

**CONSIDER**

**Teach independent learning**

Here is an example of an instructional progression template used by an experienced combined grade teacher.

|   |  |
|---|--|
| <p><b>Strategy, Skill, Technique:</b> Choosing a Just-Right Book for Independent Reading</p>  |  |
| <p><b>Explicit Modelling (Mini-Lessons):</b></p> <ul style="list-style-type: none"> <li>• How do people choose books to read?</li> <li>• Differences between easy, challenge, and just-right books (create an anchor chart);</li> <li>• How to abandon a book;</li> <li>• What independent reading looks and sounds like; and</li> <li>• Self-monitoring and questioning during independent reading (create an anchor chart).</li> </ul>  | <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Books in the classroom library;</li> <li>• Teacher examples of easy, just-right, and challenge books; and</li> <li>• Student and teacher-generated anchor charts posted in the classroom.</li> </ul>   |
| <p><b>Instructional Progression:</b></p> <p>Whole Group:</p> <ul style="list-style-type: none"> <li>• Students use the classroom library to find examples of easy, just-right, and difficult books together. In a sharing circle, students share how they made their book selections.</li> <li>• Select students to demonstrate in the middle of the circle what independent reading looks like and sounds like.</li> <li>• Over time, students will model in a whole group the types of questions that they are asking themselves as they read independently for sustained periods of time. Students will demonstrate how they use the classroom anchor charts to guide their thinking.</li> </ul> <p>Small Group:</p> <ul style="list-style-type: none"> <li>• In co-operative groupings, students sort through a variety of texts and create a venn diagram of books that are challenge, easy and just-right. It is important to stress the varied responses that will come out of this activity. There is no right or wrong answer. Just like every student is different, so too are student just-right book selections.</li> </ul> <p>Partner:</p> <ul style="list-style-type: none"> <li>• Each partner chooses a just-right book and explains their book choice to each other.</li> <li>• Take turns to demonstrate for each other what independent reading looks like and sounds like in the classroom.</li> </ul> <p>Independent:</p> <ul style="list-style-type: none"> <li>• Gradually students will have increased time to demonstrate what independent reading of a just-right book looks like and sounds like, beginning with just five to seven minutes. After each independent reading session, students will meet as a whole class to discuss their thinking processes while reading independently. What questions did you ask yourself while you were reading today? How did you know that this book continues to be just-right for you?</li> </ul> |  |
| <p><b>Guided Practice:</b></p> <p>Students: Sam, Jennifer, Sarah, Elton.<br/>Focus: Choosing a just right book.</p> <p>Students: Erik, Kaleena, Jacob, Abdul.<br/>Focus: Demonstrating what independent reading looks like and sounds like.</p> <p>Students: Kara, Sarah, Sam, Kaleena<br/>Focus: Self-monitoring during independent reading.</p>   | <p><b>Date/Anecdotal Notes:</b></p> <p>September 23<sup>rd</sup> – Jennifer and Elton need further scaffolding to identify just-right books.</p> <p>September 25<sup>th</sup> – All students were able to demonstrate during guided practice. Continue to monitor and reinforce during independent reading time.</p> <p>September 27<sup>th</sup> – Kara and Kaleena readily used anchor charts to monitor their thinking. Sam requires further guided practice with this skill.</p> |
| <p><b>Next Steps:</b> In a small group setting, begin to introduce the thinking processes involved in making text-to-self connections during independent reading with Kaleena, Nicholas, Kara, Erika, and Kareem.</p>   |  |

