

Building a Schoolwide Independent Reading Culture

Developing habits for independent reading takes time, explicit instruction, and practice. This course is designed to help school and district leaders build or enhance a schoolwide culture where independent reading in self-selected texts occurs daily in all classrooms and at home. You will learn about and use surveys and a classroom visit instrument to determine the status of independent reading throughout a school community. Then, you will synthesize these data to develop a plan to address needs. Additionally, you will learn and be able to apply resources to look-for implementation of instructional practices taught and discussed during professional learning. Finally, you will review what worked and set a course for next steps.

Course Objectives

Module 1

- Understand the elements of a comprehensive, schoolwide independent reading culture.
- Understand, implement, and examine data from the Independent Reading Best Practices Survey.
- Analyze data from the survey to determine your staff's knowledge and use of best practices related to independent reading.

Module 2

- Understand the importance of access to texts and the qualities of a good school and classroom library.
- · Administer survey and analyze data about students' access to texts in the classroom and at home.

Module 3

- Understand the look-for criteria on the Independent Reading Classroom Visit instrument and the process for gathering the data.
- Conduct classroom visits using the Independent Reading Classroom Visit instrument.





• Analyze data to note patterns of strength and areas needed for growth within the classroom.

Module 4

- Identify key elements of data patterns from all survey tools.
- Create an independent reading plan based on the data from surveys and classroom visits.

Module 5

- Describe look-for indicators of classroom visits to monitor professional learning implementation.
- Create a professional learning opportunity to align with your independent reading plan.

Module 6

- Reflect on progress made with implementing the independent reading plan.
- Determine next areas of focus to improve independent reading for students.







Course Syllabus

Module 1	What Is an Independent Reading Culture?
	 Module Welcome Reading 1: Building a Schoolwide Independent Reading Culture Video: A Discussion of the Teacher Survey Handout: Elements of a Schoolwide Independent Reading Culture Online Reading 2: EL—Every Child, Every Day Check for Understanding Guided Practice: Analyzing Survey Results Application: Distribute and Analyze Best Teacher Practices Survey Results Module Journal
Module 2	 Determining the Status of Independent Reading Module Welcome Online Reading 1: The Importance of the Classroom Library Reading 2: Looking at Classroom Libraries Video 1: Interpreting Data from Classroom Library Survey Guided Practice 1: Classroom Library Survey Results Application 1: Analyze Classroom Library Survey Results Video 2: Configuring a Classroom Library Online Reading 3: Kids and Family Reading Report Video 3: Including Families in Reading Efforts Reading 4: The Home Connection and Reading Guided Practice 2: Family Reading Survey Results Check for Understanding Application 2: Analyze Family Reading Survey Results Module Journal



Module 3	 Conducting Classroom Visits Module Welcome Online Reading 1: Using Classroom Walkthroughs to Improve Instruction Reading 2: Classroom Visits: Looking for Independent Reading Video: Conducting Classroom Visits Check for Understanding Guided Practice: Analyze Data from Classroom Visits Application: Analyze Data from Classroom Visits Module Journal
Module 4	 Devise an Annual Independent Reading Plan Module Welcome Reading 1: Develop and Implement a Schoolwide Literacy Action Plan Reading 2: Creating an Independent Reading Plan Video: Creating a Plan to Enhance Independent Reading Check for Understanding Guided Practice: An Independent Reading Plan for Madison Elementary School Application: Build an Independent Reading Plan Module Journal
Module 5	 Evaluating Professional Learning Module Welcome Reading 1: Using Professional Learning to Improve Independent Reading Reading 2: Developing an Independent Reading Plan Check for Understanding Guided Practice: Add to the Madison Independent Reading Plan Application: Add to Your Independent Reading Plan Module Journal
Module 6	 Evaluate and Extend an Independent Reading Culture Module Welcome Reading 1: Continuous Improvement and Planning for Phases 2 and 3 Reading 2: Madison Independent Reading Planning for Phases 2 and 3 Check for Understanding Guided Practice: Sketch a Phase 3 Plan for Madison Application: Add to Your Independent Reading Plan

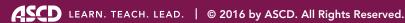


• Module Journal



References

- Aladjem, D. K., LeFloch, K. C., Zhang, Y., Boyle, A., Taylor, J. E., Herrman, S., et al. (2006). *Models matter: The final report of the national longitudinal evaluation of comprehensive school reform.* Washington, D.C.: American Institutes for Research.
- Allington, R. L., & McGill-Franzen, A. (2003). The impact of summer setback on reading achievement gap. *Phi Delta Kappan*, *85*(1), 68–75.
- Anderson, R. C., Wilson, P. T., & Fielding, L. G. (1988). Summer growth in reading and how children spend their time outside of school. *Reading Research Quarterly*, 23(3), 285–303.
- Borman, G. D., Hewes, G., Overman, L., & Brown, S. (2003). Comprehensive school reform and student achievement: A meta-analysis. *Review of Educational Research*, 73(2), 125–230.
- Brenner, D., Hiebert, E., & Tompkins, R. (2009). How much and what are third graders reading? Reading in core programs. In *Reading more, reading better*. Edited by E.H. Hiebert, 118–40. New York: Guilford.
- Byerly, R. (2011). Frogs. King of Prussia, PA: American Reading Company.
- Byerly, R., & Cline, G. (2013). Polar bears. King of Prussia, PA: American Reading Company.
- Calkins, L. (2010). A guide to the reading workshop. Portsmouth, NH: Heinemann.
- Cline, G. (2014). Chimps use sticks. King of Prussia, PA: American Reading Company.
- Cline, G. (2011). Sharks. King of Prussia, PA: American Reading Company.
- Cline, G. (2010). The lion pride. King of Prussia, PA: American Reading Company.
- Cohen, D. K., & Hill, H. C. (1998). *Instructional policy and classroom performance: The mathematics reform in California* (RR-39). Philadelphia: Consortium for Policy Research in Education.
- Cohen, D. K., & Hill, H. C. (2001). Learning policy. New Haven, CT: Yale University Press.
- Cox, K. E., & Guthrie, J. T. (2001). Motivational and cognitive contributions to students' amount of reading. *Contemporary Educational Psychology*, 26(1). 116–131.
- Cunningham, A. E., & Stanovich, K. E. (1997, November). Early reading acquisition and its relation to reading experience and ability 10 years later. *Developmental Psychology*, 33(6), 934–945.
- Darling-Hammond, L., Chung Wei, R., Andree, A., & Richardson, N. (2009). *Professional learning in the learning profession:* A status report on teacher development in the United States and abroad. Oxford, OH: National Staff Development Council.





- Desimone, L. (2000). Making comprehensive school reform work (Urban Diversity Series No. 112). East Lansing, MI: Clearinghouse on Urban Education, Institute for Urban and Minority Education.
- Draper, S. (2010). Out of my mind. New York: Atheneum Books.
- Duke, N. K. (2000). For the rich it's richer: Print experiences and environments offered to children in very low- and very high-socioeconomic status first grade classrooms. American Educational Research Journal, 37(2), 441-478.
- Evans, M.D.R., Kelley, J., Sikora, J. & Treiman, D.J. (2010). Family scholarly culture and educational success: Books and schooling in 27 nations. Research in Social Stratification and Mobility, doi:10.1016/j.rssm.2010.01.002. Retrieved February 4, 2016, from http://static1.squarespace. com/static/5075895f84ae84c1f4ec0443/t/5553ca69e4b03e9b3e78b10e/1431554665338 /evansreadingstudy.pdf.
- Fleischer, J., & Lynch, M. (2012). The gorilla family. King of Prussia, PA: American Reading Company.
- Fountas, I., & Pinnell, G. S. (2001). Guiding readers and writers: Grades 3–6: Teaching comprehension, genre, and content literacy. Portsmouth, NH: Heinemann.
- Fullan, M. (2001). Leading in culture of change. San Francisco, CA: Jossey-Bass.
- Gamse, B., Jacob, R. Horst, M., Boulay, B., & Unlu, F. (2008). Reading first impact study final report. Washington, DC: National Center for Education Evaluation and Regional Assistance.
- Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. American Educational Research Journal, 38(4), 915-945.
- Goodwin, B., and Miller, K. (2012). Research says good feedback is targeted, specific, timely. Educational Leadership, 70(1), 82-83.
- Gulamhussein, (2013). Teaching the teachers: Effective professional development in an era of high stakes accountability. Retrieved from http://www.centerforpubliceducation.org /teachingtheteachers
- Guthrie, J., Schafer, W., & Huang, C. (2001). Benefits of opportunity to read and balanced instruction in the NAEP. Journal of Educational Research, 94(3), 145-62.





- +
- Guthrie, J. T., Hoa, L. W., Wigfield, A., Tonks, S. M., & Perencevich, K. C. (2006). From spark to fire: Can situational reading interest lead to long-term reading motivation? Retrieved February 2, 2016, from http://corilearning.com/research-publications/2006-guthrie-hoa-Spark-to-Fire.pdf.
- Hayes, D. P., & Grether, J. (1983). The school year and vacations: When do students learn? *Cornell Journal of Social Relations*, 17(1), 56–71.
- Henderson, A., & Mapp, K. (2002). A new wave of evidence: The impact of school, family, and community connections on student achievement. Austin, TX: Southwest Educational Development Laboratory.
- Henderson, A., Mapp, K., Johnson, V., & Davies, D. (2007). Beyond the bake sale: The essential guide to family/school partnerships. New York, NY: The New Press.
- Hiebert, E. H., & D. R. Reutzel (Eds.), Revisiting silent reading: New directions for teachers and researchers (112–128). Newark, DE: International Reading Association. Retrieved February 2, 2016, from http://textproject.org/assets/library/resources/Hiebert-Reutzel-2014-Revisiting-Silent-Reading.pdf.
- Hileman, J., & Taylor, T. (2010). Rattlesnakes. King of Prussia, PA: American Reading Company.
- Houck, B., & Novak, S. (in press). Literacy unleashed: Fostering excellent reading instruction through classroom visits. Alexandria, VA: ASCD.
- Irvin, J. L., Meltzer, J., & Dukes, M. S. (2007). *Taking action on adolescent literacy*. Alexandria, VA: ASCD.
- Kelly, M., & Clausen-Grace, N. (2006). The sustained silent reading makeover that transformed readers. *The Reading Teacher, 60*(2), 148–56.
- Kim, J. (2003). Summer reading and the ethnic achievement gap. Paper presented at the American Educational Research Association, Chicago, April 23–25.
- Krashen, S. D. (1998). Every person a reader: An alternative to the California task force report on reading. In C. Weaver (Ed.), *Reconsidering a balanced approach to reading* (425–452). Urbana, IL: National Council of Teachers of English.
- Kuhn, M., Schwanenflugel, P. J., Morris, R. D., Morrow, L. M., Woo, D. G., Meisinger, E. B., et al. (2006). Teaching children to become fluent and automatic readers. *Journal of Literacy Research*, 38(4), 357–388.
- Levine, K. (2012). The lions of little rock. New York: Scholastic.





- Lord, C. (2015). A handful of stars. New York: Scholastic.
- Manning, M., Lewis, M., & Lewis, M. (2010). Sustained silent reading: An update of the research. In E. H. Hiebert & D. R. Reutzel (Eds.), Revisiting Silent Reading (112–128). Newark, DE: International Reading Association.
- Marzano, R. (2004). Building background knowledge for academic achievement research in What works in schools. Alexandria, VA: ASCD.
- McGill-Franzen, A., Allington, R. L., Yokoi, L., & Brooks, G. (1999). Putting books in the room seems necessary but not sufficient. Journal of Education Research, 93(2), 67–74.
- McQuillan, J. K., & Au, J. (2001). The effect of print access on reading frequency. Reading Psychology, 22(3), 225-248.
- Miller, D., & Kelley, S. (2013). Reading in the wild. New York, NY: Scholastic.
- Miller, D., & Moss, B. (2013). No more independent reading without support. Portsmouth, NH: Heinemann.
- Miller, D., & Moss, B. (2013). No more reading without support. Portsmouth, NH: Heinemann.
- Morrow, L. (2003). Motivating lifelong voluntary readers. In Handbook of research on teaching the English language arts, edited by Flood, J., Lapp, D., Squire, J., Jensen, J., 857–867. Mahwah, NJ: Lawrence Erlbaum Associates.
- Moss, B., & Young, T. A. (2015). Creating lifelong readers through independent reading. New York, NY: Scholastic.
- Mullaly Hunt, L. (2015). Fish in a tree. New York: Penguin Group.
- Mullaly Hunt, L. (2012). One for the Murphys. New York: Scholastic.
- National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. (2011). The Nation's Report Card: Reading 2011 (NCES 2012-457). Washington, DC: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education.
- Neuman, S. B., & Celano, D. (2001). Access to print in low-income and middle-income communities: An ecological study. Reading Research Quarterly, 36(1), 8-26.
- Newman, S. (1999). Books make a difference: A study of access to literacy. Reading Research Quarterly, 34(3), 286-311.





- +
- Newman, T. (2007). Factors that motivate fifth grade students to read during sustained silent reading (SSR). PhD diss., University of Maryland.
- Novak, S. (2014). Student-led discussions: How do I promote rich conversations about books, videos, and other media? Alexandria, VA: ASCD.
- Palacio, R.J. (2012). Wonder. New York: Random House.
- Public Impact. (2007). School turnarounds: a review of the cross-sector evidence on dramatic organizational improvement. Lincoln, IL: Center on Innovation and Improvement.
- Reher, M. (2012). Hippo moms. King of Prussia, PA: American Reading Company.
- Reis, S., Eckert, R., McCoach, B., Jacobs, J., & Coyne, M. (2008). Using enrichment reading practices to increase reading fluency, comprehension and attitudes. *The Journal of Educational Research*, 101(5), 299–315.
- Reutzel, D. R., Fawson, P. C., & Smith, J. A. (2008). Reconsidering silent sustained reading: An exploratory study of scaffolded silent reading. *Journal of Educational Research*, 102(1), 37–50.
- Reutzel, D. R., Jones, C. D., Parker, C. F, & Smith, J. A. (2008). Scaffolded silent reading: A complement to guided repeated oral reading that works! *The Reading Teacher, 62*(3), 194–207.
- Routman, R. (2003). Reading essentials: The specifics you need to teach reading well. Portsmouth, NH: Heinemann.
- Saxe, G., Gearhart, M., & Nasir, N. S. (2001). Enhancing students' understanding of mathematics: A study of three contrasting approaches to professional support. *Journal of Mathematics Teacher Education*, 4(1), 55–79.
- Shanahan, T. (2006, June/July). Does he really think kids shouldn't read? Reading Today, 23(6), 12.
- Swan, E. A., Coddington, C. S., & Guthrie, J. T. (2010). Revisiting silent reading: An update of the research. In E. H. Hiebert & D. R. Reutzel (Eds.), Revisiting silent reading: New directions for teachers and researchers (95–111). Newark, DE: International Reading Association. Retrieved February 2, 2016, from http://textproject.org/assets/library/resources/Hiebert-Reutzel-2014-Revisiting-Silent-Reading.pdf.
- U.S. Department of Education, National Center for Education Statistics. (1996). Reading literacy in the United States: Findings from the IEA reading literacy study. Washington, D.C.: Author.
- Wagner, T. (2008). The global achievement gap: Why even our best schools don't teach new survival skills our children need—and what we can do about it. New York: BasicBooks.





- Widdowson, D., Dixon, R., & Moore, D. (2006). The effects of teacher modeling of silent reading on students' engagement during sustained silent reading. Educational Psychology: An International Journal of Experimental Educational Psychology, 16(2), 171–180.
- Witter, M. (2013). Reading without limits: Teaching strategies to build independent reading for life. San Francisco, CA: Jossey-Bass.
- Wozniak, C. (2011). Reading and talking about books: A critical foundation for intervention. Voices from the Middle, (19)2, 17-21. Retrieved from http://www.ncte.org/library/NCTEFiles /Resources/Journals/VM/0192-dec2011/VM0192Talking.pdf
- Young, T., & Moss, B. (2006). Nonfiction in the classroom library: A literacy necessity. Childhood Education, 82(4), 207-213.
- Zhang, Y., Fashola, O., Shkolnik, J., & Boyle, A. (2006). The implementation of comprehensive school reform and its impact on increases in student achievement. Journal of Education for Students Placed at Risk, 11(3-4), 309-329.

