

Who are you as a reader?

Garfield Survey

- What is it?
- What does it measure? Who does it measure?
- How?
- Share your results with a partner:
 - What were your results (percentiles)?
 - How accurate?
 - What problems did you encounter?
 - What did you learn? How might you use in classroom? Why?
 - Share your observations/thoughts with table
- Report out to class
 - highest/lowest rec/acad/total
 - questions/observations

Garfield Survey

- Key issues:
 - Important to consider assessing student motivation to read either formally or informally
 - This survey is only “scientifically-based” way to do so
 - Test pressure
 - Scientifically-based instruction pressure
 - Value of supporting and encouraging student interest in reading

How did you get to be the reader you are(n't)?

Fences and Ladders

- Home
- Preschool/K
- 1-2
- 3-4
- 5-6
- Middle school
- High school
- College

Who cares?

- Why does it matter?
- Why get bent out of shape whether kids read by choice?

Some other things to consider

- Annual reading of American adults
- Annual reading of Malaysian adults
- Annual reading of American teachers
- Peter Effect
- Impact of SSR on achievement
- Impact of TV on reading achievement

Task: Reading is...

- Complete that statement 10 times in 10 different ways.
 - Reading is a great use of a hammock.
 - Reading is a great way to shorten a long trip.
 - Reading is difficult for many kids in Burke Co.
 - Reading is thinking in text.
 - Reading is a pleasure when I get to choose what I want to read.
 - Reading is the newspaper at breakfast (starting with the sports section).
 - Reading is a transaction with the author.
 - Reading is blue biographies in 3rd grade.
 - Reading is Bradley hiding a book inside his math text in Mrs. Wilson's room.
 - Reading is curling up on the couch or in bed on a rainy afternoon.

Break into 4 groups

- Share your lists.
- Where do you agree/disagree?
- Write a consensus definition after you complete review and comparison of one another's lists.