



DEVELOPING A CULTURE OF LITERACY

As educators you are aware of the importance of reading and the impact it can have on a child's life. Here at Book Trust, we want to support you in your journey of **helping every student discover the joy and power of reading**. This month we aim to provide context on building **stamina** and how that can have a direct impact on academic achievement in your classroom, virtual or in person.



The Research

Research suggests a strong link between reading motivation and reading achievement¹. When students have a choice in what they read they are going to approach reading with more positive feelings toward reading². Encouraging students to become 'good readers' means that they become 'active readers'³, which first starts with building stamina.

What does that mean?



Building stamina first starts with allowing students to choose what they are going to read. When students are interested in what they are reading they are more likely to continue reading it. In a world where attention grabbing content surrounds us, practicing sustained reading is an essential skill. Developing stamina with reading is similar to developing stamina when exercise; it takes intentional practice. Finding opportunities to build stamina with reading can help students across all content areas since we know that reading does not just appear in literacy.

Ideas

- Use a timer that counts down. If students are able to continue reading after the timer finishes, that is great!
- Make it a game: set small intervals (start with 2 to 5 minutes depending on grade) and track the amount of time each day. See how many minutes of sustained reading they can do silently. Tracking this visually by using a line graph or bar graph is a great way to show growth and connect to different content areas.
- Include buddy reading at the end! This is a great way to get students to first read and then talk about their book.



Questions

- Ask students what activities they like to do. This provides a good jumping point to find books of choice that they will be motivated by.
- After the first day, ask students what felt hard? If they say it was noisy, try putting on calming music or sounds.
- After a few days, ask them what they are noticing and if they feel their brain getting stronger.

¹Baker & Wigfield, 1999; Guthrie & Wigfield, 2005; Pintrich, 2003; Taboada, Tonks, Wigfield, & Guthrie, 2009. ²Johnson, D., & Blair, A. (2003) ³Duke, Nell & Pearson, P.. (2002)