

# Choice Reading Structures

This resource provides descriptions of different ways to implement choice reading in your classroom/school. These structures are most successful in the classroom when they include conferencing and conversation about reading, as readers in the real world talk about their reading. They also are more successful if they are consistent practices.

Choice Reading as:

## Workshop

Students may use their choice reading text to enhance their understanding of the main class text. Integrate a choice reading book alongside a main text that the entire class is reading.<sup>1</sup> Let students choose a text that they are able to utilize while building skills. The main goal of this structure is to model skills for students in the classroom, rather than making their learning focused on memorizing details from a specific text.

## Literature Circles/Book Clubs

Students will choose either a) their own choice reading texts individually or b) a choice reading text selection from a list of options that the teacher provides. Literature circles are groups of students that may discuss a) their individual choice reading texts, b) the same-text, or c) different texts. Through structured discussion, readers can gain a deeper understanding of what they are reading while collaborating with their peers.<sup>2</sup>

## Free Read Time

Students have a specific time or day of the week to read their choice reading texts, focus on how you will engage them in conversation about their reading. We recommend connecting with and assessing your students' reading through conferencing. Be sure to give students time to read in class rather than having them solely do independent reading for homework.

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<sup>1</sup> This idea is argued by Wilhelm to increase intellectual pleasure in the classroom. Consider your students' specific needs. Wilhelm, Jeffrey D. "Recognising the Power of Pleasure: What Engaged Adolescent Readers Get from Their Free-Choice Reading, and How Teachers Can Leverage This for All." *Australian Journal of Language & Literacy*, vol. 39, no. 1, Jan. 2016, pp. 30–41. EBSCOhost, search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=112725829&site=eds-live&scope=site.

<sup>2</sup> Within literature circles, deep questioning and exploration develops deeper understanding for students. Think about the ways in which students can create and dive into questions are effective in this. Andarab, Mehdi Solhi, and Aynur Kesen Mutlu. "Student Questioning in Literature Circles: An Investigation of Forms of Questioning among ELT Students." *Journal of Language and Linguistic Studies*, vol. 15, no. 1, Jan. 2019, pp. 326–338. EBSCOhost, search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1212111&site=eds-live&scope=site.

# What is "worth the time" in your classroom?

Think about at least **five** aspects of your curriculum that you dedicate time to in class. Think about what percentage of time each of those aspects take up during a term. Create a chart that reflects the most important aspects of your curriculum and how much time they take up.

## Most Prevalent Aspects of My Classroom

- 1.
- 2.
- 3.
- 4.
- 5.

