

What Page Are You On?

Springfield Adult Learning Center

*Springfield Technical Community College
Springfield Housing Authority*

Spring 2019

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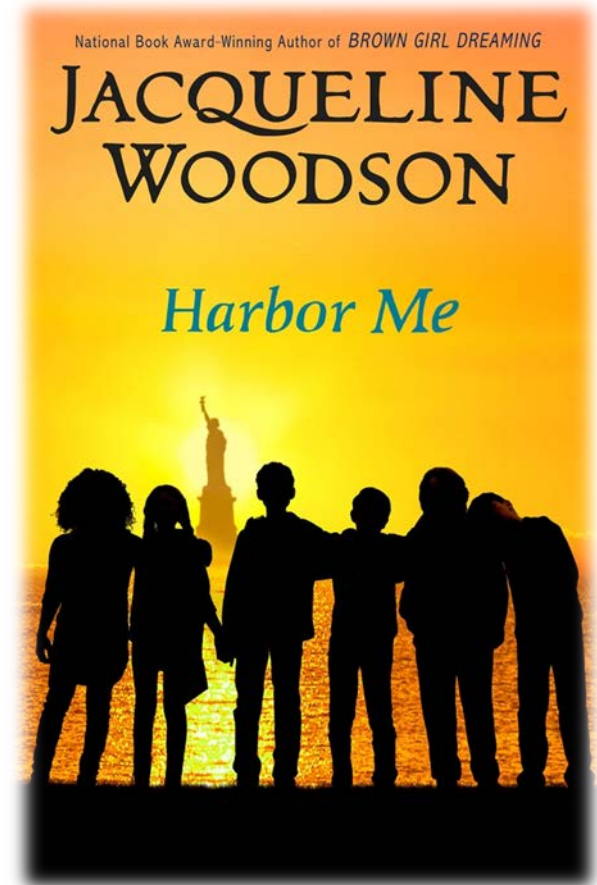


Photo source: Amazon

Program Description

Education Collaborative:

Springfield Technical Community College (ABE)

Springfield Housing Authority (ABE)

Holyoke Community College (ESOL)

Approx. 155 DESE funded ABE slots

Student Snapshot:

Median age 35

Majority Latinx and/or Hispanic

Day and Evening Programming



What can we do that will benefit our students and program?

Engage our students in reading activities!

Provide access to books!

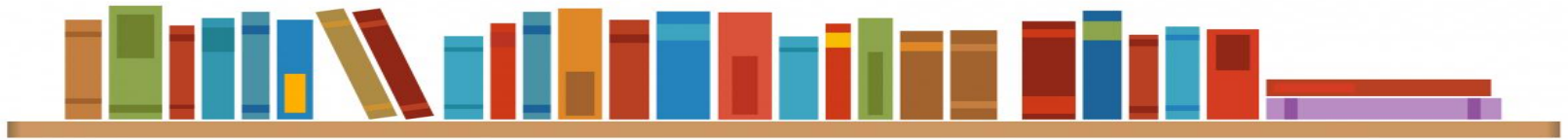
Provide instruction that will strengthen metacognitive skills!

Build a foundation for family literacy!

DO SOMETHING DIFFERENT!

“What Page Are You On?”

SALC Independent Reading Project



The Springfield Adult Learning Center (SALC) proposes a **program wide one-book community** where all students across all levels of instruction, along with staff, will be **reading independent reading books** that all share a **common theme** with an overarching goal of **developing an active community of engaged readers.**

Students will be engaging with **dialectical journaling** in response to the text, engaging in **conversations with each other and staff**, as well as continuing to **build and strengthen metacognitive skills and independent reading strategies.**

Project Goals

Develop an active community of readers and inspire students to read!



Students will:

- Build and strengthen independent reading skills
- Engage in dialectical journaling while increasing metacognitive strategies
- Develop a new outlook on and/or love for reading!

The SALC will:

- Increase program cohesiveness by utilizing a one-book strategy across all classes
- Provide a platform for families to engage in literacy practices
- Provide new reading instruction strategies for staff members

“I took the book with me on vacation in Puerto Rico... I just couldn’t stop reading it! I was talking to my family about it when we were on the beach, and I even gave the book to my cousin to read after I was done with it because she wanted to read it after hearing me talk about it.” – Evening SALC Student

What Page Are You On?

SALC Student and Staff Independent Reading Project

Who:

All SALC Students and Staff

What:

Reading *Harbor Me* by Jacqueline Woodson
Book discussions with students and staff
Journaling

Where:

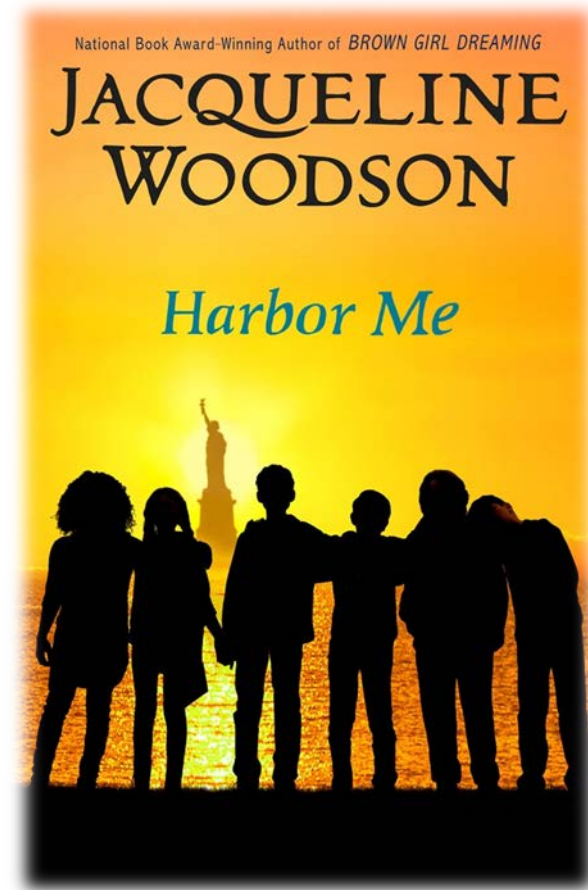
Everywhere!

When:

Thursday, March 28th through the end of the semester

Why:

Develop an active community of engaged readers
Increase independent reading skills



Harbor Me celebrates the healing that can occur when a group of students share their stories with one another.

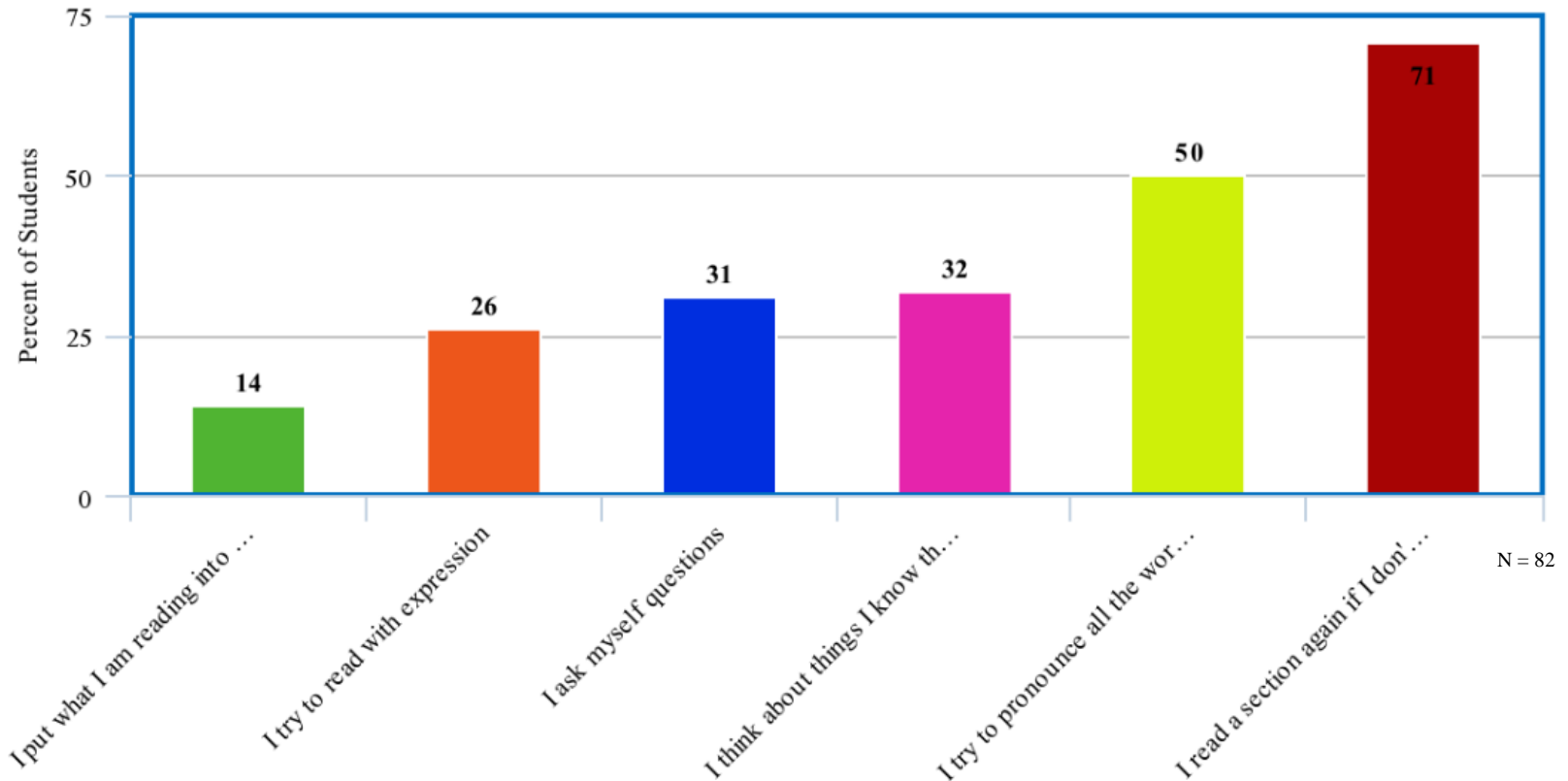
Themes: Immigration, race, forgiveness, bullying, identity, friendship, and family

Lexile: 630L

What are our students
beliefs when it comes to
reading?

What behaviors do our
students engage in when
they read?

What Do You Do When You Read? SALC Student Pre-Survey Data



What SALC students think
someone has to do in order to be
considered a 'good reader'?



Know when they are having trouble
understanding what they are reading: 59%

Use strategies to improve their
understanding: 60%

Project Materials

- Student invitation and project overview
- Metacognitive bookmark prompts
- Student reader interest survey (pre-measure)
- Student reader interest and project completion survey (post-measure)
- Student survey for additional books
- Dialectical journals!

Think Aloud

I predict that...

I can picture...

A question I have is...

This is like...

This reminds me of...

I'm confused about...

I'll reread this...

The big idea here is...

I think/believe/wonder...

Classroom Learning Activities

- Analyze the title and book cover
- Features of a fictional piece of writing
- In-class & independent reading
- Symbolism, imagery, metaphors, figurative language
- Grammar exercises
- Poetry
- Story telling and self-expression
- Family and cultural integration
- Learning about an author's style and voice: syntax, word choice, tone...



Dialectical Journals

Adapted from Reading Apprenticeship model

www.readingapprenticeship.org

A dialectical journal is another name for a double-entry journal or a reader-response journal.

Use: It's a journal that records a dialogue, or conversation, between the ideas in the text (the words being read) and the ideas of the reader (the person who is doing the reading).

→ Evidence and Interpretation

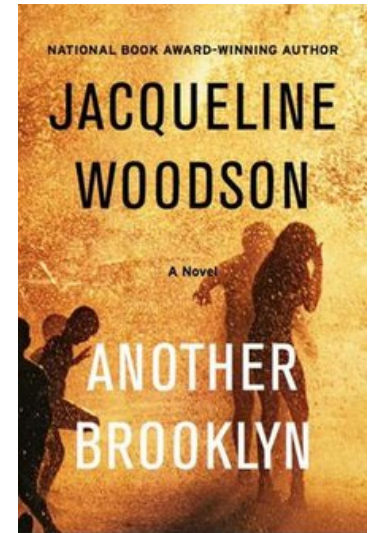
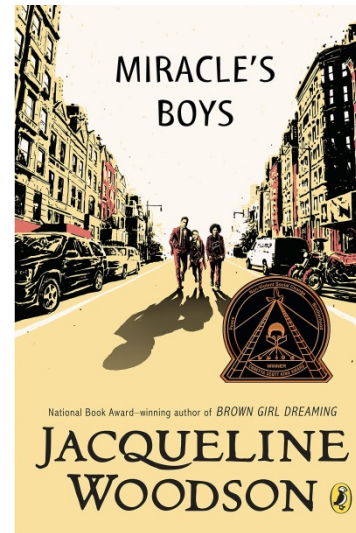
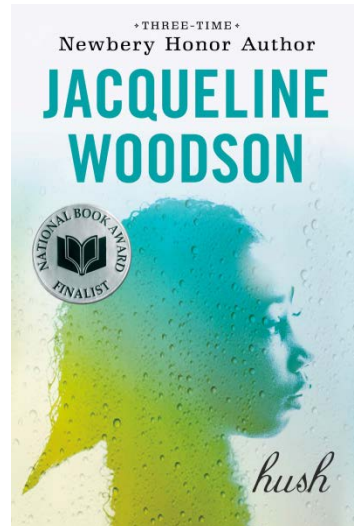
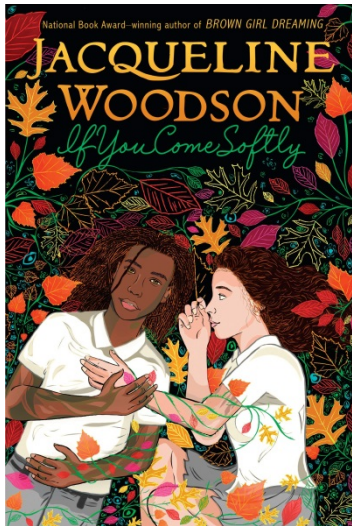
Purpose: Increase students' metacognitive skills... Identify significant pieces of text and explain the significance.

It is another form of highlighting or annotating text and should be used to think about, digest, summarize, question, clarify, critique, and remember what is read.

DATE:		TIME SPENT READING:
PAGE	EVIDENCE	INTERPRETATION
PAGE	EVIDENCE	INTERPRETATION

Additional Jacqueline Woodson Novels

Students were given the opportunity to select another book from Woodson's collection to take home for the summer and read independently or with their families.



If You Come Softly

Hush

Miracle's Boys

Another Brooklyn

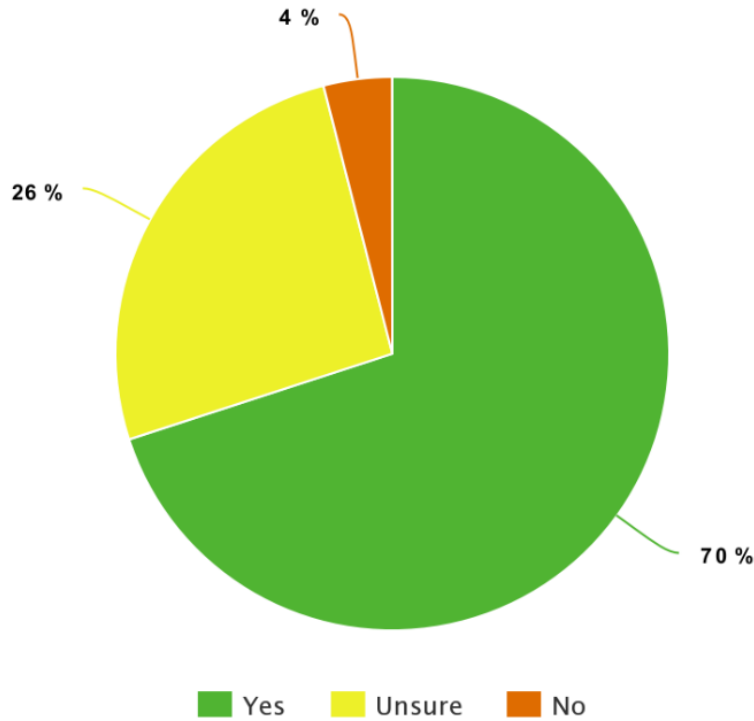
Within most of Jacqueline Woodson's books, you see a lot of imagery and figurative language.

Imagery is found in most of Woodson's books as she appeals to our senses when describing or explaining a situation, event, or thing.

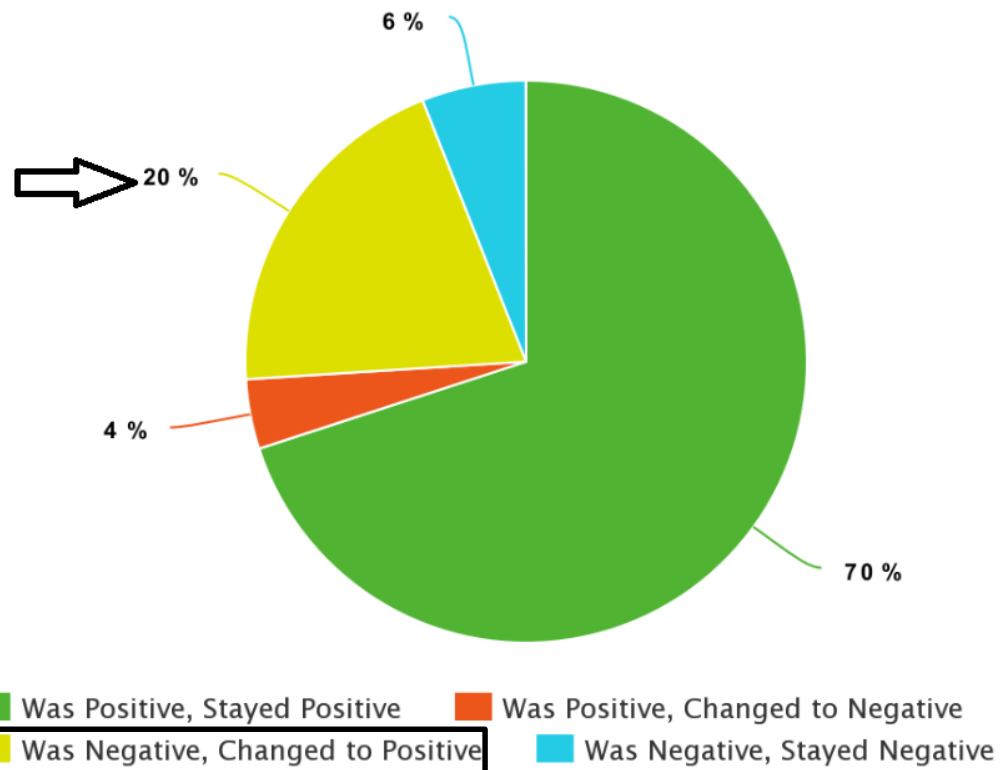
The kinds of *figurative language* Woodson uses most are metaphor, simile, and personification.

Student Impact & Changed Perceptions

Do You Think The Amount Of Time That You Pleasure Read For Will Increase?



How Has Your Opinion Of Reading Changed?



Student Goal: Inspire students to read and develop a new outlook and/or love for reading!

Student & Staff Feedback



Student

- Shared topics and themes from the book
- Passed the book on to others
- General enjoyment

Learned to trust the process!

Staff

- Students were reading and talking with each other!
- Dialectical journal tool was challenging to work with for staff who were unfamiliar with the concept
- Lack of program cohesion

Challenges & Lessons

- Selection of the book for the project
- Timeline of the project: March 28th kick off
- Cohesiveness across the program; day and evening, campus and SHA site
- Dialectical journals for independent reading
 - More scaffolding for students...
 - Lack of engagement...
 - Moved to classroom group reading



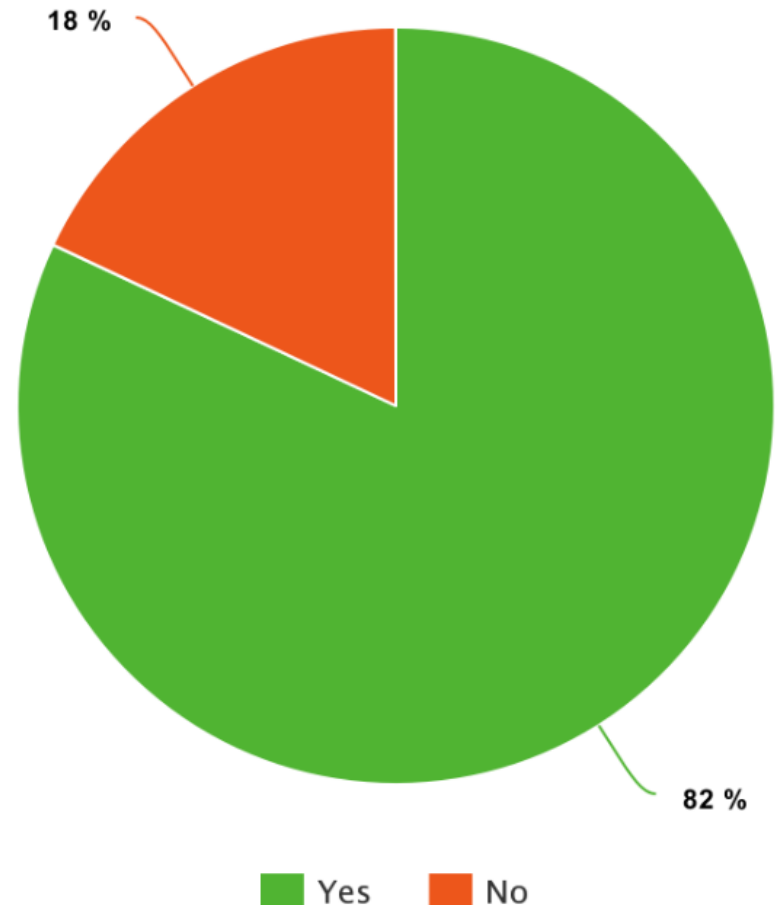
Further Program Integration

- Provide more books for students to access in the classroom.

Each classroom will have used books the students may check out in addition to a program-wide lending library

- The program will continue to engage in conversations regarding the incorporation of intentional reading practices into its curriculum.
- Student book clubs and reading circles...
- More one-book class projects!

Would You Like To Engage With A Project Like This Again?



Thank you for your time and attention!



Copies of all project materials can be found on the First Literacy website for your convenience.