

## Literacy Tips



Tips for middle school educators on various topics such as grammar, writing, reading, spelling, vocabulary, cooperative learning and more.

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### Tip #47: Types of Readers

As you work with your students, I am sure you see all types of readers. Linda Cornwell, a national literacy specialist with Scholastic, suggests the following continuum exists in all of our classrooms:

**Avid Reader - Compliant Reader -  
Reluctant Reader - Resistant Reader -  
Struggling Reader**

[Attached is a list of characteristics](#) of these types of readers. It might help you better understand the kind of readers you are working with. I also think this might be useful during parent/teacher conferences when you are discussing reading growth.

#### *Fake Reading*

We've all seen fake reading done by our students. Perhaps some of us have even done this ourselves. Cris Tovani, author of *I Read It, But I Don't Get It*, addresses fake reading quite well in a 2003 interview she did with *Education World*. You can read it at the following link:

[www.educationworld.com/a\\_curr/profdev078.shtml](http://www.educationworld.com/a_curr/profdev078.shtml)

Cris outlines in her book a list of red flags that students should learn to recognize as they are reading. Imagine the progress we could make with our students if they simply got better at identifying these behaviors in themselves. If they noticed any of the following things

happening, they could stop and make a plan to repair the meaning.

- The inner voice inside my head stops its conversation with the text, and I only hear my voice pronouncing words.
- The camera inside my head shuts off, and I can no longer visualize what is happening as I read.
- My mind begins to wander, and I catch myself thinking about something far removed from the text.
- I cannot remember or retell what I have read.
- I am not getting my clarifying questions answered.
- Characters are reappearing in the text; I don't recall who they are.

#### *Text Stamina*

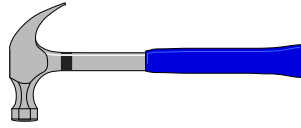
Kylene Beers takes us one step further and offers suggestions for repairing meaning. She describes what she calls text stamina. "When students are struggling **through** a text, part of what we must do is convince them to keep struggling **with** the text." How do we develop text stamina within our students? [Attached is a list of quick fixes](#) recommended by Kylene. These suggestions should be modeled over a period of a couple of weeks introducing just a handful at a time. Model them on short pieces of text using the "I do it, we do it, and then you do it" sequence of teaching.



## Types and Characteristics of Readers

<b>AVID</b> <i>“I love to read.”</i>	<b>COMPLIANT</b> <i>“Do I have to read?”</i>	<b>RELUCTANT</b> <i>“I’d rather not read.”</i>	<b>RESISTANT</b> <i>“I don’t read.”</i>	<b>STRUGGLING</b> <i>“I can’t read.”</i>
• Actively engaged	• Passive	• Uncommitted	• Unmotivated – sees no personal value in reading	• May or may not be motivated
• Makes time for reading	• May not make time for reading	• Extrinsically motivated	• Negative attitude	• Frustrated with reading most of the time
• Intrinsically motivated	• Extrinsically motivated	• Does not make time for reading	• Disengaged	• Lacks strategies and skills
• Positive attitude – enjoys reading	• Likes reading when there is choice in selecting materials	• Rarely enjoys reading	• Avoids reading	• Lacks confidence
• Fluent reader	• Less involved and less strategic	• Participates reluctantly	• Practices invisibility or acts out	• Limited vocabulary, fluency, and comprehension
• Strategic – high level of comprehension	• Reduced level of comprehension	• Distractible	• Sees reading as work	• Does not read voluntarily or independently
• Monitors for comprehension	• Fluent reader	• Less strategic	• Less strategic	• Difficulty choosing – selects inappropriate material
• Reads voluntarily and independently	• May or may not read independently	• Reduced vocabulary, fluency, and comprehension	• Diminished comprehension, fluency, and vocabulary	• Highly visual
• Reads with confidence	• May have difficulty in selecting material	• Lacks confidence	• Difficulty selecting books - spends a lot of time looking	
		• Difficulty in selecting reading material	• Highly visual	
		• Picks out parts, pieces, skinny books		

## 12 Ways to Repair Reading



### **When I find the paragraph or selection too hard to understand, I should...**

- 1) read it aloud to myself. *(This will especially help if you're confused with who is talking when in the text.)*
- 2) point to the words as I read. *(This will keep your eyes on the words just a little bit longer maybe improving your comprehension.)*
- 3) slow down. *(Reading does not equate to finishing. Adjust your reading rate.)*
- 4) reread short sections. *(Create your own personal list of when rereading is a good option. Go beyond just saying when the text is confusing. Can you come up with a list of 10 reasons when to reread?)*
- 5) take notes or use sticky notes. *(Think of Goldilocks. Use one color sticky next to text that is too easy, another color next to text that is just right, and a third color next to text that is too difficult. Identifying the difficult text will allow your teacher to better help you.)*
- 6) underline what I don't know. *(You can go back to these parts later.)*
- 7) replace an unknown word with a known one. *(Ask yourself, "Does it make sense?")*
- 8) look up words that keep me from understanding. *(Spend time only looking up the key words.)*
- 9) write down my questions and connections. *(This keeps you engaged longer.)*
- 10) talk with someone. *(Everyone understands better when they have a chance to talk it over with a friend.)*
- 11) review my purpose for reading the text. *(Remind yourself over and over why you are reading the text.)*
- 12) look at titles, boldfaced words, graphics. *(Pretend you are literally driving through the text in a car. Use the subtitles, boldfaced words, and graphics as signposts to give you better direction.)*