**From Striving to Thriving-***How to Grow Confident, Capable Readers*

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**TAKEAWAYS**

***READING IS THINKING***

**The reader writes the story** - reading is an exchange of information between text and the reader, but the reader interprets the text. Reading is personal (we bring our experience to what we read), social (talking to others about what we comprehend), and intellectual (what we read can change our thinking. **READERS BECOMES POWERFUL ONCE THEY REALIZE THEY CAN TURN WHAT THEY READ INTO KNOWLEDGE.**

***TABLE THE LABELS***

**Striving readers can lose confidence**  -It’s our job as adults to maintain that students are learners and not labels. “Deficit” labels can undermine confidence and so-called interventions programs can be counterproductive if students don’t’ experience evidence of their strengths and productivity. Programs don’t teach students…teachers do. **LITERACY SUPPORT SHOULD BE ABOUT READING BEHAVIORS, ATTITUDES AND UNDERSTANDING.**

***THE POWER OF “YET”***

**Striving readers need to know it’s OK to make mistakes** – Mistakes lead to growth. Because striving readers can be aware of their struggles, they fear making mistakes or are timid to share their thoughts or ask questions. We should encourage them to share their thoughts and interests and bring to their reading what they know. **SMART IS NOT SOMETHING YOU ARE, IT’S SOMETHING YOU BECOME, THEREFORE THE PROCESS OF READING = GROWTH.**

***CURIOSITY ENCOURAGEMENT***

**The more we learn, the more we wonder** - Strivers need to feel safe knowing that asking questions does not equal any kind of deficiency, so we need to encourage asking questions. **THE MORE WE LEARN, THE MORE WE CAN WONDER.**

***CHOICE, CHOICE, CHOICE***

**Choice yields more engagement** – A voluminous buffet of fiction, non-fiction, short texts, graphic novels, visual/audio tools will entice struggling readers and provide a gateway to other reading experiences. Additionally, hearing someone else read contributes to the array. **STRIVERS NEED A GOOD AMOUNT OF LOW EFFORT-HIGH REWARD RATIO MATERIAL.**

***THE FACE TO FACE***

**One on one engagement is fruitful** – An intimate face-to-face conversation about what a student is reading is effective in measuring their engagement. This provides a platform for increased engagement through sharing experiences, feelings, and questions. **INCREASED ENGAGEMENT LEADS TO MORE VOLUMINOUS READING.**

***BOOK MATCHING***

**Finding the right book for the right reader** – It is important that strivers aren’t given material beyond their ability or outside of their interest. Appropriate book matching produces success through successful “effort to reward” upon which we can then slowly add rungs to the ladder of “reading up**”. WHEN A STRIVER FINDS WHAT THEY DEEM A “GOOD BOOK”, THIS IS THE BEGINNING OF TURNING THEM INTO GOOD READERS.**

***ALLOWING THINKING = COMPREHENSION***

**The threshold to comprehension is allowing the reader to think** – Even if the reader can’t read well it doesn’t mean that they can’t understand the material and/or expand upon it. If they are encouraged to think, they can ask questions, relate prior knowledge, visualize and infer, determine what’s important and relate that to ideas. **JUST BECAUSE YOU’RE NOT “THE BEST READER” YOU CAN STILL BE A DEEP THINKER.**

***FLUENCY IS NOT SPEED READING***

**Fluency is about comprehension** – Fluency is not about reading words quickly. If text information can’t be processed, the point of reading is lost. Reading with expression that emphasizes words and ideas signals that the reader is giving meaning and understanding to what they are reading. **FLUENCY IS COHESIVENESS.**

**REMEMBER**

1. Get to know your reader as best you can. Learn their strengths and their interests and employ this

knowledge often and with enthusiasm.

1. Recognize that development happens over time.
2. Match books to the reader that have high “kid appeal” and low effort-to-reward ratio.
3. Understand that there are multiple entries to reading via language, speaking, listening, writing, and visual.

Report composed by Anna Antolick, April 2019.