



## *Teacher Self Assessment of Independent Reading Practices*

### *Questions for consideration:*

Read through the document, *Student Motivation Continuum: Independent Reading*. Use a highlighter and mark the practices which you currently utilize. How do you rate your independent reading teaching practices?

- Strengths?
  
- Areas for improvement?

What are your priorities in terms of improving your independent reading teaching practices to motivate your students to love reading?

<b>Goal/Activity</b>	<b>Complete by (Date)</b>	<b>Completed on (Date)</b>



## Continuum of Student Motivation: *Independent Reading*

Description and Materials	Student Motivation and Role	Teacher Role
<p><b>Standard Basal:</b> Use of basal reader; one story each week; all students read the same story, regardless of varying reading levels; use of “consumable” workbooks, worksheets</p>	<ul style="list-style-type: none"> <li>• Reluctant and unmotivated students (readers) who:               <ul style="list-style-type: none"> <li>○ read teacher-selected text and answer scripted questions</li> <li>○ are passive and don’t have a decision making role in their education</li> <li>○ lack awareness of self as a reader</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teacher as director;               <ul style="list-style-type: none"> <li>○ selects reading material, no attempts to differentiate;</li> <li>○ uses scripted instruction;</li> <li>○ usually follows “mandates” from school, area, district</li> </ul> </li> </ul>
<p><b>Limited Silent Sustained Reading (SSR)/ Drop Everything and Read (DEAR):</b> students read quietly for a fixed amount of time, from limited choice of materials</p>	<ul style="list-style-type: none"> <li>• Weakly motivated students (readers) who:               <ul style="list-style-type: none"> <li>○ choose reading materials (books) from preselected collection of books at reading level determined by teacher;</li> <li>○ have limited choice</li> <li>○ have little opportunity to become a real reader</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teacher as coordinator; teacher as expert               <ul style="list-style-type: none"> <li>○ determines reading level and matches students to these materials;</li> <li>○ checks homework, attendance, etc. or “models” quiet reading</li> </ul> </li> </ul>

<p><b>Open Silent Sustained Reading (SSR)/ Drop Everything and Read (DEAR):</b> students read quietly for a fixed amount of time, from open choice of materials</p>	<ul style="list-style-type: none"> <li>• Motivated students (readers) who: <ul style="list-style-type: none"> <li>○ choose reading materials (books, magazines, articles, etc.) from library;</li> <li>○ are able to determine readability on their own; open choice</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teacher as coordinator <ul style="list-style-type: none"> <li>○ instructs (and monitors) students on how to select appropriate materials;</li> <li>○ encourages wide variety of materials/ genre;</li> <li>○ checks homework, attendance, etc. or “models” quiet reading</li> </ul> </li> </ul>
<p><b>Independent Reading:</b> students read quietly for increasingly longer periods of time, building stamina; freely choose from variety of reading materials in the classroom library</p>	<ul style="list-style-type: none"> <li>• Highly motivated and self aware readers who: <ul style="list-style-type: none"> <li>○ actively choose reading materials (books, magazines, articles, etc.) from well stocked classroom library;</li> <li>○ share recommendations with each other;</li> <li>○ are able to determine readability on their own;</li> <li>○ have open choice;</li> <li>○ are very engaged and look forward to individual conference time with teacher;</li> <li>○ maintain log of reading material, categorize by genre</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teacher as facilitator <ul style="list-style-type: none"> <li>○ continuously instructs (and monitors) students on how to select appropriate materials;</li> <li>○ confers with students individually on a regular schedule;</li> <li>○ conferring includes listening to students read aloud, checking comprehension, conversation about book selection, etc.</li> </ul> </li> </ul>
<p><b>Independent Reading Workshop:</b> students receive instruction on reading strategies by teacher as a whole group; practice the strategy independently while reading quietly, which may include some sort of reading response; time allowed at</p>	<ul style="list-style-type: none"> <li>• Highly motivated and self aware readers who: <ul style="list-style-type: none"> <li>○ actively choose reading materials (books, magazines, articles, etc.) from well stocked classroom library;</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teacher as facilitator; teacher as model; teacher as co-learner <ul style="list-style-type: none"> <li>○ continuously instructs (and monitors) students on how to select appropriate materials;</li> <li>○ plans whole group instruction for</li> </ul> </li> </ul>

<p>the end of the workshop for sharing and reflection on the strategy</p>	<ul style="list-style-type: none"> <li>○ share recommendations with each other;</li> <li>○ are able to determine readability on their own;</li> <li>○ have open choice;</li> <li>○ are very engaged and look forward to individual conference time or with teacher;</li> <li>○ maintain log of reading material, categorize by genre;</li> <li>○ see connections between reading strategies (whole group/small group) and apply these to their own reading lives;</li> </ul>	<p>the beginning of Independent Reading Workshop;</p> <ul style="list-style-type: none"> <li>○ plans instruction based on student responses/needs as readers</li> <li>○ confers with students individually on a regular schedule;</li> <li>○ conferring includes listening to students read aloud, checking comprehension, conversation about book selection, etc.</li> <li>○ encourages reflective reading practices</li> <li>○ models thinking as a reader by connecting Read Aloud to whole group instruction</li> </ul>
<p><b>Independent Reading Workshop with Small Group Instruction:</b> students receive instruction on reading strategies by teacher as a whole group; practice the strategy independently while reading quietly, which may include some sort of reading response; time allowed at the end of the workshop for sharing and reflection on the strategy; during practice time, small, flexible groups of students are pulled for brief instruction with teacher, specific to their needs as readers (guided reading/strategy groups); teacher selects materials for small group instruction and directs how strategies can be applied to independent reading materials</p>	<ul style="list-style-type: none"> <li>• Highly motivated and self aware readers who: <ul style="list-style-type: none"> <li>○ actively choose reading materials (books, magazines, articles, etc.) from well stocked classroom library;</li> <li>○ share recommendations with each other;</li> <li>○ are able to determine readability on their own;</li> <li>○ have open choice;</li> <li>○ are very engaged and look forward to individual conference time or small group instruction with teacher;</li> <li>○ maintain log of reading material,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teacher as facilitator; teacher as model; teacher as co-learner <ul style="list-style-type: none"> <li>○ continuously instructs (and monitors) students on how to select appropriate materials;</li> <li>○ plans whole group instruction for the beginning of Independent Reading Workshop and small group instruction;</li> <li>○ plans instruction based on student responses/needs as readers</li> <li>○ confers with students individually on a regular schedule and/ or instructs small groups of students;</li> </ul> </li> </ul>

	<p>categorize by genre;</p> <ul style="list-style-type: none"><li>○ see connections between reading strategies (whole group/small group) and apply these to their own reading lives;</li></ul>	<ul style="list-style-type: none"><li>○ conferring includes listening to students read aloud, checking comprehension, conversation about book selection, etc.</li><li>○ encourages reflective reading practices</li><li>○ models thinking as a reader by connecting Read Aloud to whole group instruction</li><li>○ facilitates a high degree of differentiation</li></ul>
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