

Replacing Sustained Silent Reading



4:00-4:50

Breakout Session 4

Tracy Hastings, Ed.S.

Activity to Unite

1 Get it Get it Get it Get it	2 NA NA	3 BAD _{Wolf}	4 DOOR
5 <u>READ</u>	6 Blood Water	7 Beeeeeee	8 CANCELLED
9 once 	10 SECRET SECRET SECRET SECRET	11 Try $\frac{\text{Stand}}{2}$	12 TOWN

1. Forget it
2. tuna
3. Big bad wolf
4. Back Door
5. Read between the lines
6. Blood is thicker than water
7. Beeline
8. Cancelled Check
9. Once upon a time
10. Top secret
11. Try to understand
12. Downtown

Activity to Disengage from Stress



Activity to Connect

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.”






Dr. Seuss

Activity to Commit

Think about your intentions for attending this session.

Will you join me in committing to seek inspiration for the reading work you do with children?

Targets

-  Iterations of independent reading
-  Isn't reading silently beneficial?
-  Peer Assisted Learning System (PALS)
-  Reciprocal Teaching
-  Read and Respond Options

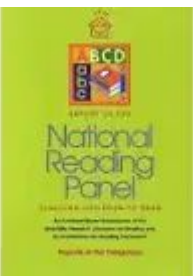


Iterations of independent reading

- Sustained Silent Reading
- Drop Everything And Read
- Independent Reading



Isn't Silent Reading Beneficial?



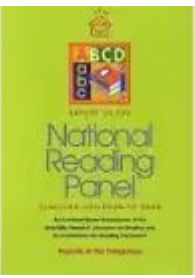
The National Reading Panel investigated **fluency**

- “Guided repeated oral reading procedures led to the conclusion that such procedures had a consistent, and positive impact on word recognition, fluency, and comprehension.”
- “The studies examined the impact of encouraging independent reading on overall reading, rather than on reading fluency, per se. Most of these studies failed to find a positive relationship between encouraging reading and either the amount of reading or reading achievement.”

(NRP pg. 3-3)



Isn't Silent Reading Beneficial?



“The demonstrated effectiveness of guided oral reading compared to the lack of demonstrated effectiveness of strategies encouraging independent silent reading suggests the importance of explicit compared to more implicit instructional approaches for improving reading fluency.”

(NRP pg. 3-4)



“There were few published studies on encouraging reading, and even fewer rigorously implemented ones, or that had positive results. Only one study even bothered to find out how much the kids were reading—and it found SSR led to less reading (Summers & McClelland, 1982). Yikes! The panel concluded judiciously that we needed more evidence. We simply don’t know how to get kids to read more (Kamil, 2006; Yoon & Won, 2001).”

Shanahan writing about The National Reading Panel's findings.



An Update to NRP: Fluency



- Share's (2004) concept of “self-teaching”
 - Scaffolded Silent Reading (ScSR)
 - R5 (Read and Relax, Reflect and Respond, Rap)
- Repeated Oral Reading
 - Not on its own
 - Feedback and Goal Setting
 - Underlying Skill Deficits Must Be Addressed

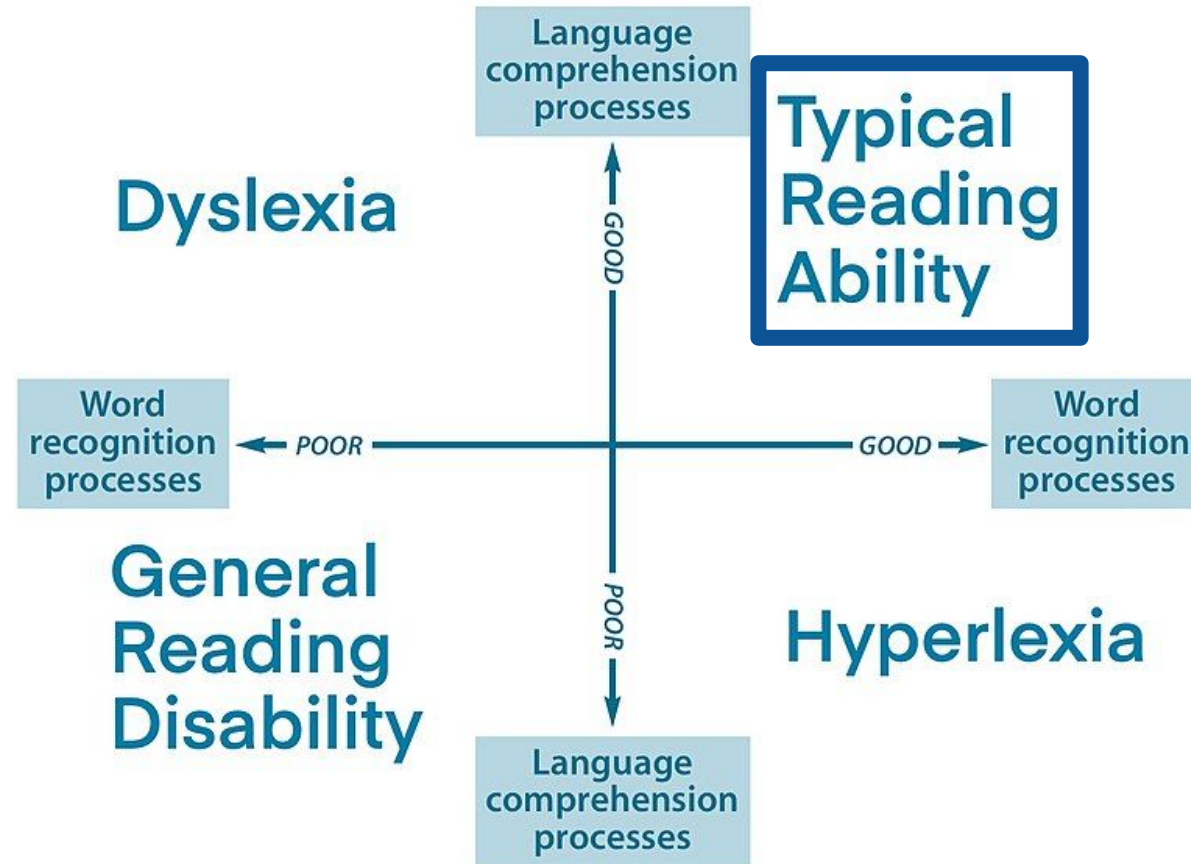
(Hasbrouck 2020)

Matthew Effect

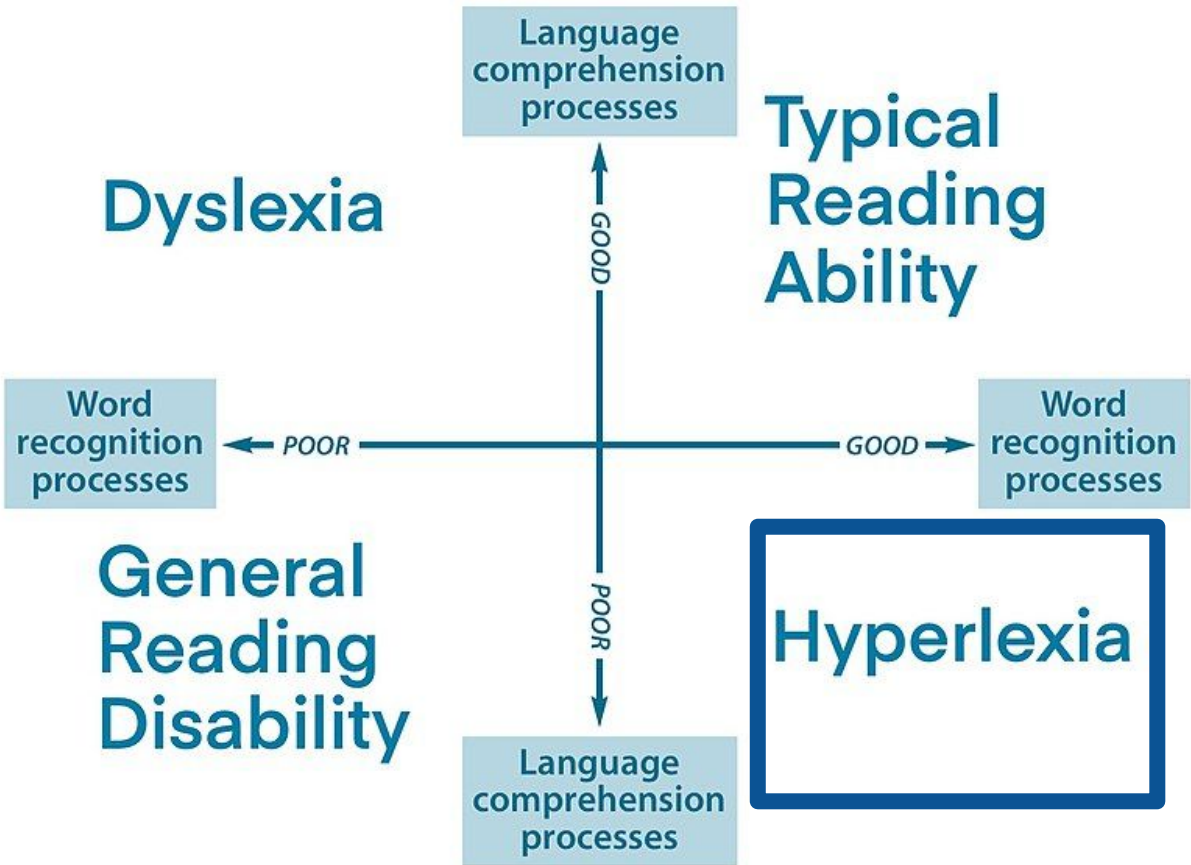


[Dr. Keith Stanovich: Matthew Effects - Does Reading Make you Smarter?](#)

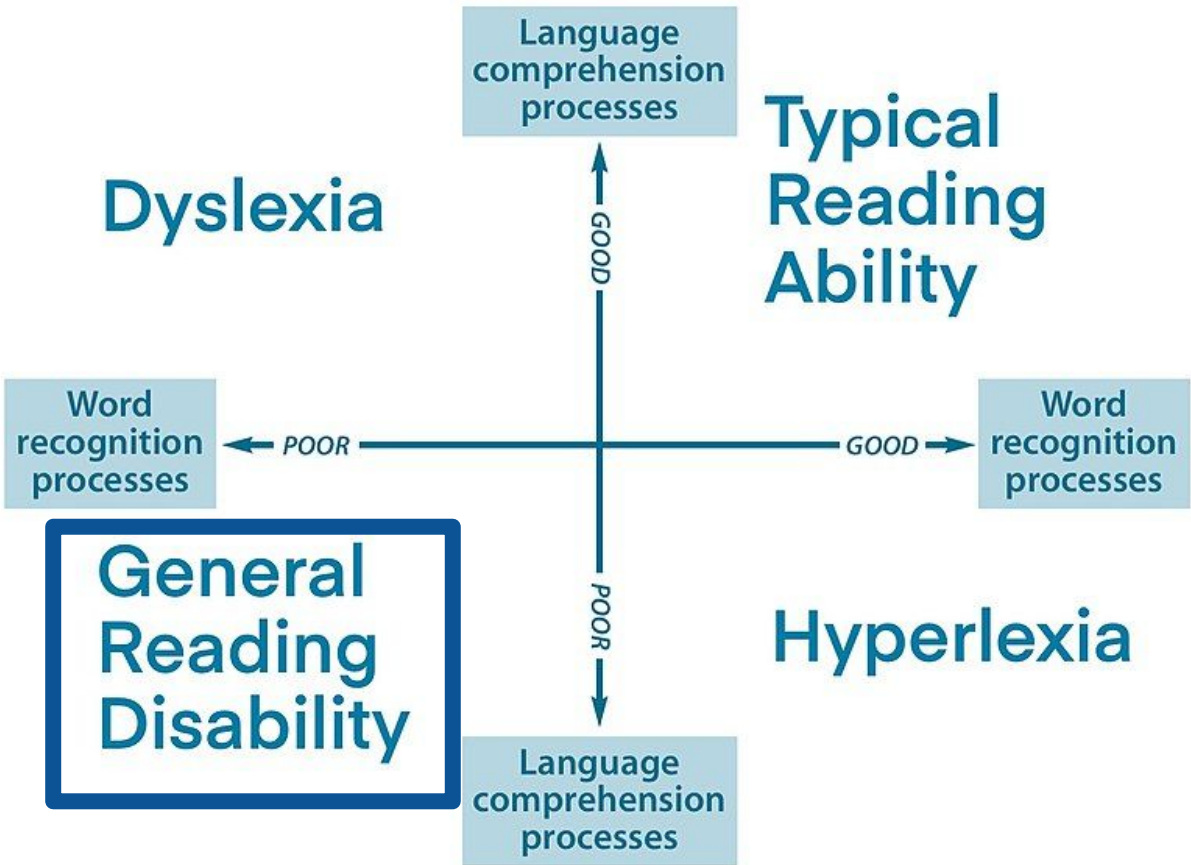
Independent Reading?



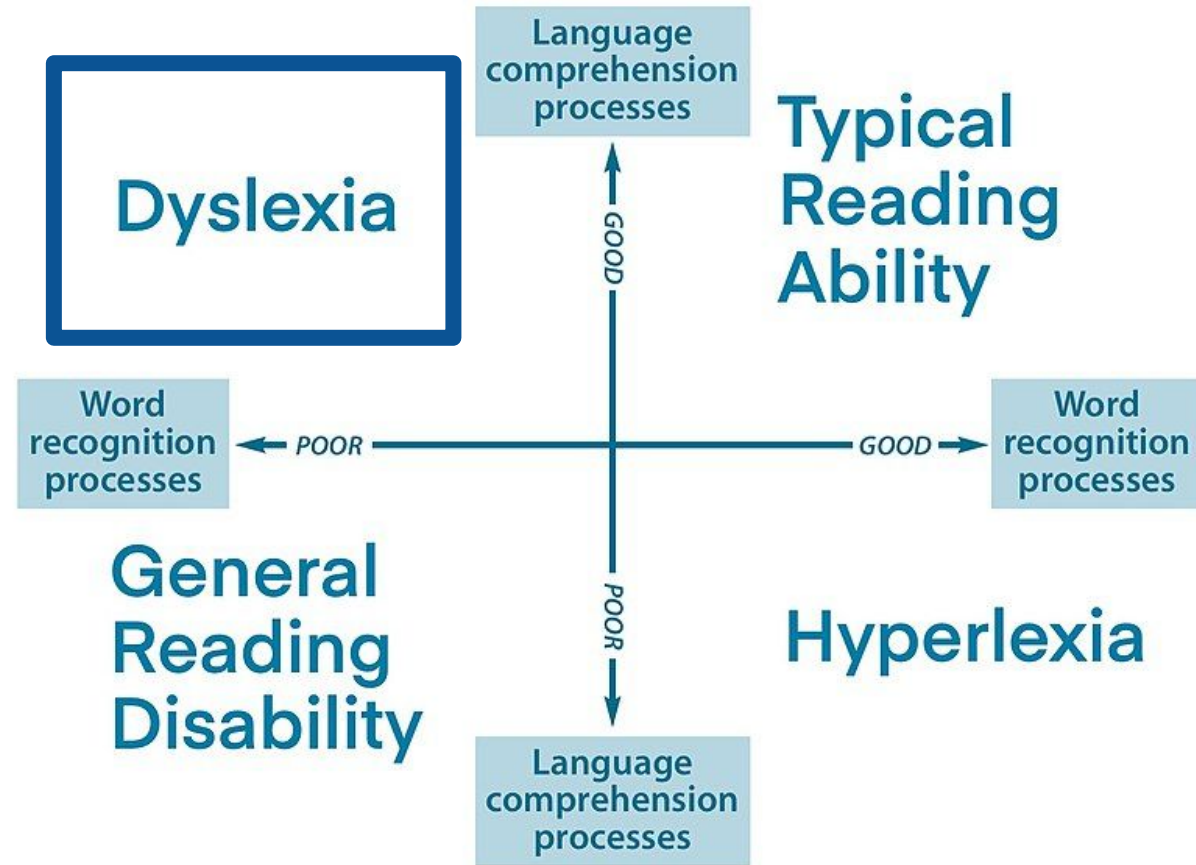
Independent Reading?



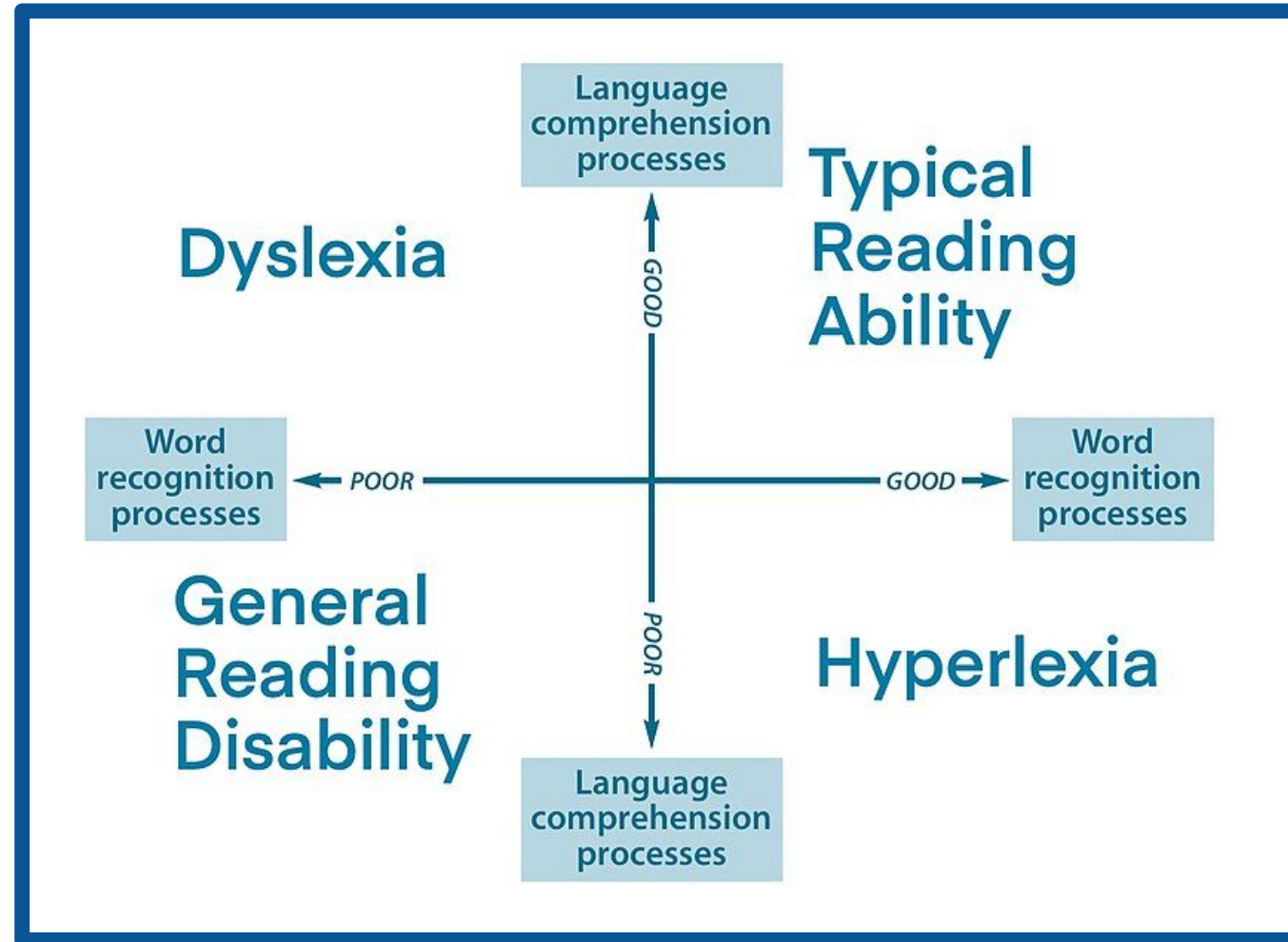
Independent Reading?



Independent Reading?



Independent Reading?



Gough & Tunmer (1986)

Pretending/Passive to Passionate


- **Peer-Assisted Learning Strategies**
- **Reciprocal Teaching**
- **Socratic Seminar**

Peer-Assisted Learning Strategies(PALS)

- Peer Tutoring
- Elementary Classrooms
- Diverse Academic Needs
- English Learners
- Pairs of Readers: Reader 1 and Reader 2
- Reading Strategies
 - Retelling
 - Paragraph Shrinking
- 35 minutes
- Three to Four Times Each Week
- Students are somewhat closely matched

Peer-Assisted Learning Strategies(PALS)

- Rank and pair the students
- Teachers provide text accessible to reader 2
- Reader 1: Stronger reader goes first and reads a section (5 min.)
- Reader 2: Follows along and provides error corrections (Cue Cards)
- Switch Roles and repeat using the same section of the text.
- Readers will ask each other to retell/summarize the text after each section

A photograph of a rectangular piece of white paper with a torn, ragged edge, set against a brown cardboard background. The paper is slightly offset to the right, revealing a vertical strip of the cardboard on the left. The text "Now, It's Your Turn" is printed in a black, typewriter-style font on the white paper. The entire scene is framed by a blue background with diagonal stripes.


Now, It's Your
Turn

The Pledge of Allegiance

I pledge Allegiance to the flag
of the United States of America
and to the Republic for which it stands,
one nation under God, indivisible,
with Liberty and Justice for all.

Reciprocal Teaching

- Effective for comprehending complex text
- Is a dialogue between teacher and student
- Structured by four strategies
 - Summarizing
 - Questioning
 - Clarifying
 - Prediction
- The process can be done between students in the upper grades.

A photograph of a rectangular piece of white paper with a torn, ragged edge, set against a brown cardboard background. The paper is slightly offset to the right, with a vertical strip of cardboard visible on the left side. The text "Now, It's Your Turn" is printed in a black, typewriter-style font on the white paper. The entire scene is centered on a blue background with diagonal stripes.

Now, It's Your
Turn

The Star Spangled Banner

O say can you see, by the dawn's early light,
What so proudly we hail'd at the twilight's last gleaming,
Whose broad stripes and bright stars through the perilous fight
O'er the ramparts we watch'd were so gallantly streaming?
And the rocket's red glare, the bomb bursting in air,
Gave proof through the night that our flag was still there,
O say does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

Socratic Seminar

- Form a circle with your fellow participants.
- Generate 2-3 higher level questions based on The Pledge of Allegiance and The Star Spangled Banner.
- Engage in dialogue to deepen your understanding.
- Reference the text as you discuss the questions.
- Summarize new understandings and connections to the enduring understandings of your current unit of study.

References

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