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
Auto/biographies
Research
Music industry
Curating text sets
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 identities without imposing our own (or assumptions) on them.
Utilize texts in which they can see themselves in, relate to, or are interested in exploring.
Expanding the concept on identity by understanding the importance of learning about others and inquiring new knowledge.
You don’t know what you don’t know.

“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.”
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

- **Effective General Classroom Instruction**: Assessment-instruction cycles, differentiated instruction, careful use of class time, relationship building, culturally sustaining pedagogy, equitable instruction, etc.

- **Motivating Literacy**: Building (on) interests, goal setting, choices, peer interaction, identity development, compreception, etc.

- **Language Development**: Academic, disciplinary, pragmatic, semantic, syntactic, etc.

- **Knowledge Building and Activating**: Content area instruction (content, investigations), cultural knowledge building and activating

- **Engagement with Text**: Text discussion and analysis, research and writing in response to reading, volume reading

- **Teaching About Text**: Genres, text structures and features

- **Teaching about Comprehending**: Strategies and other processes, using a gradual release of responsibility (Duke, Pearson, Strachan, & Billman, 2011; Pearson & Gallagher, 1983)

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

#ILAWebinar
Making learning personal, useful, and engaging
Pair decodables with authentic reads
(W. Blevins)

Build text sets in partnership
(F. 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
How many phonemes do you hear in the word ___?

Let's match sounds to letters!

**Observations**

**Connections**
What other words can we use for this illustration? Can you give me another word for **van**?
Authentic Learning with Authentic Read

van

automobile      moving truck
vehicle        Amazon truck

The Mystery Machine

Phonemic Awareness
Phonics
Vocabulary Development
Authentic Learning with Authentic Read

- Create demos and/or video of words using FlipGrid
- Create digital dictionary
All of my toys went into a box.

I put six boxes of toys in the van.
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

<table>
<thead>
<tr>
<th>Sounds</th>
<th>Map It</th>
<th>abc</th>
<th>Build It</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write It
(print/cursive)
Further the Application
A multipurpose approach

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

- Building Text Sets
- Foster inquiry

Spiders
Bravery
Contraptions

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.”

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

Five Principles to Nurture Motivation Within Early Reading Interventions
Five Design Principles to Support Motivation

- Gamify skill practice
- Make it personal
- Make it useful
- Provide right amount of challenge
- Play with friends
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
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.”

Knowledge at the Center of English Language Arts Instruction
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
“...genres embody forms, which contain functions and features that influence how we come to understand a text and its purpose.”
What’s Your Purpose?
Giving students real reasons to read (and write)
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 a person couldn’t read the directions on this box? Could there be a way to help support them?

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?

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