



**Transforming Reader Identity:
Positive Approaches to Literacy
for Older Readers**

Jason D. DeHart, Ph.D.

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Dr. Jason DeHart

- Teacher at Wilkes Central High School in North Carolina
- Previously assistant professor of reading education at Appalachian State University
- Researcher on multimodal literacy, including film and graphic novels, and literacy instruction with adolescents. Taught middle grades for years

My Background

LEE  UNIVERSITY



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TENNESSEE
KNOXVILLE



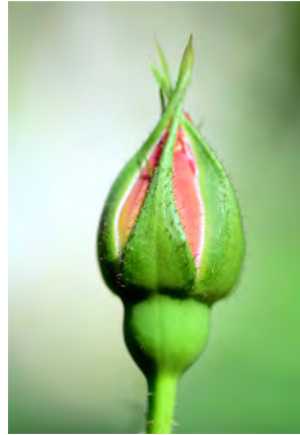
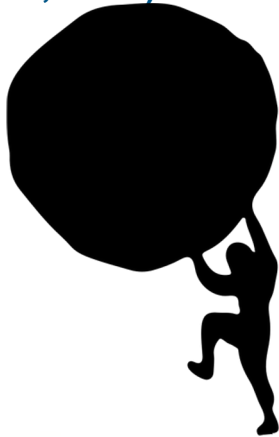
Guiding Question:

What do I do when I have an older reader who is striving?



Step One: Understanding (Not Labeling) Striving and Thriving

(Harvey et al., 2017)



Recognizing the Social and Emotional



Beginning with a Framework for Success

Helping students see themselves as readers and writers (Frankel, 2017; Hall, 2010).

Supporting and scaffolding in addition to finding and naming areas of strength.



Taking What Is Known/Tackling What is Unknown



Additional Framing: The Importance of Identity

(Frankel et al, 2021)

We cannot ignore the assets that students bring, and centering/valuing their voice is part of this.



Social and Cultural Awareness

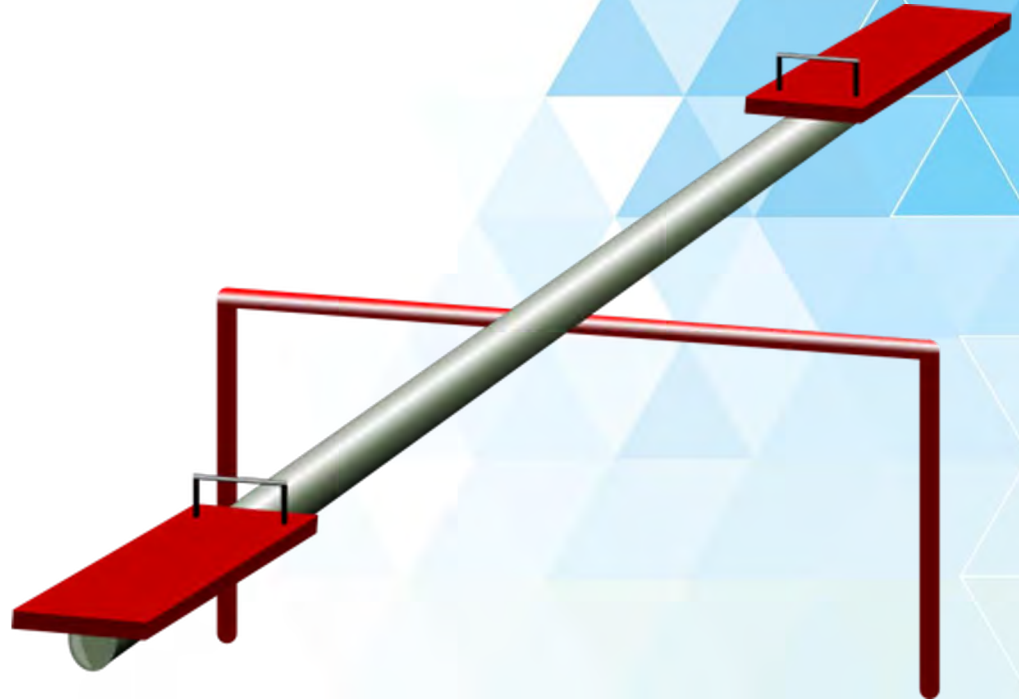


Literacy: Yes/And

Older readers need both the word and the world (Friere, 1985)

Intentional use of close instruction with language features (Roe, 2022)

Do older students sometimes need additional attention when it comes to word families? Vowel and consonant patterns?



Thinking Through New Ways to Frame Literacy

Yes → Students need close attention to the word.

And → Students benefit from thinking about how they encounter texts in the changing world.



Specific and Systematic Instruction

Ehri et al. (2001)
Ehri (2003)



Expanding Steps: Spoken Language

What is the role of
speaking/listening/engaging for students
who are older?



Expanding Steps: Writing and Composing



Expanding Steps Relevance

“Plugged in”

Classroom experiences

Interactions

Authors

Texts

Themes

Classroom Dialogue



Expanding Steps: Accessible Materials

Reading Materials
Devices
Composing Materials
Success Stories

OPEN  **ACCESS**

Some Conclusions

The work is never done.

As in the words of one of my mentors, working with readers who are striving does not necessarily mean brand-new methods; rather, it might be that students need familiar approaches more often and with greater intention.

Emotional baggage really is a thing.

This is about science, and it's about the art of what we do as teachers to craft knowledge with (not for) students.

Celebrate (a lot)!



A Final Conclusion

Teachers are vital!



Q & A



Effective, Evidence-based Intensive Reading Intervention

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Dr. Anita Archer

Educational Consultant, Author of
REWARDS

THANK YOU!

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