



Launching R⁵

It is the first week of school, and the students have been instructed to read silently. A few quickly select a book or pull one from their desks and find a spot to read. Several make a beeline for the bookshelf and kneel behind it, whispering and giggling softly. A handful pick a book, sit down and look at it for a few minutes, flip a page or two, then return to the bookshelf. Two ask to use the restroom. Five minutes in and about half of the class has now settled down to read. But there are some who have still not read a single word. They move from bookshelf, to a desk, to the teacher's table, then back to the bookshelf. Most of the students don't know that the teacher is using this time to observe their reading behaviors. But surprisingly, some of those who never crack a book do seem to realize it.

This description is not made up. It is what we typically see every year prior to implementing R⁵. By the time students get into the intermediate grades, many have a sack full of avoidance techniques that they have used for years during independent reading. Taking the time to observe your students' natural reading behaviors is difficult but invaluable. It is difficult because you want to fix the behaviors all at once. It is invaluable because it helps you begin to identify the types of readers you'll be working with. It is also the first step in successfully launching R⁵ in your classroom.

In this chapter we detail how to get R⁵ up and running, as well as how to communicate to students the importance of R⁵. We also share insightful student suggestions for successfully implementing R⁵. The chapter closes by offering suggestions for assisting students with book selection and for teaching genres, two common areas that should be addressed early in the school year to ensure R⁵ success.

Prior to Launching R⁵—Observing Your Readers

Before you formally launch R⁵, it is important to have students read independently without a specific structure. This allows you to gather data on off-task behaviors and begin to know your readers in their natural state (Kelley & Clausen-Grace, 2007). Use the Silent Reading Behaviors Observation Checklist (see Appendix B, p. 132) for gathering this data. A word of caution here—it can be extremely difficult to sit and watch students doing everything they can to avoid reading. You should try hard not to intervene so that you get an accurate picture of who is truly disengaged. Also, don't be discouraged if

many of your students are disengaged during this time. R⁵ is very successful at turning these kids around—and quickly.

Because the biggest factor contributing to lack of engagement in reading is often that students are not reading books that interest them or books that they are able to read, you need to spend some time matching readers to texts as you move into R⁵. It is also important to teach your students how to effectively select their own books, which we address in more depth toward the end of this chapter.

Articulating R⁵ Goals and Objectives: Setting a Purpose for R⁵

Most students can tell you why reading is important. They are quick to identify academic reasons such as having a better vocabulary and getting good test scores. But reading is important for many other reasons. It can take you to places you've never been and may never physically be able to go. Not only do we gain academic knowledge, but we also learn how to play a video game, how to cook, and how to put toys together. Unless they read, our students will not be prepared to compete in our global economy (Biancarosa & Snow, 2004). Even though students may understand the value of reading it is important to be explicit about your goals and expectations for this time (Hebert, 2006).

There are a few important points that you want to stress to kids as you introduce the Read and Relax portion of R⁵. First and foremost, you need to let them know that you care about what they read and their reading experience. It is not enough for you that they sit quietly with a book—you want them to relax and enjoy reading. You need to be very clear that the rules of R⁵ are nonnegotiable and that it is never okay just to pretend to read. This time isn't for you to complete your work; it's for students to practice their reading skills with light teacher support.

The Rules of R⁵

When you have identified most of your disengaged readers and established the purpose for R⁵, it is time to initiate training. One of the biggest problems with having disengaged readers in your class is that their behavior distracts other students. To thwart this collateral damage, we have developed three simple rules (Kelley & Clausen-Grace, 2007):

Rule #1. Students must have self-selected reading materials prior to the start of the period. If students finish their book while Read and Relax is still going on, they should have a backup book with them. If they don't, select a book for them based on interests and ability.

Rule #2. Students may not get up during R⁵. Restroom breaks occur before or after R⁵.

Rule #3. Students may not talk unless they are in a teacher conference or it is time to Rap. Although some people can read with background noises, most of your dis-

T A B L E 4
Rules and Logical Consequences for R⁵

Rule	Teacher Action if Rule Is Not Followed
You must have your reading materials prior to the start of R ⁵ .	The teacher selects a book she thinks the students will enjoy and be able to read. This is not a punishment but a way to get kids reading as quickly as possible.
You may not get up during R ⁵ .	If students get up for any reason (other than illness or a real bathroom emergency), they must move back to their seats to read for the remainder of the Read and Relax session. They need to be reminded of the rule.
You may not talk unless you are in conference or it is Rap time.	Again, students who talk must move back to their seats for the remainder of Read and Relax. They also need to be reminded of the rule.

engaged readers need as few distractions as possible. Also, kids who are talking are not reading. They will have time for discussion during Rap.

As mentioned, these rules are nonnegotiable. You must be consistent in their enforcement so that students take this time seriously. Although students can still fake read or be disengaged, the rules eliminate many avoidance behaviors and allow you to focus on a fewer number of off-task actions. Other facets of R⁵, especially conferring, help those students who continue to disengage. It usually takes no more than two weeks to get students into the groove of following these rules. For those who forget, we use a few logical consequences to get them back on track (see Table 4). Once students are nestled into the books they want to read and the options for doing anything but read have been removed, your independent reading time will be much more productive.

After discussing the rules, it's effective to explain the different segments of R⁵ and to tell students approximately how long each segment lasts. What follows is an explanation of the different points we make to students as we explain each phase of R⁵. Depending upon your student population, you may need to adjust how you communicate these ideas to your students.

Introducing Read and Relax

The Status-of-the-Class

When you explain the first segment of R⁵, Read and Relax, you want to have students imagine what this time looks like in your classroom. You can do this by asking them the question “What would it look like if you were all reading and relaxing?” After they respond and you clarify, tell students that Read and Relax takes about 5–10 minutes at first and explain that you add time as they gain reading stamina. You also need to tell them what you do during this time—the status-of-the-class and conferring.

As you explain the status-of-the-class, you can ask students why they think you are recording the title and page number each day. It is amazing how insightful their responses can be. Students usually infer that you are noticing what and how much they are reading. They often figure out that you want to see if they are picking up and dropping books without completing them. They may also note that you are assessing their choices for variety (genre) and level. If they don't bring up any one of these points, you should mention them.

The following conversation occurred while students were watching the Read and Relax portion of R⁵ on video. While we realize you won't initially have access to a video, we include this to highlight one way to introduce Read and Relax. After a few minutes of viewing, Nicki asked her students, "What did you notice?"

Patrick: Kids can read whatever and wherever they want.

Emily: You are walking around with a clipboard and checking what they are reading.

Alex: You meet with the students.

Nicki: Yes, when I walk around with a clipboard I'm doing a status-of-the-class. I keep track of the book you are reading and the page number. After I check the status-of-the-class, I confer with a student. I usually meet with you once every six weeks. If we need to meet more often, we will.

Conferring

Conferring is a crucial aspect of the Read and Relax time. It allows you to bond with your students over books, assess whether they are applying the lessons you have taught in reading, and coach them toward successful application of reading strategies. As you did with the status-of-the-class, you'll want to tell students how and why you confer with them. Explain that conferring gives students time to tell you about what they are reading, allowing you to connect over books, and it also lets you see what kinds of strategies they are using as they read. The following is a short transcript of Nicki introducing conferring to her students:

Nicki: When we confer I'll ask you to talk about the book you are reading. Then, I'm going to see if you are doing something in your brain as you read—if you are being metacognitive. Please say that word with me, *metacognitive*. What this means is, do you notice when you are using a strategy we have been working on in reading? Has anyone ever read a mystery? [Hands go up.] Have you been trying to figure out something, like who did it or what happens next? [Pause. Nods.] Well if you have, you have been questioning. And if you noticed that you were doing it, then you were being metacognitive. When we confer, I'll ask you what strategy you have used that day with the book you're reading. What are some of the reading strategies we've learned about that you might use when you read?

Ashley: We learned how to visualize sometimes.

Nicki: Good. So if you had a picture in your mind as you were reading, you could share it with me during the conference that day.

Introducing Reflect and Respond

After you introduce the Read and Relax portion of R⁵, it is time to talk about the next segment, Reflect and Respond. Start by introducing the Strategy Response Log (see Appendix B, p. 131). You can use two-pocket pronged folders for this. Place the log sheets in the prongs and leave the pockets open for any other related papers kids accumulate, such as a list of books they want to read and goal-setting sheets. Tell students that they have 3–5 minutes to reflect and respond in their Strategy Response Logs. You can tell students that reflecting is part of metacognition. When you reflect, you are thinking back to when you read and remembering a strategy you used. You should offer an example such as “When I read the paper this morning, I wondered whether it would continue to be rainy outside. I read on and found out that today is supposed to be sunny.” Then tell students that when you remembered your question, you were reflecting on your earlier reading.

As you introduce reflecting and responding, be sure to emphasize that students do this in preparation for Rap Part 1. Let students know that you expect them to do a thoughtful job of logging each day and that it is very difficult to do so if they haven’t really been reading.

The transcript that follows demonstrates one way you can introduce the Strategy Response Log:

Nicki: Another way I learn about your strategy use is from the Strategy Response Log. It also helps you prepare to talk about your book with a partner. Open up your R⁵ folder. [Students open up to the inside of their own Strategy Response Log.] Let’s read through each column. [She calls on students.] What does the first one say?

Emily: Today’s date.

Nicki: Write in today’s date.

Nicholas: Title and author.

Nicki: Write in the title of the book you are reading and the author.

Ciara: Genre.

Nicki: Who has heard of the word *genre*?

Patrick: Is it, like, the type of book you are reading?

Nicki: Yes, like a mystery or fantasy. Why would I want to know what genre you are reading?

Elsita: To know what we like?

Emily: To know what books to help us with.

- Nicki: Yes, and good readers read a variety of genres, so I may want to help you find another genre if you get stuck in one. Next column?
- Barry: Response.
- Nicki: Read some of the prompts.
- Nicholas: I'm wondering..., I can see a clear picture of..., I feel sorry for..., I really liked it when..., Can you believe..., I can relate to..., Wow! Today in my story....
- Nicki: These are sentence stems, or ways you could start your response to what you have read during R⁵. This helps you reflect on what you have read and get ready to share with your Rap partner.
- Nicki: Last column?
- Elsita: Strategies used.
- Nicki: Yes. You will identify what strategy you used in your response.

Introducing Rap Part 1 and Rap Part 2

Introducing Rap is a little different than introducing the other segments of R⁵ because the best way to understand Rap is to do it. Therefore, the initial introduction is just that—a simple overview. Point out that “Rap” means to discuss and that this is what students do during this final segment of R⁵. There are several other points to highlight. First and foremost, point out that Rap is meant to be a discussion of the book read and strategies used while sharing. Also, kids share with their partners each day. They must actively listen because they’ll be called on randomly to share their partner’s reflection or to identify the strategy someone else shared. If they are afraid they’ll forget what their partner shared, they can mentally rehearse before Rap Part 2. And finally, tell students that one of the best things about Rap is that they hear about a bunch of books each day and may hear about a book that they want to read.

Tell students that during Rap Part 1 they will spend 3–5 minutes telling a little about their books and sharing their strategy use with a partner. Remind students that they should use their reflections from the Strategy Response Log to help them discuss. Also let them know that they must pay close attention to what their partner says because when they share with the class, they will share their partner’s thinking.

Explain that in Rap Part 2 students take turns telling the group what their partner shared with them. At first, all the partners share each day. As the Read and Relax portion expands, they share on alternate days. In the beginning, Rap Part 2 takes anywhere from 10–20 minutes. Let students know that as other people share, they need to be listening carefully because they will be called on to identify the strategy shared. Finally, explain that you won’t be waiting for volunteers to share.

Keeping the Momentum

Schedule your first R⁵ session as soon as you can after the introduction. We usually tell students we will be doing our first R⁵ the day after the introduction to give them a little time to get pumped up for the experience. We want them to know this is an exciting and important time right from the start. Ask students to bring a book from home or give them time to peruse the library before your first R⁵ session. Offer to help them find a book they might like. You may also want to do a book pass or book talks (see chapter 8) to help get them into books they enjoy. Fifteen minutes prior to your first R⁵ session, remind students to use the restroom and be sure they have a book to read. A few minutes before, do a quick review of the rules and an overview of how the time is spent.

Once you are ready to begin, keep a few things in mind:

- Be hypervigilant about ensuring students follow the rules—this will not be an issue after the first week or so.
- Watch your time. You are establishing a routine.
- Let everyone share during Rap Part 2 for the first few sessions.
- If a student forgets what her partner shared or is not focused during Rap Part 2, gently remind her that she has a responsibility to pay attention and that you will come back to her.
- Be upbeat and encouraging throughout—you want this to be a positive experience.
- When you have finished, gather for a “What went well and what do we need to do better” type of recap.

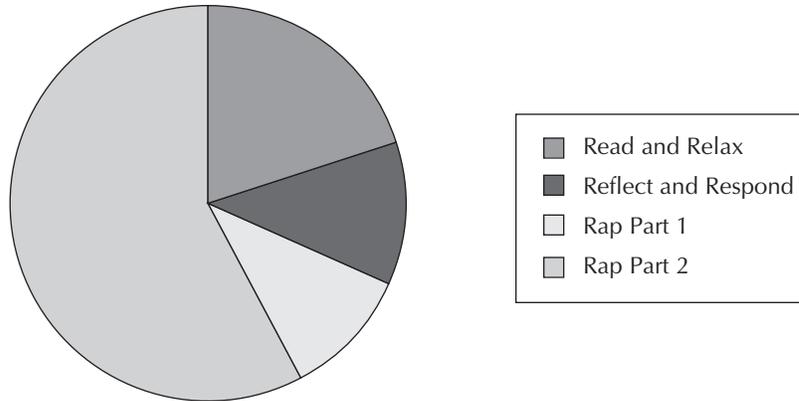
Adjustments in Timing

As previously mentioned, R⁵ typically takes 30–35 minutes. In the beginning, as you are trying to help students build silent reading stamina, the Read and Relax portion takes only 5–10 minutes. Reflect and Respond takes 3–5 minutes, as does Rap Part 1. Rap Part 2 takes the remainder of the time, 10–20 minutes. This is important because you want all of the kids to have time to share during each R⁵ session in the beginning. As students build stamina and are able to sustain their reading for longer periods of time, you can add time to the Read and Relax portion of R⁵, eventually expanding it to 20 minutes. This time is taken from the Rap Part 2 portion, which shrinks to last anywhere from 5–10 minutes. So in effect, there is an inverse relationship between the time spent in Read and Relax and the time spent in Rap Part 2 (see Figure 6).

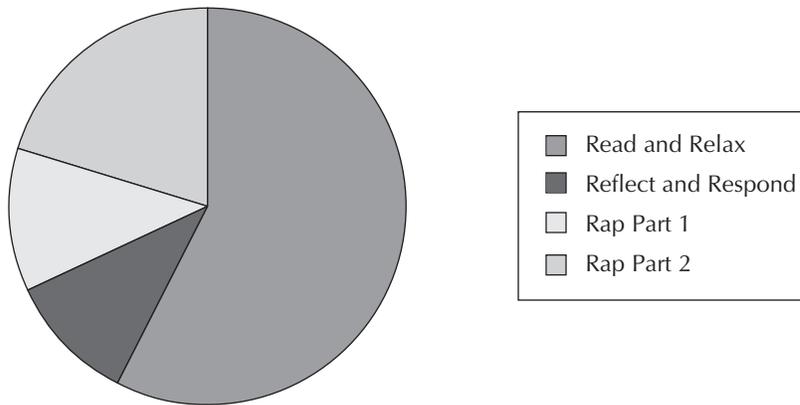
In this chapter we have offered suggestions for launching R⁵ based on our experiences over the past four years and the successes of others who use our model. Our students have also offered some tips to help ensure R⁵ success from their perspective. What follows are the top 10 things you should consider when implementing R⁵—according to students:

FIGURE 6
R⁵ Timing Throughout the Year

R⁵ Timing Early in the Year



R⁵ Timing Late in the Year



10. Listen in on conversations to see if kids are really talking about the book. (Victoria)
9. Make sure kids are comfortable with their partner. If you want them to have a real conversation, they need to be comfortable. (Katie)
8. When they are reflecting and responding, you should walk around and see if the students are writing the same thing down each time or if they are really writing something interesting. (Lyndsey)
7. Make sure to record their books; that way you can look back at what someone has done. The teacher can see if you are staying in a book, not switching books. (Jessica)
6. Offer different places kids can go in the room. Have stuff like pillows, beanbags, and fold-up chairs where kids can relax. (Taylor)

5. Make sure kids are not faking reading. If you think they are fake reading, talk with them and get them something they want to read. (Josh)
4. Make sure students are relaxed and quiet because some students find it hard to read when someone's talking. (Jessica)
3. Our teacher has signs on the wall that say what strategies we use, so I would recommend they make some signs so the kids can tell which strategies they used. (Autumn)
2. Be specific. Tell kids it's like DEAR, but it's better. It's fun, and there might be some rules, but you still get to find out where your book ends. (Brian)
1. Have them try it out for 5–10 minutes, and then the next day 15 minutes, and then 20. And you keep it at 20. (Brian)

Helping Kids Determine if a Book Is “Just Right”

During R⁵ we want students to enjoy books they can read. One problem many students have when selecting books for pleasure reading is choosing “just-right” books. In fact, many disengaged readers have no strategy whatsoever for book selection. And some children are not realistic about what they can read and understand. This may well be the single most important skill we teach our students (related to independent reading) because if they are unable to select appropriate texts they will most likely struggle during R⁵ or any independent reading program you implement. Consistently struggling while reading or reading text that is too difficult to comprehend may contribute to fake reading.

I would say that my advice to a reader would be that if a book's too hard you shouldn't keep reading it, because it will get too confusing. You should always pick books that are on your level.
—Autumn

Armed with the status-of-the-class, as well as knowledge of students' interests and reading levels, you can keep a keen eye on book selection. The status-of-the-class, which is described further in chapter 4, helps you identify students who choose books that are too difficult on a regular basis, or it helps you recognize book switchers or those stuck in a series or genre—all of whom may also require an intervention conference in book selection.

If you think a student is reading a book that is too difficult, you may want to ask him to read aloud and do the five-finger test for selecting books (Routman, 2000; described on page 41) in front of you with the book he is reading. While listening, you should note how many words he has difficulty with because sometimes students are not aware of their mistakes. That way you can point out any errors as soon as he is done reading. If he is unable to explain and understand what he has read, you might share that most people do not read books for pleasure that are too difficult because then they can not enjoy the reading. A good follow-up is to physically bring the student to your classroom library and suggest a couple of books he might enjoy based on his interests and reading level.

Are there ever exceptions? Yes, interest can overcome many barriers (Hunt, 1970). Most of us can think of a time when we wanted to read something beyond our independent reading level, whether it was a controversial book on everyone's must-read list, a

book based on a recent movie, a “how-to” book, or something that really stimulated our interest. When we read the text, some of us faked it, but most of us persevered. If we met with success, we did so because we used some kind of support. We might have talked to a peer, sought out an expert, looked at other resources, or used some other technique to help us read successfully. If you have students who really want to read a challenging text, our advice is to let them as long as they have some sort of plan for monitoring understanding. This might include frequent check-ins with you, paired reading, book club participation, reading with a mentor, listening to the book on tape, reading the book after watching the movie, or another technique. The litmus test should be whether a student can accurately summarize what he is reading. If so, it doesn’t matter so much whether he reads with 100% accuracy. The following activities support you as you strive to help students find just-right books.

Interest and Wide Reading Inventory

In chapter 2 we mentioned the Interest and Wide Reading Inventory that we developed to help us guide students in choosing engaging, appropriate books (see Appendix B, p. 128). This inventory gives you a starting place as you make suggestions to your readers and stock books in your classroom library. It also gives you an idea of students’ genre knowledge and exposure. You have, at a glance, a list of personally engaging topics for each student. The first part of the inventory probes to find out what kinds of things the student is personally interested in. You can use this information to help readers find new books on topics of interest. With a little creativity you can help students tap into their interests with a variety of genres. For instance, a child who is interested in horses might enjoy a nonfiction book about horseback riding or a realistic fiction title about a riding club. The second part of the inventory consists of a grid that allows students to share their knowledge of and interest in many of the common genres we want them to read. This section can help you figure out how widely students read and with what genres they are most familiar. Although there is no guarantee students fully understand the genres they check off, you can use the form to help move them into new genres. If the horse-obsessed student above indicates she hasn’t yet tried poetry but would like to, you might suggest a book of horse poems. Of course, students’ interests and knowledge of genre are not static and the inventory form is only as accurate as the person who filled it out, but we have found it to be an excellent starting place as we strive to get readers into books they enjoy.

Previewing Text

The most obvious technique to assist readers with selecting text is to have them preview the external and internal features of a book they want to read. At the beginning of the year it is a good idea to spend some time generating a list of probes that students can refer to. This can be done during a whole-group direct instruction or even in small groups for further support. Teaching kids how to preview may require several sessions in order to fully explore the many ways one can preview. You should teach them to ask questions such as the following when they preview a book’s external text features:

- Is the title something I might be interested in reading more about?
- Do I know this author? If I do, have I liked his or her other work?
- Does the picture on the cover catch my attention?
- Does the summary on the back cover or inside flap leave me wanting to know what happens?
- Is this a genre I like or one I've wanted to try?
- Do I have some background knowledge on this topic?
- Do I have a personal connection to the plot or character?
- Is this book part of a series? If so, have I read any other books in this series?

Teach students to ask questions such as the following when they preview a book's internal text features:

- Is this book the right length for me?
- Does the book have a table of contents? If so, does it have chapter titles that draw me in?
- Are there any special features that support the text (such as pictures, illustrations, or timelines)?
- Am I able to read this text without great difficulty?

Any negative responses to the questions above could become reasons to avoid or abandon a book. As the head reading role model in the classroom, you should also share how you select or abandon a text you are reading. Letting students know how you make reading choices helps them better select their own reading materials.

Five-Finger Test for Selecting Books

Another widely used technique designed to help readers pick on-level text or determine if additional support might be needed to be successful with a book is the five-finger test (Routman, 2000). Allington (2006) describes this as a "tried and tested classroom method" (p. 67). In the five-finger test, readers select a page from the book they want to read independently. They read a page (with 100 words or more) and put up a finger for each unknown word. Using the Five-Finger Test for Selecting Books (see Appendix B, p. 133), the number of fingers held up corresponds to the difficulty the text may present.

Next, students retell what they just read. Even if they have no fingers up, they need to select a different book if they can't accurately retell what they have read. If they do successfully retell what they read, they should look at the chart to determine the amount of support they might need to fully enjoy the text. This chart can be displayed as a reference for all readers or kept inside students' R⁵ folders for those who need more targeted assistance with book selection (Kelley & Clausen-Grace, 2007).

Genre Study

Good readers read a wide range of books from a variety of genres. At the beginning of the year, many of your students will have a favorite series or author, but they are less like-

My advice to someone who wants to be a better reader is to try all genres and see which one you like the best. And when you find one you like the best you should pick a book on your reading level and see how you like that genre. —Andrew

ly to be aware of genre. The majority will understand the difference between fiction and nonfiction, but beyond that they tend to be a bit fuzzy. While the Interest and Wide Reading Inventory gives you some initial data regarding your students' knowledge of genre, it is through R⁵ that you quickly recognize genre confusion. During conferences and Rap Part 2, genre misunderstandings become obvious. It is usually necessary to do a genre study in the beginning of the year.

Start your genre study by focusing on fictional genres in a narrative format because students are most familiar with these.

Teach these genres through a predictable sequence that you can repeat for nonfiction narrative and expository texts. Define the genres and share familiar examples of each. See Appendix B, pp. 134–135, for reproducible charts that list the distinguishing characteristics of several fiction and nonfiction genres.

Next, have students do a closed sort with the genre names and definitions. Then move on to identifying and sorting actual books, and finally, sorting photocopied book jackets. When you feel students have a handle on the different genres, you can formally assess their genre knowledge. Sorting is a great way to have students begin applying what they know about genre.

Defining genres. After you have defined various genres, do a closed sort by cutting apart the genre charts into strips of definitions and terms. Put these slips of paper into envelopes and give them to students. Have them work with partners to match definitions to the correct terms. Walk around and spot-check, as students still have misconceptions at this point.

Book genre sort. Next, divide students into small groups and provide stacks of books for each group. Make sure each stack has more than one book from a genre and includes many different genres. Be careful to select books that sit firmly in one genre or another, saving blended genres for when students are more confident readers. By looking at your students' interest and wide reading inventories, you get an idea of which genres they know and which ones they don't know. Have groups work cooperatively to classify books by writing the genre names on sticky notes and using these to label their books. Then, as a whole-class activity, have groups share how they classified the books in their stacks.

Book cover genre sort. Provide each group of students with a set of photocopied book covers from your classroom library and ask students to review, sort, and label the book covers. Each group should have the same set of covers, which you can select using the same criteria you used for the book sort above. Each group must decide what the covers have in common and categorize them according to genre. They can use sticky notes

FIGURE 7
Sample Genre T-Chart

Genres and Titles We've Explored	
Genre	Titles and Authors
Poetry	<i>I Am Phoenix</i> by Paul Fleischman <i>Where the Sidewalk Ends</i> by Shel Silverstein
Informational Books	<i>One Well</i> by Rochelle Straus <i>Popcorn</i> by Elaine Landau <i>Tracking Trash</i> by Loree Griffin Burns
Mysteries	A to Z Mysteries series by Ron Roy <i>Flush</i> by Carl Hiaasen <i>Stranger Next Door</i> by Peg Kehret
Realistic Fiction	The Baby-sitters Club series by Ann M. Martin <i>Just Grace</i> by Charise Mericle Harper <i>Tangerine</i> by Edward Bloor
Adventure	<i>Chasing the Falcons</i> by Gordon Korman <i>Hatchet</i> by Gary Paulsen
Science Fiction	<i>Among the Hidden</i> by Margaret Peterson Haddix <i>Kingdom Keepers</i> by Ridley Pearson Maximum Ride series by James Patterson
Fantasy	<i>Percy Jackson and the Olympians</i> by Rick Riordan The Seventh Tower series by Garth Nix
Historical Fiction	<i>Number the Stars</i> by Lois Lowry <i>The Royal Diaries: Marie Antoinette</i> by Kathryn Lasky <i>Sadako and the Thousand Paper Cranes</i> by Eleanor Coerr
Biography/Autobiography	<i>Guts</i> by Gary Paulsen Who Was? series by multiple authors

to write genre names on each stack of covers and then roam the room to see how other groups sorted the same covers. The intent is for students to further develop their abilities to sort books by genre and get to know some of the books available in your classroom library.

A good whole-class follow-up to these genre sorts is to create a genre t-chart on a poster. As a class, generate a list of genres to go on the left side of the chart, then have students think of a book or series title as an example of each genre to list on the right side of the chart (see Figure 7). The t-chart can be displayed in the classroom to serve as a visual reminder for students when genre is being discussed. You can add to the chart throughout the year, too, as you find and explore other genres.

Evaluating genre knowledge. Once you have engaged students in genre study, you want to assess whether your teaching has paid off. During R⁵ and read-aloud you should begin to see less genre confusion. Appendix B contains two student assessments, Fiction

Genre Quiz (see p. 136) and Nonfiction Genre Quiz (see p. 137), to help you determine student proficiency. Often not all students are proficient, so continue to support growth in genre knowledge during conferences, read-alouds, additional minilessons, and small-group work.

Reflections

Getting R⁵ running smoothly in your classroom takes planning and consistency. Table 5 lists the major points to cover when you launch R⁵. The time spent getting to know students' interests, encouraging appropriate book selection, and teaching genres pays off in better engagement. The pleasure of seeing your entire class reading—really reading—and beginning to bond over books is priceless. You'll be surprised how quickly students take to the structure and the notion that independent reading time is important and truly pleasurable. In chapter 4 you learn more about using the status-of-the-class and the art of conferring. We also share how these practices can further foster a culture of avid readers in your classroom.

TABLE 5
Major Points to Cover When Launching R⁵

Read and Relax

- Your goal is for students to relax and enjoy reading a book that interests them.
- You care about what the students read.
- The three rules are nonnegotiable.
- Students may choose their books and where they sit.
- It is not okay to pretend to read.

Reflect and Respond

- This time is to help students prepare for Rap Part 1.
- It is difficult to Reflect and Respond if students have not been really reading.
- You expect students to complete their Strategy Response Logs thoughtfully every day.

Rap

- Everyone shares with their partner each day.
- Rap is meant to be a discussion of the book read and strategies used while reading.
- Active listening to both your partner and other classmates who are sharing is vital.
- During each Rap they get to hear about several books and may find one they want to read.
- If students are worried they might forget what their partner shared, they can mentally rehearse before Rap Part 2.

Independent reading for *all* students

R⁵ in Your Classroom: A Guide to Differentiating Independent Reading and Developing Avid Readers

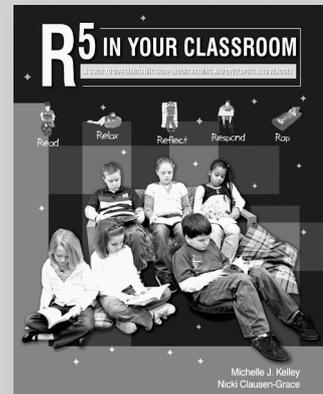
Michelle J. Kelley, Nicki Clausen-Grace

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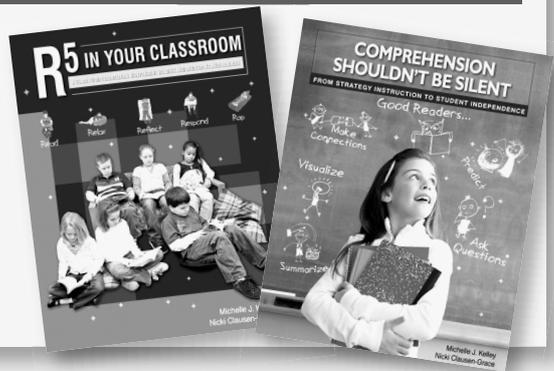
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