

# For the Love of Reading



Jennifer Stairs-English Language Arts Instructor  
Chris Korbel-Information Technology Instructor  
Jim Wrede-Automotive Technology Instructor

TBAISD Career-Tech Center

# CCSS for Science & Technical Subjects



∞ Grades 11 & 12

∞ CCSS.ELA-Literacy.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

∞ CCSS.ELA-Literacy.RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.

# Why Are We Concerned?



## Percent of Students by Frequency of Reading for Fun

Age 17	Almost Every Day	Once or Twice a Week	Once or Twice a Month	A Few Times a Year	Never or Hardly Ever
1984	31%	33%	17%	10%	9%
2004	22%	30%	15%	14%	19%

Source: U.S. Department of Education, National Center for Education Statistics

# College or Career Readiness



- ❧ College = Reading – Hundreds of Pages Per Week!
- ❧ 52% of Graduates Taking the ACT in 2012 Met the Reading Benchmark
- ❧ In the Fields of Education, IT, and Marketing the Projected Demand for Jobs is Greater Than the Projected Supply of Workers Based on 2012 ACT Statistics
- ❧ 25% of 2012 Graduates Fell Short In the Four Subjects with Readiness Benchmarks (English, Reading, Math, Science)

# Have you ever heard...



❧ “Reading is stupid.”

❧ “I hate reading.”

❧ “Reading is for people  
who have nothing better  
to do.”

“Although there has been measurable progress in recent years in reading ability at the elementary school level, all progress appears to halt as children enter their teenage years.”



~2007 study

*To Read or Not to Read*



“Today, many students don’t know how to read things with a grain of salt. So how do we go about fixing this? Well, first we have to get them to read, then get them to read critically.”

~Ben Johnson, Edutopia

# The experts



- ❧ “Older struggling readers will never become fluent and proficient readers unless teachers design interventions that dramatically increase the volume of reading that they do.” ~Richard Allington
- ❧ Expertise requires an investment of ten thousand hours. What leads to greatness? Hours of practice. Hours and Hours. Readers, too, become great when they have many hours of practice. ~*Outliers*, Malcolm Gladwell

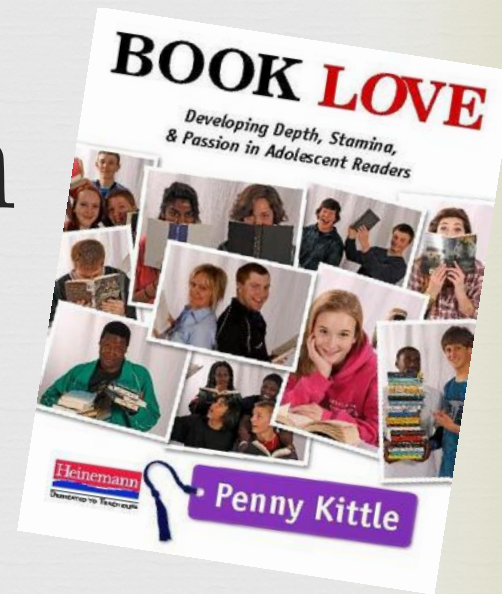


# Penny Kittle

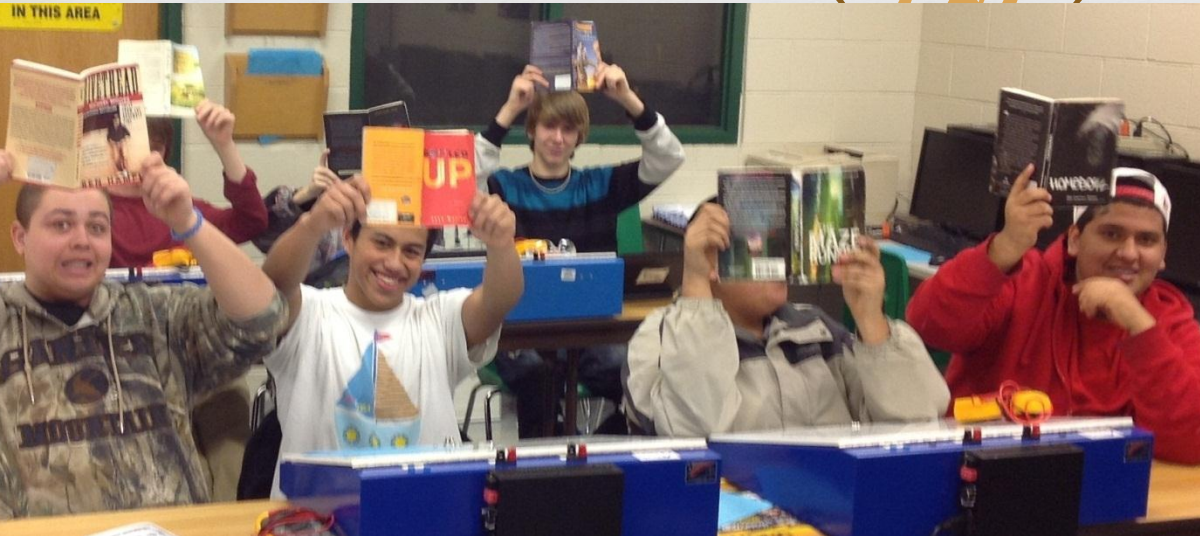


“Every kid needs a home run book.”

“All you need is to match a kid to a book.”



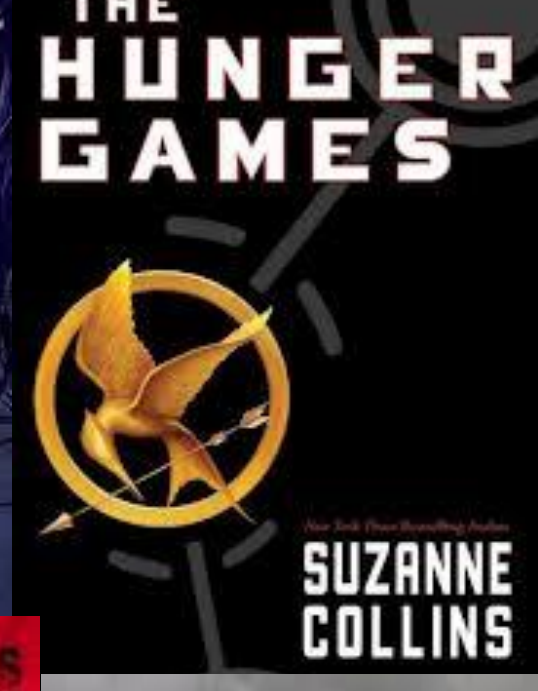
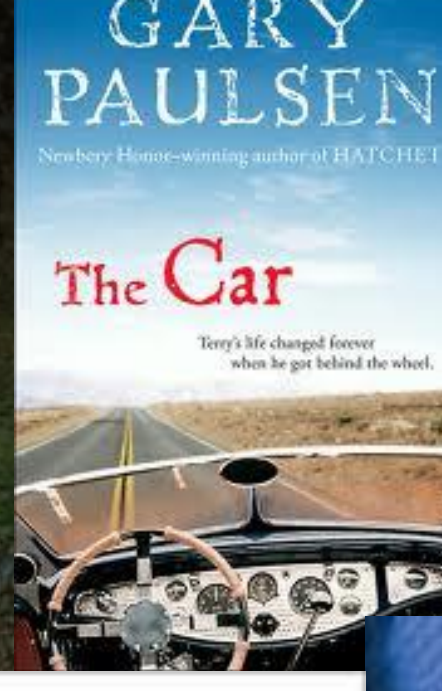
# Sustained Silent Reading (SSR)



# Parent Letter



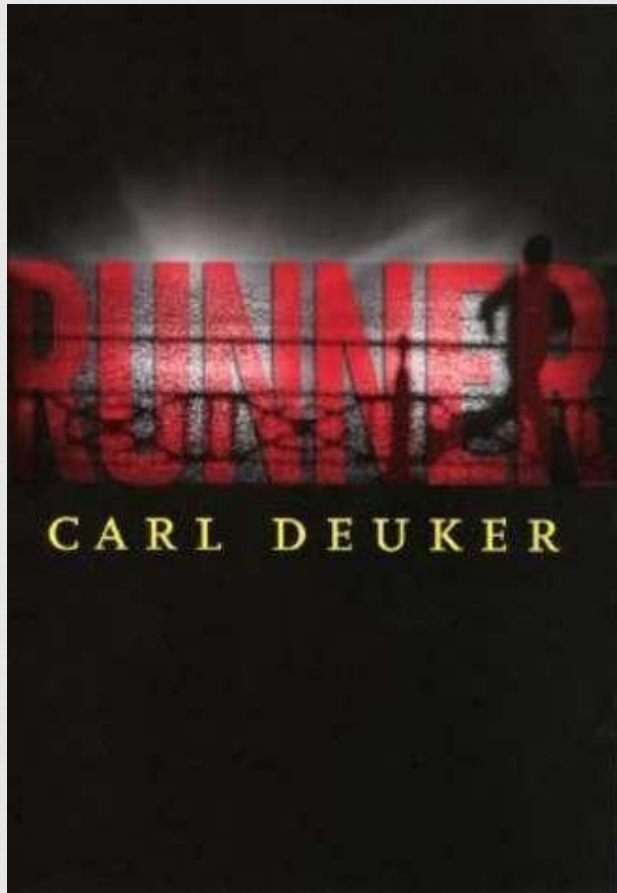
- ❧ **The bottom line: I will not place a tight filter on what is read in this class and I'm asking for your support in this.** I hope you will talk to your child about what he/she is reading this year. If you want me to more closely monitor your child's choices this year, by all means, call me and we'll work out a plan to which we can both contribute.
- ❧ **IF YOU SIGN THIS, IT MEANS YOU UNDERSTAND BOOKS WON'T BE BANNED IN MY CLASSROOM AND YOUR CHILD WILL BE ALLOWED TO CHOOSE WHAT HE/SHE READS. STUDENTS WILL NOT BE FORCED TO READ A TITLE.**

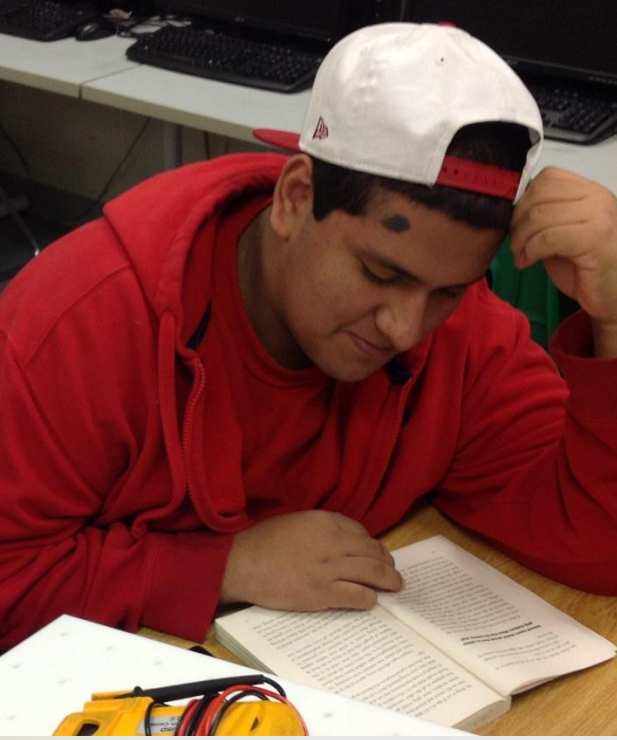




Having books for students to select from is helpful, but it does not have to be elaborate.

# Teacher book talk





One book talk required this quarter. Must be completed before January 11<sup>th</sup>.

Title	Author	Reading Rate (pages per week)	How many stars out of five?
ALABAMA MOON	WATT KEY	40	5

Explain your rating (stars): Be specific and thorough!

IT WAS THE FIRST FULL BOOK IVE READ SINCE I WAS LITTLE. IT WAS VERY INTERESTING AND DIDNT GO THE WAY I THOUGHT IT WOULD AT ANY POINT OF THE STORY

Book Talk Date Completed: 12/19	How completed: <ul style="list-style-type: none"> <li>• Oral, privately</li> <li>• Oral, publicly</li> <li>• Written</li> </ul>	Responded to these questions (one from each category): Mile 10
---------------------------------	---	---

- Questions:
- Category 1-Personal Connection
- Find one specific idea, event, or behavior in the book that relates to your real life, including to your program here at CTC. Explain the connection well enough so that your thoughts are clear.
  - Has this book changed you—broadened your perspective or outlook? Have you learned something new or been exposed to different ideas about people or a certain part of the world or something else? What have you learned? Explain using specific details.
  - Find a specific idea, event, or behavior in the book that connects to our world. It may connect to a current event, a piece of our culture, or a famous person/people. Explain the connection and how these two things are similar and different.
- Category 2-Author's Craft
- What passages from the book strike you as insightful, even profound? Maybe it is a bit of dialogue that is funny, touching, or that illustrates the characteristics of the main character(s). Maybe it is a section from the book that matches the theme of the book. Why did you select these passages? Try to select 2 or 3 passages.
  - What specific themes did the author emphasize throughout the book? What do you think he or she is trying to get across to the reader? What, in fact, did you take away from the story? Who might be the intended audience? Explain using details from the book.
  - How was this book constructed? Explain the structure the author used to get the story/information across to the reader. Be specific and use details from the book to explain its structure.





Task required this quarter. Must be completed before January 11<sup>th</sup>.

	Author	Reading Rate (pages per week)	How many out of five
Ender's game	Orson Scott Card	100	5

Explain your rating (stars): Be specific and thorough!

At the beginning of the book I had a hard time understanding what was going on. But after I got into the book it was very good. I could hardly put it down. I started reading at home. That's weird!!

Ender's game was amazing! I couldn't put it down, it took me to the edge of man and space into the future and into battle. This book has everything, war, space, politics, a touching story, and aliens! I could not put it down I found myself staying up later than I should have reading when I was done I looked at so much I read the rest of the

series which was also very good five out of five stars I would recommend this book to everyone no matter the age or sex. Ender's game needs to be on your reading list.

Title & Author of book you are reading:

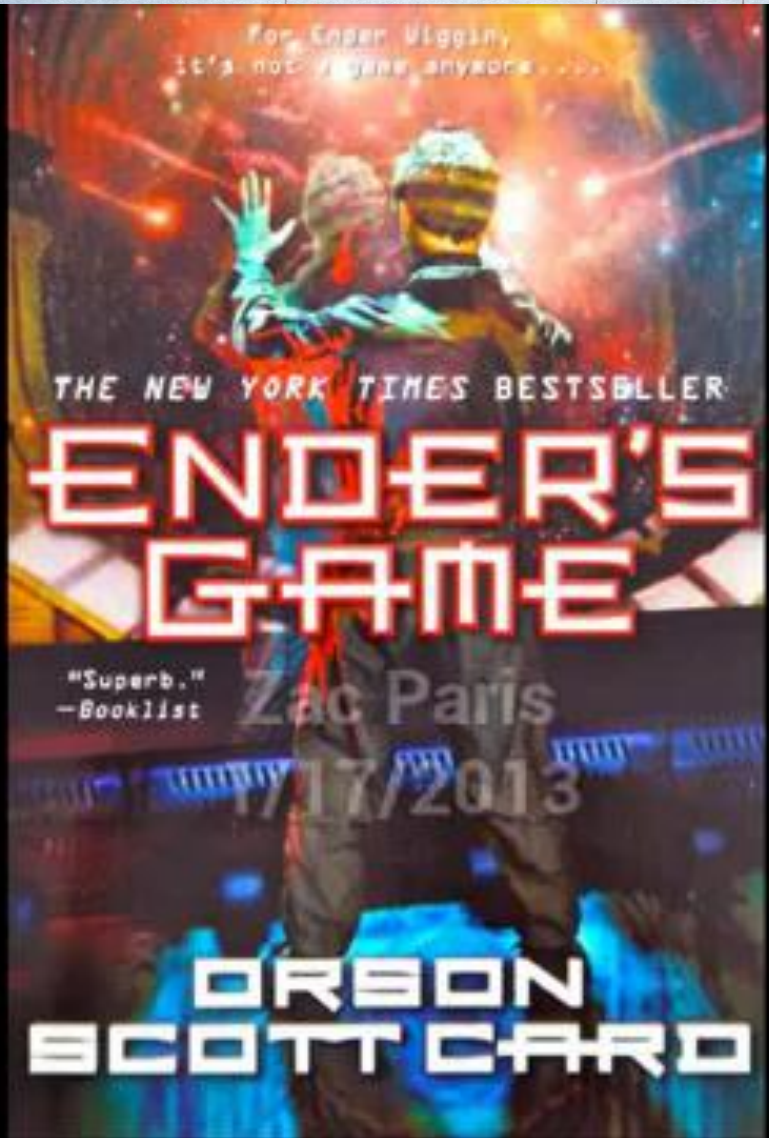
The Green Mile, The Bad Death of Edward Delacroix

Write details about what you've read:

What I read was Percy one of the guards at the Green Mile stepped on Delacroix's (prisoner) pet rat. The rat was very special and could do tricks and was very wise so Coffey (prisoner) brought the mouse back ~~to~~ to life with these special powers he has. Now the two guards Brutal and Paul are getting ready for the execution of Edward Delacroix and Delacroix is getting blessed by a Cajun French priest before he gets executed because he is French.

One book review required this quarter. Must be completed before January 11<sup>th</sup>.

Title	Author	Reading Rate	How many stars out of five?
-------	--------	--------------	-----------------------------



wevideo

# Dresden Files Book Review



# Does this really work?



Corey, initially a reluctant reader, has read 13 books since we started our SSR program.  
-Auto Mechanics

# A very reluctant reader...



Last year, Jeff refused to read a book. This year, he has read three books, *The Hunger Games* series.

~Auto Body Repair

Here is  
what  
students  
have said...

from *Auto  
Mechanics*



...and a  
student  
from Auto  
Body  
Repair



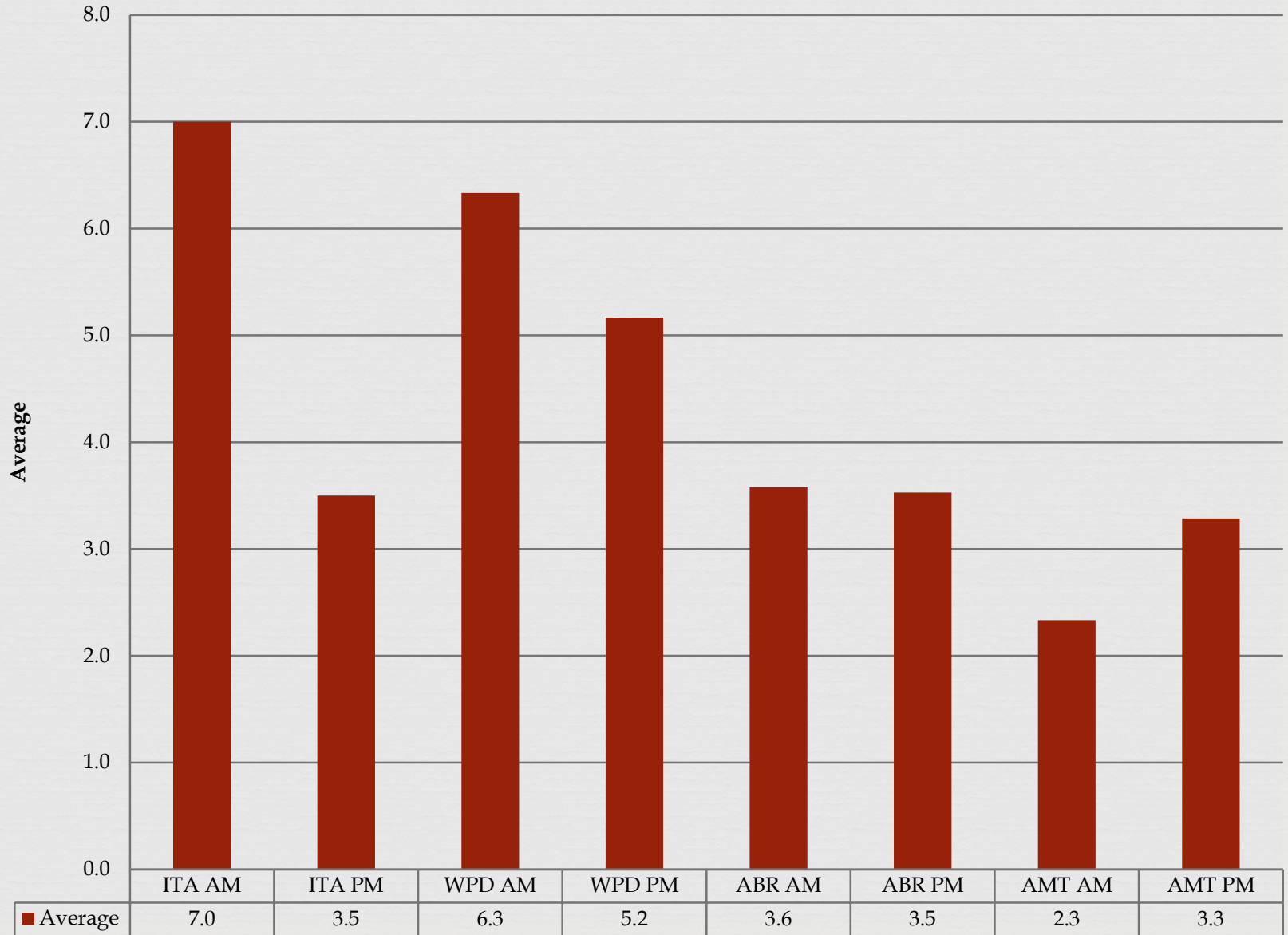
# SSR has changed our reading culture...



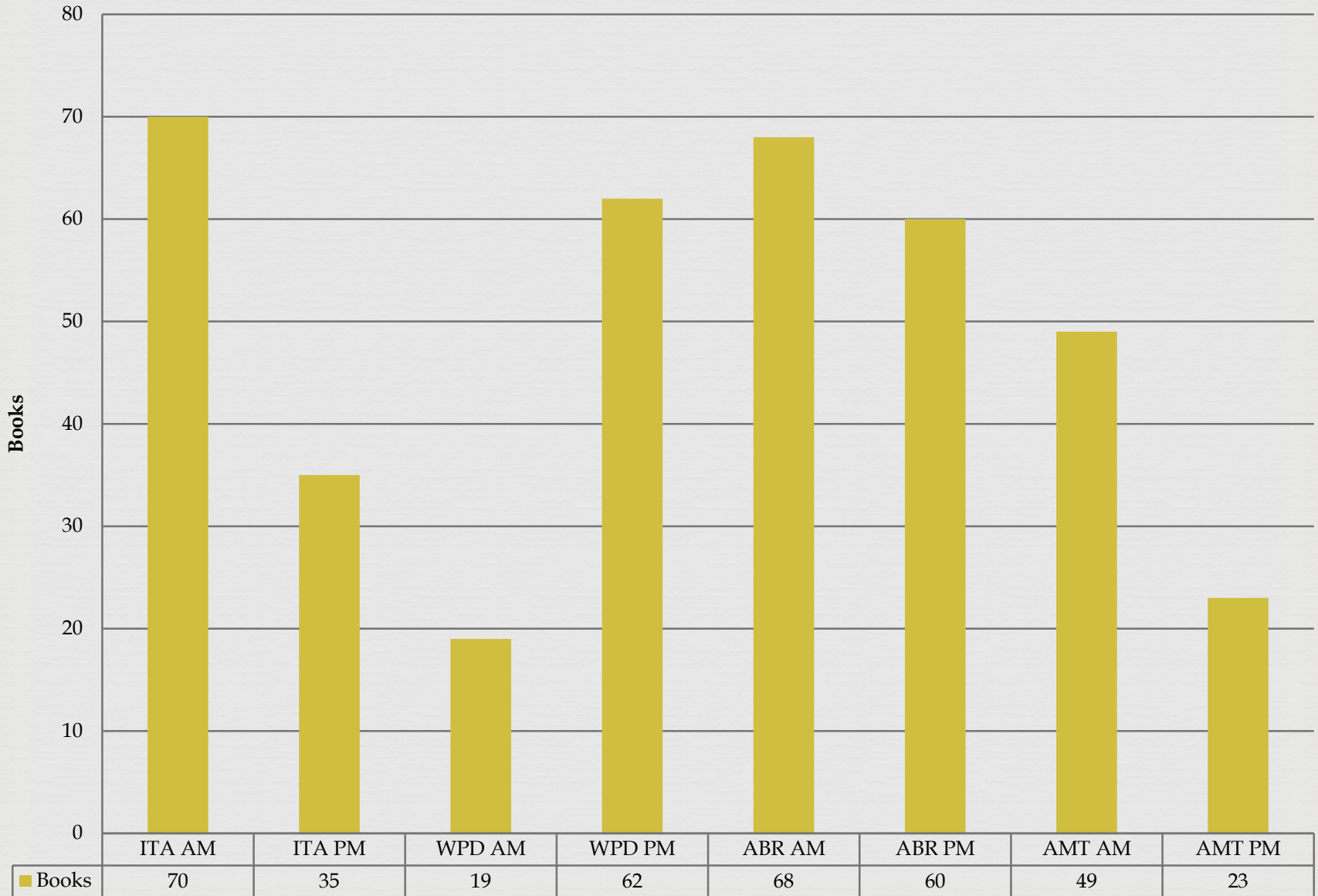
- ❧ “You’ve turned me into some sort of crazy reader. Can I get the next book?”
- ❧ “Can you get me the next book in this series?”
- ❧ “I loved this book so much I went and bought the next one.”
- ❧ “Hey Mrs. Stairs-I just finished my 5<sup>th</sup> book!”



# Average Books per Student



# 386 Total Books Read with 99 Students Reporting



# The Bottom Line



## Employment Data

Reading Level	Employed Full-Time or Part-Time	Not in Labor Force	Unemployed
Proficient Readers	78%	18%	3%
Basic Readers	56%	38%	6%
Below Basic Readers	45%	50%	5%

Source: U.S. Department of Education, National Center for Education Statistics

# For more information and resources



☞ [www.tbaisdctc.weebly.com](http://www.tbaisdctc.weebly.com)

☞ Click on the tab “For the Love of Reading.”