

VITAL COMPONENTS OF READING: RESEARCH TO KNOW

Components That Support Reading Development	Key Research
<p>Relationships</p> <p>Children put forth effort when they sense their teacher knows, respects, and values them. Strong and supportive relationships between teachers and students are the bedrock of all learning, including learning to read.</p>	<ul style="list-style-type: none"> • Stipek, D. (2006). "Relationships Matter." <i>Educational Leadership</i>, 64 (1): 46-49. • Pianta, R. C. (1999). <i>Enhancing Relationships Between Children and Teachers</i>. Washington, DC: American Psychological Association.
<p>Growth Mindset</p> <p>All children have the capacity to read capably and voluminously. It is harmful to label some children "high flyers" and others "strugglers." Striving readers thrive under the right conditions, and it's our job to create those conditions.</p>	<ul style="list-style-type: none"> • Dweck, C. S. (2007). <i>Mindset: The New Psychology of Success</i>. New York: Ballantine Books. • Johnston, P. H. (2012). <i>Opening Minds: Using Language to Change Lives</i>. Portland, ME: Stenhouse.
<p>Access</p> <p>Readers need abundant, daily access to appealing texts. Be aware, though, even when they are surrounded by books, striving readers find themselves in de facto book deserts if they can't read those books. Children living in poverty typically have far fewer books in the home and have less access to public libraries.</p>	<ul style="list-style-type: none"> • Elley, W. B. (2000). "The Potential of Book Floods for Raising Literacy Levels." <i>International Review of Education</i>, 46 (3-4): 233-255. • Worthy, J. & Roser, N. (2010). "Productive Sustained Reading in a Bilingual Class." In E. H. Hiebert & D. R. Reutzel (Eds.), <i>Revisiting Silent Reading: New Directions for Teachers and Researchers</i>. Newark, DE: International Reading Association. • Alexander, K. L., Entwistle, D. R. & Olsen, L. S. (2007). "Lasting Consequences of the Summer Learning Gap." <i>American Sociological Review</i>, 72 (2): 167-180. • Neuman, S. B. & Celano, D. C. (2012). <i>Giving Our Children a Fighting Chance: Poverty, Literacy, and the Development of Information Capital</i>. New York: Teachers College Press. • Neuman, S. B. & Celano, D. C. (2012). "Worlds Apart: One City, Two Libraries, and Ten Years of Watching Inequality Grow." <i>American Educator</i>, 36 (3): 13-23. • Wong, A. (2016). "Where Books Are All But Nonexistent." <i>The Atlantic</i>, July 15.
<p>Choice</p> <p>Choice is primal and motivating. The bulk of reading children do needs to be reading they have selected themselves.</p>	<ul style="list-style-type: none"> • Guthrie, J. T., Wigfield, A. & Klauda, S. L. (2012). "Adolescents' Engagement in Academic Literacy." Retrieved from http://www.cori.umd.edu/research-publications/2012_adolescents_engagement_ebook.pdf • Allington, R. L. (2011). <i>What Really Matters for Struggling Readers: Designing Research-Based Programs</i>. Boston: Pearson. • Wilhelm, J. & Smith, M. (2013). "The Most Important Lesson Schools Can Teach Kids About Reading: It's Fun." <i>The Atlantic</i>, November 11.
<p>Engagement</p> <p>Engaged reading is linked to every positive outcome imaginable—including a longer life! It's important to make sure that what children are reading is compelling to them. This can best be determined in reader-to-reader, heart-to-heart conferences, rather than by posing traditional comprehension questions.</p>	<ul style="list-style-type: none"> • Sullivan, A. & Brown, M. (2013). "Social Inequalities in Cognitive Scores at Age 16: The Role of Reading." London: Centre for Longitudinal Studies. • Bavishi, A., Slade, M. D. & Levy, B. R. (2016). "A Chapter a Day: Association of Book Reading With Longevity." <i>Social Science & Medicine</i>. 164: 44-48. • Kittle, P. (2012). <i>Book Love: Developing Depth, Stamina, and Passion in Adolescent Readers</i>. Portsmouth, NH: Heinemann. • Wilhelm, J. & Smith, M. (2013). <i>Reading Unbound: Why Kids Need to Read What They Want—and Why We Should Let Them</i>. New York: Scholastic.
<p>Time</p> <p>Children need copious amounts of time to read in school, particularly because we cannot assume that they are given that time at home nor an environment that's conducive to reading.</p>	<ul style="list-style-type: none"> • Allington, R. L. (2011). <i>What Really Matters for Struggling Readers: Designing Research-Based Programs</i>. Boston: Pearson. • Anderson, R. C., Wilson P. T. & Fielding, L. G. (1988). "Growth in Reading and How Children Spend Their Time Outside of School." <i>Reading Research Quarterly</i>, 23 (3): 285-303. • Beers, K. & Probst, R. E. (2017). <i>Disrupting Thinking: Why How We Read Matters</i>. New York: Scholastic. (See page 136 on the benefits of an extra ten minutes of reading a day.)