

FOR CLASS >> Jennifer Kiernen, Ellsworth High School

CHOICE READING

For the last three years in my department, we have implemented choice reading. We dedicate 15 minutes every day at the start of class to allow the students to read a book of their own choosing.

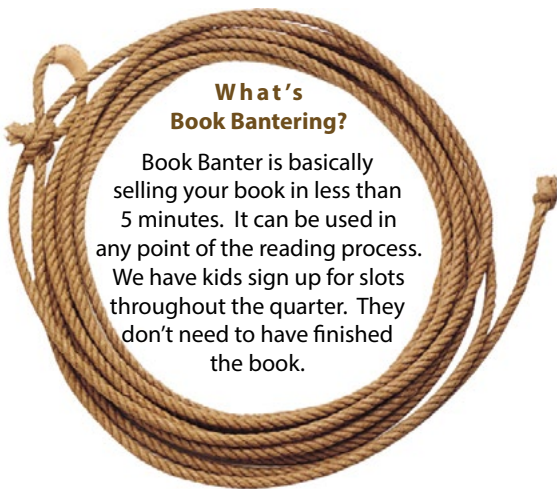
I spend a lot of time on the front end setting them up for success. I do a Book Tasting at the beginning of the quarter which allows them to be exposed to a variety of books, look over cover art, flap descriptions, and even to smell them. I have them rotate through different tables, each time picking up a new book, recording it on their “menu” as to their initial interest level, until at the end they decide which one they would MOST like to read. I supply them with a To Be Read (TBR) list (on last page) where they can record different titles so when they finish one, they already have a title ready to read next, so there’s no wandering aimlessly around the library. I do book talks twice a week, and on Friday I show book trailer videos. All of these could potentially go into their TBR sheet.

Some classes are required to do a book project of their choosing at the end of the quarter. There is a list of 70+ options for them to choose. Some classes will be required to do Book Banter in front of their class. In all of the classes, I make sure I talk to the students about their reading. I wander the room during some reading times doing a status of the class. This way I can see if they are really reading, if they are struggling with their book, or talk to them about what they’re thinking of reading next. It’s a great way to keep them accountable for their reading and make connections to the students. Several days, I just model good reading with them and sit somewhere in the room reading with them.

We have seen standardized test scores rise over the last two years after this implementation. Other content area teachers tell us they have students come into their rooms with their choice book, and there are times they have to tell students to put them away so they can focus on their class. That’s a good problem to have. If you have any questions or would like more information about what I do with choice reading, please email me at kierenj@ellsworth.k12.wi.us.



Jennifer Kiernen teaches at Ellsworth Community High School. This year she teaches Reading Intervention, English 10, English 11, AP Literature and Composition, and Literature and Film. [✉ kierenj@ellsworth.k12.wi.us](mailto:kierenj@ellsworth.k12.wi.us)



What's Book Bantering?

Book Banter is basically selling your book in less than 5 minutes. It can be used in any point of the reading process. We have kids sign up for slots throughout the quarter. They don't need to have finished the book.

All about Book Bantering

Book Banter Rubric

Title/Author mentioned _____ / 2 pts.

Summary _____ / 10 pts.
(shows an obvious understanding of the book; includes character description, conflict, theme, and plot; creates interest)

2 Passages _____ / 10 pts.
(provides 2 selected passages with reasons for inclusion; example reasons: character description/explanation, important message, theme identification, etc.)

Reflection _____ / 5 pts.
(reflects on lessons learned and/or feelings/thoughts provoked during the reading)

Question/Answer Session _____ / 3 pts.
(responds accurately and appropriately to questions from peers and/or the teacher about the content of the book)

Time requirement _____ / 5 pts.
(5 minute minimum)

TOTAL: _____ / 35 pts.

Book Tasting Menu

Book Title	Author	Book Cart	1-2 Sentence Reflection	What Would You Rate This Book On a Scale of 1-5? (1 worst, 5 best)
		<input type="checkbox"/> Romance <input type="checkbox"/> Action/Adventure <input type="checkbox"/> Realistic/Gritty <input type="checkbox"/> Sports Fiction <input type="checkbox"/> Mystery <input type="checkbox"/> Comedy Humor <input type="checkbox"/> Hot/Popular Reads <input type="checkbox"/> Nonfiction <input type="checkbox"/> Dystopian		
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