Coming to the Table with Atwell, Allington, Shanahan, and Ivey & Fisher
"Center of the Table" Portion (Author Interactions)

Things Authors Agree Upon

- Great reading instruction is based on great teachers paying attention to what their students need and designing instruction that responds to it (Allington, 2011; Atwell, 2007).
- Students who read more perform better on standardized measures of reading ability (Allington, 2011; Shanahan, 2018).
- In-class independent reading time can mean a loss of instruction time (Shanahan, 2018).

Things Authors Disagree About

- While Allington (2011) argues that increased performance on reading measures is the result of high-performing students having more of an opportunity to read, Shanahan (2018) points out that it could just be that students who read well choose to read more because we like to do things we're good at, and students who don't read well may choose not to read for leisure because we don't like to do things we're not good at.
- Shanahan suggests, then, that the best way to get kids to read more is to make them better readers—through effective in-class literacy instruction, rather than time spent practicing through independent reading.

Questions that (Might) Arise from the Conversation

- Is there actually any hope of increasing the amount of practice lower-performing students get with reading, if we can't choose the perfect book for them (Atwell, 2007) and we can't force them to read in class?
- If students who don't read well don't choose to read (Shanahan, 2018), how can we count on them reading outside of school (as opposed to providing time in class, where at least we can monitor what they're up to, to a certain extent)?

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