



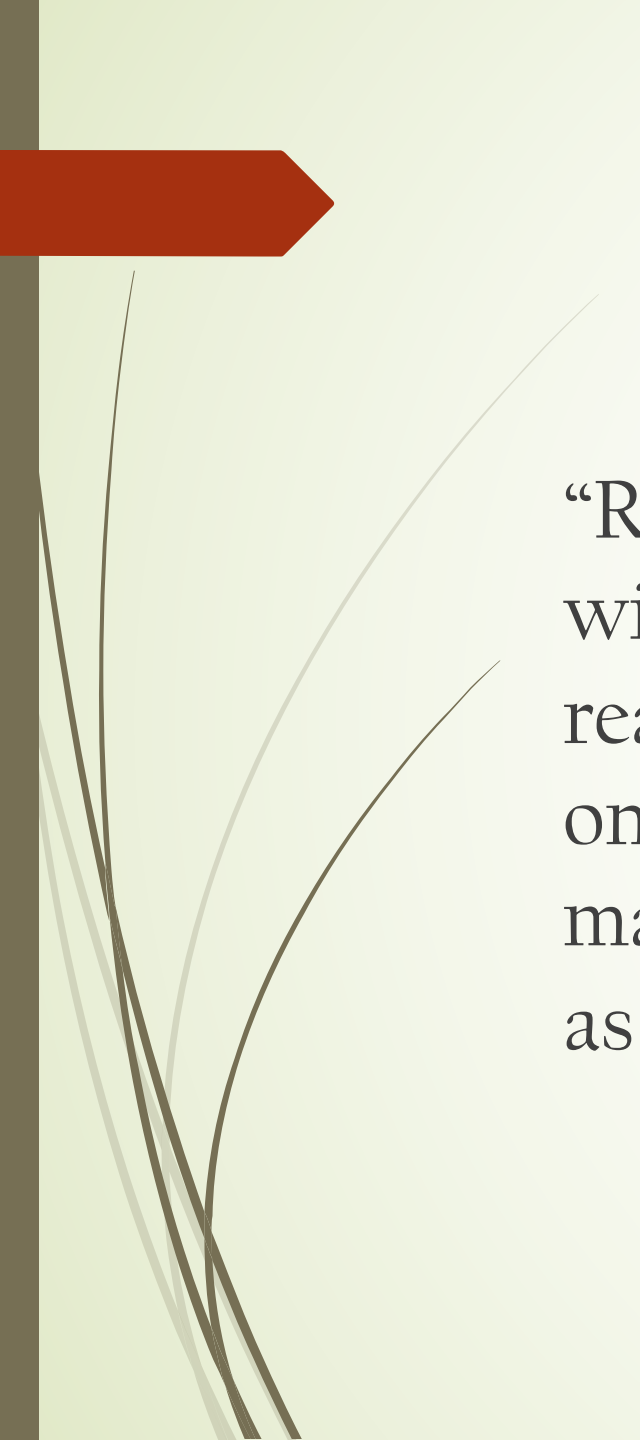
Abracadabra!!

School-Wide Reading Is Not Magic

Mississippi Literacy Association

December 1-3, 2021

Kathi Wilson and Emily Noble




“Reading and writing, like everything else, improve with practice. And, of course, if there are no young readers and writers, there will shortly be no older ones. Literacy will be dead, and democracy- which many believe goes hand in hand with it- will be dead as well.”

Margaret Atwood



Reading: What's The Problem?



On the provided index card, please write your thoughts regarding the question. After writing, prepare to share your writing/thoughts.



Gathering Evidence




What the Experts Say





According to *To Read or Not to Read* (National Endowment for the Arts 2007):



- ❖ Less than one-third of thirteen-year-olds are daily readers, a 14 percent decline from twenty years earlier.
 - ❖ Among seventeen-year-olds, the percentage of nonreaders has more than doubled over a twenty-year period, from 9 percent in 1984 to 19 percent in 2004.
 - ❖ The percentage of thirteen-year-olds who read for fun on a daily basis declined from 35 to 30 percent, and for seventeen-year-olds the decline was from 33 percent to 22 percent.
 - ❖ Nearly half of all Americans ages fifteen to twenty-four do not read books for pleasure.
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From:

Adler, Kathleen A. (2021) "Reading: The Key to Addressing Students' Social Emotional Needs in the Time of COVID-19," New Jersey English Journal: Vol. 10 , Article 2

- “Yet, too often teachers find themselves inundated with curricular deadlines, benchmarking, and more, and as an effort to meet these demands, they sacrifice time for independent reading. When polled, the International Literacy Association (2020) reported, “82% of teachers surveyed indicate[d] that students should read independently every day for at least 20 minutes, [but] only 33% (of teachers) report[ed] that students have this daily opportunity” (p. 38), a striking disparity. ”

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- “Are we going to have an entire generation of people who cannot manage their own behavior, manage their world, plan ahead, reflect on abstract ideas, or relate appropriately to moral and social and ethical issues?”

Jane Healy, *Endangered Minds: Why Children Can't Think – and What We Can About It*



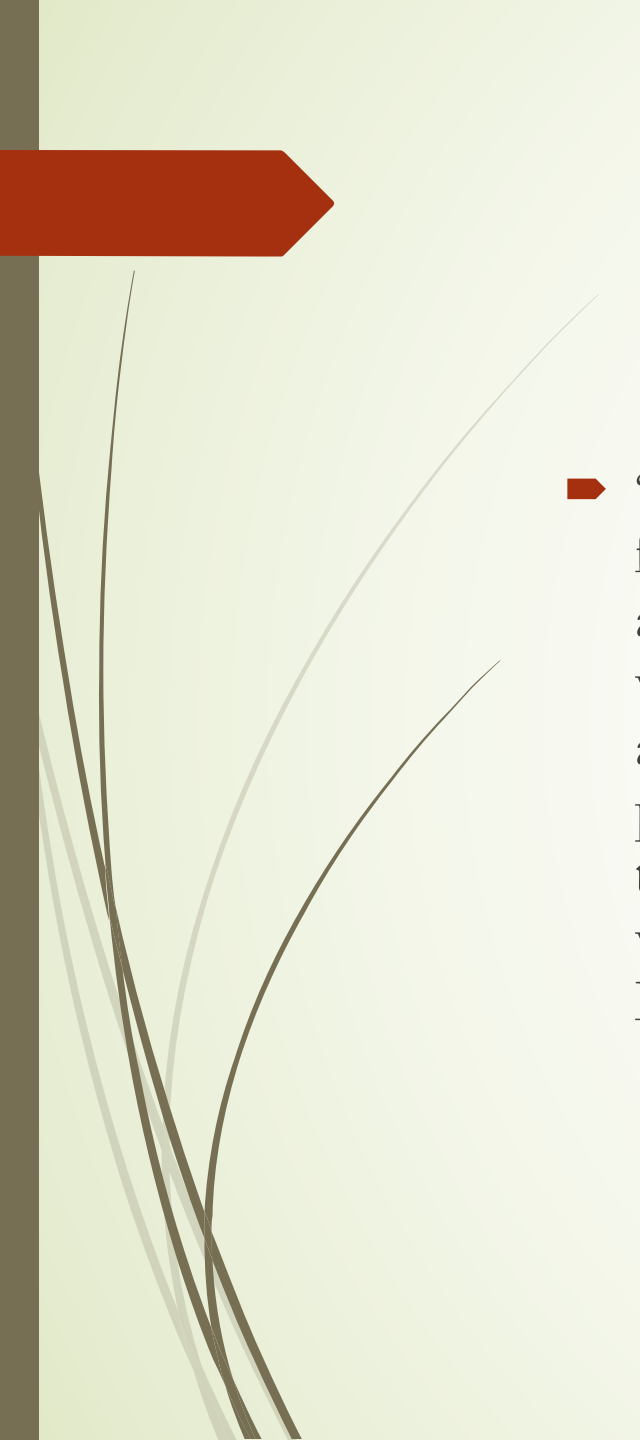
Adding to Our Thinking

- Using the evidence gathered, please add your thinking to your first writing.
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Calling on the Experts

- When studying the social aspects of reading, Peter Johnson and Gay Ivey (2015) found that students became “individually and collectively engaged, read more, had more positive peer relationships, had better self-regulation, and performed better on the state English Language Arts test” (p. 319). They also noted a reduction in behavior problems, an increase in students talking about books, improved maturity, compassion, and empathy towards one another, strengthening of peer and student teacher relationships, and an overall increase in happiness.

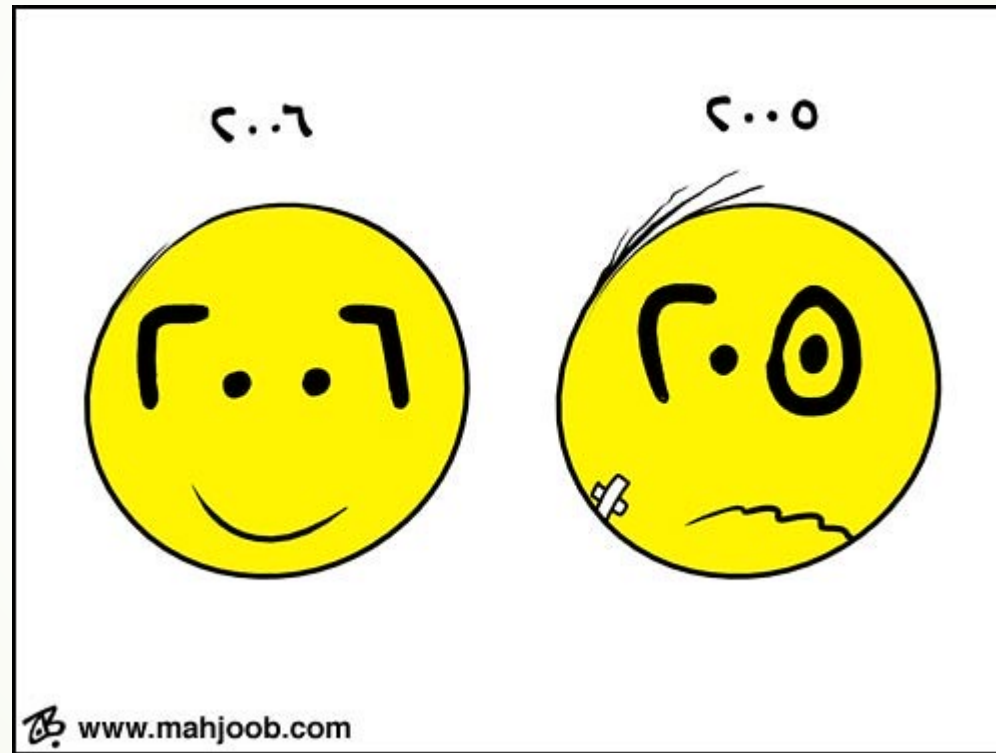
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- “No particular type of reading is being urged here as the panacea. There is no formula: not contemporary literature as against literature of the past, nor minor as against major works, nor even syntactically simpler as against more demanding works. Rather, we need to be flexible, we need to understand where our pupils are in relation to books, and we need a sufficient command of books to see their potentialities in this developmental process. Our main responsibility is to help the students to find the right book for growth. We must scrutinize carefully the ways in which teaching methods and approaches will either foster or hinder a lasting sense of personal meaningfulness.” Louise Rosenblatt (1956, 71)



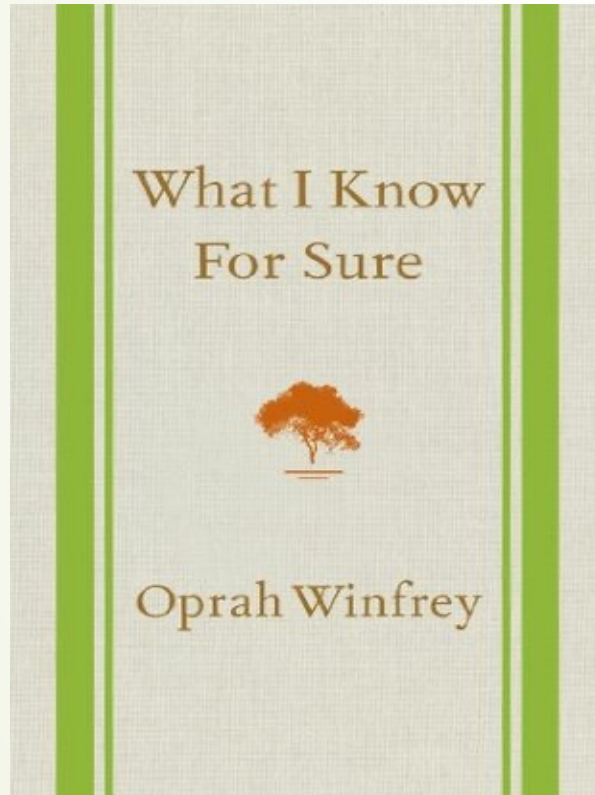
Adding to Our Thinking

- Using the evidence gathered, add to your writing.
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My arrival in July vs test scores in October



I knew for sure that the school had to move, I knew that reading was the key, I knew that lives depended on it!!!



The Plan

- Step 1 – Find the time. The time must be set in stone.



For us, it was before school officially started. We had about 25 minutes when students just hung out in the gym (upperclassmen) and the cafeteria (everyone else). I found this out by reviewing bus arrival logs to see when the last bus arrived and discussing with the Transportation Director. Also, I met with the cafeteria lady (whew!!) to determine what time the last students came through the line. I told them the numbers and explained what reading could do. Then, I bribed bus drivers and food service workers.



Step 2 – Find a few believers. If you are the only one in the entire school who knows and believes in the power of reading, **RUN!!!**





Step 3 – Give teachers a “say” (Southern for let them have input)

- Give teachers time to plan – have an assembly for the kids (let Mississippi Power come, Jim the Snake Man, career day, etc)
- Select the material – which books will be read in which grades (usually one book per nine weeks)
- Determine the number of pages to be covered per setting, the themes, vocabulary to be discussed per setting, key ideas, key concepts, summarization techniques, methods of assessment, etc.)
- Weekly PLC's to prepare lessons and discuss. If necessary, read during PLC's
- We met every Monday, we met every Monday, we met every Monday!!

Step 4 – Inspect every day. Make sure it happens. Prod if you must!!



Step 5 – Watch the growth. We grew 104 points in one year.



Most importantly.....

- We developed a spirit of collaboration. We all had one thing in common, and you know what they say about one thing – it leads to another. We administered STAR reading and Math assessments and students achieved. We put pictures on the walls in the halls, we had assemblies, we had parties, we had raffles for a trip to Memphis to see the Lakers, we did it BIG!!





Thank You!

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