



Support: Independent Reading

ELA	Math	Science	Social Studies
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- Research tasks
- Assigned readings
- Reading for interest
- Giving feedback

- When evaluating word problems
- Mathematical scenarios

- When reading:
 - ◆ scientific journals
 - ◆ charts
 - ◆ graphs
 - ◆ secondary sources that cover scientific processes
- When looking at the Science and Engineering Practices: analyzing and interpreting data

- When reading:
 - ◆ Primary sources
 - ◆ Secondary sources
 - ◆ Charts
 - ◆ Graphs
 - ◆ timelines

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.

Process

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.

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.



Process (continued)

- 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.