

Types of Student Reading

Part of excellent reading instruction is instilling in students that there are different reasons for reading including pleasure, becoming a better reader, proving to the teacher you can answer questions, learning independently, and growing in ability to reflect on and interpret human experiences. At this stage of reading development, students must read a huge amount of many types of reading materials in order to reach their highest ability. The following is an example of how our reading instruction helps students sort out the reasons for reading.

At-home Reading Requirement

Students read for pleasure choosing reading materials they like with guidance from parents and teachers. Students need guidance concerning appropriate reading level and selecting from a variety of reading types and genres. Reading materials such as comic books, newspapers, or magazines are appropriate some of the time. Students are not tested on this reading; however, they keep track of their reading with a log sheet provided by the teacher. The log is used to give the student a grade for at-home reading. The reading requirement is at least 20 minutes per day, seven days a week.

SSR in class (sustained silent reading)

Students read for pleasure choosing materials they like with guidance from the teachers. More teacher guidance is given here than at-home reading. Students fill out a daily log sheet and when the reading is completed, a short summary sheet is completed independently. The log and summary sheets are used to give the student a grade for SSR. SSR is done nearly everyday for at least 20 minutes. Students may use the same book for SSR and at-home reading.

Short Passages with Multiple-choice Questions

We use the Think Reading and Reading Skill by Skill workbooks. These are resources to teach and test students on different reading strategies such as cause and effect, inference, and fact and opinion. This work is done in class and averaged into the comprehension section of the reading grade.

Guided Reading

Small groups meet with the teacher before, during and after reading a selected text. Sometimes the text is teacher selected and sometimes groups select from teacher-generated options. Students are required to discuss the text with the group. Very often assessment is answering questions in single or multi-paragraph essays. Groups are made by criteria such as student ability, strategy needs, fluency rate, and book choice.

Textbook

Each year the difficulty level of textbooks increases. Students need formal instruction on how to read a science or social studies textbook. This instruction can be done with a whole class or guided reading method. The multiple-choice sections of science and social studies tests are averaged into both the content area grade and the reading comprehension grade.