

## Building Stamina For Reading

Our students need to build “stamina” for reading. Stamina for reading refers to teaching children to read on their own for periods of time each day. Students are actively engaged in reading when they have “stamina” to read independently. If we start with a task that children have no “stamina” or ability to do, then they will become frustrated and be headed for failure.

Teachers must lay the foundation for success by supporting them to help them succeed. Children cannot become better readers, reach benchmarks, and develop a love for reading when they are only given a short time during the day to read. If we are instructing so much or counting working on a workbook or worksheet during reading time as reading, then we are not giving them enough time to become better readers. Independent work time is a time when children should be practicing their reading strategies. It is our job to spend the time needed to teach children how to build stamina for reading during their independent work time away from the teacher.

K-2 Students should spend time everyday during the reading block choosing from the following during independent time:

- **Read to Yourself:** The best way to become a better reader is to practice each day, with books you choose, or your just-right reading level. It soon will become a habit. Students are able to practice strategies while reading authentic text.
- **Read to Someone:** Reading to someone allows for more time to practice strategies, helping you work on fluency and expression, check for understanding, hear your own voice, and share in the learning community. This is a great time for discussions and/or responses to text.
- **Listen to Reading:** We hear examples of good literature and fluent reading. We learn more words, thus expanding our vocabulary and becoming better readers. This is the time children enjoy listening to books on tape; recordings or video of “famous” people around the school reading to them; guest readers, etc...
- **Word Work:** Creating and maintaining this time during the literacy block to focus on words is critical to the development of readers, writers and communicating. Children practice spelling and vocabulary work during this time.

This is the time during the day we practice independently such strategies as.....

- ✓ Experimenting with words for learning and practicing a spelling pattern based on the phonics progression
- ✓ Memorizing high-frequency words
- ✓ Generalizing spelling patterns
- ✓ Adding to our knowledge and curiosity of unique and interesting words
- ✓ Adding to collections of words
- ✓ Word sorts
- ✓ Add words to word study notebooks that relate to strategy taught that day
- ✓ List words that belong to a pattern and add to notebook

This is **not** the time to do such activities as writing sentences with your words, writing words three times each, etc.....

Resource: [The Daily Five Fostering Literacy Independence in the Elementary Grades](#) Gail Boushey and Joan Moser “the sisters”

All teachers in Shelby County will use The First Twenty Days of Teaching to set procedures and lay the groundwork for the literacy block. Please review each day carefully before using with your children. Some of the wording, pacing, etc... may need to be adapted to individual grade levels K-2 based on developmental levels.