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## Book Review Professional Development Text

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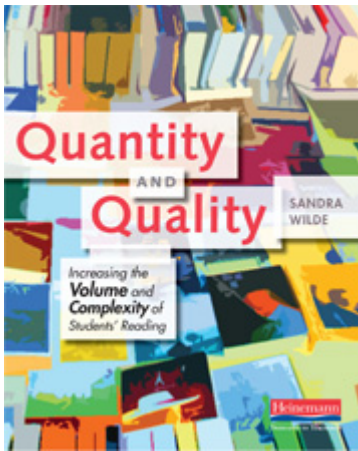
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# Book Review

## Professional Development Text

### QUANTITY AND QUALITY: INCREASING THE VOLUME AND COMPLEXITY OF STUDENTS' READING



SANDRA WILDE, 2013, PORTSMOUTH, NH: HEINEMANN

*Reviewed by Chauncey Stephens*  
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With the introduction of the Common Core State Standards, increasing emphasis on value-added modeling, and changes in teacher evaluations, the field of education and what is expected of teachers is constantly evolving, as it should. As a pre-service teacher, I am learning the depth and complexity associated with a single day's instruction. Teachers are challenged to meet a plethora of expectations with their classes, while also ensuring that each student is getting what they need and growing throughout the year.

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Through my classes, observations, and conversations with practicing teachers, I have realized how easy it is to lose sight of the big picture when trying to meet all of these expectations. Sandra Wilde's book *Quantity and Quality: Increasing the Volume and Complexity of Students' Reading* details what literacy education should focus on and provides helpful tips and resources for both new and veteran teachers.

The text is broken into four parts:

#### PART ONE: WHY?

This section emphasizes the importance and benefits of students being motivated to increasingly more challenging books at high volumes. Wilde identifies six core principles of reading instruction: "Volume, range, growth, time, sophistication, documenting, ownership for life" (2013, p. 4).

#### PART TWO: HOW TO DO IT

Here Wilde explains the nuts and bolts of reading instruction that follow the six core principles identified in the first section. In chapters four through eight, Wilde provides tips on how to acquire appropriate books, set up a reading program, inspire kids to find literature and texts that interest them, build a community of readers, and work with students who may need additional scaffolding and support.

#### PART THREE: WHAT TO TEACH

The focus of chapters nine and ten is on the literacy instruction teachers provide in addition to the learning taking place during independent reading. Wilde describes the content of the instruction, as well as how it should be provided on a daily basis.

#### PART FOUR: WHAT TO DOCUMENT

The book concludes with information on documenting reading experiences and a commentary on standardized testing.

Throughout the text, Wilde includes valuable online resources and classroom strategies that promote volume and complexity in literacy education. I found Wilde's recommendations on how to implement a reading program that focuses on developing individual readers helpful; however, I believe that it would be difficult to balance these

practices with all of the other requirements for instruction. Beth Hopkins, a pre-kindergarten teacher at LaSalle Elementary in East Baton Rouge Parish, found Wilde's recommendations to be insightful but difficult to implement in the classroom due to strains placed on teachers to collect and assess student data. In particular, she thinks that the emphasis on meeting the Common Core State Standards and preparing students for assessments limits instructional time that can be used for the type of literacy education that Wilde suggests.

In order to achieve the high level reading instruction that Wilde describes, I would focus on one recommendation at a time. As I became more comfortable, I would seek to implement a new practice. For instance, I would begin with incorporating independent reading time into the class schedule to ensure that my students have the opportunity to read. My next focus would be on building the class library with a range of rigorous and complex books, which may be more of a challenge as a new teacher starting from scratch. Eventually, I would work up to frequently conferencing with each student while the other students are engaged in reading and accompanying exploration activities. With time and experience, I would hope to grow as a professional and provide my students with the type of comprehensive reading education discussed in *Quantity and Quality*.

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