

INDEPENDENT READING

Students learn to read by reading and by seeing others read. As attitudes to reading are formed on the basis of previous reading encounters, teachers may need to spend some time establishing positive attitudes towards reading. The student chooses material from an appropriate selection provided by the teacher.

MATERIALS:

A wide range of individual and multiple copies of children's books at a variety of reading levels, a record-keeping device for the teacher and/or the child (see **Reading Conference Questions, Harcourt Fluency Evaluation, Miscue Analysis or Running Records**)

PROCEDURES:

There are many possible variations in implementing and operating independent reading. This model serves only as a guideline and must be adapted to the individual class. The format of the program will change with the growth of the students.

- Approximately 15 minutes for younger students and 30 minutes for older students (not to be confused with Silent Reading Time).
- The child selects the reading material (material that can be read with 95% accuracy).
- The children may choose to read independently, in pairs, or in a small group.
- The teacher conferences with 3-4 children during this time.
- The teacher keeps a record of individual progress and program needs during each conference
(see **Reading Conference**).

EXTENSIONS:

- At times, the teacher may choose to have a group of students involved in independent reading while others are participating in other activities, i.e.: Literacy Circle.
- For early emergent readers, students may read pictures, books, read a story from memory, reread shared reading material or use the matching strategy to review text.

Comparison of SSR (DEAR) and Independent Reading

	Sustained Silent Reading	Independent Reading
Purpose	<ul style="list-style-type: none"> -To increase the time students read -To increase the amount of reading students do. -To enable students to practice their reading. 	<ul style="list-style-type: none"> -To increase the time students read. -To enable the students to practice their reading. -To improve reading competence through instruction. -To enable students to manage and keep records of their reading.
Text	-Students select text with some teacher guidance.	-Students select "just-right" text with some teacher guidance.
Time	<ul style="list-style-type: none"> -Any time during the school day -Usually from 15-30 minutes 	<ul style="list-style-type: none"> -During reading workshop. -Usually from 30-50 minutes.
Initiation of Activity	-At signal, students begin to read and continue until they receive the signal to stop.	<ul style="list-style-type: none"> -Teacher provides a book talk and a minilesson. -Student provides a book talk.
Role of Students	-Read continuously.	<ul style="list-style-type: none"> -Read continuously. -Utilize reading strategies while reading. -Maintain their own records. -Think on their reading and write responses. -Confer with the teacher.
Role of Teacher	<ul style="list-style-type: none"> -Read as a model for students. -Monitor student behavior. 	<ul style="list-style-type: none"> -Provide a short book talk. -Provide instruction in a minilesson. -Confer with students on an ongoing basis and provide individualized instruction during conferences. -Respond in writing to students' responses. -Maintain records of students' reading behavior -Provide time to share to extend learning -Work with small groups of students in guided reading or literature study groups
Closing	-At signal, students put their books away	-The group meets for sharing and evaluation

