

# Harlan 's to Read

March/April 2016



## Reading RTI Cycle 3 Wrap-up

- ✓ Cycle 3 of Reading RTI Ends on Thursday, March 17, 2016.
- ✓ Please enter all of your attendance and progress monitoring data onto I-Tracker.
- ✓ Fill-out the "BSD RTI Data Collection and Teacher Recommendation Form" for each student in your RTI group.
- ✓ PLC Meetings from 3/18/16 – 3/24/16 will be used to discuss groups for Cycle 4.
- ✓ Please bring the Data Collection Forms and any relevant assessments used throughout Reading RTI, such as, the Walpole skill assessments to the PLC meetings.
- ✓ Although the cycle will conclude and PLC meetings will be in session, teachers and tutors will still meet with their Cycle 3 groups until Cycle 4 starts on 4/4/16.

Please contact me if you have any questions:  
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## National Read Across America March AR Challenge

- To celebrate reading in the month of March, we are doing a grade level AR challenge.
- Each time a student in your class reads a book and takes an AR quiz (with 80% passing or better), color in a number on the Dr. Seuss 100's chart.
- The classroom at each grade level that reads the most books may either receive extra recess OR view a special Dr. Seuss video based on one of his classic books.
- Classes will enjoy their incentive on Thursday, 3/24/16.
- If you need extra 100's charts, let me know!

**Happy Reading!!!**

**Reminder:** The Literacy Committee meets the 2<sup>nd</sup> and 4<sup>th</sup> Thursday of each month (3:50-4:50). We would love to have you! Join us in the library ☺



For your  
Calendar:

March 17  
Last Day of Cycle 3

March 18-March 24  
Cycle Review Mtgs in PLC

April 4  
RTI Cycle 4 Starts

April 20  
RTI Cycle 4 Ends

## Eliminating Shame in Reading Instruction

Three simple principles to change struggling readers' perceptions  
(Excerpt from Literacy Today magazine; By Justin Stygles)

Shame is an emerging buzzword in pop culture, and it is a serious topic. After all, when discussing shame, we are dealing with the emotion behind suicide, addiction, and depression. For the purpose of this article, shame is defined as "a painful state of awareness of one's basic defectiveness as a human being" (Ronald T. Potter-Efron).

Tragically, shame is alive and well in reading development. I don't believe students voluntarily announce "I hate reading" without feeling contempt, failure, and rejection regarding the activity. How maturing readers internalize their deficiency is what we need to consider in order to promote resiliency.

How does it develop? Unlike participation in sports, the choice to abandon reading to pursue other talents is not an option. Kids really have no escape from the struggles they face during the learning-to-read process, especially in light of frequent assessment. Reminders of imperfection, hearing "not good enough," or becoming a "good reader" force students to reckon with shortcomings frequently.

Maturing readers are smart. If reading isn't working for them or failure is imminent, they will seek satisfaction, acceptance, or success in other places. If there is reason to feel contempt about themselves, readers will escape reading by hiding or rejecting it altogether. Let's face it: Reading is an emotionally charged learning process. Shame will not vanish until we take the time to consider how kids are responding to instruction or assessment.

Refocusing the transaction between the reader, teacher, and instruction should be centered on three principles: **compassion, authenticity,** and **RESILIENCY.**

1. **Compassion:** One of the most critical aspects we need to consider as literacy educators is the role of assessment. Far too often, assessments remind students of what they are incapable of doing. If we want students to read, we should not find reasons for students to believe they cannot. Measurement must be replaced by early and frequent positive transactions between reader, teacher, and texts. Assessment should guide these transactions and not increase student shame.
2. **Authenticity:** Students know the consumers of text in a classroom. Voracious readers can be intimidating. But how we convey to students how to handle those intimidations is how we demonstrate that reading is about perseverance as well as pleasure. After all, we find pleasure and confidence from the challenges we overcome. We should share with students what intimidates us about reading, how we find time, and how we focus. I completely empathize with kids. Reading is hard to do when football, soccer, and playing need to be done. If we show our readers realities of reading, maturing students will see reading as less burdensome.
3. **RESILIENCY:** What students can (and should) learn is how to manage their time, select books reasonably, and justify their reading choices. When students understand their capacity-what they can do successfully-they not only protect themselves from shameful failure but also become stronger readers through repeated experiences of success and pleasure. When readers can replace dark experiences around reading with describable moments of achievement (i.e. "breakthrough" books), shame is squelched.

## LITERACY SHOUT OUTS:

Shout out to **Tasha Moore, Julie Shino, and Linda Powell** for their hard work and preparation for Harlan's first ever AR Reading and Magic School Bus Science Night!

Thank you to all of the volunteers who made the night possible!

## QUOTES OF THE MONTH:

**"Sometimes, finding and losing yourself in a book, takes an engaging teacher and a compelling story for students to make a connection."**

-Brandon Brito, Senior at Revere High School in Massachusetts

## ARTICLES OF THE MONTH:

[Stretch Their Vocabularies](#)

[Reading Self-Selected Books for Fun](#)



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