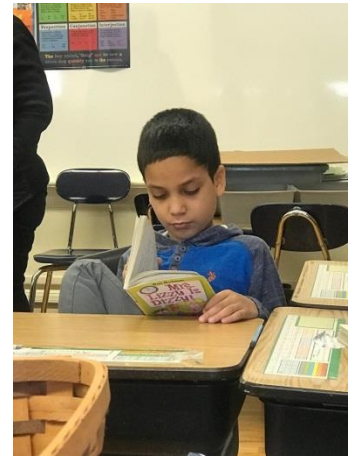


## Cliffside Park School #6 Reading FAQ's

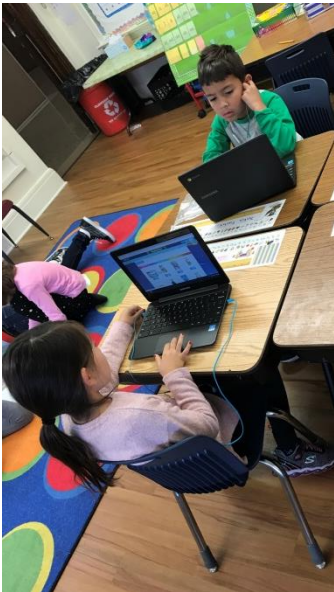


### What does current reading research support?

While a student's reading will improve simply by spending time reading, readers learn **best** when they are a part of clear, explicit reading instruction that targets grade level reading expectations. This reading instructional lesson is called a **mini lesson**. This teaching is then followed by **Independent Reading** time where the students read their "**just right**" books with the focus that was just taught during the mini lesson.

### What is a reading mini lesson?

A reading mini lesson is a whole-class lesson with a specific grade-level focus. During this lesson, the teacher provides instruction in a specific reading strategy or skill across a variety of areas (comprehension, fluency, vocabulary). Students will have an opportunity to practice the strategy/skill with the teacher in a large group, and then students will practice and integrate this newly learned strategy/skill in his/her "just right" book. When a mini-lesson is done in a small group it is known as a Strategy Lesson.

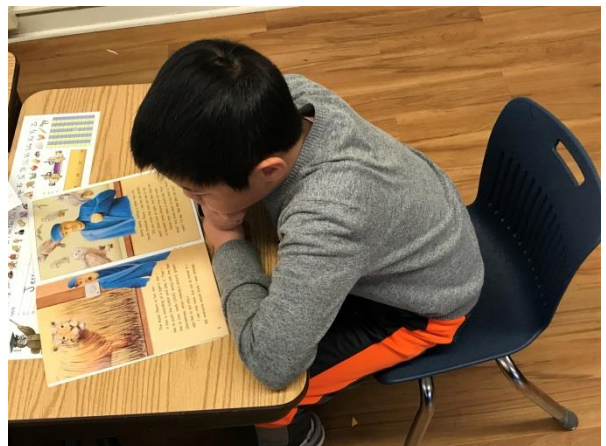


### What is Guided Reading?

Guided Reading is small group work done with the guidance of the teacher. During Guided Reading the teacher works with a selected group of students who are reading on a similar level and share similar needs. The text level is a level above what the students can read independently. All students in the group read the same book. Students will read the book silently and the teacher will "listen-in". The teacher guides the group through the text focusing on educational needs resulting in a stronger acquisition of skills and strategies.

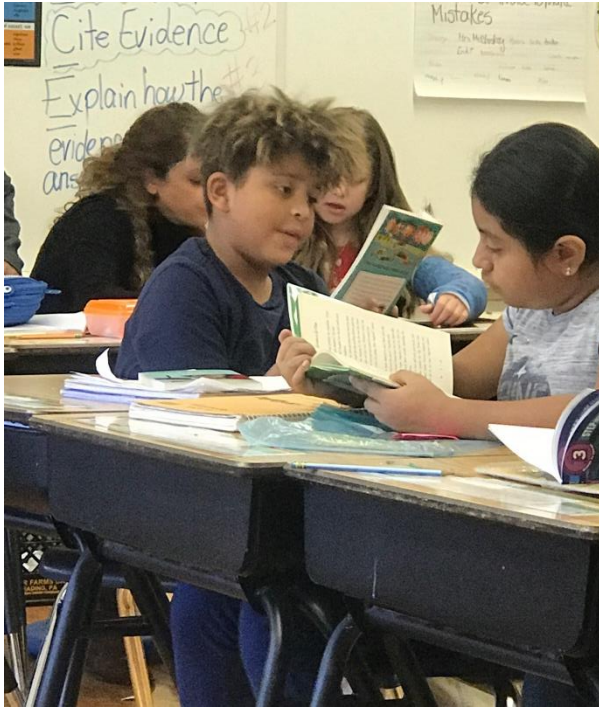
### What is Independent Reading?

Independent Reading is the time during reading class that is designated for practice. This differentiated time is the time when the reader uses his/her just right book to read with a purpose. This is not recreational reading, but rather intentional reading. Readers read each day with an intention or focus which has been stated and taught during the reading mini lesson. It is important that the student reads a "just right" book during this time so that he/she can practice the skill/strategy that was taught during the mini lesson, without the challenge of a text that may be too complex.



## What is a “just right” book?

A “just right” book is a book that a student can read and chooses to read on their own. It is essential that readers can both decode (read the words) and comprehend (understand meaning). A “just right” book sits at a child’s independent reading level and is a book that stretches the child just a bit **BUT** not so much as to make him/her frustrated, but enough to continue his/her growth as a reader.



## How do you help your child to choose a “just right” book?

### ***The Fiver Finger Rule:***

1. When your child finds a book he/she wants to read, have him/her flip to a page in the middle of the book (one with the same amount of text as the other pages.)
2. Ask your child to read the page, out loud, so you can help if needed.
3. From a closed fist, hold up each finger each time your child misses a word. He/she can do this on their own eventually.
4. No Fingers means that the books is possibly too easy. One to four fingers means that book is at an independent level - **BINGO!** - just right for him/her to grow as a reader. Five or more fingers means the book is at a challenge or frustration level and not recommended because the he/she won't be able to comprehend the text.

## How will your child be assessed?

Your child’s teacher will be assessing each student’s reading level using the **DRA2** system. This one-on-one tool assesses your child’s accuracy, fluency, oral reading rate, comprehension, and reading behaviors using an authentic book. The information gathered from the DRA2 system allows the teachers to plan targeted instruction and guide students towards appropriate book selection. Keep in mind, while a student’s reading level may land at one specific level (e.g. Level M), it is important that he/she chooses books across a range for independent reading (e.g. Levels L, M, and N) and not feel constrained by that one level. As a student’s reading develops, his/her reading level changes. Changes can occur over the course of weeks, days, or years, therefore students are monitored throughout the school year.

### **What does Read Aloud look like at home?**

Read Aloud at home is when the parent and child share a book that they both enjoy hearing / reading aloud. This practice encourages reading as a pleasurable experience. It could include books that the child may or may not be able to read or understand independently. Read Alouds may range from picture books to lengthy texts. Even when your child is reading well independently, at-home Read Alouds should continue. Just because a child has learned to read does not mean that the child no longer appreciates or would not benefit from a good read-aloud.



### **Resources to further your reading:**

- See *Title Link* on District Website for monthly Parent Newsletters
- Reading Rockets.org (For parents)