



Read to be Ready

Independent Reading and Reading Conferences



Module 2: What is independent reading and why is it important?

Objectives

- Make connections to past learning, with a specific focus on key similarities and differences between interactive read aloud, shared reading, small group reading, and independent reading
- Investigate how independent reading fits into The Framework for Teaching Literacy in Tennessee and the Elements of the Literacy Block
- Understand the purpose and goals of independent reading and how it contributes to students' reading growth and achievement
- Examine how independent reading and conferring fit into the larger literacy block

Link to Tennessee Academic Standards

Independent reading focuses on **Reading** and **Foundational Literacy** standards, while incorporating additional **Writing** and **Speaking & Listening** standards through responding, conferring, and tasks.

TEAM Connection

- Standards and Objectives
- Motivating Students
- Teacher Knowledge of Students
- Thinking
- **Expectations**
- Managing Student Behavior
- **Environment**
- Respectful Culture

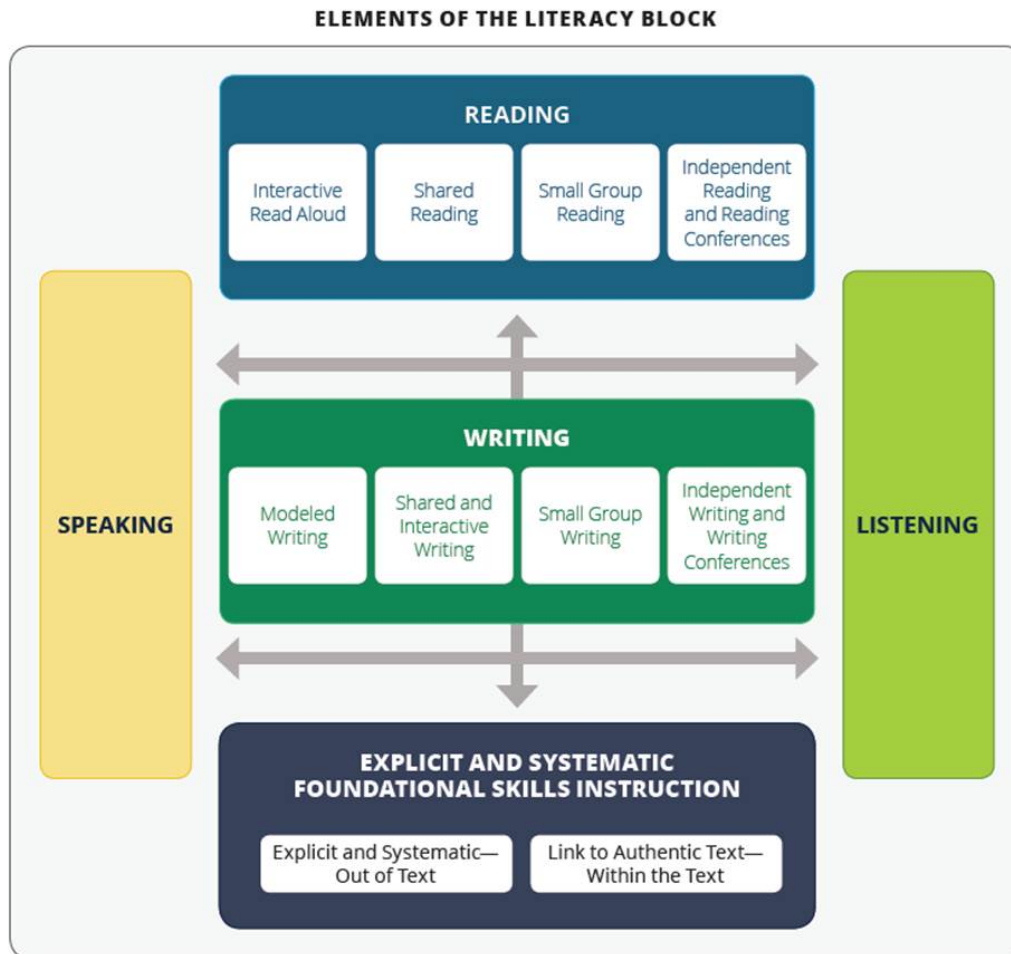
Revisiting Our Resources

- *The Fountas & Pinnell Literacy Continuum*
- *Alignment of Tennessee's State Standards for English Language Arts & Literacy and The Fountas & Pinnell Literacy Continuum*
- *Prompting Guide 1*
- *Prompting Guide 2*



Defining Independent Reading and Reading Conferences

Elements of the Literacy Block



Discuss and Share:

- Group 1: Role of the teacher
- Group 2: Role of the students
- Group 3: Considerations for selecting texts for each instructional strategy

Reflect on Current Understandings

- ✓ Place a check mark next to statements that confirm your current understandings.
- ★ Place a star next to statements that you hope to learn more about.
- ? Place a question mark next to statements that challenge your current understandings.

Defining Independent Reading and Reading Conferences

Independent reading is NOT:

- FVR (Free Voluntary Reading)
- DEAR (Drop Everything And Read)
- DIRT (Daily Individual Reading Time)
- SQUIRT (Sustained Quiet Un-Interrupted Reading Time)
- WEB (We Enjoy Books)
- USSR (Uninterrupted Sustained Silent Reading)

Characteristics of Independent Reading and Reading Conferences

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Independent reading is a time for students to . . .

Independent reading is *not* a time for students to . . .



**Why Dedicate Time to
Independent Reading
and Reading
Conferences**

Authentic Transfer and Application of Knowledge and Skills

“Transfer is about independent performance in context. You can only be said to have fully understood if you can apply your learning without someone telling you what to do and when to do it. In the real world, no teacher is there to direct and remind you about which lesson to plug in here or there.”

McTighe, 2014

Building Stamina

How much time might a student have to read independently across a day in the classrooms you support?

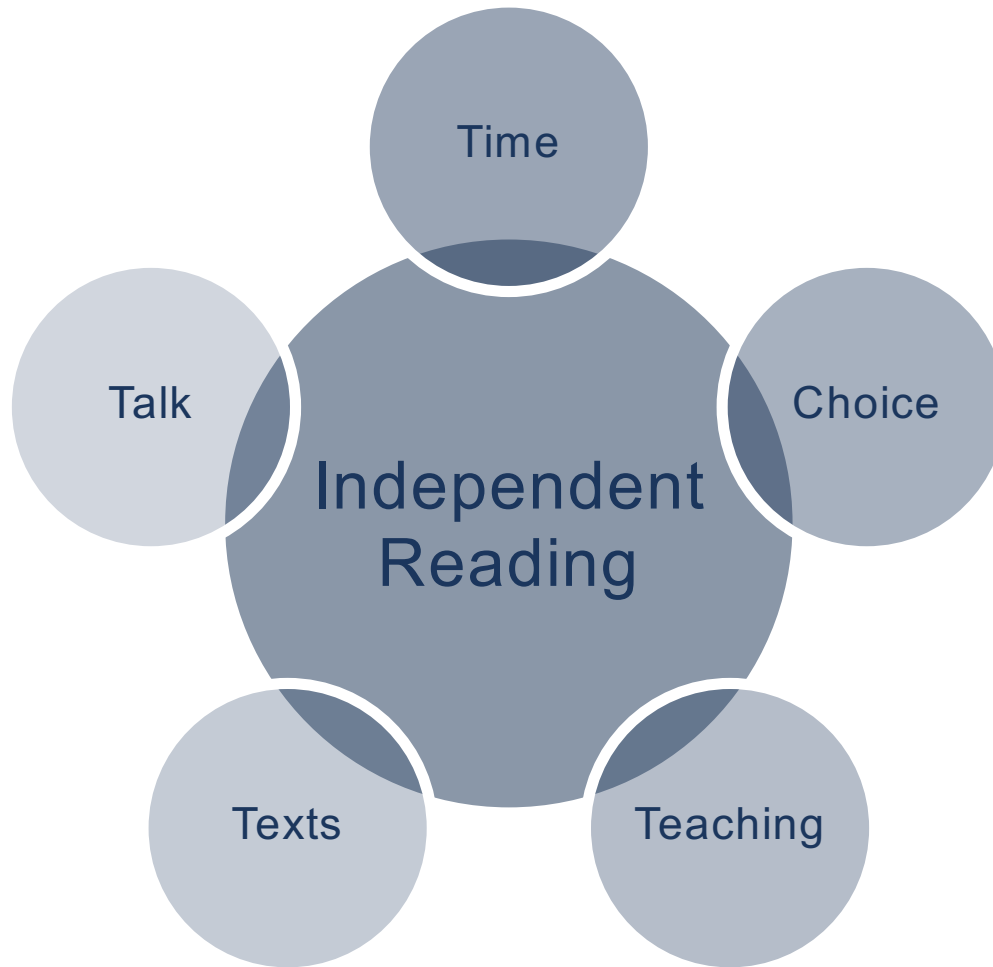
1. Independent reading is not currently part of our literacy block
2. Teachers do not know how to make time for independent reading
3. Students might read for about 5–10 minutes
4. Students might read for about 10–20 minutes
5. Students might read for 20–30 minutes
6. Practices differ too greatly from classroom to classroom to answer this question

Developing the Identity and Habits of a Reader

Talk to a partner about your own identity as a reader.

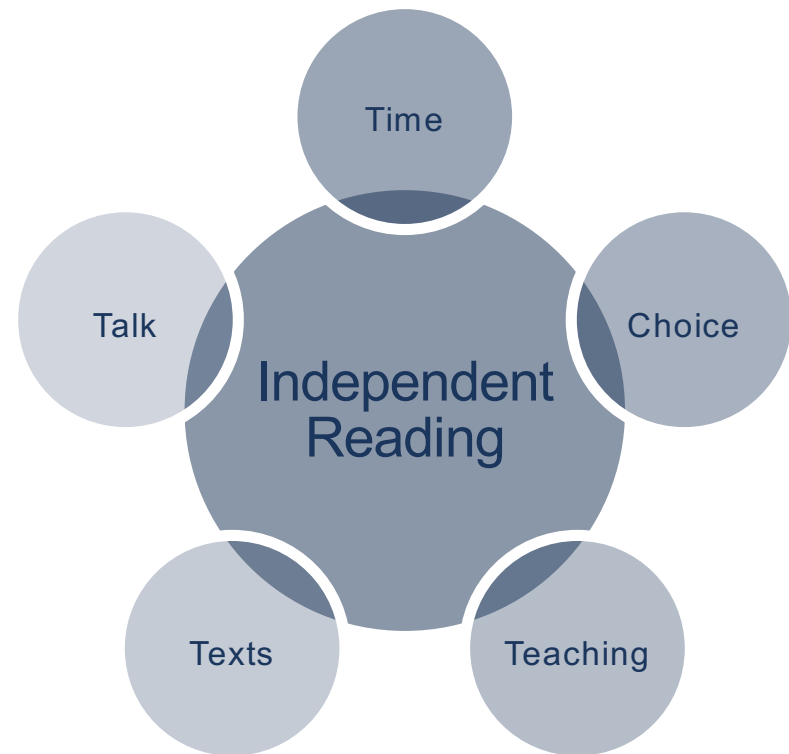
- What was most influential to developing this identity?
- What opportunities did you have (or lack) for doing the following:
 - Exercising choice
 - Developing preferences
 - Creating the habit of reading
 - Building a 'reading agenda' for future reading
 - Engaging in fluent reading daily
 - Learning about yourself as a reader

Keys to Effective Independent Reading



Linking Instruction to Independent Reading

- Whole Class Link
- Independent Literacy Work Time
- Individual Conferences
- Whole Class Share



Linking Instruction to Independent Reading

A Closer Look at a Reading Conference: Bella, Grade 2

Watch Bella, a second grader, confer with her teacher about a fiction text called *Owl Diaries*.

Consider:

- What whole group teaching might have happened prior to this conference?
- What was the teacher's role in this conference?

Explicit Links to the Elements of the Literacy Block and the Tennessee English Language Standards During Independent Reading

- Standards to Area of Focus
- Linking Language:
 - Whole-Class to Prior Learning
 - Small Group and Conferences to Area of Focus
 - Share to Area of Focus

Synthesis

With colleagues at your table, create a graphic to illustrate how independent reading and reading conferences fit into the elements of the literacy block to support readers.

Consider the following:

- the structure for independent reading and reading conferences
- the keys to independent reading and reading conferences
- your knowledge of other instructional strategies within the elements of the literacy block that support independent reading

Closing Words

“When you give your students the chance to practice and strengthen their reading skills on high-quality, high-interest books that they can read with confidence and accuracy, they will make progress—in fact, studies have shown that independent reading is the best way to get students to make gains...Conferring with students, keeping their reading on track, setting goals, making ongoing assessments—when teachers do all of that, they can turn students who know how to read into readers.”

Serravallo, J., 2012