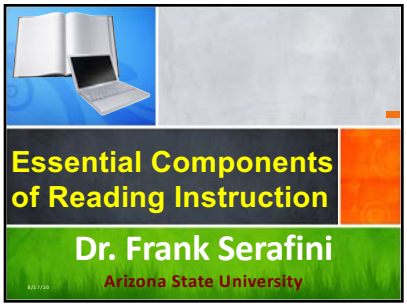

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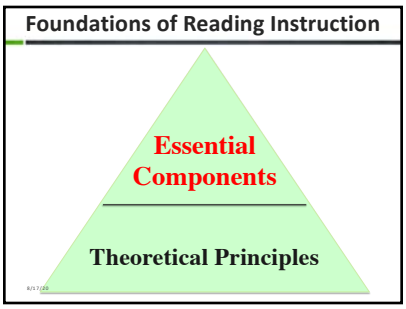

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Theoretical Principle #1

Children Learn to

Read and Write by spending time…

Reading and Writing

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Theoretical Principle #2

Reading Instruction

should provide **Access** to a variety of quality reading materials, ample **Time** to explore, read, and discuss texts, and **Choice** in what students read and how they respond.

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Theoretical Principle #3

Reading Instruction

should be focused on changing the way Students and Teachers **Think** and **Talk** about Texts.

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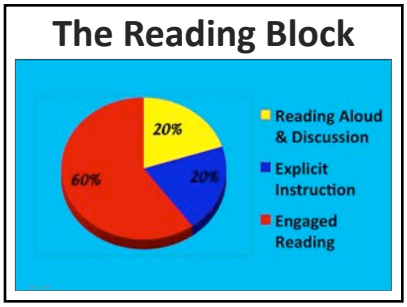

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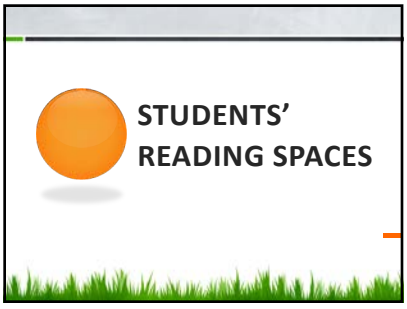

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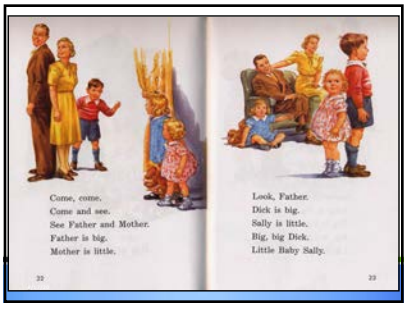

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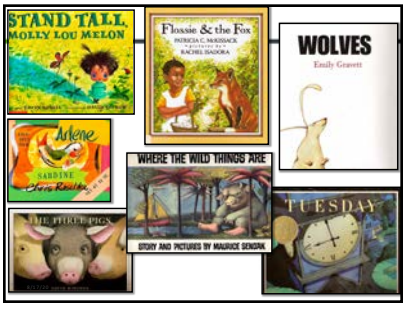

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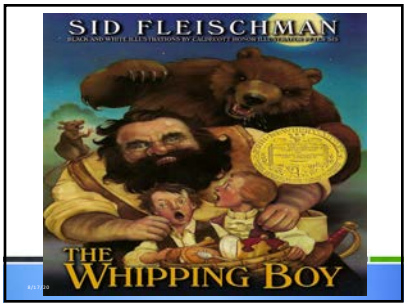

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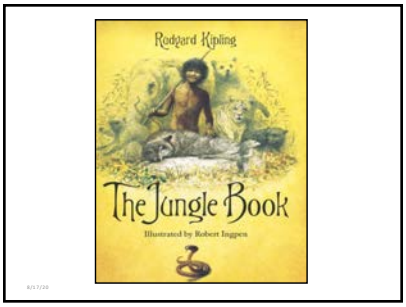

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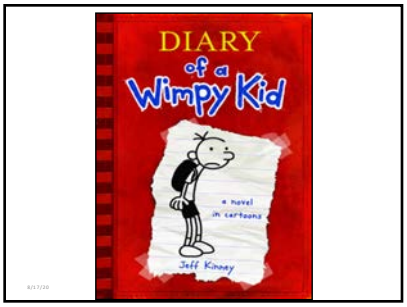

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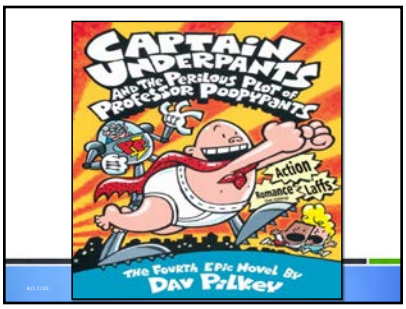

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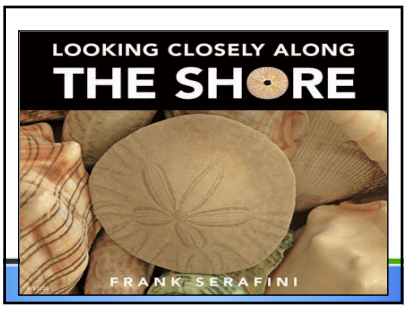

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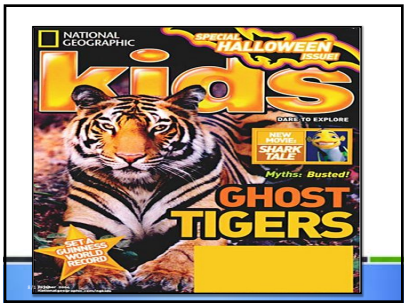

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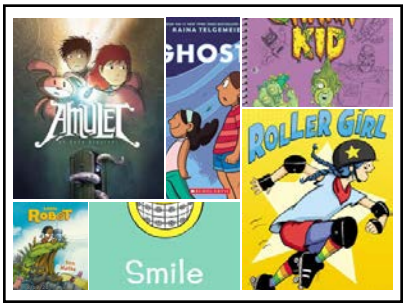

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Reading Aloud Experiences

Essential Component #3

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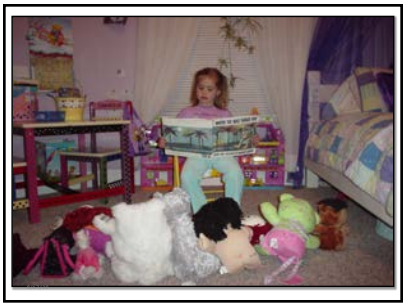

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Excuses for Reading Aloud

- Quiets Children Down After Lunch
- A Nice Break for the teacher
- Easy to Do
- Teacher Stays in Control
- Fills Time
- Someone Told Me It was Important

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Reasons for Reading Aloud

- **Introduces Readers to New Titles, Authors, Genres, Illustrators**
- **Sets Expectations for Response**
- **Develops Common Vocabulary**
- **Demonstrates the Negotiation of Meaning**
- **Generates Curriculum**
- **Demands a Respect for Literature as a Work of Art**

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Extensive Reading

Essential Component #4

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Supporting Extensive Reading

- **Developing Positive Reading Identities**
- **Choice & Access** - opportunities to choose texts that interest readers at levels of manageable challenge
- **Assessing Readers** - know readers abilities to support selections and strategies
- **Book Collections**- novels, poems, picturebooks, non-fictions, magazines available within reach
- **Accountability** – homework expectations, reader response notebooks, discussions, conferences
- **Reduce Extrinsic Reward Systems** – make reading about reading itself, not what comes after
- **Supportive Browsing**

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Supportive Browsing

- Keep current with children's and young adult literature (Hornbook, IRA)
- Interview students about interests
- Demonstrate how to browse
- Share criteria for selecting texts
- Invite students to share favorites
- Recommendations (Amazon-like)
- Conduct book talks daily

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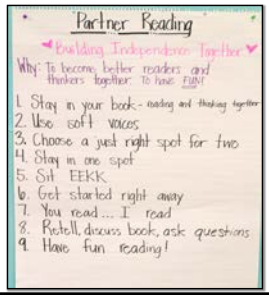

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Whole Group Book Discussions

Essential Component #5

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Whole Group Book Discussions

- Each student is responsible for **Articulating** their interpretations & ideas to other students (Multiple Voices)
- The **Lines of Communication** are from student to student as well as from student to teacher (Two Way Interactions)
- Readers need to be **Active Listeners** during discussions (Attention to Other Readers)
- Meaning is **Negotiated** through interactions (Suspend Closure)

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Setting Expectations for Discussions

- Honestly Reported
- Listening Well & Thinking is As Important As Talking Well
- Address Other Students as Well as the Teacher
- Half Baked Ideas are Accepted and Encouraged

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Discussion Strategy #1: Turn, Pair, and Share

- Change Physical Location & Position
- Increased Amount of Talk
- More Voices Heard From
- Visual Attention Cues
- Piggybacking – Uptake
- Time Challenges

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Discussion Strategy #2 Noticings / Connections / Wonderings

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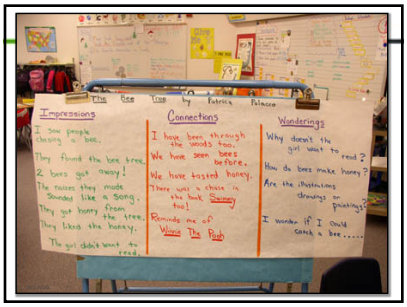

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Small Group Instruction

Essential Component #6

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Group Roles

Groupings	Teacher's Roles	Students' Roles
Whole Group	Presenter	Observer
Small Group	Facilitator	Participant
Independent Reading Time	Observer	Reader

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Responding to Reading

Essential Component #7

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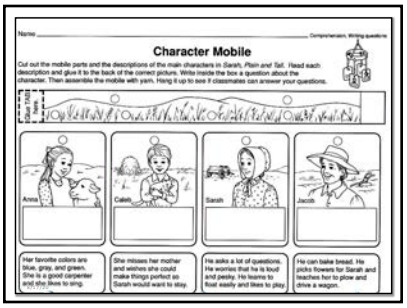

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Lifelong Readers…

- Talk About Texts
- Read Another Connected Text
- Make Suggestions for Other Readers
- Sketch Ideas About Texts
- Research a Related Topic of Interest
- Question the Text / Ideas
- Re-Read Text
- Reflect in Writing
- Write to the Author / Illustrator
- Use Ideas for Own Writing

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Goodreads.com

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In our journey to support life-long reading, we should not ask students to do things life-long readers would never tolerate!

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Assessment for Instruction

Essential Component #8

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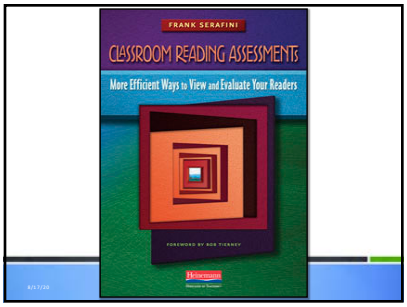

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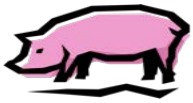
Weighing the Pig everyday won't make it Fatter.



Testing our Children Everyday won't Make Them Smarter!

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Assessment for Instruction

- Running records (oral reading assessments)
- Interviews (formal and informal)
- Observational notes
- Observational checklists
- Reader response notebooks
- Reading conferences

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Conferences - Interviews

- Short Discussions
- Focus on the Strategies Readers Employ
- Attend to what Readers have been doing
- Conducted Approximately Once a Week

- Longer Discussions
- Focus on Readers' Dispositions, Learning, Growth as Readers…
- Attend to what Readers have been Thinking about Reading and Being a Reader
- Conducted Twice a Year

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3 Types of Reading Conferences

1. Checking In
2. Assessment
3. Instruction

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Final Thoughts

- Creating **SPACE** and giving children **ACCESS** and **CHOICE** and **TIME** are still important.
- Building a **Community of Readers** has more to do with teaching reading than any lessons
- We would be better teachers if we worked on being **Better Readers**, not just better teachers.
- When children are **Bored and Confused**, sometimes it's because teachers can be boring and confusing.

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THANK YOU!

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