From 5K to Marathon: Building Reading Stamina

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Objectives

- Understand the need for complex text and the ways in which reading stamina support student success with more challenging passages
- Identify specific literacy skills that reinforce reading stamina
- Discuss how to develop the focus students need to build stamina
- Recognize instructional strategies that develop perseverance in reading

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Part 1

Why Reading Stamina?

Text complexity in K-12

- Reported decline in high-school level text
  - More students are on track to being ready for college-level reading in 8th and 10th grade than are actually ready by the time they reach 12th grade. (ACT)

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Text complexity in K-12

- Increased text difficulty of college/career texts

The college "course" has increased in difficulty with more miles and steeper hills. Our students need to practice on these kinds of trails or they will not have the endurance to finish the race.

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Text Complexity in K-12

- Decline in school text complexity overall

Because reading (and running) are hard, schools have tended to pick easier passages with less miles and flat terrain, leaving kids less prepared for rigorous challenges (like a marathon).

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High-quality complex texts for all students

- Complex text holds the vocabulary-, language-, knowledge-, and thinking-building potential of deep comprehension.
- If students have not developed the **skills**, **concentration**, and **perseverance** to read challenging texts with understanding, they will read less in general.

  (This describes reading stamina.)

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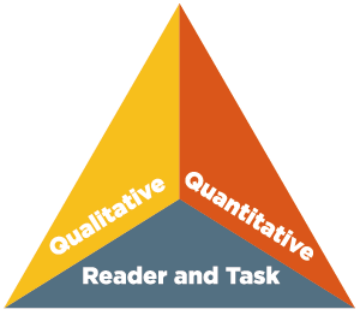
Text complexity defined in CCSS



- **Qualitative factors**
  - Levels of meaning
  - Text structure
  - Language conventionality and clarity
  - Knowledge demands
- **Quantitative factors**
  - Readability measures using word length or frequency, sentence length, text cohesion (for example, Lexiles)
- **Reader and task considerations**
  - Reader variables (motivation, knowledge, experiences)
  - Task variables (purpose, complexity of the task assigned)

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Sample college science text

- McGraw Hill Biology, 6th Edition
- Chapter 3: The Chemical Building Blocks of Life
  - 3.1 Molecules are the building blocks are life

Read section 3.1 and note:

- Text structure
- Language
- Knowledge demands

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Lexile ranges realigned to CCSS

"MetaMetrics has realigned its Lexile ranges to match the Standards' text complexity grade bands and has adjusted upward its trajectory of reading comprehension development through the grades to indicate that all students should be reading at the college and career readiness level by no later than the end of high school."

Figure 3: Text Complexity Grade Bands and Associated Lexile Ranges (in Lexiles)

Text Complexity Grade Band in the Standards	5K / Old Lexile Ranges	Marathon / New Lexile Ranges
K–1	N/A	N/A
2–3	450–725	450–790
4–5	645–845	770–980
6–8	860–1010	955–1155
9–10	960–1115	1080–1305
11–CCR	1070–1220	1215–1355

Demands of Complex Texts

1. A Willingness to Probe
   a. Complex texts are the products of careful thought and require students to sit for long periods of time in concentration.
   b. Students need to be able to pause the consider what is being said on more complicated texts.
   c. This takes practice, when their natural world is filled with digital jumping.

Bauerlein, M. (2011, February 1). Too Dumb for Complex Texts? Retrieved November 25, 2015, from http://www.ascd.org/publications/educational-leadership/feb11/vol68/num05/Too-Dumb-for-Complex-Texts¢.aspx

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Demands of Complex Texts (continued)

2. The Capacity for Uninterrupted Thinking
   a. Complex text requires few interruptions.
   b. In order to comprehend the author's meaning, students cannot be checking emails or answering a text message.
   c. Teachers need to help students to build focus on longer and more complicated passages.

Bauerlein, M. (2011, February 1). Too Dumb for Complex Texts? Retrieved November 25, 2015, from http://www.ascd.org/publications/educational-leadership/feb11/vol68/num05/Too-Dumb-for-Complex-Texts¢.aspx

Demands of Complex Texts (continued)

3. A Receptivity to Deep Thinking
   a. Students must be able to grapple with the content and come to personal conclusions.
   b. This process takes time and students must become accustomed to working with the same text for long periods of time.
   c. This requires a level of patience that students are not used to practicing.

Bauerlein, M. (2011, February 1). Too Dumb for Complex Texts? Retrieved November 25, 2015, from http://www.ascd.org/publications/educational-leadership/feb11/vol68/num05/Too-Dumb-for-Complex-Texts¢.aspx

Demands of Complex Texts (continued)

4. A Habit of Slow Reading
   a. Teachers should preserve a place for unwired, unplugged, unconnected learning.
   b. All practices that slow down reading will lead to more success with complex text.
   c. Slow reading must become a part of the curriculum, a practice with which students become accustom.

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Demands of Complex Text

1. Willingness to Probe (A-F)
2. The Capacity for Uninterrupted Thinking (G-O)
3. Receptivity to Deep Thinking (P-S)
4. Habit of Slow Reading (T-Z)

Write 3 impacts this demand would have on English Language Learners.

7 Actions that Teachers Can Take Right Now: Text Complexity

- Read Action 6
  - 3-2-1: On a sticky note, write...
    - **Three** things you understand about building stamina.
    - **Two** things you already do in your classroom that you believe build student stamina.
    - **One** question you have about building stamina.

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Part 2

Marathon Training:

Strategies for Building Reading Stamina

Building Reading Stamina

1. SKILLS
2. FOCUS
3. PERSEVERANCE

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SKILLS

Vocabulary Instruction

- Teachers can analyze the words in complex texts
  - Place names
  - Monosyllabic words
  - Compound words
  - Tier One, Tier Two, Tier Three words
- Explicitly teacher ***Tier Two*** words
- Teach students strategies for unknown words

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Paint Chips Strategy

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Paint Chips Strategy Continued

- What words are best suited for paint chips?
- How could you incorporate a strategy like this with ELLs?

Jigsaw Vocabulary

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Vocabulary is like Stretching

- You stretch a little before a run.
- You stretch A LOT after a run.

It makes sense to have students create a habit of analyzing vocabulary after reading complex texts, once they understand the context.

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The Skill of Annotation

If a section:

✓ Confirms what you thought

✗ Contradicts what you thought

? Raises a question

?? Confuses you

★ Seems important

! Is new or interesting

If a word

Gets repeated
Seems important
Is unknown

Box it: Word

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One Minute Paper

Write for one minute about other skills that you can explicitly teach your ELLs to build confidence and work towards reading stamina.

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FOCUS

Teaching Mindfulness

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F.O.C.U.S.

- **F**= ***Focus*** on the text: clear desk, put away distractions
- **O**= ***One*** paragraph, section or stanza at a time
- **C**= ***Connect*** to the experiences in the text
- **U**= ***Use*** your resources: look up words, reread, annotate
- **S**= ***Stick*** with it. Don't give up!

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Focus Cue Cards

FOCUS on text.

REREAD and write a question.

ONE paragraph at a time- Write most important details.

USE your dictionary. Write a definition.

STICK with it- don’t give up!

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PERSEVERANCE

Challenge for Growth

- Shift ownership to students (goal setting)
- Confer with students
  - Identify strengths determined through observation and conversation
  - Choose an area you want to reinforce
  - When ready, work on the strategies that will help the student transition to the next level
- Coach students
  - the student tries the strategy in relationship to his/her own work
  - the teacher gives tips and prompts
  - the teacher gradually releases the degree of supports

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Growth Mindset

- Intelligence is malleable
- You can cultivate your basic qualities through effort
- Everyone can change and grow through application and experience
- Develop a passion for stretching yourself and sticking to it even when it’s not going well
- View challenging work as an opportunity to learn and grow

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Teach a Growth Mindset

- Praise the process, the effort, the strategies, the choices, the persistence
- Emphasize that fast learning is not always the deepest and best learning
- Teach directly about different mindsets (empowering)
- Have students establish personal goals
- Provide meaningful learning tasks that challenge every student in some way

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Allow Students to Struggle

- The GRIND
- Productive Struggle
  - Provide a task just outside their reach
  - Allow them to grapple with it
  - Develop perception of struggle as an indicator of strength based on effort

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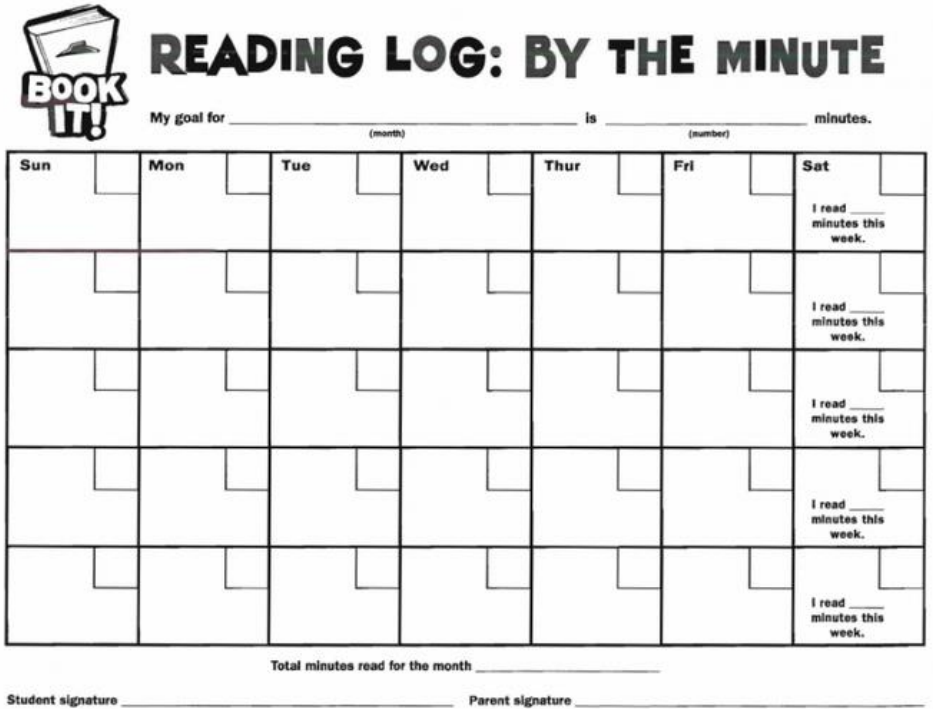
Goal Setting Tools

- Create a reading calendar that will allow students to take ownership in planning their book goals
- Use book marks and sticky notes to assist students with comprehension and goal attainment



BOOK IT!

READING LOG: BY THE MINUTE

My goal for _____ (month) is _____ (number) minutes.

Sun	Mon	Tue	Wed	Thur	Fri	Sat
						I read ____ minutes this week.
						I read ____ minutes this week.
						I read ____ minutes this week.
						I read ____ minutes this week.
						I read ____ minutes this week.

Total minutes read for the month _____

Student signature _____ Parent signature _____

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Marathon Training Schedule: Novice 1

WEEK	MON	TUE	WED	THU	FRI	SAT	SUN
1	Rest	3 m run	3 m run	3 m run	Rest	6	Cross
2	Rest	3 m run	3 m run	3 m run	Rest	7	Cross
3	Rest	3 m run	4 m run	3 m run	Rest	5	Cross
4	Rest	3 m run	4 m run	3 m run	Rest	9	Cross
5	Rest	3 m run	5 m run	3 m run	Rest	10	Cross
6	Rest	3 m run	5 m run	3 m run	Rest	7	Cross
7	Rest	3 m run	6 m run	3 m run	Rest	12	Cross
8	Rest	3 m run	6 m run	3 m run	Rest	Rest	**Half Marathon**
9	Rest	3 m run	7 m run	4 m run	Rest	10	Cross
10	Rest	3 m run	7 m run	4 m run	Rest	15	Cross
11	Rest	4 m run	8 m run	4 m run	Rest	16	Cross
12	Rest	4 m run	8 m run	5 m run	Rest	12	Cross
13	Rest	4 m run	9 m run	5 m run	Rest	18	Cross
14	Rest	5 m run	9 m run	5 m run	Rest	14	Cross
15	Rest	5 m run	10 m run	5 m run	Rest	20	Cross
16	Rest	5 m run	8 m run	4 m run	Rest	12	Cross
17	Rest	4 m run	6 m run	3 m run	Rest	8	Cross
18	Rest	3 m run	4 m run	2 m run	Rest	Rest	**Marathon**

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Name _____ Date _____

Reading Stamina

Successful college students read 200 – 600 pages per week.

Whaaaaaat? It's true. But we won't start there- We'll work our way there. Below track your progress on as we start by reading only 5 minutes at a time…. And gradually increase.

Title (of book, article…)	# minutes	Page # start (a /b)	Page # end (a/b)	# Interruptions	Comprehension score
(example) Divergent	5	2b	4a	0	5/5

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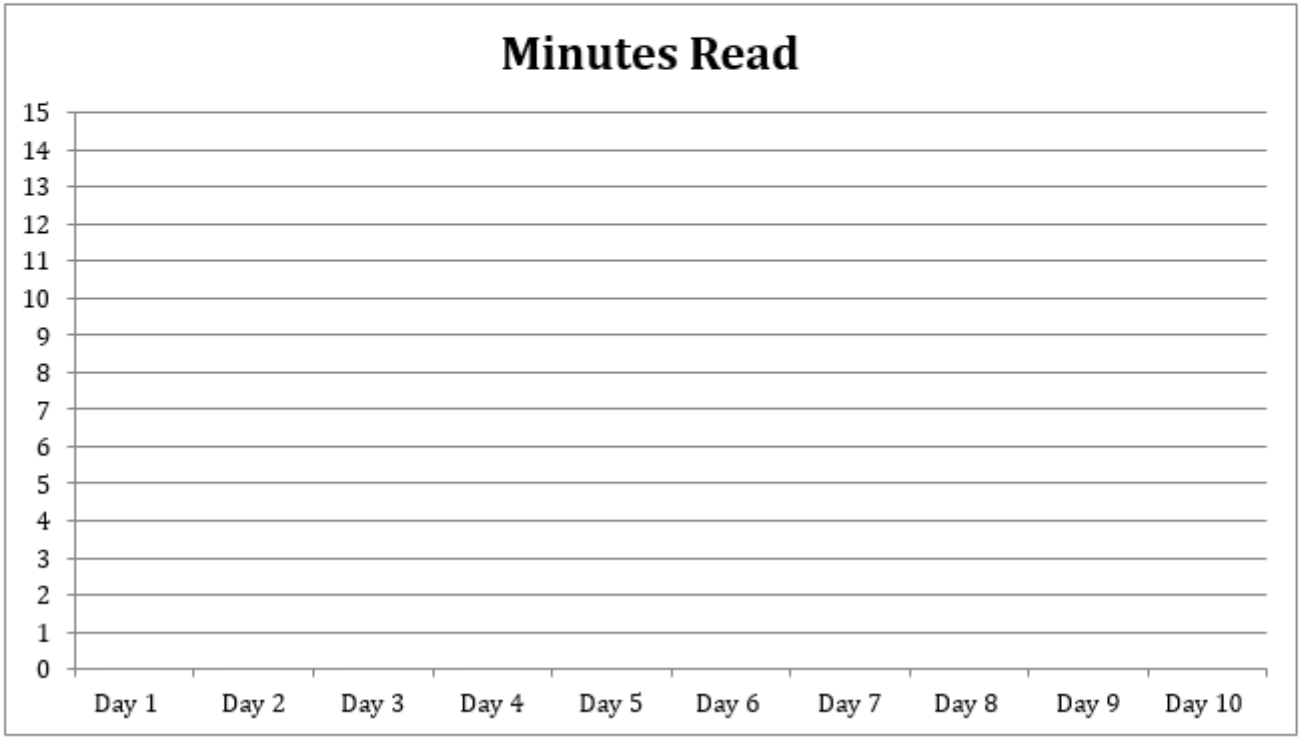
http://ohiorc.org/formative-assessment/strategies/?ReviewID=617

Reading Stamina Growth

Use this chart to track your growth.



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Practice, Practice, Practice

- Grit requires multiple rehearsals with content or skills to achieve success and develop mastery
- Strengthens neural connections; over time new behaviors become habits
- Practice must
    - have an express purpose.
    - demand attention and focus
    - involve conscious repetition or rehearsal
    - Be geared to the individual.

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Rate 1-5

Provide a 1-5 rating (5 being the best) on how much time for independent reading practice you are able to incorporate DAILY in your classroom.

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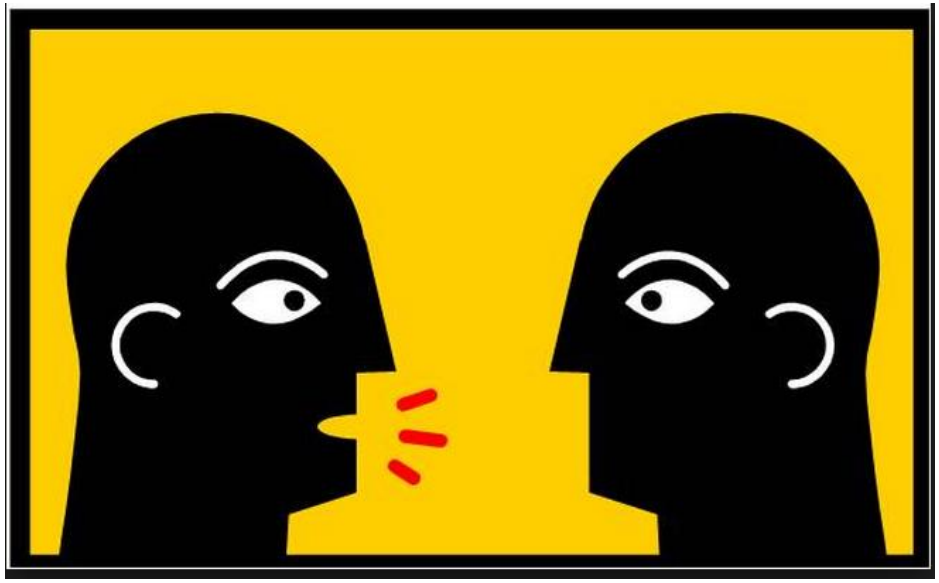
How can we provide more time for practice?

Talk to your neighbor about strategies we can use to provide ELLs with more time to practice daily independent reading.



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Model Failure

- Classroom environment must be safe to take risks
- Model mistakes as a learning opportunity
- Resilience, perseverance, drive and delayed gratification are as important as cognitive skills
- Share your stories; brainstorm better solutions
    - Teach them how to react to failure

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Thank You!

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