



## Self-Selected (Independent) Reading in our Classrooms

The two main guiding rules are:

- *It isn't self-selected if you don't choose it yourself (all students)*
- *You can't get good at it if it is too difficult (conventional students)*

### Overall guidelines

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- Do you have 20 or more books per student in your classroom?
- Do you have a mix of fiction and non-fiction texts?
- Do students have a chance to interact with books as independently as possible?
- Do you have a mixture of comfortable spaces for students to read in?
- Do students have a chance to read a book with an adult for pleasure and enjoyment?
- Are you doing teacher read alouds as well as having DEAR (drop everything and read) time?
- Do you have a "reader's chair" time for students to share about a book they have read each week?
- Do you have a spot in the writing block for students to do book reviews?
- Have you picked suitable early books for older readers?  
<https://www.pinterest.com/janefarrall/picture-books-for-older-readers/>
- Are you using different technologies e.g. printed books, eBooks?

### For emergent students

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- Are you using shared reading in this block? Remember to use AAC, AIR (Attention Getter, Invite Participation, Respond) and the Great Eight.
- How are you giving them independent access to books?
- Do you have a mixture of the following in your classroom?
  - alphabet books
  - repeated line books
  - photo based books
  - picture books
  - rhyming books
  - books in their areas of interest (check out [www.tarheelreader.org](http://www.tarheelreader.org))
  - custom books



### ***For conventional students***

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- How are you ensuring they choose from books at or below their reading levels?
- Do you have a mixture of the following for them to choose from?
  - readers
  - photo based books
  - picture books
  - rhyming books
  - books in their areas of interest (look at published books and [www.tarheelreader.org](http://www.tarheelreader.org))
  - chapter books (if appropriate)
  - high interest favourites
- If a student is reading at a grade 1 level or above, are you aiming for silent reading?
- If a student has complex communication needs how are you teaching inner voice for silent reading?

And remember – the goal is always silent reading WITH COMPREHENSION

### ***For more information***

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Check out the blog posts:

- [Reading at Home](#)
- [Alphabet Books Galore!](#)
- [Self-Selected Reading in Our Classrooms](#)
- [Self-Selected Reading: Books for Every Reader](#)
- [Five Gross Zombies](#)
- [What Did I see? A story about things that float.](#)
- [I Don't Like Farts! Book to share](#)

Remember also to look at:

<https://www.comprehensiveliteracy.com/independent-reading1.html#/>  
(emergent)

<https://www.comprehensiveliteracy.com/independent-reading.html#/>  
(conventional)