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# Reading Stamina

Building reading stamina supports students to read for an extended time, trains muscle memory and supports an increased attention.

Teaching a procedure for independent reading enables students to read without direct supervision, enabling the teacher to work with a group (teach), or work with a student (teach, monitor or assess). Roles and responsibilities of the teacher and students can be clearly outlined for students on a T-Chart.

## Student responsibilities :

- Collect enough books
- Sit ..... (at my desk/on my own/etc.)
- Start reading right away
- Read the whole time
- Think about what I'm reading

## Teacher responsibilities:

- work with a student
- work with a group
- \*Teaching or Monitoring/Assessing

## How to build reading stamina:

1. Set a purpose for the reading. Explain how practice reading helps us to become better readers. Support students to make a chart which may contain some or all of the following prompts for improving reading:
  - I. My phrasing and fluency supports meaning making and sounds like talking.
  - II. I use the punctuation to regulate reading phrasing and fluency.
  - III. I adapt the pitch, tone, stress and volume of my voice to match meaning.
  - IV. I problem solve quickly and efficiently.
  - V. I self-correct if needed.
  - VI. I think about meaning.
2. Teach for a procedure (above) which outlines student and teacher responsibilities.
3. Start with a manageable time for all students (i.e. a time which can be achieved by all students).
4. Instruct students to follow the procedure for independent reading for the designated time. Monitor.
5. Gather students together. Invite discussion (paired/group/class) about the reading. Provide feedback on the application of the procedure. Troubleshoot where needed.
6. Gradually extend the reading time and continue to monitor.
7. Continue to share, provide feedback and troubleshoot as reading time continues to increase and reading stamina grows. Begin to gradually withdraw perceived supervision to build independence.
8. When students are able to sustain the reading for the desired time, begin taking guided reading or guided reading/reciprocal teaching. Independent reading then provides another option for supporting independent learning.

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