

# RtI for Classroom Teachers: Increasing the volume of high success reading for struggling readers

Increasing reading volume through  
Independent Reading

Independent Reading of just-right texts

## **2. BUILD READING VOLUME BY PROVIDING TIME FOR CHILDREN TO READ AND PRACTICE READING**

How much of what I'm asking students to do is actual reading versus how much of what they are being asked to do is *stuff about* reading , but not actual reading? Is what I am asking my students to do really what readers do in the real world?

-Morgan et. al., 2009. *Independent Reading: Practical Strategies for Grades K-3*

If children don't get to read much, how they gonna get good?

# **CHILDREN LEARN TO READ BY READING**

Do you think reading independently is important to the development of readers?

If you, as a parent, had a child in my classroom, would you want them to have time to read daily? (What if he was a struggling reader?)

## **WHAT DO YOU THINK ABOUT INDEPENDENT READING?**

# Independent Reading ≠ DEAR or SSR

Turn and talk. What are your thoughts about this statement? What are your questions?

# What's the Difference between SSR/DEAR and Independent Reading as a Classroom Structure?

- DEAR and SSR establish *time* for children to read, but do not necessarily function as a time for teachers to teach children how to
  - Build stamina as readers
  - Select appropriate books to read
  - Set goals for improvement as readers
  - Self assess
- Independent reading includes individual assessment and teachers conferencing with students about their reading

# Independent reading as a setting for instruction

- Video clip

# Independent Reading is an Instructional Structure

- The teacher provides mini lessons about the things readers do. For example:
- Teachers to ***teach*** children how to
  - Select appropriate books to read
  - Set goals for improvement as readers
  - Self assess
  - Build stamina as readers
- The teacher assesses readers and provides individualized instruction

# What's the Evidence?

“Struggling readers need to read a lot because it is during the actual reading that they can practice all those complicated strategies and skills they are developing in unison. There is good evidence (Torgeson & Hudson, 2006) that we can design interventions that include word recognition skills and strategies and still be left with students who cannot read fluently and with comprehension. It isn't that teaching struggling readers better word reading skills and strategies isn't important, but rather that better word reading skills and strategies will not necessarily improve the reading of text—real reading, the ultimate goal. What we need in order to help struggling readers develop is the substantially more complicated achievement of reading text accurately, fluently, and with comprehension. The only way to do this is to design interventions such that struggling readers engage in lots of text reading.”

-Allington, R. A. (2009). What Really Matters in Response to Intervention: Research-based Designs. Boston, MA: Pearson Education.

# What's the Evidence?

- Crashen, S. (2004). *The power of reading: Insights from the research* (2<sup>nd</sup> ed.). Portsmouth, NH: Heinemann.
- Allington, R. (2000). *What really matters for struggling readers: Designing research-based programs*. NY: Longman.
- Cullinan, B. (2000). Independent reading and school achievement. *School Library Media Research*. [www.ala.org/ala/aasl/aaslpubsandjournals/slmrb](http://www.ala.org/ala/aasl/aaslpubsandjournals/slmrb)
- Lewis, M. & Samuels, S. J. (2005). *Read more, read better? A meta-analysis of the literature on the relationship between exposure to reading and reading achievement*. Unpublished manuscript, University of MN, Minneapolis.
- Block, C. & Mangieri, J. (2002). Recreational reading: Twenty years later. *The Reading Teacher*, Vol. 55, No. 6, pp. 572-580.
- Taylor, B. Frey, M., & Maruyama, K. (1990). Time spent reading and reading growth. *American Educational Research Journal*, Vol. 27, pp. 351-362.
- Kuhn, M. R., & Schwanenflugel, P., Morris, R. D. et al. (2006) Teaching children to become fluent and automatic readers. *Journal of Literacy Research*, 38(4), 357

# Kids need *books they can read*

- Make sure children have access to many, many books they have read before and that they already read well
  - Book baskets, book bags, etc. should have many, many books children can already read well or that are easy enough that they could read well the first time
- Make shared reading books accessible for rereading
- Provide access to listening centers

# Provide access to listening centers



# Kids need to know *how to select books for independent reading*

- Teach children to select books they can read easily for independent reading
  - Teach children the five finger rule (95% accuracy)
    - On early books, for a whole book
    - On upper level books, for a page
  - Teach children to get a feel for “just right” for them
- Help children choose books they love
- Encourage children to talk about what they read and to try to get others to read the same books they have read

# Build volume by matching readers with manageable, interesting texts

Video: Easy or Hard

# Kids need *time to read*

- Independent reading should be as predictable and uninterrupted as lunch time being at 12:03 daily

# Kids need to know *what to do and how to do it*

- Teachers have to demonstrate
  - what reading independently looks like and sounds like
  - How to build stamina as readers
  - How to read for different purposes (i.e., to get ready to read a book aloud for a class; to search for information; to enjoy a favorite story; to get ready for a book talk; to practice phrasing and sounding like a reader)

# Teaching for independent reading

- Video Clip