

## Relationship Between Reading Achievement and Reading Participation

Anderson (1996) suggests that “reading books may be a cause, not merely a reflection, of students’ level of reading proficiency.” Anderson, Wilson, and Fielding (1988) found a positive relationship between the amount of reading 5<sup>th</sup> grade students did outside of the school day in the areas of reading comprehension, speed, and vocabulary. Students in the 90<sup>th</sup> percentile read two million plus more words than students in the 30<sup>th</sup> percentile and students in the 80<sup>th</sup> percentile spent 14.2 minutes reading per day compared to students in the 20<sup>th</sup> percentile who only read.07 minutes per day. Exposing students to academic vocabulary is critical in developing deeper understanding of text. According to Hays and Ahrens (1988), more rare academic words are found in children’s books than a conversion between two college-educated adults. Time in text is critical for students to build their knowledge base, increase their vocabularies, and practice monitoring their comprehension and applying strategies, as evidenced by the following table.

### Amount of Independent Reading

(R.C. Anderson, 1992)

% Rank	Minutes Per Day		Words Read Per Year	
	Books	Text	Books	Text
98	65.0	67.3	4,358,000	4,733,000
90	21.2	33.4	1,823,000	2,357,000
80	14.2	24.6	1,146,000	1,697,000
70	9.6	16.9	622,000	1,168,000
60	6.5	13.1	432,000	722,000
50	4.6	9.2	282,000	601,000
40	3.2	6.2	200,000	421,000
30	1.8	4.3	106,000	251,000
20	0.7	2.4	21,000	134,000
10	0.1	1.0	8,000	51,000
2	0	0	0	8,000