School: Riverside High School Classroom: English IV Grade Level: 12th

## What is the teacher doing (How are they teaching)?

## What are the students doing (How are they learning)?

- Reading book of choice (long chapter book) behind the teacher desk
- Reminding students that there are several choices for reading - book of their own or book from the classroom library

It is evident that the teacher has laid out clear and consistent directions for students during this time. The teacher was also participating in this silent sustained reading time (of at least 10 minutes - that is how long we visited the classroom). I am wondering how the teacher could assist/conference with students during this time. It was obvious that many of the students in this classroom were significantly below grade level in reading, and it makes me wonder why time is being spent on silent reading, if students are reading books on 3rd-4th grade reading levels. Could the teacher pull a small group during this time? Could he conference with individual students or work on skills that they need?

- Reading book in silent sustained reading time (books seemingly on their own level)
- Glancing at other students to see what they were doing reading
- Walking to the back of the classroom to the library to find a new book, checking bookbags for a new book

Expectations were clear to students. Almost all students appeared to be engaged in a book of their choice on their reading level. One thing I noticed was that students were reading books that were significantly below their grade level. Many of the books in students' hands were elementary level - books that I used with my students as a classroom teacher. I am wondering what is being done to help teach vital reading skills to these students before they venture out to college or into the workforce. It seems that this time of silent reading should possibly be replaced with something to address these needs.