



Independent Reading Practice

There is a book for every
student

Questions for Reflection

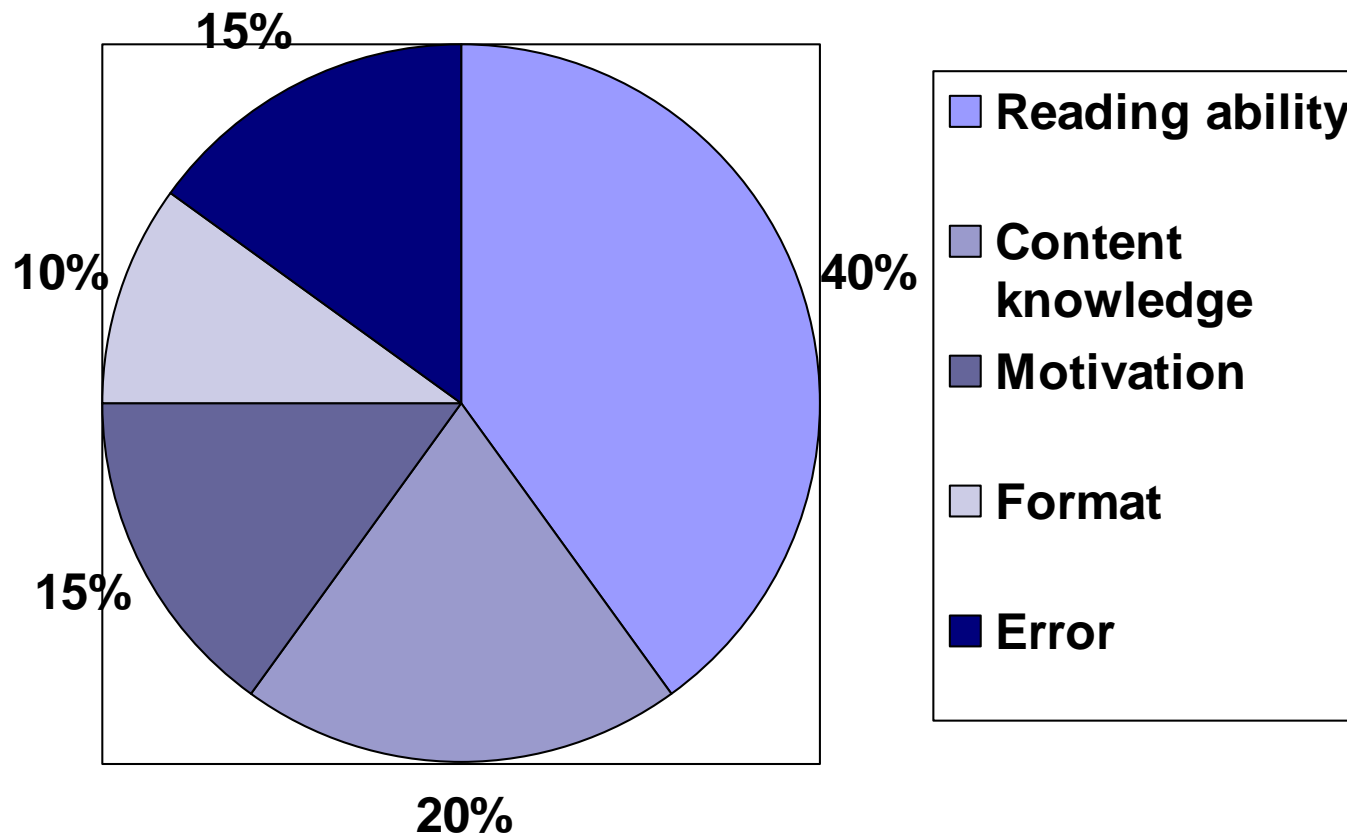
- Are all my students provided with many books they can read and want to read?
- When my students read/write, do they get to write about what they know and care about?
- Are my students given plenty of time to explore topics and themes through reading and writing?
- When I want my students to read/write content information, do I show them how to do it?
- Do all of my students get opportunities to demonstrate and use their strengths in reading and writing, or do reading and writing activities in my class only accentuate their weaknesses?

Challenges of FCAT

- Endurance
- Reading and writing for 160 minutes
- Text Length average=900 words
- No connection to text
- **MOTIVATION!**

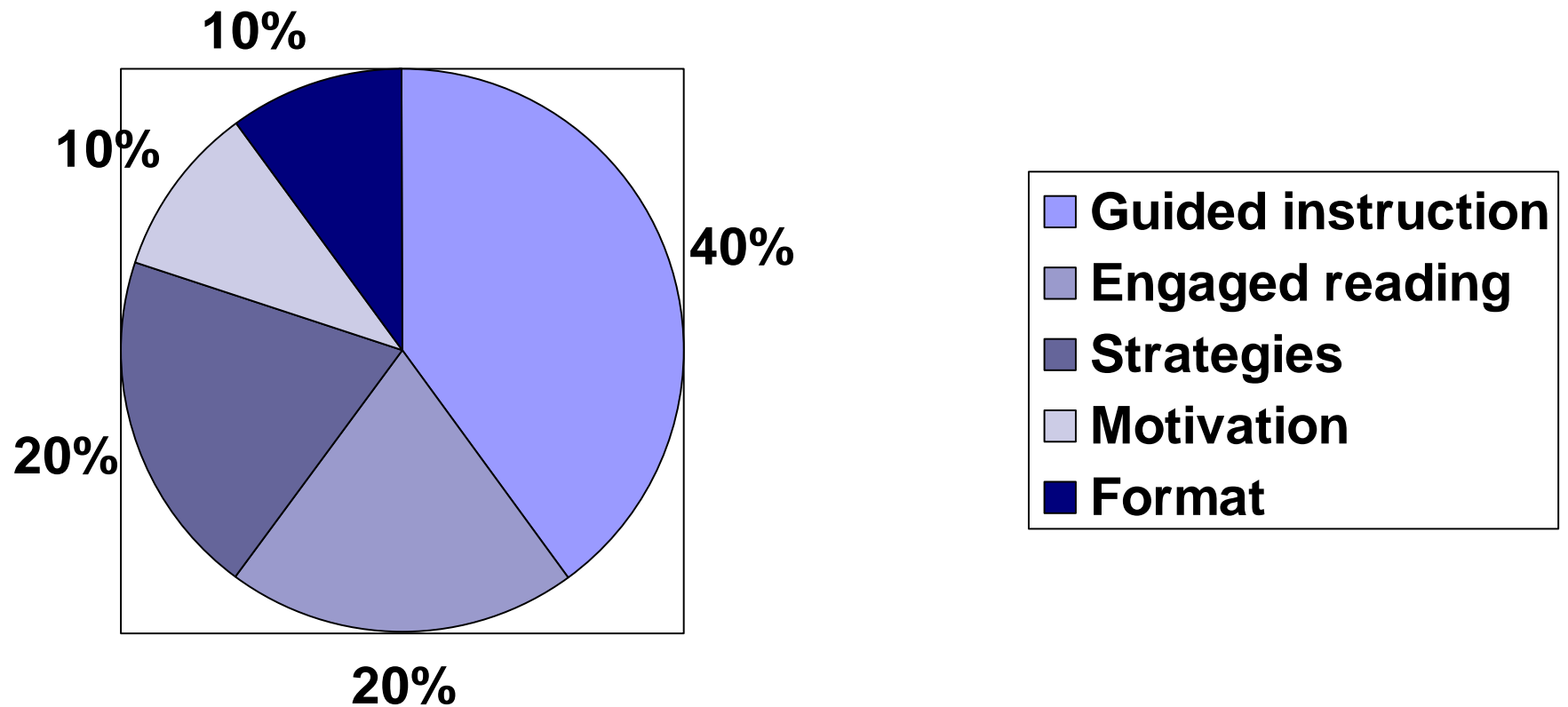
Research-Based Reading Classroom (Guthrie, 2002)

- Which factors affect FCAT reading scores?



Research-Based Reading Classroom

- Which components should we focus on?



What Teachers Can Do

Ensure students:

- Read extensively “in all classes” to build text knowledge and fluency
- Read for longer periods of time
- Read longer texts
- Read texts that are linked to the curriculum
- Build background knowledge and vocabulary
- Have access to self-selected texts related to the content unit being studied

What Happened to Silent Reading Practice?

- The **National Reading Panel (NRP,2000)** found substantial numbers of studies that showed a correlation between volume reading and reading achievement.
- The **National Reading Panel (NRP,2000)** failed to find sufficient evidence to recommend SSR as an evidence-based reading instructional practice.

Why didn't SSR work very well as a way to practice reading effectively for fluency?

- Lack of student and teacher interactions around text
- Teachers model silent reading (no evidence of effectiveness) versus monitoring successful practice
- There was no accountability (for teachers or students)
- Unguided choice

Independent Reading Practice	SSR/DEAR
<ul style="list-style-type: none"> Students choose from leveled sets of trade books. (Accelerated Reader/high interest/low vocabulary, Reading Recovery, etc.) 	<ul style="list-style-type: none"> Students choose any reading materials.
<ul style="list-style-type: none"> Daily 10-30-minute independent reading (students read successfully – out of text level where they can w/comprehension and few accuracy errors.) 	<ul style="list-style-type: none"> Books can be difficult. Time can vary.
<ul style="list-style-type: none"> No turn taking. Every student selects a separate text and reads simultaneously. 	<ul style="list-style-type: none"> Similar.
<ul style="list-style-type: none"> Students can either read quietly out-loud or silently. 	<ul style="list-style-type: none"> Usually silent reading.
<ul style="list-style-type: none"> Teacher monitors, notes kinds of miscues, checks comprehension. 	<ul style="list-style-type: none"> No required monitoring of student reading – model instead
<ul style="list-style-type: none"> Students are held accountable for reading 	<ul style="list-style-type: none"> No accountability
<ul style="list-style-type: none"> Teacher uses what s/he learns to provide direct instruction in reading skills and strategies. 	<ul style="list-style-type: none"> No systematic link to instruction.

Why Independent Reading (For Us)?

- Improves Reading Achievement
- Improves Student Confidence (Successful practice)
- Improves Student Motivation to Read Texts

Why Independent Reading (For Them)?

- It's rewarding
- Builds a mature vocabulary
- Makes you a better writer
- Makes you smarter
- Prepares you for work
- It's financially rewarding
- Gatekeeper to college and beyond
- Arms you against oppression

(Adapted from Gallagher, 2003)

Motivation is the Key!

- Student Choice
 - Gives students ownership of the outcome
- Clear goals
 - What they are supposed to learn...
- Academically safe environment
 - Reading materials at the students' independent reading level.

Engagement/Motivation

- Students need one of the following to attach to:
 - A topic
 - An adult
 - A reason to keep them going
- Engaging curriculum=kids keep going when text gets tough
- Amount of engaged reading correlates higher with reading achievement than gender, family income, or parental education (Guthrie)
- Motivation-achievement relationship is reciprocal and spiraling (Morgan and Fuchs, Exceptional Children)
- Intrinsic motivation is not enough for minority students (Guthrie)

Classroom Practices that Build Engagement

- Relevance
- Microchoice (appropriate level of challenge)
- Success-Single biggest source of disengagement
- Relationships
- Thematic Units

Reading Levels

- Independent: Easy
 - Word Identification=99% accuracy
 - Comprehension=95%
- Instructional: Learning
 - Word Identification=90% accuracy
 - Comprehension=75% accuracy
- Frustration: Hard
 - Word Identification=<90% accuracy
 - Comprehension=<50% accuracy

Classroom Library Display

■ Books on Display

- Print Books
- Audio books

■ Information-Rich Environment

- Word webs
 - Examples of figures of speech
 - Student work examples
 - Classroom library
 - Magazines
 - Periodicals
 - Web Resources
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- Various Kinds of Literature and non-fiction texts
 - Teacher Modeling the Love of Reading

Books in the Classroom

- Have appropriately leveled books and materials in the classroom.
- Have a variety of reading material available.
- Have teacher book talks to introduce books the students might enjoy.
- Have reading materials that address life situations of students.

Types of Text that Can Be Used for Independent Practice

- Pictures/Photographs
- Young adult novels/historical fiction
- Primary source documents/artifacts
- Expository pieces
- Magazine articles
- Newspaper articles (Current Events)
- Journals/Diaries
- Question and answer books
- Picture books
- Poetry
- Web sites
- Manuals
- ???

Effective Reading Responses

- **Reading Logs**
- **One Sentence Summaries**
- **Graphic Organizers**
- **Student Generated Question/Answer**

Alternative Assessments

- Student produced cartoons
- Student book talks
- Posters
- Plays
- Character Reflections
- Journals
- Portfolios

Helping Students Make Good Choices

- Teach them to self-select independent texts (good comprehension and struggling with less than 5 words on the second page).
- If they want to read a difficult text anyway, they must agree to reread each page.
- Get help over the summer to acquire and level a classroom library (use publisher's websites to locate books on the theme at different grade levels)
- Labeling or organizing books for easy matching

Teach a series of explicit book selection strategy lessons

- Orient students to the classroom library
- Give book talks to hook children on books
- Select a “just right” or appropriately leveled book from the classroom library
- Select books from a variety of genres in the classroom library
- Confirm selections of appropriate difficulty levels using the “five finger” rule

(Reutzel, 2008)

Monitoring Independent Reading

How To Make Independent Reading Work in the Classroom

- Teacher Monitoring (Clipboard cruising)
 - Asking questions
 - Student read-alouds
 - Book talks
- Two-point rubric
- Classroom expectations
- 10-20% of class grade (recommended)
- Provide lots of classroom books

Independent Reading Rubric

1 Point--In your seat with your independent reading book when the tardy bell rings

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1 Point--Reading for the **FULL** ten minutes (9 minutes, 59 seconds=NO POINT!)

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2 Points + Reading Success

Generic Comprehension Questions to Ask Students as they Read

- Clarification. Did you get confused at any point as you were reading? Show me in the text. What did you do about it?
- Connections. Is there a part of this piece that reminds you of something in your own life? of something that's happened to you? of something else you've read?
- Determining importance. What are some important things that happened in the text? How did you know they were important? Was there something interesting, but didn't strike you as important to the message the author wanted you to get? What do you think is most important to remember about this text?
- Inferring. What do you predict will happen next in this piece? How do you know? What do you think the author wants you to know from reading this? What evidence in the text led you to think that?

Generic Comprehension Questions to Ask Students as they Read

- Questions. Can you show me a part of the text where you have a question? What were you wondering about as you read this part?
- Self-Monitoring. Did you check your understanding as you read? How? What did you do if you didn't understand?
- Synthesizing. Can you tell me what the piece is about in just a few sentences? Can you show me a place in the piece where your thinking changed? How did your thinking change? Do you have some new ideas or information? Do you have more questions?
- Visualizing. Were there places in the text where you made a picture or movie in your mind? What images or pictures did you see? What specific words helped you create that picture?

Conferencing with Students

- How is the reading going?
- What do you like/dislike about this book?
- What makes this a good choice for you?
- Are there parts that confuse you?
- Have students read a section of text they liked and one that is new
- Track fluency and comprehension

What are the conditions for effective reading practice?

- Regular engagement with print (Topping, 2006)
- Where little support or scaffolding is provided to students, the text level for practice should be easier
- When support or scaffolding is readily available, then students can benefit from reading much more difficult text (Stahl & Heubach, 2006).

Questions???

The Bottom Line

- Did I help a child love reading today?



Thank you!

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