

The Class Library and Effective Independent Reading for Challenging Students

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Research on Reading Volume and Student Achievement

Variation in the Amount of Independent Reading

A student in the 20th percentile reads books
.7 minutes per day

This adds up to **21,000** words read per year.

A student in the 80th percentile reads books
14.2 minutes per day

This adds up to **1,146,000** words read per year.

Cunningham & Stanovich, 1998

A student in the 90th percentile reads 21.1 minutes per day

This adds up to **1,823,000** words per year

A student in the 98th percentile reads 65.0 minutes per day

This adds up to **4,358,000** words per year

Cunningham & Stanovich, 1998

Sheer volume of reading
was a distinguishing
feature of the high-
achievement classrooms

Richard Allington , 2006

Students who read 5 pages or less per day had scores significantly lower than students who read in other categories

(6 – 10 pgs, 11 – 15 pgs, 16 – 20 pgs & more than 20 pgs)

NAEP Reading Report Card, - 2004 results

Individual differences in reading comprehension growth was reliably linked to differences in exposure to print

Cipielewski & Stanovich, 1992

Volume of reading reliably correlated with reading comprehension performance in both disabled and non-disabled achieving readers

McBride-Chang et al., 1993

Research on Class Libraries and Student Achievement

- Higher achieving schools had more books in classroom library collections than were found in lower-achieving schools.
- Schools in wealthier neighborhoods had classrooms with larger book collections than were found in schools in poorer neighborhoods.
- Classrooms with a larger supply of books had kids who read more frequently.
- Classrooms with a larger supply of books usually had more kids reading books they could read successfully.

Richard Allington, 2006

With books in close proximity to classroom activity:

- Time spent reading increased by 60% compared to a control group
- A large, varied and often-refreshed collection of books in the classroom is a vital ingredient in improving reading performance.

Susan Neuman, 1999

Kids not only need to read a lot, but they also need lots of books they can read accurately, fluently, and with comprehension right at their fingertips. They also need access to books that entice them, attract them to reading. Schools can foster wider reading by creating school and classroom collections that provide a rich and wide array of appropriate books and magazines and by providing time every day for children to actually sit and read.

Richard Allington, 2006

What the Experts Say About Students Reading in Appropriate Books

Lots of high-success
reading is absolutely critical
to reading development and
to the development of
positive stances toward
reading

Richard Allington, 2006

Students that are struggling to read too-hard text are unable to use strategies effectively and has detrimental effects on motivation to read

Fountas & Pinnell, 2006

When kids read text at their level and of interest to them, they are more likely to further their understanding and have a great read

Harvey & Goudvis, 2007

Not all students automatically improve their reading just because we give them time to read. If students are reading mostly difficult books, if they don't understand what they read, if no one is monitoring their progress, not much changes. I have been in far too many classrooms where students are staring at books they cannot and do not read and where sustained silent/independent reading is largely a waste of time.

Regie Routman, 2002

What really matters:
Kids need to read a lot
Kids need books they
can read

Richard Allington, 2006

Ways teachers can
maximize independent
reading for challenging
students

■ Motivate students to read

- Read Aloud
- Use interesting trade books both fiction and non-fiction to teach strategy lessons
- Make these books available in your class library
- Bless books
- Share your reading-life with your students

- Guard students independent reading time

- Say “no” to pull-outs
- Cut-out “stuff” – worksheets, busy work, book tests meant to motivate
- Make independent reading a priority over “too hard” basal stories even with adult help

“Perhaps workbooks and all skill-and-drill reproducibles should be required to carry a warning: Caution. Sustained use of this product may cause reading/learning difficulties. Conversely books might carry a label that said: Research has demonstrated that regular reading of this product can reduce the risks of acquiring a reading/learning disability.”

Richard Allington, 2006

- Create a supportive environment
 - Bless lower-level books
 - Make it cool to build reading muscles
 - Supply books kids are interested in
 - Survey students interests
 - Keep up with new series
 - Make friends with Junie B. and Captain Underpants
 - Add non-fiction, magazines, and graphic novels to your class library

- Conference with students during independent reading

- Check to make sure they are in “just right” books
- Check for understanding or use of skills/strategies taught in lessons
- Use this opportunity to make a teaching point
- Do it everyday – make it fit

What to do when a student will only read one series?

- Make sure appropriate levels are available for all genres
- Expect students to read a variety of genres
- Use reading logs for student accountability
- Know student interests and have alternate similar series at varying levels

Everyday things that administrators can do to support teachers in developing a reading community that works for all students

- Know where your strugglers are
- Know what a “just right” book is
- Get into classrooms everyday
- Take time to “bless a book”
 - It only takes seconds
 - Don't forget the lower level books
- Do a read aloud

- Ask students, “What are you reading?”
- Ooh and ahh over the book they are reading
- Limit classroom interruptions
- Develop and encourage grant writers

- Don't wait for teachers to ask for books just keep them coming
 - Build up those non-fiction texts especially at lower levels
 - Involve the community's help
- Take your teachers seriously when they ask for bookshelves
- Use your **principal power** to make it all happen