

## Transcription of the video: *Independent Reading*

[SLIDE – INDEPENDENT READING]

[Image of a three-circle sequential arrow process with How it works? in the top circle, Why Independent Reading? in the middle circle, and Considerations in the bottom circle. Text on slide: Students have the opportunity to apply decoding and comprehension strategies on self-selected reading materials. An opportunity to individually conference with the teacher occurs parallel to independent reading.]

[**Terri Anne Jackson**]: During Independent Reading, students have the opportunity apply decoding and comprehension strategies on self-selected reading materials. An opportunity to individually conference with the teacher occurs parallel to the Independent Reading time. Now the trick here is this: Independent Reading really isn't as easy as you think. You really need to focus on building student stamina. If our goal is to get students up to twenty minutes of Independent Reading time, you need to start with a small amount, like four minutes. And once the class has mastered that, you gradually add time.

[SLIDE]

[Image of students reading independently. Text on slide: Independent Reading Students: • Read by themselves; • Receive little or no teacher support; • Read for pleasure and enjoyment; • Practice learned strategies and skills.]

[**Terri Anne Jackson**]: During Independent Reading, you can see here in this picture, your students have chosen how they want to sit. And they're chilling, doing their thing. They're reading by themselves with little or no teacher support. The goal is to have them reading for pleasure or enjoyment, so making sure you have a variety of material in your classroom will help students ensure that they're able to be engaged.

[SLIDE – INDEPENDENT READING: WHY?]

[Text on slide: • Each day, students have the opportunity to read self-selected materials; teacher conferences offer opportunities to assess and guide student practice • Students learn to choose "just right" text • Encourages reading for pleasure, as well as information • Fosters independence • Provides an opportunity to scaffold learning; readers build fluency and practice learned strategies and skills]



**[Terri Anne Jackson]:** So why do we use Independent Reading in our classrooms? Well, because every day students have the opportunity to read self-selected material, and the teacher can conference or provide other opportunities to assess and guide student practice. Students learn to choose just right text. It encourages reading for pleasure, as well as for information. It fosters independence, and it also provides an opportunity to scaffold learning. Readers build fluency and then they practice those skills that we've taught them during Read Aloud, shared Reading and Guided Reading on their own, so it naturally scaffolds instruction.

**[SLIDE – INDEPENDENT READING: CONSIDERATIONS FOR STUDENTS WITH LDs]**

**[Text on slide:** • Speech to text software (dual modality, reduce effort on student to decode so they have focus on comprehension, improves fluency) • Take time to build student stamina – they will need opportunities to GET BETTER before having to do this alone • Consider different versions of text – reading independently isn't just novels... encourage a variety ... consider a menu and have students read from it • Consider the physical structure of the space and other activities that might distract readers; noise cancelling headphones are helpful]

**[Terri Anne Jackson]:** As with all things, there are a number of considerations we should put in place for our students with learning disabilities. The first one, and the one that's most common for many of us, is, use speech to text software. Now we know that dual modality software reduces the effort on students to decode so they can focus on the comprehensive and improve their fluency. Some research that occurs will actually indicate that the colour scheme that they've chosen benefits students who are ELLs, as well as students with dyslexia, because it activates two different areas in their brain, allowing for deeper comprehension of the text. As I mentioned earlier, really take time to build student stamina. They need the opportunity to get better before they can do this alone. I often spend the bulk of the first six weeks of my school year teaching this like I teach all of the other routines in my classroom. Consider using different versions of text. Reading independently is not just novels, so encourage variety. Have lots of different options available in your room. Consider menus, magazines, things like that. Some teachers actually create a reading menu that encourages students to read a variety of text over the course of the year. However, on that note, know which students will always need your help choosing, and make sure you have a discrete place where they can choose appropriate text. The final thing is to really consider the physical structure of your classroom, and the other activities that might distract readers. Noise cancelling headphones might be helpful, comfy seating might be helpful. Almost sectioning your room into different quadrants might make it easier for you.

