



# I Am Reading

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**Nurturing Young Children's Meaning Making and Joyful Engagement with Any Book**



## Chapters At A Glance



### Chapter 1: Reading or Not-Here We Come

- What lens are you looking through as you listen to a reader?
- "When we adults envision what children are doing as real reading, we interact with them differently and see the richness in what they are doing."



### Chapter 2: I Know This One! Reading Familiar Picture Books

- "Familiarity breeds comfort, enthusiasm, and confidence."
- "Clay wrote that "confidence, ease, flexibility" are benefits of the learner when they are working within the familiar."
- "Much more than memorized: reading familiar books requires strategy use."



### Chapter 3: Instructional Implications When Children Read Familiar Books

- "When we observe with intentionality - with both the intention to figure out what our children are actually doing and the intention to teach them- we are positioned to nudge them toward new options and skills or to support them as they overcome challenges as readers."



### Chapter 4: Reading Unfamiliar Books

- "When children actively choose to read unknown texts and feel empowered to do so, their image of themselves as readers and their vision of reading are expanded."
- "When children read an unfamiliar book, they are required to innovate, bringing more of their own schema, personality and purpose to the task."



### Chapter 5: Instructional Implications When Children Read Unfamiliar Books

- "By providing both the opportunity to navigate unfamiliar texts as well as the instructional support to do this successfully, we open up new frontiers for young children's reading explorations."
- "It is crucial that we provide support for children so they become enthusiastic about turning the pages of unfamiliar texts wherever they find them, and so they feel empowered to make meaning in any book they're holding."



### Chapter 6: Reading Informational Texts Before They're Reading Conventionally

- "We always respect children's tastes and preferences, yet it's also very important to help them find a wide variety of texts they can love."
- "When adults read informational books aloud, we expose children to vocabulary and concepts."



### Chapter 7: Growing Independence with Text

- "It's absolutely vital that although we bring the schema of the child and teaching intention into any conference, we still always observe and meet the child in the sweet spot between where she is in that moment and what might be next for that child."
- "We want children to take on the task of reading anything with or without an adult nearby, and to achieve this, we need to explicitly support and teach into their growing independence."



### Chapter 8: Supporting Preschool Readers Before They're Reading Conventionally

- "Our goal for all young children is that they have an image of themselves as readers, whether or not they can read the words yet."
- "To nudge children to the point of confidence and comfort with books, it's so important to make the books we read aloud available for children to read independently."



### Chapter 9: Supporting Emergent Kindergarten and First Grade Readers

- "If we consider our ultimate goal- that our children become readers who read with accuracy, fluency, and comprehension, but also with joy and intention- then it makes complete sense to give them regular opportunities, with instructional support, to read what they want to read- regardless of whether or not it has a colored dot indicating its level."



### Chapter 10: Yearlong Planning

- "When children are free-range reading, it's important that teachers treat these time frames as teachable moments, doing the things they would do during just-right reading time; conferring with individuals or pulling small groups of children to support their work or to teach them something new."



### Chapter 11: Making the Move from Thinking About It to Acting on It

- "Without a plan of action, sometimes our biggest hopes and most desired life goals fall by the wayside."