**IR: Shopping for Books**

Vision

Independent reading is only successful if scholars are reading the *right* book. We must, then, guarantee that our scholars are reading books they can finish, can understand, and LOVE. We must ensure that scholars focus on a single book over time, reading it from back to front, pursuing texts in their entirety. We can push scholars to complete books by using reading levels, scholar interest, and scholar choice.

If a book is too difficult or not of interest, scholars will be stuck staring at the page, opportunity lost. We must use our reading level data to match scholars with books they can read. Reading level is essential, but so is scholar interest. We want scholars to develop skill AND passion. We want scholars who dig into genre, to author, to a relentless pursuit of knowledge, and to exhaust our libraries with their determination to discover.

We must emphasize scholar choice. We must build this awareness of reading identity and choice over time. Choices that are Scholar Driven depend on scholars who are aware of how they read and what they love. These independent choices ensure that reading becoming internalized. To build to this independent choice, K1 can work with Controlled Choices, where teachers give structure, provide options, but still have scholars choosing books and evaluating their interests. For true transfer, we must push our scholars to see reading, not as an assignment, but as an integral part of who they are.

**Kindergarten-1st Grade**

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| Routines and Procedures are... | Teacher Organization and Facilitation... |
| * **Silent**: Voices are off.
* **Driven by Controlled Choices**: Scholars have a stack of books, specifically selected by teachers because of reading level and interest. Scholars make choices about what they want to read.
* **Building Identity as a Reader**: Scholar choices and naming likes and dislikes will allow scholars to build an understanding of who they are as a reader.
 | The Week 3 Goal |
| * **Baseline Student Data**: Teachers use reading level assessments (F&P) to establish scholar reading levels AND give scholars writing prompts to document interest (genre, topic, author).
* **Direct Instruction on Choices**: Teachers use some time during IR to directly instruct and model the procedures and choosing books. Teachers also model and teach how to sort good books from unsuccessful books (or books that are “right” for me vs. books that aren’t “right” for me).
* **Support Scholar Choice**: Teachers use the sorted books to replace less successful books with new books to give scholars more choice the following day/week.
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| After Week 3 (when IR Culture is Solid) |
| * **Class Competitions and Celebrations**: Teachers establish public celebrations of IR. When scholars find books they all love, there should be a space in the classroom to post this accomplishment along comments on urgency, understanding and love of reading.
* **Independent Choices**: Teachers briefly review procedures and scholars independently sort books based on their experience, getting new books when needed.
* **Reflections on Reader Identity**: Teachers make time during IR for students to reflect on what they like/dislike and what that says about who they are as a reader.
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**K-1st Grade**

**Procedure for Shopping for Books:**

1. Before IR Block, teachers create stacks of 5-8 books for each scholar. These stacks are created using baseline data of reading level and interest
2. Scholars begin IR by reading through the stack, taking the book on top, reading it, and moving it to the bottom the stack when complete.
	1. Week 1-3, teachers give direction instruction after the reading period about how to sort books based on understanding, interest/love, already read it enough times or other characteristics of choosing the “right” book.
	2. Week 3-6, teachers frame the sorting process, and scholars independently sort books into stacks (right for them or not) as they read.
	3. After Week 6, teachers spend time in IR block with direct instruction and student work around naming scholar interest and identity as a reader (who am I and what do I like as a reader?)
3. After IR Block, scholars return the “right” stack of books to their book bags.
4. Teachers collect the books that were “not right” and return them to the library, making note of reading level and interest of returned books.
5. The next day, teachers add new books to the table. Scholars bring out their books, add the new ones to the stack and begin the process again.

**2nd-4th Grade**

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| Routines and Procedures are... | Teacher Organization and Facilitation... |
| * **Silent**: Voices are off.
* **Reflective**: Scholars make commitments to reading and reflect on their progress. Scholars understand that the goal is to read urgently, to comprehend, and to enjoy the books they choose.
* **Scholar Driven**: Scholars have a clear protocol for ending one book and choosing a new one book. New books are only selected if scholars can identify if the book fits specific criteria.
* **Building Identity as a Reader**: Scholar choices and reflection will allow scholars to build an understanding of who they are as a reader.
 | The Week 3 Goal |
| * **Baseline Student Data**: Teachers use reading level assessments (F&P) to establish scholar reading levels AND give scholars writing prompts to document interest (genre, topic, author).
* **Direct Instruction on Choices**: Teachers use some time during IR and during allotted library time to directly instruct and model the procedures and forms for library requests and book shopping.
* **Data Driven**: Teachers use daily trackers in class assess scholars who are making progress and scholars who have stalled in their reading. This data allows teachers to proactively schedule book shopping for the following day.
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| After Week 3 (when IR Culture is Solid) |
| * **Class Competitions and Celebrations**: Teachers establish public celebrations of IR. When scholars complete a book, there should be a space in the classroom to post this accomplishment along comments on urgency, understanding and love of reading.
* **Independent Choices**: Teachers briefly review library requests and book shopping checklists to be sure scholars are choosing books that are fit.
* **Reflections on Reader Identity**: Teachers make time during IR for students to reflect on their choices and reading accomplishments and that says about who they are as a reader.
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**2nd-4th Grade**

**Procedure for Shopping for Books:**

Day 0

1. Scholars are reading in IR block. Teachers are using trackers to keep data on Title and current page.
2. Scholar or Teacher indicate a need for a new book and fill out a LIBRARY REQUEST for the following day.

Day 1

1. The following day, the teacher gives the LIBRARY REQUEST Form back to the scholar and sends the scholar to the library to find a new book.
2. The scholar browses for books, using the BOOK SHOPPING CHECKLIST to prompt thinking and attention to reading level and interest.
	1. Week 1-3, scholar fills out the checklist and selects books with coaching from teacher.
	2. After Week 3, scholar fills out checklist and selects books independently with teacher review.
3. Scholars can check out books and return to class at any point, as long as they have their checklist completed.
4. 5 minutes before the end of the shopping block, teacher gives cue to check out books to any remaining scholars. Scholars must bring their CHECKLIST filled out in order to check out books. **Scholars, when the timer goes off, silently collect your books, place your checklist at the top, and safely lineup to check out your books.**

**Library Request**

**2-4**

First Name and Last Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Homeroom:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **I need a new book because (choose ONE):**⠀ I finished my book!!!⠀ I’m stuck and want to abandon my book. |

Current Book Title and Author:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Did I read this book URGENTLY (reading every day at home and in school)?

⠀ YES!

⠀ Not Really.

Did I UNDERSTAND everything in the book?

⠀ YES!

⠀ Some.

⠀ Not Really.

Did I LOVE my book?

⠀ YES!

⠀ Not Really.

What do I need to make my next IR book a book I read URGENTLY, UNDERSTAND, and LOVE?

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**Book Shopping**

**Checklist**

**First and Last Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Reading Level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**My Interests (Topics, Genres, Authors I LOVE):**

1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
3. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**As a GOOD READER, I:**

1. Chose a book based on my LEVEL and INTEREST
2. Read the front and back cover.
3. Read the first few pages to see if it interests me.
4. Made sure I UNDERSTAND almost
5. I am reading!