

# After School Real Reading Program

California Reading Association  
Professional Development Institute  
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# R. L. Stevens After School Reading Program

## Program Logistics

<b>Proposed</b>	<b>Actual</b>
10 weeks	6 weeks
Two 1 hour sessions/week	Two 45 minute sessions/week
Max 10 students per group	Max 10 students per group
2 <sup>nd</sup> - 6 <sup>th</sup> grades	2 <sup>nd</sup> - 4 <sup>th</sup> grades

## Session Format

<b>Proposed</b>	<b>Actual</b>
Mini Lesson (10 min.)	Mini Lesson (10 min.)
Extended Independent Reading Time (35-40 min.)	Extended Independent Reading Time (25 min.)
Closing (10-15 min.)	Closing (10 min.)
Prep Time (1 hr/wk)	Prep Time (30 min./wk)

## Actual Cost of the Program

\$480 per teacher (12 hours over the course of 6 weeks)

No purchased materials (used books from our classroom libraries)

Total cost for 3 teachers = \$1440

## Each after school session included:

### 1. Mini Lesson

- 10 minutes or less
- Focused strategy based on student need
  - Think aloud
  - Guided practice
  - Use of real text

### 2. Extending Independent Reading Time

- Students read books of their choice
- Students practice modeled strategy
- Teachers look in on students' reading using Over the Shoulder Informal Miscue

### 3. Extensions

- Students discuss strategies used or write in response journals
  - 3 R's Reading Strategy is one resource we used for students' reading response. We used the mini lesson format to model writing after the extended reading period.

### 3 R's Reading Strategy

1. Retell-in your own words, what's this about?
2. React-how does this story make you feel?
3. Reflect-why do you feel this way? Where have you gotten information about ideas in this story? What have you read before, seen on TV or in the movies, experienced in your life that helps you understand this story?

Created by MaryAnn Nickel

## Reading Workshop Mini Lessons Ideas

**Reading: Choosing a Good Fit Book (CCSS.ELA-Literacy.CCRA.R.10)**

"Read and comprehend complex literary and informational texts independently and proficiently."

**Reading: Substitution (CCSS.ELA-Literacy.CCRA.L.4)**

"Determine or clarify the meaning of unknown...words and phrases by using context clues, analyzing meaningful word parts, and to comprehend more fully when reading."

**Reading: Using Punctuation (CCSS.ELA-Literacy.RF.2.4b & RF.3.4b)**

"Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings."

**Writing: Retell in Your Own Words (CCSS.ELA-Literacy.CCRA.R.2)**

"Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas."

**Writing: Make a Connection (CCSS.ELA-Literacy.CCRA.W.10)**

"Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content."

## Research

<b>Struggling readers</b>	<b>Proficient readers</b>
word recognition	comprehension
low-level worksheets	reading/discussing connected texts
reading aloud in group with interruption (100 words per lesson)	independent silent reading (400 words per lesson)
less words per year = low achievement percentile	more words per year = higher achievement percentile

## References

- Walmsley & Allington (2007). Redefining and Reforming Instructional Support Programs for At-Risk Students. In R. Allington & S. A. Walmsley (Eds.), *No Quick Fix* (pp. 19-44). New York, NY: Teachers College Press.
- Allington, R.L. (2006). *What Really Matters for Struggling Readers: Designing Research-Based Programs*. Boston, MA: Pearson.