

PREVIEW

Hi-Impact Reading Strategies:

How to Accelerate Fluency
and Proficiency with Reading

by
Bryce Hedstrom
World Language Teacher, Presenter, Teacher Coach, and Author

*Specifically Designed for
Teachers, Department Heads,
Curriculum Specialists, and Administrators in
World Language, Heritage Language, ELL, and EFL Programs
Serving Grades 6-12*

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Portions of this book were previously published in
Meaningful Comprehension Checks for All Reading Levels & All Languages,
and in *Light Reading Book Reports*, by Bryce Hedstrom

"If you could read just one book on reading strategies in the world language classroom, *Hi-Impact Reading Strategies* is it. Bryce's book is deeply insightful, impressively practical and useful. The strategies outlined will not only improve your teaching in the classroom, but they will also build your students' confidence and improve their performance. Thank you, Bryce, for sharing your expertise with language educators everywhere."

—**Eric Richards**, German Teacher, ACTFL National Teacher of the Year Finalist, Author, Teacher Trainer

"Great interactive manual to share reading strategies to L2 teachers with activities, methods to share with learners, numerous tips, pictures, assessment sheets, online sources and book references. Bryce's experience will give teachers a solid understanding and practical suggestions to make reading a meaningful and successful part of students' language acquisition journey."

—**Frédérique Grim, PhD**, Professor of French and Second Language Pedagogy, Colorado State University

"I can't think of anyone more well-suited to write this book. Bryce Hedstrom has been refining his classroom-tested, innovative reading strategies for 30 years. This book is a must-have for any language teacher who is interested in implementing a robust reading program."

—**Jim Wooldridge** (Señor Woolly), senorwooly.com

"An extremely practical book for every language teacher looking to get students into good reading habits. Bryce Hedstrom takes the best of what teachers are already doing, and the most useful findings from research, to offer the why's and how's in learner-appropriate reading."

—**Reed Riggs, PhD**, Chinese (Mandarin) Teacher and Author, researchinthelanguageclassroom.weebly.com

"Teachers often have questions about exactly how to create a classroom library or how to start and sustain a guided sustained silent reading program. The bigger questions are why it's so important and how much it contributes to student language acquisition. This is the first book that merges the research on the value of reading and the practical nuts and bolts of how to create successful pleasure reading habits. If you'd ever hoped to find all of the aggregated knowledge from books, research, workshops and boots-on-the-ground teachers in one place, this book is like peeking inside of Bryce's brain. Everything he knows about teaching reading, as well as anything any teacher or administrator would ever need to know, is within these pages, down to how to strengthen book bindings so your classroom library lasts longer. Whether you're reading it cover to cover or using the index to hop around to the chapters you need, this is the ultimate resource."

—**Karen Rowan**, Author, *Reader's Theater for the World Language Classroom* and the *Isabela* series of comprehensible readers; speaker and trainer on comprehension-based language teaching

"An outstanding resource of the what, why and how of implementing a robust reading program in the world language classroom. Teachers in their first year or in their twenty-first-year teaching will gain new insights and discover concrete ideas to use starting tomorrow."

—**Connie Navarro**, French Teacher & Peer Observer for World Languages, Denver Public Schools

"Bryce's contributions to the world of language acquisition continue to amaze me. I appreciate how Bryce distills wise ideas into specifics that make my teaching stronger and allow me to understand my students better."

—**Michele Whaley**, Russian Teacher, Finalist for ACTFL National Teacher of the Year

"This book provides a wealth of topics for teachers, applied linguists and language specialists interested in knowing 'how to' of reading. All the sections of the book are of great value. However, the most intriguing section for me is 4 *High-Impact Reading Strategies*, in which I have learned more about reading practices geared towards subconscious acquisition. The book is very well written, logically structured and a pleasure to study and read. This is also a 'must' book for any teacher whose aim is to teach second or foreign languages effectively, in or out of classroom context."

—**Vedat Kiyamazarslan, MA-TEFL, M.Ed.**, EFL Teacher, Izmir, Turkey

This may become the most dog-eared reference book on your shelf! Independent reading in the world language classroom levels the playing field with students of different language and reading abilities, by allowing all of them to acquire language at their own pace. If the goal in your classroom is language acquisition AND bolstering the confidence of student readers, *Hi-Impact Reading Strategies* is a must-have as a world language teacher.

—**Jennifer Degenhardt**, Spanish Teacher and Author

"Independent reading is magical in the process of language acquisition. When students learn how to choose the right books for them, they are opening a door that will flood their brains with interesting, compelling, and abundant comprehensible input. This is an effortless way of acquiring a language. Bryce Hedstrom's book will give you practical tools to build a strong independent reading program."

—**Adriana Ramírez**, Spanish Teacher, International Teacher Trainer and Author

"Bryce Hedstrom's *Hi-Impact Reading Strategies* is a marvel that shows several truly effective ways to expand and accelerate language acquisition through reading. The traditional way of just assigning a reading as homework and then assessing comprehension is OK, but if that's all you're doing, you're missing out on a tremendous source of motivating and efficient acquisition. This book shows why and how reading a lot is so effective for students at all levels, from novice through advanced, and even heritage learners. It explains how to put into practice four effective strategies and how to create a classroom library of a diversity of materials to interest every student. It describes several ways to check comprehension. It provides 18 different copiable focused reading book report forms, which get students to focus on a variety of things as they read, helping them develop into better and better readers. It shows how to schedule reading in every class session. The book ends with a Spanish materials appendix. This is a book every language teacher should read. To the extent you can, you will want to implement Bryce's advice. Added to good aural comprehensible input, using these strategies will make a significant difference in your students' fluency and proficiency."

—**Contee Seeley**, Author, Publisher and Founder of Command Performance Language Institute

"Bryce Hedstrom's *Hi-Impact Reading Strategies* is a powerful and practical guide that will support you as you change your classroom for the better. Language teachers will appreciate Hedstrom's strategies, activities and techniques for language acquisition and fluency through reading. In short, this is an indispensable book for anyone interested in obtaining measurable results. With this book, you have a rich toolkit for improving student's proficiency, engagement and instilling love for reading and language. Everyone who is teaching or thinking about teaching languages needs to read this book!"

—**Craig Klein**, Spanish Teacher, Author and Founder of *Spanish Cuentos*.

"If you are a world language teacher, you have surely heard all the rage about reading and language acquisition. I can personally attest to this after doing SSR with my students the past 3 years. Teachers are constantly asking for guidance in starting a reading program and now I can just refer them to this practical, comprehensive resource! Bryce Hedstrom's reading book is like nothing else I've found with a balance between why and how to instill a love of reading in your students!"

—**Theresa Jensen**, ACTFL National Teacher of the Year Finalist, National Board-Certified Teacher & author, *Storytime con Sra. Jensen*

"As a fantasy adventure author, it's important to cut the fluff from my stories so readers are less distracted, making for better comprehension and flow. Bryce instinctively knows how to demonstrate clear, concise reading instructions with practical tried-and-proven techniques chiseled from decades of classroom teaching. Powerful, practical and proven – this manual illustrates the independent reading strategies that best impact readers' 'comprehension and flow!'"

—**Guy Brooke**, Author of *Mystical Mountain Magic* (young adult fantasy novel series), GuyBrooke.com

"Bryce Hedstrom's book *Hi-Impact Reading Strategies* is grounded in reading research. Bryce shares the research and offers easily-applicable strategies for getting students to truly enjoy reading in a variety of ways. When teachers know the research and talk to their students about why we do what we do, we can all relax and enjoy the process. Bryce's materials consistently help me be more effective with less prep, and they help me connect students to reading."

—**Lauren Tauchman**, Spanish Teacher and Instructional Coach

Holy moly, Bryce did it again! He's created the bible of a reference for language teachers! World language teachers *are reading teachers* but we aren't often trained to be that way through traditional methods courses. Have no fear! This book has it all! Research-backed info on how to schedule reading time, build a library and use high impact strategies. It includes tools like dual entry journals, teaching tips, steps to building a reading program, and tons of ideas and activities to accompany reading time. Bryce is the master of smart, efficient ways to make your life easier and a teacher. Sign me up for that! This book, *High-Impact Reading Strategies*, is amazing!

—**Meg Fandel Vernon**, Spanish teacher, mentor & finalist for Central States World Language Teacher of the Year

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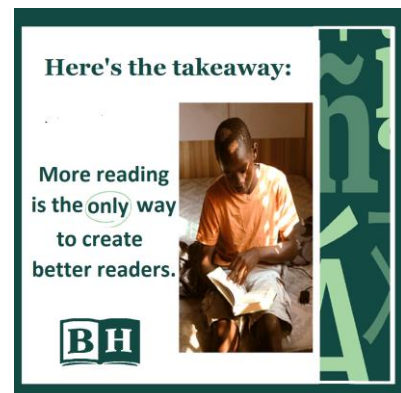
Introduction

This book is for language teachers—world language teachers, heritage language teachers, ELL teachers and EFL teachers. It was born out of over 30 years of teaching in classrooms from middle school to college, and it is meant to be both inspirational and practical—a way to get students engaged with reading and keep them there. The focus is on real applications and real understanding of how to teach reading and justification from researchers and classroom experts. The book is filled with quotes by these experts to help justify your case for extensive reading and to encourage you that you are on track with it.

Everyone from new teachers to veterans will benefit from the hands-on approach here. There are citations from scholars in second language acquisition and classroom teachers to appease curiosity and convince skeptical colleagues and administrators that high volume reading works.

The two key precepts here are: 1) Reading is an important part of learning language, and 2) only by reading do students become better readers. Neither of these are startling ideas, but teachers do not hear enough about the effectiveness of a steady schedule of regular reading in the classroom—and they don't have a plan to make it work. Too often, world language teachers are missing training on this crucial aspect of acquisition in their university methods courses. And even authors and teacher trainers may not spend enough time explaining the day-to-day routines that make reading work.

Learning loss can be compensated by a regular multifaceted reading program. This book and the accompanying seminar explain the what, why, and how to implement four key reading strategies that will revolutionize your students' acquisition and enjoyment.



IT TAKES TIME

This is the *how to* of reading, not the *have to*. The strategies and tactics in this handbook work, and each one is important, but you don't have to implement or master them all at once. These ideas will help to make your reading program varied and sustainable, but you need not put them all to work right away. It takes time to gather the materials, hone the teaching skills, and to convince the stakeholders (colleagues, administrators, parents and students) that daily reading is vital. You can ease into it. You will get better. It will take time, but you will get there.

Theory & Practice: For background on language acquisition theory and efficient classroom teaching practices, take a look at these handy mnemonics found on BryceHedstrom.Com:

[MANIAC: Remember Krashen's Hypotheses](#) and
[SCRIMP: Teaching Practices You Dare Not Scrimp On.](#)

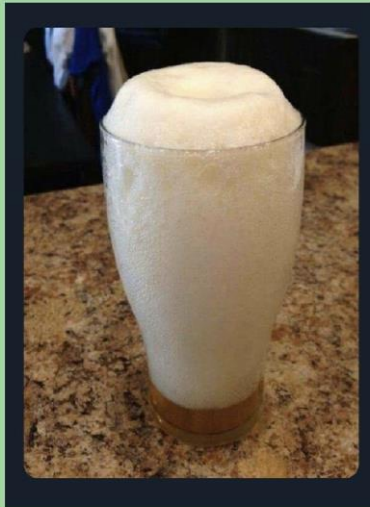


"If you're really teachers, where are your theories?"

"The overwhelming majority of teachers are unable to name or describe a theory of learning that underlies what they do in the classroom." –Alfie Kohn

In Humphrey Bogart's movie, *The Treasure of the Sierra Madre*, the quote was, "If you're really federales, where are your badges?" We best not respond with, "Theories? We ain't got no theories! We don't have to show you no stinkin' theories!"

To be credible, we need to be ready to describe some Second Language Research studies that underlie and justify the way we teach reading.



If long grammatical explanations in L1 in an L2 class were a beer...

To become fluent, students need long, regular draughts of interesting, comprehensible, contextualized L2. Independent reading is how to differentiate that language and deliver and to them in a pleasant way.

What Reading Does

Advice from Scholars and Classroom Experts

READING EVERY DAY

- DAILY READING CREATES REAL READERS

“Fake reading turns into authentic reading when students read in class every day.”

—Berit Gordon (2018). *No More Fake Reading*, p. 21.

If reading is just an occasional activity that is done when there are a few extra minutes at the end of class, students will not develop the habits and skills to become independent, engaged, authentic readers.

- YOU WANT VOCABULARY GROWTH? LET STUDENTS READ!

“The most effective way to produce large-scale vocabulary growth is through an activity that is all too often interrupted in the process of reading instruction: Reading.”

—Nagy, Herman, & Anderson (1985). Learning words from context. *Reading Research Quarterly*, 20(2), p. 252.

What a concept! If we want students to get better at reading, they need to read! Not doing regular student-selected reading during a world language class is like a basketball coach spending most of practice explaining the game every day, but never letting the athletes actually play it.

- LET STUDENTS READ VOCABULARY-CONTROLLED MATERIALS

“Extensive reading, particularly of simplified readers, is often recommended as a good way of increasing vocabulary.”

—Saragi, Nation, & Meister (1978). Vocabulary Learning and Reading. *System*, 6(2), p. 73.

The idea of teaching language with regular reading of language-levelled readers is not new.

Why Do Extensive Reading?

MORE WORDS → BETTER READERS



It's the total number of words students read in the TL that results in acquisition.

PREVIEW

Students Can Read Sooner Than You'd Think

With essential verbs, beginning students can read earlier in the school year than you'd think. This is a **Dual Entry Reading Journal** form filled in by a Spanish 1 student. The student had no previous Spanish and it was four weeks into the term. She had been reading the easy reader book *Brandon Brown quiere un perro* (Brandon Brown Wants a Dog) every day for the last week during the regular Sustained Silent Reading / Extensive Reading time in class. She had almost completed it. There was a substitute this day, and the lessons plan was simple:

- 1) Hand out *Dual Entry Reading Journal* forms,
- 2) Tell students to write journal entries for at least 4 pages from the novel they are currently reading during Sustained Silent Reading time,
- 3) Have students turn in the completed forms by the end of the period for accountability.

This is not unusual. This was not the top student in the class. Her journal form was chosen here because she has neat handwriting and wrote in black pen, so it is legible. Almost all students in level 1 classes were able to read similar books by the third week of school because they had been taught the Essential Verbs with classical Total Physical Response (TPR) gestures and short stories.

JOURNAL Date <i>el viernes de Septiembre</i> Book Title: <i>Brandon Brown quiere un perro</i>	
SHOW YOU UNDERSTAND IT • Write a brief SUMMARY of what you read on the page. Pages that are all (or mostly) pictures obviously do not count. Write 3-5 sentences. Use the back, if needed.	SHOW YOU'VE THOUGHT ABOUT IT • Make COMMENTS on what it says OR... • Write QUESTIONS you have about it OR... • Make a CONNECTION to your life. Write 3-5 sentences. Use the back, if needed.
1. Brandon comes home from the doctor to find his room is a mess. The puppy wasn't in the closet and destroyed the room. The puppy also ruined Brandon's favorite pants and made a mess on the floor. Page # 49	1. My dog makes messes all the time and it is very irritating. However she doesn't ruin my pants, that is just weird. Yeah, I understood what I read.
2. Brandon puts the puppy back in the closet who is being very loud. He cleans up the mess of which the dog had made in his room. When he was done cleaning he was very tired. Page # 50	2. Why does he put the dog back in the closet? The dog clearly doesn't like being in the closet. But at least he cleans up the mess before his mom finds out.
3. Brandon opens the closet door and looks at the puppy. His friend Jake enters through the bedroom window. Brandon is upset because his mom cancelled his birthday party. Page # 51	3. Okay, why does Jake enter through the window? I understand why Brandon is upset about his party. Why lie to keep a dog that is ruining your room, when his mom said no dogs?
4. Jake was also upset at the cancellation of the party. Brandon says the puppy is a huge problem. The responsibility is huge to care for a dog especially for a child. Page # 52	4. Yeah, Jake should be upset, giving Brandon crazy thoughts of taking the dog. Dogs are huge responsibilities, almost as much as kids. The puppy seems like an issue in the book.
5.	5.

See the *Dual Entry Journal* form on **pages 152-153** in this handbook, or download it [here](#):



• INDEPENDENT READING WORKS

“According to the research, students who do SSR typically gain at least as much on standardized tests as students who participate in traditional programs, and usually do much better if the program lasts long enough. SSR is ideal for the intermediate level but also can begin earlier.”

—Stephen Krashen (1997). *Foreign Language Education the Easy Way*, p. 26
Sustained Silent Reading (SSR) can begin as soon as students can independently read the materials in your physical or virtual classroom library. That can happen very quickly if they are taught the most common and useful verbs right away.

• INDEPENDENT READING IS THE BEST WAY TO IMPROVE

“The best way to improve in a foreign language is to do a great deal of comprehensible, interesting reading... The case for self-selected reading for pleasure is overwhelming.”

—Beniko Mason (1997). *Extensive Reading in English as a Foreign Language* (monograph), p. 14.

Comprehensible and Interesting are two words we cannot emphasize too much as we train students to read for pleasure. See this poster to get this idea across in Kidspeak:
<https://www.brycehedstrom.com/wp-content/uploads/HOW-TO-CHOOSE-A-BOOK.pdf>

• INDEPENDENT READING IS A POWERFUL MOTIVATOR

“Numerous studies have found the most powerful motivator that schools can offer to build lifelong readers is to provide students with time in the school day for free voluntary reading.

—Kelly Gallagher (2009). *Readicide: How Schools Are Killing Reading and What You Can Do About It*, p. 75.



Name _____

Date _____

Class/Period _____

FOCUSED BOOK REPORT #1

RELEVANCE

Pick a novel that appeals to you and with which you can fulfill the requirements of this assignment. This will be a novel that is both interesting and comprehensible to you. It should be appealing to you and it should not be too hard for you to read—you should be able to read most of it without using a dictionary (looking up a few words per page is OK). Your grade will be based on: **1) Completion** of the task outlined below, **2) Evidence** that you have read and understood the novel by using the vocabulary and concepts from the book in your answers and **3) The Level of Expression** and reflection in your answers.

Title of novel: _____

Author: _____

of pages that I read: _____

I rate this book (circle one): 1 2 3 4 5 6 7 8 9 10



TASK / FOCUS FOR READING:

• **EXPLAIN how this reading is relevant to you. Show how parts of the story connect to aspects of your life or something you have considered doing. If you do not relate to any of the characters or situations in the book contrast your life or values to theirs.**

For a complete answer you will need to continue on the back of this sheet → → →

• What does it seem the author wants us to get from this story?

• This novel seems to have been written for what kind of reader?

“Light reading is the way nearly all of us learned to read.” —Stephen Krashen

Name _____
Date _____
Class/Period _____

FOCUSED BOOK REPORT #2 ***CHARACTER CHANGE***

Pick a novel that appeals to you and with which you can fulfill the requirements of this assignment. This will be a novel that is both interesting and comprehensible to you. It should be appealing to you and it should not be too hard for you to read—you should be able to read most of it without using a dictionary (looking up a few words per page is OK). Your grade will be based on: **1) Completion** of the task outlined below, **2) Evidence** that you have read and understood the novel by using the vocabulary and concepts from the book in your answers and **3) The Level of Expression** and reflection in your answers.

Title of novel: _____

Author: _____

of pages that I read: _____

I rate this book (circle one): 1 2 3 4 5 6 7 8 9 10



TASK / FOCUS FOR READING:

- **EXPLAIN how a character in the novel changes** from the beginning of the story to the end.
- **Give DETAILS from the story** about the changes and **the causes** of those changes.



For a complete answer you will need to continue on the back of this sheet → → →

• What does it seem the author wants us to get from this story?

• This novel seems to have been written for what kind of reader?

“Picking up word meanings by reading is faster than intensive vocabulary instruction.” —Stephen Krashen

ARE WE INTERRUPTING STUDENT READING TOO OFTEN?

• *TIME NECESSARY TO REFOCUS AFTER INTERRUPTIONS:*

23 Minutes: Mark, Gloria (2008), *The Cost of Interrupted Work*
<https://www.ics.uci.edu/~gmark/chi08-mark.pdf>

15 Minutes: Vasicek, Brent (2011). *Squirrel! Distractions in the Classroom*
<https://www.scholastic.com/teachers/blog-posts/brent-vasicek/squirrel-distractions-classroom/>

8 Minutes: Newport, Cal (2016). *Deep Work: Rules for Focused Success in a Distracted World.*

5 Minutes: Goetzke, Katheryn (2011). *5 Minute Refocus Per Interruption*
<https://blogs.psychcentral.com/adhd/2011/02/5-minute-refocus-per-interruption-tips-for-adhders-to-make-focusing-easier/>

All students need time to get into reading and to get back into it after disruptions. Struggling readers, in particular, probably need more time to focus and then re-focus after interruptions. If we allow interruption of any kind during Extensive Reading time, some students will not be able to re-focus. If interruptions come every 5 minutes, NO students will be able to re-focus on their reading. Focus is perhaps the most valuable skill that students can develop in their education. It will serve them to do the deepest, most valuable work that exists in a modern economy.

But sadly, many classrooms never have even 5 minutes, let alone 23 minutes, of uninterrupted time. Some students never have that much uninterrupted time ever in their life outside of school.

If teachers do not provide uninterrupted reading time for students to focus deeply, most students will not have it anywhere in their lives. Use the poster and the ideas on the following page to explain and enforce sustained silent reading in your classes.



Students: [Have been reading for 5 minutes—almost into the reading zone]

Teacher: Oh, and one thing I forgot to tell you: as you are reading be sure to really concentrate.

Students: [Struggling to re-gain their lost concentration...]

Teacher: [5 minutes later] Oh, and one more thing: Keep in mind that...

Students: [Don't have time to re-focus their attention completely]

Teacher: OK! You've had 15 minutes to read. Please write about what you have read today.

Teacher: [Sadly shaking head while grading weak student reading reactions later that day] "It's so sad that kids these days can't seem to focus at all..."

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