Extensive Reading

Prepared by
Judy Mutzari
Extensive Reading

USSR:
Uninterrupted
Sustained
Reading

DEAR
Drop Everything
And Read

SURF
Silent
Uninterrupted
Reading For
Fun

Book Flood
## Extensive versus Intensive Reading

Roberta Welch

<table>
<thead>
<tr>
<th>Reading</th>
<th>Extensive</th>
<th>Intensive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>General understanding and enjoyment</td>
<td>Language study: reading skills, grammar, syntax</td>
</tr>
<tr>
<td>Level</td>
<td>Graded – preference on easy</td>
<td>Often difficult</td>
</tr>
<tr>
<td>Amount</td>
<td>A lot</td>
<td>Not much</td>
</tr>
<tr>
<td>Speed</td>
<td>Fast and fluent – understanding the gist</td>
<td>Slow – translating most of the words</td>
</tr>
<tr>
<td>Place</td>
<td>At school and at home</td>
<td>At school</td>
</tr>
<tr>
<td>Teacher</td>
<td>As role model</td>
<td>As assessor</td>
</tr>
</tbody>
</table>
The Characteristics of an Extensive Reading Approach

1. Students read as much as possible
2. A variety of materials on a wide range of topics is available
3. A variety of materials on a wide range of levels is available
4. Students select what they want to read
5. The purposes of reading are usually related to
   1. Pleasure
   2. Information
   3. General understanding

1. Process
2. Content
3. Process
4. Process & Content
5. Product
6. Reading is its own reward
7. Reading is individual and silent
8. Reading speed is usually faster than slower
9. Teachers explain the goals of silent reading to the class, explain the methodology, keep track of what the sudden reads, and guide the students to get the most out of the program
10. The teacher is a role model of a reader for the students

6. Product
7. Process
8. Process
9. Process – Sharing with the students the rationale of his learning; making the student an active participant in the of his learning
10. Teacher in role of “Jazz Musician”
“It is important to see a Reading for Pleasure program as a process, and not as an end-product on the day of the oral Bagrut exam.”

(TEECH, P.)
Reasons for incorporating Extensive Reading into the classroom

- enhances world knowledge
- promotes motivation
- improves comprehension skills
- accounts for one third or more of vocabulary growth
- encourages pupils to read fluently and so use all the strategies
- breeds “good readers”
- encourages pupils to progress through different levels of text and monitor their own progress
ER breaks the vicious cycle of the weak reader:

http://cms.education.gov.il/EducationCMS/Units/Mazkirut_Pedagogit/English/Publications/ReadingforPleasure/

The Weak Reader:
- Feels frustrated; doesn’t understand
- Reads slowly
- Doesn’t enjoy reading
- Doesn’t read much; Doesn’t develop fluency and automaticity needed for reading

The Strong Reader:
- Feels confident and enjoys reading
- Reads faster; develops fluency & automaticity
- Reads more
- Understands better, feels confident and enjoys reading
Three areas of preparation:

The School:
- The administration: convince the administration of the benefits of an ER program
- The library: funding, logistics and organization
- The classroom: the process

The Students / Parents
- Explain to the students the importance and benefits of reading in a foreign language.
- Explain to the parents of the linguistic benefits of an ER program, as well as the feeling of self-efficacy and satisfaction it gives to be able to read a book in a foreign language.

The Teacher as Role Model
- Teacher must read in class as a role model
- For ER to be efficient, the teacher must administer a pre-test and a post test at the end of the year
- Every book a child has read must be “shared” (various ways) with his classmates.

Explain to the students the importance and benefits of reading in a foreign language.
- Explain to the parents of the linguistic benefits of an ER program, as well as the feeling of self-efficacy and satisfaction it gives to be able to read a book in a foreign language.
Pupils are required to read both at home and in school.

The school component consists of regular sustained silent reading periods in class, at least once a week.

Reading periods run about 20 minutes.

They are scheduled for “prime time” and not, for example, during the final hour on a Friday.

Reading periods are uninterrupted. Questions and comments are kept until the end of the period.

The role of the teacher is as a model reader, doing what the pupils are doing - reading a book.
Students with learning disabilities should be encouraged to read and listen (by internet) or use simpler books

- Short stories with audio
- "Super-Easy" Stories With video
- Easy Stories / Audio
- American Folktales / Listening
  [http://www.americanfolklore.net/folktales/ar.html](http://www.americanfolklore.net/folktales/ar.html)
- Stories read aloud:
  [http://www.rif.org/kids/readingplanet.htm](http://www.rif.org/kids/readingplanet.htm)
- (Go to the Book Zone – then to Watch and Listen...)
“Administrators need to know that when teachers are reading to students, and when teachers are relaxing with a good book during sustained silent reading sessions, teachers are doing their job. Administrators need to know that a print-rich environment is not a luxury but a necessity”. (Krashen 1993:85)

http://cms.education.gov.il/EducationCMS/Units/Mazkirut_Pedagogit/English/Publications/ReadingforPleasure/
Monitoring Progress

- Keep a reading diary or journal, in which pupils note impressions and reactions to their reading and the teacher briefly responds
- Have the pupils fill out a Library Book Journal to which the teacher adds comments
- Pupils fill in a self-rating chart for comprehension (ER: Student’s Work Sheet)
- Share books by having follow up tasks for sharing
<table>
<thead>
<tr>
<th>Title of Book</th>
<th>Level</th>
<th>Page</th>
<th>Date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Pupil and the Teacher

**The Pupil**

- Pupils select their own books, according to individual interest and appropriate level of difficulty

**The Teacher**

- Encourages individual choice for reading matter – both the subject and the level
- Show interest in your pupils’ choice of reading materials by helping them choose and by recommending books
- Show you value your pupils’ reading with praise, display of work, certificates, extra credit, and so on.
- Encourage personal responses to reading.
- Introduce a variety of associated tasks that are unusual, stimulating and creative. (See book task list)
- Encourage pupils to recommend books to their classmates. Ask them, for example, to rate the books they have read and display a Top Ten poster in the classroom.
1. Draw a series of pictures illustrating the story you have read.

2. Write a letter to one of the characters. (Can be digital) Use ReadWriteThink – Letter Generator for openers.

3. Hold an interview with one of the characters asking questions about events in the book. It may be recorded. Turn it into an animated video clip. Use Goanimate. Should be done collaboratively

4. Draw a map showing where the story takes place; describe what happens in each spot. Can be digital – using Google Maps and Google Earth


6. Have a mock trial defending your opinion of the book.


8. Write a letter to the author, asking questions about how, why and where the book was written. Can be digital – can use Voki

9. Write a diary for one of the characters. Can be digital. Use Voki

10. Do a summary of the story in comic strip form. Can be digital – Use Toondoo

11. Write an advertisement (for TV, radio, newspaper) trying to sell the book. Can be digital – Glogster or Fodey

12. Compare and/or contrast to another book you have read: plot, characters, theme, style, etc. Can be digital = Use a Venn Diagram
More Book Tasks

13. Write a continuation of the story. Can be digital. Use Storybird – can be collaborative.

14. Write or record a dialogue between two or more characters. Make an animated video clip. Use Goanimate.

15. Make up a different ending or beginning. Can be digital. Use Storybird. Use Little Bird Tales and record your own voice telling the story.

16. Rewrite the story in a different genre - a newspaper article, for example. Use Fodey.

17. Describe one or two of the characters you liked best, you liked least, you would like to be, you would like to add to the book. Use Voki.

18. Make a diorama. A diorama is a scenic representation in which figures and lifelike details are exhibited in a shoe box.

19. Write a brief play using characters from the book.


23. Role play a radio interview with the author of the book and tape it. Use AudioBoo, or AudioPal or Vocaroo.

24. Make a costume for one of the characters of the book.
EVEN MORE BOOK TASKS

25. Create some sound effects for your book. Should be digital can be from PPT sound effects, Soundgator, or Sound Jay

26. Choose music to go with the book. DigCC Mixter

27. Make a WANTED poster for the villain of the book. Glogster


29. Make a mobile or collage about the book (characters, scenes, etc.)

30. Write about: Can be digital
   - things in the story that could NOT happen in real life
   - things in the story that COULD happen in real life
   - things you would LIKE to have happen to you
   - things you would NOT like to have happen to you

31. Make a time-line of events in the story. Timetoast or Dipity

34. Design a T-shirt with a slogan based on the book.

35. Produce a video clip based on the book you have read. Upload to YouTube – blurred faces!
BOOK TASKS - CONTINUED

18. Make a diorama. A diorama is a scenic representation in which figures and lifelike details are exhibited in a shoe box.

19. Write a brief play using characters from the book.


22. Write a book review for a newspaper.

23. Role play a radio interview with the author of the book and tape it.

24. Make a costume for one of the characters of the book.

25. Create some sound effects for your book.

26. Choose music to go with the book.

27. Make a WANTED poster for the villain of the book.


29. Make a mobile or collage about the book (characters, scenes, etc.)
Summing up: The Characteristics of an Extensive Reading Approach
from Day & Bamford (1998, p.7-8)
www.extensivereading.net/er/ERChar.html

- Students read as much as possible
- A variety of materials on a wide range of topics is available
- Students select what they want to read
- The purposes of reading are usually related to pleasure, information and general understanding – determined by student’s interests.
- Reading is its own reward!!!!
- Reading materials are well within the linguistic competence of the students – vocabulary and grammar!
Reading is individual and silent – at student’s own pace, in and out of the classroom.

Reading speed is usually faster than slower – students read books that they find easily understandable.

Teachers involve the students in the methodology and the rationale underlying an extensive reading program. They keep track of what the students read, guide the students in reading appropriate material, and help them in deciding how to share their book with the class.

The teacher is a role model of a reader for the students – demonstrating what it means to be a reader and the rewards of being a reader!

• Steiner, Judy, *TEECH*, 1994, Ministry of Education Publications
• *Reading For Pleasure*, [http://cms.education.gov.il/EducationCMS/Units/Mazkirut_Pedagogit/English/Publications/ReadingforPleasure/](http://cms.education.gov.il/EducationCMS/Units/Mazkirut_Pedagogit/English/Publications/ReadingforPleasure/)