**March 30, 2016: IR Library Training Resources & FAQ (Updated Apr. 5 in red)**

[**Powerpoint Presentation**](https://manyminds.achievementfirst.org/sites/NetworkSupport/AcademicOps/ReadinessHub/Shared%20Documents/Independent%20Reading%20Plans/IR%20Library%20Training_DSO_3.30.16.ppt) **|** [**Recording**](https://achievementfirst.webex.com/achievementfirst/ldr.php?RCID=afd712bf54f7a8d88fc80f1b6813b58b) **|** [**Project Plan**](https://manyminds.achievementfirst.org/sites/NetworkSupport/AcademicOps/ReadinessHub/Shared%20Documents/Independent%20Reading%20Plans/IR%20Library%20Project%20Plan_DSO.xlsx)

**Contact** **Marissa** **with questions!**

1. **What is the recommended process for determining how many books to order?**
	1. **Inventory process**: If libraries are already well-organized by reading level and teachers are invested in keeping them orderly, you should start from here and add books to match the quantity you’ll need on each level. If books are not well organized, consider giving old books away and starting from scratch – there is a significant time and monetary cost to having temps re-level and organize thousands of books.
	2. **Calculations**: Kathryn Dahlberg used this [spreadsheet](https://manyminds.achievementfirst.org/sites/NetworkSupport/AcademicOps/ReadinessHub/Shared%20Documents/Independent%20Reading%20Plans/AF%20Brownsville%20ES%20Estimates.IRBookPurchasing.xlsx) to calculate the number of books to order. The calculations are based on the incoming STEP levels of scholars (easy to get from teachers) and the rule below.

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| --- | --- |
| Grades K-1 | Grades 2-4 |
| 8-10 books per scholar per week on their level.Assume each kid spend 4-6  weeks on each level then move up. | 4-6 books per scholar per week on their level.Assume each kids spends 10-12 weeks on each level, then moves up. |

1. **How do you recommend making decisions about which text titles to order?**
	1. **Book lists:** The project plan provides a link to the [Bank Street list](https://drive.google.com/a/achievementfirst.org/folderview?id=0B-GcMNsXPnIBc3JsS052QUNQVEk&usp=drive_web), which is the best list of IR books we have accessible. It can be provided to Booksource to work from. Alternatively, you can provide criteria to Booksource using this google doc [here](https://docs.google.com/spreadsheets/d/1GZytz6f9wwk2yQwvVSSlueyosZJfr5chcznl6SAwMT8/edit#gid=0), and they will build a list for you to vet. For more info see the Vendor tab [here](https://manyminds.achievementfirst.org/sites/NetworkSupport/AcademicOps/ReadinessHub/Shared%20Documents/Independent%20Reading%20Plans/IR%20Library%20Project%20Plan_DSO.xlsx).
	2. **Unique titles:** The KEY is to order *unique* titles in each area (Level A Fiction/ Level A Nonfiction), rather than 6 copies of the same title. Then when the kids in Kinder classroom A run out books in their designated level, you can swap their bin with the same bin in Kindergarten classroom B.
2. **How do you recommend organizing the classroom libraries?**
	1. **Book labeling \*NEW 4/5\***
		1. Books should be labeled by F&P/STEP level in all grades.
		2. In Gr 3 & 4 **if** not all scholars are F&P tested, books should be labeled by lexile level (they can also be labeled by F&P label but F&P level alone is not sufficient). Note: Some schools choose not to administer the F&P assessment in Gr 3-4 if a scholar meets certain fluency thresholds, but the Lexile level is obtained for all scholars through the fluency screener. Therefore, at schools who do not F&P all 3-4 grade scholars, it is likely that not all scholars will have a F&P level from which to ascertain their IR level. See this [conversion chart](https://manyminds.achievementfirst.org/sites/NetworkSupport/AcademicOps/ReadinessHub/Shared%20Documents/Independent%20Reading%20Plans/For%20IR_F%20and%20P%20DRA2%20STEP%20Lexile%20Conversion%20Chart-updated%201-29.xls) to see the correspondence of F&P level and Lexile level.
	2. **Book organization:**
		1. **Organization of books into Bins:** Depending on the number of books per level in the classroom, typically 2 nonfiction bins and 2 fiction bins at each level is sufficient. See example [here](https://manyminds.achievementfirst.org/sites/NetworkSupport/AcademicOps/ReadinessHub/Shared%20Documents/Independent%20Reading%20Plans/ES%20IR_ExemplarLibraryBinsLabels.jpg).
			1. In schools who do not F&P test all Gr 3-4 scholars, bins should be labeled by F&P AND lexile level, and should be organized by lexile level. This means 1 bin per lexile range, containing all F&P levels that fall into that range. See this [conversion chart](https://manyminds.achievementfirst.org/sites/NetworkSupport/AcademicOps/ReadinessHub/Shared%20Documents/Independent%20Reading%20Plans/For%20IR_F%20and%20P%20DRA2%20STEP%20Lexile%20Conversion%20Chart-updated%201-29.xls) to see the F&P levels that fall into each lexile level range.
		2. **The next level (once strong organization by reading level is achieved) is to organize by high interest topics**. This could look like a section on weather, ancient history, etc.
	3. **If your school currently has IR books organized by F&P/STEP level only, but does not F&P test all upper grade, your school should re-label and organize Gr 3-4 books and bins. There is no need to extend lexile level labeling and organization down to grades K-2.**
	4. **Space planning:**
		1. **The space should feel as sacred and magical as possible!** Bins and books must be well-organized and maintained. Adding plants/carpet, aesthetic elements where possible will help it feel like a place where scholars can and do fall in love with reading.
		2. **Books should be easily accessible to scholars** – on shelves low to the ground so scholars can easily lift and sort through bins on their own.
		3. **Consider moving guided reading books out to make room for IR books.** If you have a book room, this is a great place to store guided reading books when not in use, as scholars don’t regularly access these. The Independent Reading libraries should be in the most accessible bookshelves in the room.
		4. **Consider storing extra IR books outside the classroom in an organized fashion.** Utilizing a book room or storage closets can also be helpful here. One thing Kathryn found to work well at AF Brownsville ES was keeping stocked bins by level in storage closets. This allowed Kathryn to help teachers switch out bins throughout the year as their scholars needed more of a particular level. We recommend keeping in touch with Grade Level Chairs and Teachers throughout the year to keep tabs on book sufficiency and progression of scholars between reading levels.
3. **Will teachers receive training on Independent Reading? \*NEW 4/5\***
	1. Yes, during All Teacher Training in August, teachers will be trained on Independent Reading. This training will include elements such as maintaining the pristine, magical nature of the library in both how they speak to scholars about IR and in how they maintain the organization of materials in their libraries.
4. **Could we consider network-wide hype around IR? \*NEW 4/5\***
	1. There are only positive things that could come out of network-wide IR hype!
	2. Right now, this is not the focus because it’s not the core of the launch.
	3. If a school leader has thoughts around network-wide hype as they launch IR and the year progresses, Michelle Kagan is happy to engage – email her!