

SAMPLE CHAPTER

KYLENE BEERS & ROBERT E. PROBST

# DISRUPTING THINKING

Why *How* We Read Matters

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## **What Teachers, Administrators, and Trade Authors Say About *Disrupting Thinking***

If you're ready to understand that children are more than test scores; if you're ready to take a hard look at hard topics; if you're ready to have your own thinking disrupted, challenged, questioned; if you are really ready to teach all children and give them equitable instruction, then *Disrupting Thinking* is the book for you.

—TONYA PERRY, Ph.D., Assistant Professor of Secondary Education, University of Alabama at Birmingham, Co-Director UAB Red Mountain Writing Project

Kylene Beers and Bob Probst have done it again. They have given us exactly what we need precisely when we need it. *Disrupting Thinking* shows us how to challenge the mindset that students use when reading to strengthen critical understandings that lead to the deepest learning.

—MORGAN DUNTON, English Language Arts Specialist, Maine Department of Education

This book is a reminder that we are not in the business of raising readers who can merely retell a story or pass a test. Instead we are growing responsive, responsible, empathic readers who come away from a text with a better understanding of other people, their world, and themselves.

—FRANKI SIBBERSON, National Council of Teachers of English 2017 Vice President, 3rd grade teacher, author of *Still Learning to Read*

Educators who understand the power and influence of literacy know the depth of the work of Beers and Probst. They stand on the front line working to capture, inspire, and teach a new generation of learners. As a superintendent, I constantly search for the best resources to facilitate academic advancement. *Disrupting Thinking* is a resource we can't wait to get our hands on!

—STEPHEN G. PETERS, Ed.D., Superintendent, Laurens County School District 55

Those of us who love words and understand the power of words can rejoice! *Disrupting Thinking* is the book educators, parents, and our democracy need. Read it to find the motivation and the vital tools required to create a generation of readers whose robust literacy skills and enthusiasm for reading will help them grow and change the world.

—LAURIE HALSE ANDERSON, National Book Award Finalist, author of many books including *The Impossible Knife of Memories*, *Speak*, and *Ashes*

In their inimitable style, Kylene and Bob urge us to ask, "How has this text changed me?" At this moment, this is the most important point for all of us because "...our democracy is best served when we encourage students to begin at an early age to pay close attention both to what the text says and to what they feel and think as they read. Not one or the other, but both."

—LESTER L. LAMINACK, Consultant and Author of *The Ultimate Read-Aloud Resource* and *Best Friend Fiction Collection*

If you want to motivate students to become responsive, responsible, and compassionate readers; if you want to move students beyond finding evidence to answer questions to generating their own questions; if you want your students to read with the goal of becoming better people, then you must read this timely and timeless book.

—MICHELLE MILLER, 3rd grade teacher, Solon City Schools, Solon, OH

With so many things competing for our students' attention, reading often finishes in last place. And when kids do read in school, it is often a lifeless exercise geared toward passing the test. Beers and Probst aim to change all of that. They offer teachers a wise and practical framework that will show our readers the power, joy, and importance of becoming lifelong readers.

—GAIL BOUSHEY & JOAN MOSER, "The 2 Sisters," webmasters of the2sisters.com, authors of *The Daily 5* and *The CAFÉ Book*

The beauty of this book is that in advocating for purposeful instruction that helps students become responsive, responsible, compassionate readers, it creates a vision for how teachers can help students change the world.

—**JAN BURKINS & KIM YARIS**, authors of *Who's Doing the Work: How to Say Less So Readers Can Do More*

This is THE book we need most right now as we challenge our students to become purposeful readers who question and challenge texts. It is a rallying cry that reminds us that teaching is about so much more than raising test scores. Beers and Probst explain relevance in a way that changes everything I will do tomorrow.

—**SARA KAJDER, Ph.D.**, author of *Adolescents and Digital Literacies* and *Bringing the Outside In: Visual Ways to Engage Reluctant Readers*

As always, when I read Kylee and Bob's words, I'm already nodding and nodding and nodding—'til my neck starts hurting. How is it that they always ask just the right questions and pinpoint what needs to be addressed so exactly?

—**ALLISON JACKSON**, 3rd grade teacher, Waggoner Elementary School, Tempe, AZ

A timely and critically important must-read for all who care about our children's future as informed, engaged, and compassionate citizens. This book reaches deeply into our hearts and minds as it disrupts our thinking about what the power of reading really means and where it begins—in our classrooms.

—**GAIL WESTBROOK**, Elementary Literacy Specialist, Evergreen Public Schools, Vancouver, WA

Kylee and Bob brilliantly explain the tragedy of disconnected reading, where students only read to complete a task, thereby trampling the joy of chasing after a story or an idea. They explain what educators can do to disrupt this trend, encourage classroom talk, and nurture lifelong readers, who in turn will make up an informed citizenry.

—**SARA HOLBROOK**, Poet and Educator, Author of *Practical Poetry* and *High-Impact Writing Clinics* with co-author Michael Salinger

Beers and Probst tackle one of teachers' greatest challenges: student apathy. They show us not only how to "teach struggling readers, but how to teach readers to struggle." And then they go the next step and show us how to turn the apathetic reader into a lifetime reader. And for both, we are grateful.

—**DANNY BRASSELL, Ph.D.**, consultant and author of *The Lazy Readers' Book Club*

We're living in a world in which social media and fake news have the potential to shape who we are and what we believe. Through the strategies presented in *Disrupting Thinking*, teachers see clearly how to help students become active participants in constructing meaning, as they respond, question, and challenge, so that in the end they become more responsible citizens in our world.

—**MINDY HOFFAR**, All Write Consortium Director

*Disrupting Thinking* is one of the best books I've read about the power of books to disrupt complacency and promote change and the role teachers play in that disruption. Skillfully, these authors address the continuum of education K-12, making this book ideal for colleagues to read and share horizontally and vertically across grade levels.

—**SARAH MULHERN GROSS**, English teacher at High Technology High School, contributor to *The NY Times Learning Network*



KYLENE BEERS & ROBERT E. PROBST

# DISRUPTING THINKING

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**Why *How* We Read Matters**

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## **DEDICATION**

To Jeff Williams and Jen Ochoa  
*Teachers and friends who teach us more each time  
we enter their schools*

To Chris Crutcher  
*For being the writer we want to be;  
for being the friend we need him to be*

To Teri Lesesne  
*For being Teri*

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## INTRODUCTION

# WHERE THE STORY BEGINS

**IT WAS A CHILD**, a child wearing mismatched socks, who started us thinking about disruptions. She was young—maybe seven or eight years old—and she was happily skipping down the school hallway. While her smile was broad, it was her brightly colored, totally mismatched socks that caught our attention. She stopped in front of us.

**Student:** Are you visiting my school?

**Bob:** We are!

**Student:** Do you like my socks?

**Kylene:** I do!

**Student:** Did you notice they don't match? But that's okay, because socks don't actually have to match, you know. There's no rule or anything.

And then she was gone. She continued her dance down the hall, leaving us convinced that, indeed, socks don't have to match. We talked about her with a teacher who said that the sock company LittleMissMatched was the thing in their school. We hadn't heard of it, but now, looking back, we wonder if it didn't plant the seed for the idea that became this book.

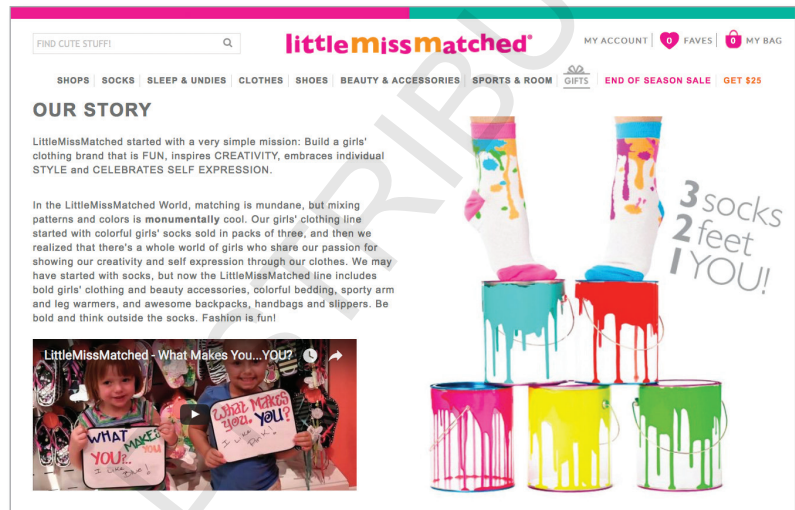
## Understanding Disruptions

LittleMissMatched launched as a company in 2004 after its founders, Jason Dorf, Arielle Eckstut, and Jonah Staw, all laughed about how socks always disappear in the dryer. They thought it would be better to do two things: sell socks in threes and sell them as zany mismatched designs.

This wacky (and yet successful) idea grew out of two radical thoughts. First, the founders wanted to disrupt the frustration of being stuck with that one lone sock when the other disappeared wherever it is they disappear to in the dryer. Second, they wanted to disrupt the assumption that socks need to match. Where did that idea originate and why has it been followed for so long? Eventually, they launched their online store to sell socks in packs of three, and now they offer girls “who share our passion for showing our creativity and self-expression” many items in addition to socks.

When disruptions occur, we rarely know just where they will end. Whoever thought that figuring out a way for computers to talk to one another would eventually lead to the Internet, which would eventually lead to the demise of nearly all travel agencies as Expedia, Hotels.com, and other travel sites took their place? Disruptions start with a thought that something needs to be better. And with two questions:

1. What needs to change?
2. What assumptions make that change hard?



Read about this dynamic company at <http://littlemissmatched.com/about-us>.

And while answering those questions, we need to be willing to

- Be brave. You aren't thinking outside the box. You're hunting for a new one.
- Accept failure. Whatever you're going to do probably won't work the first time or the fifteenth.
- Be open. Disruptions can't proceed in secret. Tell folks what you're trying. Document. Put it up online. Be transparent.
- Be connected. Look around and see who else is trying something similar. Reach out. Talk. Share.
- Get uncomfortable. Disruptions ought to shake us up as we head into uncharted territory. That's okay.

**Kylene:** Years ago, I asked Bob if he wanted to write an article with me about teaching struggling readers. He said yes, but added he wanted to title it "Teaching Struggling Readers; Teaching Readers to Struggle." While we never wrote the article, we always remembered that title. It

**You somehow shut out the loud voices that proclaim our schools are failing and keep true to the voices that you know matter most: your students' voices.**

captured a shift in our thinking that has guided much of our work. We do believe that unless we all learn how to struggle through a text when the text is tough, we will not be prepared for all the tough texts each of us will undoubtedly face from time to time. Some texts are tough because we lack enough prior knowledge; others are tough because the vocabulary is technical or obscure; many are tough because the ideas are abstract or the syntax is complex. Some are tough because of the images they share, images of war and pain, of loss and hurt, of hunger and loneliness. Of fear.

And some texts are tough because they require us to consider tough issues: our political biases; our racial prejudices; our religious convictions. They are tough because they ask us to read about the shooting of school children; the bombing of marathon spectators; the homeless; the suicide of another fourteen-year-old who has been bullied relentlessly; the slaughter of those in a movie theater or a gay nightclub.

*Those are truly tough texts.*

Not long after the events of 9/11, Bob wrote an article titled, “Difficult Days, Difficult Texts” for *Voices from the Middle*. In it, he talks about our response to that most difficult of days and our (in)ability to understand the events as they unfolded. He wrote that our students won’t learn how to read these difficult texts by

“... taking quizzes or preparing for them, or by collecting points and prizes for numbers of books read, but by engaging stories and poems that touch them, reading them in the company of other students and committed teachers who will help them make connections, explore responses, raise and answer questions. . . . Without those stories, and without the ability to read them responsively and responsibly, feeling at least some of the pain and the loss, our students will remain separate, distant, unconnected, vulnerable. If we learn to read them, we may learn to watch the news of difficult days and think responsibly about what we see and hear and be better able to read not only the texts, but our very lives” (2001, p. 53).



If this reader, this student who must be able to handle the toughest of texts, has a chance to emerge in our classrooms, it will be because of teachers who, at the end of a long day, still pause to pick up a professional book and contemplate new ideas. It will be because you watch each child walk through your classroom doors and see our hope for tomorrow. It will be because you somehow shut out the loud voices that proclaim our schools are failing and keep true to the voices that you know matter most: your students’ voices.

As writers, the voices we heard loudest were yours. We have listened to your questions, your concerns, your excitement, your joys, and your frustrations. As part of the research for this book, we asked teachers to identify major impediments to the deep learning we all want for students. Repeatedly, a common answer was “apathy.” As we’ve explored this with you, one teacher said, “It’s as if they are in a stupor,

somehow just going through the motions, even getting good grades, but nothing is really sinking in.”

Perhaps it was that comment more than any other that encouraged us to begin talking more generally with hundreds of you across the country. As we visited schools and ran workshops, we asked teachers and teacher leaders about what change was most needed. Repeatedly, the word “thinking” emerged in conversations. Changing how kids think seemed to be on everyone’s mind.

And so, *Disrupting Thinking* is, at its heart, an exploration of how we help students become the reader who does so much more than decode, recall, or choose the correct answer from a multiple-choice list. This reader is responsive, aware of her feelings and thoughts as the text brings them forth. She is responsible, reflecting honestly about what the writer has offered and how she has reacted, willing either to hold fast or to change, as reason and evidence dictate. And she is compassionate, willing to imagine, possibly to feel, always to think about what others—

author, characters, and other readers—are experiencing and saying so that she may better understand. Such a reader comes to the text with a determination to learn, and with a desire for the change, slight or dramatic, that learning will bring about. This is a reader who allows her thinking to be disrupted, altered, changed.



The children shown throughout this book are students from the Solon Public Schools, Solon, Ohio. We appreciate the teachers who invited us into their classrooms and the children who were willing to let us work with them.



# INTRODUCTION



We hope that this book disrupts your thinking, too. We hope it spurs conversation that you have first with yourself and then with us as you jot notes in the margins of the book, join us at workshops, or connect with us via social media. We encourage you to have conversations with your colleagues about the ideas presented here. And, most important, we hope this book invites conversations with your students. We believe teachers change tomorrow for their students. We're excited to share our thinking with you, today. It's a scary thing—to put a book into a reader's hands. We never know what you, that reader, will do with it. We don't know how it will change you, if it will change you. But now it's yours, and it is you who will give it meaning. We put the words on the page; you bring them to life. And so, together, we turn the page.



## **Take Two: Introduction**

Throughout the book, you'll see "Take Two" video clips of us discussing a point so we can extend the conversation. Go to [scholastic.com/BeersandProbst](http://scholastic.com/BeersandProbst) to join us now as we discuss how this book came to be.







**PART I**  
**THE READERS**  
**WE WANT**

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# Opening Comments

**WE'RE OFTEN ASKED** where we get our ideas for books. While one of us might quickly say “over a glass of wine,” the other would point out that’s *when* we get our ideas. The *where* is much more likely to come from classrooms, as we talk with students and teachers or see children wearing mismatched socks. That’s exactly where this book began. Take a look at some of the conversations we’ve had with students recently.

## A first grader

**Kylene:** Why do you think your teacher is teaching you to read?

**Jason:** Because the whole world can read!

**Kylene:** Do you have a favorite book?

**Jason:** *This Book Has No Pictures*. I LOVE that book. It is so so so so so so so so so funny.

## A third grader

**Bob:** Why do you think your teacher is teaching you to read?

**Rachel:** You HAVE to learn to read so you can READ!

**Bob:** Do you have a favorite book?

**Rachel:** I LOVE *Bunnicula*. But it’s a home book. First my mom read it to me every night. I can’t read it at school because I’m not that level. I have to read *Frog and Toad* at school because that’s my level. But I LOVE *Bunnicula*. Have you read it? It is soooo funny.

## A fourth grader

**Bob:** Why do you think your teacher is teaching you to read?

**Curt:** I already can read. Now we just work on *can you find the evidence*.

**Bob:** Evidence for what?

**Curt:** I don't know. Like when the teacher asks you a question then you have to find the evidence.

**Bob:** Do you like to read?

**Curt:** I did when I was little. Now it is about "Do you know your reading level?" and "Can you show me the evidence?" Sometimes on Fridays we get to just read and then you just read and read and you even forget you are reading. But that's only on the Fridays when no one has a red mark by their name on the behavior chart.

## A seventh grader

**Kylene:** Do your teachers give you reading assignments?

**Monica:** Sometimes. If we have a story, like in ELA, but, no, not too much.

**Kylene:** Do you like to read?

**Monica:** What do you mean?

**Kylene:** Well, I just wonder if you enjoy reading.

**Monica:** I like it when Ms. Cox reads us books. She does that and I like that a lot. Right now she's reading us *The Wednesday Wars*. I like that one a lot.

**Kylene:** Do you read on your own?

**Monica:** Like for homework?

**Kylene:** For homework and for fun.

**Monica:** For fun? Fun? I don't think so.

## An eighth grader

**Bob:** Why do you think your teacher talks about improving reading skills?

**Logan:** I have absolutely no idea.

**Bob:** No idea?

**Logan:** Well, maybe so our Lexile goes up and we can pass the test.



### Take Two

Go to [scholastic.com/BeersandProbst](http://scholastic.com/BeersandProbst) to view a conversation between us as we describe the research methods used for this book.



## A freshman in college

**Kylene:** How is reading in your college classes different from the reading you did your last couple of years in high school?

**John:** Well, first, there is a lot and I mean *a lot* more reading now. Second, in high school, in your textbook, it just told you what was important. Highlighted in yellow for you. And another thing, in high school, in science or social studies, the teachers had a lot of PowerPoints and all you had to do was copy them down. Some teachers didn't assign any reading. In my classes now, the professors begin by asking you to explain what was the most important part of what you read. You can't skip reading and the book isn't going to tell you. You have to figure out on your own what's important to you.

As we looked at the comments made by these students from first grader to college freshman, we saw students move from reading for pure enjoyment to reading to reach a certain Lexile or to pass a test. Reading at a certain level, reading to find evidence, reading to pass a test—all those issues seemed to crowd out any personal reasons for reading. Our youngest students begin school eager to become friends with *Baby Mouse*, *George and Martha*, and *Dory Fantasmagory*, and far too many of our graduating seniors leave having mastered the art of fake reading. Then, if they head to college as did John, the amount of reading can be overwhelming.

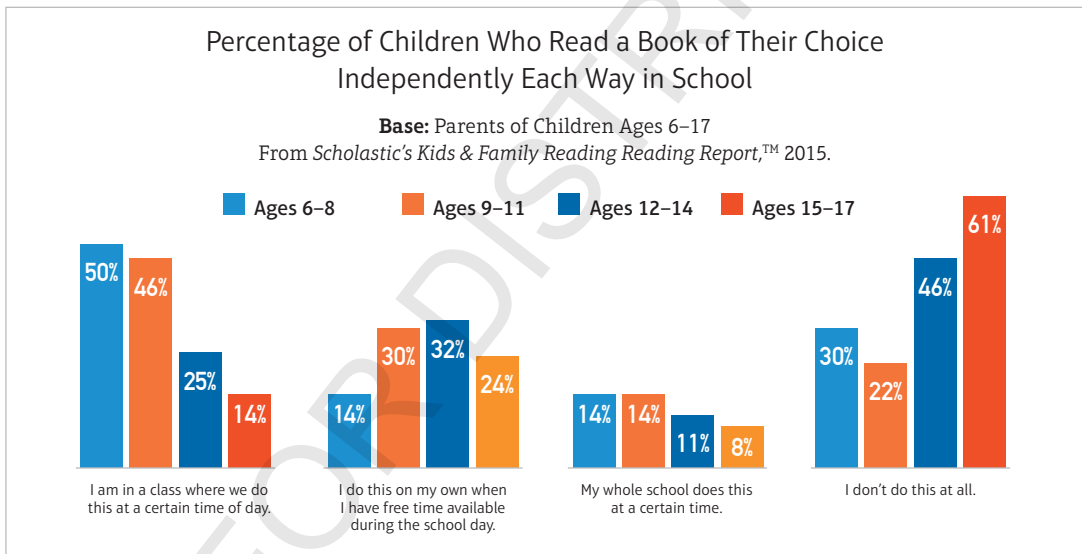
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Fake readers pretend to read the text, feign engagement, and sometimes extract words from the text to answer questions with little thought.

We've been thinking about this issue—this turn away from reading—for much of our professional lives. We have studied and written about students, texts, and teachers. We've written about helping underachieving readers and reluctant readers. We've wondered if the problem of aliteracy could be solved by giving kids books they wanted to read and making sure they had more time to read. And for decades many teachers have tried doing just that. We know that during a student's experiences in kindergarten through high school, perhaps more so in those elementary years, many teachers encourage a love of reading; yet the overwhelming majority of our high school students do not identify themselves as readers and do not turn to reading for enjoyment (see Chart A). Too often,

the right book created a compliant one-book-at-a-time reader, that kid who will willingly read the book we promise him he will enjoy. And yet, he doesn't become the committed reader who searches on his own for the next great book.

And then we wondered if we were trying to solve the wrong problem. Many teachers have given them the right books to read, and many have given them time to read. Perhaps what was missing was helping students have the right mindset while reading. Once we reframed the problem, we began to understand why *how* kids read matters so very much.



**CHART A**



## Chapter 1

# Tomorrow's Leaders

**IN 2008**, Marcus was fourteen years old and in eighth grade. He lived with his mom and younger sister, Jasmine, in a well-kept three-room apartment. His mom and sister shared a bed in the one bedroom while Marcus slept on the couch.

It was easy to see that Marcus adored his sister and watched after her as they walked to the bus stop each morning. His mom was adamant that her two children would be in school each day with homework done, and done neatly. While Marcus quickly describes how well Jasmine is doing in school, he's more guarded when talking about his own progress:

"I'm not, not so good in school, you know? I don't like it. [pause] My teacher, she's real nice and everything. But, it's just like nothing we do there is going to change anything here."

Marcus is referring to the landscape of his neighborhood, a landscape that suggests parents who work hard just to put food on the table. He continued: "This is my world. How's the word-of-the-day help with this?"

Though Marcus seems to simply move through the routine of the school day with little interest, he turns, as often as he can, to a spiral notebook he keeps close. When asked what he's writing, he replies that "it's kinda private" and explains that the writing he does in the notebook is the "wrong kinda writing for school." He says that it doesn't have topic sentences: "This is just my thinking. Like at school, you need topic sentences." When asked if he likes to write, he took a moment to answer and then said,

"No I don't think so. [pause] I got a D in writing last year. I turned in this one paper about the time my dad came

---

**Bob:** Kylene first wrote about Marcus in "The Sounds of Silence," which you can read at [scholastic.com/BeersandProbst](http://scholastic.com/BeersandProbst).

for a visit and the teacher says it was good but it had agreement errors and that was why it had to get a D.

[pause] I thought it was better than a D. Like maybe a B.”

Marcus went on to explain, “What I say don’t matter. It’s just all about is it on the rubric and is it agreement and is it correct. It’s not ever about what you really are saying. Write stupid and get a good grade.”

Marcus’s paper might have had errors, but his voice is clear and his message profound:

*My Dad’s ball swishes through the net like he swishes through my life. Barely touching anything. But counting all the same.*



Why discuss Marcus and his writing in a book about reading? Two reasons: first, Marcus is one of those kids you never forget. We carry his story with us and wanted it in this book. He is most certainly one of those kids who disrupted our own thinking about school. Second, Marcus said something about writing that we have heard other kids say time and time again about reading: “What I say don’t matter.” When a right answer is most important, students come to believe their thoughts don’t matter.

Too often we’ve heard students tell us that they “hate reading” because it is “dumb,” “stupid,” and “boring.” When we push them to tell us why, we must admit the most common first response is “I don’t know,” which is followed by “It just is.” But if we’re patient, we’ll usually get more:

- “Because the stories, they are just dumb.”
- “It’s read and then answer questions and read and then answer questions.”
- “We had to read *Hatchet* and it was a good book and everything but then it was like *stupid* [stress added by student] with all these vocabulary and Venn diagrams to make. Stupid.”
- “We always have these questions to answer. You don’t even have to read to answer. Find the part that matches and write it down. It is stupid stupid dumb boring.”

# PART I

- “Well, we read *Shiloh* and for each chapter we had ten questions to answer. I hated that.”
- “You read it and so what?”

“*You read it and so what?*” That statement reminded us of Marcus’s comment: “But, it’s just like nothing we do there is going to change anything here.” And there it is. In too many places, we ask kids to read (and write) so we can give them a grade that shows they’ve learned some skills someone has decided they need to learn. Skills are important. But if we aren’t reading and writing so that we can grow, so that we can discover, so that we can change—change our thinking, change ourselves, perhaps help change the world—then those skills will be for naught.





## From Extracting to Transacting

As we visited classrooms, we jotted down assignments we saw on white boards or on worksheets, or heard teachers give. Here's a sampling of what we collected:

- Write a summary
- Provide a retell
- Compare and contrast two characters/people/events
- List the steps
- Create a timeline
- Draw the parts of a cell
- Outline the chapter
- Cite the evidence
- Explain the main idea and supporting details
- Answer the questions
- Complete the plot structure template
- Define the vocabulary words
- Discuss the causes and effects

And if we're trying to be creative, we let kids make a diorama of their favorite scene.

All of those tasks are, at their core, about extracting. We would argue that in today's world, learning to extract information is not enough. It's not enough to hold a reader's interest and it's not enough to solve our complex problems. We need students who can do more than answer questions; today's complex world requires that our next generation of leaders be able to raise questions. They need to be able to hold multiple ideas in their minds. They need to be able to see a situation from multiple perspectives. They need to be flexible thinkers who recognize that there will rarely be one correct answer, but instead there will be multiple answers that must be weighed and evaluated. Yet, here we are in the second decade of the twenty-first century still focused on practices that teach students to extract evidence from a text. We ask students why Jess took Maybelle to Terabithia when we

**We need students who can do more than answer questions; today's complex world requires that our next generation of leaders be able to raise questions.**

should be asking how *Terabithia* has changed their understanding of who they, the readers, are.

We think that knowing what the text says is critically important. It is a necessary part of the meaning-making experience, but it is not sufficient. Additionally, we must teach students how to read with curiosity. And they need to be willing to raise questions. We want them to ask not only, "What does this text say?" but also, "What does it say to me? How does it change who I am? How might it change what I do in the world?"

Our next generation of leaders will lead us in many areas. Whether that person is leading one classroom of children or one community's police force or one local business or a state agency or our nation, our children of today must, most certainly, learn to think creatively, critically, collaboratively, and compassionately. To get there, we need them to change the way they think as they read. We need to change the readers they are.



**Take Two: Chapter 1**  
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## Turn and Talk

A word about this section. First, by each Turn and Talk section at the end of each chapter, you'll see the URL [scholastic.com/BeersandProbst](http://scholastic.com/BeersandProbst). At that site, you can join us in an informal conversation about the topics in the chapter. Second, we urge you to find colleagues for your own conversation to discuss the questions offered here. Our goal is that they help you start conversations in your school. Some questions will require a few meetings to discuss. Others might not. Some might require anonymity to achieve the most honesty. So, perhaps you should address those in writing; the answers might then be collected and shared in a small-group setting. The best questions, of course, will come from you and your colleagues.

- How often do you ask your students, "How did this reading change who you are?" If not often, explore with colleagues why

that is. Do you believe that reading can change who you are? If you do, then why not discuss that with students?

- We've heard some teachers say that in the future, reading may not be as important as it is now, since we will have more audio books and will be able to turn to the Internet to watch/listen to someone explain almost anything. Do you agree? Do you think in the future we'll read less? Is reading still necessary even now?
- What will be lost if reading is less valued? How do you share the value of reading with students in your school?
- In this country, we kept slaves from learning to read. Additionally, for a while in our history, you were adequately literate if you could simply sign your name—or even just make an X. In developing countries today, girls are still educated less than boys. What do these situations suggest about the potential power of reading?



*“We need to recognize that reading ought to change us. Reading ought lead to thinking that is disrupting, that shakes us up, that makes us wonder, that challenges us. Such thinking sets us on a path to change, if not the world, then at least ourselves.”*

**KYLENE BEERS AND ROBERT E. PROBST**



“Reading is an art. And a science. *Disrupting Thinking* is Kyleene and Bob in the lab, experimenting with thoughtful and creative solutions to one critical question: How do we teach life-giving and lifesaving thinking to young people? The results are unequivocal: A good book can set us on a path to change ourselves, and the world. And this book is an inspired map.”

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Reading Specialist, East York Elementary ELA Resource Person, York Suburban School District, PA

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**MECHIEL ROZAS,**

Director of Literacy, Secondary Curriculum and Development, Houston Independent School District, TX

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