

## Independent Reading Handbook 2017-2018

### Handbook Overview:

This handbook is designed to provide an overview of the Independent Reading program and the role of the Independent Reading teacher. It also includes specific systems and routines, examples of what each aspect of the role looks and sounds like, and ideas for hype and investment. This handbook is intended to be the primary guide for Independent Reading teachers and their coaches.

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### Why Independent Reading?

Scholars who read high volumes of text and understand what they read perform better academically in all subject areas. We also believe that the best way to ensure that our scholars are successful in academia and beyond, is to guide them towards developing an **authentic, profound love for reading**.

Research suggests that if a child consistently reads as much as one million words per year, they will score among the top 2% of all children on standardized reading tests. We want all of our scholars to be reading millionaires.

In addition, Independent Reading is a place where our Compass Habits can shine. Scholars can practice empathy as they deeply engage with the characters in their books; they can show drive by relentlessly striving to meet their paceline goals; they can show growth mindset by developing their ability to choose their own books or branch out into different genres; they can develop their curiosity by choosing to read books about content that interests them or by exploring lots of different types of books; they can show teamwork by recommending books to their peers; they can exhibit gratitude when reading about people and cultures that are different from us and recognizing all the good they have in their lives, or simply by thanking their teacher for recommending a particularly inspiring book. Perhaps most importantly, engaging with lots of diverse, high quality books helps scholars develop their identity, both as readers and as individuals, and can contribute to their aspirational dreams for their lives. Independent Reading both sets scholars up to be successful in their academic endeavors AND in their quest to become their best selves.

### Goals

The success of our independent reading program will be measured through two outcomes:

- 1) The % of scholars on-pace, % of scholars ahead of pace, % of scholars who are Millionaires
- 2) Scholar investment in and love of reading

The first outcome will be measured as follows:

#### Grades K and 1: Number of Minutes Read

	K	1st	Benchmarks
End of Year Advanced	8,000 minutes read <i>(15 minutes in school and 15 minutes at home each day.)</i>	10,000 minutes read <i>(20 minutes in school and 20 minutes at home each day.)</i>	<b>Trimester Targets:</b> <ul style="list-style-type: none"> <li>● Trimester 1: 2,000 minutes</li> <li>● Trimester 2: 4,000 minutes</li> <li>● Trimester 3: 6,000 minutes</li> </ul> <b>Weekly Targets:</b> <ul style="list-style-type: none"> <li>● 150 minutes a week</li> </ul>
End of Year Proficient	6,000 minutes read <i>(15 minutes in school and 15 minutes at home each day.)</i>	8,000 minutes read <i>(20 minutes in school and 20 minutes at home each day.)</i>	<b>Trimester Targets:</b> <ul style="list-style-type: none"> <li>● Trimester 1: 2,600 minutes</li> <li>● Trimester 2: 2,600 minutes</li> </ul>

	<i>home each day.)</i>	<i>home each day.)</i>	5,300 minutes <ul style="list-style-type: none"> <li>• Trimester 3: 8,000 minutes</li> </ul> <b>Weekly Targets:</b> <ul style="list-style-type: none"> <li>• 200 minutes a week</li> </ul>
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**Paceline Goals:**

G2-6: Number of words read (See [Paceline Overview](#))

	2nd	3rd	4th	5th	6th
<b>End of Year Advanced</b>	287,250 words	441,600 words	574,080 words	706,560 words	839,040 words
<b>End of Year Proficient</b>	239,375 words	368,000 words	478,400 words	588,800 words	699,200 words
<b>Weekly Goal to be On Pace</b>	6,250 words	10,000 words	13,000 words	16,000 words	19,000 words

Just like all our pacelines, this paceline is based exclusively on the number of words scholars should be able to read if they are maximizing their independent reading time **during the school day**. As you’ll see below, it should be considered the “floor”, and scholars should be expected to rise significantly above these targets.

***A note on... the Millionaire’s Club!***

Our paceline is based on students maximizing their reading time in school. If all scholars are reading regularly at home - as they should be! -- and they have a deep love of reading, they should far exceed paceline. While paceline is the “floor” we really want to excite scholars to go above and beyond and strive for an ambitious goal. That’s where the Millionaire’s club comes in! This is one of the most ambitious and motivating big goals of any academic block: read 1,000,000 words by the end of the school year to become a “Reading Millionaire.” There is compelling evidence that shows that scholars who read this much are among the top performers in the world. Much of the school-wide independent reading investment plans center around having scholars join the “Millionaire’s Club” (or Half-Millionaire’s club for second graders!), so it is important that scholars have this larger goal beyond their paceline goal.

The second outcome, scholar investment in and love of reading, will be measured through a student survey administered every trimester:

- 90% of students report reading independently feels like a something they want to do, not a punishment.
- 95% of students can name a book they’ve read this year that they *loved*.
- 80% of students report high or very high levels of enthusiasm about reading.
- 80% of students can list two books they’ve read independently this year that exposed them to something new.

**What will scholars read?**

In order to achieve both goals (words read + building a love of reading), every Independent Reading block needs access to a range of high-quality texts. As part of the Greenfield curriculum, every grade level will have multiple copies of every book listed on the [“50 Best Books List”](#), a list curated to include

high quality, diverse, high interest must-read books for each grade level. The “50 Best Books List” is like the curriculum for IR. While students can read any high quality book, we plan to heavily promote the “50 Best Books” because they are high quality literature, engaging, motivating, allowed for shared reading experiences between scholars and they provide a defined scope of books for IR instructor to internalize and promote. In addition, the Independent Reading teacher is responsible for maintaining a library that includes and highlights not only these “50 Best Books”, but also books specially selected to appeal to the levels and interests of each particular group of scholars.

**Role of the Independent Reading Teacher**

<b>Build a Love of Reading</b>	1) How can I hype reading / celebrate reading / support reading to build an incredible reading culture?
<b>Ensure All Students Meet or Exceed Their Paseline Goals</b>	2) How can I ensure 100% of my scholars are meeting their paseline goals / that scholars are motivated to read 1,000,000 words this year?

In order to ensure that scholars meet both their independent reading goals (words read + love of reading), the independent reading teacher is responsible for the following:

**(1) Introducing and maintaining strong systems associated with the independent reading program.** For example:

- Reading log
- Desk set up
- Taking AR 360 quizzes
- Selecting books
- Returning books
- Library set up / maintenance

**(2) Becoming an expert in children’s literature**, particularly through reading and internalizing all 50 books on the “must-read” list for their grade level.

**(3) Being a “book matchmaker”** - ensuring that every scholar is reading a book that is just right for them and that will help foster a love of reading

**(4) Coaching scholars** - facilitating scholars’ ability to self-select “just right” books as they grow towards greater independence

**How does the Independent Reading Teacher do this?**

- Strong systems planning
- Daily IPP
  - What am I hyping?
  - Who am I celebrating?
  - Who am I prioritizing to check in with?
  - Who is about to finish their book and be ready for a new one? What book(s) should I have ready for them?
- Weekly IPP
  - Who met their paseline goal last week?
  - Who is significantly off-pace? Why?
  - Who should I invite to stay after school to catch up?
  - Which families do I need to re-invest in reading at home?
  - Which book am I hyping this week? Do I know it inside and out?

### A Day in the Life...

Over the weekend, you finished reading *The One and Only Ivan*, one of the books on the 5th grade “50 Best Books” List. You made sure scholars saw you reading it in the hallways and during a few spare moments in class last week, and you already have a short list of 5 scholars who said they are interested in the book after seeing you read it. While you were reading it, you also noted the names of an additional 3 scholars you think would really enjoy this book. You know that Miya, for example, would love this book because it is told from the perspective of an animal, and she recently loved another book written this way. You also suspect that Antoine would enjoy this book because he was so passionate about that argumentative writing piece about whether or not zoos were beneficial to animals. Finally, you really think Deonte would enjoy this book, because of the way it is written in shorter sentences, using lots of imagery, almost like poetry. Deonte is a lower-level reader and is difficult to invest in independent reading, but you think he’ll be able to access this text and perhaps be inspired to read other, similar books afterwards.

You come into the building and first take a peek at your library. You notice that some of the book bins are looking a little sloppy, and you quickly place a few books into their correct bins. You make a mental note to carve out some library re-organization time during your planning time today. When you get into the classroom, you take your copy of *The One and Only Ivan* and display it on the whiteboard, so it’s ready for when you do your hype of the novel first thing in class.

To prepare for your first class of the day, you get out your clipboard and make sure it has all the essentials: your [weekly class reading tracker](#), your notes from your previous day’s IPP, and post-it notes to leave a few posi-notes or shout outs. Then, you check your book basket for this class, and make sure it contains the right next books for scholars who are likely to finish their books during class today. You pre-planned which books you might give to these scholars during yesterday’s IPP, so now you just need to make sure that those books are ready to go in your basket. For example, you know Jesus is about to finish *The Lightning Thief*, so you’ve got book 2, *The Sea of Monsters*, ready and waiting for him! Finally, you pull up your [powerpoint](#) for the day, and make sure it includes the specific hype you’re doing today on *The One and Only Ivan* as well as all the celebrations and shout outs you planned during your IPP yesterday.

It is time to begin class! You give precise directions for scholars to set their desks up for Independent Reading and narrate as scholars quickly take out their books, their independent reading logs open to their entry from last night, and their pencils. “I see Miya took out her book *Becoming Naomi Leon* - I know she’s working her way through all Pam Munoz Ryan’s books!... YES! I can see already that John got his reading log signed last night! That’s some growth mindset right there!” Scholars begin reading as you circulate to check their reading logs. You stop by each desk to check reading log completion from the previous night, making notes on your tracker about scholars who did not complete it so you can call or text their families later in the day. You also note down scholars’ starting page on your tracker. For scholars about to finish their books, you leave the book you pre-selected for them on their desk.

After about 3 minutes, when you’ve finished checking all reading logs, you give precise directions for scholars to pause their reading, put their bookmarks inside their books and leave them flat on their desk, and track the screen. You begin going through the hype portion of your powerpoint. Its Monday, so today you’re hyping one of the 50 best books - *The One and Only Ivan*! “Scholars, today I’d like to

highly recommend one of our 50 best books: *The One and Only Ivan!* I literally could not put this book down. It is a fantastic story about Ivan, a gorilla, and the part I liked best was that this book was actually told from the gorilla's perspective. It reminds me a lot of *Ribsy* by Beverly Cleary, which I know Jy'mar and Charnice recently read and LOVED - it's told from the dog's point of view. Except this book gets pretty serious, since Ivan is kept in a MALL - not a real zoo! Remember the project you did in Writing class recently, about whether or not zoos are beneficial to animals? Those of you - \*cough\* ANTOINE! - who had strong opinions about that would absolutely love this book." You then say that during reading time, you'll hand out 5 copies of the book to the scholars who already expressed interest, and will add scholar names to your "waiting list", with a reminder that scholars can always find the book at their local library or bookstore. Then you switch your slide to your shout outs. "I want to quickly shout out the following scholars for catching up to paceline last week: Deonte! Destinee! Shaymar!" "These scholars have passed the 500,000 word mark and are half-way to 1 million words: Nielle! Nyree!" "And finally, I have a special shout out for Gabby, who has been demonstrating great curiosity through her book selection. She's been reading every biography she can get her hands on because she's super curious about the lives of famous individuals. I encourage you all to let your curiosity guide your book selection, just like Gabby's has. What are you interested in? What do you want to learn more about?"

Having reached the end of your quick hype, you give precise directions for scholars to begin reading, and state the focus for their reading today, which you had discussed with their Close Reading teacher last week: "Scholars, as you read today, remember to focus on your characters' feelings and traits. The better you understand your main character, the better you'll understand what's happening in the text!" After you narrate and ensure that 100% of scholars have their eyes in text, you begin your first round of circulation ensuring 100% of scholars maintain true (not fake!), focused reading. You also drop *The One and Only Ivan* on the desks of scholars who already indicated interest. After this first round, you begin your second round of circulation, to your four focus scholars. You spend 1-2 minutes with each, ensuring that the book they are reading is right for them by listening to them read aloud, and checking in on their comprehension by asking a few targeted questions. For example, you had given Janiyah a copy of *Fantastic Mr. Fox* on Friday. "Janiyah, what is Mr. Fox's main problem in this story? How is he trying to solve this problem?" She's accurately able to tell you that he needs food for his family, so he's trying to steal from the different farmers. You affirm her comprehension and the reading she did over the weekend, then set a small goal for her to finish the book (she only has 10 pages left!) by the end of class so she can take the quiz and add to her word count. You drop off *The Twits*, another Roald Dahl book you pre-selected for her, before moving on to your next focus scholar.

Finally, you circulate to the remainder of scholars, asking a few to read aloud to you, others to quickly share what they love about their book, and others you simply give a thumbs up or leave a posi-note to motivate them to continue reading. You correct Willie for trying to read his book underneath his desk, and remind Sanaii to keep her eyes on her page. You notice that Ashia is staring at the wall, so you spend a longer time with her investing her in her book and why you know she will love it. After you leave her, you positively narrate for her when you see her engaged in her text.

After about 23 minutes of reading, you do one final lap around the classroom to mark down scholars' ending pages, briefly commenting to scholars who read an extraordinary amount or who didn't read very much at all. Then you give precise directions for scholars to record their ending page in their reading logs and switch to Wordly Wise. You also name the scholars who finished their books during the IR block, and have the entire class give them some shine as they prepare to take their AR 360 quiz. You immediately celebrate scholars who pass their AR 360 quizzes and check in on their paceline progress.

While you keep an eye on the scholars taking AR360 quizzes, you're also circulating and narrating to ensure that the rest of scholars are putting away their IR materials, taking out their computers, and logging onto Wordly Wise. You remind Devin to put his book away, and you notice that Ariyanna is taking an AR 360 quiz that is different from the book she just finished. "Ariyanna, that's not the book you just read. What are you doing?" She tells you that she left that book at home, but that she finished it over the weekend. You tell her that she needs to have the book with her in order to take the quiz, and redirect her to the quiz for the book you saw her finish in class that day. When you look up, you correct two scholars to stay focused on their computers, and then you have 100% of scholars on Wordly Wise.

You've already identified the four scholars you need to check in with regarding their Wordly Wise progress - Janiyah is struggling to reach the 80% bar on Lesson 3, Lamiyah and Queshonte are still working on Lesson 1, and Deonte is ready for his Lesson 4 post-test but you suspect reaching 80% will be a challenge for him, so you want to quiz him before he does it. You circulate to Lamiyah and Queshonte first to let them know that they need to work on Lessons 1-2 at home (you've already contacted their parents). Then, after a quick scan of the room to ensure everyone is working and doing an in-the-moment two claps celebration of Jermell for passing his AR360 quiz, you circulate to Deonte and Janiyah to help them reach 80% on their post-tests.

After class, during your sacred IPP/LASW time, you make a few phone calls to families of scholars who did not have their reading logs signed and then begin to prep for tomorrow's classes first by consulting your tracker and noting who did not read enough during class today. Terrel, for example, only read 2 pages in the 24 minutes of reading time! You know you're going to have to check in with Terrel about his book - is it right for him? - and keep a closer eye on his reading behaviors during class tomorrow. You also note the scholars you want to shout out during class tomorrow, and prepare your list of scholars who are still far behind pacerline who will need to stay after school on Thursday for Get On Pace Night. Your next monthly reading event, Roald Dahl night, is coming up in two weeks, so you research some book-related crafts and send the materials list to your Ops team so they can purchase what you'll need. You've already received 20 RSVPs from scholars, but you know you're going to be hyping the event during IR class and at Community Time this week, so you're anticipating at least doubling that number. You spend the last bit of your IPP time selecting the next book you'll want to hype from your 50 best books list, and begin reading it.

## **Role of the Independent Reading Teacher:**

### **Strong Systems and Routines**

Independent Reading could be thought of as a lackadaisical time where students are nonchalantly reading and talking about their books. However, true Independent Reading that meets our dual goals of 1) miles on the page and 2) fostering a love of reading must be as routinized and systematized as the most well-run Close Reading or Math class. Scholars must have immediate access to books curated just for them; teachers must ensure that every minute is spent deeply engaged in text; scholars must build authentic reading habits at school and at home that will carry with them for the rest of their lives. To do this, Independent Reading teachers must own the creation and maintenance of strong systems and routines guiding every aspect of the Independent Reading block.

### **The Reading Log**

The reading log serves two primary purposes:

- 1) Allows a scholars and teachers to track how many books they've read and how many minutes over time to monitor progress towards weekly and trimester goals.
- 2) Connects home to school; holds scholars accountable to reading at home in order to build that habit AND communicates to families the importance of independent reading.

In order to ensure the reading logs achieve this purpose, Independent Reading teachers must explicitly teach scholars how to fill out their reading logs at the start and end of each Independent Reading block, hold scholars accountable to completing their reading log both at home and at school, and regularly communicate with families about reading logs.

**Grade K-1: [K/1 Independent Reading Log 17-18](#)**

**Kindergarten Reading Log: We read for 15 or more minutes each night!**

Week of: \_\_\_\_\_

Date: Monday				
	Title	Genre	Minutes	Signature
School		F or NF		
Home		F or NF		
Date: Tuesday				
	Title	Genre	Minutes	Signature
School		F or NF		
Home		F or NF		

G 2-6 Reading Log:



Reading Log: Week Of: \_\_\_\_\_

In School	Title	Start Page	End Page	Minutes Read
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

At Home	Title	Start Page	End Page	Minutes Read	Parent/Guardian Signature
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					

### Checking Reading Logs

Reading logs must be checked daily as part of the [Independent Reading FOI](#). This should be the first thing teachers do after they've done their hype and sent scholars into their reading. The routine should be as follows:

- As scholars set up their desks for Independent Reading, they open their reading logs to the current week and leave it on the top left hand corner of their desk
  - They should do this regardless of whether or not they got it signed the night before, as they record their current day's reading in the log as well
- After the teacher gives precise directions to get into Independent Reading, the teacher grabs his/her clipboard with the weekly tracker and begins circulating around the classroom
- As the teacher circulates past each scholar's desk, the teacher quickly scans the reading log to note the following things:
  - Did the scholar read at home?
  - Did the scholar get their reading log signed?
  - Does the scholar have good read-at-home habits?
    - For GK-2: did they read a book from their book bag? Did they read multiple books if the books were short? Did they read for a sufficient amount of time?
    - For G3-6: Did the scholar continue reading the same book they were reading at school? Did they read enough pages?
- As the teacher circulates and notices the above, the teacher should also make brief comments to scholars regarding what they notice. For example:
  - "I notice you read a different book at home last night, even though you're in the middle of *The Bad Beginning*. Why?"
  - "You don't have your reading log signed today, this is a problem. It's important that you read every night and that your parent knows about it so they can support you!"
  - "Wow, you read 50 pages last night! Impressive! Did you get to a really juicy part?"

- The teacher marks down scholars who either do not have their reading logs signed, did not read last night, or forgot their reading logs in their entirety. The teacher will reach out to all of these families in some form (ex. Call, text, email) before the day is over.

Parent communication early in the year is key to ensuring families understand both the expectations and the purpose behind having scholars read at home. Every time a scholar forgets their reading log at home or brings it in without a parent signature, the family should be notified. Here are some things Independent Reading teachers might say:

- "I wanted to let you know that Gianni came in without her reading log today. She said she left it at home. Have you been seeing it?"
- "I wanted ask you about Jayden's reading log. It hasn't been signed for the last two days. She told me she's reading at home though. Has she been sharing it with you for your signature? We really want to make sure reading support is shared between home and school and I wanted to see how I might help."
- ""I noticed that Sean's reading log was signed today, but that he was in the same page in class as yesterday, which makes me think he didn't read at home. Do you know why that might be?"

### Independent Reading Libraries

Our libraries are our cornerstones. They are well-organized, inviting places that visually celebrate and promote our culture of reading. The library is the place that should visually represent our independent reading program goals: volume + love of reading.

The purpose of our library is not to store as many books as possible so that a kid who knows what they are looking for can find it. Instead, our library, like a bookstore, should sell kids on as many books as possible. So, this means we:

- Have fewer books out on shelves, so attention is drawn to those that are there
- Regular, planned cycling of books into curated spaces so that student interest is continually renewed
- Emphasize the "50 Best Books of the Grade"
- Emphasize books aligned with current unit in science, ELA/HUM and upcoming or recent expeditions.



Aspect	Criteria for Success
<p><b>Organization</b> <i>How books are categorized and displayed</i></p>	<ul style="list-style-type: none"> <li>● Books should be organized into the following major categories:               <ul style="list-style-type: none"> <li>○ Genre                   <ul style="list-style-type: none"> <li>■ Fiction (ex. Realistic, Historical, Science Fiction, Fables/Folktales, Mystery)</li> <li>■ Non-Fiction (ex. Biography, Science, Animals, History)</li> <li>■ Level (A-Z)</li> <li>■ Series</li> <li>■ Favorite Authors</li> <li>■ Go Deeper (content-aligned texts)</li> <li>■ Recommended Texts (book club books, teacher/scholar recommendations)</li> </ul> </li> </ul> </li> <li>● Each book is labeled on the back cover with two stickers: Level (A-Z) and the name of the category or bin it is in (ex. Z / Historical Fiction)</li> <li>● Books are primarily in bins, but are also displayed prominently on tripods               <ul style="list-style-type: none"> <li>○ The top shelf of each bookshelf should only be book displays (on tripods)</li> </ul> </li> </ul>
<p><b>Shelves</b> <i>What bookshelves should look like</i></p>	<ul style="list-style-type: none"> <li>● Top shelf: 2-3 books displayed on tripods, with corresponding note cards</li> <li>● Lower shelves: book bins arranged 3 per shelf, with the bin label facing outward</li> <li>● Signs on or near the top of each bookshelf to indicate the category of books it contains</li> </ul>
<p><b>Book Bins</b> <i>What book bins should contain and how they are kept</i></p>	<ul style="list-style-type: none"> <li>● Uniform color of bins (ex. all blue or all red per bookshelf, not mixed)</li> <li>● Printed label on the front of the bin</li> <li>● Books arranged standing upright, covers facing out               <ul style="list-style-type: none"> <li>○ books that are too large to fit into the bins this way should either be displayed or placed sideways</li> </ul> </li> </ul>
<p><b>Visuals</b> <i>What should be posted within and around the library area, and how these should be displayed</i></p>	<ul style="list-style-type: none"> <li>● Signs mark the contents of each bookshelf (ex. “Genres”, “Series”, “Favorite Authors”)</li> <li>● Each bin has a tag with a printed label of its contents (ex. “Realistic Fiction,” “Roald Dahl”)</li> <li>● All books that are displayed have a corresponding notecard with a blurb about the text and the name of someone who recommends it</li> <li>● Visual anchors posted on the walls for...               <ul style="list-style-type: none"> <li>○ Check in/out system</li> <li>○ Bin / shelf organization (photo of exemplar)</li> </ul> </li> <li>● Reading hype and motivation               <ul style="list-style-type: none"> <li>○ Pictures of scholars reading</li> <li>○ Celebration of “Millionaires”</li> <li>○ Reading-related shout outs</li> <li>○ Pictures of popular book covers</li> </ul> </li> </ul>

<p><b>Table</b> <i>What and how the table should display</i></p>	<ul style="list-style-type: none"> <li>● At least 2-3 books displayed, with corresponding cards; books are either on tripods or laid out flat</li> <li>● Table should not be blocking access to any of the bookshelves</li> </ul>
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The Library should also be a place where the Independent Reading teacher’s “voice” shines through. The Independent Reading teacher should consider their own interests, and what they know about their scholars, to curate a space that helps to inspire and motivate scholars to become readers. For example:

*Poetry Corner!*

For the teacher who loves poetry, have a separate space in the library dedicated to poetry. Post a “poem of the week” for scholars to peruse as they visit the library, and display the book the poem is from (if possible). Organize a poetry slam event after school for scholars who are interested, or encourage scholars to write their own poems that you will display in the poetry corner as well.

*Banned Books*

Students will need parent permission to read from this section, which will contain books with mature content, as well as books historically banned from schools. These books, for special effect, could be kept in a closed cabinet with windows into it, or in a “Restricted Section” (a la Harry Potter) in the main library.

*Children’s Books*

Wonderful children’s books should be put out for students to take home to read to their siblings, or just to read quickly for pleasure.

*Scholar Picks*

A section of the library where books that other scholars recommended are prominently displayed. Each book may have a short note from the scholar who recommended it.

*Monthly Challenge Books*

Each month, select a challenge genre for students to read 3 books from to earn a prize. Books fitting in this genre (books with animals as characters, for example) can be attractively advertised on a low table.

**Book Check Out**

Scholars should check books out of the library only when directly supervised by the independent reading teacher. This is in order to facilitate the book matching and coaching (see below!) that we know will help scholars build an authentic love of reading and maximize their independent reading time. **Scholars should be scheduled to visit the library during breakfast, snack, or other non-instructional times that the Independent Reading teacher has “free” on a regular basis (see “sample book check out schedule” below);** at that time, depending on their grade and reading level, they can check out an appropriate number of books (ex. a second grader reading at a STEP 5 will take 10-15 smaller books, while a fifth grader reading on grade level would take 1-2 chapter books).

If a scholar is likely to finish their book(s) before their next scheduled visit, the Independent Reading teacher should pre-select possible books for that scholar and let the scholar choose between those during normal Independent Reading class time.

Scholars may also request a special visit to the library in the event they do not like their book or their book is too hard / too easy. At that point, the Independent Reading teacher should confer with that scholar to see if another trip to the library is in order, and then find a time to coach the scholar through their book selection one on one (see book matching and coaching sections).

In order to track the book(s) each scholar has out, each Independent Reading teacher will keep a binder in which each scholar has their own page, as shown below. As the Independent Reading teacher matches scholars to books, and as scholars check books out of the library, the Independent Reading teacher records each book on the scholar's page.

Library Card		
Name:		
College:		
<b>Read Baby, Read!</b>		
Book Title	Check-In Date	Check-Out Date

Process:

- No more than 5 scholars in the library at a time
- Always directly supervised by the independent reading teacher
  - Teacher should act as a coach + matchmaker during this time
- Book check out should take no more than 5 minutes
  - Independent Reading teacher should either already have pre-selected books for scholars, or should be able to coach scholars towards choosing relevant books within this time
  - If scholars are struggling to commit to a book, teacher should insist upon a recommended text at the end of 5 minutes
- Eventually, the end goal is that scholars independently “shop” for books by:
  - Identifying the category of book they want to look for and heading for that shelf / bin
  - flipping through the books in the relevant bins, making sure to return the bin to the shelf the way they found it (ex. book covers facing forward)
  - choosing books that look interesting and then stand at the shelf doing the following:

- looking at the level on the back cover to make sure its not too hard / too easy
- reading the back cover
- flipping to the inside of the book to explore pictures and other text features
- reading the first page or two to see if it's interesting and/or a good level
- Once a scholar has selected a book, they should:
  - take it to the Independent Reading teacher to approve
  - Independent Reading teacher will confirm that it is a good choice (or direct the scholar to a more appropriate choice)
  - teacher will record the book in the binder
- Scholar will immediately return to their classroom and place their new Independent Reading book(s) in their desks

**Returning Books:**

- Books should ONLY be returned to the Independent Reading teacher directly
  - This is so that the Independent Reading teacher can keep track of which books have come back, and can hold scholars and families accountable when books are “lost”
- If a scholar has lost a book...
  - The Independent Reading teacher should hand the scholar a [“lost/damaged book form”](#), which goes home to families, and record the book title on the [Lost/Damaged Book log](#), shared with the Ops team, so they can accurately inventory Independent Reading books and help hold the family accountable for paying the replacement fee.
  - The Independent Reading teacher should also indicate “lost” on the scholar’s page in the check-out binder
- When scholars take and pass their AR360 quiz on their book, they should immediately return the book to the bin in the classroom.
  - This can and should be a moment where the Independent Reading teacher celebrates that scholar and makes the rest of the class very aware of the individual scholar’s success
- Teachers should re-shelve books they’ve collected back from scholars at least once per week by making sure the book is placed back in the correct bin

**Sample Book Check Out Schedule**

Independent Reading teachers should create a clear book check out schedule and communicate this schedule clearly to scholars so scholars know exactly which day, and what time, they are going to be visiting the library. Consider scheduling scholars based on the amount of time you have to spend, and the time of day. For example, ensure that scholars scheduled to come during breakfast are ones that consistently come on-time to school, and that scholars who you’ll only have a quick 5 minutes with are ones that are the most independent.

	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast **consistently on-time to school, mixed	Jayden Curtis Larell Michaela London	Frederick Iyesha Derron Devin Chaz	Shaun Kaiden Miya Tavon Devon	Gianni Ke’Andre Giselle Sanaii Janai	Mariah Marionna Au’mariah Ariyanna Jermell

Snack **most independent	Sebastian Allen Frederick Jakaiya Shar-Shalamah	Gabby Jordan Andrea Tatianna Sean	Ty'jour Christian Ravon Justus Deaja	Lamiyah Kiefer Suhieb Mussab Janiyah	Dandre Deonte Quintez Emarre Willow
Prep **need most support	Barbara Ca'juan Ke'sone	Sekou Jaikin Angie	Destinee Zania Khai	Melissa Toure Aniya	Laila Raven Anaijah
Lunch **mixed group	Mical Joshua Armani Ty'shaun Max-Anthony	Kye'on Chamar Eveyon Malachi James	Carmello Brandon Dyrell Quandre Keimani	John Javier Maurice Jeremiah Ja'zharia	Gian Yabdriel Ishmael Antoine

### Taking an AR 360 Quiz

For scholars in grades 2-6, and those in grades K-1 that have passed a STEP 8, the main accountability measure on their independent reading, and the way we track their word count for their paceline, is through the AR360 quiz program. The exact system for taking the quizzes will vary slightly by grade level, as outlined below, but the following principles apply for all grade levels:

- Scholars must have the book with them while they take the quiz
- Scholars may use the book to help them answer questions
- Independent Reading teachers MUST confirm that scholars are taking the appropriate quiz
  - This is to prevent scholars from taking quizzes on books they actually haven't read, or from trying to take quizzes on books they've read in previous years
    - NOTE: If for some reason a scholar does take a book quiz for a book they did not actually read, Independent Reading teachers can go into AR360 and delete that quiz, removing those words from their wordcount.
- **If a scholar fails a book quiz**, the Independent Reading teacher can use their judgement to do one of the following:
  - Have the scholar re-read the book so they understand it better; meanwhile, delete the quiz so the scholar can try it again once they finish the book a second time.
  - Confer with the scholar about why they did not pass the quiz - was the book too challenging? Did they read it all the way through from beginning to end? Did they use the book to help them while taking the quiz? Then make a decision about next steps based on scholar responses.
  - If the book was too challenging for them to read in the first place, confer with the scholar about the importance of book selection - reading books that are interesting AND at the right level. Prioritize this scholar for strategic book matching.
  - If the book was of the appropriate level but a few specific questions were tripping the scholar up, the Independent Reading teacher can "coach" a scholar through the quiz on a second try. They should not give scholars the answer, but guide scholars through how to successfully unpack and answer the challenging questions. Teachers can pre-plan their back-pocket questions to scholars by going into AR360 and viewing the quiz (see how-to guide). For example:
    - "Ok, what part in the story is this question asking about? Let's flip to that part."

- “We found the right part in the story, now specifically what is the question asking about? Re-read the part to find the answer.”
- “Which answer choice best matches the part you just read?” / “Which answer choices can you eliminate because you know for sure they are wrong?”
- **If a scholar passes a book quiz**, the Independent Reading teacher should collect the book back from that scholar, record it in the binder, and do a quick celebration of that scholar in the moment. For example:
  - [in the moment, done as narration] “Gian just passed a book quiz for *The Bad Beginning* and added 24,130 words to his word count! Send some shine Gian’s way!”
  - [quick high five in the moment, then at the close of class] “Let’s give one clap for each scholar who passed a book quiz today: Gian! Amare! Jakaiya! Jayden!”
  - [in the moment] Write the names of the scholars who passed book quizzes on the board

G2: Because scholars are reading much shorter books and may be able to finish a book within just a few minutes, scholars may take AR quizzes on a rolling basis, as soon as they finish their book. That said, in second grade, we want to encourage scholars to read the longest books they are capable of reading. In other words, a 2nd grader who can read a longer chapter book or novel should read that longer work over a 32 page picture book. We want to build stamina, miles on the page and expose students to a high volume of words and longer texts that rely more on text than pictures are the best way to accomplish this. In cases of a far below grade level reader in upper grades, this may also apply.

- Scholar raises their hand to signal that they have finished their book
- When the Independent Reading teacher gives a thumbs up or quickly confers with the scholar to ensure that the scholar did read and complete the book, the scholar takes out his/her computer, logs into AR360, and finds the appropriate quiz
- The Independent Reading teacher circulates to ensure the scholar is taking the appropriate book quiz
- When the scholar finishes the quiz, they raise their hand to show their teacher how they did; teacher quickly moves scholar back into that same book or onto their next book

### **Role of the Independent Reading Teacher: Becoming an Expert in Children’s Literature**

The Independent Reading teacher should be the resident expert on their grade level’s literature. This is the foundation to being able to curate an excellent library and, later, to being able to successfully match scholars to books.

#### **50 Best Books List**

In order to facilitate this, Independent Reading teachers start each year with a list of 50 books specially chosen for each grade level. These books are selected such that the list as a whole contains the following:

- Award winners
- Books aligned to content units
- New releases / high interest books
- Books good for scholars who typically don’t love reading (ex. Graphic novels)



- Books to start popular series
- Sequels to or books by the same author as those read during novel units

Multiple copies of these books are ordered as part of each school’s curricula for the year; Independent Reading teachers can strategically choose when and how to integrate them into their Library.

These “50 Best Books” should be considered the equivalent of the Independent Reading teacher’s curriculum: these are the books that Independent Reading teachers are expected to read, internalize, and promote to scholars over the course of the year. **Independent Reading teachers should anticipate reading and being ready to promote at least 5 books from this list during summer training, and then at least one book per week thereafter.**

When Independent Reading teachers read the books they are going to promote to scholars, they should complete the [IPP Template](#) (see [exemplar](#)) and be reading with the following questions in mind:

- Which scholars is this book making me think of? Why?
- What other books does this one remind me of?
- What aspect of this book is most intriguing to me as a reader?
- What about this book could be particularly challenging for scholars? Which scholars might like this book for its content but are not quite ready for it yet?

Although scholars are not required to read the books on the 50 Best Books list, we do want to encourage them to read as many off this list as possible for the following reasons:

- we know they are high-quality
- Many can help deepen scholars’ content knowledge or carry over investment from a previous unit
- Since these are books that the Independent Reading teacher has read, the teacher will be better able to gauge scholar comprehension and both hold the scholar accountable AND foster their love of reading by helping them notice things they might not otherwise notice on their own

**Weekly Book Hype**

In order to promote these books and others, and, more broadly, to develop a true interest and love of reading, Independent Reading teachers will hype reading in a predictable way throughout the week, as outlined in the [FOI](#):

<b>Monday: Teacher: 50 Best Book Hype:</b>  <a href="#">Video Exemplar</a>	<b>Tuesday: Student: 50 Best Book Hype:</b>	<b>Wednesday: Teacher: Content Connection Hype:</b>	<b>Thursday: Teacher: Reading cool fact Hype</b>	<b>Friday: Teacher: New books OR Upcoming IR Event Hype:</b>
Teachers shares a book rec from the 50 Best Books and why the book meant something to them personally. (“I just read “x” book and it was awesome. It showed me about gratitude and I connected with the	Student shares a book rec from the 50 Best Books and why that book meant something to them. (“I read “x”. I recommend it because “y.” I connected with the book because....”)	Teacher shares a book rec from a ELA/HUM, science, or expeditions aligned text. (“I know you are learning about “x” in “y” class. If you like learning about “x” you might love to read this book because...”)	Teacher shares a cool fact about the power of books or the impact reading had on someone who can be a role model for students. (“Did you know that reading one hour a day leads to x success in high school and college?” or asking	(“T, I just wanted to let everyone know we have an awesome new book in the library. It’s called “x” and it’s about “y”. I’ll put it in the library for you to look at this week. You can check-it out next week if you are interested in

characters because..."			about student book recommendation ("I you really loved your last book. What did you love about it, would you recommend it to the class?")	reading it." OR "Remember, next week is our "x" reading event. Be sure to do "x,y and z" to prepar."
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**Reading Hype Criteria for Success**

- Quick: Quick and concise - <90 seconds
- Builds Love of Reading: Hype is Motivating and inspiring
- Personal Connection: Makes personal connections to why a book mattered to the reader
- Piques Interest: Gives enough information about a book to pique student interest

**Discretionary Funds**

As the year goes on and Independent Reading teachers get to know their scholars better, they might realize that there is a great book out there that we don't yet have in our libraries. A new book may just have been released, or one scholar may have started a trend with a book he brought in from home. Independent Reading teachers should coordinate with their principal and DSO to ensure that in these instances, scholars gain access to texts you are confident are both right for them and of high interest. Our goal should never be to simply move scholars as quickly as possible through a set book list; rather, our goal is to instill a forever love of reading. The sky is the limit!

**Role of the Independent Reading Teacher:**

**Book Matching**

Much like a matchmaker whose job it is to find two people so perfectly suited for one another that they fall in love instantly, one of the most fundamental roles of the Independent Reading teacher is to match scholars to books that will foster that profound, authentic love of reading for which we are striving. Although the end goal is that scholars become self-aware enough to consistently choose their own books, the Independent Reading teacher must coach scholars to get to that point. In addition, the Independent Reading teacher can and should be pointing scholars in the direction of books they may not otherwise have considered, and ones that would build upon their curiosity and interests.

To be a strong book matcher, Independent Reading teachers need to be experts in a wide range of children's literature (which is where the 50 Best Books List can help!) and have a deep knowledge of each individual scholar's interests, preferences, and reading abilities. Independent Reading teachers can do this by:

- Grades K-4: STEP testing every scholar at the beginning of the year (and throughout the year) to get a clear picture of each scholar's reading ability
- Giving an interest survey or reading preference survey at the beginning of the school year (and then periodically throughout the school year)
- Interviewing scholars
  - "What was the last book you read that you loved?"
  - "What book did you read in school last year that you liked the best?"
  - "What types of books do you usually like to read?"

- “What kinds of things do you like to do?”
- Keeping track of how scholars liked the books that they’ve already read. Independent Reading teachers can modify the book check out sheets in their binders to add a column where scholars can indicate how they liked each book. Then, Independent Reading teachers can review each scholar’s book check out page to get a sense of what kinds of books the scholar tends to enjoy.
  - Although Independent Reading teachers should have a clear sense of which AR quizzes scholars have passed and which ones they haven’t, teacher can also review each scholar’s record on AR quizzes to determine which kinds of books scholars have been reading and which they are most successful with. (see AR how-to guide)
- Talking with other teachers to see what that scholar might be strong at or interested in other classes. For example, talk with the Humanities SDL instructor to see which scholars are especially curious about Ancient Rome to determine who you might match with a *Roman Mystery* book.

Once the Independent Reading teacher knows what kinds of books or topics a scholar might enjoy, the Independent Reading teacher can select a book, or several, the scholar might like. During reading time, the teacher can circulate to that scholar to quickly pitch the book. The conversation might sound something like this:

“Gianna, I know you’re about to finish reading *The Outsiders*, and that you’ve really loved it so far - am I right? Since you like this book so much, I thought you might enjoy reading *Maniac Magee* by Jerry Spinelli next. It’s a book with similar themes, and Jerry Spinelli is an author we have lots of other books by, so if you like it you can read other books by the same author. Check it out and let me know what you think!”

Process for Book Matching: (steps 1-2 should happen during daily IPP/LASW time)

- (1) Identify scholars who will need new books
- (2) Use all your knowledge of that scholar to pre-select 1-3 books for that scholar to read next, and plan your “pitch”
- (3) Introduce these books to the scholar during independent reading time, during the scholar’s next scheduled book check out time, or outside of formal class time
- (4) Check in with the scholar to see how the book is going - did you successfully make a match?

Remember: We set the weather. What we get excited about, scholars will get excited about!

### **Role of the Independent Reading Teacher: Coaching Scholars**

The Independent Reading teacher is one of each scholar’s primary teachers of reading, and therefore should be intentionally coaching scholars towards larger reading habits and skills.

#### **Daily Focus Question**

One way to support scholars as they develop their reading skills is by identifying a focus question for their reading each day. When scholars go into their reading with a guiding framework in mind - much like their “thinking jobs” during close reading or focus skill during guided reading - they are better able to understand the text they are reading as well as internalize the skill in question. This occurs after the paeline shout outs during the daily hype. As stated in the FOI, focus questions should be “based on student need, interest, or to reinforce a current skill from close reading.” These questions should be

framed in terms of the question scholars should be able to answer after reading today. Possible prompts include:

- **Summary Check:** What just happened in your book and what did it make you think? If you know the book, ask specific questions like: That last part was scary, what did you think? How did you feel when Harry Potter found the Sorcerer's Stone?
- **Central Idea Check:** What is the central idea or theme of the chapter you are reading?
- **Life Habits Check:** What life habits are demonstrated in your book?
- **Personal Connections Check:** What life habit lessons have you taken from your book?

Further, Independent Reading teachers can and should connect with close reading teachers to identify necessary areas for focus. For example, in the case of a 4th grade class struggling in general with deeply understanding characters in fictional texts, the Independent Reading teacher might state: "Today, as you read, focus in on your character's' feelings and traits. Make sure you're able to name both when I come around to ask!" In this way, what is being worked on in close reading can be reinforced during Independent Reading.

### Supporting Struggling Readers

Independent Reading can have a huge impact on a scholar's overall reading growth. Although the Independent Reading teacher is not the primary driver of scholar reading level growth - guided reading and close reading teachers are - the Independent Reading teacher can and should have a tremendous impact. Independent Reading teachers can support struggling readers in the following ways:

- **Help scholars discover their "just right" books.** Many struggling readers have become disinvested by independent reading because they are constantly trying to read books that are just too challenging. Prioritize struggling scholars for book matching, and think about books that will both capture their interest AND be at an appropriate level. Once you can hook a struggling reader into a book series, for example, you've at least solved the issue of investment in Independent Reading. For struggling readers in the upper grades, consider getting scholars into *The Bailey School Kids*, *Magic Tree House*, *Cam Jansen*, *Horrible Harry*, *Keana Ford*, *Junie B Jones*, *Judy Moody*, etc.
  - **Leverage graphic novels.** Graphic novels are super popular lately, and tend to be more accessible to lower-level or disinvested readers because of the pictures and new and different format. Some graphic novels to consider are those by Reina Telgemeir and the series *Bone* and *Amulet*. Graphic novels can pave the road for novels. We should, however, move students to novels as quickly as makes sense. Our goals of building vocabulary and words on the page require students to read a larger volume of words than graphic novels alone typically provide.
  - **Facilitate strategic buddy reading.** Reading is a highly social phenomenon, and scholars can be easier to engage in texts when they are doing it with a buddy. Strategically pair up scholars (a disinvested reader with a more independent reader, for example) with the same book and allow them to read together for a few minutes each day. This would have to be heavily monitored by the teacher to ensure that scholars are truly reading, but could provide the social incentive a scholar needs to get past their reading "hump."
- **Create "Book Clubs."** Create a structure where your most struggling readers sit with you at a small table during Independent Reading, all reading the same book. (This shouldn't begin until after a strong foundation has been set during the first six weeks and should be decided in partnership with your coach and lead teacher.) Structure their reading a bit more than you typically would for Independent Reading, setting goals for exactly what page to read to each day

and setting aside a few minutes to quickly debrief and discuss what they read. Consider this “guided reading-lite.” This way, typically hard-to-engage scholars are all reading a book that you’ve hyped and set them up for success for, right at their level, and you can hold them accountable to true reading (rather than the fake reading many struggling readers engage in).

- **Scaffold scholar independence by providing supports. In K-1,** Be sure every scholar has a goal card out with them each day so they are reminded of their goals as a reader for the week. When conferencing and coaching them ask them to share their goal, give them an opportunity to show you they’ve worked towards their goal, and acknowledge when they’ve done it by giving them a sticker on their goal card. For example in 2-6 , give scholars bookmarks or other visual reminders of strategies they can use to problem-solve during independent reading; provide basic graphic organizers to help scholars retain information; have scholars summarize on a sticky note in 10 words or less at the end of each chapter. These will vary by grade level.
- **Set smaller daily and weekly goals with struggling readers,** especially those for whom the weekly paeline goal for the grade level might be somewhat out of reach.
- **Partner with families.** Go beyond simply ensuring that the scholar is reading aloud at home. Arrange with the family to call you when their scholar is reading so you can hear them read aloud; give the family a set of questions they can ask their scholar about the book they’re currently reading so the family can help with comprehension; insist upon the scholar reading an extra 30 minutes/night to make up some lost ground.
- **Facilitate extra reading opportunities.** Establish weekly “get on pace” nights where scholars will read with you after school; invite scholars to read during Saturday Studio; pop into homerooms during breakfast and snack to encourage these scholars to steal some minutes to read.

The biggest thing an Independent Reading teacher can do to support struggling readers is to INVEST those scholars in their independent reading, in part by modeling with their own investment in the books they’re encouraging scholars to read.

### **From Matchmaking to Coaching**

When scholars become skilled enough to name the kinds of books they like to read - preferred topics, genres, authors, series, etc. - then Independent Reading teachers can move from book matching to coaching. Instead of pre-selecting books for scholars, Independent Reading teachers can instead use a series of questions or prompts to help scholars become metacognitive about why they are making certain choices, and to course-correct if scholars gravitate towards books that are not “right.” A coaching moment might go something like this:

*Ms. Fung, the Independent Reading teacher, is with Nielle and four other scholars in the library. Ms. Fung knows that Nielle is able to choose her own books, and has already pointed the other four scholars in the direction of the pre-selected books she has matched for them, and they are perusing the books to make their final choice. Nielle has been in the fiction section of the library, taking books out of bins to read the back cover then placing them back, seemingly without direction.*

Ms. Fung: Nielle, what kind of book are you looking for today?

Nielle: I don’t really know, something good.

Ms. Fung: What kind of book? I see you’re looking in the realistic fiction bins, is that the kind of book you’re looking for?

Nielle: I guess. I really liked *Smile* and I want another book like it but all the graphic novels are out.

Ms. Fung: *Smile* was a graphic novel, but it was also realistic fiction. What else did you like about *Smile*?

Nielle: I liked that the main character was a girl, and that the story had some drama to it.

Ms. Fung: Hmm, ok. So you just told me you're looking for a book that's realistic fiction, with a female protagonist, with a story that involves something dramatic. What can you do to help yourself discover a book like that?

Nielle: Read the back covers?

Ms. Fung: Of course! But even before then, you can probably go through and just choose the books that look like they'll have a female protagonist. Like this one - [pulls out *Becoming Naomi Leon*] - I can see from the title and the picture on the cover that it has a female protagonist, so this might be one that I read the back cover of. But this one [pulls out *Wonder*] I can see that it has a male protagonist, so I'm not even going to take that out of the bin. So, I'm going to be right here to help, but what should I see you doing right now?

Nielle: Finding books with female protagonists and reading the back covers so I can find one that has some drama.

*Ms. Fung gives a thumbs up and turns her attention back to her other scholars. She'll give Nielle another two minutes or so to try to find a book, and if Nielle still is unsuccessful, she'll make a book recommendation and know to coach Nielle from the beginning, and maybe have some book matches ready to go just in case, next time.*

### Creating a School-Wide Culture of Reading

In order for these independent reading goals to truly be successful, the entire school must commit to supporting a strong culture of reading. While the independent reading teacher will be responsible for creating and maintaining the systems most directly responsible for scholars' independent reading, the entire school community should lean in. For example:

- Routinely ask scholars what they are reading, or make book recommendations to scholars
- Attend after school reading events
- Be seen browsing the library for a book of your own
- Bring your own independent reading book into school to share with scholars, or even to model what adult independent reading looks and sounds like
- Create a "Teacher Currently Reading" bulletin board

A strong independent reading program should have a core set of celebration and hype components outside of what occurs daily as part of the normal Independent Reading FOI:

Component	Description
K-1 Goal: A Strong Minutes Read Goal	<ul style="list-style-type: none"> <li>● Develop a way to pitch and message the 6,000 (K) and 8,000 (1) Minutes Club that is highly compelling and motivating for scholars.</li> <li>● This should include a place in the room or in grade level hallway that lists all students and includes a profile of that student with a picture and details about them who have been inducted into the club. In addition to this there should be a series of incentives/events for just scholars who have joined.</li> </ul>
2-6 Goal: The Millionaires Club	<ul style="list-style-type: none"> <li>● Develop a way to pitch and message the Millionaires Club that is highly compelling and motivating for students.</li> <li>● This should include a place in the room or school that lists all students</li> </ul>

	who have joined the Millionaire's Club and a series of incentives/events just for Millionaires.
Paceline Hype and Celebration	<ul style="list-style-type: none"> <li>● Track student progress each week.</li> <li>● Develop a way to hype and praise students who hit their weekly targets each week.</li> </ul>
Monthly Events	<ul style="list-style-type: none"> <li>● Set a strong beginning of the year foundation for students and parents that motivates and rallies everyone around goals (what they are and why they matter).</li> <li>● Plan a larger class or school wide event each month that celebrates reading that all students can participate in.</li> <li>● Plan a larger class or school wide event each trimester that students who are on track can attend each trimester to celebrate progress to goals.</li> </ul>
Prominent Visuals	<ul style="list-style-type: none"> <li>● Create a bright, friendly and motivating visual in each classroom that tracks student progress towards their IR goals.</li> <li>● Bulletin boards for each grade level showcasing star readers, popular or recommended texts, scholars on-pace, teachers and scholars caught reading, teacher books, etc.</li> </ul>
Achievement Celebrations	<ul style="list-style-type: none"> <li>● Celebrate the heck out of students who meet their goals - in the classroom, visually on bulletin boards, during Community Time, during special events, etc.</li> <li>● Then push them to achieve higher goals.</li> </ul>

**Suggestions for Hype and Celebration:**

**K-1 Goal: A Strong Minutes Read Goal**

The K-1 words per minute goal should be compelling to students. For example the number of minutes goal could be messaged as “The 6,000 Club!” for the kindergarten goal of 6,000 minutes a year and the 8,000 Club for the first grade goal of 8,000 minutes read a year. The rest of this document will use “The 6,000 Club!” as our sample K-1 goal.

**2-6 Goal: The Millionaires Club**

We use “The Millionaires Club” as our messaging because it’s been a proven motivator for students, is attainable, but still a massive number, and represents a massive achievement in student eyes.

**Paceline Hype and Celebration**

Although every scholar should shoot to be a “Millionaire”, it is also important to emphasize and reinforce the significant achievement of consistently meeting paceline goals. Students should receive regular shoutouts, incentives, or events that celebrate their progress.

The exact format and methods will vary by school, but ideas include:

- A quick note or text home to celebrate progress
- An “I was caught reading” certificate for scholars caught reading outside of IR.
- A “Reading Champion” certificate for scholars who’ve made significant strides for catching up
- Surprise incentives for scholars who are on-pace, such as:
  - Hot chocolate during Independent Reading class

- Read outside
- Dress down days
- Planned incentives...
  - as scholars hit certain milestones
    - Ex. "Road to A Million" Campaign, where scholars earn special prizes as they hit milestones to 1,000,000.
  - For top achievers over a course of time
    - Ex. Highest word count for the month gets a trip to Barnes and Noble; scholar with the highest pass rate on quizzes for a trimester earns a free homework pass
  - For scholars who read a certain book / series / genre
    - Ex. Screening of *The Lightning Thief* after school for all the scholars who finished the Percy Jackson series

**Monthly Events**

At the start of the year, there should be one event to kick off the Independent Reading program with students and families. The event should build a sense of community that rallies around books. Families, students and staff should feel motivated by a common goals and have a clear sense of how families and staff will partner to help scholars reach those goals.

Beyond the start of the school year, there should be at least one grade-level event each month and at least one school wide event each trimester that celebrate reading. These events should inspire on track students to read more and off track students to read even more. .

These events should be teacher and dean led and should be customized to match the needs and motivations of students at each school. Here are some examples of events schools might choose to execute:

Frequency	Sample Events
<b>Beginning of Year</b>	<ol style="list-style-type: none"> <li>1. At the start of the year, back to school night should have a heavy focus on IR: a) Really hype IR b) share IR goals and why they matter c) explain how IR and reading logs will work.</li> <li>2. <a href="#">"A Dish and A Book" Family Night</a> - ask families to bring a book and a dish that each are special to their family. Scholars can read their special book to their family, or their family can read it aloud to them and their friends, while enjoying a potluck meal of everyone's special dishes. The idea would be to promote a love of reading and build community.</li> </ol>
<b>Monthly (ish!)</b> **events should be monthly at minimum but more often is highly encouraged!	<ol style="list-style-type: none"> <li>1. Community Time - the grade level or whole school community celebrates reading, as well as other academic and Life Habits-related achievements. Here, the reading instructor and the dean recognize on track readers, readers who made strong progress, and millionaires, while also hyping upcoming events like book clubs, monthly challenges, or face offs.</li> <li>2. Book Clubs - Independent Reading teachers announce a book club, for their grade only or across the entire school. Students may sign up to receive their own copy of the chosen book, and participating readers will meet to discuss the book after a set period.</li> </ol>

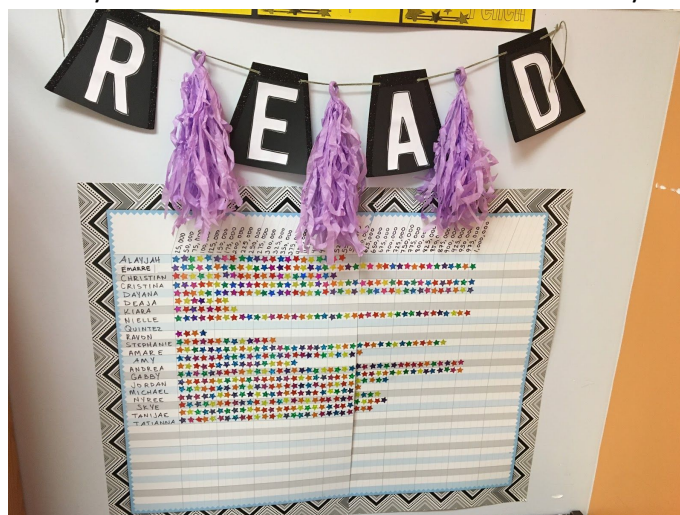


	<ol style="list-style-type: none"> <li>3. Author Night - For example, Roald Dahl Night! Have scholars opt-in to one of four books, all of which have already been promoted and prominently displayed throughout the school. On the night of the event, scholars will have a favorite portion of the book read aloud, participate in a related craft project, and watch the beginning of the movie.</li> <li>4. Community Book Swap - ask families to bring old books that they'd be willing to donate, and encourage families to take books that others have brought. Can be turned into a fundraiser if you charge \$1 for each book; you can also consider partnering with community organizations such as New Haven Reads to get larger donations of books to put out.</li> <li>5. Scholastic Book Fair - these are fantastic ways to both fundraise for your school and encourage and celebrate a love of reading! Have Independent Reading teachers promote the books that will be at the book fair in the days and weeks leading up to it, create and publicize book wish lists, offer free book incentives to scholars who meet certain reading goals, etc.</li> </ol>
<p><b>End of Year</b></p>	<ol style="list-style-type: none"> <li>1. Celebration of Readers Event - Open to the entire school community, invite guest authors to do book signings and readings, raffle off baskets of books, present awards to the top readers in each grade level, have older scholars read aloud to younger ones, have a “young authors” station where scholars can showcase their “published” books (coordinate with writing teachers), etc.</li> <li>2. Millionaire’s Banquet - Invite only scholars who have made it to the Millionaire’s Club for a catered dinner and awards ceremony. Present awards for multi-millionaires, most words read, most books read, highest pass rate, etc.</li> </ol>

**Prominent Visuals**

Physical space - from libraries to bulletin boards to flyers posted on the wall - should reflect and promote the importance of independent reading throughout the school. Here are some ideas:

Classroom Trackers - every classroom should have an Independent Reading tracker, updated weekly if not daily, that shows how many words each scholar has read and where they are according to paceline.



### **The Road to One Million or The Road to 6,000 Minutes**

In order to track and celebrate progress towards one million words or towards a number of minutes goal each teacher will have two trackers for students working towards each goal. Teachers should design these trackers in anyway they feel will motivate students but trackers should clearly note where students are relative to key milestones.

- 6,000 Club: ex: 500 minutes, 1,000 minutes, 2,500 minutes, etc
- Millionaire Club: 100,000 words, 250,000 words, 330,000 words, 500,000 words etc.



### **Independent Reading Bulletin Boards**

Each grade level's Independent Reading teacher should keep a bulletin board, updated at minimum every two weeks, that showcases the following:

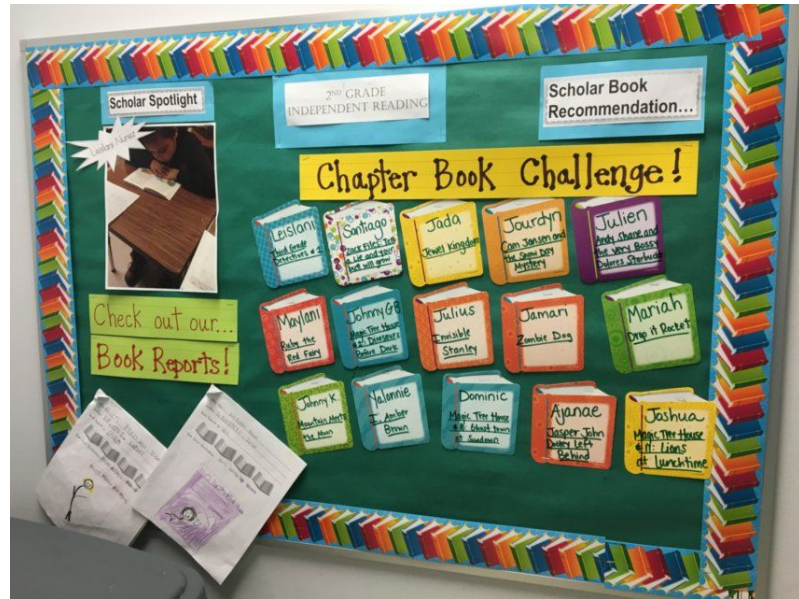
- Each class words read (competition!)
- Student spotlight – top readers in the grade with the books they've read recently (teacher can choose if its top readers overall or top readers this week/month)
- Book recommendations (can be done by teacher at first, eventually should be done by scholars)

Here are some examples:

### Achievement Celebrations


Every Community Time should have some time reserved for the presentation of reading awards. Independent Reading teachers and Academic Deans can recognize scholars at these regular events for...

- Most words read since last time
- Completing a “challenge” book (one that was named at the last Community Time)
- Getting on-pace or becoming advanced
- Finishing a book series



**The Millionaire** Reserve the greatest reading honor for the scholars who hit the one million-word count by inducting them into the Millionaire Hall of Fame. To celebrate such a significant achievement, have multiple incentives reserved specially for millionaires. For example:

- Moment you are a millionaire, the teacher announces the achievement in class and puts your name on board.
- Academic Dean or other LT member presents Millionaire in the moment with a “Self-Made Millionaire” t-shirt, which can be worn as a uniform shirt
- At the next Community Time, new millionaires are announced and celebrated.
- A laminated millionaire image is placed in the “Hall of Millionaires”.

<h2 style="text-align: center;">Meet a Millionaire</h2>  <div style="border: 1px solid black; padding: 5px;"> <p><b>Name:</b> J'naï Blake</p> <p><b>Grade:</b> 7</p> <p><b>Favorite Book/Series:</b> <i>The Dead Girl Series</i> by Linda Joy Singleton</p> <p><b>Favorite Author:</b> Linda Joy Singleton</p> <p><b>Favorite Genre:</b> Science Fiction/Fantasy</p> <p><b>The Day She Made Her First Million:</b> Oct. 17<sup>th</sup>, 2012</p> </div>	<p><b>Teachers should determine:</b></p> <p><i>Where and how to create the millionaire board or The 6,000 Club! board in the classroom or in the hallway.</i></p> <p><i>Whether or not to also post a hall of fame in a visible place in the hallway, lobby or cafeteria.</i></p>
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**Beyond One Million or Beyond 6,000**

<p><b>Millionaire Bracket</b></p>	<p>To keep motivation high among millionaires or The 6,000 Club! members, once a scholar becomes one he or she is entered into the Millionaire Bracket or The 6,000 Club! bracket. Depending on their word count, scholars are categorized as Bronze, Silver, Gold. As scholars move up in the brackets, they earn new privileges related to reading (can attend a book shopping trip, can pick a new book for the library, can read in the bean bag chair). Furthermore, the scholar at the top of each bracket will earn a trinket to wear over their uniforms (pennies, medals, diamonds, etc.).</p>
<p><b>Millionaire Banquet</b></p>	<p>Each trimester, Millionaires are invited to attend the Millionaire Banquet. At the Millionaire Banquet, scholars come together to discuss their independent reading books while enjoying a meal provided by the school. At the banquet, scholars join together to celebrate individual achievements, bracket movement, and learn of their school-wide ranking.</p> <p>Teachers can decide whether or not to include The 6,000 Club! members in the banquet or to keep the banquet as an upper grade event that scholars can strive to attain.</p>