**What are the essential elements of a strong IR plan?**

**What is the purpose of the Independent Reading block?**

* Kids fall in love with books.
* Kids build stamina and “miles on the page.”

**What is \*not\* the purpose of the Independent Reading block?**

* While accountability for sustained reading is key, this is not a reading block where the teacher will be perfectly assessing deep comprehension of every book. And that is okay.

|  |
| --- |
| **Execution of Effective IR Meets These Criteria** |
| 100% of scholars are reading with total engagement, focus, and purpose for the following amount of time daily:* + - K: 20 min
		- 1: 30 min
		- 2: 30 min
		- 3: 35 min
		- 4: 35 min
 |

**Mindsets: What beliefs must we all live, breath, preach to launch effective IR?**

* All of our reading instruction is in service of scholars’ independent reading. This is truly the heart of our work.
* Independent reading is the time when scholars apply all of the habits and critical thinking skills they have learned in the other subject areas.
* Scholars need sacred, daily independent reading time to build love of books and stamina.
* IR is \*not\* just something scholars do while the teacher is focusing on GR, RM, book club, or something else. We must not rob children of IR.
* And, as Arin Lavinia said, “We are not going to see the growth we are looking for unless we roll out highly effective IR this year. It is the key.”

**Space and Material Logistics: What to Do in Weeks Leading Up to IR Launch?**

* + Strong IR/GR library
		- Ensure each K-4 classroom has more than enough books that are high interest. There should be approximately a 50/50 split of fiction and non-fiction books. Reading A-Z or non-authentic, “decodable” texts should not be a part of the IR library.

Reference table below to triple check you have enough books:

|  |  |
| --- | --- |
|  | # of Books A Child Should Have in Their Book Baggie Any Given Time |
| Kinder | 8-12 |
| 1st Grade | 6-10 |
| 2nd Grade | 8-10 |
| 3rd Grade | 4-6 |
| 4th Grade | 4-6 |

* + - If you do not have enough books, order more ASAP.
		- Leverage this [checklist](https://docs.google.com/document/d/1XnWB80-rbt54Ki9shGrqas5cZAfKzZubQ82o-dUF4B4/edit) to organize your classroom libraries.
		- Double check that our normed “Genre Based Thinking Job” poster is visible to scholars across K-4 classrooms. Here is the [link](http://betterlesson.com/community/document/3289257/thinking-jobs-by-genre-july24-2015-docx).
		- Ensure there is a plan for each child K-4 to have a “book baggie” (or some sort of way for the books to stay with them during IR). They should always have enough to read for 1 week.

**Routines: What to Do in Weeks Leading Up to IR Launch?**

* + Develop a vision for where/how scholars should sit during IR.
		- Examples: Chairs facing away from each other
	+ Develop a routine for scholars “shopping” for books once per week. Keep in mind the following when designing the routine.
		- Every scholar shops for new books once per week and has X number of books based on their level:
			* Levels A-H: 8-12 books per child
			* Levels I-L: 6-10 books per child
			* Levels M-P: 6-8 books per child
			* Levels Q-T: 4-6 books per child
		- Scholars choose a mixture of fiction and non-fiction books at their independent reading level. (Note: It is okay for a few to be outside their independent reading level and/or books they’ve read before. 80%+ should be new books at their independent level)
		- Scholar chooses; not teacher.
		- Scholars learn that they use the following process to select a book:
			* Step 1: What is my independent reading level? Find that bin.
			* Step 2: Look at the title. Does this interest me?
			* Step 3: Read first page or two. Use 5 finger rule (i.e. if there are 5+ hard words, put book back. Choose another).
			* Step 4: Decide if the next book should be fiction or non-fiction. Repeat process.
		- Only small groups of scholars (5-7) should shop for a book at a time.
		- Teacher has two responsibilities during this time:
			* Monitor book shopping to ensure scholars are choosing from their independent levels and chooses a mixture of fiction/non-fiction.
			* Exude excitement for the joy of picking out new books.
		- Establish a specific day/time when scholars will shop across each grade level.
		- Establish a clear system for how teachers will ensure scholars are choosing 80% of books on their independent level (examples: book marks with levels , or label on book baggies)
		- Ensure co-teachers (where appropriate) are clear on their roles and how to leverage both teachers to ensure a strong book shopping routine.
		- Reference this helpful [FAQ’s sheet](https://docs.google.com/document/d/1aJvXZ7vi8Jz6TpPid6O2Y0z2dfnaSatyxWeEmEQYIzs/edit) from Arin for more details. ☺

**Schedule and Staffing: What to Do in Weeks Leading Up to IR Launch?**

* Carve out IR block in K-2 and 3-4 schedules (see time allocations above).
* Staff IR block with a teacher who can “work the room” during IR.
* If IR is staffed with co-teachers, define the roles of both teachers during IR.
* Ideas for where IR could fit:
	+ K-2:
		- During Guided Reading/Reading Mastery rotations instead of computers. Assign TIR as teacher who “works the room.”
	+ 3-4:
		- Shorten Close Reading lessons and Reading Workout lessons to 40 min. Use remaining 35+ min for IR.
		- IR replaces book club.

**Vision Setting: What is the flow of the daily IR block?**

* Teacher gives 1-2 min “hook” and “IR hype” statement that gets scholars jazzed to read.
* Scholars return to their seats with urgency and observable excitement to read.
* Scholars sustain reading. Teacher works the room.
* Last 5 min or less:
	+ Students complete super short graphic organizer/exit tickets. Example genre based graphic organizer [here](https://docs.google.com/document/d/1XZxqyOq1eIxv9-O3WhFS38so6cRhtWs2UcYEAApn5pU/edit).
	+ Students review feedback from yesterday’s exit tickets.
	+ Teacher closes IR lesson by referencing the joy of reading.
		- Optional: Students complete reading log. See sample reading log attached in email.
		- Optional: Teacher references class’s status in classroom/school wide IR competitions

**Vision Setting: Accountability for Scholars**

* During Reading: Teacher circulates and scans. Teacher looks out for [fake reading behaviors](https://docs.google.com/document/d/1J7mOv3Y5O667eaf9IFEl9PHUcST7A0undx1lcvKSMPU/edit).
* Last 5 min: Scholars complete super short, simple graphic organizer/exit ticket, which they keep in an IR folder.
* Teachers grade this student work minimum weekly.
	+ Recommendation: Grade in a quick, low maintenance style (pass fail style).
* If a student fails, there is a system to ensure scholars “make-up” this work.
* What is the role of “Accelerated Reader” (AR) in all of this?
	+ Simple is better. Arin recommends focusing on strong IR without AR. AR can sometimes over complicate the block.
	+ Prioritize effective implementation of IR.
	+ If scholars are already familiar with how AR works, if it has significantly strengthened your IR block in the past, and if executing AR does not detract from the other elements of the IR vision, of course, please feel free to go forward with it.

**Vision Setting: Hype with Scholars**

* In order for IR to be effective, scholars must be invested in real, sustained reading. To do this, the first few weeks of IR are essential to get right.
* Thus, getting the staffing right of the IR block is key for scholar investment
* You’ll want to assign your strongest teacher in the classroom to launch the first few weeks of IR.
* To do this in K-2, this might mean skipping GR for 2-3 weeks to ensure IR gets strong. If roll out is strong, scholars will be highly invested in IR. Then, once it is clear that scholars are meeting the vision of IR, the cap teacher can pass IR to a TIR and return to teaching GR. The idea here is that the loss of GR time will pay off with the execution of effective IR.
* In 3-4, if you are planning to have your cap teachers doing something else during IR, for the first few weeks, you should have them launching IR instead.
* Optional but Strongly Recommended:
	+ Set up a grade-wide classroom competition OR school wide IR competition
	+ Display public charts in visually attractive ways to get scholars super jazzed about sustained IR reading OR # of books read, etc.

**Roll Out Day#1: What does the very first day of IR look like?**

* Mood: Teachers are SO PASSIONATE, almost in tears about why IR is SO JOYFUL and best time EVER on this path to college.
	+ - 1. Teacher brings class together to central location (ideally rug). Gives first IR “inspiration speech.”
			2. Teacher explains “classroom shopping routine.”
			3. Scholars get books. Scholars set up IR locations exactly as they will be used during IR (books, IR folders, chairs/positioning, everything is set just right).
			4. Then, class returns to rug/central location for motivational IR kick off speech.
			5. Then, just as runners release from the starting line of a race when the gun goes off, scholars are sent urgently and eagerly back to their seats JAZZED to start reading.
			6. Teacher narrates and then circulates silently looking for fake reading behaviors.
			7. Scholars read for X number of minutes (it should be short and achievable). IR should end so soon that scholars are wishing they could continue reading. Keep them wanting more!
			8. Close IR block by having scholars return to central location/rug. Teacher debriefs IR with scholars.
* What did this sound/look/feel like?
* Reference IR competition OR simply name the # of min scholars read today and what the goal will be for tomorrow, and what the goal will be by X date. (Example: All 3rd graders will read for 35 min by Oct 15th!)
* Celebrate scholars who “got their reading on” and exhibited 100% of reading habits + loved what they read
* This video is the vision of excellence for the roll out speech.
	+ - <http://vimeo.com/25059366>
		- Password: harlem123
	+ Also, the following video is a writing roll out speech, but it is another great example of the mood our teachers need to set.
		- <http://vimeo.com/25060030>

**Roll Out Day#2: What happens on Day2?**

* Repeat all steps above except step #2 and #3. Instead of book shopping, teacher explains the exit ticket routine and how to use IR folders.
* Then, after step #7 (i.e. at the end of reading time), scholars complete their first exit ticket.
* Teacher grades and returns exit tickets to folders for Day#3 so scholars feel the accountability here.

**Roll Out Day#3 Onward: What happens in these early days of IR?**

* Always have scholars set up materials first.
* Then give inspirational quick speech on rug/central location. “Scholars, yesterday we read for 4 min. Wow! We got there! Today, let’s do SIX! And so on…”
* Teacher is increasing IR minutes incrementally. Scholars should experience success with this for it to be motivational.
* Teachers and leaders are clear on the date by when scholars need to achieve these target 100% sustained reading measures:
	+ - K: 20 min
		- 1: 30 min
		- 2: 30 min
		- 3: 35 min
		- 4: 35 min

**2-3 Weeks After the IR Launch: Returning to GR As a Simultaneous Lesson to IR**

* Given that most of our K-2 classrooms will have GR occurring at the same time as IR, you will want to select a date when GR “returns.” This should be 2-3 weeks after the launch of IR. Connect with your RS if you envision cancelling GR for longer than this.
* All teachers involved in this simultaneous instruction should be clear on the following:
	+ What are the clear roles and responsibilities for all adults in the room during the transition weeks when both are happening so that IR stays strong and GR launches strong?

**Note re: Each “IR Roll Out” Lesson**

* IR reading habits + routines are similar to any other habit that we develop in our students.
* Given this parallel, teachers must be thoughtful about a few things—
	+ How are they modeling these habits as a means to teaching them
	+ What are the precise directions they will give around reading habits and transitions into IR?
	+ What is the aligned narration that they will use in strategic (not overwhelming ways) to build IR habits?
	+ What is the plan for descaffolding the precise directions/narration so that they become cues with minimal narration? By when should this occur?
	+ What are the behaviors we are incentivizing with scholar dollars (or whatever the equivalent is in each school) so that these behaviors become habit?

**Optional But Strongly Recommend Elements**

Home-School Link (Family Investment)

* Simple reading log that goes back and forth between home and school. It is checked weekly at a minimum.
	+ - K: 10 min per night
		- 1: 10 min per night
		- 2: 15 min per night
		- 3: 20 min per night
		- 4: 20 min per night
* Decision to Make: Determine if scholars use the same reading log at home and at school (this will impact the routines needed to keep this running).
* Message to families that they have two responsibilities:

1) Get child to school on time daily.

2) Ensure child reads nightly and completes reading log.

* Develop system to address reading logs that are not completed with families urgently—treat it as though it is the biggest deal in the world (Arin calls it an “educational crime”) that the log is not completed.
* Hold family sessions to invest in the value of IR and to support families in identifying “fake reading behaviors.”
* Note:
	+ The Home-School reading log will only work if there are effective accountability systems to ensure all scholars/families are completing this at home and returning daily to school.
	+ If your school is set up for success in this realm, it is best to incorporate a home-school reading log.
	+ However, if your school is not, it is best to hold off on this element so you can focus full force on all of the other elements of IR.

**Summary of Steps to Launch Effective IR**

**Principals, here is a summary of the tasks you will need to take at your school to get IR off the ground. I’ve also included recommendations for how you \*may\* want to delegate these tasks.**

|  |  |
| --- | --- |
| **TASK** | **OWNER** |
| Ensure there are enough IR books K-4. Order more if needed. Urgent delivery.  | DSO/Ops Team |
| Ensure there is a book baggie system K-4 | DSO/Ops Team |
| Set up classroom libraries in each classroom according to checklist; ensure genre based thinking job poster is visible | DSO/Ops Team |
| Ensure every scholar has an IR folder, with their name labeled on the front. This is where they will keep IR graphic organizers/exit tickets | DSO/Ops Team |
| Develop a vision for where/how scholars should sit during IR | DSC |
| Design book shopping routine | DSC |
| Lesson to teach the “shopping for books” routine  | A.D. |
| Schedule and staffing | Principal |
| Select IR graphic organizer or daily IR exit ticket that will be used in each grade | A.D.’s OR lead teacher |
| Expectations for teachers grading IR graphic organizers/exit tickets | A.D. |
| Identify date to train IR teachers on the launch | A.D. + Principal |
| Identify IR roll out date with scholars (i.e. the very first day of IR) | A.D. + Principal |
| Stamina Build Up Timeline: Identify date by when all scholars should be reading for minimum # of min daily | A.D. |
| If Applicable: Identify date when K-2 Cap Teacher will return to teaching GR (instead of working on strong IR launch) and clear expectations for launching both GR and IR simultaneously | A.D. and DSC |
| Determine who is responsible for crafting IR lesson plans. Shared across K-4 vs. written by 1 person per grade, etc and their due dates | A.D.  |
| IR Expectations Posted (see Endeavor examples below):* + Voices off (picture of lips zipped)
	+ Books flat (picture of book on table)
	+ Eyes on your book (picture of eyes with arrows to book)
	+ Think about what you are reading (picture of kid reading with thought bubble and thinking/question stems)
 | DSC |
| Identify who will review IR launch lesson plans and due dates for these lesson plans; ensure LPs are reviewed for elements of the “6 Week Vision” | Principal |
| Observation, Real-Time Coaching, Walk Thru Plan of Action for Leadership Team during IR launch weeks and after the launch | Principal |
| (If books are sent home) Select dates and create system to replenish classroom IR libraries periodically | DSO |
| OPTIONAL: Homework Reading Log and Family Accountability/Follow Up Systems | DSC |
| OPTIONAL: Training session for families on the value of IR and looking out for fake reading behaviors at home | DSC |
| OPTIONAL: Design vision and system for grade wide OR school wide IR competitions to hype IR | A.D.  |

**Here is a summary of what to train teachers on before the IR launch:**

|  |  |  |
| --- | --- | --- |
| **PD SESSION FOR TEACHERS** | **APPROXIMATE MIN** | **OWNER** |
| Overview: Purpose of IR, Value of IR, Beliefs Around IR, Flow of the Block | 30 min |  |
| Roll Out Speeches: Watch videos, Craft speeches, Rehearse speeches | 1 hour |  |
| Book Shopping Routine: Vision and How to Teach It | 20 min |  |
| Teacher Roll During IR: Watching Out For and Addressing Fake Reading Behaviors | 30 min |  |
| Lesson Planning and Rehearsing First Days Lessons | 40 hour |  |

\*\*Ideally each session would be longer. We will need minimum 3 hours total for this.\*\*