

Ohio Literacy Conference for K-3rd Grade Teachers

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B-1 The Power of Choice: Teaching Your Young Readers How to Choose... (Gr. K-3)

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Choice Research

John Guthrie and Nicole Humenick (2004) found that ensuring students had access to an array of interesting texts produced reading achievement gains roughly four times as large as the small effect of producing systematic phonics instruction as reported by the National Panel (2000). In addition, they found that providing students with choices about what to read, where, and with whom produced an impact on reading achievement more than three times as large as the effect size reported for systematic phonics instruction. This doesn't mean that systematic phonics instruction is not supported, just that there are other aspects of research-based reading instruction that are at least as important as phonics lessons. (cited in *Schools that Work* by Allington and Cummingham)

*Showing Children How:
Book Selection in the Primary
Grades*

What's Key? What do we teach children
to think about?

**What do I know about the books that
are available to me?*

**What do I know about myself as a
reader?*

**What's my purpose?*

How Do Active Readers Read a Book?

***Before reading, active readers**

read (or find out) the title and the author, and look and think about what they notice on the cover and the back of the book

Readers ask—What do I know about:

This type of text? This story? This topic? This author?

Readers take a thoughtful peek inside—they peek and predict what the story might be about, or what they might learn

***During reading, active readers read by:**

Reading the pictures

Reading the pictures and the words they know

Using their own words to read a book they've heard before

***When active readers finish a book, they ask:**

What was this book about?

What did I learn?

What do I understand now that I didn't understand before?

What did I learn about myself as a reader?

Miller