Opportunity to Read (OtR)

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..a great deal of time had to be spent in study aside from reading the readers. A large amount of this time was spent in various forms of word study as distinguished from supplementary reading...it is advisable to investigate the widespread practice of confining the work to materials so loaded with new words as to force pupils to spend nearly half of their time in isolated word study instead of real reading.” (p. 12)

Opportunity to Read (OtR)

• Why OtR?
• Where are we with OtR in current classrooms?
• What are obstacles to OtR?
• How can OtR be increased?
Why OtR?

• Relationship between amount of reading and reading proficiency
  – According to Venezky’s (1984) history of reading instruction, work on the relationship between amount of reading and reading proficiency began with Eliott in 1898
“an average of 1 minute per day of additional silent reading time increases posttest performance by one point [on a standardized reading test]. An increase of 5 minutes per day would be equivalent to about 1 month (on a grade-equivalent scale) of additional reading achievement.” (p. 355)

– Leinhardt, Zigmond, & Cooley, 1981

“amount of time spent on reading during the reading period contributed significantly to gains in students’ reading achievement. Time spent on reading at home was not significantly related to reading achievement gains.” (p. 351)

One-Million-Word Challenge by End of Gr. 4

WordZones™

- 135473
- 13882
- 2980
- 1676
- 930

% of 17.25 million words

Zeno et al., 1995
Where are we with OtR?


## Most recent evidence on OtR
(Brenner, Hiebert, Holland, Miles, Riley, & Tompkins, 2006)

<table>
<thead>
<tr>
<th>Length of Instructional Block</th>
<th>Classes (%)</th>
<th>Time with eyes on text</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; half instructional block</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; half of instructional block</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-minute</td>
<td>81</td>
<td>8.78 (8.22)</td>
<td>8.46 (7.90)</td>
<td>9.11 (8.55)</td>
</tr>
<tr>
<td>100-minute</td>
<td>3</td>
<td>8.12 (4.72)</td>
<td>7.50 (3.50)</td>
<td>8.75 (5.79)</td>
</tr>
<tr>
<td>105-minute</td>
<td>10</td>
<td>9.23 (9.97)</td>
<td>9.43 (8.19)</td>
<td>9.06 (11.55)</td>
</tr>
<tr>
<td>120-minute</td>
<td>6</td>
<td>9.62 (6.78)</td>
<td>9.13 (7.16)</td>
<td>10.12 (6.49)</td>
</tr>
<tr>
<td>Overall</td>
<td></td>
<td>8.77 (7.79)</td>
<td>9.56 (9.07)</td>
<td></td>
</tr>
</tbody>
</table>
Obstacles to OtR: 1. Disconnect between proficiency of lowest 2/3 & accessibility of text (especially in Gr1)
   a. Features of texts: Grades 1-6 (© 2007)

b. Features of Words Read by Students

100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%

TOWRE20  TOWRE40  TOWRE60  TOWRE80  TOWRE100

BENCHMARK

Gr1  Gr2  Gr3  Gr4  Gr5  Gr6

X  X  X  X  X  X  X
2. Amount of Text in Core Reading Programs

Houghton Mifflin © 2001
Scott Foresman © 2007
Harcourt © 2007
Open Court © 2000

X words per page: Gr3
3. Amount of time spent in a core program

% of 5 90m. Reading periods

- Reading
- Oral Language
- Writing
- Word Work
- Talking about Reading
4. Misinterpretations of National Reading Panel (NICHD, 2000)

Pp. 3-3: The Panel was able to locate relatively few studies on this topic [encouraging students to read on their own]…Most of these studies failed to find a positive relationship between encouraging reading and either the amount or reading achievement. …while encouraging students to read might be beneficial, research has not yet demonstrated this in a clear and convincing manner.
Scaffolded Silent Reading
(Reutzel, Fawson, & Smith, in review)

• Compared the efficacy of Scaffolded Silent Reading (ScSR) using wide, monitored silent reading with “Guided Repeated Oral Reading” (NRP, 2000, 3-15) on 3rd graders’ fluency and comprehension.

• No significant differences between these two forms of reading practice on third graders’ fluency or comprehension.

• Qualitative results indicated that any single approach used exclusively tends toward tedium and reduces overall student enjoyment and motivation. These results seem to argue for using ScSR as an alternative or companion to Guided Repeated Oral Reading.
"If amount of practice is not connected to reading proficiency, reading is the first domain of human endeavor where additional practice does not improve behavior.”

S. Jay Samuels (2006)
How can OtR be increased?

Text:
- Accessible
- Engagingness

Tasks
- Silent as well as oral
- Purposes
- Meaningful tasks

Time
- What proportion of a reading period should be devoted to “telling” versus “doing?”
- How does changing the task and text influence “the point of diminishing returns?”