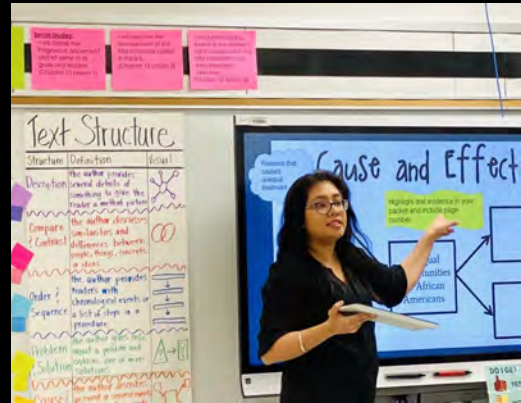


# Fostering Literate Identities for Struggling Readers



Dr. Frances Gonzalez-Garcia







# WHAT ARE YOU CURRENTLY READING?



**ARE YOU GETTING  
THE RIGHT BOOKS  
INTO THE HANDS OF  
YOUR READERS?**



**DO YOU REALLY KNOW  
YOUR READERS?**



# DO STUDENTS KNOW WHO THEY ARE AS READERS?

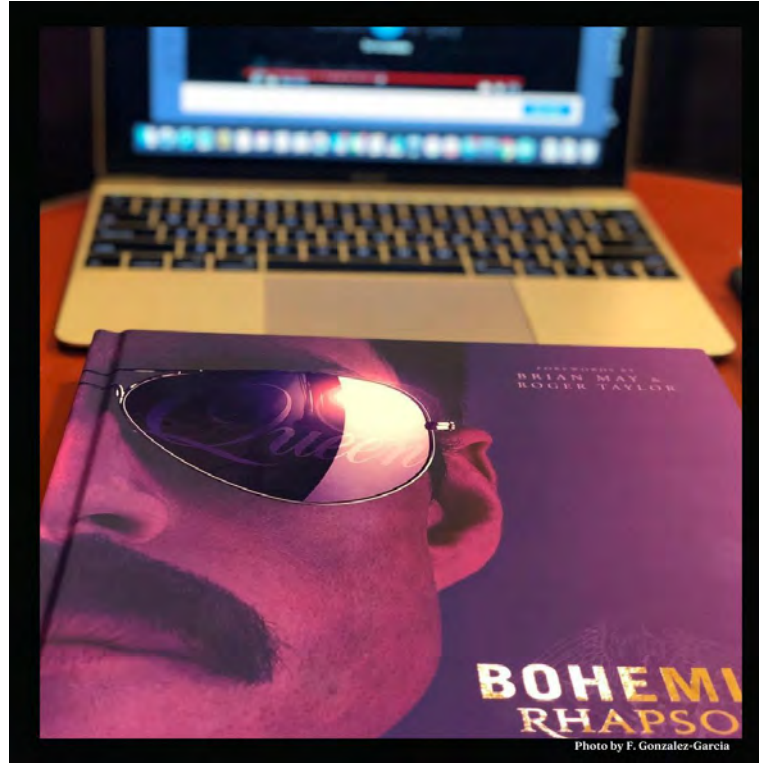


# Red Flag: Not Enough Nonfiction





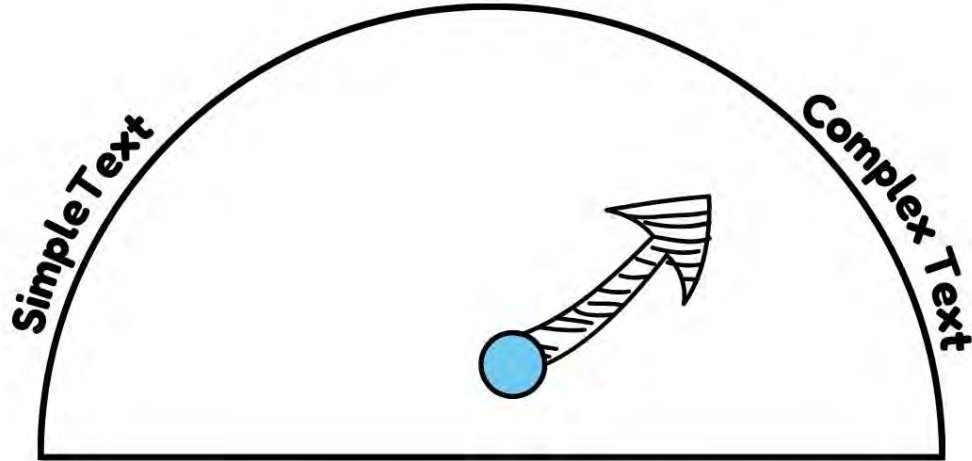
# The Result of a Bookstore Visit





# Reader's Meter

GAUGING AJ'S READING EXPERIENCE



## Simple Text

Not as interested because of the content being offered, or the context it was being offered in.

## Complex Text

Extremely interested because of the content and the context it was being offered in. Text presented opportunities to explore as a reader on many levels.

# FOSTERING IDENTITY



Fostering identities without imposing our own (or assumptions) on them.

# FOSTERING IDENTITY



Utilize texts in which they can see themselves in, relate to, or are interested in exploring.

# FOSTERING IDENTITY



Expanding the concept on identity by understanding the importance of learning about others and inquiring new knowledge.

# FOSTERING IDENTITY

---



“You don’t know what you don’t know.”

## FOOD FOR THOUGHT...



Just because a reader can read, it doesn't necessarily mean that they love to read.

Just because they love to read, it doesn't necessarily mean that they always know how to read.





# Fostering a Reader's Identity



**as a reader**

**as a scholar**

**with self and others**

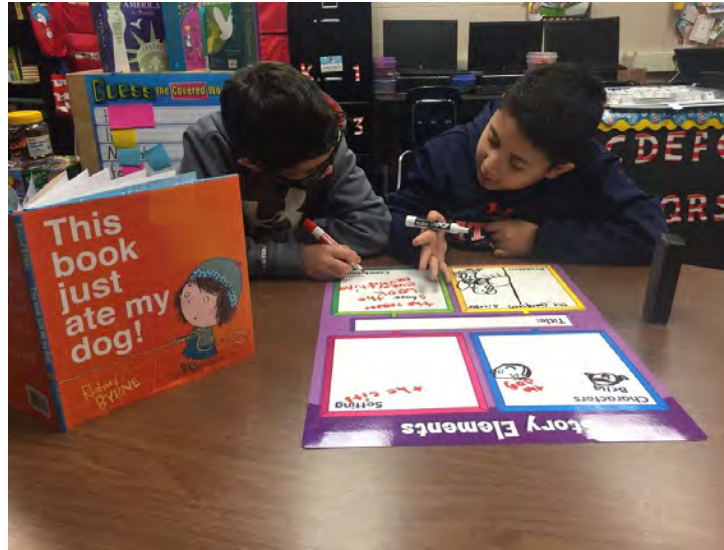
# Fostering a Reader's Identity

*as a reader*

## **BIG CONCEPTS**

- Differentiation
- Motivation
- Reading and writing with purpose

*“Not all struggling readers need help in all areas of reading.”*

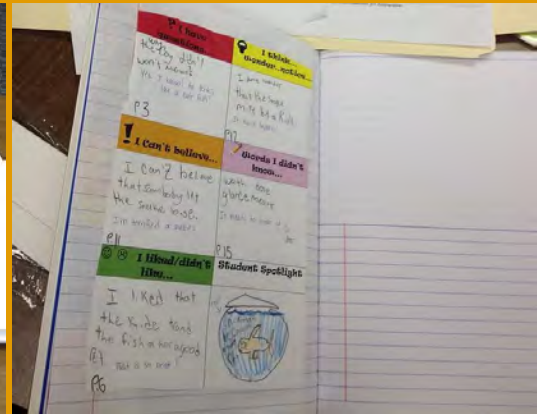
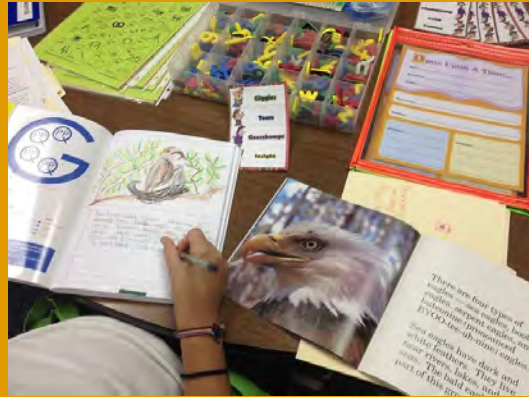


*“The underlying reasons for students struggling with reading can be multifaceted and complex including factors such as vocabulary, motivation to read, and ability to be strategic while reading.”*

# STEP UP COACHING



1. Find their strengths  
(what are they good at )  
**builds confidence**
2. Find their interest  
**builds on capacity**
3. Load them with literacy options  
(and not just books)  
**builds on capital**

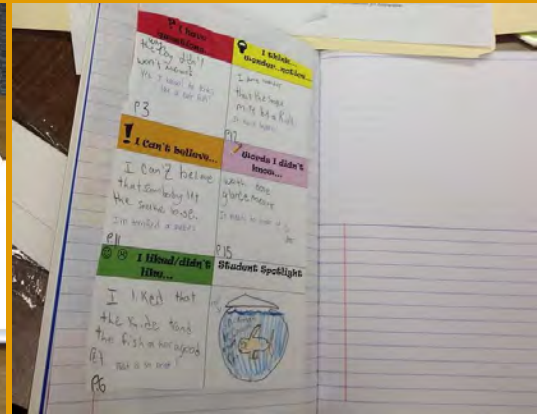
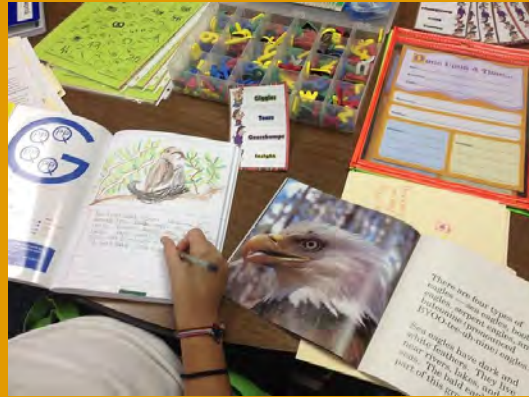


# AREAS TO COACH



- Phonemic Awareness
- Phonic
- Fluency
- Vocabulary
- Comprehension

**TACKLE CONCEPTS IN  
CONTEXT**



**Figure 2**  
**A Layered Model of Effective Comprehension Instruction**



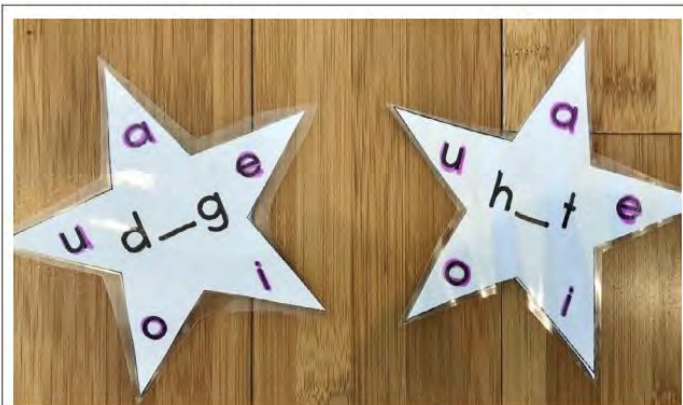
Note. The color figure can be viewed in the online version of this article at <http://ila.onlinelibrary.wiley.com>.

# Fostering a Reader's Identity *as a scholar*

## **BIG CONCEPTS**

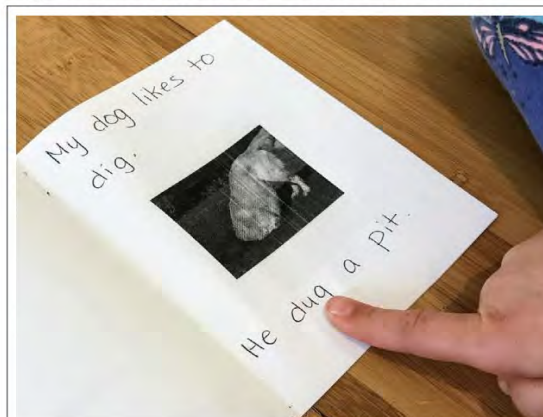
- Activating knowledge
- Content knowledge
- Wide range of reading opportunities
- Building text sets
- Making learning personal, useful and engaging

**Figure 3**  
**Two Vowel Star Cards**



Note. The color figure can be viewed in the online version of this article at <http://ila.onlinelibrary.wiley.com>.

**Figure 4**  
**High-Interest Teacher-Created Decodable Text**



Note. The color figure can be viewed in the online version of this article at <http://ila.onlinelibrary.wiley.com>.

Making learning personal, useful, and engaging

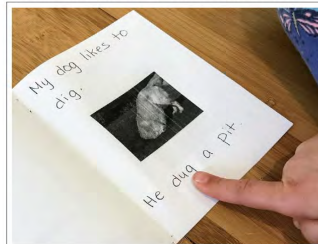


**Figure 3**  
 Two Vowel Star Cards



Note. The color figure can be viewed in the online version of this article at <http://ila.onlinelibrary.wiley.com>.

**Figure 4**  
 High-Interest Teacher-Created Decodable Text



Note. The color figure can be viewed in the online version of this article at <http://ila.onlinelibrary.wiley.com>.



**Pair decodables with authentic reads**  
*(W. Blevins)*

**Build text sets in partnership**  
*(E. Gonzalez-Garcia)*



*“Children’s reading motivation and skills development stand to benefit when their literacy interventions are intentionally designed to support motivation.”*



# Fostering a Reader's Identity *as a scholar*

## **BIG CONCEPTS**

- Gamifying skills
- Wide range of reading opportunities

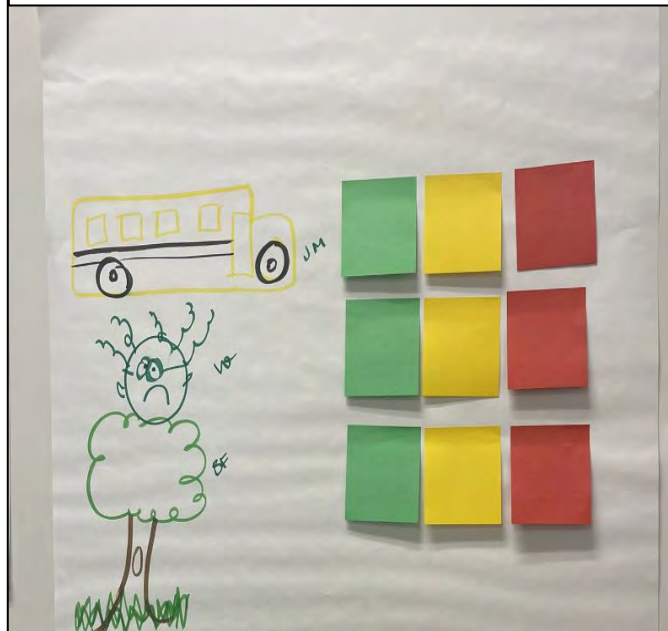
# Anchoring Literacy!

Phonemic Awareness

Phonics

Vocabulary Development

Student generated



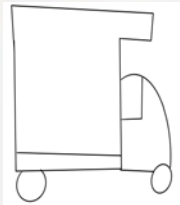
illustrations

objects

Magazine/  
newspaper  
cutouts

photos

# Authentic Learning with Authentic Read



v

a

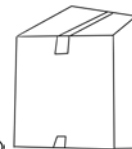
n

Let's match sounds to letters!

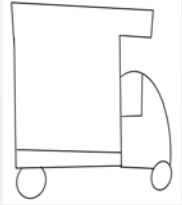


Observations

Connections

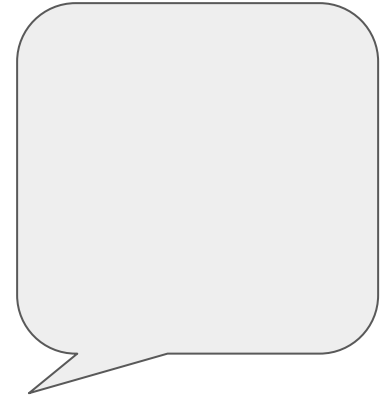


# Authentic Learning with Authentic Read

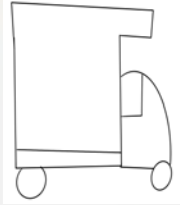


v a n

What other words can we use for this illustration? Can you give me another word for van?



# Authentic Learning with Authentic Read

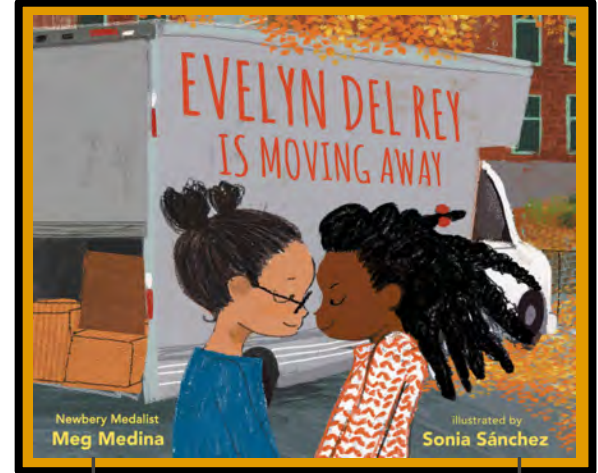


v a n

automobile  
vehicle

moving truck  
Amazon truck

The Mystery Machine

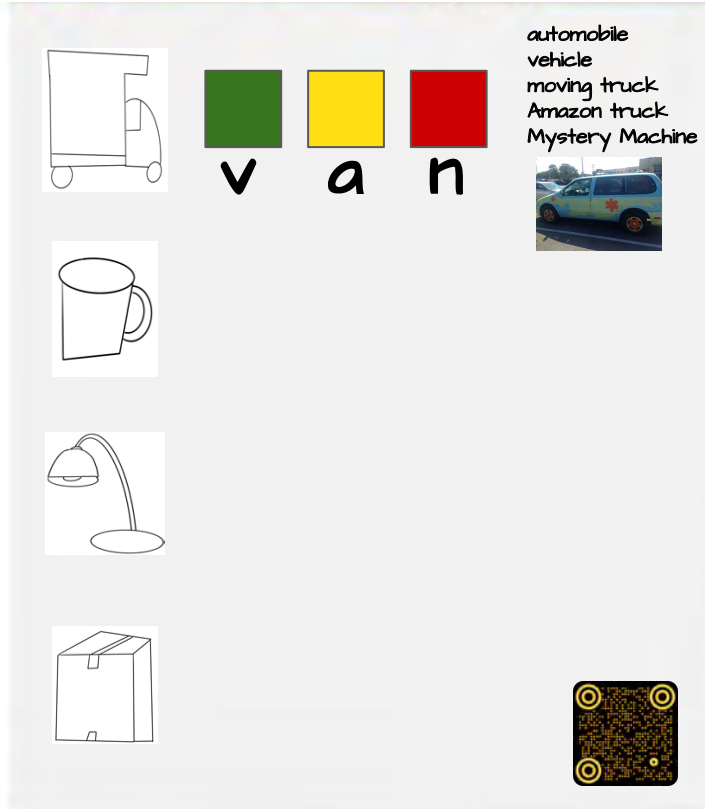


Phonemic Awareness

Phonics


Vocabulary Development

# Authentic Learning with Authentic Read



automobile  
vehicle  
moving truck  
Amazon truck  
Mystery Machine

v a n



The image shows a grid of icons for the word 'van'. The first row contains a line drawing of a van, three colored squares (green, yellow, red), and a small photograph of a green Mystery Machine van. The second row contains a line drawing of a mug. The third row contains a line drawing of a desk lamp. The fourth row contains a line drawing of a cardboard box and a QR code.



QR Code

- Create **demos** and/or **video** of words using FlipGrid
- Create **digital dictionary**



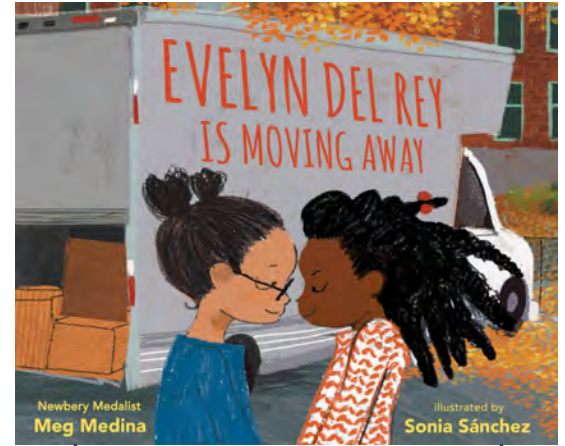
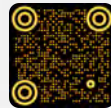
# Authentic Learning with Authentic Read



All of my toys went into  
a box.



I put six boxes of toys  
in the van.



**Create own book**

- QR code for audible version

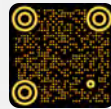
# Authentic Learning with Authentic Read



All of my toys went into  
a box.



I put six boxes of toys  
in the van.



**Build on knowledge**

- Generate questions based on the book.
- Generate questions in partnership.

# Further the Application




A multipurpose approach

Foundational skills

Comprehension

Expanding Reading Opportunities



 Sounds			
 Map It			
<b>abc</b> Build It			
 Write It (print/cursive)	<hr/> <hr/> <hr/>		

# Further the Application

A multipurpose approach

Figure 2  
Comprehension Question Bookmark

QUESTIONS TO GUIDE READING	
<i>For fiction:</i>	
• What is going on?	
• Does this make sense?	
• Does it help to make a picture in my mind?	
• What does this remind me of?	
• What is going to happen next?	
• What is confusing me?	
<i>For nonfiction:</i>	
• How is this text organized?	
• What do I already know about this topic?	
• Does this make sense?	
• What do I know so far?	
• What do I still want to learn about?	
• What is confusing me?	

Figure 3  
Sentence Frames to Connect Information in the Text




from the text:	*	from my head:
It must be...		

*Notes:* Adapted from *Understanding and Teaching Reading Comprehension: A Handbook* (p. 51), by J. Oakhill, K. Cain, and C. Elbro, 2015. New York, NY: Routledge. Copyright 2015 by J. Oakhill, K. Cain, and C. Elbro.



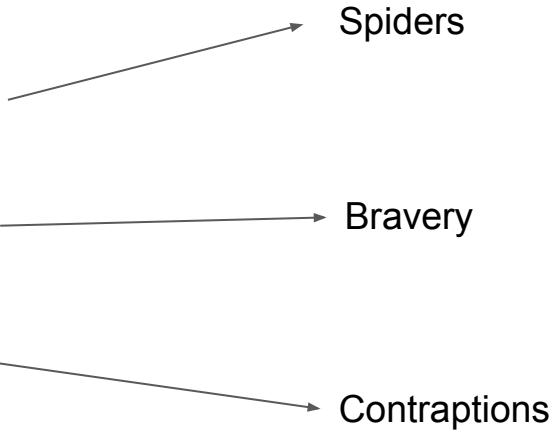
- On back of mat have metacognition comprehension questions
- Sentence frames available



 <b>Sounds</b>			
 <b>Map It</b>			
<b>abc</b> <b>Build It</b>			
 <b>Write It</b> (print/cursive)	<hr style="border-top: 1px dashed black;"/> <hr/>		

# Further the Application

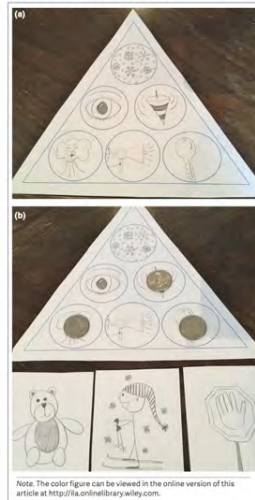
- Building Text Sets
- Foster inquiry



Books  
Magazines  
Newspaper/Articles  
Graphic Novels  
Podcasts  
YouTube  
Websites

*“Research has indicated that games can be a pleasurable way to learn challenging material; students are more likely to enjoy and actively participate in games than an activity that feels more like work/traditional drill and practice.”*

**Figure 1**  
Ollie's Ski Trip Drop and Say Game



Note. The color figure can be viewed in the online version of this article at <http://ilaonline.library.wiley.com>.

**Figure 2**  
Personalized Letter Bag Activity



Note. The color figure can be viewed in the online version of this article at <http://ilaonline.library.wiley.com>.

*“Customizing learning experiences in accordance with students’ unique interests, or personalizing instruction, can increase engagement and motivation.”*

## Five Design Principles to Support Motivation

Gamify skill practice

Make it personal

Make it useful

Provide right amount of challenge

Play with friends

Figure 1  
Ollie's Ski Trip Drop and Say Game

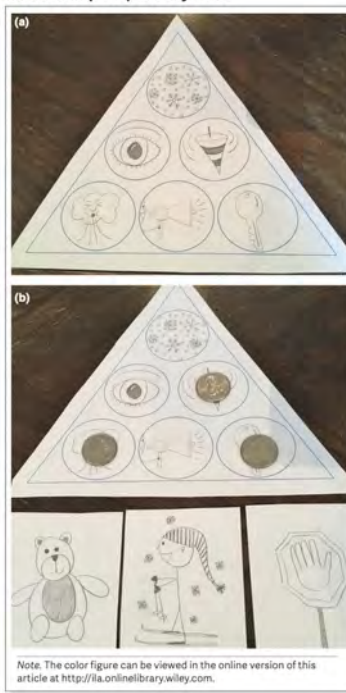
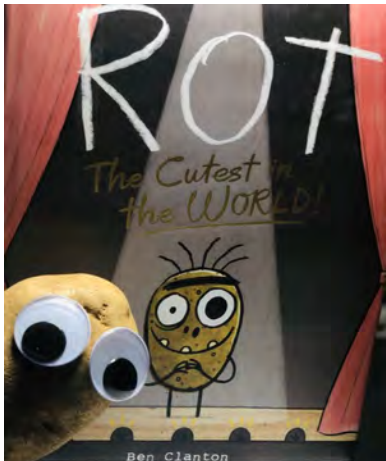


Figure 2  
Personalized Letter Bag Activity



# Literacy Hot Potato



## Here's How to Play

- Literacy Hot Potato starts when the music starts.
- You must pass (without dropping) the “hot potato” to the next person.
- If you drop the “hot potato”, you have to hold onto it for 3 seconds before you pass it to the next person.
- When the music stops, the last person holding the “hot potato” will be the one to answer the question posed (aka spokesperson). The team, however, must have a “team talk” about the question.

## Question

Why do you think Rot entered the “Cutest in the World” Contest?



# Gamify Literacy Foundations

Using digital tools and authentic reads

**WOLF IN THE SNOW**  
Literature Inspired Phonemic Awareness Activity: Phoneme Substitution

L.E.A.P. & S.O.R.  
Commonly Used Program




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**WOLF IN THE SNOW**  
Book trailer







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I'm learning about phoneme substitution



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**OOPS**

That's okay. Let's try again!

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# Fostering a Reader's Identity

with self and others

## **BIG CONCEPTS**

- Real reasons to read (and write)
- Social collaboration
- Reading lens (genres)

*“Reading and writing for authentic purpose has been shown to predict growth in reading and writing”.*



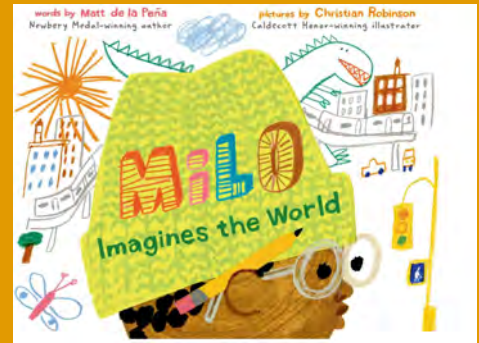
*“Choosing texts that have rich ideas and sophisticated themes can help students build world and word knowledge to support future reading.”*

# Reading for Purpose

Social Collaboration with Hidden Talking Gems

## TALKING POINTS:

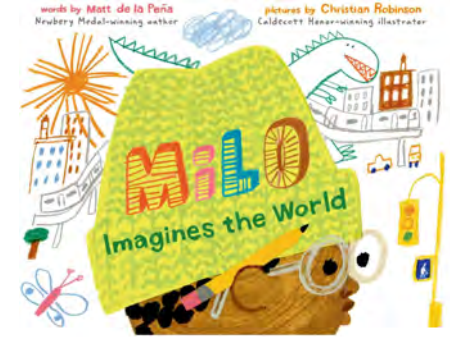
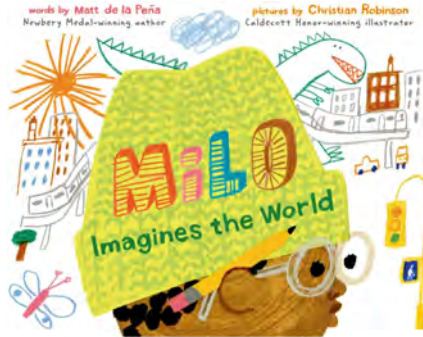
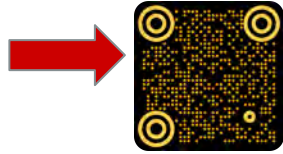
- Hopeful social message
- Stereotypes
- Identity
- Inclusivity
- Implicit bias



# Reading for Purpose

## Social Collaboration with Hidden Talking Gems

Add QR codes throughout text to support conversations.



How do you  
see yourself  
and others?

Comprehension questions

Critical thinking questions

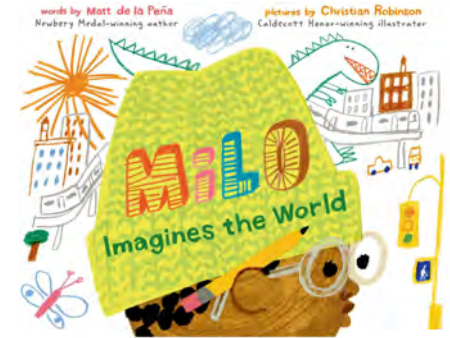
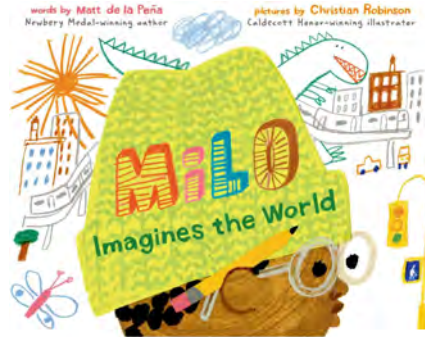
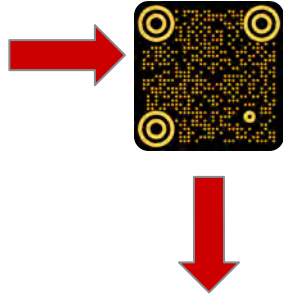
Critical conversations

Concept questions

# Reading for Purpose

## Social Collaboration with Hidden Talking Gems

Add QR codes throughout text to support conversations.



Genre-based

Integrate multiple skills

Questions generated in partnership

What is the story setting?

# Reading Lens

The importance of genres

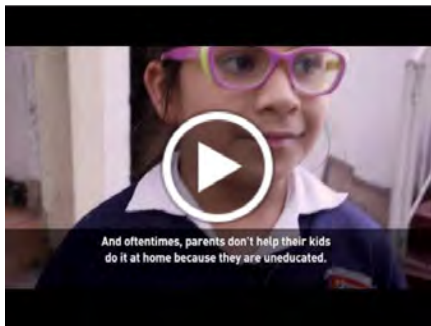
Conversations around...

The importance of books

Book donations

Changemakers

Issues related to pollution



Kids

Teen makes big push for more books with black female lead characters

Present Save Read Aloud Share Hide Print Add To Text Set



One old minibus and 1,300 books: The mobile library for refugees in Greece

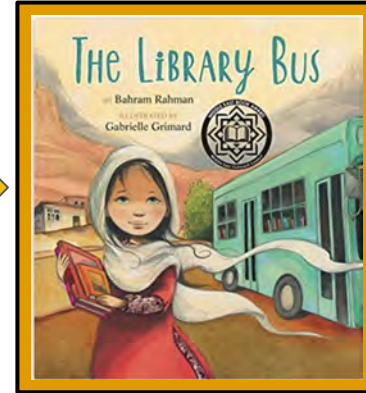
Present Save Read Aloud Share Hide Print Add To Text Set



“...genres embody forms, which contain functions and features that influence how we come to understand a text and its purpose.”



Summarization





# What's Your Purpose?

Giving students real reasons to read (and write)

**You will need:**  
*Necesitarás:*

1 Cup Water  
1 taza de agua

1 1/2 Cup Butter, Softened  
1 1/2 tazas de mantequilla ablandada

3 Eggs  
3 huevos

**DO NOT EAT RAW CAKE BATTER  
NO COMA LA MASA PARA PASTEL CRUDA**

**Time to bake!** **¡Es hora de hornear!**

**1** Heat oven to 350°F for shiny metal or glass pan or 325°F for dark or nonstick pan. Grease bottom only of 13"x9" pan or bottom and sides of all other pans.  
*Calienta el horno a 350°F si vas a utilizar un molde de vidrio o metal o a 325°F si vas a utilizar un molde oscuro o no adherente. Engrasa solo la base de un molde de 13x9 pulgadas o la base y lados para otro tipo de moldes.*

**2** Mix Cake Mix, water, butter and eggs in large bowl with mixer on medium speed or beat vigorously by hand 2 minutes. Pour into pan.  
*Bate la mezcla para pastel, el agua, la mantequilla y los huevos en un recipiente grande con una batidora eléctrica a velocidad media o bate a mano vigorosamente por 2 minutos. Vierte en el molde.*

**3** Bake as directed in chart or until toothpick inserted in center comes out clean. Cool 10 minutes before removing from pan. Cool completely before frosting.  
*Hornea según se indica en el gráfico o hasta que al insertar un palito de dientes en el centro salga seco. Deja enfriar por 10 minutos antes de retirarlo del molde. Enfrié completamente antes de aplicar la cobertura.*

PAN SIZE	13" x 9"	Two 8" Rounds	Two 9" Rounds	Bundt®	Cupcakes (makes 24)
BAKE TIME (in minutes)	30-35	30-35	25-30	44-49	14-19

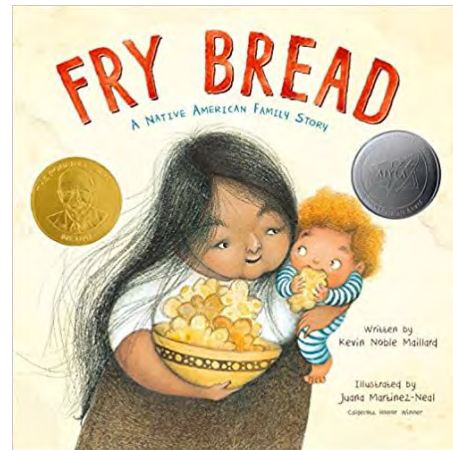
Heat oven to 375°F for shiny metal pan or 350°F for dark or nonstick pan. Spoon batter into cup(s) prior to filling.

**HIGH ALTITUDE (3500-6500 ft):** For all Bundt® pans, heat oven to 325°F; grease and flour pan. Make 36 cupcakes.

Bundt® is a registered trademark of Nordic Ware Aluminum Products, Inc., Minnetonka, MN.

**Bring a weeknight wow to your dinner table!**

**Swirl Cake** + **Betty Crocker™ milk chocolate frosting** + **crushed chocolate chip cookies** = **Milk & Cookies Cake** (makes a 13"x9" sheet cake)



# What's Your Literacy Purpose?

Giving students real reasons to read (and write)

What if we took this topic and pitched it out for conversation with our readers?

What if we started bouncing ideas back and forth with our students on ways we could help businesses and people in general understand the importance of making things more relatable and accessible for everyone?

**You will need:**  
Necesitarás:

1 Cup Water + 1/2 Cup Butter, Softened + 1 Egg  
1 1/2 Cups Milk + 1/2 Cup Cocoa  
1/2 Cup Sugar + 1/2 Cup Flour + 1/2 Cup Baking Powder + 1/2 Cup Baking Soda + 1/2 Cup Vanilla

**DO NOT EAT RAW CAKE BATTER**  
NO COMA LA MASA PARA PASTEL CRUDA

**Time to bake!** ¡Es hora de hornear!

**1** Heat oven to 350°F for shiny metal or glass pan or 325°F for dark or nonstick pan. Brown bottom only if 13" x 9" pan or bottom and sides outside if all other pans.

**2** Mix. Clean Mix, water. Omit oil and eggs in large bowl with mixer on medium speed or Beat vigorously by hand 2 minutes. Pour into pan.

**3** Bake as directed in chart or until homemade vanilla cake is done. (Cakes will crack. Cool 10 minutes before removing from pan. Cool completely before frosting.)

**Caliente el horno a 350°F si vas a utilizar un molde de vidrio o metal o a 325°F si vas a utilizar un molde no adherente. Solo hornea la parte inferior si usas un molde de 13" x 9" pulgadas o si horneas la parte inferior y los lados de un molde de otro tamaño. No hornees en un molde de aluminio.**

**Hornea en horno a 350°F para molde de aluminio, de hornos eléctricos o de gas, o a 325°F para molde no adherente. Solo hornea la parte inferior si usas un molde de 13" x 9" pulgadas o si horneas la parte inferior y los lados de un molde de otro tamaño. No hornees en un molde de aluminio.**

**Hornea según se indica en el gráfico o hasta que el pastel de vainilla casero esté hecho. (El pastel se agrietará.) Deje enfriar por 10 minutos antes de retirar del molde. Enfriar completamente antes de decorar el pastel.**

PAN SIZE	13" x 9"	Two 9" Rounds	Two 8" Rounds	Round	Cuadrado
BAKE TIME (unadorned)	30-35	30-35	25-30	44-48	16-18

**HIGH ALTITUDE (5000-6500 ft):** For all Round® pans, heat oven to 325°F, grease and flour pan. Make 30 minutes.  
Barril® is a registered trademark of Barril® Baking Products, Inc., Minneapolis, MN.

**Bring a weeknight wow to your dinner table!**

Betty Crocker™ Yellow Cake + Betty Crocker™ Milk & Cocoa Cake + 1/2 Cup Milk + 1/2 Cup Cocoa = Milk & Cocoa Cake

What if a person couldn't read the directions on this box? Could there be a way to help support them?

What if students started looking at their own self-created written pieces with embedded recipes and began having discussions on how they could adapt their versions to being more inclusive and relatable to their own peers?

The identity of a reader goes beyond skill  
and a book.



Figuring out ways in which they create their own opportunities in being able to see themselves where they are not being seen.



Literacy opens doors for  
endless opportunities.



All readers are invited.



# Fostering Literate Identities for Struggling Readers



Dr. Frances Gonzalez-Garcia