

Independent Reading



Balanced Literacy



Modelled Reading

Teacher to Students "I do it"

Teacher models the thinking processes through think alouds



Shared Reading

Teacher with Students "We do it"

Teacher shares reading experiences and responses to the material read



Scaffolded/Guided Reading

Students with Teacher "We do it together"

Coaching and guiding students in their application of strategies



Independent Reading

Student "You do it"

Providing students with opportunities to read independently, asking questions, practising strategies, and expressing their responses to the material read



Independent Reading Is...
Independent Reading Is Not...



Maximizing Independent Reading

Independent Reading

Improves students' oral reading accuracy

Increases reading rate

Improves expression

Increases reading comprehension

IF teachers scaffold IR by:

Modeling and teaching students to self-select books from a variety of genres at their IR levels

Confer with students

Monitor and provide feedback to students

Make students accountable for their reading

— Louisa May Alcott



Goals of Independent Reading

Every Child, Every Day



Waving bye-bye to the five-finger rule.

About thirty-five minutes have passed since the children left the room. We look up from our work to check the XXXX, glance toward the XXXX, and notice the beautiful day outside. We scan the room one more time to be certain all is ready for XXXX, grab our coats and keys, and head quickly to the door—still with enough daylight and enough energy for a long XXXX with the XXXX.

About thirty-five minutes have passed since the children left the room. We look up from our work to check the time, glance toward the window, and notice the beautiful day outside. We scan the room one more time to be certain all is ready for tomorrow, grab our coats and keys, and head quickly to the door—still with enough daylight and enough energy for a long walk with the dog.

How To Teach Students to Pick Good-fit Books

I PICK “Good Fit Books”

1. **I** look at a book
2. **P**urpose
3. **I**nterest
4. **C**omprehend
5. **K**now all the words



To grow as independent readers, students need:

Classroom time to read

To choose what they read

Explicit instruction about what, why and how readers read

To read a lot: a large number of books and variety of texts

Access to texts

Teacher monitoring, assessment and support during Independent Reading

To talk about what they read

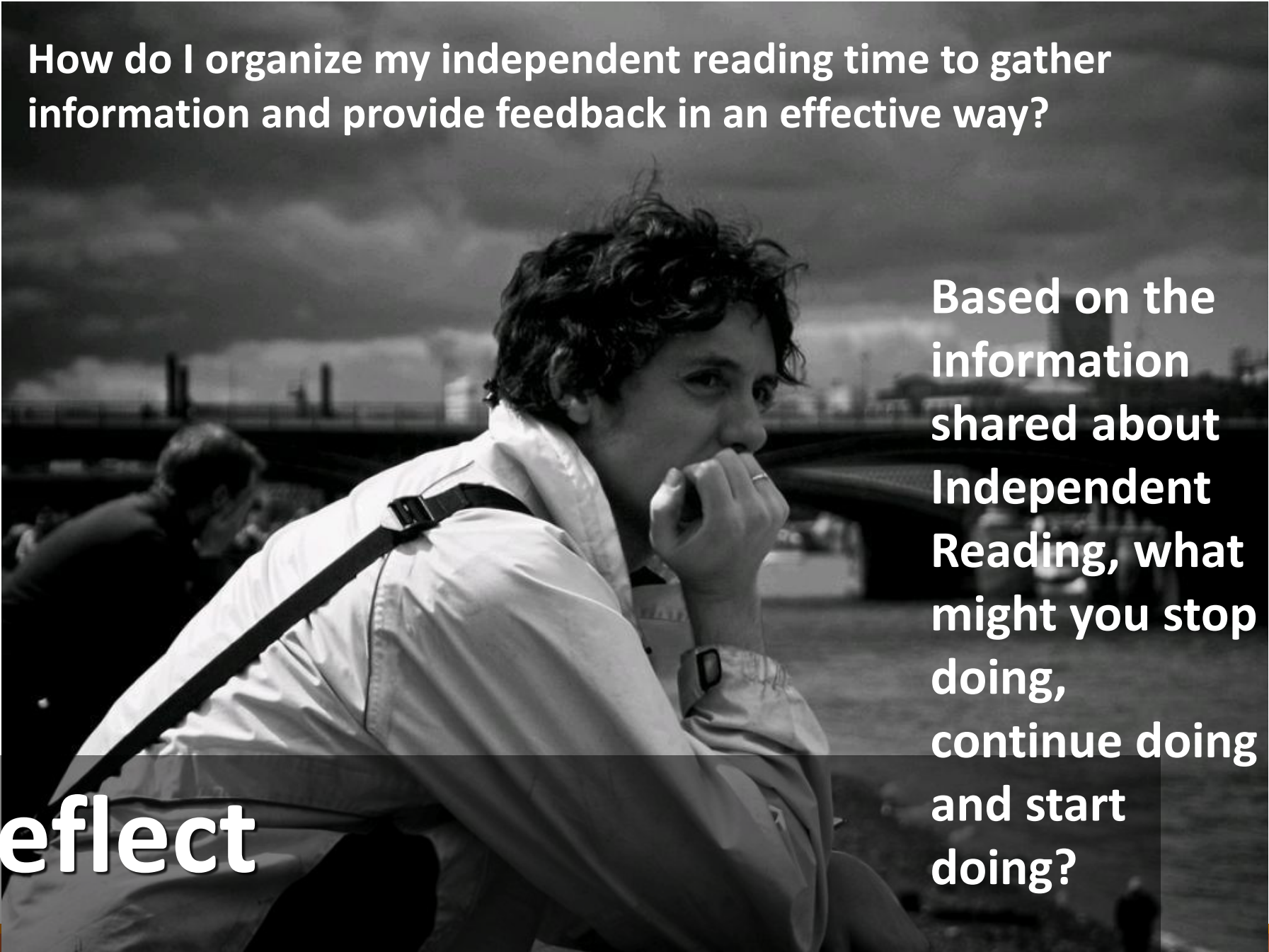
It takes courage to question one's own practice – to shift away from what you may have seen throughout your years of education and toward something new that you may have seen few if any colleagues use.

Ellin Oliver Keen and Nell K. Duke





What is Needed?



How do I organize my independent reading time to gather information and provide feedback in an effective way?

Based on the information shared about Independent Reading, what might you stop doing, continue doing and start doing?

Reflect