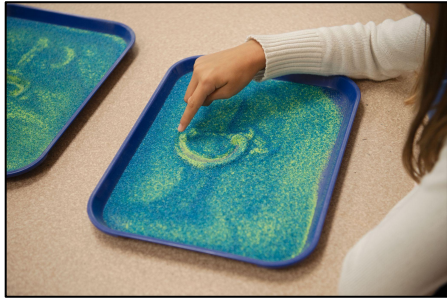


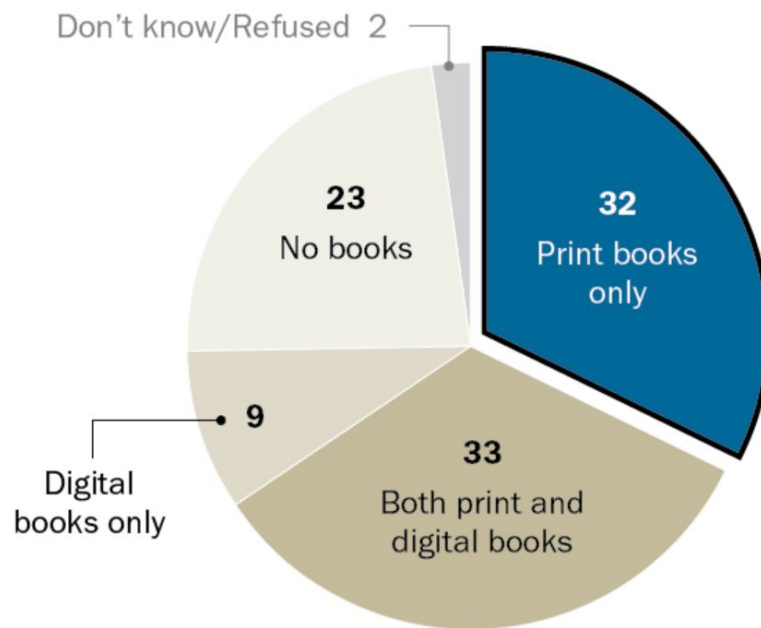
# Literacy 2025



**Mountain Lakes Schools**  
Dr. Gravity Goldberg  
[gravity@drgravitygoldberg.com](mailto:gravity@drgravitygoldberg.com)



*% of U.S. adults who say they have read \_\_\_\_\_  
in the previous 12 months*



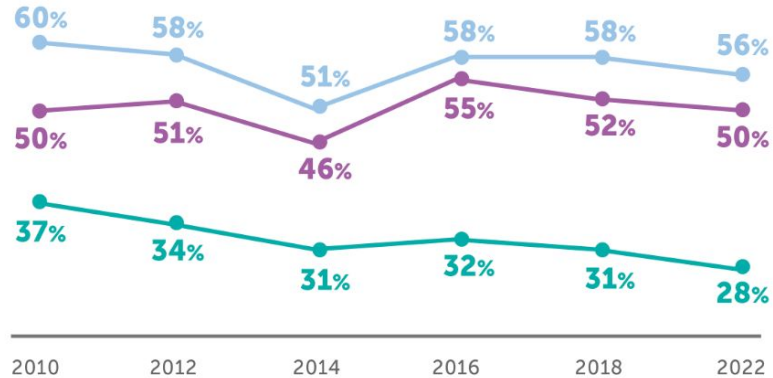
Note: The “digital books” category includes both e-books and audiobooks.

Source: Survey conducted Jan. 25-Feb. 8, 2021.

PEW RESEARCH CENTER

## READING FREQUENCY, ENJOYMENT, AND IMPORTANCE OVER TIME

● Enjoyment of reading for fun (love it/like a lot) ● Importance of reading (extremely/very important) ● Frequent readers (5-7 days/week)



Base: Children ages 6-17

Scholastic Kids & Family Reading Report™: 8th Edition (Scholastic & Fluent 2022)

There is a significant drop in reading enjoyment as kids age (70% among 6-8-year-olds vs. 46% among 12-17-year-olds).

Frequent Readers: reading books five or more days a week

46% of 6-8 year olds

32% of 9-11-year-olds

21% of 12-14-year-olds

15% of 15-17-year-olds

How we **define literacy** impacts what we research, how we research, and the interpretation of the findings into practice.



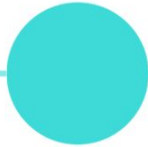
# WHAT IT MEANS TO BE LITERATE

## SIGNATURE LITERACY



- gatekeeper
- ability to own property

## RECITATIONAL LITERACY



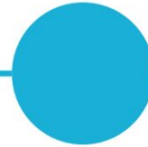
- memorize great pieces
- performance

## ANALYTIC LITERACY



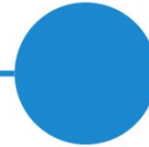
- break the text into parts
- interpret those parts
- stay within the four corners

## CRITICAL LITERACY



- all texts are socially constructed
- worldview impacts interpretations
- who and why matter

## DIGITAL LITERACY



- broadens ideas of texts
- reading and writing are multimodal
- audience matters

## PERSONALIZED LITERACY



- text curation
- choose communities and discourses

# AI Literacies

- consumers
- creators
- ethics



The percentage of high school students who report using GenAI tools for schoolwork increased from 79% to **84%** between January and May 2025.

**90%** of college students surveyed have used AI academically



what does it mean to be literate in 2025

To be **literate in 2025** means far more than just being able to read and write—it means having the **knowledge, skills, and dispositions** to understand, create, and communicate meaning across multiple modes, media, and contexts in an increasingly digital, global, and AI-influenced world.

# Current Views and How They Shape Our Understanding of Literacy

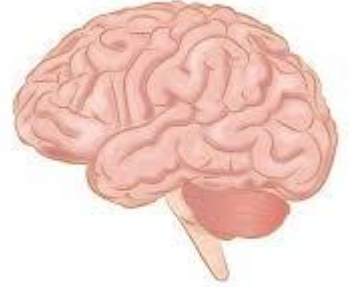
**Cognitive  
View**

**Socio-Cultural  
View**

**Disciplinary  
View**

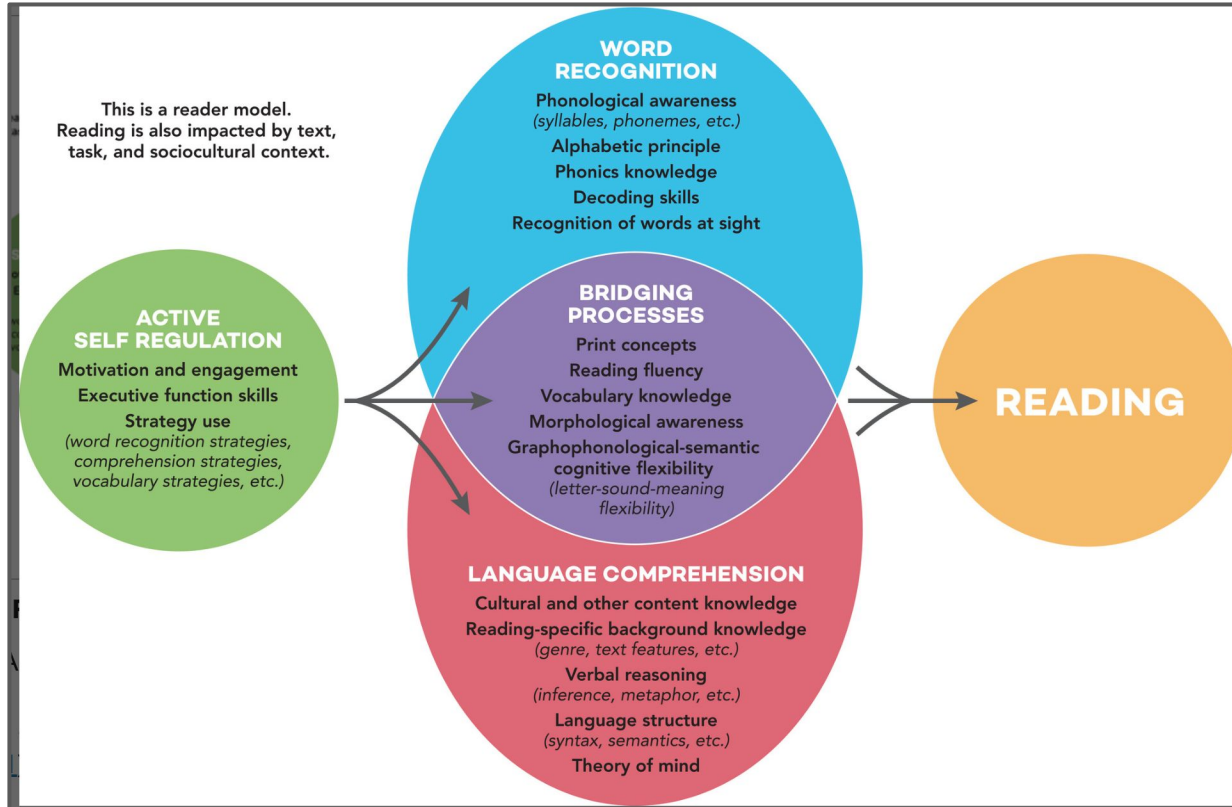
**Dispositions  
View**

# A Cognitive View of Reading



- Reading is a skill that is brain based
- Reading is developed the same for all people
- Reading is developed in a linear path
- “Typical” ways of reading are measured and valued
- Simple view of reading (decoding and oral language comprehension)

# Active View of Reading (Duke & Cartwright, 2022)



# A Socio-Cultural View of Reading



<b>Reading Identity</b>	Who I am and the communities I am a part of impact the meaning I make from the text.
<b>Purpose</b>	Why and what I am reading impacts how I read (recipe, comic, lab report, beach read, etc.)
<b>Autonomy/Agency</b>	I can choose what I read and how I interact with a text.
<b>Mindset</b>	I see myself as a reader.
<b>Transfer</b>	I bring and use my skills into my reading experiences.
<b>Connections</b>	I bring all my experiences and knowledge to a text.

# Disciplinary Literacy

- Active participants in constructing knowledge with texts
- Reading, writing, and speaking skills are integrated into the content learning
- Do the work of the discipline
- Every discipline requires literacy skills

“ **The specific purpose for reading and writing should inform the processes for reading and writing.** ”

Rachael Gabriel

I want to be:

engineer





## **Different Disciplinary Questions, But All Require Literacy Skills**

**Math:** How many leaves are on the tree? How long does it take each to fall?

**Science:** What chemical reactions are happening?

**English:** What metaphors might you use to describe this?

**Social Studies:** Where is this? How do you know?

**Physical Education:** What kinds of movement does this inspire?

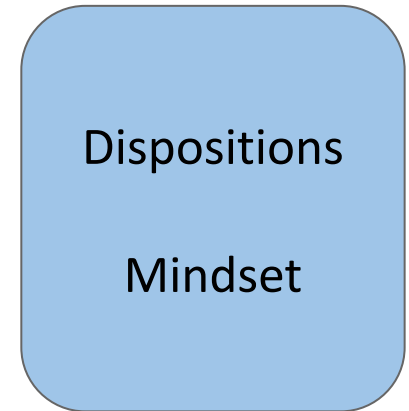
**Music:** What kind of melody is this?

**Art:** Why did the artist use slow motion? What effect did it have?

# Performative Literacy: The Habits of Mind of Highly Literate Readers

(Blau, 2003)

- Willingness to suspend closure—to entertain problems rather than avoid them.
- Tolerance for failure—a willingness to re-read and re-read again.
- Tolerance for ambiguity, paradox, and uncertainty.
- A capacity to monitor and direct one's own reading process: metacognitive awareness.



More than one thing can be true.



**Focus on what matters most.**



**Invest In People Over Programs**

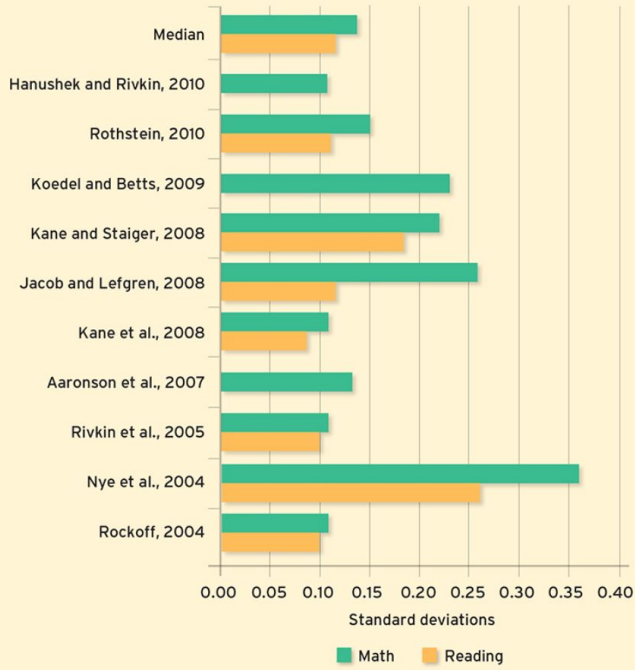
Invest In People Over Programs

“Using data from more than 500,000 studies, Professor John Hattie...found that the **impact teachers have on student learning is greater than other factors** that often dominate public debate, such as class size, technology, individualised instruction, streaming by ability and changing school calendars or timetables.” <https://qbi.uq.edu.au/brain-basics/learning-why-good-teachers-matter>

Research suggests the biggest impact on student reading is the teacher, not the program (Bond and Dykstra, 967; Connor et al., 2013).

## An Effective Teacher's Impact on Learning (Figure 1)

The median finding across 10 recent studies indicates that an effective teacher (one at the 85th percentile) produces additional learning gains for students of 0.14 standard deviations in math and 0.12 standard deviations in reading as compared to an average teacher.



NOTE: All variances are corrected for test measurement error and, except for Kane and Staiger (2008), are estimated within school-by-year or within school-by-grade-by-year.

SOURCE: Eric A. Hanushek and Steven G. Rivkin, 2010. "Generalizations about Using Value-Added Measures of Teacher Quality." *American Economic Review* 100(2)

“teacher quality is the most important schooling variable”

**Table 1**  
**Practices of Exemplary Teachers of Literacy**

<b>Exemplary teachers...</b>	<b>Description</b>
Were responsive	Teachers were mindful of students' cultural and linguistic backgrounds, their prior experiences within the classroom, their interests, and their individual needs and designed instruction accordingly.
Made extensive use of individual, small-group, and whole-group instruction	Within these participation structures, teachers used a wider array of instructional and organizational practices than their less effective peers.
Used assessment and observation to inform their instruction	These exemplary teachers formed and re-formed groups and designed lessons based on what they had determined that individual students needed.
Taught for equity	Teachers varied instruction based on individual students' needs to achieve success for each student. In contrast to much of what has been documented as typical in past research, these exemplary teachers provided high-quality, higher order instruction to all students, even those who were the lowest achieving.

## **Learning From Exemplary Teachers of Literacy**

*Nell K. Duke, Gina N. Cervetti, Crystal N. Wise*

# Reflect

- What resonated with you most?
- What next steps or questions are you considering?
- How are you thinking about literacy right now?

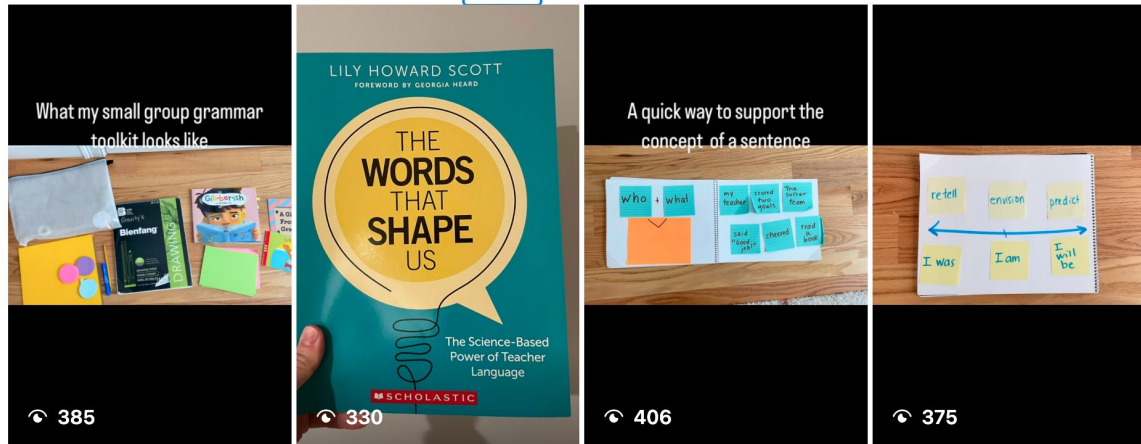


# I share my work and thinking here

[drgravitygoldberg.com](https://drgravitygoldberg.com)

<https://substack.com/@drgravity1>

Instagram: @gravitygoldberg



GRAVITY GOLDBERG FEB 12

### How Positive Peer Relationships Help Students Tackle Challenges

The Challenge  
3 MIN READ

- ways to be a supportive partner
- Smile
- Lean in
- Nod your head
- Use positive language such as "I believe you can do it."
- Give them space to do the work themselves.
- Mirror back what you are seeing them do to honor their efforts.

GRAVITY GOLDBERG FEB 5

### How To Help Students Increase Their Learning Stamina

The Challenge  
3 MIN READ

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### Teach Students About the Autonomic Nervous System

Recognition and Awareness Are Important Tools  
4 MIN READ

anxious or angry

stuck and disconnected

GRAVITY GOLDBERG JAN 22

### How to Spot Signs of Anxiety in Your Students

Sign	Example
Fast or shallow breathing	I can't breathe.
Fast or slow heart rate	I feel like my heart is racing.
Feeling faint or dizzy	I feel like I'm going to pass out.
Stomach pain or nausea	I have a stomach ache.
Headaches or dizziness	I have a headache.
Excessive sweating	I'm sweating a lot.
Blurred vision	I can't see clearly.
Feeling overwhelmed	I can't do this.
Feeling like you're not in control	I don't know what to do.

As teachers, we've been taught to focus on clarity

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