**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

**Regie Routman**, 2021