

How to Supplement a Reading Intervention Program with Trade Books

“The best intervention is a good book.”

– Stephanie Harvey & Annie Ward



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Melissa has two elementary aged girls who are avid readers, and she actively volunteers and coaches Girls on the Run, a transformational learning program for 8 to 13-year-old girls. Her favorite type of book is non-fiction, and her Grandma had a significant impact on her love of literature because she ran a branch of the local county library.

Table of Contents

Reaching Striving Readers: The Current Challenges Educators Face.....Slides 3-9

- Where Do You Start?
- Reading Intervention Pitfalls
- There's More We Can Do

Paving the Way Towards Engaged Reading: What the Experts Say.....Slides 10-16

- Volume
- Access
- Choice
- Community
- Environment

Putting It All Together: Tools You Can Use in the Classroom.....Slides 17-20

- Practical Ideas
- Giveaways
- External Resources
- Where to Turn for Help

Garnering Support from Across the District...Slide 21

References.....Slide 22

Literacy Experts Cited Throughout This Webinar: Donalyn Miller, Regie Routman, Richard Allington, Pernille Ripp (and more)!

Reaching Striving Readers: What Issues Do Educators Face?

- Providing whole class or small group instruction for students of varying abilities, while keeping struggling readers from feeling isolated or disinterested
- Adding phonics, fluency, vocabulary and comprehension strategies while still encouraging engaged reading
- Working within the parameters of a district, state or school mandated program

Reaching Striving Readers: Where Do You Start?

For schools that have funding available, the first step is often to implement a reading intervention program.



Teaching Is a Work of Heart



Faculty members, administrators and aids may have different roles and approaches towards working with striving readers, but each has noble intentions.



Reading Intervention Programs Are Necessary, But There's More We Can Do



Over reliance on commercial reading programs shortchanges students and teachers. While we all need a comprehensive framework for teaching, scripted programs and rigid lesson plans have proven to be detrimental to teaching for deep understanding.
– Regie Routman



The Pitfalls of Reading Intervention



Reading Interventions and targeted plans for each student's needs can play a significant role in bolstering individual performance, but true success at helping reluctant or striving readers means fostering their ability, motivation and success with the complex set of tasks that reading encompasses.

To do this, literacy experts agree that ***isolated skills practice is insufficient.***

In Addition to a Reading Intervention Program, Students Need Books



One of the most important ways teachers can influence reading motivation is by creating classrooms in which the [following] motivating factors are prominent: access to interesting books on many topics and levels, frequent student choice of reading materials, and significant time for reading within the school day. – Gambrell, quoted in *The Psychology of Reading: Theory and Applications*



Reading Interventions Can Be Isolating...



Far too many striving readers are suffering unproductive and unintended consequences of the very instructional tools and approaches designed to support their growth.

Remedial programs often separate strivers from their classroom peers and deprive them of the voluminous reading experiences necessary for growth.

Additionally, strivers may miss out on the classroom community building that stems from a shared reading experience.

– Stephanie Harvey and Annie Ward

Reading Volume is Critical



Practice—reading volume—is an important factor in the design of reading interventions. Guthrie (2004) has pointed out that the best readers spend about **500%** more time engaged in reading than do the least proficient readers. — Dr. Richard Allington

**BOOKS ARE THE
FOUNDATION
OF READING
SUCCESS**

In Fact, Reading Volume is the Single Greatest Factor in Reading Achievement



Conducting meta-analysis of over 50 reading research studies, Stephen Krashen found that the single greatest factor in reading achievement (even above socioeconomics) was reading volume—how much reading people do. – Donalyn Miller

Therefore...



Interventions should be synonymous with voluminous authentic reading using the most engaging texts available. – Mary Howard

What Else Can We Do to Help Encourage Striving Readers?

No matter which reading intervention program you use, we all share the same goal: to help students move from struggling to engaged readers. To accomplish this goal, we need to provide them with:

- **ACCESS** to quality books they want to read
- **OPPORTUNITIES** to read books of their choosing
- An **ENVIRONMENT** conducive to an enjoyable reading experience
- A sense of being part of a **COMMUNITY** of readers

Ensure ACCESS to Quality Books

“

There need to be high quality books; there must be books in many places; the books are accessible; there must be choice (not just of what they read but how they read).

– Pernille Ripp

“

Children must have easy—literally fingertip—access to books that provide engaging, successful reading experiences throughout the calendar year if we want them to read in volume. – Allington & McGill-Franzen



Provide OPPORTUNITIES for Choice



“

Giving kids choice in what they read drives more reading and strong reading skills. Achievement is driven by interest. We are more likely to engage in activities when we find them personally meaningful. When children choose their own books to read, they develop an attachment to reading and discover that reading is entertaining, edifying, comforting, and inspiring.
– Donalyn Miller and Colby Sharp

“

(N)umerous studies have found that students who are allowed to choose what they read are more motivated to read, spend more time and effort reading, and also understand what they read better. – Gambrell and Krashen, quoted in *The Psychology of Reading: Theory and Applications*

Fostering a COMMUNITY of Readers is Key



Readers need other readers. Classroom reading communities benefit avid readers and less motivated readers by providing a reading home that supports all readers no matter where they are on the path to wild reading. – Donalyn Miller



There is great power in teachers' and students' sharing of books, and recommending, talking, and writing about books to and with each other, because for many students, this is their only gateway into 'the reading club.' – Nancie Atwell



Create an ENVIRONMENT Conducive to Enjoyable Reading Experiences

Whether you create your own dream “reading nook” or prefer to keep things simple, here are some steps you can take to make your space more inviting.

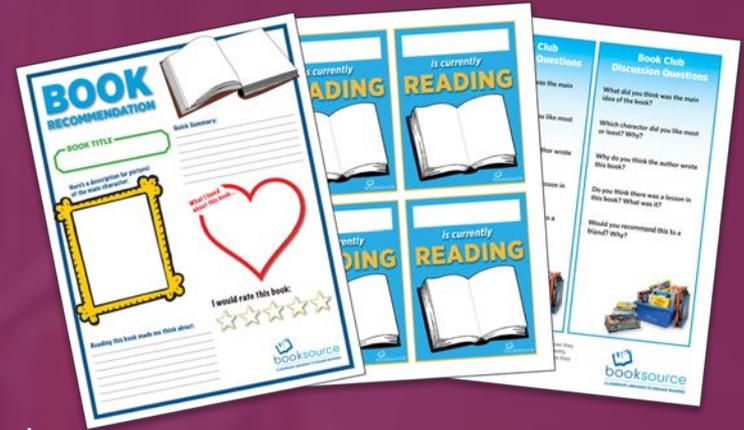
- Invite students to bring a pillow or stuffed animal from home for a “Read In”
- Organize your classroom library
 - Rearrange your books every few months
 - Refresh your library whenever possible
 - Group books so that students can easily find what they want
 - Display favorite titles prominently
- Include a book quote or discussion question on your wall or smartboard
- Set up comfortable spots (away from desks and tables) where students can read



Putting It All Together

Foster reading engagement in the classroom with these practical ideas:

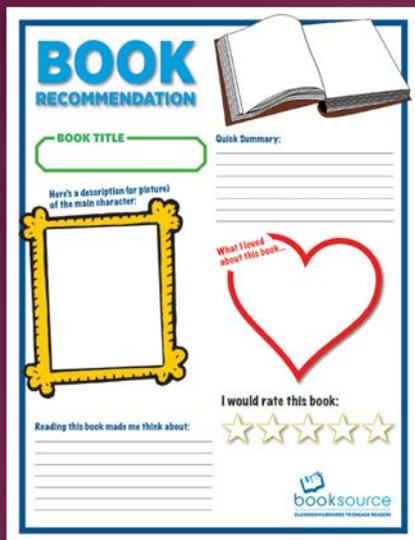
- Host a Read-In in your classroom
- Start a “One Book, One School” program
- Walk around with a book you’re reading to spark conversations
- Post “What I’m Currently Reading” signs
- Watch and/or create book talks
- Implement book clubs in your classroom
- Never stop doing read alouds
- Use books to enhance socio-emotional or mental health learning
- Set reading goals as a class (not individually)
- Give parents information and tools so they can stay involved
- Follow blogs and social media hashtags to keep yourself informed
- Start a Project LIT Community at your school



Our Giveaways

We appreciate what you do and thank you for your time, please grab your free printables by visiting:

www.booksource.com/striving-readers-printables



BOOK RECOMMENDATION

BOOK TITLE _____

Quick Summary: _____

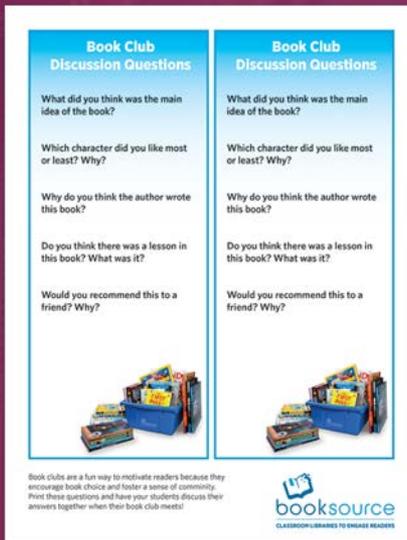
Here's a description (or picture) of the main character:

What I loved about this book:

I would rate this book: ★★★★★

Reading this book made me think about: _____

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CLASSROOM LIBRARIES TO ENGAGE READERS



Book Club Discussion Questions

What did you think was the main idea of the book?

Which character did you like most or least? Why?

Why do you think the author wrote this book?

Do you think there was a lesson in this book? What was it?

Would you recommend this to a friend? Why?

Book Club Discussion Questions

What did you think was the main idea of the book?

Which character did you like most or least? Why?

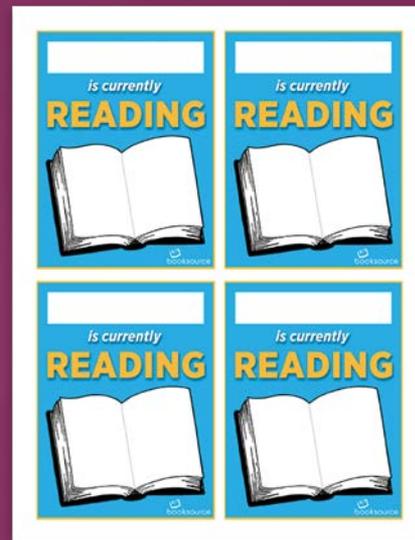
Why do you think the author wrote this book?

Do you think there was a lesson in this book? What was it?

Would you recommend this to a friend? Why?

Book clubs are a fun way to motivate readers because they encourage book choice and foster a sense of community. Print these questions and have your students discuss their answers together when their book club meets!

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CLASSROOM LIBRARIES TO ENGAGE READERS



is currently **READING**

is currently **READING**

is currently **READING**

is currently **READING**

External Resources to Consult

Blogs and Other Resources:

[Nerdy Book Club](#)
[First Book](#)
[Booksource Banter](#)
[Brad Gustafson](#)
[All the Wonders Podcast](#)
[Pernille Ripp](#)
[Book Riot Podcast](#)
[We Need Diverse Books](#)
[School Library Journal](#)
[Read Aloud Revival Podcast](#)
[Book Riot \(Children's Category\)](#)

Who to Follow on Social Media:

Booksource
New York Public Library
Local Independent Bookstores
Reading Is Fundamental
Large Publishing Houses (Chronicle, Harper, etc.)
Reading Rockets
Campaign for Grade-Level Reading
Favorite Authors
International Literacy Association
Children's Literacy Initiative
Regie Routman

Know Where to Turn for Reliable Help

Booksource Offers Title Expertise and Literacy Support

- Collection Development experts (our in-house librarians!)
- Your personal Literacy Accounts Manager

Share Responsibilities Among Grade Level Teachers

- Take turns highlighting and facilitating presentations of new titles

Involve Your Community

- If you have the option, rely on parents to help you and your students stay up to date on new or featured titles
- Don't forget about your school and community librarians too!



Garnering Support from Across the District



[E]ducation professionals know that they cannot blindly apply educational research in their classrooms; as professionals, they need a broad understanding of how people think and learn as well as specific curricular knowledge that allows them to adapt in ways that will most effectively meet the needs of particular students. – Schwanenflugel and Knapp

We are operating in a research and data driven atmosphere, and administrators face challenges as many effective, anecdotally validated methodologies are difficult to advance in such an environment. It takes more work to advocate for a program or instructional framework that does not come to us with its own moderate to strong evidence already attached or easily accessible by a 3rd party. The work is doable and worthy because these independently validated methodologies are not being commercially supported and thus do not come with the same risk of potential impartiality.

To download our free guide on how book access and choice contribute to reading achievement, visit www.booksources.com/striving-readers.

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Thank You!

As you continue your work with striving readers, Booksource is always available to offer resources and support. Here are the links you will need to access the resources mentioned in today's webinar, or to contact us with further questions about supplementing your reading intervention program with trade books.



- Download our free guide to the research on book access and choice at www.booksource.com/striving-readers. This helpful tool can help you garner support for dedicating funds to the purchase of books for the classroom.



- Visit www.booksource.com/striving-readers-printables to download your free printables.



- Further questions? Contact us at literacy@booksource.com.