

Independent Reading
Students select and read texts on their own.

Independent Reading

- Allows students the opportunity to choose their own books based on interests and reading level
- Provides all students a time to read “just right” books at their independent reading level
- Provides time for individual help during conferences
- Allows time for students to practice by reading continuously without interruptions
- Provides a time for students to reflect on themselves as readers

Teacher’s Role

- Ensures the environment is conducive to reading
- Teaches students to select appropriate and supportive texts that will allow them to feel successful
- Assists students with choosing appropriate texts if chosen material is too difficult or too easy
- Confers with individual students on a regular basis
- Observes and notes the reading behaviors and strategies used
- “Listens in” for fluency, intonation, expression and strategic processing
- Interacts with individual students to assist with problem solving strategies
- Takes running records on a rotating basis to confirm that students are reading “just right” books
- Engages in conversations about what the student has read
- Assesses understanding of what has been read

Students’ Role

- Choose a quiet, comfortable place to read
- Select “just right” books within their independent reading level
- Read silently or quietly
- Practice appropriate reading strategies
- Talk about story with reading buddy if appropriate

- Respond to reading if asked to do so

Resources

- Classroom library containing quality literature in a wide variety of genres at different reading levels
- Text selections may include:
 - Nursery rhymes, songs or poetry
 - Big Books
 - Nonfiction & Fiction books
 - Leveled books
 - Classroom “published” books
 - Novels (if appropriate)
 - Trade books
- Materials for conferring, running records, etc.
- Materials for students to use to when asked to respond to reading (journals, response sheets, etc.)

Procedures

- Set the stage for reading through a mini-lesson (Reading Workshop model)
- Ensure that procedures are in order (choosing books, returning books, teaching students to choose books, etc.)
- Prepare a comfortable and inviting reading environment
- Monitor reading selections
- Confer with individual students on a rotating basis, recording observations to help inform instruction
- Encourage students to reflect on themselves as readers during share time (Reading Workshop model)
- Share notices of readers during share time to reinforce habits that good readers use

Assessment of Independent Reading

- Running Records
- Anecdotal records/conferencing notes
- Reading Logs or Reading Response Journals

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