

TEAM TOOL 4.2

Personal Reading History Protocol

Individually and then together, team members reflect on high and low moments in their reading histories and the implications for their work inquiring into their own reading and the reading of their students.

PURPOSE

The group understands that the Personal Reading History routine is an opportunity to reflect on how people develop reader identities and what hinders or helps in that development. By sharing their reader histories, team members will better understand the beliefs and attitudes about reading development they bring to their work together. The activity will also help team members rehearse what it might be like to bring the Personal Reading History into their classrooms.

INDIVIDUAL WRITING

Provide about ten minutes for team members to write individual responses to prompts about key moments or events in their development as readers:

- What reading experiences stand out for you? High points? Low points?
- Were there times when your reading experience or the materials you were reading made you feel like an insider? Like an outsider?
- What supported your literacy development? What discouraged it?

PARTNER SHARING

Explain that partners and then the whole group will share highlights from their journey to becoming adult readers and subject area teachers. Allow six minutes for partners to share. Provide these guidelines:

- Take turns describing some highlights of your reading histories. Let one person speak without interruption, then discuss. Reverse roles after three minutes.
- Discuss commonalities and surprises in your histories.
- What were some similarities in your barriers and supports?
- What were some surprises?

GROUP DISCUSSION

The whole group debriefs these reflective partnerships. As in debriefing the Personal Reading History in classrooms, it is important to make sure there is space made for participants to talk about reading barriers and not to assume that reading has been easy and supported for everyone on the team.

- What ideas do you have about the impact of reading experiences in people's lives?
- What ideas do you have about how reflecting and sharing our Personal Reading Histories may impact our work as a team?
- How might teachers and students benefit from doing Personal Reading Histories in class?

*See also the discussion and protocol for classroom investigation of Personal Reading History in Chapter Three of *Reading for Understanding*.