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 5th grade students did outside of the school day in the areas of reading comprehension, speed, and vocabulary. Students in the 90th percentile read two million plus more words than students in the 30th percentile and students in the 80th percentile spent 14.2 minutes reading per day compared to students in the 20th percentile who only read 0.07 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 Table](image-url)