

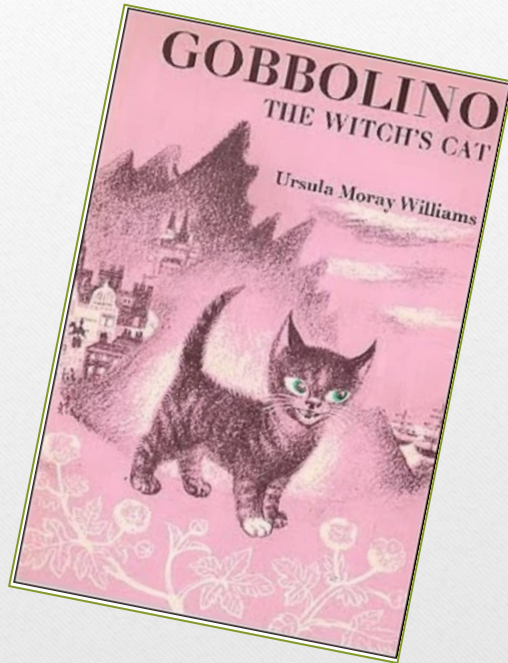
Creating a literacy-rich learning environment

Sarah M Howell

Liceo Classico Giacomo Leopardi

Recanati 12-13 September 2018

Books and Me



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Books and Me

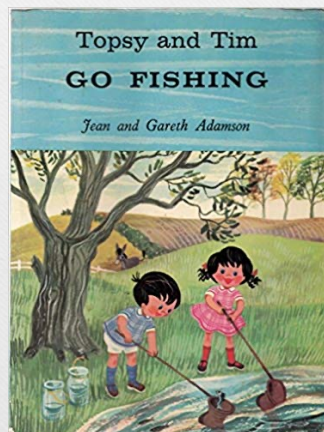
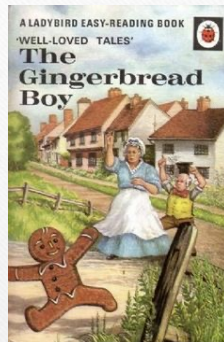
3 is a magic number...

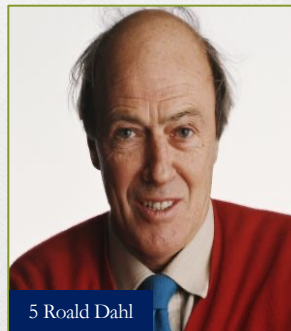
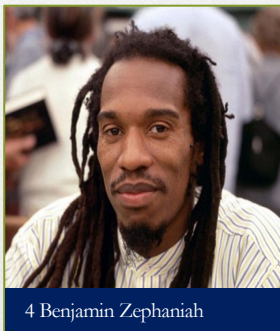
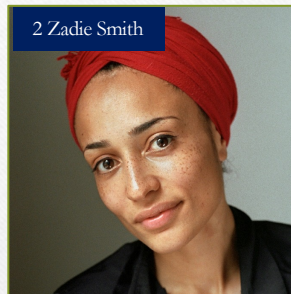
1 Reading aloud **Teacher's choice**

2 Reading scheme **School choice**

3 Reading for pleasure **My choice!**

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"After nourishment, shelter and companionship, stories are the thing we need most in the world."

Philip Pullman

"When I look at a book, the first thing I see is the size of it, and I know that's what it's like for a lot of young people who find reading tough."

Benjamin Zephaniah

"I do believe something very magical can happen when you read a good book."

JK Rowling

"The library was the place I went to find out what there was to know. It was absolutely essential."

Zadie Smith

"When I was 8, I was reading "Gone with the Wind" and "Pride and Prejudice" and all that, not knowing it wasn't my reading level."

Stephenie Meyer

"Books shouldn't be daunting, they should be funny, exciting and wonderful; and learning to be a reader gives a terrific advantage."

Roald Dahl

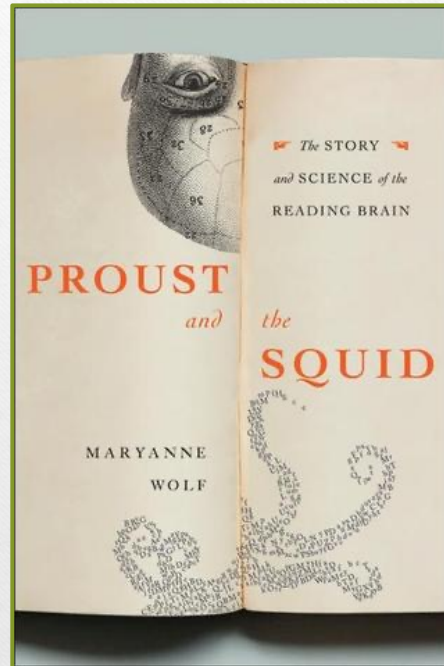
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On reading...

"Human beings were
never born to read"

Two thousand days to
prepare!

Proust and the Squid, Marianne Wolf



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"Children who never
have a story read to
them,

who never hear words
that rhyme,

who never imagine
fighting with dragons
or marrying a prince,

have the odds
overwhelmingly against
them."

Maryanne Wolf



Clearing a common ground...

Term	Definition	Example
Skim	To read a text quickly to get a general idea of what it is about.	Read the title and...

CEFR Companion Volume

- “Reading as a **leisure activity**”
 - **Mediation** texts, concepts, communication
 - **Online** Interaction
 - **Domains** – appendix 6
 - “native speaker”
- CEFR Companion Volume 2018

What kind of reader are you?



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The Reading Gap

Student A	Student B	Student C
20 mins a day	10 mins a day	1 min a day
1,800,000 per year	282,000 per year	8,000 per year
Scores 90th percentile in tests	Scores 50th percentile in tests	Scores in 10th percentile in tests

It would take **Student C** 1 year to read as many words as **Student A** would read in 2 days.

Anderson, R.C. "Growth in Reading and How Children Spend Their Time Outside of School." Reading Research Quarterly 28 (3) p.292, 1998.

“Schools...do not have an overall conception of what makes a good reader... there is not enough curriculum time to focus on wider reading or reading for pleasure.”

Moving English forward, Ofsted, 2012

“Developing a love of reading can be more important for a child’s **educational success** than their family’s socio-economic background.”

OECD Organisation for Economic Cooperation and Development

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Why do we **NEED** a Culture of Reading in **EVERY** School?

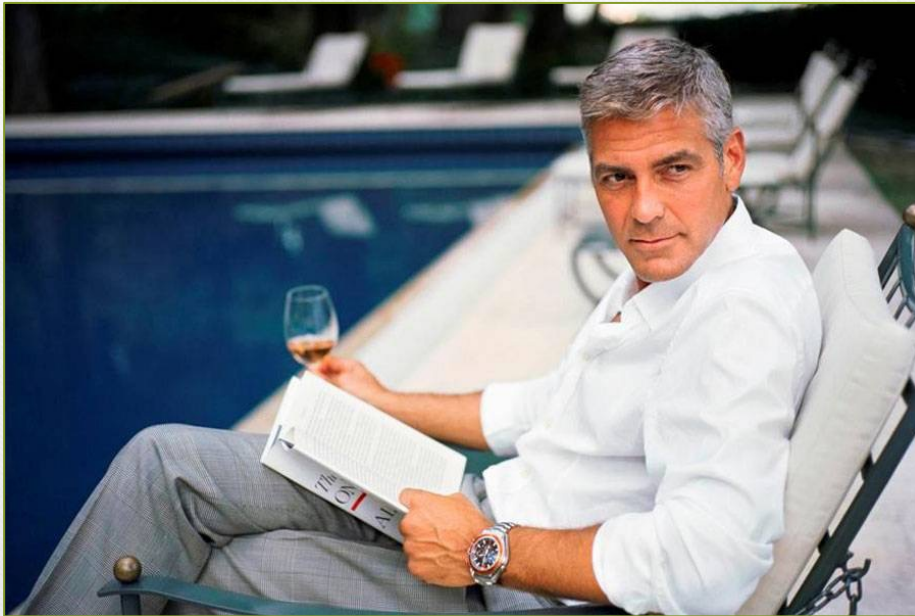
Reading is the **most** important (21st Century) Skill – a fundamental **life skill** that gives us access to everything else.

- Bridge the **reading gap**
- Support screenager **families**

Give your students a **gift for life!**



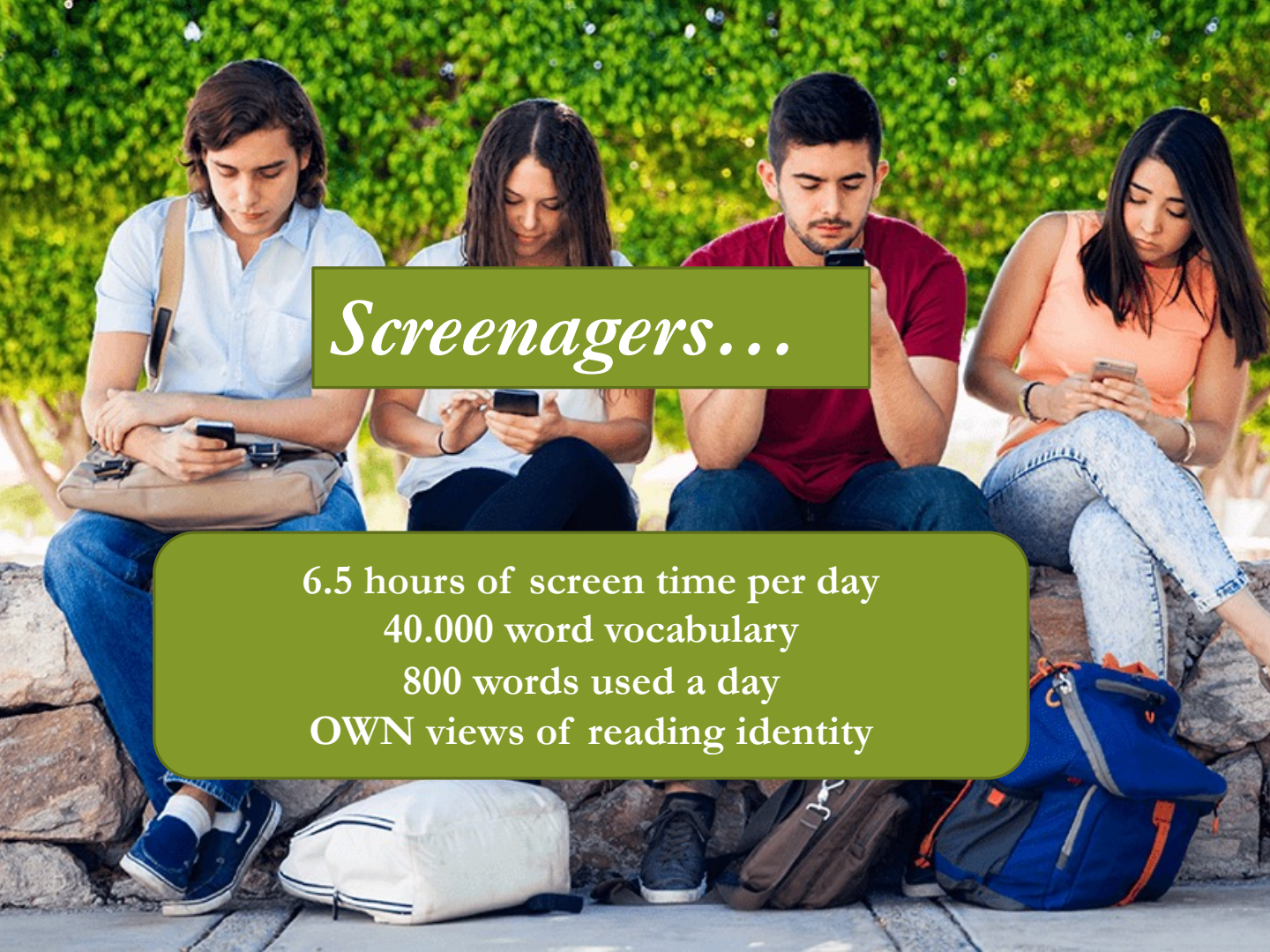
How do we get staff involved?



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How do we get staff involved?

- share knowledge of research on the **impact of reading** on student achievement
- strive for a **shared vision** of the school's reading culture
- make sure all stakeholders know why a **reading culture** is important
- fully support **lending** (class/school/local libraries)



Screenagers...

6.5 hours of screen time per day
40.000 word vocabulary
800 words used a day
OWN views of reading identity

Reading Identity

Leggo sempre quando ho un po' di tempo libero. Leggo i libri Fantasy come Harry Potter ma mi piacciono anche i Romanzi . I generi dei libri che mi piacciono meno sono i libri storici. Penso che la lettura sia un ottimo modo per migliorare il linguaggio ma la trovo utile anche per viaggiare con la fantasia e rilassarsi dai libri di scuola.

Mi piace leggere però leggo poco perchè normalmente mi vengono proposti libri noiosi. A me piacciono libri scritti da YouTubers o libri comici

I don't really like to read. I read only when I am bored and without technology

Odio leggere... Non leggo per piacere ma perchè richiedo a scuola...Trovo noioso rispetto ad altre attività. In generale mi piacciono solo gialli per ragazzi

I don't like to read, sorry. I'm more of a film person. I'm not very intrigued by books

Reading Identity



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1



L2 reading strategies

Top-down strategies:

general strategies and **global strategies**

- predict text content, construct a goal for reading, and self-monitor the reading process

Bottom-up strategies:

local strategies, **problem-solving**, and **support strategies**

- understand specific linguistic units

Top 5 most frequently and least frequently used strategies

5 Most used	5 least used
Figuring out the main idea of each paragraph	Reading aloud the entire text
Guessing words from context clues	Translating each sentence
Using the title to predict contents	Reading aloud difficult parts
Paying attention to linking words	Focusing on every word
Setting goals before reading	Dividing a sentence grammatically

3 is a magic number...

1 Priming

Teacher's pick

My take...

2 Intensive reading

School choice

The textbook...(curriculum)

3 Extensive reading

Student's choice

Class / School library

Student's take

Priming: Teacher's pick

- Quotes

https://www.brainyquote.com/quote_of_the_day

- Poems

<http://www.english-for-students.com/TOP-100-Poems.html>

- Newsflash

<https://uk.reuters.com/>

- Short stories

A class reader, moral stories, proverbs

Schedule time for reading

Independent Reading Time

- Top-down AND bottom-up, **whole** course/school planning
- A weekly **reading for pleasure** period for every class

Outstanding Schools factor in
time for **Reading for Pleasure**

Intensive reading: the textbook

- *Show and tell*
- Find a reading section in the course-book and present it to your group
 - What teaching sequence does it involve? (pre, while, post)
 - What genre of text is it?
 - What kind of activities are there?

Intro... Through...Beyond...

- **Intro:** prepare by activating experience on topic, by building background knowledge, teaching/pre-teaching important new items
- **Through:** scaffold to develop strategies, structures to support learning, glossaries and images
- **After:** scaffold student's exploration of meaning through questions, discussions and activities

Reading process strategies (through stage)

- **Choral reading** – read together in unison
- **Independent reading** – with scaffolding, read alone
- **Jigsaw reading** - divide reading into parts and teach each other
- **Paired reading** - a variety of structures to read with partners
- **Teacher Read aloud** – effective ways of reading aloud to SS
- **Reader's Theater**- conversion of narrative text and read as play with narrator
- **Reciprocal Reading** – ss exchange roles and teacher and student and read to and question each other

And the thinking skills?

1. Observing closely and describing what's there
2. Building explanations and interpretations
3. Reasoning with evidence
4. Making connections
5. Considering different viewpoints and perspectives
6. Capturing the heart and forming conclusions
7. Wondering and asking questions
8. Uncovering complexity and going below the surface of things

Creating a Culture of Thinking, Ritchhart



Red Lights/Yellow lights for problems of truth

- Sweeping generalization
- One-sided arguments
- Bold claim, no argument
- Blatant self-interest
- Extreme conviction
- No obvious expertise
- Angry claims
- Feelings: seems implausible, uncertain, tentative
- Plainly an opinion

Students investigating a newspaper might find examples (abbreviated) like these

- R The only honourable way out is to win on the battlefield (political, extreme statement, no argument)
Y The majority of people agree... (evidence?)
R I'm sick and tired of the way.... (editorial, angry claim)
Y The senator expressed his judgment that... (tentative)
R You can save more now than ever before... (ad, blatant self-interest)
Y Thousands of people flock to these kinds of self-medication (re the medications, lack of expertise)
Y Both teenagers and young adults will like this film (opinion)



Billie Jean King 
@BillieJeanKing



(2/2) When a woman is emotional, she's "hysterical" and she's penalized for it. When a man does the same, he's "outspoken" & and there are no repercussions. Thank you, @serenawilliams, for calling out this double standard. More voices are needed to do the same.

4:21 AM - Sep 9, 2018

♥ 252K 💬 72.3K people are talking about this



Mary Sparks Thompson
@mary_s_thompson



Replying to @Yamiche

There's empirical research about how women are punished for "aggressive" behavior in the workplace. The same behavior is praised and rewarded in men. And this is Serena's workplace. An almost universal experience for women.

8:08 PM - Sep 9, 2018

♥ 18 👤 See Mary Sparks Thompson's other Tweets



Michael Cowan
@michael13cowan



The WTA coming out and backing Serena Williams is nothing short of disgusting. She broke rules 3 times. She got punished 3 times. Simple. The umpire deserves an apology and backing. Anyone that says different is basically saying it's ok to break rules

12:13 PM - Sep 10, 2018

♥ 👤 See Michael Cowan's other Tweets



Ryan Rosenblatt 
@RyanRosenblatt



Serena is 100% right. Male players are allowed to scream, curse, break rackets, yell at referees and they get away with most of it. She does it and she's penalized. It's sexist.

23:35 - 8 Sep 2018

♥ 57.3K 💬 14.6K people are talking about this



Ragnar Weilandt  @RagnarWeilandt · 60m



"If guys are treated differently this needs to be thoroughly examined and fixed. But we cannot measure ourselves by what we think we should also be able to get away with. In fact, this is the sort of behavior that no one should be engaging in on the court." nytimes.com/2018/09/10/opi...

💬 1



♥ 5



Heather Penny   
@reelofthe51st



Replying to @susannareid100

I'm a big fan of yours Susanna but I can't agree with you. Serena Williams "was" justly punished according to rules. The umpire was correct. Three violations. The fault lies with other umpires who don't enforce the rules correctly when umpiring men OR women. Blame them.

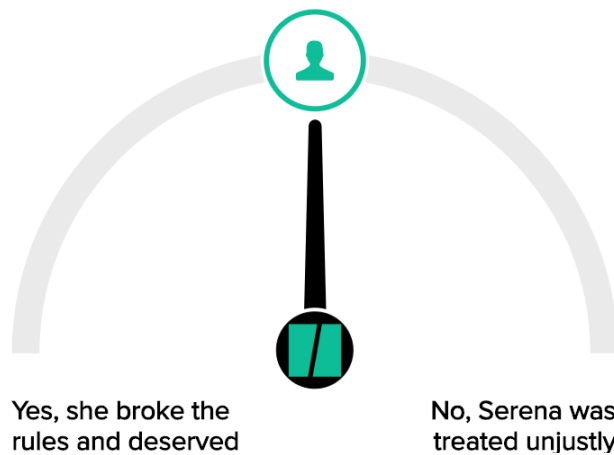
11:35 AM - Sep 10, 2018

♥ 1 👤 See Heather Penny   's other Tweets



LIVE POLL ● 556 VOTES

Do you think Serena Williams' punishment at the US Open was justified?



NEWS 10/09/2018 20:19 BST

Newspaper's Cartoon Of Serena Williams Condemned As 'Racist And Sexist'

JK R

NEWS 10/09/2018 20:19 BST

Newspaper's Cartoon Of Serena Williams Condemned As 'Racist And Sexist'

JK Rowling leads backlash against caricature of tennis legend.



By Graeme Demianyk



Mark Knight
@Knightcartoons

Follow

My toon in today's @theheraldsun on
#SerenaWilliams 🙌 @usopen



J.K. Rowling
@jk_rowling

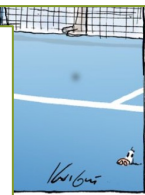
Well done on reduc
alive to racist and s
sportswoman into a



J.K. Rowling ✓
@jk_rowling



Well done on reducing one of the greatest sportswomen
alive to racist and sexist tropes and turning a second great
sportswoman into a faceless prop.



Visible thinking routines

Thinking Skill

1. Observing closely and describing what's there
2. Building explanations and interpretations
3. Reasoning with evidence
4. Making connections
5. Considering different viewpoints and perspectives
6. Capturing the heart and forming conclusions
7. Wondering and asking questions
8. Uncovering complexity and going below the surface of things

VTR

S-T-W

S-T-W, Headlines

RL-YL

Chalk Talk

Chalk Talk, RL-YL

Headlines

S-T-W, Chalk Talk, RL-YL

Headlines, RL-YL

Making Thinking Visible
Ron Ritchhart

Extensive reading... *for pleasure*

“Reading as a **leisure** activity involves both fiction and nonfiction, including creative texts, different forms of literature, magazine and newspaper articles, blogs, biographies, etc. – depending on one’s interests.”

CEFR/CV 2018

And of course **GRADED READERS...**

B1

Can read **newspaper / magazine accounts of films, books, concerts** etc. written for a wider audience and understand **the main points**.

Can understand **simple poems and song lyrics** written in straightforward language and style. B1

Can understand the **description of places, events, explicitly expressed feelings and perspectives** in narratives, guides and magazine articles that are written in high frequency, everyday language.

Can understand **a travel diary** mainly describing the events of a journey and the experiences and discoveries the person made.

Can follow **the plot of stories, simple novels and comics** with a clear linear storyline and high frequency everyday language, given regular use of a dictionary.

A2

Can understand enough to **read short, simple stories and comic strips** involving familiar, concrete situations written in high frequency everyday language.

Can understand the **main points made in short magazine reports or guide entries** that deal with concrete everyday topics (e.g. hobbies, sports, leisure activities, animals).

Can understand **short narratives and descriptions of someone's life** that are written in simple words.

Can understand what is happening in a **photo story** (e.g. in a lifestyle magazine) and form **an impression of what the characters are like**.

Can understand much of the information provided in a **short description of a person** (e.g. a celebrity).

Can understand **the main point of a short article** reporting an event that follows a predictable pattern (e.g. the Oscars), provided it is clearly written in simple language.

Every day is a reading day...

Start every school day with a compulsory **10** minute reading session – for students **AND** teachers.

No matter how **busy**
the curriculum is!

Teachers as Readers

- Talk to your pupils about *your* reading life
- Let them see *you* reading a wide variety of texts
- Talk to them about the challenges *you* experience as a reader and how you get around them

YOU are a ROLE MODEL!

I had a teacher once...

Pick up a book...

- 1 Choose a timekeeper in your group
- 2 Choose a book each
- 2 Find somewhere you like and read for ten minutes
- 3 Debrief with your group

1. The first step in the process is to identify the problem or issue that needs to be addressed. This involves gathering information and understanding the context of the problem.

Creating the conditions

- Carve out time to read
- Provide wide access to diverse reading materials
- Celebrate all readers by supporting their self-selected choices
- Model positive reading habits and skills
- Remove reward and punishment systems that create reading winners and losers
- Give readers frequent opportunities to preview, share, and talk about books

The Book Whisperer, Donalyn Miller

Be consistent

- Whole school culture
- Transitions between schools
- Transitions between years

Consistency really helps to **support** students through that crucial time of development!

Reading spaces

- A year/class library
- Multilingual opportunities
- Books, magazines, ebooks
- A good mix of genres/levels
- *Volunteer* librarians

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But... we have no books!

Campaign for donations!

- Local businesses, associations
- Families
- Former students
- Teachers /former teachers



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Technology

- Technology is here to stay...and that's OK!
- Technology can be the *means* for getting our teens serious about reading for pleasure
- eReaders, tablets
- Apps
- Goodreads, Amazon, Watpadd



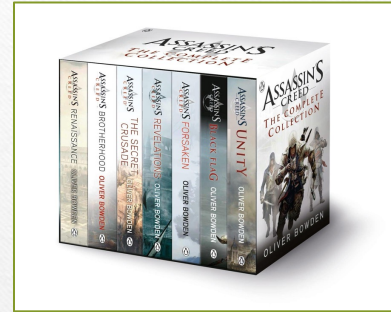
5 The right to read anything.

<http://www.ala.org/aasl/standards/best/apps/2017>

A note for our “gamers”

Book adaptations **of** video games

Books to read **after** video games



Great Books to Read Once You've Played the Video Game

Matt Whyman <http://bit.ly/VidGameBasedBooks>

What game would you love to see turned into a book?

What book (film adaptation) would you like to see turned into a game?

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Make Your Reading Culture *FELT*

- | | |
|--|--|
| <ul style="list-style-type: none">• Book of the week
(Teachers', Principle's)• Reading assemblies• Book clubs• Reading Newsletter | <ul style="list-style-type: none">• Blogging (eg. Wattpad, etc)• Author visits / Read
alouds• Book Logs• Book Festivals |
|--|--|

Making your Reading Culture Visible

- displays around the school – in the entrance, along the corridors, on classroom doors
 - signs with slogans / quotations
 - events
 - library info
- Social Media specific “Reading” pages for the school
 - Facebook, Instagram, Twitter
 - SS2° involve the 5a

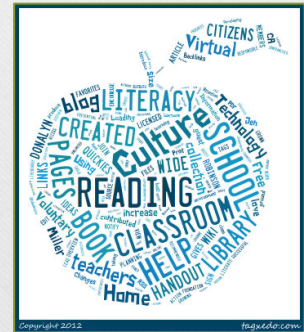


Think about everything your school is currently doing that encourages independent reading.

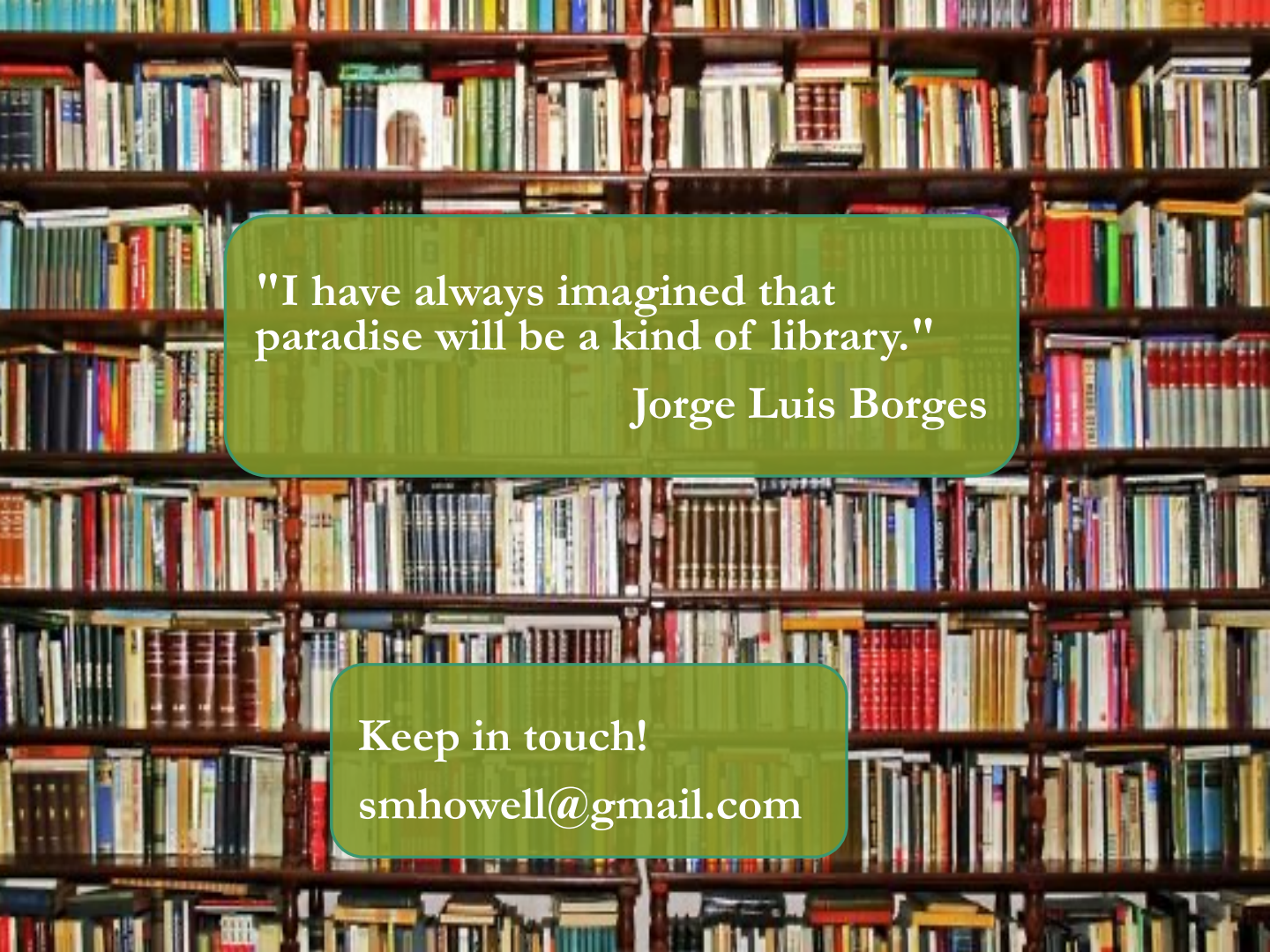
- What is really working?
- What current activities and ideas could you further develop and add on?
- Does anything indicate that reading is important at your school?

How do we bridge the gap?

- nurture a **culture of reading and writing for pleasure** by encouraging students to **find their own voice**
- offer **accessible** free reading materials
- reach out to **marginalized communities**
- bring reading into peoples' **homes**
- enhance **libraries (paper and digital)**



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"I have always imagined that
paradise will be a kind of library."

Jorge Luis Borges

Keep in touch!

smhowell@gmail.com