + focus + sustenance = growth.

THOUGHTS TO HOLD CLOSE

Getting a student’s attention is *INTEREST*, keeping it is *RELEVANCE*. Choice allows for this!!!

The more time a child reads, the more words he/she is exposed to which correlates with greater academic success. (This is part of a slide in our mentor training!)

Innovative thinking allows for progress...a la “Formula 409”...allows for failure, *DISRUPTING THINKING about failing*. Hence failing doesn’t have to equal failure, but is the path to success when exploration is allowed.

All children are entitled to an education that allows them to think about the “text of their lives”!