**Wiens \_ ELA 7 \_ PAPER/DIGITAL \_ Week3 Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Spotlight Reading Independently**

Reading **independently**means reading assigned or self-selected texts without guidance. Readers read independently for a variety of different purposes, from learning new information about a subject to enjoying a story with an exciting plot. Not only is independent reading enjoyable, but it can lead to growth in reading skills, vocabulary development, and increased **reading stamina**. This is the ability to read and stay engaged with a text for a substantial period of time without becoming distracted.  
  
Reading **proficiently**, or well, means being able to read independently for a **sustained**, or uninterrupted, period of time. It also means being able to **comprehend**, or understand, what you read. As with any skill, reading for a sustained period of time requires practice. To increase stamina, readers build **habits**, or routines, including establishing a regular practice of when and where to read. You can develop strong, independent habits for self-sustained reading through repeated practice with engaging texts.

**Vocabulary: Look up each word and write the definition.**

Comprehend

Habit

Independently

Proficiently

Reading Stamina

Sustained

**Directions:** Review the Checklist for Reading Independently below. Then, read the Skill Model to analyze how you can use the checklist to solve common problems you may encounter when reading independently.

**Checklist for Reading Independently:**

In order to read independently for a sustained period of time, note the common challenges that may arise:

* distractions
* lack of engagement or interest

In order to identify which challenge may be impacting your independent reading and comprehension, use the following questions as a guide:

* Was I able to sustain my reading for long periods of time?
* Am I interested in the text I am reading?
* Do I struggle with the text I am reading?
* Is my reading environment comfortable and free from distractions?
* How might I work to build my reading stamina?
* What kinds of texts interest me? What texts make me want to know more?

To address or solve these challenges, consider using one or more of the following strategies to help you:

* choose a book or text that you will enjoy reading every day
* choose a book at or near your reading level, not too difficult and not too easy
* make sure you have your book or text with you at all times
* set a reading stamina goal
* use a bookmark to mark the place in the text you’d like to reach when you read
* develop a consistent reading habit by choosing a time and place where you can read comfortably without distractions
* stop reading a text that does not interest you
* talk about what you are reading with friends and family
* mark the spot in the text where you stop reading so you can easily pick up where you left off next time you read
* read comfortably with your head up
* change your physical position or the reading environment when you get distracted
* read without looking up for as long as you can

**Skill Model:**

To develop your ability to read independently for a sustained period of time, it is helpful to find solutions to challenges that may arise as you are reading.

**Distractions:**

Let’s take a look at some examples of common problems related to distractions as well as possible solutions.

|  |  |
| --- | --- |
| **Problem** | **Solution** |
| **I get text messages or calls when I read. I can’t fully concentrate.** | Turn your phone off or put it on airplane mode while you read. That way, you won’t be distracted by messages or sounds. |
| **I try to read at home, but I get distracted by my family’s noises and conversations.** | Let your family know that you are reading. Ask them to be quiet and to not disturb you. If possible, find a quiet space, such as a bedroom, and close the door. |
| **I am just too busy to read a book. I can never finish what I started.** | Try reading magazine articles or short stories instead of longer chapter books. That way, you can finish reading what you start. Also, be sure to carry your print or digital text with you. You can occupy spare time by reading a shorter article or story. |

These three problems are challenges readers face at every age. Which can you relate to? How can you use one of these solutions and adapt it for yourself?

**Lack of Engagement or Interest:**

Let’s take a look at some examples of common problems related to a lack of engagement or interest as well as possible solutions.

|  |  |
| --- | --- |
| **Problem** | **Solution** |
| **I often get confused by what I’m reading, so I just stop** . | If you are getting confused by a book, it might be too difficult for you. You should read books that are at, or near, your independent reading level. If you need help picking a book at the right level, ask your teacher or a parent. |
| **I just can’t find a book I’m interested in.** | With a little effort, everyone can find a book that interests them. Search online, or in the StudySync library, for popular text for your age. You can also think about what kind of movies and films you enjoy. For example, if you like comedies, you might enjoy a funny book. |

Not every book is going to hold your interest. Still, it’s important to consider what factors are influencing how engaged you are. If the book’s topic is unfamiliar to you, do some quick research about it, or try talking about your book with someone else before you abandon it altogether. An interesting conversation might make you see a story in a new way.

Grouping

Instructions for Student

Read the problems that one student encounters while reading independently. Sort the student’s proposed strategies as weak solutions or strong solutions.

Available

Options ( 6 of 6 )

* My friends and I all love to watch comedies. I think we should all read a funny book at the same time. Then, we can talk about our favorite parts together.
* I’ll try reading in my bedroom where there is less noise. I can close the door. I’ll also ask my family to lower their voices while I’m reading.
* I’ll put in my earbuds and listen to music while I read. That way, I won’t hear voices.
* This book might be written for the high school or college level. I’ll ask my teacher to recommend a book about global warming for the middle school level.
* Rather than reading, I’ll just watch movies. I hear most films start as books anyway. It will be just like reading the book!
* Global warming must be a topic that is just too difficult for a middle school student to understand. I guess I’ll get another book about something else.

Some of the cells in this chart are editable.

| **Problem During Independent Reading** | **Weak Solution** | **Strong Solution** |
| --- | --- | --- |
| When I try to read in the living room, I get distracted by noise and conversations. | Select Answer | Select Answer |
| I just started reading a book about global warming because I want to learn more about the topic. The first few pages are confusing and I don’t understand most of the vocabulary. | Select Answer | Select Answer |
| I forget what I’m reading. It’s just not exciting. | Select Answer | Select Answer |