

# Building Reading Endurance through Accountable Independent Practice

Marlene Cabrera, FLARE Coordinator  
Joe Cloutier, FLARE Coordinator  
Jocelyn Downs, FLARE Coordinator  
Toniamae Lopez-Dykes, Reading Coach Clearlake Middle  
School



# Objectives: Time, Texts and Accountability

- To reinforce the importance of providing time for independent reading across a school
- To show models of successful school wide independent reading practices; matching students to books
- To share tools for accountability measures for independent reading



# Independent Reading

**Teachers should encourage and facilitate independent reading (Nagy, 1988).**

Amount of Time Spent Reading and Reading Achievement of 5<sup>th</sup> graders (N=155)

Percentile Rank	Minutes of Text Reading Per Day	Estimated Number of Words Read Per Year
98	90.7	4,733,000
90	40.4	2,357,000
70	21.7	1,168,000
50	12.9	601,000
20	3.1	134,000
10	1.6	51,000



**What are the implications for instruction?**

*Anderson, et al, 1988*

Reading is a powerful means of developing reading comprehension ability, writing style, vocabulary, grammar and spelling. In addition, evidence shows that it is pleasant, promotes cognitive development, and lowers writing apprehension.

Krashen, *The Power of Reading*, p. 37



Studies showing that reading enhances literacy development lead to what should be an uncontroversial conclusion:  
**Reading is good for you.**

Krashen, *The Power of Reading*, p. 37



The research, however, supports a stronger conclusion: Reading is the only way, the ***only way*** we become good readers, develop a writing style, an adequate vocabulary, advanced grammatical competence, and the only way we become good spellers.

Krashen, *The Power of Reading*, p. 37



# Brainstorm

How to make time for  
Independent Reading?



# Reading Instruction Methods to Support Independent Reading

- Flexible Reading Groups
- Cross-curricular Projects
- Literature Circles
  - During Class
- Book Clubs/Groups
  - Before or After School
  - During Lunch or Free Periods



# Matching Kids to Books

- Interest is paramount
- Five finger rule
- Limited choices
- Guiding choice
- Negotiate



# Accountability

- Computerized tests
- Book reports
- Reading logs
- Book talks
- Projects
- Conference with teachers



# One School's Process

- Amazing Race to Read
- 21 Minute School-wide Literacy Period
  - Author Study
  - Wednesday Writes
- Literacy Celebrations



# Amazing Race

- Goal is to encourage more students to read independently
- Across content areas
- Students start in Cocoa, FL and travel to eight destinations around the world
- Read a book for each destination, do a detour to get to the next pit stop



# Video Clip "How to Participate Amazing Race"



# 21 Minute Literacy Period

- Focus develops an author study
- Every class in the building is reading at the same time; different novels written by the same author
- Teacher is modeling fluent reading
- By the time the author visits, every student has read at least two of his/her books



# Author Visits



# Role of the Reading Coach

- Selects a variety of books by the same author
- Reading coach teaches all teachers think alouds and discussions with kids (not comprehension questions)
- Emphasize that it is not assign and assess time
- Not the time to teach reading strategies, just model reading for enjoyment



## Role of the Principal

- Provide funds to support the program
- Set the expectation that every teacher will actively participate
- **Attend and participate in all professional development that occurs at the school**
- Adopt a class and become a model



# Benefits of Program

Develops relationships between teachers and students

- Math teacher shared that the students he read with became a family; a different atmosphere was developed
- Exposes students to different genres and authors
- Creates interest in reading



# Wednesday Writes

- Teacher reads and discusses an article with students
- Dialogue occurs between students and with the teacher
- Students respond in writing; supported with a graphic organizer



# Literacy Celebrations

- Set a criteria for students (pages per nine weeks)
- Students who meet criteria attend a pizza party
- Top three readers in each classroom are recognized
- Top three of all classes recognized
- Golden book award given to class who has read the most pages (averaged)



# Accountability: How to get students reading

- (Video)



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