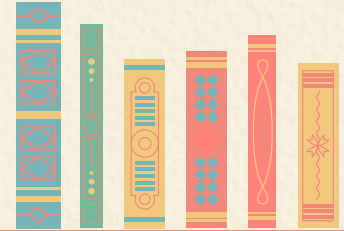


Low-Tech Reading

Strategies for Engaging High-Tech Screenagers

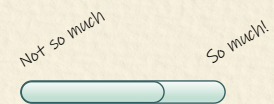


1

The DO NOW

How much do you read?

Hours/week



How?



In what format?



Why?

2



Liz Cashman

Instruction/Outreach
Librarian

Rebecca DiSciaccia

Associate Director of Learning
Access & Student Achievement,
Science Faculty



Lena Sadowitz

Director of Learning Access &
Student Achievement,
Social Science Faculty

Jane Wanninger

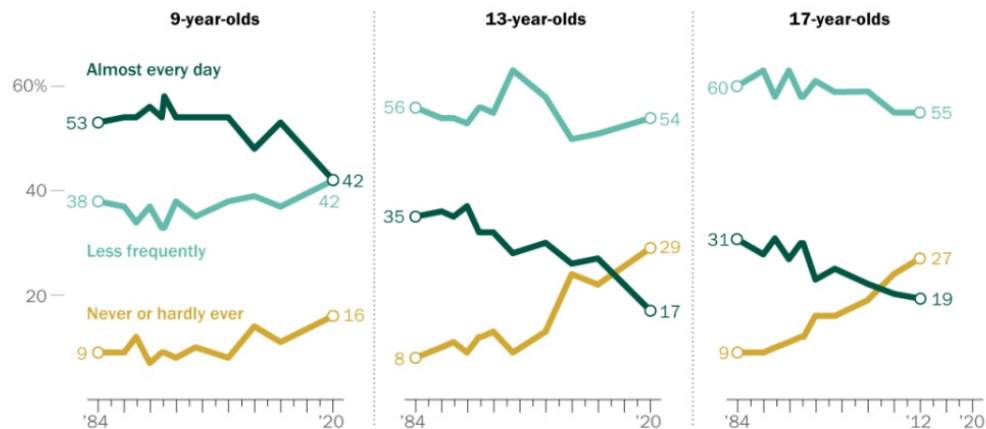
English Department Head



3

U.S. 9- and 13-year-olds read for fun less often than they used to

% of U.S. students of each age who say they read for fun ____, by year



Note: 2020 assessment was not fielded to 17-year-olds. Totals may not sum to 100% due to rounding. "Less frequently" combines responses of "once or twice a week," "once or twice a month" and "a few times a year."

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2020 Long-Term Trend Reading Assessment.

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4

“Whether through atrophy or apathy, a generation of students is reading fewer books.”

—Rose Horowitch, *The Atlantic*

October 2024

5

Challenges

THE HECHINGER REPORT Covering Innovation & Inequality in Education

Many kids can't read, even in high school. Is the solution teaching reading in every class?

EducationWeek® READING & LITERACY

Older Students Who Struggle to Read Hide in Plain Sight. What Teachers Can Do

Forbes LEADERSHIP > EDUCATION

Kids Can't Read Books

By **Ryan Craig**, Senior Contributor. ⓘ

Nov 15, 2024, 06:00am EST

SCI AM SEPTEMBER 26, 2023 | 5 MIN READ

Two Thirds of American Kids Can't Read Fluently

Phonics may be a popular way to teach reading, but it fails too many children

Sold a Story

THE ELITE COLLEGE STUDENTS WHO CAN'T READ BOOKS

To read a book in college, it helps to have read a book in high school.

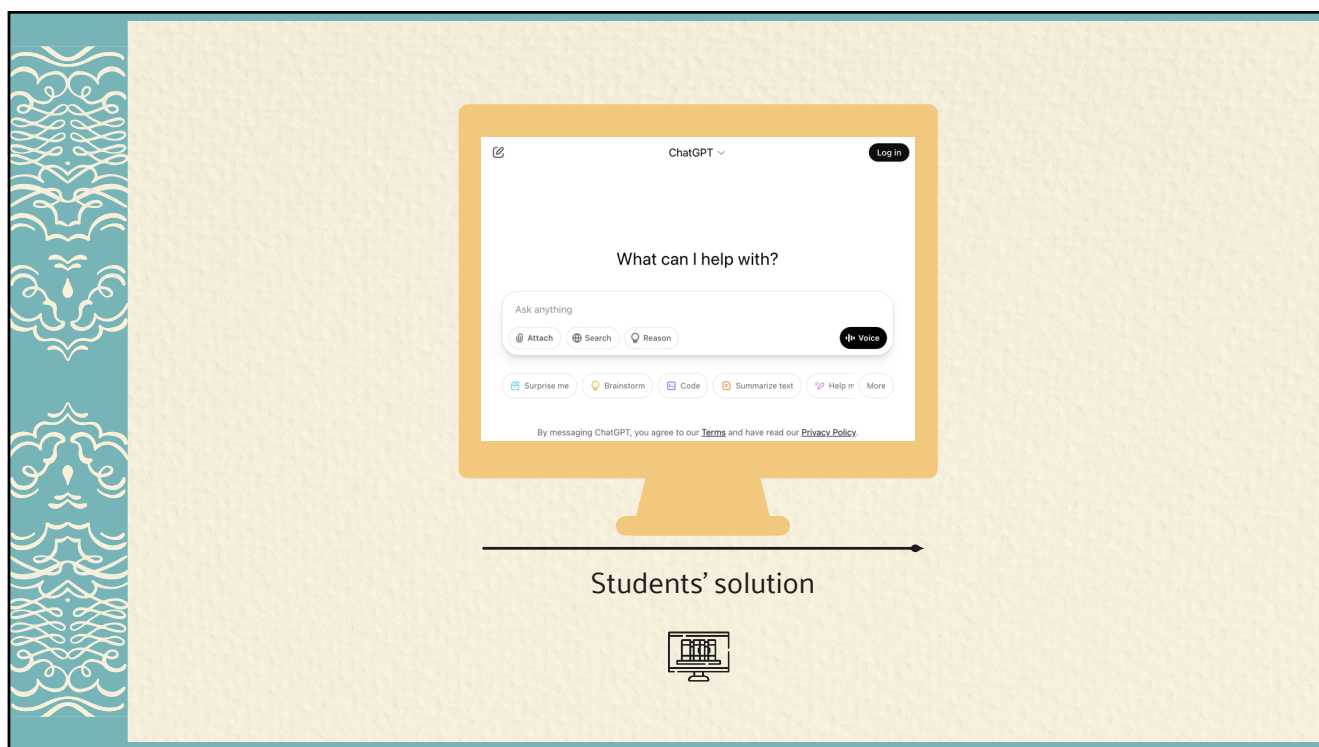
By Rose Horowitch

Plain English FEB 28 · S4, E14 · 1HR 2MIN

The End of Reading


[Plain English with Derek Thompson](#)

6




7


What is Reading?



Decoding
Sounds + Symbols



Fluency
Rate + Accuracy

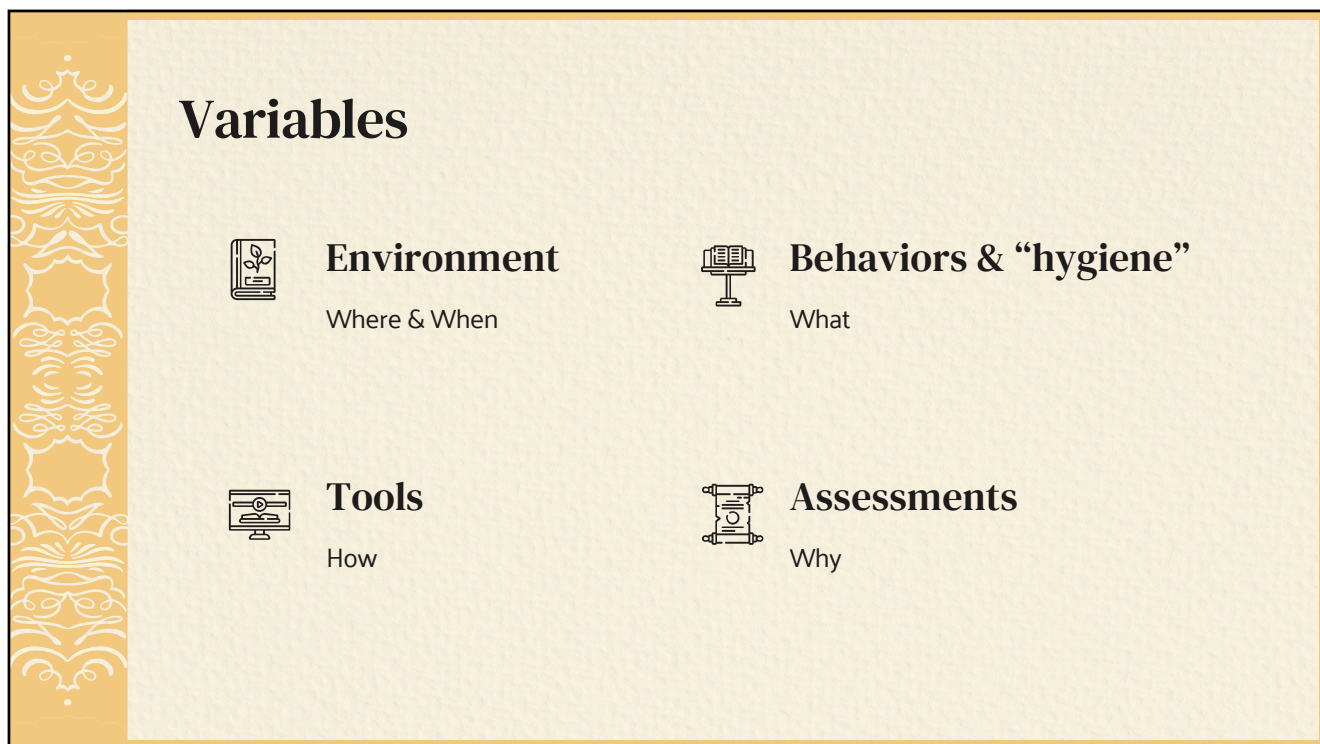


Comprehension
Understanding/making meaning from text

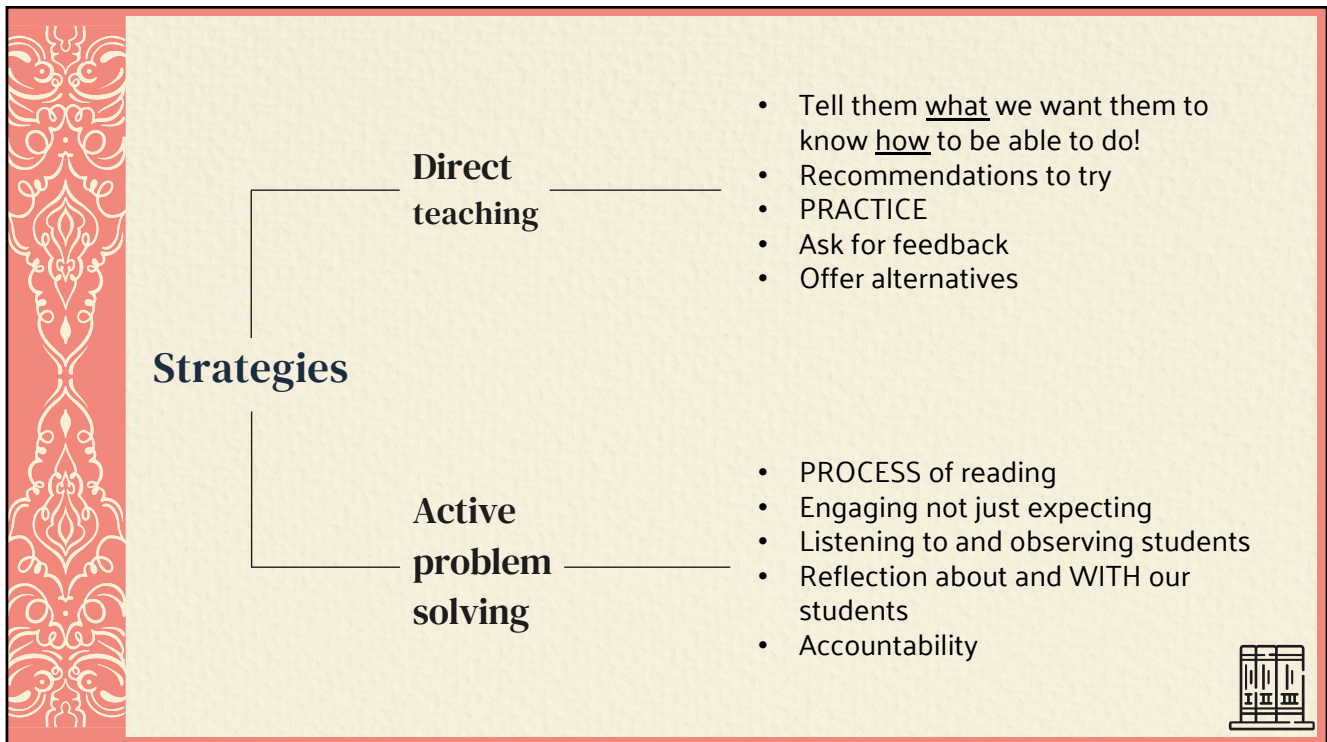
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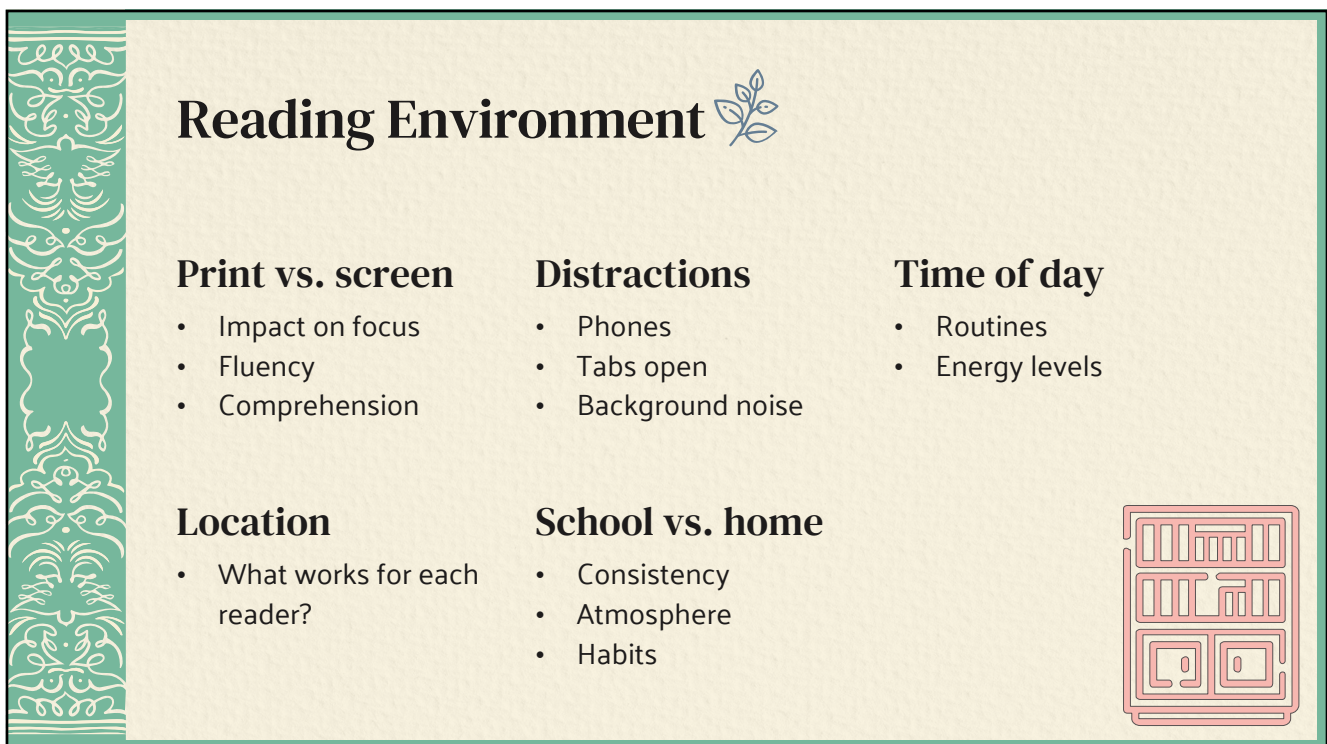
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10



11



12

Reading behavior & “hygiene”



Skills/strategies/habits that we can teach and model

- ❑ **Pre-reading rituals:** reviewing previous reading assignment for key ideas/critical questions, previewing a text by skimming headings and overall arc, etc.
- ❑ **Annotation/note-taking:** marginal notes, notebook-based response logs
- ❑ **Goal setting:** Set specific goals for the reading session – what lenses/themes/questions motivate the specific reading?
- ❑ **Stamina and focus awareness:** Encourage students to register how long they are able to stay engaged in reading and to reflect on what gets in the way.

13

Reading Tools

- ❑ **Text-to-speech and audiobooks**



- ❑ **Digital annotation tools** (e.g., PDFs)
- ❑ **Apps/tools for focus:** screen blockers, timers, mindfulness tools
- ❑ **Journals** (reflection, keepsake, process)
- ❑ **Summaries, explainers** (AI or not!)



14

Reading Assessments

- **Formative assessment:** reading quizzes – plot vs. themes/nuance
- **Compliance:** building process
- **Self-reflection:** may have to assign for points to build the habit
 - What tools did I use to get reading done?
 - Which types of readings are easier or harder?
 - What are the goals of reading? (“What am I reading? Why are we reading this?”)
- **Problem-solving...** Convincing students that it is worth it to read and to problem-solve
 - Evidence
 - Recall and revisit – analysis and synthesis

15

Reading Metacognition Example

Recent upper-level Junior English students reflected in writing on the following question:
*In what ways, if any, do you feel like you have grown as an academic *reader* in class this year?*

Three sample responses:

I learned how to slow down and really pay attention more to what a text is doing, not just what it says. Before, I used to just read for plot, but now I catch myself thinking more about things like tone, structure, and what the author's trying to make me feel or notice.

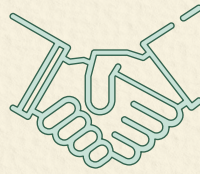
One of the main ways I grown as a reader was by learning how to find and analyze subtext and find the deeper meaning of passages. I feel like that was the main focus of almost every class, and that helped me grown big time as a reader.

I have grown a lot in terms of understanding the sometimes niche or complex topics within a text. Even though I am still not great and miss out on a lot of stuff, I am much better than what I was last year. My annotations have also gotten a lot better. I no longer base success off how many I have but the quality of them and how they are going to serve me later.

16

Buy-in

How do we get students to engage?



17

Building School Reading Culture - possibilities



Independent Reading Time

(from *Just Read It* by Jarred Amato)

- Integrated into classroom time, study hall, afterschool activities, etc.
- Establishes routine
- Emphasizes student choice in text and joy of reading
- “Builds habitual readers with conscious reading identities”
- Students build relationship with literacy, not just with literature



18

Building School Reading Culture - possibilities



Branded Reading Campaign

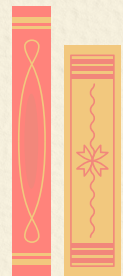
(from *Leading a Culture of Reading* by Lorraine Radice)

- Social media to elevate awareness
- Rally adults to explore their reading lives
 - Faculty include what they're reading in email signatures
- Independent reading time during classes/study hall when possible
- Events (Silent Book Club, author talks, book swap)
- Summer reading choice



19

Vision!



20