**Reading Priorities**

Texts play a major role in each reading category—quality, complexity, difficulty, genre, format, length, interest level, vocabulary, meaningfulness. In matching texts with readers, we can’t do a first-rate job with second-rate texts.

* **Reading for enjoyment and information**--lifelong
	+ Role of engagement (impacted by motivation)
	+ Teachers as readers—demonstrate our thinking and habits; create enthusiasm; act on research-based beliefs and principled practices
	+ Reading aloud to students (and noticing author’s craft)
	+ Literature conversations and book talks
	+ Self-determining readers—set own worthwhile goals
* **Reading for understanding**
	+ Explicit teaching—thinking aloud skills, strategies, rereading, vocabulary, close reading
	+ Providing reading supports—phonics instruction, shared reading, guided reading, small collaborative groups, interventions (tutoring)
	+ Assuming control over accuracy, fluency
	+ Checking for understanding
		- Reading conferences
		- Responses to reading
		- Self-monitoring
* **Sustained time for independent reading**
	+ Student choice and selection of “just right” books
	+ Classroom libraries (organized with students, not by level)
	+ Access to varied texts (in various genres, mediums and formats)
	+ Providing multiple times each day for reading—puts emphasis on reading texts and not on tasks about reading

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