

# Rethinking Self-directed Reading



## GRANT RECIPIENTS

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## NYS STANDARD

ELA1.02RE1, ELA2.02.RE1,  
ELA3.02RE1, ELA4.02.RE1,  
ELA3.02.WR2

## GRADE LEVEL

Grade 1-2

## STUDENTS SERVED

40 students

## PROGRAM DESCRIPTION

Reading fluently and reading comprehension is a critical component to a child's success in school. The purpose of this research grant was to determine the effectiveness of the 4 BloCk approach to self selected reading and its affect on a child's reading fluency and reading comprehension.

The all children were tested to assess appropriate reading levels. Leveled books were placed in bins for the children to self select and read independently. Teachers modeled the self- selection process and monitor the children's selections. After reading the children were evaluated for fluency and comprehension in a variety ways.

## STUDENT OUTCOMES

Students learned how to select appropriate texts based on personal needs and interests from a variety of genres. The students were motivated to read and their comprehension of what they had read increased over time. Reading fluency increased as did their sight word vocabularies. Students be came better writers as their background knowledge and vocabularies increased. Overall, the children looked forward to selecting their own reading texts and sharing what they had read in a group.