

Growing readers!

Brought to you by Reading Rockets, Colorín Colorado and LD OnLine

Building Reading Stamina

Having stamina for something means being able to stick with something for periods of time. This stamina, or endurance, builds strength. Stamina can apply to lots of different areas, such as exercise or painting. It can also apply to reading.

Teachers often think about a student's reading stamina. Reading stamina is a child's ability to focus and read independently for long-ish periods of time without being distracted or without distracting others. Reading stamina is something that parents can help students develop. Here's how:

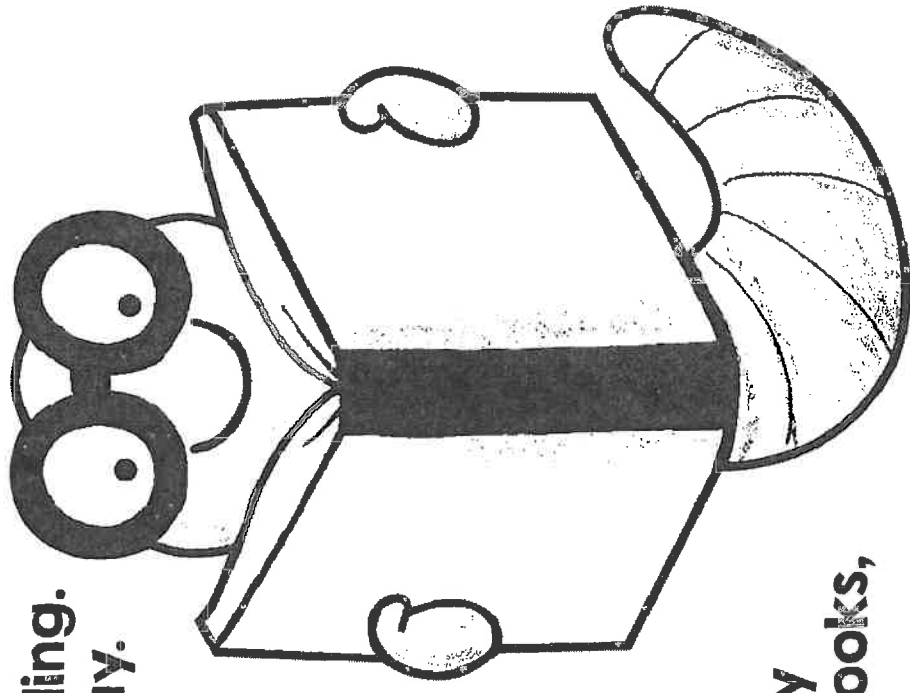
1. Vary the way the reading is done. Parents can think about this in terms of having their child "read to himself, read to someone, and listen to reading." Some combination of the three should make up the reading time, especially for new or struggling readers.
2. Choose "just right" books. If your child is at a stage of being able to read alone, help him choose books that he is able to read independently. This means he should be able to decode almost every word in the book correctly. In this situation, avoid using books that are too difficult to read alone. If your child will be reading with you, choose books that are lively and engaging.
3. Set reasonable goals. Most toddlers and preschoolers find it difficult to sit for long periods of time, even with the most engaging book! When starting out, limit book time to just a few minutes and work up from there. For elementary aged readers, consider starting with 10-15 minutes of reading time, and work up from there. Add a few minutes to your reading time every week or so.
4. Celebrate progress. Without getting too caught up on the number of minutes spent reading, celebrate the time that is spent reading. Share your favorite parts of books read, plan the next visit to the library, and share progress with other family members.

Spending longer periods of time reading means fewer interruptions and more time reading what you love. As your child moves into higher grades, having reading stamina will help your child navigate the longer texts and assignments. Using these tips can help develop more stamina in your reader.

CREATING READING ROUTINES

Studies show that we learn best from repetition. This is true when it comes to reading too! Developing reading routines is a great way to working on learning to read while taking some of the anxiety away from what we are supposed to do before, during and after we read. Below are some routines that would be great to implement every time you read with your child.

- **Complete a picture walk before reading.**
- **Play detectives! Find all the parts of a text!**
- **Ask questions before, during and after reading.**
- **Set aside independent reading time each day.**
- **Let your child explore books of their choice at home, the bookstore and the library.**
- **Track Print.**
- **Label pictures.**
- **Count the paragraphs on a page (for longer texts).**
- **Draw a picture! Read a page aloud without showing your child the illustration. Have them draw the illustration using what they visualize in their mind.**
- **Read many different forms of print each day (e-books, magazines, newspapers, comic books, apps, picture books, chapter books).**



REPEATED AND TIMED READINGS

Read it out loud, read it together, read it independently! When you find a book your kiddo loves, read it and read it again! Kids like to read the same book over and over because once they know the words, they are able to enjoy it in a different way each time. Repeated readings help kids build oral reading fluency and better overall comprehension. Oral reading fluency is typically assessed in school with how many words your child can read in a minute given a grade level appropriate passage. You can practice oral reading fluency at home! Choose a book (using the rule of five!) and have your student read it for only one minute, five times in a week. Record fluency below, be sure to subtract errors. An error would occur if a student says the wrong word when reading, or repeats a word more than once.

ORAL READING FLUENCY					
	Day 1	Day 2	Day 3	Day 4	Day 5
Words Read Per Minute					
- Errors					
Total Words Read Per Minute					

How many words should my child be reading in a minute given grade level appropriate text?

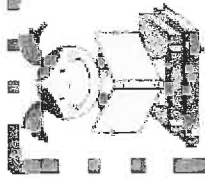
- End of Kindergarten: N/A
- End of 1st Grade: 47 words
- End of 2nd Grade: 87 words
- End of 3rd Grade: 100 words
- End of 4th Grade: 115 words
- End of 5th grade: 130 words

Oral reading fluency should be read with an accuracy rate of 90% or higher

BUILDING INDEPENDENT READING STAMINA

Once your child begins reading independently it's important that they build their reading stamina. Reading stamina is how long your child can actively read while staying engaged in the story. Start slow, have your child chose a book (using the rule of five!) and set them up in a comfy place to read by themselves. Tell your child it's independent reading time. Have them read and tell them to come get you when they feel tired of reading or are having trouble paying attention to the story. Use the chart below to track reading stamina. Encourage your child to graph their stamina each day, for ten days to see how it builds! Model independent reading, challenge yourself to read independently while your child reads too!

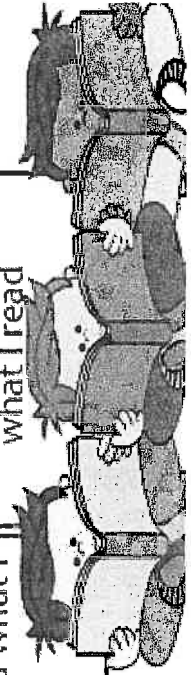
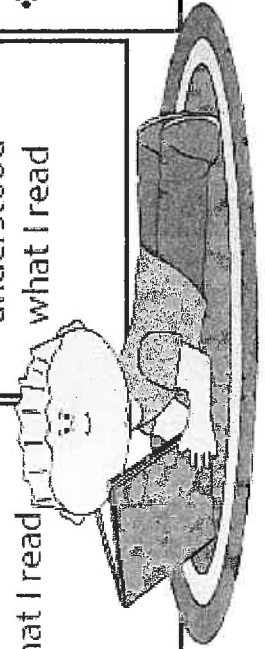
30 Minutes																			
25 Minutes																			
20 Minutes																			
15 Minutes																			
10 Minutes																			
5 Minutes																			
	DAY ONE	DAY TWO	DAY THREE	DAY FOUR	DAY FIVE	DAY SIX	DAY SEVEN	DAY EIGHT	DAY NINE	DAY TEN									



Read to Self Reading Rubric



<p>4</p> <p>Outstanding</p> <ul style="list-style-type: none"> ❖ I read the whole time ❖ I stayed in my reading spot the whole time ❖ I read just right books ❖ I read quietly ❖ I used all my reading strategies as I read ❖ I understand what I read 	<p>3</p> <p>Wow</p> <ul style="list-style-type: none"> ❖ I read most of the time ❖ I stayed in my reading spot most of the time ❖ I read "just right" books ❖ I read quietly ❖ I used some of my reading strategies ❖ I mostly understood what I read 	<p>2</p> <p>So-So</p> <ul style="list-style-type: none"> ❖ I read some of the time ❖ I changed my reading spot ❖ I had some just right books but need to make better choices ❖ I was distracted by others around me ❖ I used only a couple reading strategies ❖ I kind-of understood what I read 	<p>1</p> <p>Oops!</p> <ul style="list-style-type: none"> ❖ I pretended to read ❖ I moved around a lot ❖ I did not have any just right books and did not pay attention to my book choices ❖ I did not use any reading strategies ❖ I have no idea what I read
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_____ 's Reading Stamina

Stamina is how long I can do something without getting so tired that I quit or give up!

I'm already working on my reading stamina at school, now I'm going to work on my reading stamina at home too!

Directions: Read every night with an adult and fill out the chart below to see how much your stamina changes this week! Return the chart to school Friday morning!

Day	What I read (Title and Pages)	Time I started	Time I quit	How Long I read	Parent/ Guardian Initials
M					
T					
W					
TH					

Reading Stamina Bar Graph

90										
80										
70										
60										
50										
40										
30										
20										
10										
:)	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June