



## No More Independent Reading Without Support

*Barbara Moss, Debbie Miller, Nell K. Duke (Editor), Ellin Oliver Keene (Editor)*

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"What if there was a time when things slowed down? No rotations, activities, or worksheets-just you, your kids, and books. Would you take it?" **-Debbie Miller and Barbara Moss**

We know children learn to read by reading. Is independent reading valuable enough to use precious classroom minutes on? Yes, writes Debbie Miller and Barbara Moss, but only if that time is purposeful.

DEAR and SSR aren't enough. Research shows that independent reading must be accompanied by intentional instruction and conferring. Debbie and Barbara clear a path for you to take informed action that makes a big difference, with:

a rationale for independent reading that's worth finding the time for research evidence on its effectiveness and instructional best practices a framework with 10 teaching tactics for starting and sustaining success. "When we set children loose day after day with no focus or support, it can lead to fake reading and disengagement," write Debbie and Barbara. "It's our job to equip children with the tools they need when we're not there." Read *No More Independent Reading Without Support* and find out how.

## About the Not This, But That Series

*No More Independent Reading Without Support* is part of the Not This, But That series, edited by Nell K. Duke and Ellin Oliver Keene. It helps teachers examine common, ineffective classroom practices and replace them with practices supported by research and professional wisdom. In each book a practicing educator and an education researcher identify an ineffective practice; summarize what the research suggests about why; and detail research-based, proven practices to replace it and improve student learning.

Read a sample chapter from *No More Independent Reading Without Support*.

## No More Independent Reading Without Support Details

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**Download and Read Free Online No More Independent Reading Without Support Barbara Moss , Debbie Miller , Nell K. Duke (Editor) , Ellin Oliver Keene (Editor)**

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## **From Reader Review No More Independent Reading Without Support for online ebook**

### **Susan says**

Sadly, many teachers are still working in teaching settings where independent reading is viewed as an extra...a time filler. This thin edition in the Not This, But That series is filled with solid, current research on not only why independent reading is crucial to student reading achievement, but also how to incorporate into the instructional day. As my friend Peter Lancia states, "sending readers off to read without instruction and support boarders on malpractice". The Miller and Moss advocate that in order to make the most of independent reading teachers must consider purpose, authenticity, choice, and explicit instruction. This book would make a great book study for a school or grade level. Lots of ideas to chew on and discuss!

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### **Shannon says**

A good review of reading workshop alongside research proving its worth. The book also reminded, inspired and prompted me to try some new things as well. Thanks!

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### **Kathy Pedersen says**

More for elementary, and I'm secondary. But okay for what it is.

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### **William says**

This was EXACTLY what I needed to better my SSR time in the classroom. Great book with practical suggestions. Doing SSR? Read this!

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### **Donalyn says**

While classroom teachers might need additional resources, school and district systems of support, and professional development to fully implement independent reading components in their classrooms, this book is a treasure trove of research evidence for the importance of independent reading and practical classroom suggestions for managing meaningful independent reading with students.

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### **Matt says**

This is a terrific book. It really changed my thinking about how independent reading can and should be utilized in school. There is not a huge shift in what the authors ask; basically, instead of reading while the kids read, take the time to confer with your students. Use this assessment data to inform your instruction. It makes perfect sense, especially at the younger grades where students are still learning how to select books and respond to them.

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### **Nerae says**

A must have for teachers of all stages of their careers. Simple and easy to read- and no excuses for not being able to run an excellent reader's workshop

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### **Rachael says**

Super quick read with lots of research-based tips for improving IR. Was a bit more geared towards elementary, but I still got a lot out of it.

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### **Nicole says**

Great refresher and also gave some new ideas to consider. Really enjoyed it!

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### **Sunday Cummins says**

Miller & Moss review recent research on independent reading and make a compelling case for bringing independent reading back to our daily practice – a LOT of independent reading (IR) with the teacher present as an “active participant” (p. 39) offering multiple types of support through mini-lessons and conferring – a structured approach to independent reading. The idea that the teacher has to be fully present to learning about and moving her readers forward is a BIG part of the research on effective IR. In addition, students need to develop a reading diet that includes a variety of genres – including informational text. Yes – I’m smiling :)

This is a short book – 72 pages plus references and could easily be read by a professional learning group looking for research to support IR and seeking more ways to engage students in IR experiences. (As the authors point out – and less time on calendar, worksheets, transitions, announcements and so forth.) Instructional recommendations include tips for finding more time in the day and building robust classroom libraries.

There is a big emphasis on “choice” or “self-selected reading” (research presented and instruction recommended) – but there’s an underlying message that we should support students in choosing different genres including informational texts (a genre wheel, reading aloud different genres, making different genres accessible). There were two spots in the book when thematic text sets were mentioned (p. 32 and 56), but no discussion of how “choice” works in these instances. I’m playing around with that in my new manuscript – we really need to see more students reading informational texts (history and science vs. pop culture) – independently, for growing amounts of time, with teacher support. I know that if we are reading these books

aloud and if we book talk these books, students will want to read them during independent reading. But I'm also thinking through and reviewing literature on how to keep the interest going, the wanting to select from and so forth with a text set. Again – I think reading aloud, book talking and having high quality books makes the difference.

In the end, this book gets a big thumbs up from me. While the recommendations for teaching in this book are light (almost skim-able), the research presented is substantial and thorough and that's what I found most energizing.

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### **Stacy Natal says**

This book is a concise look into the research and practical methods to support independent reading (IR) in the classroom. Miller and Moss start with explaining why programs like SSR and DEAR fall short. For students to become successful readers IR needs to be scaffolded and supported by teachers so that independent reading is engaging and purposeful for students.

Some things that stood out for me.

~Early conferring is about getting to know and love the child, learning about his/her reading style, likes/dislikes. Yes! The author's acknowledged and affirmed time taken for this before getting in to conferring for modeling/instructing purposes.

~The research about IR times being different for struggling readers/advanced readers may stress some out as it relates to how to structure it in the classroom to best meet all needs.

~I loved the questions on p. 49 where the author asked herself before instructing, "Do I do these things outside the classroom?" If I don't, leave it out. (If I do, leave it in.) (ie... Do I fill out worksheets after I read a book? Do I discuss what I read with others? Do I choose books that I want to read? Do I make dioramas after I read a book?)

~I'm going to hang the chart on p. 50 in my classroom (Questions Students Can Ask Themselves When Choosing Books) It's brief and to the point.

~We, as teachers, need to expand our vision of a "just right" book. This reaffirmed my beliefs... A book in which the student knows all the words might be just right for one wanting to practice fluency. One that is above his/her reading level, but one in which the student has lots of familiarity with the topic might be a just right book.... etc..

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### **Franki Sibberson says**

A great new book about independent reading. Lots of current research supporting the importance of independent reading and lots of classroom stories on how this looks and the power it has Would be great for study groups, etc.

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### **Lesley says**

Easy PD read that gets right to the point. Section 3 has great tactics for supporting students during IR. While the book is targeted towards elementary teachers, it can be modified to upper grades.

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### **Kate says**

A great look into how to stimulate the desire to read in young students!

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### **Mandy Robek says**

Lots of research to help us justify and value independent reading

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