



Improving Literacy in At-Risk Populations

Drop Everything and Read - Guidelines and Rationale

RATIONALE

Dr Jacqueline Manuel states in “Adolescents 13+ Experiencing Difficulties with Reading: A Review of the Literature” in March 2003

Reading in secondary schools deserves its own place in the sun – reading in and for itself needs to be reconsidered as a fundamental process in the integrated learning cycle.

The more students can, do and want to read, the more accomplished, confident and proficient they will become as readers.

Gay Ivey states in the article “Reflections on Teaching Struggling Middle School Readers” in Preparing Reading Professionals by the International Reading Association (2004)

Students cannot become experienced until they actually engage in sustained periods of reading. This can be facilitated only when students are provided time to read and access to books they really can read.

The only way to become better at something, including reading, is to practice.

GUIDELINES

- Encourage student participation by providing a wide selection of interesting materials
- Prior to the start of Drop Everything and Read (DEAR), ask students if they came prepared with something to read, if not, help them find something appropriate
- Teachers should also participate in DEAR – model what you want to see
- DEAR should not be used for word searches, sodokus, crosswords etc...
- DEAR must be spent with printed text, not on the computer. Students may print information from the computer to use during DEAR.
- Ending DEAR with a short discussion about what people read, can provide extra incentive to participate and improve the success of the program
- Get kids hooked, take the time to find out their interests and reading level