

# Support: Independent Reading

ELA	Math	Science	Social Studies
<ul style="list-style-type: none"> <li>→ research tasks</li> <li>→ assigned readings</li> <li>→ reading for interest</li> <li>→ giving feedback</li> </ul>	<ul style="list-style-type: none"> <li>→ when evaluating word problems</li> <li>→ mathematical scenarios</li> </ul>	<ul style="list-style-type: none"> <li>→ when reading:               <ul style="list-style-type: none"> <li>• scientific journal</li> <li>• charts</li> <li>• graphs</li> <li>• secondary sources that cover scientific processes</li> </ul> </li> <li>→ when looking at the Science and Engineering Practices: analyzing and interpreting data</li> </ul>	<ul style="list-style-type: none"> <li>→ reading:               <ul style="list-style-type: none"> <li>• primary sources</li> <li>• secondary sources</li> <li>• charts</li> <li>• graphs</li> <li>• timelines</li> </ul> </li> </ul>

**Who could this support?**

Independent reading is best for students who are being assigned a reading that is at their independent reading level and have some general background knowledge about the topic.

**Purpose:**

- to build students’ fluency by independently decoding words and determining meaning
- to build students’ knowledge around a content-specific topic/idea

**Communicating the purpose:**

It is very important to communicate the purpose of the strategy with the students so that they know what they are doing and why. This helps with motivation and buy-in for the lesson and topic.

## Before

**Prework**

- Pre-read the selected text so that you can become familiar with the words/ideas, and you know what you want students to pull from the text.
- Search for places where students may struggle, anticipate the struggle and plan for it. For text with heavy domain-specific vocabulary, consider some work with words before reading by selecting the “Vocabulary Support” document from the Disciplinary Literacy documents for the students.

## During

- Step 1**      Communicate the purpose of the strategy to the students
- Step 2**      • Establish a purpose for reading so that students are not just reading to read. The purpose could be:
1. To find the main idea.
  2. To prove or disprove a theory/phenomenon.
  3. To find the development of a claim.
  4. To answer key questions,etc
- Step 3**      When students are independently reading, it is important to hold them responsible for the reading by having students fill in a graphic organizer as they go or answering a question(s). This also helps students process what they have read and understand or comprehend the text.
- I Know I'm Successful When...**
- Students are able to fill out the graphic organizer or answer the question(s).
  - Students will start to recognize some of the words read and begin reading your content-area text with the appropriate fluency and develop comprehension of main ideas

## Additional Considerations

- Have students read independently a section of the text.
  - Set purpose.
  - Set an amount of time.
  - Have students discuss what they read with a partner.
- Hold conferences with individual students to monitor fluency, accuracy and/or comprehension.