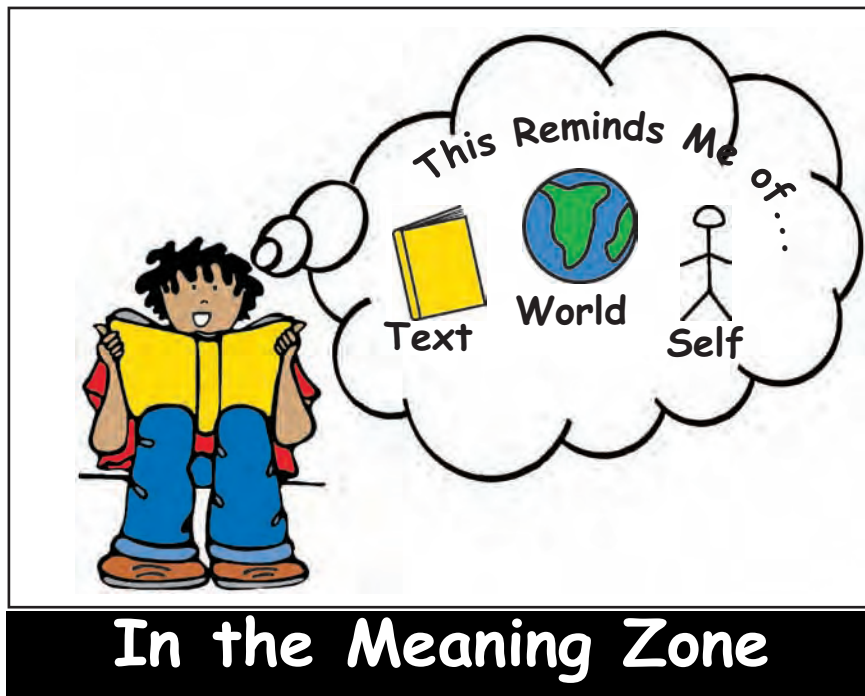


Independent Reading Rubric

Purpose: The Independent Reading Rubric is a tool to increase the number of minutes students read independently while they practice the habits of a good reader. This rubric can also be utilized as a tool to stretch students' reading time for guided reading at their instructional level.

Independently reading thirty to sixty minutes a day is strongly correlated to higher levels of vocabulary and achievement (Stahl 1999; Anderson, Wilson, & Fielding 1988). Many students need to be taught how to read for longer periods of time. To ensure maximum use of the Independent Reading Rubric, classroom libraries need to be stocked with a large variety of high interest books that students can read followed by teacher directed instruction of the rubric.

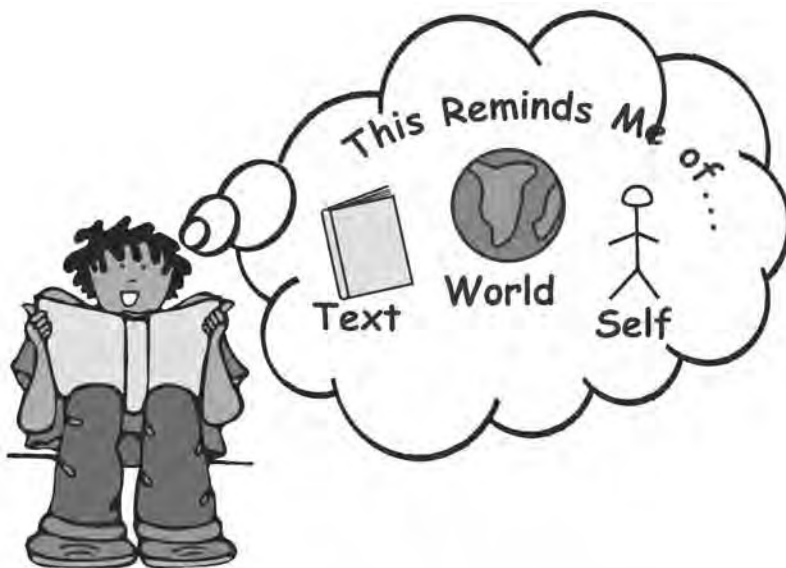


Independent Reading Rubric

Directions: During Independent Reading or in Comprehension Groups, the teacher explains the rubric. The students should have a book they can read in their hands. Teacher: *Everyone in this room is an Independent Reader. Let's look at the chart to see what an Independent Reader looks like.*

3 Meaning Zone

In the Meaning Zone is when you see, feel, hear, smell your story. I could do flips in front of you and you wouldn't know I was there. You are in the world of your story. When you are in the Meaning Zone you need to make connections to things you already know to help you understand.



1 No Book

All our books are labeled with colors to match your independent reading levels. You know your independent reading colors. Your colors and all the levels below it are books you can choose to read.



2 Pretending

You have books you can read in our class. Every Friday, you go shopping in our classroom library center to select three to four books for your shopping bag. Now, when you finish a book, you can choose a new one from your shopping bag.



0 Sleeping

Sleeping is not an option during this time. (The class usually laughs at this silly picture.)

Independent Reading Rubric

Directions: Follow the steps below to introduce and use the Independent reading Rubric.

Teacher: Before we read, let's build a picture of our story. We'll call it a snapshot. Look at the cover of your book. Who is in the story? When does this story take place? Your character(s) can't just float in the air. Where is/are your character(s)? Visualize the information in your snapshot.

Now turn your book over. Did the author write a short description of the story on the back cover? Read it. Look for other clues. Flip through your book. Are there illustrations or chapter headings that give clues? Do you know what your story is about? Put that information in your snapshot. This is how you set yourself up to read. While you read, the author will give more information to add to your picture or you will change some of your snapshot to match what the author writes. Let's read.

The students read at their desks. The teacher sets a timer for 5-10 minutes.

Teacher: When you read, I will walk around the room. Anyone I see in the meaning zone will feel a tap on his/her shoulder. That means you can get up and go anywhere in the classroom to read.

The teacher taps shoulders and kids in the meaning zone go where they want in the room to read (couch, bean bag, floor, etc.) When the timer rings, the teacher may want to give more time if most of the class is in the meaning zone.

Teacher: Wow! You're in the meaning zone! I'm rewarding you with an extra five minutes. I will continue to walk the room and tap shoulders.

When the bell rings, the teacher says: *Stop! Don't close your books. Build a picture for your snapshot. Who is in your story? Where are they? What are they doing or what is happening to them? Tomorrow when you begin reading your book, you will use this Snapshot you're building in your head to help remind you what your story is about. This is what good readers do so they don't forget their story.*

Each day, increase the number of minutes until a goal of 30 minutes is reached. The process of shoulder tapping ends after a couple of weeks or when students can read in the meaning zone without your structure. Each day, try to remind kids to build a snapshot. See the snapshot summary & talking text response chart for more information on building a simple summary.

Independent Reading Rubric



3

In the
Meaning
Zone



2

Pretending



1

No Book



0

Sleeping