In 2017 my librarian role will strongly focus on supporting staff to develop classroom reading programs that promote high rates of reading amongst students and the explicitly develop their comprehension skills.

|  |  |
| --- | --- |
| **Goals** | **Actions** |
| To target the students who do not borrow or read. | Through the reading logs and journals students are flagged that cannot select appropriate books. They will get 1 to 1 support from the TL. |
| Encourage daily SSR | Students learn to read by reading. It is important that have a "just right" book to read. T/L will run sessions on "just right" books. |
| To ensure that SSR is of the maximum benefit. | Provide the students with the skills to select an appropriate book that keeps them focussed.  Will work with classes to establish the reading journal to target the student's understanding of the text. Student's know they must respond to the text therefore less "fake" reading. |
| To make Book Talks with students more of a focus | Integrate Book Talks into some of the class library lessons |
| To establish an effective record keeping for reading | Use reading logs and journals which have input by both students and teachers. |
| To embed comprehension activities into their everyday reading | To model using the techniques from Sheena Cameron's book in geography and history lessons as well as class novel. |

**SSR with intervention**

|  |  |  |
| --- | --- | --- |
| **Strategies** | **Why** | **How** |
| SSR | Children learn to read by reading | * + Absolute quiet classroom to encourage students to get into the "Reading Zone"   + Teacher begins the session by modelling SSR but will then have interviews with students about their reading.   + Suggested time 15-20 minutes (maybe building up the time as reading stamina improves) Less than 15 not effective.   + 3-5 to write in reading journal (see Chpt 5 Student Reading-Writing Response Journal Prompts in ***SSR with Intervention: a School Library Action Research Project***   + The pages below from ***SSR with Intervention: a School Library Action Research Project*** are also very helpful.   Pgs. 36-37 The roles of the teacher, student and T/L in SSR (Figure 3.1 )  Pg. 40 Implementing the SSR program in your school (Figure 3.3 ) |
| "Just right book" list | This list gives the students the skills good readers use to **select books**. | What is a "just right" book and why they should know how to select books.  Discuss with the students the skills they think are necessary to select a "Just right" book.  Each student has a copy of the list and this can be added to later  Continually emphasize the skills   * Hold up a book at the beginning of each borrowing session and talk about how the skills could be used to select that book * test a friend, how many can they remember? * Be conscious of how you are selecting, tell a friend why you selected a book and the skill you used |
| Reading Log | This is a record of the **type** and **amount** of books the student is reading. | This can be in a book or on the computer.  The list is set up to keep a record of finished books.  The amount of detail depends on the class or student but can contain   * Title and author (compulsory) * Some indication it is a PRC book for their level * A small comment * A grade given by the student - this can be helpful when students volunteer to suggest "Some day books". * Dates started and completed |
| Reading Journal | The journal is a more detailed daily record of their **understanding** about what they have read in SSR. | This can be in a book or on the computer.  This list is to provide the teacher with information about the student's understanding of the book.  This is not meant to be a large amount of writing, just 2-3 lines about what the student has just read.  The student can also add comments such   * Why they abandoned a book (which is OK ) rather than pretend they finished it * How they feel they are going with their reading * Any concerns they have * Requests for help or assistance     The reading journal   * Needs to be responded to by the teacher- this is part of the **intervention** (SSR with **intervention** ) * Responses by teachers can be on a daily timetable as it can be overwhelming - x number of students a day. * Contain any notes from the **reading interview** * Can also have entries by the T/L, SSO support about any help/advice, discussions with students, especially the 1 on 1 support students. * Is an excellent tool for assessment and reporting |
| Reading interview | To develop a "reading relationship" with the student and to deepen your understanding of them as a reader. | The teacher needs to schedule regular times to meet and talk to each student about their reading.   * It is suggested that the teacher starts off reading silently with the students for a few minutes and then calls out someone to talk with quietly. * Talk to them about themselves as a reader, what are they reading now? Are they enjoying it? etc. (see pg. 20 ***Reading Essentials*** for a suggested list of questions ) * Write in the student's journal some of the points from the discussion i.e. likes funny books, would like more help selecting a new series etc. Discuss what has been written with the student. |
| "Someday Book"  List / Book Talks | To encourage students to read and to plan their need book. | Good readers have their next books planned and to keep the enthusiasm for reading going it is good idea to run book talks. Students add titles they want to read in a list called "Someday Books." |

**Classroom Program**

|  |  |  |
| --- | --- | --- |
| **Activity** | **Time** | **How/Why** |
| **SSR with intervention** | 3-5 days a week  About 20 mins. | Students read their own books quietly and keep a reading journal which they write in after each SSR session. |
| **Reading Journal responses by the teacher** | Up to the teacher but suggest a weekly or fortnightly rotational list | Teacher writes a comment on the student's reading, understanding of text. Can check the reading log at the same time  Can ask the TL to write in the journal occasionally |
| **"Some Day Book" List / Book Talks** | At least once a week  About 10-15 mins. | These can be run by   * Students * Teacher * Teacher librarian   The students keep a "Some Day Book" list so they always have something to read in the future. Good readers think about/plan their next read. |
| **Class novel**   * Sheena Cameron comprehension activities | At least once a week | This is a read aloud by the teacher. Students can follow along quietly reading their copies of the book.  Students can respond to the text just as they do their SSR books in their reading journals. This is a great way to discuss what can be written and model examples. |
| **Library visits**   * Students need to be skilled in using Bookmark | At least once a week | Imperative for the students to select books. Can organise a **Book Talk** by the TL as well.  Students need access to books at a variety of levels. A lot of time and money has been invested in making sure APS has an up to date, relevant, interesting collection of both fiction and non fiction as this is **fundamental to a successful reading/ literacy program.** |
| **Other reading resources/programs**    **Big books**  **Guided reading**  **Nonfiction texts** esp. in connection with history and geography     * + Sheena Cameron comprehension activities | 20-30 mins. each | These are all useful ways for the teacher to model understanding and comprehension techniques.  i.e. When introducing a class novel, look at the cover with the whole class and teacher models their predictions about the text according to what they see. |
| **Bibliography** | |  |
| Atwell, Nancie ***The Reading Zone***, Sydney, Scholastic, 2007  Direct link to the book here  <http://gec.kmu.edu.tw/~lc/ecorner/eBook/The%20Reading%20Zone.pdf> | | The subtitle to this is "How to help kids become skilled, passionate, habitual, critical readers". An easy to read book that sets out the why and how of running a SSR program in your class. |
| Krashen, Stephen ***Free Voluntary Reading***, Santa Barbara California, Libraries Unlimited, 2011 | | This is really a book of research outcomes. A quick way to check current research on SSR. It contains myth busters about common beliefs about reading. |
| Preddy, Leslie B ***SSR with Intervention: a School Library Action Research Project***, Westport, Connecticut, Libraries Unlimited, 2007 | | This has a bias towards secondary students but is still very relevant. A school compares the effect on reading scores before and after a SSR program.  Great resources  Pgs. 36-37 The roles of the teacher, student and T/L in SSR ( Figure 3.1 )  Pg. 40 Implementing the SSR program in your school ( Figure 3.3 )  Chpt 5 Student Reading-Writing Response Journal Prompts |
| Routman, Regie ***Reading Essentials : the Specifics You Need to Teach Reading Well***, Portsmouth, NH, 2003 | | Still reading this but a book that states clearly what's important and emphasises the teacher/ reader relationship |

|  |  |
| --- | --- |
| **Useful Articles/links** |  |
| The Rights of the Reader poster | <http://www2.curriculum.edu.au/verve/_resources/Connections_72_poster.pdf> |