

Do 5 as an anticipatory set each mtg.

APPENDIX C

Examining Beliefs About Reading

Agree or Disagree? Read, think about, and discuss the following statements with your colleagues. (There are no right or wrong answers.) Use these beliefs to start conversations in your school and to begin to develop a common belief system about reading.

- Reading is always about making meaning.
- Students need to learn to read before they can read to learn.
- The responsibility for teaching struggling readers belongs primarily to the classroom teacher.
- Leveling books in the classroom library is a good idea.
- Moving through designated levels is an accurate way to assess a student's reading progress.
- Almost all the reading students do should be silent.
- Choice in what students read and how much they read influences motivation and achievement.
- The easiest texts for second language learners to understand are those in which the concepts and vocabulary are familiar.
- Having adequate background knowledge is a prerequisite for understanding text.
- Homogenous grouping in the intermediate grades is beneficial to student achievement and self-esteem.
- Competition and outside rewards motivate students to read more.
- Texts need to have a small challenge in order for students to problem-solve and apply new learning.
- Students who do not read well orally are poor at comprehension.
- Pull-in models work better than pull-out models when providing additional reading support.
- Rereading is an excellent strategy when comprehension breaks down.
- Students need to do lots of independent reading of self-selected texts.
- Easy access to books students can and want to read is crucial to readers' success.
- For students to progress as readers, meeting in a guided reading group is a necessity.
- Writing about reading enhances enjoyment and understanding.
- Students need to be taught how to choose "just right" books.
- Kindergarten students are capable of inferring meaning from text.
- All students need to be matched with appropriate texts they can read.
- To assess for deep understanding, sitting side-by-side with a student is necessary.
- Most vocabulary is learned through widespread reading.
- Students who read more nonfiction texts have higher levels of reading comprehension.
- Students who constantly read books that are too hard for them regress as readers.
- In guided reading, the student does most of the work.
- Students who read easy books most of the time continue to progress as readers.

Source: From *Regie Routman in Residence: Transforming Our Teaching Through Reading to Understand* by Regie Routman, Portsmouth, NH: Heinemann. Copyright 2009 by Regie Routman. Adapted by permission.

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