

THAT WAS THEN

When I learned to read...

Good reading included reading quickly, sounding fluent, and getting through the passage fast to get to the questions at the end.

Students read passages selected from the textbook and the occasional novel/chapter book.

The whole class read the same texts all at the same pace.

Long bouts of silent reading time included students staring into a book and remaining quiet while reading and thinking alone.

Students didn't know to track their thoughts. They simply looked at every word to get done.

Tests given after reading checked that students could recall simple details from the passage. Answers to those questions were found literally within the text.

THIS IS NOW

When my child learns to read...

Good reading is a combination of good-sounding reading (fluency) and thinking about what the author's words are meaning.

Students read a variety of texts, including the textbook, novels/chapter books, digital text (websites, iPads, etc.), real-world text (newspapers, magazines, etc.), and more.

Students read leveled texts at an appropriate pace and often within small groups, with the teacher nearby for support.

Short spurts of silent reading occur in between times of discussion with peers. Students share the thoughts they are having about the reading.

Students are aware of their thinking and track their thoughts before, during, and after reading.

After-reading tests check for more than literal comprehension; they assess for deep understanding. Students are asked to draw conclusions, formulate opinions, and make inferences that are *not* answered in the text.