**Urgency:**
- Helps us become better readers and writers
- It is fun

**Sample I-Chart:**

<table>
<thead>
<tr>
<th>Students</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read the whole time</td>
<td>Work with students</td>
</tr>
<tr>
<td>Stay in one spot</td>
<td></td>
</tr>
<tr>
<td>Read quietly</td>
<td></td>
</tr>
<tr>
<td>Work on stamina</td>
<td></td>
</tr>
<tr>
<td>Get started right away</td>
<td></td>
</tr>
</tbody>
</table>

**Focus Lessons for Read to Self**

**Day 1**
- Model “Three Ways to Read a Book” and record on anchor chart
  - Read the pictures
  - Read the words
  - Retell a familiar story
- Brainstorm I-chart
- Model and practice student behaviors of “Read to Self”
- Begin working on stamina—**3 minutes**

**Day 2 (Repeat from Day 1)**
- Model and practice “Three Ways to Read a Book”
- Review I-chart
- Model and practice student behaviors of “Read to Self”
- Continue working on stamina—**4 minutes**

**Day 3**
- Discuss “Where to sit in room” and record on an anchor chart
- Continue with above, adding 1–2 minutes each day to extend stamina

**Day 4**
- Continue to review I-chart
- Teach how to choose “Good-Fit Books” and record on anchor chart
- Continue stamina building

Once a focus lesson is taught, students continue to practice Read to Self, building stamina daily. Continue building stamina until primary students can maintain behaviors of independence for 30 minutes and intermediate students are successful for 45 minutes.