



A TOOLKIT FOR GRADES 6-12

OVERVIEW

THE PROGRAM

Columbus City Schools is continuing a campaign started in the summer of 2015 to increase the amount of reading our students do independently. The campaign is called “READ 20” and it challenges our CCS students to create and maintain an independent reading routine. READING is the district’s most important focus. Asking students to read 20 minutes every day has been a proven strategy in increasing literacy and test scores. With this in mind, CCS schools will engage in 20 minutes of reading to set the tone for independent reading at specified times during the school year. Teachers and buildings may also choose designated days/times for 20 minute reads. CCS will also hold READ 20 special reading events and have READ 20 tie-ins to other district initiatives, such as Books on the Bus, Reading Buddies, Literacy Nights, etc. This toolkit contains items to help teachers begin and sustain the Read 20 initiative. There are flyers, infographics, a parent letter, a pledge sheet, reading logs, an authentic audience opportunity sheet, a choosing text sheet, and certificates. Additional items may be added for special events during the campaign.

ADDRESSING AN ELA 6-12 FOCUS AREA: STRUGGLING READERS

A critical focus area in ELA 6-12 is struggling secondary readers. To help with this focus area, teachers need to explicitly teach reading strategies and increase reading time. READ 20 fits nicely with the strategy of increasing reading time.

STUDENT AND PARENT COMMUNICATION

Consider how the READ 20 Campaign will look in your classroom. The main goal is to increase the amount of time our students read independently. You may want to introduce the initiative with the enclosed **FLYERS** which could go to students and parents, as well as be posted around your school. You could show the **INFOGRAPHICS** to students and parents to validate the importance of independent reading on literacy, test scores, stress, etc. Also included is a **PARENT LETTER** that you may use to send home with students.

STUDENT GOAL-SETTING AND ACCOUNTABILITY

You will need to decide what sort of goals you want students to set for their independent reading and how often there will be a check-in with students about their reading. Your goals could be as simple as reading 20 minutes five times a week or 20 pages per a set amount of time. Or, you could go beyond the “READ 20” moniker parameters and set goals such as one outside novel per nine weeks. This kit has a **PLEDGE SHEET** for goal-setting and several **READING LOGS** for documentation and accountability. These logs are very basic, so I’ve included a separate editable page with the Read 20 heading that you can use to create your own. Think about including learning target activities that you are currently working on in class. Instead of using logs, you may choose to have students share their reviews and opinions of their reading with an authentic audience as the accountability piece by using one or more of the listed resources on the **AUTHENTIC AUDIENCE** page.

CHOOSING NOVELS AND INFORMATIONAL TEXTS

Many of you have lending libraries in your classrooms to encourage student ownership of reading materials. You can also access texts on CommonLit and Achieve3000 and novels from the warehouse or ELA 6-12 Curriculum Office. Teach students to use their Lexile scores from RI and MAP to make good decisions concerning texts for independent reading. See the **CHOOSING TEXT** resource page for more ideas.

CERTIFICATES

To engage students in the challenge of READ 20, you may want to offer incentives. For example, read 20 minutes a day for 20 days and receive an additional quiz grade of 20/20. You can offer challenges between classrooms or school-wide. The **CERTIFICATE** can be used as part of your READ 20 incentives.



DISTRICT-WIDE EVENT

CHOOSE 20 MINUTES TO READ

Get Your Books Ready!!



**COLUMBUS CITY SCHOOLS
WILL CONTINUE ITS
READ 20
CAMPAIGN BY HAVING A
DISTRICT-WIDE 20 MINUTE
READING EVENTS.**



District Dates TBD

EVERY STUDENT! EVERY STAFF MEMBER!

**THE INDEPENDENT READING ROUTINE:
20 MINUTES EVERY DAY!**



READING CAMPAIGN

20 MINUTES EVERY DAY

Get Your Books Ready!!



PLEDGE TO READ 20!!
MAKE INDEPENDENT
READING A HABIT.



COLUMBUS CITY SCHOOLS

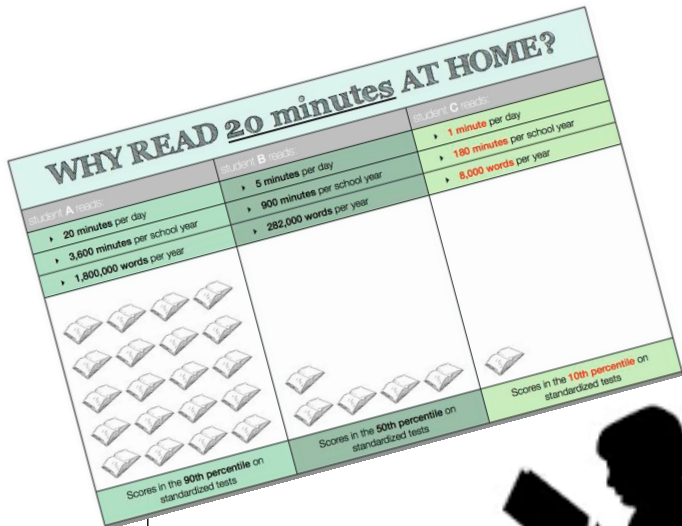
EVERY STUDENT! EVERY STAFF MEMBER!

STICK TO YOUR READING ROUTINE:
20 MINUTES EVERY DAY!



INFOGRAPHIC

WHY READ20 MATTERS



Reading for Pleasure is Declining! Only 33% of College Seniors Read for Pleasure.

Reading 20 minutes each day produces gains in literacy and test scores.



We must make reading a routine that lasts a lifetime. READ 20 can kick-start that habit.

Reading reduces more **stress** than other activities. Make reading your go-to study break.

Readers give back to their community.

Readers	Nonreaders
42% Volunteer	25 % Volunteer
82% Donate Goods and Money	66% Donate Goods and Money



68%

More Than Music



300%

More Than Walking



100%

More Than Tea



600%

More Than Video Games

Sources: U.S. Dept. of Education, America Reads Challenge. (1999) "Start Early, Finish Strong: How to Help Every Child Become a Reader." Washington, D.C. and National Reading Campaign 2012.

BENEFITS OF BOOKS

THE BENEFITS OF READING BOOKS

„A book is like a garden carried in the pocket.”
(Chinese Proverb)

exercises your brain

provides knowledge and information

books are a good topic of conversation

better writing skills

reduces stress, puts you in a better mood

great and free entertainment

improves concentration and focus

enriches the language and vocabulary

develops creativity

books are a window to the world

increases your ability to empathize with others

introduces to the unknown fantasy world

books pose questions to stimulate further reflection

good for memory

ambivalence
confabulation
hermeneutics
correlation
Kathia
misalliance
turtledove
decadence
confused
procrastination

designed by: gosiarysuje.pl



READING CAMPAIGN

PARENT LETTER

To Columbus City Schools PARENTS AND GUARDIANS:

Columbus City Schools is continuing its campaign to increase the amount of reading our students do independently. The campaign is called “READ 20” and it challenges our CCS students to create and maintain an independent reading routine, with the general guideline being that every student reads at least 20 minutes per day. This has been a proven strategy in increasing literacy and test scores. The district will hold READ 20 events all year long and have READ 20 tie-ins to other district initiatives, such as Books on the Bus, Reading Buddies, Literacy Nights, etc. We invite you to join us in this initiative. You can model the practice by reading 20 minutes each day. You can help your son or daughter choose reading material for his or her independent reading. You can do check-ins with your child to be sure he or she is developing a routine of independent reading.

Research shows that reading for at least 20 minutes each day can have a tremendous impact on how well a student performs in school -- at every age. Just like any other muscle in the body, the brain requires exercise to keep it strong and healthy. For our youngest students, parents who read with their children have great bonding time. You and your child will both love it, and it will give your child a great start in school! For our young readers and teens, it’s all about keeping your brain active and engaged. Here are the Top 5 benefits to “Read 20”:

1. **Mental/Cognitive Stimulation:** Just like any other muscle in the body, the brain requires exercise to keep it strong and healthy, so the phrase “use it or lose it” is particularly apt when it comes to your mind. (*For adults, studies have shown that staying mentally stimulated can slow the progress of or even prevent Alzheimer’s and Dementia.*)
2. **Vocabulary Expansion:** The more you read, the more words you gain exposure to, and they’ll inevitably make their way into your everyday vocabulary. Being articulate and well-spoken is a key skill in any profession. Knowing that you can speak to higher-ups with self-confidence can be an enormous boost to your self-esteem.
3. **Memory Improvement:** When you read a book, you have to remember an assortment of characters and their backgrounds, as well as the various arcs and sub-plots that weave their way through every story. Every new memory you create forges new synapses (brain pathways) and strengthens existing ones, which assists in short-term memory recall.
4. **Stronger Analytical Thinking Skills:** Have you ever read an amazing mystery novel, and solved the mystery yourself before finishing the book? If so, you were able to put critical and analytical thinking to work by taking note of all the details provided and sorting them out to determine “whodunit.”
5. **Improved Focus and Concentration:** In our internet-crazed world, attention is drawn in a million different directions at once as we multi-task through every day. When you read a book, all of your attention is focused on the story.
6. **BONUS - Stress Reduction:** No matter how much stress you have at work, in your personal relationships, or countless other issues faced in daily life, it all just slips away when you lose yourself in a great story. You can ease into “Read 20” by breaking it up and “squeezing” reading in whenever you can. The reading time will add up quickly and you’ll be reading more than 20 minutes before you know it.



READING CAMPAIGN

PLEDGE SHEET

THE PLEDGE

READ 20 challenges CCS students to create and maintain an independent reading routine, with the general guideline being that every student reads at least 20 minutes per day. If you are up to the challenge, sign below to pledge some of your daily time to independent reading.



Reading Log A (Minutes)

Read 20 Read 20 Read 20 Read 20 Read 20 Read 20 Read 20

Name: _____ Date: _____



Goal: Read for _____ Minutes Daily, _____ Times per Week.

Date	Text	Minutes

**THE CCS INDEPENDENT READING ROUTINE:
20 MINUTES EVERY DAY!**



COLUMBUS CITY SCHOOLS

READ

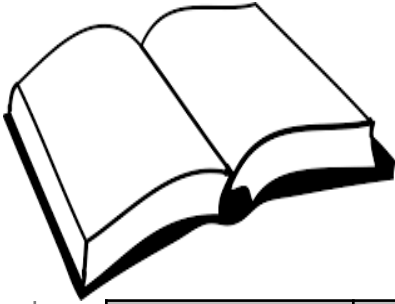
20

Reading Log B (Pages)

Read 20 Read 20 Read 20 Read 20 Read 20 Read 20 Read 20

Name: _____

Date: _____



Goal: Read _____ Pages, _____ Times per Week.

Date	Text	Pages

READ 20: THE CCS INDEPENDENT READING ROUTINE



Reading Log C (Quarter)

Read 20 Read 20 Read 20 Read 20 Read 20 Read 20 Read 20

Name: _____

Date: _____



Goal: Read ONE Novel Independently Each Quarter and Prepare an Analytical Response.

Quarter	Text

Analytical Response Choices:

- 1. Analyze how and why individuals, events, and ideas develop and interact over the course of the text.**
- 2. Analyze the structure of the text, including how specific sentences, paragraphs, and larger portions of the text (e.g., section, chapter, scene, or stanza) relate to the whole.**
- 3. Assess how point of view, perspective, or purpose shapes the content and style of the text.**
- 4. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**
- 5. Determine the theme of the text and analyze its development over the course of the text.**

READ 20: THE CCS INDEPENDENT READING ROUTINE



Reading Log D (Month)

Read 20 Read 20 Read 20 Read 20 Read 20 Read 20 Read 20

Name: _____

Date: _____

Month: _____

Year: _____

Directions: List your text and # of minutes each day you read. Your goal is _____ total minutes for the month.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

READ 20: THE CCS INDEPENDENT READING ROUTINE



AUTHENTIC AUDIENCE

PUBLISHING REVIEWS

PUBLISHING REVIEWS: AN ALTERNATIVE TO READING LOGS

Students benefit from having an authentic audience (beyond their teacher) with whom they share learning and opinions about books they read. Consider various options for publishing and sharing reviews within your classroom, school, and with outside publics as a way to keep track of independent reading. You can host book talks where students share reviews of outside readings with classmates. You can have students post reviews to your class' online spot (Google Classroom, Webpage, etc.) or your school's magazine/news outlet (blog, online newspaper, school Webpage, etc.). Below is a list of online communities where your students can share reviews and opinions about the literature they read independently. Most are free and allow you to create a community of readers. Some are suited to older students and others are tailored for middle schoolers. Many help students select reading materials suited to their interests and reading levels. Some are more insular than others, so use your best judgement.

1. Library Thing <https://www.librarything.com>
2. Good Reads <https://www.goodreads.com>
3. Bookopolis <https://bookopolis.com/#/>
4. Biblionasium <https://www.biblionasium.com>
5. ShareWhatYourReading at Scholastic <http://teacher.scholastic.com/activities/swyar/>
6. Buckeye Children and Teen Book Awards <http://www.bcbookaward.info>
7. Columbus Meet Up (Intellectual Discussions) <http://intellectual-discussion.meetup.com/cities/us/oh/columbus/>

READ 20: THE CCS INDEPENDENT READING ROUTINE



READING CAMPAIGN

CHOOSING TEXT

Availability of Texts

Students need to be inundated with reading material. Teachers can help with this in several ways:

1. Have a lending library and/or a Little Free Library (<http://littlefreelibrary.org>) in your classroom.
2. Be sure students know how to use the library at the school and have public library cards.
3. Use classroom libraries from Scholastic and Lakeshore that the district purchased for the middle schools.
4. Gather up free books from the Half-Price Book shipments that come to your school, if your school is part of that program.
5. Have book talks or video promos to get students interested in available texts.
6. Check out books from the ELA 6-12 Curriculum Office or order some from the CCS Book Warehouse for your students. Lists for these are available on TeachingBooks.net. Click on “Resources for My Books,” then scroll down to the Columbus lists.
7. Show students how to access and use texts from online reading sources:
 - A. CommonLit <https://www.commonlit.org> (Clever Login)
 - B. Achieve3000 <https://www.achieve3000.com> (Clever Login)
 - C. Mini-Qs (Clever Login)
 - D. NewsELA <https://newsela.com>
 - E. ReadWorks <http://readworks.org>
 - F. [Digital Books List](#) on CCS ELA 6-12
 - G. Play Shakespeare <https://www.playshakespeare.com>
 - H. Read Any Book <http://www.readanybook.com>
 - I. Project Gutenberg <https://www.gutenberg.org/>

Guiding Principles for Choosing Independent Texts

Students and teachers can use the Lexile scores from RI and MAP to match students and texts. For example, if a student has a Lexile score of 1000, he/she should look for books to read that have a Lexile score in the range of 900-1050 (100 Lexiles below score to 50 Lexiles above). You can find a book’s Lexile score by using the “Quick Book Search” at <http://www.Lexile.com> or using an App such as “Literacy Leveler” from FikesFarm, LLC.

If a Lexile level is not available for a student and or book, a good guideline to follow is to read two to five pages of the text. If the student can summarize and connect to the material in the text, it is likely a good one for independent reading.



READ 20 READ 20 READ 20 READ

CERTIFICATE

CERTIFICATE OF ACHIEVEMENT READ 20 CAMPAIGN

STUDENT

ACHIEVEMENT

Teacher's Signature: _____

Date: _____