



Building Agency & Revaluing Readers: A Strengths-Based Approach to Reading Intervention

What is building agency & revaluing readers?

Revaluing is differentiated instruction grounded by clear learning targets and goals to assess, support and accelerate the growth and development of readers. This provides an opportunity for more frequent and focused:

- **Monitoring FOR learning**
- **Monitoring AS learning (student self-assessment)**
- **Assessment OF Learning**

"The more we help children build a sense of themselves as inquirers and problem-solvers, and the less they see boundaries between domains of inquiry, the more they are likely to transfer their learning into the world beyond school." –P. Johnston

Revaluing readers is NOT:

- Linear or sequential
- An isolated event focused on “fixing” struggling readers
- “Leveling” students
- A substitute for quality instruction
- A fixed or inflexible approach or environment

What instructional approaches support students to build agency and revalue themselves as readers?

- Small Group Reading Instruction *
- Conferring *
- Independent Reading *
- Shared Reading *
- Responding to Reading *
- Retrospective Miscue Analysis
- Dialogic Instruction
 - Classrooms arranged as social, dynamic spaces
 - Purposeful and meaningful talk about text
- Frequent and focused monitoring, formative assessment
 - Triangulation of data
 - Regular feedback that communicates strengths and revalues readers

*See APS Instructional Frameworks

What does building agency and revaluing readers look like?

“The students must be helped to revalue themselves as learners. They must revalue the process of reading as the construction of meaning in response to print. They must come to appreciate their own strengths, to recognize the productive strategies they already can use, and to build positively on those. They must come to put in perspective their transactions with authors through texts.” (K. Goodman)

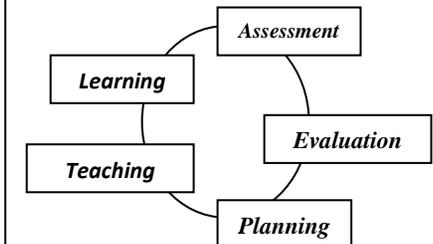
Students are:	Teachers are:
<ul style="list-style-type: none"> • Noticing and naming what they CAN do as readers and building on their strengths • Collaboratively setting short and long-term goals to support their growth as readers • Self-assessing and monitoring their strengths and growth as readers • Choosing from an array of high-quality texts that support engagement and growth • Using an array of strategies to construct and regain meaning • Engaging in conversations to deepen understandings of text and reading process • Remaining engaged when challenged with complex text and seeking support as necessary to make meaning • Building an identity of self as a strong and capable reader 	<ul style="list-style-type: none"> • Noticing and naming what students CAN do as readers and building on their strengths * • Collaboratively setting short and long-term goals to support the growth of the reader along the <i>Reading Continuum</i>* • Assessing and monitoring student learning (development of the reader and understanding of own reading process) * • Increasing the number of high-quality texts students can access and have access to – texts that students can and want to read • Supporting students to use an array of strategies to construct and regain meaning * • Promoting high levels of student engagement • Increasing the time students spend reading • Maintaining an appropriate pace to support readers in reaching proficiency and accessing grade level content

*See APS Secondary Reading Continuum

What is the focus of instruction for building agency and revaluing readers?

“Quality core reading instruction can be adapted for at-risk readers by making it more explicit and systematic and by increasing opportunities for practice with and without teacher feedback and scaffolding.” – Denton & Vaughn

Teaching/Learning Cycle



What professional resources support revaluing readers?

Comprehension Through Conversation by M. Nichols

Reading Miscue Inventory: From Evaluation to Instruction by Goodman, Watson, Burke & Cambourne

Reading Conversations by Moore & Giles

Best Practices in Adolescent Literacy Instruction by K. Hinchman & H.K. Sheridan-Thomas

Guiding Readers and Writers 3-6 by Fountas & Pinnell