

***From Striving to Thriving: How to Grow Confident, Capable Readers***  
**By Stephanie Harvey and Annie Ward**

**Course Proposal Information**

The Literacy Connection is excited to bring Stephanie Harvey and Annie Ward to Central Ohio. Their work with teachers and children across this country is extraordinary and they have much to share with us.

We provide the following general information for districts that are interested in offering college credit for staff members who attend the two full-day sessions with the literacy experts, as well as meet district course expectations to complete the number of contact hours required by the college or university providing class credit for your staff development opportunities. The proposal content below is based on a book study of ***From Striving to Thriving: How to Grow Confident, Capable Readers*** by Stephanie Harvey and Annie Ward. (Note: The two full-day sessions with the speakers will account for a combined 9 hours of the total required class contact time.)

You may choose to incorporate some of these ideas in your proposal or you might draft your own content. We offer these suggestions to support professional development in your district.

**NOTE: The following are suggestions for completing a class credit proposal; adjust and change the content to meet your district expectations.**

- **Class Title** (up to 24 characters including spaces): **Growing Thriving Readers**
- **Class Description**: “Research on reading volume gives us a clear and empowering professional mandate. We have an opportunity to change kids’ lives by putting them on an upward reading spiral. The first step is to trust that through experience with appealing books and through high–volume pleasurable reading, strivers will thrive. We replace the dooming label ‘struggling reader’ with the dynamic, effort-based term ‘striving reader’ because it connotes energy, action, and progress.” (Stephanie Harvey and Annie Ward)

Using the text, ***From Striving to Thriving: How to Grow Confident, Capable Readers***, participants will focus on current reading research and targeted practices and lessons to help inexperienced readers understand that they haven’t read enough yet, that they haven’t figured out how books work. The authors believe that if students have access to a wide variety of reading materials and can choose the books they want to read, they will not only acquire literacy skills but also a love for reading. Annie Ward will spend a Saturday in October with teachers and Stephanie Harvey will share her experiences and ideas with workshop participants in April. Both authors will address specific classroom practices and formative assessment ideas as well as the importance of advocating for well-planned and well-stocked classroom libraries.

**(Districts will need to add local contact hour content to the course description.)**

- **Describe the current educational issue/problem that this professional development class addresses**: In today’s schools, far too many students are confined by programs that are designed to support their growth: leveled reading systems may keep them from attempting to read the books that interest them most; a focus on testing might limit their reading time to skill practice sheets rather than reading the pages of a real book; and, pull-out programs may decrease the time children spend in a cohesive classroom community. Current research indicates that striving readers benefit from reading volume, lively book conversations, deep

thinking about stories, self-confidence, and being able to choose the books they want to read. The speakers and selected text for this class focus on combining current literacy research with practical classroom ideas that include detailed lessons, a comprehension continuum, reviews of current professional literature and ideas for creating a compelling classroom library.

- **Course Agenda: Meeting Dates, Topics and Expectations**

**Saturday, October 19, 2019: 8:30 a.m. – 3:00 p.m.**

**Tyler Run Elementary School, Olentangy Schools**

- Annie Ward will meet with class participants and other attendees for a full day, sharing her experiences in classrooms across the country and in other parts of the world. Annie has spent her career as a teacher and school administrator and is able to offer ideas regarding advocacy from both viewpoints. She will highlight practices that have been most successful and offer suggestions and advice for teachers who are interested in changing their classroom instruction and environment. Annie will also speak to the importance of encouraging students to be independent learners and to take responsibility for reflection and assessment of their work.

**Saturday, April 18, 2020: 8:30 a.m. – 3:00 p.m.**

**Tyler Run Elementary School, Olentangy Schools**

- Stephanie Harvey will join participants for this full-day session in the spring. She will continue the reading conversations from the fall workshop and share ideas for assessments that direct the teaching focus for the next day's lessons. Stephanie is rooted in classroom instruction and is a strong leader in promoting the power of books in the hands of students. Other topics will include the value of reading aloud and shared reading and the reciprocity of reading and writing to create meaning. Stephanie will share stories regarding her current projects and provide suggestions for teachers who are planning changes for their classrooms in the coming year.

**(Districts will need to add local contact hour content and expectations to the agenda.)**

- **Describe the assignment given and evidence gathered to assess participant performance and award graduate credit. The assignment must have at least 3 hours of work outside of class for each semester hour of credit (Ashland University):**

**(The ideas below are suggestions for assignments and projects. Districts should change and adjust the information to meet school and individual expectations.)**

1. Participants must attend all class sessions and contribute to discussions, sharing thoughts and ideas about the selected text and implications for their classrooms and students.
2. Participants will read the assigned text and document their reflections in a journal, a blog, or through other media. Reflections should relate personal connections to the text and share examples of how the readings influence classroom instruction and interactions with students.
3. Stephanie and Annie are strong advocates for label-free teaching and they believe in the importance of voluminous reading and book choice as successful practices for striving readers. From cover to cover, their book is filled with Ideas for practical class projects. **Participants could select one of the following assignments or talk with the class organizer about a project that would be personally valuable to the individual and would fulfill the class expectations stated above.**

**Project/Chapter 3:** It's all about the books! **The focus of chapter 3 is creating a classroom library** that provides access to a variety of books, curating the library to make sure there are specific types of books that hook striving readers, including a wide variety of book formats and genres, and making plans for displaying and managing the book collection.

**Participants will write a short narrative, describing their classroom library as it is now and the changes they wish to make to ensure that every reader can access books that interest and excite them. Artifacts for the project may include a visual design/diagram of the library, book lists, ideas for introducing the books to students, or a plan for managing a checkout system and expectations for keeping the library organized.**

**Project/Chapter 5:** Teachers lead by suggesting texts that move each student from one book to another. **The focus of Chapter 5 is book-matching and finding the right book at the right time for each child.** The authors describe this approach as "relentless" book-matching, helping students grow their understanding and confidence as the volume of books increases.

**Participants will write a short narrative, describing their approach to matching children to "just right" books. Artifacts for the project may include photos of Preview Stacks, ideas for tracking books and readers, informal student assessments that guide book selection, or a plan for sharing information about book-matching with parents.**

- **List what participants will know and be able to do when they complete this class:**
  1. Participants will understand the importance of providing choice in the reading classroom and will value voluminous reading as a critical practice for striving readers.
  2. Participants will model literacy strategies through reading aloud and will reinforce reading strategies during book conversations and individual conferences.
  3. Participants will advocate for practices that create "a community of readers" in the classroom and encourage students to reflect on and assess their own learning.
  4. Participants will foster reading access by creating a well-stocked classroom library that includes a variety of genres and book formats.

Stephanie Harvey, Annie Ward. When it comes to readers who need the most support, teachers can't afford to waste time using fragmented, skill-and-drill interventions that don't work. Literacy specialists Stephanie Harvey and Annie Ward demonstrate how to "table the labels" and use detailed formative assessments to craft targeted, personalized instruction that enable striving readers to do what they need above all - to find books they love and engage in voluminous reading. Loaded with ready-to-go lessons, routines, and "actions," as well as the latest research, thi From Striving to Thriving: How to Grow Confident, Capable Readers view for chrome,From Striving to Thriving: How to Grow Confident, Capable Readers vk.vom,From Striving to Thriving: How to Grow Confident, Capable Readers view playbook,From Striving to Thriving: How to Grow Confident, Capable Readers view for any device.Â READ book Why Jane and John Couldnt ReadAnd How They Learned A New Look at Striving Readers FREE BOOOK ONLINE. Jessiebrady. 0:30. [PDF] Confident Pluralism: Surviving and Thriving through Deep Difference Full Online. Hiwu. 0:26. Confident Pluralism Surviving and Thriving through Deep Difference. Atgar. 0:23. From Striving to Thriving: How to Grow Confident, Capable Readers Every time a child reads even slightly below benchmark, we call for yet another intervention. We need an intervention on interventions.Â Notice and Note in the Elementary Grades: How to Create Engaged and Skilled Readers Bob and Kylene will share the Notice and Note signposts as they have been adapted for elementary grades. Theyâ€™ll also share pre- and post-reading strategies that build engagement and encourage higher level thinking of fiction and nonfiction.Â Kathyâ€™s other books include Reading for Real: Teach Children to Read with Power, Intention, and Joy in K-3 Classrooms (Stenhouse, 2008) and Growing Readers: Units of Study in Primary Classrooms (Stenhouse, 2004).