



WHY 30 MINUTES?

The Research Behind LightSail's Recommended Daily Reading Time



How many minutes per day should students be reading? What is the relationship between how much students read and their comprehension growth?

Learn how students reading on LightSail achieved tremendous Lexile® growth by reading 30 minutes per day and about the research base behind LightSail's recommended daily reading time.

READING 30 MINUTES EACH DAY

Armed with data from the 2015-16 school year, LightSail has substantiated the powerful impact of students reading thirty minutes a day. LightSail analyzed more than 16,000 students and the results underscore how crucial each additional minute read is in driving Lexile growth. Students who read fewer than 20 minutes per login only grew 1.7L per week and underperformed the typical MetaMetrics growth of 1.95L. Students who read an additional 10 minutes, at an average of 24 minutes per login, saw gains of 4.5L per week, or 2.5 times typical MetaMetrics growth. Students who read 30 minutes or more per login had average gains of 4.9L per week, which is **3.1 times typical MetaMetrics growth and 2.8 times more Lexile growth than LightSail students reading fewer than 20 minutes per login!**

MINUTES RANGE*	AVERAGE MINUTES READ	LEXILE CHANGE PER WEEK	METAMETRICS TYPICAL GROWTH**	LIGHTSAIL VS. METAMETRICS
<20	12.6	1.7	1.95	0.9x
20-30	23.7	4.5	1.81	2.5x
>30	38.9	4.9	1.58	3.1x

*The dataset excludes students that did not complete a full Lexile cycle

**Typical growth based on MetaMetrics publication (<https://lexile.com/research-and-publications/featured-publications/>)

Empirical evidence from the field indicates a strong positive correlation between volume of reading and comprehension growth. In *What Really Matters for Struggling Readers* (2012), Richard Allington notes, “Cipielewski and Stanovich (1992) found that individual differences in reading comprehension growth were reliably linked to differences in ...exposure—volume of reading—even when decoding skills were accounted for in the analyses” (p. 48). Furthermore, Elley (1992) reports a strong positive correlation between the amount of time teachers allot for silent reading during the school day and the comprehension levels of students. Leinhardt and colleagues (1981) analyzed a variety of reading strategies designed to improve reading achievement, noting that increasing the amount of silent reading proved to be the most obvious way of increasing comprehension scores.

While any additional reading time correlates to higher reading scores, students reading for more than 40 minutes see diminishing returns. Anderson, Wilson, and Fielding (1998) found a strong correlation between time spent reading and performance on standardized reading tests. When students jumped from 21.7 minutes of reading per day to 40.4 minutes, they moved 20 percentile points; by comparison, adding another 50 minutes of reading each day led to growth of only 8 percentile points.

PERCENTAGE RANK	MINUTES OF READING PER DAY	ESTIMATED NUMBER OF WORDS READ PER YEAR
98	90.7	4,733,000
90	40.4	2,357,000
70	21.7	1,168,000
50	12.9	601,000
20	3.1	134,000
10	1.6	51,000