



Personal Reading History: Cultivating Your Students' Identities as Readers

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Many Individuals. Infinite Possibilities.

Be A Change, LLC

Panelists



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Today's Session:



Participants will learn about the strategy of exploring personal reading history with their students. This strategy is part of the WestEd Reading Apprenticeship framework, an evidence-based framework for disciplinary literacy.



Participants will take part in a collaborative discussion and reflection, completing their own personal reading history so that they can see how to do this with their students.



Materials for Session:



- ▶ Slide Deck PDF with embedded links
- ▶ Personal Reading History Materials to use with your students

Who's Here?



STAND UP, SIT DOWN

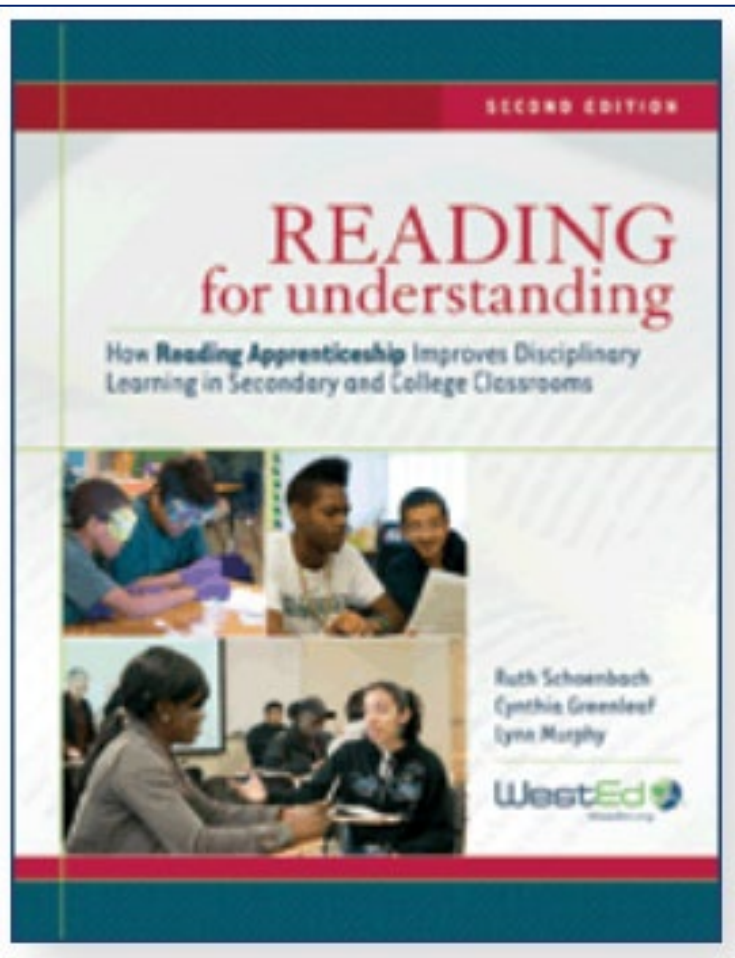


TURN AND TALK



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What is Reading Apprenticeship?



“This framework is an organizing paradigm for subject area teaching, one that enables students to approach challenging academic texts more strategically, confidently, and successfully.”

(Reading for Understanding, p. 2-3)

Check-In: Raise hand!



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Authors talk about Reading Apprenticeship: [YouTube](#)

What is Reading Apprenticeship?

THE READING APPRENTICESHIP® FRAMEWORK

SOCIAL DIMENSION

- » Creating safety
- » Investigating the relationship between literacy and power
- » Sharing text talk
- » Sharing reading processes, problems, and solutions
- » Noticing and appropriating others' ways of reading

PERSONAL DIMENSION

- » Developing reader identity
- » Developing metacognition
 - » Developing reader fluency and stamina
 - » Developing reader confidence and range

COGNITIVE DIMENSION

- » Getting the big picture
- » Breaking it down
- » Monitoring comprehension
- » Using problem-solving strategies to assist and restore comprehension
- » Setting reading purposes and adjusting reading processes

KNOWLEDGE-BUILDING DIMENSION

- » Surfacing, building, and refining schema
- » Building knowledge of content and the world
- » Building knowledge of texts
- » Building knowledge of language
- » Building knowledge of disciplinary discourse and practices

METACOGNITIVE CONVERSATION

E-ssentials Course:

Course Structure:

- 90-minute asynchronous orientation
- 3 half days scheduled within 1 week
 - 2 hours of synchronous and 2 hours of asynchronous learning each day

School Year Learning and Support

- Monthly sessions - 1.5 hours of synchronous learning and 2.5 hours of asynchronous application
 - Topics:
 - RA Dimensions; Metacognitive Conversation
 - Scaffolding and Questioning
 - Language and Text Complexity
 - Extensive Reading and Formative Assessment I
 - Surfacing and Building Schema and Visualizing
 - Building Knowledge of Disciplinary Practices and Formative Assessment II



Personal Reading History



Everyone has a
“reading history.”

*Pg. 79, Reading for Understanding: How
Reading Apprenticeship Improves
Disciplinary Learning in Secondary and
College Classrooms*



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Personal Reading History

Personal Reading History

Individuals

Write about some key moments or events in your development as a reader.

- What experiences stand out for you? High points? Low points?
- Were there times when your reading experience or the materials you were reading made you feel like an insider? Like an outsider?
- What supported your literacy development? What discouraged it?



Norms for Pair Talk

SOLAR • Norms for Pair Talk

S — Silent

O — Orient

L — Listen/Lean-in

A — Affirm

R — Respond

Pairs

Share some highlights of your reading history with a partner. Make sure that each of you has had an opportunity to read or tell your story uninterrupted before you respond to what you've heard. Once both people have had a chance to share, discuss what you learned about each other: What were some commonalities? What were some surprises?

There will be an opportunity to share highlights and insights with the whole group after the pairs have had some time to talk.



Whole Group Share Out

Red Lights, Green Lights

What kinds of things do we report as either hindering or supporting our development as readers?

Red Lights	Green Lights



Reflection and Classroom Connections



<https://bit.ly/2YWLYYB>

Classroom Connection

How can you support the personal and social dimensions of your classroom?

How does the Personal Reading History support students in the Personal Dimension?

How can the Personal Reading History launch an ongoing discussion of evolving reader identities and capacities?

What would you like to try in your own classroom?

What are some ways to use this routine in a digital space?



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Professional Learning Opportunities

ARIZONA DEPARTMENT OF EDUCATION SY 2021-2022 Students & Families Educators Administrators

Home / K-12 Academic Standards / Secondary Literacy: Middle_HS

Secondary Literacy (Middle and High School)

The Arizona Department of Education is focused on the importance of teaching children to read. It is important to continue this focus into the secondary classroom, including middle school and high school. In short, literacy instruction remains every bit as important in the older grades, as it is in grades K-3.

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SECONDARY

The resources provided here are meant to assist secondary (6th-12th) ELA educators and parents in providing the best instruction for all Arizona students.

- ▶ Diverse Texts in ELA
- ▶ Reading | Literature Resources
- ▶ Writing | Grammar Resources
- ▶ Parent Resources

PROFESSIONAL LEARNING OPPORTUNITIES

- ▶ Current Opportunities
- ▶ Secondary ELA Book Study
- ▶ Reading Apprenticeship
- ▶ Recordings / Archived

<https://www.azed.gov/standards-practices/secondary-literacy-middlehs>

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Closure

Reflect on your own practice:

How could you incorporate the personal reading history activity into your current classrooms?

“Students don’t care how much you know until they know how much you care.”

—John C. Maxwell, American author and leadership expert

Thank you so much for attending this session!

