Brown County Schools

Balanced Literacy Curriculum Guide

K-6
Acknowledgments

The Brown County Schools Elementary Reading and Language Arts Curriculum is a working document being produced by Brown County teachers. All content is based on the Indiana Academic Standards for English/Language Arts, a collection of professional resources for evidence-based practices, and our professional growth experiences as students of Balanced Literacy.

The drafting of this curriculum document began in Spring 2008 with the initiation of a three-year Balanced Literacy Implementation Timeline. It is scheduled for completion and final approval in Spring 2011. Once finalized, this document will serve as an artifact of a multi-year curriculum reform effort supported by the Brown County Schools Board of School Trustees, the district’s Administrative Team, and the Brown County Schools Curriculum Committee.

Collective support of this approach to curriculum and instruction affords all staff the opportunity to respond to the needs of a diverse population of developing readers and writers throughout their elementary school experience. Critical to the effectiveness of this approach is the district’s commitment to annual revision of K-6 Curriculum Calendars for Reading and Writing outlining specific Units of Study. The calendars tie together a district level commitment to 1) teaching the skills students need to achieve Indiana Academic Standards within a meaningful and engaging curriculum, 2) using school and district level summative, formative, and universal screening assessment data to study the effectiveness of instructional units, and 3) ongoing curriculum revision as a strategy for increasing and enhancing student achievement and engagement.

Finally, a literacy curriculum without the support of parents, caregivers, and students will struggle to maximize student learning. Special thanks go to our students and their families who partner with us each day as active participants within our Brown County Schools literacy learning community.
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Balanced Literacy
Balanced Literacy Overview

The term “balanced” literacy comes, in part, from the recognition that readers need a variety of different opportunities to learn. The reading workshop provides children with time to read, with a mentor who is a passionately engaged reader and wears his or her love of reading on the sleeve, with opportunities to talk and sometimes write about reading, and with explicit instruction in the skills and strategies of proficient reading. All of this is incredibly important, but alone, it is not sufficient.

Children also need the opportunities to learn from other components of balanced literacy. They need, above all, to write. Children also need to study the conventions of written language, including writing with paragraphing, punctuation, and syntactical complexity. Either as part of this or separately, children need time to learn about spelling patterns and to study words—both the meaning and the spelling of words. Then, too, children also need daily opportunities to hear wonderful literature read aloud and frequent opportunities to participate in book talks around the read-aloud text. We expect teachers to read aloud and to lead interactive read aloud sessions several times a week. Children need opportunities to read texts within content area disciplines and to receive instruction in reading those texts well.

Finally, children who struggle with fluency (that is, children who read slowly and robotically) need opportunities to participate in shared reading and in repeated oral readings.

As children are learning to read, their efforts at reading need to be reinforced throughout the day in different ways. It’s important that they read and write a variety of texts in a variety of ways, because each form of reading and writing will be scaffolded in different ways, and will set learners up to do different kinds of work. A balanced reading curriculum offers many different points of entry to what Frank Smith calls the “Literacy Club.”

Reading aloud is crucial even in instances where the teacher does nothing more than read spectacular literature aloud in such a way that children listen with rapt attention, clamoring for more. The pay off for reading aloud becomes even greater when teachers read aloud from a wide range of genres, which generally happens when teachers comb reading aloud into all parts of the days, regarding reading aloud as a terrific resource during science, social studies, math, etc.

The best way to tap into the potential power of reading aloud, however, is to use the read aloud and book talk time to explicitly teach the skills of higher level comprehension. To do this, a teacher first reads the upcoming section of the read aloud book to himself or herself, noticing the mind-work that he or she does while reading. Then the teacher decides whether to use the upcoming read aloud to help children draw upon their full repertoire of reading strategies, or whether to angle the read aloud in such a way as to support the development of a particular comprehension skill. Based on this decision, the teacher decides to demonstrate and then scaffold children in using either one or many skills and strategies.

If you decide, for example, to highlight envisionment, insert post-its in a couple places during the first pages of the read aloud, as a reminder to pause as you read, to lower the book, and to muse a bit. Perhaps you can say, “I’m just picturing this. I can see Artie in the lead, walking down the path in the woods. It’s a narrow path, so Cleo is a few steps behind—there’s just room for one of them. The sun is filtering through the canopy of leaves overhead.” Of course, the teacher’s envisionment could spin on and on and on—it is important to stay brief! After demonstrating in such a manner for 30 seconds, tuck in a comment which names what has been done (“Readers, I don’t really know that the path is narrow—the book hasn’t said that. But I draw on all the forest trails I’ve ever seen, adding details from my own experiences. When I read on, though, sometimes I need to revise my picture. Let’s see.”). Once the teacher has demonstrated whatever the skill may be (in this case, envisioning) a few times, across perhaps three or four pages of the read aloud, then the teacher is apt to pause in the midst of reading and scaffold the children in envisioning. (“I can just see the river, can’t you? I’m picturing it—the colors...I’m hearing stuff too, aren’t you?...Use all the rivers you’ve ever stood beside to help you imagine the river.”). Sometimes these pauses are followed with, “Tell the person beside you what you are seeing, hearing...” and sometimes they lead to the prompt, “Stop and jot what you see, what you hear.”
Either injunction can, a moment or two later, be followed with specific tips: “Make sure you are talking/writing in details. Are you using specific words to make your mental movie real?” Of course, the sequence described above could be altered to show children how to develop theories about characters, think across texts, predict, or a host of other reading skills.

If you choose carefully, the read-aloud text can support the independent reading work your students are doing. For example, if the class is engaged in the unit of study on character (and students are thinking about characters as they read independently), you’d be wise to read aloud a chapter book with strong characters who change over the course of the text. If, on the other hand, the class is working on nonfiction, and some of the children’s independent reading involves nonfiction texts, you will want to read aloud nonfiction texts that allow you to show children how nonfiction readers talk and think about (and between) texts.

Whatever skill you aim to teach, it’s essential that you read in ways that not only demonstrate skills, but that above all bring stories to life. Read with expression, fluency, intonation, and good pacing so that children feel like they are a part of the story and understand that this is what good reading sounds and feels like.

Teachers are wise to recognize that we need to model not only a love of books and of writing, but also a fascination with words themselves. If you wear your love of language on your sleeve, exuding interest in words and taking great pleasure in them, you’ll help your children be more attentive to vocabulary.

Research is clear: the single most important thing you can do to enhance your children’s knowledge of words is to lure your children into lots and lots and lots of reading. If children read a diverse range of books, they’ll encounter a wider range of words. The vocabulary in historical fiction, science fiction, fantasy, and nonfiction will often be richer than vocabulary in realistic fiction and mysteries.

Teach children that when they come to unfamiliar words in a text, it really helps to pronounce the word as best the reader can, trying it out one way and then another to see if any pronunciation sounds familiar. Then ideally, the reader reads on past that word for just a bit before pausing to reread the section, thinking, “What might this word mean?” The good reader substitutes a reasonable synonym—thus, the ominous clouds become the rainy clouds—and reads on. Some teachers tape an index card to each child’s desk and the child collects a few such words throughout the day, with page numbers for references. The children and teacher should try and use these same words in conversations with each other and the class.

There will also be times for a teacher to lead the whole class into word inquiries, and that work will certainly involve the class exploring prefixes and suffixes and using these to alter the meaning of a base word. The key word is explore. Word study will be vastly more helpful if it is engaging to youngsters.

The components of a balanced literacy framework include:

• Read-alouds (with accountable talk)
• Shared reading
• Phonics/Word Study
• Interactive Writing
• Small Group Instruction (Guided reading, strategy lessons, and interventions)
• Writing Workshop
• Reading Workshop
• Other story times when the teacher reads aloud books, poems and other sorts of texts, as often as possible

(Provided by Teacher’s College Reading and Writing Project)
Professional Resources
Related to:
Balanced Literacy

1. The Continuum of Literacy Learning by Fountas and Pinnell
2. The Art of Teaching Reading by Lucy Calkins
3. Growing Readers by Kathy Collins, Pages 35-42
4. Guided Reading by Fountas and Pinnell, Chapter 3
Assessment
(Reading)
Rational for Systematic Assessment

“Assessment has a number of general purposes, moving from the kind of informal assessment that occurs in the classroom every day to the more formal reporting system that is required in the school arena:

- Continually informing teaching decisions
- Systematically assessing the child’s strengths and knowledge
- Finding out what the child can do, both independently and with teacher support
- Documenting progress for parents and students
- Summarizing achievement and learning over a given period-six weeks, a year, or longer.
- Reporting to administrators, school board, and various stakeholders in the community

Assessment begins with what children know; the evidence for what they know is in what they can do. For the teacher of reading assessment is an essential daily activity. The primary purpose of assessment is to gather data to inform teaching. If assessment does not result in improved teaching, then its value in school diminishes greatly. Assessment allows us to see the results of our teaching and allows us to make valid judgments about students’ literacy.

Assessment is research. A researcher gathers evidence in ways that are reliable and valid and then uses this evidence to build a pattern of knowledge about the phenomenon being observed. Evidence (which we will sometimes refer to as data) is organized and categorized by the researcher in ways that reveal principles. Constructing these principles and testing them over time builds theory.

As teachers we have theories about learning and teaching that we refine and revise every day in our work with children. Our theories are incomplete in that we are continually testing them against our observations of and interactions with individual children.

Children make us revise our theories. Being a teacher is like being a scientist: we are obligated NOT to hold theory as static and unchangeable—a model into which all children must fit—when there is evidence to the contrary. One of the most important purposes of an assessment system, then, is helping us continually build theory that is the foundation of our instructional decisions.

Assessment has several essential attributes:

- It uses accessible information, most of which can be collected as an integral part of teaching
- It includes systematic observations that will provide a continually updated profile of the child’s current ways of responding
- It provides reliable information about the progress of children
- It provides valid information about what children know and can do
- It is multidimensional. It includes both formal and informal measures and looks across curriculum.
- It provides feedback to improve the instructional program and the curriculum.
- It identifies and directs steps to meet the needs of students who do not achieve despite excellent classroom instruction
- It involves children and parents in the process”

-Fountas and Pinnell, Guided Reading
DETERMINING A STUDENT’S INSTRUCTIONAL, INDEPENDENT OR HARD READING LEVELS

In order to identify the appropriate placement level for students in the Leveled Literacy Intervention system, you will need to use a text reading assessment. We recommend the *Fountas & Pinnell Benchmark Assessment System* as it directly correlates with *Leveled Literacy Intervention*; however, you may also use other leveled books to conduct running/reading records. The criteria below, developed by Fountas and Pinnell can serve as a guideline in determining students’ levels and ultimately their placement in *LLI*.

**Fountas & Pinnell Criteria for Instructional Level Reading**

At levels A-K:
90-94% accuracy with excellent or satisfactory comprehension or 95-100% accuracy with limited comprehension.

At levels L-Z:
95-97% accuracy with excellent or satisfactory comprehension or 98-100% accuracy with limited comprehension.

**Fountas & Pinnell Criteria for Independent Level Reading**

At levels A-K:
95-100% accuracy with excellent or satisfactory comprehension.

At levels L-Z:
98-100% accuracy with excellent or satisfactory comprehension.

**Fountas & Pinnell Criteria for Hard Level Reading**

At levels A-K:
Below 90% accuracy with any comprehension score.

At levels L-Z:
Below 95% accuracy with any comprehension score.

© 2009 Fountas & Pinnell Benchmark Assessment System
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**Name:** ____________________  **Independent Reading Level:** Yes or No

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**Check One:**

- ___Book from Book Bag (never read)
- ___Book from Book Bag (in process)
- ___Book from Book Bag (previously read)
- ___Teacher Benchmark Book

**ACCURACY: ____%**

Mark off 100 words in the book and ask student to read the section aloud to you. You will need to read over the student’s shoulder and mark miscues and self-corrections as he/she reads. You may want to check off the skills below, if you see evidence of them. The first two of these are important for readers at levels N and below, but would be surprising if they were needed above that:

- ____Flexible word-solver
- ____Miscues mostly fit the syntax or structure of the sentence
- ____Pauses most of the time to work on tricky words
- ____Miscues mostly look similar to words in the text
- ____Miscues mostly make sense

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**FLUENCY AND INTONATION:** If you wish to assess the student’s fluency and intonation, you may have the student reread the same part of text you used to assess accuracy (the 100 word passage) or continue reading. Now, specifically listen for how the student reads. This information may help you decide if the student is struggling a little at this level, is fluent, or would benefit from some instruction and coaching in reading fluently. To double check if it is their fluency or simply the newness of the text, you may give them a chance to pre-read or rehearse, or ask them to go back and pick a favorite page to read to you.

- Responds to punctuation by changing his/her voice
- Reads dialogue with phrasing and expression
- Reads in phrases rather than word by word
- Changes voice to mark shifts in mood or tone
- Changes voice to reflect meaning and understanding

Circle One:
- **Level 4** - Reads primarily in larger, meaningful phrase groups. Read with expressive interpretation.
- **Level 3** - Reads primarily in three or four word phrase groups. Little or no expressive interpretation is present.
- **Level 2** - Reads primarily in two word phrases with some three or four word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to larger context.
- **Level 1** - Reads primarily word-by-word. Occasional two word or three word phrases may occur, but these are infrequent.

*(NAEP's Oral Reading Fluency Scale)*

**COMPREHENSION:** You will want to assess your student’s ability to tell you the big events of the story so far, and then you will probably want to ask what he/she is noticing about the character – this will give you some information about whether the student is able to be insightful yet at this level. If he/she can explain character’s feelings, motivations, or relationships, this lets you know that they are reading between the lines. At levels R and above, we’re not asking for a sequential retelling but for him/her to notice the big things that have happened. Some questions/prompts you could ask/say to gather this information:

- Tell me the big events so far and/or in this section. What are the big things that have happened so far?
- Tell me what has really stuck in your mind so far (what seems important).
- Explain why that part seems important.
- Where does the story take place? What kind of place is it?
- Tell me what you know about the character so far.
- At this point in the story, what do you imagine the character might be feeling and why?
- What might be a lesson so far that you think the character is learning or could learn? Explain.

Circle One:
- **Strong Comprehension**
- **Weak Comprehension**
- **Satisfactory Comprehension**
- **No Evident Comprehension**

The reader does not have to answer all of these questions – this is a sampler of questions that will lead you to an understanding of how the student is comprehending the text.
Name: __________________________  Independent Reading Level:  

Yes or No

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<td>___ Book from Book Bag (never read)</td>
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<td>___ Teacher Benchmark Book</td>
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ACCURACY: _____%  Total Words: ____ minus Errors: ____ = Words Read Correctly ____

Words Read Correctly ____ divided by Total Words ____ x 100 = ____% Accuracy

Have student read aloud to you until you feel he/she has read approximately 100 words. You will need to read over the student's shoulder and mark miscues and self-corrections as he/she reads.

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FLUENCY (Circle One):

Level 4 - Reads primarily in larger, meaningful phrase groups. Read with expressive interpretation.
Level 3 - Reads primarily in three or four word phrase groups. Little or no expressive interpretation is present.
Level 2 - Reads primarily in two word phrases with some three or four word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to larger context.
Level 1 - Reads primarily word-by-word. Occasional two word or three word phrases may occur, but these are infrequent.

(NAEP's Oral Reading Fluency Scale)

COMPREHENSION (Circle One): Comprehension -   Strong   Weak   Satisfactory   None Evident

Tell me the big events so far and/or in this section. What are the big things that have happened so far?
Tell me what has really stuck in your mind so far (what seems important).
Explain why that part seems important.
Where does the story take place? What kind of place is it?
Tell me what you know about the character so far and what you imagine they might be feeling and why.
### Coding and Scoring Errors At-A-Glance

<table>
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<tr>
<th>Behavior</th>
<th>What Reader Does</th>
<th>How to Code</th>
<th>Example</th>
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<td><strong>Accurate Reading</strong></td>
<td>Reads words correctly</td>
<td>Do not mark or place check (+) above word</td>
<td>✓ ✓ ✓ ✓</td>
<td>No error</td>
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<tr>
<td><strong>Substitution</strong></td>
<td>Gives an incorrect response</td>
<td>Write the substituted word above the word</td>
<td>can, could</td>
<td>Substitution, not corrected; 1 error</td>
</tr>
<tr>
<td><strong>Multiple Substitutions</strong></td>
<td>Makes several attempts at a word</td>
<td>Write each substitution in sequence above the word</td>
<td>bugs, insects, ants, box, goal, sc, net, Jason, Jasey, Jesse</td>
<td>Multiple substitutions of the same word, not corrected; 1 error for each incorrect word in test</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Multiple substitutions, self-corrected (SC); No error; 1SC</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Multiple misreadings of names and proper nouns; 1 error first time missed; no errors after that</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Misspelling contractions (e.g., contraction as two words or two words as contraction); 1 error each time</td>
</tr>
<tr>
<td><strong>Self-correction</strong></td>
<td>Corrects a previous error</td>
<td>Write the error over the word, followed by SC</td>
<td>go, sc, play</td>
<td>No error; 1SC</td>
</tr>
<tr>
<td><strong>Insertion</strong></td>
<td>Adds a word that is not in the text</td>
<td>Write in the inserted word using a caret</td>
<td>only</td>
<td>1 error per word inserted</td>
</tr>
<tr>
<td><strong>Omission</strong></td>
<td>Gives no response to a word</td>
<td>Place a dash (—) above the word</td>
<td>—</td>
<td>Skipping a word; 1 error per word</td>
</tr>
<tr>
<td><strong>Repetition</strong></td>
<td>Reads same word again</td>
<td>Write it after the word</td>
<td>✓ ✓ ✓ ✓</td>
<td>1 error per word</td>
</tr>
<tr>
<td><strong>Repeated Repetitions</strong></td>
<td>Reads the same word more than once</td>
<td>Write it for first repetition, then write a number for additional repetitions</td>
<td>✓ ✓ ✓ ✓</td>
<td>No error</td>
</tr>
<tr>
<td><strong>Rereading</strong></td>
<td>Returns to the beginning of sentence or phrase to read again</td>
<td>Write an R with an arrow back to the place where rereading began</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>No error</td>
</tr>
<tr>
<td><strong>Remark and self-corrects</strong></td>
<td></td>
<td>Write an R with an arrow back to the place where rereading began and a SC at point of self-correction</td>
<td>✓ ✓ ✓ ✓ ✓</td>
<td>No error; 1SC</td>
</tr>
<tr>
<td><strong>Appeal</strong></td>
<td>Verbally asks for help</td>
<td>Write A above the word</td>
<td>A</td>
<td>Follow up with “try it” or “try it”</td>
</tr>
<tr>
<td><strong>“You try it”</strong></td>
<td>The child appeals; the teacher responds with “You try it”</td>
<td>Write T after the word or the Y</td>
<td>A</td>
<td>“You try it” followed by correct word</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>“You try it” followed by omission, incorrect word, or Told</td>
</tr>
<tr>
<td><strong>Told</strong></td>
<td>Child doesn’t attempt a word even after “You try it”</td>
<td>Write T after the word or the Y</td>
<td>A</td>
<td>1 error</td>
</tr>
<tr>
<td><strong>Spelling Aloud</strong></td>
<td>Child spells words by saying names of letters</td>
<td>Write the letters in all capital letters</td>
<td>N-E-T ✓ NET</td>
<td>Spelling followed by correct word; No error; no SC</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Spelling followed by incorrect word; 1 error</td>
</tr>
<tr>
<td><strong>Sounding out</strong></td>
<td>The child makes the sounds associated with the letters in the word</td>
<td>Write the letters in lowercase with hyphens between them</td>
<td>n-e-t net, p-a part past, b sc scants</td>
<td>“Sounding out” followed by correct word; No error; no SC</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>“Sounding out” followed by incorrect word or no word; 1 error</td>
</tr>
</tbody>
</table>

Assessing Readers in Levels A and B

When assessing readers in levels A and B, it is important to remember that we are not scoring them on accuracy. We will not assign a percentage for accuracy at these levels. We give them the pattern and are just checking to see if they can follow the pattern and then use the pictures to figure out the new words.

Level A/B Reading Behaviors:

- The reader matches spoken words to printed words.
- The reader moves from left to right when reading.
- The reader uses the illustration as a source of information.
- The reader carries the pattern from page to page.

At levels A and B, readers are just learning how print “works.” For example, you read left to right and match one spoken word with one word in print. You return to the left margin each time you read a new line. These complex early reading behaviors must be under the reader's control before he or she starts working on complex print. Beginning readers can establish control of voice-print match and left to right reading of very simple texts in which there is only one line of print on each page.

Information compiled from multiple sources, including the following web site:

http://www.fountasandpinnelllevelledliteracyintervention.com/faqs.asp
Informal Reading Records

Informal reading records are a great way for teachers to assess students quickly and easily. There are times and purposes for informal reading records, and teachers have the freedom to make their own assessment “tool kit” that fits their needs. An informal reading record should be similar to a formal reading record in that the teacher gives the student an unfamiliar book to read aloud and takes notes on the accuracy, fluency, and comprehension for the reading. An accuracy level can be determined or the teacher can infer a general idea of frustration, independent, or instructional level. Some suggestions and ideas for using informal reading records are as follows:

- Use an informal reading record at the beginning of the year before our formal reading record benchmarking during district assessment
- Use informal reading records in between times of formal assessments
- Use informal reading records to determine if a student’s books are at the “just right” level
- Use informal reading records to monitor progress after guided reading
- Use informal reading records to quickly determine a starting place for new students to begin selecting books to read independently

A Quick Way to Assess Accuracy: Two-Handed Running Record

1. Mark 100 words in a leveled text.
2. As the child reads put your finger down each time the child makes an error.
3. If you use 5 fingers—5 errors in 100, the text is independent (96-100% accuracy).
4. If you use your other five fingers—10 errors in 100, (the text is instructional (90-95% accuracy).
5. If you run out of fingers, the text is too difficult (below 90% accuracy).
   - What did you notice? Did the errors make sense? Did the error begin with the right letter, but make no sense?
   - Can the child tell you what the story was about?

A Quick Way to Assess Accuracy: Calculator Method
(if the book or text sample doesn’t have 100 words)

1. Count the number of errors the child makes while reading the book.
2. Punch the number of words in the selection into your calculator.
3. Hit minus and punch in the number of errors.
4. Hit the equals sign.
5. Hit the divide sign and punch in the number of words in the selection again.
6. Hit the equal key, and the accuracy level appears in the window of your calculator.

(provided by Teacher’s College Reading and Writing Project)
Guide for Observing and Noting Reading Behaviors

<table>
<thead>
<tr>
<th>1. Early Reading Behaviors</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Does the reader:</strong></td>
<td></td>
</tr>
<tr>
<td>- Move left to right across a line of print?</td>
<td></td>
</tr>
<tr>
<td>- Return to the left for a new line?</td>
<td></td>
</tr>
<tr>
<td>- Match word by word while reading a line or more of print?</td>
<td></td>
</tr>
<tr>
<td>- Recognize a few easy high frequency words?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Searching for and Using Information</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meaning</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Does the reader:</strong></td>
<td></td>
</tr>
<tr>
<td>- Make meaningful attempts at unknown words?</td>
<td></td>
</tr>
<tr>
<td>- Use the meaning of the story or text to predict unknown words?</td>
<td></td>
</tr>
<tr>
<td>- Reread to gather more information to solve a word?</td>
<td></td>
</tr>
<tr>
<td>- Reread and use the meaning of the sentence?</td>
<td></td>
</tr>
<tr>
<td>- Reread to search for more details—information, characters, plot?</td>
<td></td>
</tr>
<tr>
<td>- Reread to gather information to clarify confusions?</td>
<td></td>
</tr>
<tr>
<td>- Use headings and titles to think about the meaning of a section of text?</td>
<td></td>
</tr>
<tr>
<td>- Use information in the pictures to help in understanding a text?</td>
<td></td>
</tr>
<tr>
<td>- Use knowledge of the genre (and its characteristics) to help in understanding a text?</td>
<td></td>
</tr>
<tr>
<td>- Use knowledge of the genre (and its characteristics) to help in finding information?</td>
<td></td>
</tr>
<tr>
<td>- Use readers' tools to help in finding information (glossary, index)?</td>
<td></td>
</tr>
</tbody>
</table>

| **Structure**                         |       |
| **Does the reader:**                  |       |
| - Use knowledge of oral language to solve unknown words? |       |
| - Reread to see if a word “sounds right” in a sentence? |       |
| - Reread to correct using language structure? |       |

| **Visual Information**                |       |
| **Does the reader:**                  |       |
| - Use the visual information to solve words? |       |
| - Use the sound of the first letter(s) to attempt or solve a word? |       |
| - Use some, most, or all of the visual information to solve words? |       |
| - Use sound analysis to solve a word? |       |
| - Make attempts that are visually similar? |       |
| - Use knowledge of a high frequency word to problem solve? |       |
| - Search for more visual information within a word to solve it? |       |
| - Use analogy to solve unknown words? |       |
| - Use syllables to solve words? |       |
| - Use prefixes and suffixes to take apart and recognize words? |       |
| - Use inflectional endings to solve problem words? |       |
| - Recognize most words quickly and easily? |       |
| - Reread and use the sound of the first letter to solve a word? |       |
| - Problem solve unknown words quickly and efficiently? |       |
| - Work actively to solve words? |       |
| - Use two or three sources of information together in attempts at words? |       |
| - Use all sources of information flexibly to solve words? |       |
| - Use all sources of information in an orchestrated way? |       |

| 3. Solving Words                      |       |
| **Does the reader:**                  |       |
| - Recognize a core of high frequency words quickly? |       |
| - Recognize most words quickly and easily? |       |
| - Use a variety of flexible ways to take words apart? |       |
| - Use the meaning of the sentences to solve words? |       |
| - Use the structure of the sentence to solve words? |       |
### Record of Book Reading Progress

<table>
<thead>
<tr>
<th>Name</th>
<th>Grades</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of Text, Accuracy Rate, SC Rate ( ● = above 90%; ○ = below 90%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Book Level</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Z</td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td></td>
</tr>
<tr>
<td>V</td>
<td></td>
</tr>
<tr>
<td>U</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td></td>
</tr>
<tr>
<td>S</td>
<td></td>
</tr>
<tr>
<td>R</td>
<td></td>
</tr>
<tr>
<td>Q</td>
<td></td>
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<tr>
<td>P</td>
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<td>O</td>
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<tr>
<td>N</td>
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<tr>
<td>M</td>
<td></td>
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<tr>
<td>L</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td></td>
</tr>
<tr>
<td>J</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td></td>
</tr>
<tr>
<td>H</td>
<td></td>
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<tr>
<td>G</td>
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<td>F</td>
<td></td>
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<tr>
<td>E</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td></td>
</tr>
</tbody>
</table>

*Date

**Appendix 51**
It is important that students are reading enough books each week. Reading logs can be assessed to see if enough reading is happening. The following tables include examples of reading volume per level. These are only to be used as guidelines, and exceptions will occur.

<table>
<thead>
<tr>
<th>If I am reading level...</th>
<th>My goal should be…</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>4 books during 1 day of readers workshop</td>
</tr>
<tr>
<td>J</td>
<td>3 books during 1 day of readers workshop</td>
</tr>
<tr>
<td>K</td>
<td>2 books during 1 day of readers workshop</td>
</tr>
<tr>
<td>L</td>
<td>1 book during 1 day of readers workshop</td>
</tr>
<tr>
<td>M</td>
<td>1 book in 2 days of readers workshop</td>
</tr>
<tr>
<td>N</td>
<td>1 book in 4 days of readers workshop</td>
</tr>
<tr>
<td>O</td>
<td>1 book in 6 days of readers workshop</td>
</tr>
<tr>
<td>P</td>
<td>1 book in 8 days of readers workshop</td>
</tr>
<tr>
<td>Q</td>
<td>1 book in 10 days of readers workshop</td>
</tr>
<tr>
<td>R</td>
<td>1 book in 14 days of readers workshop</td>
</tr>
<tr>
<td>S</td>
<td>1 book in 16 days of readers workshop</td>
</tr>
</tbody>
</table>

L. Peterson
READING INTERVIEW

Name ________________________________ Date __________________________

Do you like to read? Why or why not?

About how many books did you read last year?

Do you read at home? How much and how often do you read at home?

What books have you read recently?

What is your favorite book? What made it your favorite?

How do you choose books to read?

Who are some of your favorite authors? Why?

What topics or subjects interest you?

What is your favorite kind of book? What other kinds of books do you like to read?

What are the titles of some books that you want to read?

What kinds of books are easy for you to read? What kinds are hard for you to read?

How can I help you become a better reader?

Is there anything else you want me to know about you as a reader?
Professional Resources
Related to:
Assessment
(Reading)

1. The Art of Teaching Reading by Lucy Calkins, Chapter 8
2. Fountas and Pinnell Benchmark System 1 and 2
3. When Readers Struggle by Fountas and Pinnell
4. Running Records by Peter Johnston
5. Guided Reading by Fountas and Pinnell, Chapter 6
6. Guided Reading by Fountas and Pinnell, Chapter 7 (Running Records)
7. Matching Books to Readers by Fountas and Pinnell
8. On Solid Ground by Sharon Taberski, Chapter 5
The Workshop Model

Reading Workshop
The structure for the reading workshop remains rather consistent throughout the year and includes the following segments:

**A Minilesson**

*Minilesson* have one teaching point, which is usually named explicitly and then demonstrated. Children are given a bit of guided practice with just the one strategy. This strategy is then transferred into independent and partner reading and becomes (with more practice and support) part of the child’s ongoing repertoire.

**Private reading time**

In most reading workshops, teachers divide the work time between private time when students read quietly to themselves (85% of work time), and partner time (15% of work time), when students meet to talk with their reading partners. As children read privately in self-selected just right books, they draw upon the full repertoire of reading skills and strategies they have accumulated. On any given day, a teacher may also set children up to work with one new strategy. For example: “This time, be sure that when you finish a book, you look back over it and see if you can retell it in your own mind.” The time students spend reading privately will increase as they year progresses, and we will provide necessary instruction along the way to support our students’ growing stamina and focus. As children read, the teacher will go around the room and meet them for reading conferences or gather small groups for guided reading or *strategy lessons.*

**Mid-Workshop Teaching Point**

Often in the midst of a workshop, we convene children’s attention so that we can give a quick pointer in response to a shared problem we’re seeing or so we can share an example of what one reader has done that might help others. Sometimes these mid-workshop interventions also allow is to correct a misconception, remind students of a previous day’s lesson, instruct students about their upcoming work, or rally readers to work harder or longer. This teaching usually takes no longer than a minute or two and students generally stay in their reading spots rather than reconvening in the meeting area.

**Partner Reading Time**

We strongly suggest that teachers assign partners who will most likely stay together for a reasonably long stretch of time. These partners are most often very similar readers, so when they meet, both readers’ books are accessible to the partnership. When children are working in reading centers/clubs these often replace partnership time/conversations. In general we want children to use partner time to support each other with decoding, comprehension, fluency, and stamina, etc. Teachers confer with partnerships to support and extend the work children are doing together.

**Teaching Share**

At the end of the workshop, the teacher brings closure to the day’s work. Often (but not always) children will gather in the meeting area. This time is used to share ways in which students have incorporated that day’s minilesson into their work and to share their new insights or discoveries. The teacher often asks readers to show their partners what they have done or to discuss what they have learned. The teacher sometimes retells a conference or asks a student to share his or her reading work. The share session functions almost as a separate and smaller minilesson. It may arise from a particular conference in which the teacher notices a student doing strong reading work that merits being shared with the rest of the students. This share time is no longer than 5 minutes.

*more information in following pages*

**Writing Workshop**
The structure for the writing workshop remains rather consistent throughout the year and includes the following segments:

**A Minilesson**
*Minilessons* have one teaching point, which is usually named explicitly and then demonstrated. Children are given a bit of guided practice with just the one strategy. This strategy is then transferred into independent writing (with more practice and support) part of the child’s ongoing repertoire.

**Independent Writing time**
In most writing workshops children write about self-selected topics as the teacher goes around the room to *confer* or pull small groups of children together for *strategy lessons* who need the same kind of support. It is important to have a daily writing workshop. This writing work is essential especially for our youngest readers. The transfer of knowledge between writing and reading helps to strengthen our students’ abilities to decode text, read with fluency, and problem-solve when they encounter tricky parts.

**Mid-Workshop Teaching Point**
Often in the midst of a workshop, we convene children’s attention so that we can give a quick pointer in response to a shared problem we’re seeing or so we can share an example of what one writer has done that might help others. Sometimes these mid-workshop interventions also allow us to correct a misconception, remind students of a previous day’s lesson, instruct students about their upcoming work, or rally writers to work harder or longer. This teaching usually takes no longer than a minute or two and students generally stay in their writing spots rather than reconvening in the meeting area.

**Partner Writing Time**
We strongly suggest that teachers assign partners who will most likely stay together for a reasonably long stretch of time. In general, we want children to use partner time to support each other with their writing work. Partners may support each other by rehearsing, planning, composing words and sentences, revising, and editing together. Teachers confer with partnerships to support and extend the work children are doing together.

**Teaching Share**
At the end of the workshop, the teacher brings closure to the day’s work. Often (but not always) children will gather in the meeting area. This time is used to share ways in which students have incorporated that day’s minilesson into their work and to share their new insights or discoveries. The teacher often asks writers to show their partners what they have done or to discuss what they have learned. The teacher sometimes retells a conference or asks a student to share his or her writing work. The share session functions almost as a separate and smaller minilesson. It may arise from a particular conference in which the teacher notices a student doing strong writing work that merits begin shared with the rest of the students. This share time is no longer than 5 minutes.

*more information in following pages*
Mini-Lessons
Structure of a Mini-Lesson

Connection:
- Name how this topic fits with the work we have been doing
- Or how it fits with our student’s lives as readers or writers
- Or make a connection to a story (how it relates to a personal or shared event)
- Set the students up for what they are about to learn

Teach:
- Tell the student what they are going to learn
- Name the skill and strategy(s)
- Demonstrate using your own reading or writing
  - The demonstration should match what you will ask the students to do in the active involvement portion of the minilesson next
- Create charts with words and pictures to reinforce your teaching and for students to use during independent reading/writing

Active Involvement:
- Give the students an opportunity to try what you just taught them (stay on the rug)
- Students may work alone or turn to their partner (who they should be sitting next to in the group meeting area)
- The active involvement should match the demonstration that you gave during the teach portion of the mini-lesson

Link:
- Link the mini-lesson/teaching point to the work the students are and have been doing in reading or writing workshop
- Link the mini-lesson/teaching point to the student’s lives as readers or writers
- The new teaching point/skills and strategies become tools in the student’s tool boxes
### Mini Lesson: One Skill, Two Levels/Strategies

<table>
<thead>
<tr>
<th>Connection:</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Teaching Point:</th>
<th>Skill:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strategy:</td>
</tr>
<tr>
<td></td>
<td>Purpose:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Demonstrate (One Level)</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Demonstrate (Other Level)</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Active Engagement:</th>
<th></th>
</tr>
</thead>
</table>

| Link |  |
Mini Lesson Structure: **Guided Practice**

<table>
<thead>
<tr>
<th><strong>Connection:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching Point:</strong></td>
<td><strong>Skill:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Strategy:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Purpose:</strong></td>
</tr>
<tr>
<td><strong>Active Engagement/Coach:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Demonstrate:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Active Engagement/Coach:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Link:</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Good Demonstrations
- Teaching point includes the skill *(what)* and strategy *(how)*.
- Doing the teaching point yourself!
- Thinking aloud throughout the demonstration
- Repeating the teaching point with consistent language
- Demonstration text is **familiar** to students
- Limited amount of text used to demonstrate (not whole book, not whole story)
- Get into a predictable **problem** and model how to get out
- Set up and students to watch for specific things – “Watch as I…” and wrap up “Did you notice how I…”

### Good ActiveEngagements
- They are quick
- Teacher names out what she/he heard and does not elicit from children
- If kids are using materials, they come to the rug with them
- Different options:
  - Kids turn and talk to their partner about what the teacher did, deconstructing her strategy to make sense for them
  - Kids turn and talk about what the teacher might try—they “actively engage” in the teachers’ piece
  - Kids try in their own text/piece of writing

### Good Teaching Shares
- Put any new learning back into kids’ repertoires
- Happen every day
- Are a time to teach
- Different options:
  - **ML reinforcement**: “Today, we learned how…I want to show you the great work that___did to…” “Okay, everyone else, turn and tell your partner how…”
  - **ML add-on**: “Today, I taught you how… Well, today, when___was reading, he…So, We can….”
  - **ML preview**: “Today, we learned how readers …We learned that…But, today___discovered something else to…She…Well, tomorrow, I’m going to teach you all how to do what___just did. How you can…”
  - **Management**: “One thing that I noticed that got in the way of our best work was…Let’s take 5 for minutes to try and do it better. Remember…”
Connection:
Story or metaphor

Teaching Point:

Skill (what): Something we’ll learn today is…

Strategy (how): One/some way/s to do this is/are…

Purpose (why): We do this so that…

Teach:
Let me show you how I…

Hmm…I’m thinking…

Did you see how I…

Active Engagement:
Now you try…

Readers, let’s all come back together…

Link:
Today and everyday…

Share:
ML Reinforcement
ML Add-On
ML Preview
Management
<table>
<thead>
<tr>
<th>Teaching Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skill:</strong> Something we'll learn today is...</td>
</tr>
<tr>
<td><strong>Strategy:</strong> One/some ways to do this is/are...</td>
</tr>
<tr>
<td><strong>Purpose:</strong> We do this so that...</td>
</tr>
<tr>
<td><strong>Skill:</strong> Something we'll learn today is...</td>
</tr>
<tr>
<td><strong>Strategy:</strong> One/some ways to do this is/are...</td>
</tr>
<tr>
<td><strong>Purpose:</strong> We do this so that...</td>
</tr>
<tr>
<td><strong>Skill:</strong> Something we'll learn today is...</td>
</tr>
<tr>
<td><strong>Strategy:</strong> One/some ways to do this is/are...</td>
</tr>
<tr>
<td><strong>Purpose:</strong> We do this so that...</td>
</tr>
</tbody>
</table>
Demonstration in Minilessons and Conferences

Teaching Point: _______________________________________

_____________________________________________________________________

Materials: _______________________________________________________

_____________________________________________________________________

When I read/write, _____________________________________________

_____________________________________________________________________

Watch me as I: _________________________________________________

_____________________________________________________________________

Demonstrate (Remember to voice over quite a bit) _________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

Did you notice how I: ___________________________________________

_____________________________________________________________________

Be sure the active involvement/try it has the student replicating the demonstration.
Unit of Study: __________________________________________________________

Mini-lesson Teaching Point: ____________________________________________

Materials: ____________________________________________________________

**Connection:** (activate prior knowledge and focus student attention on the lesson – state teaching point)
*We’ve been working on......*

*Today I am going to teach you...*

*because...*

**Teach:** (demonstrate the teaching point, providing an example and explanation, or providing an opportunity for guided practice – repeat the teaching point several times – teacher talk only)

**Active Engagement:** (coach and assess during this time on the rug in the meeting area)

*Now you are going to have a try. You are going to...*

**Link:** (review and clarify key points, globalizing their utility from now to the future – repeat the teaching point)

*Today and everyday when you are writing...*

**Possible Mid-workshop Interruptions/Future Lessons** (additional teaching points that relate to the mini-lesson teaching point or the unit of study):
*  

*
Professional Resources
Related to:

*Mini-Lessons*

1. *The Art of Teaching Reading* by Lucy Calkins, Chapter 5
2. *The Art of Teaching Writing* by Lucy Calkins, Chapter 11
Conferring with Students

Conferring With Readers and Writers

Types of Conferences:
Research-Only Conference
- Good to do when you are getting to know your students
- Good to do when you are working on management and routines
- Can be helpful in placing students in small group instruction/strategy lessons or group conferences
- move quickly around the room and ask questions to yourself or to your students
- keep records on individual conference forms or use a checklist

Compliment Conference
- use as a way to deepen your students’ current approximations or strategies
- students will be more likely to take risks when they feel safe and confident
- can work more frequently with students if you give compliments only
- shorter than a full teaching conference and only uses the research and decision of what to compliment phase
- compliment strategies that are new and emerging
- can be useful when a reader’s stamina is low, students are unfocused, students are unwilling to take risks, and when students’ motivation is low
- individual or table
- research with a lens
- try researching from afar as well as near the student

How to research
- use observation
  - reading logs
  - book selection
  - post-it notes
- have a conversation
  - “Can you tell me why you_____?”
  - “Can you show me_______?”
  - “Can you explain why/how you_______?”
- listen to the student read
  - listen if it matches the goal or unit of study you are working on
  - listen if the conversation or observation make you think that the reader may be having trouble

Deciding on a method of instruction
- in order to support the unit of study and the class goals for that unit you should use one of the following methods for teaching during your conferences
  - demonstration
    - use when a reader is learning a new strategy or when a strategy has multiple steps
    - involves the teacher showing the readers how to use a strategy in realistic reading while thinking aloud about the process and steps
    - it is important to tell the readers what they will be seeing before you demo it for them
    - restate the strategy in a way that makes it generalizable to all books
  - example and explanation
    - may be useful when a reader has seen a strategy before but still needs more support with it
    - refer back to previous teaching (mini-lessons, shared reading, read-alouds)
  - shared reading
    - use when a reader needs support with fluency, phrasing or intonation
    - like a shared reading lesson except during a conference
coaching

- use when a student is having difficulty applying a strategy
- instead of demonstrating or giving an example have the student start using the strategy and begin coaching the student
- start by heavily supporting the reader and then gradually support less
- make sure your prompts are not too specific

Conferring during partner/talk time

- offers more opportunities to confer throughout the week
- can assess comprehension
- can support multiple readers at one time
- ghost partner teaching (whispering in)
- use explicit teaching through demonstration if partners or group is struggling with behaviors or strategies
- make sure to address both partners or all group members
- become a member of the group to push students’ thinking and conversation in a more productive direction
  - summarize what you were doing at the end of the conference
Conferring Note Taking/Record Sheet

Student Name:_____________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Compliment</th>
<th>Teaching Point</th>
<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Notes:______________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________


Conferring Note Taking/Record Sheet

Student Name: _______________________________________

<table>
<thead>
<tr>
<th>Compliment</th>
<th>Teach</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tips and Tricks for Conferring

- Many teachers choose to follow a conferencing schedule where he/she rotates through a schedule that allows them to meet with each student 1 time per week.
- Having a place to keep all student record forms is highly recommended. They are a valuable teaching and assessment record that should be used to document progress and to plan future teaching.
- Carrying your own book bag with books during reading conferences and your own folder of writing pieces during writing conferences will allow you to demonstrate and teach with material other than the student’s.
- A piece of writing paper inside a plastic sleeve will allow you to use it over and over with many different students and for many different purposes. Use a dry erase marker to teach and demonstrate with and then wipe off before your next use.
- You may choose to have table conferences (where you meet with all the students sitting at one table) in order to meet with more students and to address the routine and management needs of the workshop.
- As you confer, keep track of students who need further teaching in a small group by writing their name into a specific box on a strategy lesson sheet. (See example document on page. #)
Professional Resources
Related to:
Conferring

1. Conferring With Readers by Jennifer Serravallo and Gravity Goldberg
2. The Art of Teaching Reading by Lucy Calkins, Chapter 6
3. The Art of Teaching Writing by Lucy Calkins, Chapter 14
4. On Solid Ground by Sharon Taberski, Pages 38-44
5. Assessing Writers by Carl Anderson
6. How’s It Going? By Carl Anderson
7. Strategic Writing Conferences by Carl Anderson
8. Prompting Guide: A Tool for Literacy Teachers by Fountas and Pinnell
9. Continuum of Literacy Learning by Fountas and Pinnell
Strategy Lessons
Strategy Lessons are taught to small groups of students who need similar teaching of strategies for reading or writing. These groups are flexible and are based on ongoing assessments such as conference notes, observations, running records, and guided reading notes/observations. Students may use a common text or they may use their own. The teacher demonstrates the strategy as he/she would during a mini-lesson and scaffolds the readers/writers as they try it out during the strategy lesson. These lessons are rather like small group mini-lessons in the middle of reading or writing workshop.

Teachers may choose to keep/carry a record/planning form during conferring time to keep track of those students they notice are in need of a particular strategy lesson. This type of form will help in planning for strategy lessons and will allow the teacher to group students based on what strategies they need to learn or have reinforced.
**Example Record/Planning Form (write students’ names in a box if you notice a need for teaching or reinforcement of a particular strategy)**

**Strategy Lessons for Small Moments**

<table>
<thead>
<tr>
<th>Planning—Touch, Say, Sketch, Write</th>
<th>Stretching a Story Across Pages (First, Next, Last)</th>
<th>Focusing on a Single Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adding in Partner Sentences</td>
<td>Adding in Setting (time of day/weather)</td>
<td>Adding Internal Thinking (thought, felt, wondered)</td>
</tr>
<tr>
<td>Adding in Dialogue/Speech bubbles</td>
<td>Story Endings that give an emotional response</td>
<td>Spaces between words</td>
</tr>
<tr>
<td>Capital Letters</td>
<td>Word Wall Words</td>
<td>Break up summary statements into smaller precise actions</td>
</tr>
</tbody>
</table>
## Example:

### Strategy Lessons for How-Tos

<table>
<thead>
<tr>
<th>Sequence events – correct order</th>
<th>Thinking of all the small steps – not just big, broad steps</th>
<th>Envisioning the steps to include all the details</th>
<th>Ordinal words, directions and times</th>
<th>Specific Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequenced events – correct order</td>
<td>Thinking of all the small steps – not just big, broad steps</td>
<td>Envisioning the steps to include all the details</td>
<td>Ordinal words, directions and times</td>
<td>Specific Verbs</td>
</tr>
<tr>
<td>Zooming in on the part that teaches</td>
<td>Using arrows, labels, and movement marks to make pictures teach</td>
<td>Using the Word Wall</td>
<td>Act-it out with a partner</td>
<td>Punctuation</td>
</tr>
<tr>
<td>Introduction</td>
<td>Supply Page</td>
<td>Ending</td>
<td>Cautions/Warnings</td>
<td>Capital letters</td>
</tr>
</tbody>
</table>
Professional Resources
Related to:
*Strategy Lessons*

1. *The Art of Teaching Reading* by Lucy Calkins, Section II
2. *Conferring With Readers* by Jennifer Serreavo and Gravity Goldberg, Chapter 11
General Workshop Rubric Samples
<table>
<thead>
<tr>
<th>Name ___________________________</th>
<th>Week Ending __________</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Workshop Review</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Exceeds Expectations</strong></td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td><strong>Mini-Lesson Behavior</strong></td>
<td></td>
</tr>
<tr>
<td><em>Hands to self</em></td>
<td></td>
</tr>
<tr>
<td><em>Listens to teaching</em></td>
<td></td>
</tr>
<tr>
<td><em>Participates at appropriate times</em></td>
<td></td>
</tr>
<tr>
<td><strong>Reading Tools</strong></td>
<td></td>
</tr>
<tr>
<td><em>Reading Log at school each day</em></td>
<td></td>
</tr>
<tr>
<td><strong>Just Right</strong> books at school each day</td>
<td></td>
</tr>
<tr>
<td><em>Takes care of books and other materials</em></td>
<td></td>
</tr>
<tr>
<td><em>Fills out reading log neatly and correctly</em></td>
<td></td>
</tr>
<tr>
<td><strong>Independent Reading Time</strong></td>
<td></td>
</tr>
<tr>
<td><em>Gets to reading spot quickly and quietly</em></td>
<td></td>
</tr>
<tr>
<td><em>Reads for the entire reading time</em></td>
<td></td>
</tr>
<tr>
<td><em>Does not distract others</em></td>
<td></td>
</tr>
<tr>
<td><strong>Partner Work</strong></td>
<td></td>
</tr>
<tr>
<td><em>Shares with reading partner</em></td>
<td></td>
</tr>
<tr>
<td><em>Builds conversation with reading partner (asking and answering questions, adding on to what his/her partner said)</em></td>
<td></td>
</tr>
<tr>
<td><em>Keeps hands to self</em></td>
<td></td>
</tr>
<tr>
<td><em>Conversations are about the reading</em></td>
<td></td>
</tr>
<tr>
<td><strong>Skill and Strategy Application</strong></td>
<td></td>
</tr>
<tr>
<td><em>Conversations show evidence of skills and strategies taught</em></td>
<td></td>
</tr>
<tr>
<td><em>Writing in reading notebook and/or on Post-its shows evidence on teaching</em></td>
<td></td>
</tr>
<tr>
<td><strong>Reading At Grade Level Standards</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Teacher Comments</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Reading Workshop Weekly Check-up Sheet

**Reading Workshop Weekly Check-up Sheet for:**

_________________________________________________ **Date:**

<table>
<thead>
<tr>
<th><strong>Point Values →</strong></th>
<th><strong>4</strong></th>
<th><strong>3</strong></th>
<th><strong>2</strong></th>
<th><strong>1</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exceeds Expectations</strong></td>
<td><strong>Meets Expectations</strong></td>
<td><strong>Approaching Expectations</strong></td>
<td><strong>Below Expectations</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Skill & Strategy Application (list teaching points for the week)

**Monday:**  Readers think about what they might already know about a topic and remind themselves of all they know before they read by looking at the front cover, reading the title, and asking themselves, “what all do I already know about this topic?”

**Tuesday:**  Readers decide if they are an “expert reader” or a “discovery reader” of this topic by looking at the front cover, reading the title, thinking about all they know, and asking themselves, “Do I know a lot about this topic, or not?”

**Wednesday:**  Readers figure out what a text is all about and what all the parts of the topic are to understand what the author is going to be saying about this topic by looking at the title, the cover, the table of contents, and the introduction.

**Thursday:**  Readers determine how much test in a book is devoted to the topic they are really trying to learn about and focus on by using the different features such as an index, preface, and table of contents, glossary and appendix.

**Friday:**  Readers figure out the main idea of a paragraph by reading the topic sentence because they know that the paragraph will continue with supporting details.

### Work Habits

**Mini-Lesson Behavior**

**Reading Log**

**Independent Reading**

**Partner Work**

**“Just Right” Book at school each day**

**Reading Development**

**Reading at Grade Level**
<table>
<thead>
<tr>
<th>Students</th>
<th>Mini-lesson Behavior</th>
<th>Reading Log</th>
<th>Independent Reading</th>
<th>Partner Work</th>
<th>“Just Right” book at school each day</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

An ‘X’ indicates one time of not meeting expectations in this category. Week of:

_____________________________________________________

55
## Fourth Grade Expectations

<table>
<thead>
<tr>
<th>Mini-lesson Behavior</th>
<th>Reading Log</th>
<th>Independent Reading</th>
<th>Partner Work</th>
<th>“Just Right” book at school each day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student sits in the meeting area, listening to the lesson.</td>
<td>Reading log is at school each day.</td>
<td>Student finds reading spot quickly.</td>
<td>Student takes turns with partner.</td>
<td>Student has all of his/her “just right” books at school each day.</td>
</tr>
<tr>
<td>Student talks with partner, when asked.</td>
<td>Reading log is fully filled out each day.</td>
<td>Student gets appropriate reading materials (a book that is “just right”) out quickly and begins reading.</td>
<td>Student keeps hands off partner.</td>
<td></td>
</tr>
<tr>
<td>Student keeps hands to self.</td>
<td>Reading log is written on neatly.</td>
<td>Student reads for the entire independent reading time.</td>
<td>Student listens to partner, looking at them while they are speaking.</td>
<td></td>
</tr>
<tr>
<td>mini-lesson behavior</td>
<td></td>
<td>Independent Reading</td>
<td>Student builds conversation with partner.</td>
<td></td>
</tr>
</tbody>
</table>

---

**Reading Log**
- Reading log is at school each day.
- Reading log is fully filled out each day.
- Reading log is written on neatly.

**Independent Reading**
- Student finds reading spot quickly.
- Student gets appropriate reading materials (a book that is “just right”) out quickly and begins reading.
- Student reads for the entire independent reading time.

**Partner Work**
- Student takes turns with partner.
- Student keeps hands off partner.
- Student listens to partner, looking at them while they are speaking.
- Student builds conversation with partner.
Name: ___________________  Date: __________________

**My Post-its from the week**

Score out of 20 points

You need to choose four post-its from your reading this week. At least 2 of them need to be from this week’s chart.

<table>
<thead>
<tr>
<th>Book Title:</th>
<th>Book Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Book Title:</th>
<th>Book Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Book Title:</th>
<th>Book Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Book Title:</th>
<th>Book Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*** Students are provided with 3 ½ hours of reading time, in school, each week to create these post-its.
Name_____________________

My partner’s name is:_________________________

When we turn and talk on the RUG my partner:

___ ALWAYS listens to me and talks with me.
___ SOMETIMES listens to me and talks with me.
___ NEVER listens to me and talks with me.

When we work together during reading workshop, my partner:

___ ALWAYS listens to me and talks with me.
___ SOMETIMES listens to me and talks with me.
___ NEVER listens to me and talks with me.

When we work together during writing workshop, my partner:

___ ALWAYS listens to me and talks with me.
___ SOMETIMES listens to me and talks with me.
___ NEVER listens to me and talks with me.
<table>
<thead>
<tr>
<th></th>
<th>/100</th>
<th>Exceeds 10 Standards</th>
<th>Meets 8 Standards</th>
<th>Below 6 Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Punctuation</strong></td>
<td></td>
<td>Uses “ “ ‘ ’ : ; - () and other than in lists.</td>
<td>Consistently uses end marks and commas in lists.</td>
<td>Does not consistently use end marks, or commas in lists.</td>
</tr>
<tr>
<td><strong>Sentence Structure</strong></td>
<td></td>
<td>Uses a variety of sentences.</td>
<td>No run-on sentences. No fragments. Subject/verb agreement.</td>
<td>Doesn’t have subject/verb agreement, or uses run-on’s /fragments.</td>
</tr>
<tr>
<td><strong>Capitalization</strong></td>
<td></td>
<td>Capitalizes proper nouns, or uses capitals to emphasize a word.</td>
<td>Capitalizes the beginning of sentences and the pronoun I.</td>
<td>Does not capitalize I or the beginnings of sentences consistently.</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td>No spelling errors. Spells words above grade level.</td>
<td>Spells grade-level words correctly, but misspells harder words.</td>
<td>Misspells grade-level words.</td>
</tr>
<tr>
<td><strong>Mini Lesson Feature</strong></td>
<td></td>
<td>Shows clear evidence of using a teaching point in their writing.</td>
<td>Shows some evidence of using a teaching point in their writing.</td>
<td>Shows no evidence of using a teaching point in their writing.</td>
</tr>
<tr>
<td><strong>Word Choice</strong></td>
<td></td>
<td>Shows clear evidence of better word substitution.</td>
<td>Shows some evidence of better word substitution.</td>
<td>Shows no evidence of better word substitution.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td></td>
<td>Planning is well organized and matches the genre of writing.</td>
<td>Planning is somewhat organized and somewhat matches the genre of writing.</td>
<td>Planning is not organized and does not match the genre of writing.</td>
</tr>
<tr>
<td><strong>Neatness</strong></td>
<td></td>
<td>Words are neatly written, with good spacing. Illustrations are detailed &amp; neat.</td>
<td>Words are legible, but not neat. OR Illustrations lack detail &amp; neatness.</td>
<td>Words are not spaced well, hard to read, or illustrations are basic.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td>Writer uses lots of detail, and elaborates when it benefits the piece.</td>
<td>Writer writes only what is needed to fulfill the requirements.</td>
<td>Writer lacks detail, or information required by the genre.</td>
</tr>
<tr>
<td><strong>Text Features</strong></td>
<td></td>
<td>Fully uses the text features of the genre to benefit their piece.</td>
<td>Shows some usage of text features for this genre.</td>
<td>Shows no sign of text features for this genre.</td>
</tr>
</tbody>
</table>

**Totals:**

---

|        |      |      |      |      |
Professional Resources
Related to:
The Workshop Model

1. The Art of Teaching Reading by Lucy Calkins, Chapter 4
2. The Art of Teaching Writing by Lucy Calkins, Chapter 11 and Chapter 20
3. The Writing Workshop: Working Through the Hard Parts (and they’re all hard parts) by Katie Wood Ray, Chapter 1 and Chapter 4
4. The Workshop Help Desk K-5 Series By The Reading and Writing Project (First Hand, Heinemann)
5. Growing Readers by Kathy Collins, Chapters 1 and 2
Guided Reading
Overview of Guided Reading

What is Guided Reading?

Guided reading is when the teacher works with a small group of children reading at their instructional level (the level right above their just right level). The children should be able to use the strategies they currently have, but the more challenging text should provide an opportunity for a small amount of new learning. The teacher begins by giving a brief introduction of the book. This introduction should be done just like a conversation. This allows the student to know what the story is about. The teacher should point out any character names and a few words that might be tricky, but leave a few to figure out. With this introduction, they can focus on constructing meaning while using problem-solving strategies to figure out words they do not know, deal with tricky sentence structure, and understand new concepts of print. Next the teacher asks the student to start reading at various times. This allows the students to read the whole text on their own without reading just certain parts (taking turns).

The teacher then listens in to individual students. During this time, the teacher is listening for any part of the text that might be giving the child difficulty. She might conference with the child if needed. When children finish they are to re-read the book until the teacher says stop. After the reading, the teacher teaches the group one thing. This might be a reading strategy to use to figure out an unknown word. For children reading higher levels (children that can decode texts), there is still work to be done through guided reading:

- analyzing text structure
- character development
- comprehension strategies
- comparing texts by theme
- learning to read in a variety of genres
- learning how to get information from texts

Guided reading is normally done during private/independent reading time during reading workshop after the mini-lesson. Guided reading can also be done during additional small group time outside of reading workshop. Struggling students should receive more guided reading support in other parts of their day.
The Book Introduction in Guided Reading

The book introduction in guided reading has two essential elements:
1. The teacher selects a book that will suit the needs of the children in the group. The text must provide the right level of support and challenge for the children’s current processing abilities.

2. The teacher introduces the text in a way that gives children access to the story or information topic while leaving some problem-solving work for them to do. This information allows the teacher to scaffold and adjust the level of support needed before the first read of the text.

In a book introduction, the teacher provides an opportunity for the following:
1. Children make connections to the text during a teacher-led conversation about the book that deals with the story or information they are about to read.

2. Children can make predictions and a purpose for reading may be set.

3. Concept words and/or unusual language patterns, those impacting the meaning of the text, are identified and discussed briefly.
   a. Allow children to HEAR and SAY the new concept words or language patterns.
   b. Children may locate some words in text if they are still working on word/print match.

4. Previewing the text (or viewing the pictures of the entire book) is based on the needs of the group and changes over time.
## Essential Elements of Guided Reading

<table>
<thead>
<tr>
<th>Before Reading</th>
<th>During Reading</th>
<th>After Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Teacher selects text</td>
<td>- Students read silently (a part or whole)</td>
<td>- Teacher may guide the talk by asking questions</td>
</tr>
<tr>
<td>- Teacher previews text, plans introduction, and starts session off with book introduction</td>
<td>- Teacher “listens in” and may think aloud</td>
<td>- Teacher assesses comprehension</td>
</tr>
<tr>
<td>- Students may tell (briefly) about experiences they’ve had that are similar to the story</td>
<td>- Teacher observes the readers’ behaviors for evidence of strategy use</td>
<td>- Students may check predictions</td>
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<td>- Students may ask questions</td>
<td>- Teacher watches for ineffective reading behaviors</td>
<td>- Students react personally to the text/or share their thinking</td>
</tr>
<tr>
<td>- Teacher may preview tricky vocabulary</td>
<td>- Teacher assists at points of difficulty “on the run”</td>
<td>- Teacher returns to the text for one or two teaching points</td>
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<td>- Teacher gives or elicits information</td>
<td>- Teacher confirms children’s attempts and successes when problem solving</td>
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<tr>
<td>- Teacher rallies students’ excitement and builds expectations</td>
<td>- Students may appeal for help in problem solving when needed</td>
<td>- or other strategies</td>
</tr>
<tr>
<td>- Teacher asks a question or asks readers to think about something to drive the reading</td>
<td></td>
<td>- Teacher may extend the text with writing, drawing or more reading</td>
</tr>
</tbody>
</table>

**Example:**

- Before Reading:
  - Teacher selects text
  - Teacher previews text, plans introduction, and starts session off with book introduction
  - Students may tell (briefly) about experiences they’ve had that are similar to the story
  - Students may ask questions
  - Teacher may preview tricky vocabulary
  - Teacher gives or elicits information
  - Teacher rallies students’ excitement and builds expectations
  - Teacher asks a question or asks readers to think about something to drive the reading

- During Reading:
  - Students read silently (a part or whole)
  - Teacher “listens in” and may think aloud
  - Teacher observes the readers’ behaviors for evidence of strategy use
  - Teacher watches for ineffective reading behaviors
  - Teacher assists at points of difficulty “on the run”
  - Teacher confirms children’s attempts and successes when problem solving
  - Students may appeal for help in problem solving when needed

- After Reading:
  - Teacher may guide the talk by asking questions
  - Teacher assesses comprehension
  - Students may check predictions
  - Students react personally to the text/or share their thinking
  - Teacher returns to the text for one or two teaching points
    - tricky parts
    - breaking apart words
    - phrasing & fluency
    - or other strategies
  - Teacher may extend the text with writing, drawing or more reading
**Guided Reading**

<table>
<thead>
<tr>
<th>Book Title: Don’t Make Me Smile</th>
<th>Level: P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author: Barbara Park</td>
<td>Genre: Realistic Fiction</td>
</tr>
</tbody>
</table>

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<tr>
<th>Elements of Genre:</th>
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</thead>
</table>

| Read title, look at front cover, predict... | Gist of story: Read blurb on back of book, discuss, “this makes me think...”, make/revise predictions... |

Set a reading goal with the group (put a post-it at the stopping point)...have students start reading independently...teacher listens in one at a time...make notes...pull the group together and teach a strategy that came out of the one-on-one time or a strategy/skill from below:

**Possible Teaching Points (teach one at each meeting):**

- Reading commas and understanding the use of commas
- Keeping track of the main actions of the story by stopping every page or after something big happened and jotting that down on a post-it
- Getting your mind ready for reading by rereading your post-its each day to remember what has happened so far
- Reading dialogue...always asking, “Who is talking here?”
- Reading dialogue...knowing that when a new person talks the writer skips to the next line and indents.
- Reading dialogue...knowing that the dialogue tag can come in the middle of the dialogue
- Reading dialogue...changing the voice in your head
- Understanding the use of and changing your voice when reading italicized words

**Name_______________________**

**Date_______________________**

**Compliment:**

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**Teach:**

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**Name_______________________**

**Date_______________________**

**Compliment:**

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**Teach:**

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<td>Notes:</td>
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<tr>
<td><strong>Guided Reading Book Intro Sheet</strong></td>
<td><strong>Level:</strong></td>
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<tr>
<td><strong>Title and Setting</strong></td>
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<tr>
<td><strong>Prior Knowledge</strong></td>
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<tr>
<td><strong>Gist of the Story</strong></td>
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<tr>
<td><strong>Structure of Text</strong></td>
<td></td>
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<tr>
<td><strong>Tricky Parts</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Question or strategy to pursue while reading</strong>&lt;br&gt;(This is a reminder to the students-not a strategy you are teaching at that moment)</td>
<td></td>
</tr>
<tr>
<td><strong>Questions/Discussion ideas for after reading</strong></td>
<td></td>
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</tbody>
</table>
Guided Reading Lesson Recording Sheet

**Title:**

<table>
<thead>
<tr>
<th>Students</th>
<th>Observations</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Date:</td>
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</table>

**Teaching Point:**

**Possible Word Work:**
<table>
<thead>
<tr>
<th>Group Members</th>
<th>Date</th>
<th>Level/Title</th>
<th>Comments</th>
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</thead>
<tbody>
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</table>
This information can be used during guided reading or any other part of reading instruction.

**Sources of Information and Prompts to use When Coaching**

<table>
<thead>
<tr>
<th>Source of Information</th>
<th>Coaching Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meaning</strong></td>
<td>♦ Does that make sense?</td>
</tr>
<tr>
<td><em>As we read and write, we use our experiences, our knowledge, and what we know about what is happening in the text to make sense of the whole text.</em></td>
<td>♦ Reread and see if that makes sense.</td>
</tr>
<tr>
<td>♦ Thinking about what the text is about</td>
<td>♦ Reread, use the first sound and think about what is happening here.</td>
</tr>
<tr>
<td>♦ Constructing the meaning of the story as we read and write each page.</td>
<td>♦ Reread, use the first part of the word (first 3 or 4 letters) and think about what is happening here.</td>
</tr>
<tr>
<td>♦ Using our experiences and what we know about the world to make sense in the text.</td>
<td>♦ Try that again and think what would make sense here.</td>
</tr>
<tr>
<td>♦ Using the pictures as a resource to make sense of what is happening in the text. (Pictures after level D are not that helpful.)</td>
<td>♦ Could it be ________? (supply the word when a child is completely stuck)</td>
</tr>
<tr>
<td><strong>Syntax</strong></td>
<td>♦ Does it sound like a book sentence?</td>
</tr>
<tr>
<td><em>We use our knowledge of the way sentences are written in books to make sense of the texts we read and write.</em></td>
<td>♦ Try that again and make it sound like it would in a book.</td>
</tr>
<tr>
<td>♦ Using what you know about the English language and being able to predict and know what kind of word comes next as you read and write a sentence that would be in a book. (For breakfast Heather loves to eat ________ (knowing that a noun will most likely go here.)</td>
<td>♦ What would sound right here?</td>
</tr>
<tr>
<td>♦ Can we say it that way when reading and writing a sentence from a book?</td>
<td>♦ Does that sound like the way we read sentences from books?</td>
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<tr>
<td>♦ You said _____. Does that sound right?</td>
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<tr>
<td><strong>Visual/Graphophonics</strong></td>
<td>♦ Does that look right?</td>
</tr>
<tr>
<td><em>(Stress letter sound matches with levels C (TC Group 2) &amp; higher!)</em></td>
<td>♦ Do you know a word that begins like that?</td>
</tr>
<tr>
<td><em>As we read and write, we match the words we say to the letters/sounds and word parts we see.</em></td>
<td>♦ What letter would you expect to see at the beginning? At the end?</td>
</tr>
<tr>
<td>♦ We focus on the print and notice spaces, words, punctuation, and the direction in which we read.</td>
<td>♦ Check the picture. Think about what is happening in the story then use the letter sounds or word parts.</td>
</tr>
<tr>
<td>♦ Using our knowledge of letters and sounds to read and write words</td>
<td>♦ What sound do you see in that word?</td>
</tr>
<tr>
<td>♦ Using our knowledge of parts (or chunks) of words we know to read and write the words.</td>
<td>♦ Try it and reread to see if it makes sense, sounds right, and looks right.</td>
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</tbody>
</table>
## Leveled Record Keeping/Teaching Form

**Guided Reading Level A/B**

<table>
<thead>
<tr>
<th></th>
<th>Uses illustrations to figure out words</th>
<th>Uses one to one matching – Points once under each word</th>
<th>Uses and locates known words</th>
<th>Carries the pattern</th>
<th>Reads with fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prompts</strong></td>
<td>- check the picture - what do you see?</td>
<td>- use your strong finger - make your finger hop at each word - point under the word - does it match?</td>
<td>- this is a word wall word - check the word wall - point at and read the words you know</td>
<td>- let me read it first - say it after I say it - turn back to the last page and reread the pattern</td>
<td>- make it sound like you’re talking - reread in a smooth voice</td>
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<td><strong>Students</strong></td>
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**Observations:**

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**TP:**
## Guided Reading Level C

<table>
<thead>
<tr>
<th></th>
<th>Uses first letters and last letters to read tricky words</th>
<th>Recognizes/Reads Sight words</th>
<th>Looks at picture and gets mouth ready</th>
<th>Uses the pattern</th>
<th>Reads with fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prompts ➔</strong></td>
<td>- look at the first letter(s)/last letter(s) - look across the whole word</td>
<td>- find the words you know first, now reread - what words do you know? - that's a word wall word</td>
<td>- check the picture and get your mouth ready - what sound does it make? - get your mouth ready - what does the picture show you?</td>
<td>- look at the page before - what was the pattern on this page (the page before)? Now read it.</td>
<td>- scoop up the words - sound like a teacher - reread it smoothly</td>
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<td>Students</td>
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**TP:**
Guided Reading Level D

<table>
<thead>
<tr>
<th></th>
<th>Makes sure it makes sense, looks right, sounds right (integrates sources of info)</th>
<th>Self Corrects and cross-checks with unused source of information</th>
<th>Reads known words automatically (sight words/word wall words)</th>
<th>Makes return sweep on more than one line of print</th>
<th>Reads fluently without finger pointing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prompts → Students</strong></td>
<td>-does that make sense AND sound right? -does that look right AND sound right? -does that make sense AND look right?</td>
<td>-go back and check it/fix it -go back and reread -get your mouth ready -think about what’s happening in the story</td>
<td>-check the word wall</td>
<td>-where do we read next? -where are the words? -follow the words</td>
<td>-take your finger away -hold the book with two hands -“scoop” up more words -use your talking voice</td>
</tr>
</tbody>
</table>

**Observations:**

| Student | Student | Student | Student | Student | Student | Student |

**TP:**
### Guided Reading Level E

<table>
<thead>
<tr>
<th>Prompts →</th>
<th>Students</th>
<th>Uses internal parts of words—with beginnings and endings</th>
<th>Makes sure it makes sense (M), looks right (V), sounds right(S) - integrates sources of info</th>
<th>Self Corrects and cross-checks with unused source of information</th>
<th>Reads known words automatically (sight words/word wall words)</th>
<th>Reads with fluency without finger pointing</th>
</tr>
</thead>
<tbody>
<tr>
<td>-look for words you see inside that word</td>
<td>-look for words you see inside that word</td>
<td>-does that make sense AND sound right?</td>
<td>-does that look right AND sound right?</td>
<td>-does that make sense AND look right?</td>
<td>-go back and check it</td>
<td>-check the word wall</td>
</tr>
<tr>
<td>-does that make sense AND sound right?</td>
<td>-does that look right AND sound right?</td>
<td>-go back and fix it</td>
<td>-go back and reread</td>
<td>-get your mouth ready</td>
<td>-think about what happening in the story</td>
<td>-take your finger away</td>
</tr>
<tr>
<td>-does that make sense AND look right?</td>
<td></td>
<td>-get your finger away</td>
<td>-hold the book with two hands</td>
<td>-“scoop” up more words</td>
<td>-use your talking voice</td>
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Guided Reading Level F

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<thead>
<tr>
<th>Prompts ➔</th>
<th>Uses parts from known words to read unknown words (P+and+a = Panda)</th>
<th>Makes sure it makes sense (M), looks right (V), sounds right(S) - integrates sources of info</th>
<th>Self Corrects at the point of error</th>
<th>Uses context to figure out unfamiliar word or vocabulary</th>
<th>Reads with fluency and phrasing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>-look inside the word -do you see a little word inside?</td>
<td>-does that make sense AND sound right?</td>
<td>-think of what’s happening in the story. Now check that</td>
<td>-what does that mean? -what’s happening now? -what could it be? -think about what’s going on in this part</td>
<td>-say it like the character would say it -read it like you’re talking -how would (the character) say that?</td>
</tr>
<tr>
<td></td>
<td>-does that look right AND sound right?</td>
<td>-does that make sense AND look right?</td>
<td>-get your mouth ready -now read it smoothly</td>
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<td>-check the first letter -check the end letter -cover the ending</td>
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Observations:

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TP:
Guided Reading Level G

<table>
<thead>
<tr>
<th>Students</th>
<th>Prompts ⇒ Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>-look for a part that you know</td>
<td>-look for words you see inside that word -</td>
</tr>
<tr>
<td>-does that make sense AND sound right?</td>
<td>-does that look right AND sound right? -does that make sense AND look right?</td>
</tr>
<tr>
<td>-check that</td>
<td>-get your mouth ready -go back and reread -what could fit there?</td>
</tr>
<tr>
<td>-what does that mean?</td>
<td>-what’s happening now? -what could it be?</td>
</tr>
<tr>
<td>-think about what’s going on in this part</td>
<td>-say it like the character would say it -read it like you’re talking -how would (the character) say that?</td>
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Observations:

<table>
<thead>
<tr>
<th>Student</th>
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TP:
Guided Reading Level H

<table>
<thead>
<tr>
<th>Prompts</th>
<th>Stops and Self Corrects at point of error</th>
<th>Envisions the text to compensate for lower picture support</th>
<th>Can tell what a word means even if pronounced incorrectly (Vocab.)</th>
<th>Keeps the accumulating story events (or content) in mind</th>
<th>Reads with fluency and phrasing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>-check that get your mouth ready go back and reread -what could fit there?</td>
<td>-what are you picturing now? -what’s happening now? -get a picture in your mind of what’s happening</td>
<td>-what does that mean? -what’s another word for that? -skip the word and read on to figure it out -read before the word and think about what’s happening. What would fit?</td>
<td>-what’s happening now? -retell the important parts -how does that fit with what has happened before in the book?</td>
<td>-say it like the character would say it -how would (the character) say that? -pay attention to the punctuation (period, comma, dash, ellipses, quotation marks, etc.). Now reread</td>
</tr>
</tbody>
</table>

Observations:

<table>
<thead>
<tr>
<th>Student</th>
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TP:
### Guided Reading Level I

<table>
<thead>
<tr>
<th></th>
<th>Stops and Self Corrects at point of error</th>
<th>Envisions the text to compensate for lower picture support (stops and pictures what’s going on)</th>
<th>Can tell what a word means even if pronounced incorrectly (Vocab.)</th>
<th>Keeps the accumulating story events (or content) in mind</th>
<th>Reads with fluency and phrasing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prompts ➔</strong></td>
<td>- check that</td>
<td>- what does that mean?</td>
<td>- what’s happening now?</td>
<td>- what’s happening now?</td>
<td>- say it like the character would say it</td>
</tr>
<tr>
<td>Students</td>
<td>- get your mouth ready</td>
<td>- what’s another word for that?</td>
<td>- skip the word and read on to figure it out</td>
<td>- retell the important parts</td>
<td>- how would (the character) say that?</td>
</tr>
<tr>
<td></td>
<td>- go back and reread</td>
<td>- get a picture in your mind of what’s happening</td>
<td>- read before the word and think about what’s happening. What would fit?</td>
<td>- how does that fit with what has happened before in the book?</td>
<td>- pay attention to the punctuation (period, comma, dash, ellipses, quotation marks, etc.). Now reread</td>
</tr>
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**Observations:**

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<tr>
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**TP:**
## Guided Reading Level J

<table>
<thead>
<tr>
<th>Prompts ➔</th>
<th>Students</th>
<th>Word solving is under control and independent— at the point of error</th>
<th>Knows the author’s message/main idea of the text</th>
<th>Stops and thinks about what’s going on in the story</th>
<th>Reads dialogue like how character would say it (fluency)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- skip the word and read on to figure it out -read before the word and think about what’s happening. What would fit? -read ‘around’ the word</td>
<td>-reread and fix it before you read on -go back and fix it -check the word (this is only if the word is already in the reader’s vocabulary)</td>
<td>-what does the author want us to think/ feel/ believe about character/ topic? -what’s the big message so far? -what lesson are you learning from this?</td>
<td>-stop and jot your thought on your post it -what are you thinking now</td>
<td>-say it like the character would say it -how would (the character) say that? -pay attention to the punctuation (period, comma, dash, ellipses, quotation marks, etc.) now reread -scoop up more words (read in phrases)</td>
</tr>
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**Observations:**

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**TP:**
Balanced Literacy Curriculum Guide

Guided Reading Level K/L

<table>
<thead>
<tr>
<th>Solves difficult words with ease</th>
<th>Self corrects easily at point of error</th>
<th>Knows the big message the author is trying to give</th>
<th>Makes inferences about subtle events in the story</th>
<th>Matches voice to the meaning/tone of the story—reads with fluency and phrasing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prompts ➔</td>
<td>-try the other sound for that letter (hard g/soft g, hard c/soft c) -try the other sound for that letter (long or short vowel sounds) -think of a word that looks like that -what does that word look like?</td>
<td>-reread and fix it before you read on -go back and fix it -check the word (this is only if the word is already in the reader’s vocabulary)</td>
<td>-what does the author want us to think/feel/believe about character/topic? -what’s the big message so far? -what lesson are you learning from this?</td>
<td>-what does that mean? -what is character really thinking? -how is character really feeling? -what’s really going on here? -what are you picturing here?</td>
</tr>
</tbody>
</table>

Observations:

<table>
<thead>
<tr>
<th>Student</th>
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TP:

(provided by Barb Golub, TC Staff Developer)
Matching Books and Readers
When is a child ready to move from one TC group to another?
A Guide Sheet for Teachers

It’s important for teachers to assess the skills and strategies a child uses as she reads to determine whether or not a child is ready to move on to the next level of “just right” texts. This chart is designed to be a tool for helping teachers make this determination. The left side column contains a description of the text characteristics in each of the levels, and the right side column lists skills and strategies that you want to see your students using consistently when reading books within that level. When a child does demonstrate mastery of and consistency with the skills and strategies within a level, the child is most likely ready to move on to the next level. The child may need support as she moves to a new level of difficulty, and one of the best ways to offer support is to provide a book introduction. These can be incorporated into guided reading sessions or given when the child takes new books at the new level for independent reading workshop time.

<table>
<thead>
<tr>
<th>Reading Level</th>
<th>Behaviors/Skills/Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Level A)</td>
<td>Children reading Level A books need to learn and consistently use the following strategies, skills, and behaviors:</td>
</tr>
<tr>
<td></td>
<td>- Uses the cover (title, illustrations, a look at some of the pictures in the book, etc.) to get ready to read. Students form a general idea of what the book is about using this information.</td>
</tr>
<tr>
<td></td>
<td>- Matches spoken words to printed words. If the text says, “I see a plant,” and the child reads, “I see a flower,” matching words correctly, she has met the criteria at this level. We will deal with the mismatch of letter-sound in the next group of books.</td>
</tr>
<tr>
<td></td>
<td>- Moves from left to right when reading.</td>
</tr>
<tr>
<td></td>
<td>- Use the illustration and the story as a source of information.</td>
</tr>
<tr>
<td></td>
<td>- Locates known word(s) in text.</td>
</tr>
<tr>
<td></td>
<td>- Reads with fluency? Reading with fluency is not an issue at early levels. We expect quick, crisp pointing and quick recognition of high frequency words with repeated reading of the same books.</td>
</tr>
</tbody>
</table>

When children read books in Level A and consistently demonstrate these behaviors and strategies, move them to Level B books.

A child reads Can I Have A Pet, which has the pattern, “Can I have a ****?” On page 4, he reads, “Can I have a lion!” (The sentence in the book says, “Can I have a tiger?”)

Has this child mastered the characteristics of Level A and should he move on to group 2? The answer is, “Yes!” He has mastered all the above behaviors. He substituted a furry animal for another furry animal, and may not have seen a lion. However, he did insert something that made sense with the illustration. He’s ready to go on to Level B where he can learn to deal with two lines of print on a page and multiple syllable words in a sentence.
Books at this level continue to assist children in refining their skills of looking at print and matching the words that they read with the words on the page. That is, the child learns to say one word as she points to one word. The repeated pattern in the text continues to support the reader as well as the fact that the unknown content words are supported by the picture. The reader’s job continues to be one-to-one matching, recognizing known words, using the story and illustrations for meaning. The student still is not required to decode text using letter sound relationships. The books continue to be highly predictable, and children should be encouraged to continue using the title plus the cover of the book to get the “big idea” of what the book will be about. In most cases the pattern on the first page will be repeated throughout the book, but there is often a slight pattern change at the end of Level B books. Most often the sentence structure for this change in pattern begins with known high frequency words. Two big changes occur in Level B books. Often there are two (sometimes three) lines of text, requiring the student to make a return sweep to the beginning of the line. In addition, multiple syllable words often occur in the middle of a sentence requiring the student to hold her finger on the word until she says the whole word. If not, one-to-one matching is often incorrect. It is more critical than ever to make sure the student is pointing under the words and noticing the words she knows in Level B books.

<table>
<thead>
<tr>
<th>Children reading Level B books need to learn and consistently use the following strategies, skills, and behaviors:</th>
</tr>
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<tbody>
<tr>
<td><strong>Uses the cover</strong> (title, illustrations, a look at some of the pictures in the book, etc.) to get ready to read. Students form a general idea of what the book is about using this information. After reading the entire book, a student should be able to retell the events in the book, and talk about the general idea of what the book was about.</td>
</tr>
<tr>
<td><strong>Matches spoken words to printed words.</strong> In <em>Best Friends</em> the text says, “We like to slide,” and the child reads, “We like to hug,” matching words correctly, she has met the criteria at this level—the boys in the illustration are hugging. We will deal with the mismatch of letter-sound in the next group of books.</td>
</tr>
<tr>
<td><strong>Moves from left to right when reading.</strong> Mastering this behavior often requires a student to make a return sweep to the beginning of the next line in Level B book, because they may have two or more lines of print.</td>
</tr>
<tr>
<td><strong>Use the illustration and the story as a source of information.</strong> In the example above (We like to hug.), the student did use the illustration to read something meaningful for the word “slide” in the book.</td>
</tr>
<tr>
<td><strong>Locates known word(s) in text.</strong></td>
</tr>
<tr>
<td><strong>Reads with fluency?</strong> Reading with fluency is not an issue at early levels. We expect quick, crisp pointing and quick recognition of high frequency words with repeated reading of the same books.</td>
</tr>
</tbody>
</table>

When children read books in Level B and consistently demonstrate these behaviors and strategies, move them to Level C books. A wise teacher will take some of the books which the students were reading words that did not match the text (i.e. We like to hug, instead of We like to slide), and show them how to use first letter to predict a word that fits the illustration and the letter sound match. Remember this kind of teaching is not done until the student is ready to exit this level, and it sets them up for the expectation of using sound/letter match in Level C books.

A child reads *Can I Have A Pet*, which has the pattern, “Can I have a?” On page 4, he reads, “Can I have a lion!” (The sentence in the book says, “Can I have a tiger?”) Has this child mastered the characteristics of Level A and should he move on to group 2? The answer is, “Yes!” He has mastered all the above behaviors. He substituted a furry animal for another furry animal, and may not have seen a lion or tiger. However, he did insert something that made sense with the illustration. He’s ready to go on to Level B where he can learn to deal with two lines of print on a page and multiple syllable words in a sentence.
Books in Level A and B have already enabled the children to learn to look at print and match what they are reading to the words on the page. Books in Level C are designed to require children to begin using graphophonic (letter/sound) sources of information along with the attention to meaning that was fostered by the teaching in Level A-B books and the other components of the balanced literacy program. The reason children need to rely on letters to help them discern what a word says is because the pictures are less supportive, the stories and sentences become more complex, and the text is formatted in different places on the page. It is very important to make sure the students’ pointing under words shifts to pointing under the word and under the beginning letter to assure that they will attend to graphophonic/visual features in the word. Eventually, the students’ will slide their finger under the word to check the beginning and ending letters while attending to the story, illustrations and what they know about the topic they are reading. This orchestration of behaviors leads them to integrate sources of information. These books also demand that children have a small set of known words that assist them in reading across a longer sentence.

A child is reading Pass the Present. The text says, “Pig takes off the green paper” but the child reads, “Pig took off the green paper.” She made the return sweep on two lines of text correctly. She was able to locate known words “cat” and “the.” She used meaning from the story and the picture to get the message that animals were taking paper “off” the present. She used a verb (took) for the verb (takes). The beginning sound of “took” matches the beginning sound in “takes.” Is she ready to move on to Level D books? The answer is, “NO!” This child is searching and using multiple sources of information, but she needs more work in checking the ending letter(s) in words before you would move her to Level D books.

Children reading Level C need to learn and consistently use the following strategies, skills, and behaviors:

- **Use the some of the letters in a word** (moving toward using the final letter) along with meaning and word order sources of information. The child first attends to beginning letter and then progresses to using final letter.
  
  In the book Laundry Day, a slight pattern change occurs on page 5 when the children begin to take clothes out of the dryer—Out come the socks. Previously the student read, In go the *** over three pages. If a student reads page 5 as, “Out go the socks,” when the text says, “Out come the socks.” The student would be prompted to use the first letter in “come” to predict a word other than “go.”

- **Make return sweep on more than one line of print.**
- **Read known words in text automatically.**
- **Uses the pattern of the text as a source of information to assist in reading the book.**
- **Begin to integrate sources of information: making sure it makes sense, sounds right and looks right.**
  
  The beginning sound of the word that the child reads matches the first letter in the word; later the beginning and ending sounds of words the child reads must match the first and last letter of the word. When the text on page 6 of Mom Is A Painter says, “She paints a blue balloon,” and the child instead reads, “She paints a blue ball,” he was using the first letter and so it looked right. When he went back and read, “She paints a blue balloon,” he made sure his reading made sense, sounded right, and looked right by checking the final letter “n.”

- **Retells the story, keeping story events in order, making inferences about story happenings when possible.**
  
  In Laundry Day, infers that the people are going home because their clothes are washed, dried and folded. When children read books in Group 2 with at least 96% accuracy and understanding, and they demonstrate these behaviors and strategies, move them to Level D books.
Books in A-B have already enabled the children to look at print and match what they are reading to the words on the page. Books in Level are designed to require children to begin using graphophonic (letter/sound) sources of information at the beginning and endings of words. The books in Level D continue to have a pattern with more changes possibly after the first page and on the last page with the internal part of the book having the same pattern. Words with consonant blends and digraphs are added to the processing required of the student.

Therefore, the teacher needs to assess whether her students knows the sounds for consonant blends (i.e. br, cl, etc.) and digraphs (sh, ch, etc.). Inflectional endings are common. Students may have been reading –s at the end of words in earlier books, but these types of endings become very common in Level E and onward. Then she can hold them accountable for checking the beginning and ending of words in Level D books.

Children reading Level D books need to learn and consistently use the following strategies, skills, and behaviors:

- **Use the some of the letter(s) of a word (including some of the final letters) along with meaning and word order sources of information.** The child first attends to beginning letter(s) and then progresses to using final letter(s)
  
  If a child reads, “I slam a goal,” in the book *I Play Soccer* instead of “I score a goal,” his reading would be acceptable because you are teaching for matching first letter(s) and the student is not noticing the “sc” blend. Later, you would not accept this reading and teach him also to check the final letter(s), too.
  
  Students are held accountable for inflectional endings on words (-s, -ed, -ing).

- **Make return sweep on more than one line of print.**

- **Read known words in text automatically.**

- **Begin to integrate sources of information: making sure it makes sense, sounds right and looks right.**
  
  On page five of *My Cat Muffin* (Scholastic), the text reads, “My cat Muffin is smart.” The student read, “My cat Muffin is smiling.” The student’s prediction of the word “smiling” makes sense with the picture—the cat’s mouth is formed into a smile. He is using structure/syntax, because the word “smiling” fits into the order of words in the sentence. But, the word does not “look right” because it does not match the graphophonic/visual information at the end of the word. A teacher could prompt two ways: the word “art” is at the end of “smart.” Art is a word that is in vocabulary of most primary students. She could also ask the student to blend the “rt” letters into an ending sound, getting the student to notice that the cat is reading a book. A cat that can read is “smart.”

- **Analyzes story to comment on events or characters and make inferences.**

  In *I Play Soccer*, the student comments that the red team is happy because they won the game, but the blue team is not happy because they lost.

  When children read books in Level D with at least 96% accuracy and understanding, and they demonstrate these behaviors and strategies, move them to Level E books.

A child is reading *The New Baby* (Rigby PM). When the mother, father, and grandmother are in the hospital waiting for the new baby to arrive, Tom must stay home with the Grandfather. When Tom comes home from school, the Grandfather tells him, “I am staying home with you.” The student reading the book blocks on the word “staying.” She made the return sweep on the lines of text correctly. She was able to read known words “is, at, the, said, with, here and you” quickly and confidently. She used meaning from the story and the picture to get the message that no one was home to greet him but Grandfather. But she does not use this meaning to help her predict the word “staying,” and she doesn’t even voice the “st” at the beginning of the word. Is she ready to move to Level E. The answer is “No.” This student must do a better job saying beginning blends and linking a known word “day” to assist her in saying the next part of “staying.” She also needs to notice inflectional endings (-s, -ed, and –ing) on words.
Children reading Level E books need to learn and consistently use the following strategies, skills, and behaviors:

- **Notice errors and cross-checks with unused source of information.**
  
  In the book *In the Mountains*, if a student reads page 9 as “I saw a lizard slide by fast,” and the text reads “I saw a lizard slither by fast.” The student should have learned in Level D to check the ending and notice that *slide* matches the beginning letters, but not the ending letters in *slither.* Notice how the student should monitor and correct below the next bullet point.

- **Monitor for all sources of information: checking to make sure what has been read makes sense, sounds right, and looks right.**
  
  Notice that the student in the example above is using structure/syntax in that he replaces a verb with a verb. He is also using meaning, because he substitutes a word that tells how a lizard moves (i.e. slides). But, his substitution does not “look right” since it does not match the letters at the end. This student should use the consonant(s) plus the next two strategy (sl+ith). Notice that the student includes “three” letters because /th/ is a consonant digraph. He could take the “ith” he knows from “with” and blend it with the “sl” to say /slith/ then add the /er/ to say *slither.* Notice how teaching for this kind of reading work would allow students to use their sense of meaning along with graphophonic/visual information to learn new vocabulary words.

- **Use internal parts of words—with beginnings and endings.**
  
  Notice how the example above illustrates the use of the beginning consonants plus the next two letters. If letters within the next two are vowel digraphs or diphthongs (e.g. ai, ea, oi) or consonant digraphs or blends (e.g. th, sh, br, cl), two letters count as one of the next two, asking the student to look at the next three letters.

- **Track print with eyes, and uses finger only at points of difficulty.**

- **Retells and summarizes, making inferences, and commenting on story.**
  
  In the book *In the Mountains*, the student states that even though they saw a lot of interesting animals, they decide to leave the forest when they see a bear. The other animals were not dangerous, but a bear is dangerous.

- ** Begins to read with fluency and phrasing on repeated readings of the same text.**
  
  See the chart on evaluating fluency that follows on page 8. Children reading Level E books should be at Level 2 of Oral Reading Fluency.

When children read books in Level E with at least 90% accuracy and understanding, and they demonstrate these behaviors and strategies, move them to Level F.

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A child reads a book in which a snake has a sore head, and the other animals do things to help him feel better. She reads, “And he fanned snake with his tail.” She is not using her finger to track print, but she uses her fingers to mark off the first 3 letters in “fanned.” She says, “an…fan” (restructuring the word as f+an+ned) then self-corrects, saying, “He fanned snake with his tail.” You ask why she changed “fanned” to “fanned.” And she says, “I saw the ‘an’ after the ‘f.’ I knew it didn’t sound right to say ‘he fanned,’ and snake had a sore head, so Peacock was fanning him to make him feel better.” Is this child ready to move on to Level F books? “YES! She cross-checked her error with several sources of information. She is no longer tracking with her finger, except to help in analysis, and she is able to verbalize her use of all sources of information. If this processing is consistent, move to Level F.
<table>
<thead>
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<th>(Level F)</th>
<th>(Level G)</th>
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<tr>
<td>Level F books require children to integrate all sources of information while reading to understand the author’s story or message. These books have minimal repetition of familiar sentence patterns requiring children to attend to more complex story patterns with more difficult vocabulary and story elements. For example, stories have multiple episodes that students must recall and blend together when retelling the sequence of events. These events must be compared and contrasted to get the big idea of what is happening in the story. Thus, characters are more developed and more inferences must be made about story content. For example, on page 12 of Car Wash, students must infer why the car wash attendant is shocked to see the family coming back to have their car washed a second time. Texts contain more literary language—long dialogue statements that are often split by containing the speaker identification in the middle of the statement made by the speaker. Syntactically sentences are longer and more complex. Some sentences have two clauses conjoined by and with embedded prepositional phrases, adjectives. In word work, students must continue to deal with internal parts of words and are becoming aware of irregular spelling patterns (ight in right), inflectional endings, plurals, contractions, and possessives. Pronoun reference and identification of demonstrative words (here, there, etc.) should be under control.</td>
<td>Children reading Level G books need to learn and consistently use the following strategies, skills, and behaviors:</td>
</tr>
<tr>
<td>- Read increasingly more difficult words, letter by word part. Words as well as names are easier for these children. For instance, scrubbing is read correctly, because they can process it letter by word part scr + ubb + ing = scrubbing.</td>
<td>- Read with more fluency and phrasing on repeated readings of the same text. See the chart on evaluating fluency that follows on page 8. Children reading books in Level F should be at Level 3 of Oral Reading Fluency.</td>
</tr>
<tr>
<td>- Use parts from known words to read unknown words. Students use the sound of /owl/ in know to read blow.</td>
<td>When children read books in Level F books with at least 96% accuracy and understanding, and they demonstrate these behaviors and strategies, move them to Level G.</td>
</tr>
<tr>
<td>- Begin to monitor, cross-check sources of information and self-correct at the point of error. Some rereading or skipping to go on may be necessary. As children read more difficult texts, their self-corrections should occur closer and closer to the point of error. So in Level F we are not concerned if the child must sometimes reread to self-correct. We do, however, expect self-corrections to begin happening at or near the point of error.</td>
<td></td>
</tr>
<tr>
<td>- Integrate sources of information: Monitoring--checking to make sure what has been read makes sense and sounds right as well as looks right. The child matches the letter sound patterns in words.</td>
<td></td>
</tr>
<tr>
<td>- Retells and summarizes keeping story events in order to analyze story content and make inferences. After reading Ruby's Whistle, the student infers that the bird really didn’t teach Ruby to whistle. She practiced whistling so much with her father, her mother and herself that she finally was able to whistle.</td>
<td></td>
</tr>
<tr>
<td>- When children read books in Level F books with at least 96% accuracy and understanding, and they demonstrate these behaviors and strategies, move them to Level G.</td>
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</table>

(LEVEL F)

Children reading Level F books need to learn and consistently use the following strategies, skills, and behaviors:

- **Read increasingly more difficult words, letter by word part.** Words as well as names are easier for these children. For instance, *scrubbing* is read correctly, because they can process it letter by word part *scr + ubb + ing* = *scrubbing*.

- **Use parts from known words to read unknown words.** Students use the sound of /owl/ in *know* to read *blow*.

- **Begin to monitor, cross-check sources of information and self-correct at the point of error.** Some rereading or skipping to go on may be necessary. As children read more difficult texts, their self-corrections should occur closer and closer to the point of error. So in Level F we are not concerned if the child must sometimes reread to self-correct. We do, however, expect self-corrections to begin happening at or near the point of error.

- **Integrate sources of information:** Monitoring--checking to make sure what has been read makes sense and sounds right as well as looks right. The child matches the letter sound patterns in words.

- **Retells and summarizes keeping story events in order to analyze story content and make inferences.** After reading *Ruby’s Whistle*, the student infers that the bird really didn’t teach Ruby to whistle. She practiced whistling so much with her father, her mother and herself that she finally was able to whistle.

- **Read with more fluency and phrasing on repeated readings of the same text.** See the chart on evaluating fluency that follows on page 8. Children reading books in Level F should be at Level 3 of Oral Reading Fluency.

When children read books in Level F books with at least 96% accuracy and understanding, and they demonstrate these behaviors and strategies, move them to Level G.

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(Key: What the child says/what the text says.) A child is reading. *Maisy’s Bedtime*, which describes the things Maisy does before going to bed. The child reads, “Maisy *closes* her bedroom *curtains.*” If errors such as these are common for this child, are Level F books appropriate for him? The answer is, “No.” Even though it may be the child’s syntax (language) to say, “Maisy close her...” This child is not checking word endings. He gets the “cl” in “closes,” but does not monitor to see that there is no “cl” when he says “closes” for “curtains.” Also, it is quite obvious in the illustration that Maisy is closing curtains on the window. The child is not attending to meaning, and is not looking at the consonant plus the first two letters (e.g. *cur*). If the child is making many errors and his accuracy in Level F books drops below 96%, he should be in Level E books. If the closet/curtain miscue is a one-time occurrence, possibly because he is making a connection with *There’s a Monster in My Closet*, move him to Level G books and teach for checking word more carefully. When the text is too hard for children, they miss so many words because they do not have syntax (word order) to support them, which can cause them to lose meaning. Thus, they are left to guess from graphophonic/visual information.
Level G books expose students to a wider range of texts that include simple animal fantasy, realistic fiction, and some traditional literature in the form of folktales. These books require children to integrate all sources of information while reading to understand the author’s story or message. There is minimal repetition of familiar sentences patterns, requiring children to attend to more complex story patterns with more difficult vocabulary and story elements. The books have three to eight lines of print on the page, but size of font begins to decrease. Early reading behaviors are automatic allowing students to focus on the more complex vocabulary, words with irregular spelling patterns and more complex stories. Word solving requires the students reading this level to have a full range of word solving strategies (e.g. automatic letter-sound analysis, making connections between unknown and known words, and using word parts across the word) all with attention to meaning and sentence structure to aid in word solving. Fluency should be increasing with automatic word recognition, quick problem-solving of unknown words, attention to meaning to allow reading in phrases with intonation and expression.

- **Read increasingly more difficult words, letter by word part with an understanding of irregular spelling patterns.**
  Reading difficult words as well as names is becoming easier for these children. For instance, in *Fancy Dance*, students read the word *feathers* and *breath* correctly, because they know that the *ea* can be pronounced as in *bread* or the *ea* in *speak*. The solve the word *fringe* by reading letter by letter *fr + in + ge*. Yet solving both of these words requires the student to attend to what is going on in the story (e.g. these are parts of the costume Joe wears for the fancy dance).

- **Use parts from known words to read unknown words.**
  Solving the word *whirls* requires the student to use the /wh/ from “when” plus the /ir/ from “sir” plus the /l/ and /s/ to get *whirls*. Attending to meaning tells the student that this word describes something Joe does when he is dancing in the book *Fancy Dance*.

- **Begin to monitor, cross-check sources of information and self-correct at the point of error. Some rereading or skipping to go on may be necessary.**
  As children read more difficult texts their self-corrections should occur closer and closer to the point of error. So in Level G we are not concerned if the child must sometimes reread to self-correct. We do, however, expect self-corrections to begin happening at or near the point of error.

- **Integrate sources of information:**
  Monitoring--checking to make sure what has been read makes sense and sounds right as well as looks right
  On page 4 of *Frog’s Lunch*, students read, “Along came a fly. "Mmmm, XXXXX,” said Frog. They use the word order in the sentence (structure) to figure out that the word names something. They use the “unch” from munch to get the /unch/ sound (graphophonic/visual), and they use meaning knowing that frogs eat flies to predict the word “lunch.”

- **Read with more fluency and phrasing on repeated readings of the same text.**
  See the chart on evaluating fluency that follows on page 8. Children reading books in Group 4 should be at Level 3 of Oral Reading Fluency.

When children read books in Level G with at least 96% accuracy and understanding, and they demonstrate these behaviors and strategies, move them to Level H.

A student reading *Moving Day Surprise* reads the first page and comes to the word *apartment*. She quickly solves the word saying this is somewhere these people live. They live in an *apartment*. She reads the name of the fish as *Fliper*. She does the same kind of analysis with “tickles,” comments that Grandma is tickling the boy in the picture. At the end of the story, she states that the boy is happy, because they moved to an apartment in the same building, and he will not need to leave his friends or his school. Should this student be moved to Level H books? The answer is, “YES!” She is demonstrating all the strategies and behaviors required at this level and is ready to move on to books that provide a greater challenge.
Books at this level contain more complex literary (story) language, more complex vocabulary, and, often, more technical vocabulary, especially in informational books. Picture support is minimal, and requires readers to make clear mental images and connections to their own experiences in life or in other books. In earlier books, episodes were repeated, but in Level H there is less repetition of episodes, requiring the student to keep the events of the story in order and relate the happenings to each other to get the big idea of the story. In addition to much more dialogue between characters, readers find that plots and characters are more elaborate. There is a shift from the need for graphophonic/visual analysis to a greater need for comprehension and meaning analysis. However, readers do encounter more polysyllabic words with inflectional endings, plurals, contractions and possessives. Early behaviors and a large number of high frequency words (at least 100) need to be processed with automaticity, freeing the reader to focus on meaning as well as problem-solving more difficult words on the run so they can reading with fluency.

Children reading Group 5 books need to learn and consistently use the following strategies, skills, and behaviors:

- **Envision the story to compensate for low picture support.**
  Children demonstrating this processing can tell you what was happening in the story (or content of the non-fiction piece) that enabled them to read the tricky part correctly. A student reading Pran's Week of Adventure would make a connection to own experience of taking the wrong bus and ending up in the wrong place to explain that they understand how Pran and his mother ended up at the beach on page 5.

- **Keep the accumulating story events (or content) in mind.**
  When this child retells a story (or tells about non-fiction) the retelling contains all the “big events” (important information). A student reading Silent Sam would realize that Gus’ attempts to teach the parrot Sam to talk were successful—because Sam told that Gus knocked over the plant. The student would related the parts of the story together to realize that Sam was just being difficult when he refused to talk in the beginning of the story.

- **Process more complex vocabulary and literary structures including non-fiction.**
  - Children demonstrating this processing can tell you what a word means even if they don’t pronounce it correctly.
  - Children demonstrating this processing can carry information from the beginning of a complex sentence to the other part: They marched because… (They are able to tell you that the second part of the sentence tells you why the people marched, and this is signaled by the word “because.”)
  - Children demonstrating this processing can make inferences about subtle events in a story that are not directly stated. In the book Silent Sam, they can infer why Gus wants Sam to be silent at the end of the story.

- **Stop and self-correct at the point of error.**

- **Read with fluency.**
  See the chart on evaluating fluency that follows on page 8. Children reading books in Group 5 should be at Level 3 and hopefully 4 of Oral Reading Fluency.

When children read books in Group 5 with at least 90% accuracy and understanding, and they demonstrate these behaviors and strategies, move them to Group 6 books.

(KEY: What the child says/what the text says.) A child reads as follows: “On the bus, the children talked about the zoo animals that they liked the best. Joe and Carlos wanted to see the lion, king of the beast/beasts. Maria and Angel/AngelaSC wanted to see the chimps. Maria thought they act/acted a lot like people. When they got to the zoo, their teachers dived/divided the children into four groups.”

Does the child’s reading of this text suggest that she belongs in Group 5 books? Should you move her to group 6? The answer is a double, “NO, NO!” She is not consistently demonstrating any of the behaviors expected in Group 5. Even though she self-corrects using word endings (Angel/AngelaSC), she says “act/acted” and “beast/beasts.” The “dived/divided” error suggests that she is not attending to meaning, even though she did choose a verb suggesting attention to syntax (word order.) If you asked her to retell
the story, she might begin talking about “swimming” instead of a trip to the zoo.

<table>
<thead>
<tr>
<th>(Level I)</th>
<th>Children reading Level I books need to learn and consistently use the following strategies, skills, and behaviors:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books at this Level I are longer (6-18) pages and some short chapter books are introduced at this level (40-60 pages). Students must develop skill in attending and accumulating information across a story. Longer, more complex sentences, such as “It’s bump after bump in the pickup truck as dust begins to rise,” require the reader to accumulate information across the phrases of a sentence to envision the scene in the story. Level I books often contain more complex literary (story) language, more complex vocabulary, and, often, more technical vocabulary, especially in informational books. Picture support is minimal, requiring readers to make clear mental images and connections to their own experiences in life or in other books. There is a shift from the need for graphophonic/visual analysis to a greater need for comprehension and meaning analysis. However, some words have irregular spelling patterns, polysyllabic words, and many words with inflectional endings, contractions and possessives. Being able to process these words quickly and effectively frees the reader’s processing to focus on comprehension and fluent reading.</td>
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<td>Children demonstrating this processing can tell you what a word means even if they don’t pronounce it correctly.</td>
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<td>Children demonstrating this processing can carry information from the beginning of a complex sentence to the other part: They marched because… (They are able to tell you that the second part of the sentence tells you why the people marched, and this is signaled by the word “because.”)</td>
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<tr>
<td>When this child retells a story (or tells about non-fiction) the retelling contains all the “big events” (important information).</td>
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<tr>
<td>When children read books in Level I with at least 96% accuracy and understanding, and they demonstrate these behaviors and strategies, move them to Level J books.</td>
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</table>

In the book The Blue Mittens, a student reading it says, “The blue mittens will fit the little girl now, because the Grandmother made them for the Father 30 years ago. Thirty years ago, the Father was a little boy about the size of the girl. I hope the Father has bigger gloves now.” She comes to the word “address” and says, “ad + dress =address,” that’s the thing you put on an envelope. Initially when she read, “She saw red paper. Something was wrapped in it,” she hesitates on the word “wrapped.” Then she says /w/ + /r/. But then she looks at the picture and appears to be rereading the previous sentence. She reads on and says, “Something was wrapped in it.” Is this student ready for Level J Books? The answer is, “Yes.” She is doing excellent word work at the point of error. She is thinking about the story and making inferences about story events. She is demonstrating the behaviors and strategies listed above and she deserves to move to a higher level.
## Level J

While books at this Level J are similar in length and type to Level I, students are exposed to new genre at this level: non-fiction, simple biographies, and some traditional folktales. Longer, more complex sentences, such as *How could I forget,* said her dad, *“There is nothing better than a snowy day.”* illustrating the need to read and comprehend split dialogue. Picture support continues to be minimal, requiring readers to make clear mental images and connections to their own experiences in life or in other books. There is a shift from the need for graphophonetic analysis to a greater need for comprehension and meaning analysis. However, words have a full range of difficulty factors that must be quickly and efficiently solved: multiple syllable words with inflectional endings, suffixes, prefixes, plurals, contractions and possessives. Being able to process these words quickly and effectively frees the reader’s processing to focus on comprehension and fluent reading.

Children reading Level J books need to learn and consistently use the following strategies, skills, and behaviors:

- **Communicate understanding of the text.**
  In the book *Punched Paper*, a student communicates understanding of the text when he says, “Maria gives Andy a funny look on page 14, because he takes all the credit for making the banner of punched paper. Maria helped him a lot. She looks happier on page 15 when Andy admits that Maria helped.” Notice how the student had to feedback in the story to make the inference about the “funny look” Maria gives him.

- **Independently integrate all sources of information during reading.**
  While reading *Mud Tortillas* a student comes to the word ‘*comal,*’ and stops. He reads the first part of the word using a known word “no” as /co/ then says the remaining part of the word /mal/. He reads on to page 17, and says, “Oh, a comal is something you use to bake the tortillas; it’s like a baking sheet.” Here the student used graphophonetic/visual to say the word. He used structure/syntax to figure out that “comal” is the name of something. He used meaning to determine that they were going to cook the tortillas on the comal. This is integration of all sources of information, and a strategy students can use to learn the meaning of new vocabulary words. This is a critical strategy for ELL students.

- **Word solve with control and independence, at the point of error**
  (if the word is in the child’s vocabulary).

- **Read with fluency and phrasing on longer passages of text.**
  See the chart on evaluating fluency that follows on page 8. Children reading books in Group 6 should be at Level 4 of Oral Reading Fluency.

When children read books in Level J with at least 96% accuracy and understanding, and they demonstrate these behaviors and strategies, move them to Level K books.

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A child is reading *The Frog Princess* (Level J). Beginning at page 8 the child reads: *So there was a gr+long and/grand SC wedding. But the third prince was not very happy. The prince carried (with long a)/carried SC the frog (repeats) The prince carried the frog princess (repeats) princess to ro/really/royal meetings on a b+ee+long a+tiful/beautiful/SC green c+ush-cushion. Etc.* Overall the child read with 95% accuracy, a 1:3 self-correction ratio, and fluency, and she retold the story with accuracy and detail. This child is ready to transition into the next level, Level K books.
Books at Level K encompass an even larger range of genre: realistic fiction, animal fantasy, traditional literature, some simple biographies, and more difficult informational books. Chapter books are more common with some of the books in a series about the same topic or character. Multiple characters are introduced in the story with little character change. Unassigned dialogue statements are introduced requiring students to understand how dialogue is formatted (e.g. a new line starts each time a different character speaks). Concepts and ideas are introduced that require readers to think about a different time, space or a culture unlike their own. Content specific words and some technical words tax their word solving skills and are often new vocabulary words. Silent reading is necessary so students can increase the volume of their reading. The overall characteristic is that from here onward students will be reading more complex reading material. Extended descriptive language, more complex chapter books, and challenging, unusual vocabulary are a few of the changes introduced. Illustrations are non-existent, and if they do appear, they are not located in close proximity to the text being read. Therefore, teaching students to envision and accumulate text across a story are critical skills.

Children reading Level K books need to learn and consistently use the following strategies, skills, and behaviors:

- **Solve difficult words with relative ease, self-correcting at the point of error.**
  While reading, “Rainbow Joe,” a student reads, “Honey, a /bl/ in/d man can’t mix colors.” He stops, says that doesn’t make sense, and goes back. He tries the other sound of the vowel saying, “/blind/. Yes, he states. The guy, Joe, is wearing dark glasses, so I think he is blind.”

- **Discovers new vocabulary words by attending to the story, illustrations (if any), and his/her own background of experience.**
  When the student read My Steps, and comes to the sentence, “At the top of my steps is the stoop where I play with my friend Essie,” she says, “I know what a stoop is. It’s the place at the top of the steps where the girl is sweeping. You cross this before you go into the house.”

- **Read with fluency, intonation and phrasing communicating understanding of new material.**
  See the chart on evaluating fluency that follows on page 8. Children reading books in Group 7 must be at Level 4 of Oral Reading Fluency, or fluency was not taught for and stressed at earlier levels.

When children read books in Level K with at least 96% accuracy and understanding, and they demonstrate these behaviors and strategies, move them to Level L books.

While reading the **Blind Men and the Elephant**, a student reads, “The third man grabbed the elephant’s smo-oo-th, smooth ivory t-usk, tusk. ‘Why, an elephant is as sharp as a sper…no…/ea/ says /ee/, spear.’ Yes, these men are blind so they are feeling the elephant and telling what parts of it feel like. I know a ‘spear’ is sharp on the end. This white thing he is touch is a ‘tusk’ and it is sharp on the end. I’m sure I’ve read it correctly.” Is this student ready to move to Level L books? The answer is, “Yes.” She is monitoring her reading, solving new words by using parts of known words and irregular vowel rules. She is thinking about the story to make meaning by thinking across the story, envisioning, and deciding what the story is all about. This student is demonstrating the behaviors and using the strategies that are necessary for the challenge of reading Level L books.

(provided by Teacher’s College Reading and Writing Project)
Tips for Guided Reading

- There are many book sets located in the building’s Title I collection that are available for checkout.
- Keeping group records and individual records of guided reading lessons will allow teachers to plan for future guided reading lessons and other lessons group or individual specific.
- Guided reading lessons may be taught during a variety of times. Some examples are: during independent reading time, during partner reading time, during centers.
- Writing page numbers on the book introductions makes the intro go more smoothly. You will quickly be able to flip to the page and demonstrate the strategy or locate the tricky word, etc.
Professional Resources
Related to:
Guided Reading

1. The Art of Teaching Reading by Lucy Calkins, Chapter 10
2. Guided Reading by Fountas and Pinnell
3. Continuum of Literacy Learning by Fountas and Pinnell
4. Prompting Guide: A Tool For Literacy Teachers by Founts and Pinnell
5. Guiding Reading and Writers 3-6 by Fountas and Pinnell
6. On Solid Ground Strategies for Teaching Reading K-3 by Sharon Taberski, Chapter 8
Reading Workshop
Balanced Literacy Curriculum Guide

Reading Workshop

The structure for the reading workshop remains rather consistent throughout the year and includes the following segments:

A Minilesson
Minilesson have one teaching point, which is usually named explicitly and then demonstrated. Children are given a bit of guided practice with just the one strategy. This strategy is then transferred into independent and partner reading and becomes (with more practice and support) part of the child’s ongoing repertoire.

Private reading time
In most reading workshops, teachers divide the work time between private time when students read quietly to themselves (85% of work time), and partner time (15% of work time), when students meet to talk with their reading partners. As children read privately in self-selected just right books, they draw upon the full repertoire of reading skills and strategies they have accumulated. On any given day, a teacher may also set children up to work with one new strategy. For example: “This time, be sure that when you finish a book, you look back over it and see if you can retell it in your own mind.” The time students spend reading privately will increase as they year progresses, and we will provide necessary instruction along the way to support our students’ growing stamina and focus. As children read, the teacher will go around the room and meet them for reading conferences or gather small groups for guided reading or strategy lessons.

Mid-Workshop Teaching Point
Often in the midst of a workshop, we convene children’s attention so that we can give a quick pointer in response to a shared problem we’re seeing or so we can share an example of what one reader has done that might help others. Sometimes these mid-workshop interventions also allow us to correct a misconception, remind students of a previous day’s lesson, instruct students about their upcoming work, or rally readers to work harder or longer. This teaching usually takes no longer than a minute or two, and students generally stay in their reading spots rather than reconvening in the meeting area.

Partner Reading Time
We strongly suggest that teachers assign partners who will most likely stay together for a reasonably long stretch of time. These partners are most often very similar readers, so when they meet, both readers’ books are accessible to the partnership. When children are working in reading centers/clubs these often replace partnership time/conversations. In general we want children to use partner time to support each other with decoding, comprehension, fluency, and stamina, etc. Teachers confer with partnerships to support and extend the work children are doing together.

Teaching Share
At the end of the workshop, the teacher brings closure to the day’s work. Often (but not always) children will gather in the meeting area. This time is used to share ways in which students have incorporated that day’s minilesson into their work and to share their new insights or discoveries. The teacher often asks readers to show their partners what they have done or to discuss what they have learned. The teacher sometimes retells a conference or asks a student to share his or her reading work. The share session functions almost as a separate and smaller minilesson. It may arise from a particular conference in which the teacher notices a student doing strong reading work that merits being shared with the rest of the students. This share time is no longer than 5 minutes.
Why Reading Workshop?
The Reading Workshop centers on the following beliefs:

- Reading is a process
- Reading is the act of constructing meaning
- Reading is personal and varies from reader to reader
- Reading instruction should match the individual reader
- Reading instruction should teach toward independence
- Reading instruction should explicitly teach strategies to access skills
- Reading instruction should value time for reading, volume of reading and variety of reading experiences
- Reading instruction should follow predictable structures and routines

*Adapted from Conferring With Readers

Five Missing Pillars of Scientific Reading Instruction

Richard L. Allington, Ph.D., University of Tennessee, USA

In the U.S., the National Reading Panel report (2001) set forth five pillars of scientific reading instruction: phonological awareness, phonics, fluency, vocabulary, and comprehension. There is little disagreement these are critical aspects of reading acquisition. But even the NRP listed a number of areas of research that they felt deserved review (but that did not have the time or funding to do). Below is my list of five additional pillars of scientific reading instruction based on the available evidence concerning what really matters for learning to read. Each of these five pillars seems absolutely essential elements of “scientific’ reading instruction. I provide citations for recent papers pointing to the scientific evidence supporting these additional pillars.

1. Access to interesting texts and choice. Kids need easy access to a large supply of texts they can read and are interested in reading. Guthrie and Humenick (below) completed a meta-analysis on a number of studies of classroom reading instruction and found that when classroom environments provided lots of interesting and appropriate texts the impact on reading achievement was three times greater than the National Reading Panel found for providing systematic phonics instruction.


2. Matching kids with appropriate texts. Kids cannot learn much from texts they cannot read. They cannot learn to read from difficult texts. They cannot learn science or social studies from difficult texts. The first step in planning effective instruction is finding texts that match the reading level and conceptual levels of the students you will be teaching. While many classrooms provide a large supply of grade level texts that are appropriate for normally developing readers in too many classrooms there is scant supply of off-level texts for struggling readers. Struggling readers need appropriately difficult books in their hands all day long.

3. **Writing and reading have reciprocal positive effects.** The more effective curriculum plan ensures that reading and writing, composing and comprehension, decoding and spelling lessons are well-linked so as to take advantage of the natural reciprocity between the various reading and language processes. Less effective curriculum plans create lessons where decoding and spelling are separate lessons, where writing activities have no relationship to reading activities. Such curriculum plans ensure that the natural reciprocity will not be tapped.


4. **Classroom organization: Balance whole class teaching with small group and side-by-side instruction.** Whole class instruction is simply unscientific. Children differ and effective classroom reading instruction provides a balanced mixture of whole class, small group, and side-by-side instruction all day long.


5. **Availability of expert tutoring.** Some students simply need more intensive and more expert instruction if they are to maintain a pace of development that is comparable to their peers. Ensuring that such children have access to expert tutoring is essential if no child is to be left behind. Further, there exists little evidence supporting interventions where the instructional group is larger than 5 students. While tutoring is the most powerful design, expert very small group (n= 2-3) instruction will be sufficient to accelerate the development of many struggling readers.


*Presented at the National Reading Conference, Los Angeles, December 2006.*
Maintaining Reading Logs

(Information Provided by Teacher's College Reading and Writing Project)

We recommend that schools establish and implement policies so that each child in the school (grades 2-8) maintains a daily record of the books he or she reads in school and at home. This log must contain the title, author, the level of difficulty (for example, Level P), the numbers of minutes the child spent reading, and the starting and ending page number. Some people question whether it is necessary to include the level of difficulty (when it is available). Our response is that this provides the teacher with vitally important information—information which exponentially increases the usefulness of the tool. For example, if a child devotes a week to reading *The Stolen Pony*, and we know that book is level M (the level of the *Magic Treehouse* books), then we know that the child has done an alarmingly small amount of reading during that week. On the other hand, if the book is level Z, then we would draw a different conclusion. These logs are not places for responses to reading, nor do children write book summaries in them. They are simply records of time spent reading and volume of reading accomplished. You may ask, “How can a teacher be sure that the log accurately reflects the reading that the child has done?” We’ve found that if both logs and books are out on the table every day, this transparency brings a huge amount of accountability to logs.

We suggest that every day during reading time, every child should always have his or her log out on the table. The first thing the child does at the start of reading is to enter the starting time and page number, the last thing the child does before moving from reading to talking is to enter the ending time and page number. We also encourage teachers to refer to logs often in reading conferences: “I see you have been reading this book especially slowly. You galloped through that last book—why is this one progressing so differently for you?” “You seem to be skipping between books a lot lately—why do you think it has been hard for you to stay engrossed in one book?” “I notice this book is easier than the ones you have been reading—do you find your reading process is different now, when you are reading a lighter text?”

After a few weeks, we suggest you encourage children to study their own reading logs in order to articulate their reading habits. Children can work analytically with their partners to notice and think about changes in the average number of pages they’ve read. Children can also notice the genre choices made across time and the relationship between genres or levels and volume. They can also discuss patterns by studying the time they spend reading at-home versus at school. The logs provide an irreplaceable window into students’ reading lives. It’s also helpful to gather logs across one grade after a month, or across grades, to compare how much students are reading and how they are moving through books.

School leaders, as well as teachers, must collect, save, and study these critical records. For example:

- A general rule of thumb is that a child should usually be able to read approximately 3/4 page a minute. (This rule of thumb works across texts of varying levels because generally, as the pages become denser, the reader’s abilities also becoming stronger.) A teacher and/or a principal will want to take notice if a child seems to be reading a book at a dramatically slower rate than this. For example, alarms should go off if a child reads 8 pages in 30 minutes. Why is the child not reading closer to 24 pages in that length of time? There may, of course, be good reasons.

- If a child reads an amount—say, 34—pages during a half hour in school, then brings that same book home and claims to read a much smaller amount—say, 8 pages—within half
an hour of reading time at home, alarms should go off. Is the child actually making
enough time for reading at home?

pneumonic

• If you suggest the child reads books which are Level T, and she instead reads many
books which are far easier, this discrepancy must be researched and addressed. Perhaps
the easier books are nonfiction texts, and the child has wisely found that when reading
nonfiction texts, she needs to search for books she can read with meaning. Perhaps the
child recently completed a very taxing book and wants some easier reads. Then too,
perhaps the child simply can’t find other books that are a bit more challenging and needs
your help.

• It is crucial to let parents know if the volume of reading their child is doing is high, fairly
high, quite low, or very low. The wonderful thing about this information is that parents
can do something about it…and progress on this one front will have enormous pay off for
every aspect of the child’s reading development.

Above all, student logs are a way to be sure that everyone, teachers, principals, and students,
keeps their eyes on the volume of reading that children are doing. Dick Allington’s research
suggests that it takes four hours for a student who reads 200 wpm to complete Hatchet. The
chart below shows how long it should take students to complete different leveled books.

Assuming that your students read for thirty minutes in class and thirty minutes at home, at a rate
of 200 wpm, then you should expect a student to finish reading Hatchet in eight days, which
seems reasonable. You may find that a particular child takes twice as long to read Hatchet. This
should prompt some research. Why is this child reading especially slowly? (If the child is
reading below 120 accurate wpm, then alarm bells should go off. This child should be reading
easier texts!! Or perhaps the child is sitting in front of a text, rather than reading it.)
### My Daily Reading Log

*(Place a check next to the title when you complete a book)*

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<th>Date</th>
<th>Class/Home Alone/Partner</th>
<th>Level</th>
<th>Title</th>
<th>Pages Read</th>
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TCRWP 2007  DRAFT

**Example Reading Log**

*Ways Readers Might Use Notebooks*
Readers sketch to help themselves envision.
Readers jot phrases to help them accumulate the text.
Readers look for patterns in their jottings to help create a theory.
Readers create a boxes and bullets outline of recurring ideas.
Readers do 5 minutes of free writing about an idea when they run out of things to say in partner conversation.
Readers do 5 minutes of free writing to put post-it’s together and create new thoughts.
Readers gather their post-it’s on one line of thinking and do some jotting.
Readers take a theory, do some further writing, and arrive at a more refined theory.
Readers create a T-chart in which they record events in the story and their thoughts about those events.
Readers create a T-chart in which they write their thoughts and develop them.
Readers take one thought-provoking post-it and write a whole page about it to prepare for conversation.
Readers make a web of ideas and use it to create new ideas and conversation.
Readers jot down what their partners are saying and begin new conversation with it.
It is important to teach students how to talk about their reading. The following talk prompts can help to explicitly teach and then put on a chart for students to access during partner time, book clubs, or other times.

**Getting Started:**
- I noticed…and that makes me think…
- One part I pictured was…and this makes me think…
- This part reminded me of…and that helps me understand the story because…
- I like the part when…because…
- I wonder why…
- What would have happened if…
- I was surprised when…because…
- I didn’t understand…
- The part that confused me was…
- It wasn’t fair when…because…
- My idea changed when…because…
- At first I thought…, but now I think…because…
- I can’t imagine…because…
- I admire…because…
- I’m shocked…because…
- If I was the character….because…
- I agreed with the character when….because…
- I disagreed with the character when…because…

**Responding Back:**
- I agree with what you are saying because…
- I disagree with what you are saying because…
- What you just said matches what was in my mind because…
- What makes you think that? Where did you get that idea?
- Please say more about that.
- Could you give an example?
- Please show me in the book what makes you think that.
- I’m not sure I understand what you are saying. Could you say it again or in another way?
- I hear what you are saying, but I see it differently. I think…
- I’d like to add on to what I heard you say…
- I have an example of what you just said…
- I see a connection between what you just said and what we were talking about earlier…
- So, you are saying…
- I agree with the part about…
- I think that is important because…
- Another example is…
- Why do you think that?
- Or maybe…
Tips for Reading Workshop

- Times for shopping: during centers, first thing in the morning, when you have help from a para or parent helper.

- How to shop: rotate kids through and assign groups to different days of the week, partners shop on the same day, leave a day open throughout the week for make-up shopping, upper grade teachers may not have a set day for shopping because they shop as needed, primary teachers may want to assist students as they shop.

- If you choose to keep track of what books your students select, you may have students write down the title on a check out sheet or reading log or you may have students put index cards and/or book marks in a pocket with their name on it.

- When organizing your classroom library, consider holding unit specific bins/topics back until that unit in order to build excitement in the classroom. Also, particular levels may not be appropriate for your class at different times of the year.

- Classroom libraries may be organized by genre, topic, and/or level.

- Reading partners work well together if they are matched in ability/interest/level. Partners that work together over time become more independent and are able to get to know each other as readers.

- Teachers may choose to give each partner a label such as “Partner A” or “Partner B” in order to assign specific tasks during mini-lessons, share time, and active involvement. Consider selecting the stronger student of the partnership to be “Partner A” for modeling purposes and to differentiate during partner work.

- A good way to keep track of and hold students accountable for their post-it work is to have them stick the written post-its in a reader’s notebook organized by book title. When a student finishes a book, they can write the title of the book and stick in the post-its they wrote for that book before they return it to the bin.
Professional Resources
Related to:
Reading Workshop

1. The Art of Teaching Reading by Lucy Calkins
2. Conferring With Readers by Jennifer Serreavo and Gravity Goldberg
3. Growing Readers Units of Study for Grades K-2 by Kathy Collins
4. Units of Study in Reading for Grades 3-6 by Lucy Calkins
5. Strategies That Work: Teaching Comprehension for Understanding and Engagement by Stephanie Harvey and Anne Goudvis
6. On Solid Ground Strategies for Teaching Reading K-3 by Sharon Taberski
7. Around the Reading Workshop in 180 Days by Frank Serafini
Writing Workshop
The structure for the writing workshop remains rather consistent throughout the year and includes the following segments:

**A Minilesson**
Minilessons have one teaching point, which is usually named explicitly and then demonstrated. Children are given a bit of guided practice with just the one strategy. This strategy is then transferred into independent writing (with more practice and support) part of the child’s ongoing repertoire.

**Independent Writing time**
In most writing workshops children write about self-selected topics as the teacher goes around the room to confer or pull small groups of children together who need the same kind of support. It is important to have a daily writing workshop. This writing work is essential especially for our youngest readers. The transfer of knowledge between writing and reading helps to strengthen our students’ abilities to decode text, read with fluency, and problem-solve when they encounter tricky parts.

**Mid-Workshop Teaching Point**
Often in the midst of a workshop, we convene children’s attention so that we can give a quick pointer in response to a shared problem we’re seeing or so we can share an example of what one writer has done that might help others. Sometimes these mid-workshop interventions also allow us to correct a misconception, remind students of a previous day’s lesson, instruct students about their upcoming work, or rally writers to work harder or longer. This teaching usually takes no longer than a minute or two and students generally stay in their writing spots rather than reconvening in the meeting area.

**Partner Writing Time**
We strongly suggest that teachers assign partners who will most likely stay together for a reasonably long stretch of time. In general, we want children to use partner time to support each other with their writing work. Partners may support each other by rehearsing, planning, composing words and sentences, revising, and editing together. Teachers confer with partnerships to support and extend the work children are doing together.

**Teaching Share**
At the end of the workshop, the teacher brings closure to the day’s work. Often (but not always) children will gather in the meeting area. This time is used to share ways in which students have incorporated that day’s minilesson into their work and to share their new insights or discoveries. The teacher often asks writers to share their partners what they have done or to discuss what they have learned. The teacher sometimes retells a conference or asks a student to share his or her writing work. The share session functions almost as a separate and smaller minilesson. It may arise from a particular conference in which the teacher notices a student doing strong writing work that merits being shared with the rest of the students. This share time is no longer than 5 minutes.
Why Writing Workshop?

The Writing Workshop centers on the following beliefs explained in this excerpt from Lucy Calkins in, The Art of Teaching Writing.

“When I wrote the first edition of this book, I saw writing as a process of choosing a topic, turning the topic into the best possible draft, sharing the draft with friends, then revising it. But I’ve come to think that its very important that writing is not only a process of recording, it is also a process of developing a story or an idea. In this new edition, I decribe writing as episodes that do not begin with a topic and a draft, but instead with a noticing, a question. When writing begins with something that has not yet found its significance, it is more apt to become a process of growing meaning.

In this new edition I argue that as human beings we write to communicate, plan, petition, remember, announce, list, imagine…but above all, we write to hold our lives in our hands and to make something of them. There is no plot line in the bewildering complexity of our lives but that which we make four ourselves. Writing allows us to turn the chaos into something beautiful, to frame selected moments, to uncover and celebrate the organizing patterns of our existence.

As human beings, we have a deep need to represent our experience. By articulating our experience, we reclaim it for ourselves. We need to make our thoughts beautiful. This is why early peoples inscribed their stories on stony cave walls with pictographs. It is why my closets are filled with boxes of musty old journals. It is why I found pages of poetry under my stepdaughter Kira’s matress when she went off to college. Its is why my four-year-old son, Evan, uses magic markers, pens, lipstick and pencils to leave his mark on bathroom walls, on the backs of envelopes, on his brother’s charts and drawings. These markings give Evan a way to hold onto his world, to be instructed and moved by what he finds in it. As John Cheever explains, “When I began to write, I found this was the best way to make sense out of my life.”

-Lucy Calkins
Essential Characteristics of the Writing Workshop
Adapted from: The Writing Workshop: Working Through the Hard Parts (And They’re All Hard Parts)

- Choices about Content
  - Students decide what they will be writing about (personal topic selection) even when the teaching is focused on a particular kind of writing (genre) and students are required to do this kind of writing, students can decide what they will write about in this genre

- Time for Writing
  - Students need a sustained block of time for writing every day

- Teaching
  - Students need teaching that supports their writing every single day. Whole class teaching (mini-lessons), small group teaching (strategy lessons), and individual teaching (conferring) are all contexts for the teaching of writing

- Talking
  - Writers need to talk about their writing. Writers need to be heard, need to have listeners who will react to their writing.
  - Different writers need different amounts of talk at different times.

- Periods of Focused Study
  - The writing workshop needs ongoing units of study at all times
  - The units should cover a wide range of topics and genres
  - Immersion into these topics and/or genres is essential

- Publication Rituals
  - It is only through taking a piece of writing all the way through to publication that students learn both the process of writing and the rewards of seeing that process through to its completion.
  - Publication rituals and expectations/deadlines help students maintain the independent part of the writing workshop by helping them understand the outcomes that are expected
  - This is also a way to tie some grading and evaluation criteria to publication expectations

- High expectations and Safety
  - Teachers have to make a place in their classrooms where it is okay for everyone to write, where it is safe to write, no matter what that looks like when a student does it.
  - We as teachers should expect everyone to do their best work and we should have high expectations for that.
  - But evaluation should match, at least in some ways, the students’ efforts to do their best work
  - If struggling students learn that their very best work will never bring them rewards because it just doesn’t come close to the writing of the other students, they will quickly learn that their best work is not valued, that is it’s not safe for them to try in this place, and they will likely stop even trying to grow as writers.
  - If very gifted writers realize they can get by without doing their best work, they will not grow as much as they could in the writing workshop either.

- Structured Management
  - Students need to learn routines and structures for the workshop in order for it to be maintained
  - They need to learn how to use the room during the workshop, how to manage the supplies needed for their writing, how time is managed in the workshop during the mini-lessons, independent writing, partner work, share time, and conferences. They need to learn what the publication expectations and structures are, how to figure out what to do next in their writing and strategies for times when they think they are “done.”
Quick Assessment in Writing Workshop for the First Week of School

- Each day follows the minilesson/workshop/share structure as always, but the entire workshop will probably be shorter because of children’s stamina in writing.
- Immerse the class in storytelling to create the sense of story in the classroom.
- All the writing the first week of school is done on paper and not in writer’s notebooks, although you should be immersing them in read-alouds and conversation about notebooks to get them excited for the day you launch notebooks, the 2nd week of school.
- Conferring will probably be much quicker conferences to compliment and encourage students to write for longer periods of time.
- Sustain students’ writing stamina by giving them mid-workshop interruptions that are reminders of time. “You’ve been writing so hard for 12 minutes…Let’s see if we can do 10 more.”
- The purposes of the week’s instruction are to assess students’ work and to give them a feeling of an abbreviated version of a unit of study with all the steps of the writing process.
- Don’t expect the work to be perfect or even great, but celebrate it. There may be mistakes both in revision and editing. Let it go. The children will grow if you encourage them during the 1st week of school.

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<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
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<tbody>
<tr>
<td>(Brainstorming)</td>
<td>(Revising)</td>
<td>(Editing)</td>
<td>(Management)</td>
<td>(Publishing)</td>
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<tr>
<td><strong>Minilesson</strong></td>
<td>One way in which writers get ideas for their work</td>
<td>One way in which writers revise their work</td>
<td>One way in which writers edit their work</td>
<td>One thing writers in our class need to know about management</td>
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<td><strong>Workshop &amp; Conferring</strong></td>
<td>Students write a small moment on paper, teacher confers to encourage</td>
<td>Students revise their work, teacher confers to encourage</td>
<td>Students edit their work, teacher confers to encourage</td>
<td>Students rewrite their work with their revisions and corrections</td>
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<td><strong>Share</strong></td>
<td>Whatever the teacher deems necessary. Students might share their work or the teacher may do some management work with them.</td>
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Ways to get students started in notebooks (typically 3rd – 6th)
INSIDE the Writer’s Notebook

You Collect ideas INSIDE your Notebook, Choose a Seed Idea from INSIDE your Notebook, and Nurture your Seed Idea INSIDE your Notebook.

- Use a photograph from the time your writing about to help you think of more details to include
- Interview someone who was there to get another perspective and more details to add to your writing
- Sketch the setting to help you remember all the tiny details
- Sketch your characters, label the sketches, and write about the labels
- Go to the place (if possible) and write everything you can about it
- Make a web
- Make a time-line or a story mountain to help plan your writing
- Make a quick list of everything you can remember
- Try out different leads (the weather, time of day, small action, dialogue)
- Make a list of words you know you want to use (try for exciting verbs and adjectives/specific nouns)
- Write questions you have about the time you are writing about and try to answer them
- Make a square and divide it into 4 boxes - use your senses as titles for each box - write using your senses about that time

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<th>Smell</th>
<th>Touch</th>
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<td>The smell of salt water filled my nose.</td>
<td>The rough sand scraped the bottom of my feet.</td>
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<tr>
<td>Hear</td>
<td>See</td>
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<tr>
<td>I could hear the waves crashing.</td>
<td>Sea gulls were flying over my head.</td>
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- Write the bones of your story (just get it down without all the dialogue and wonderful details)
- Think about the heart of your story (Where is the most action/emotion?) and just write the heart in your notebook, stretching it out, writing it in slow motion, bit-by-bit
- Tell your story to someone and then write it

Word walls are one of the best friends of teachers of writing workshop. They are a resource for children to spell words correctly. However, if they are not properly maintained or taught, they can be more of a nuisance.
Word walls need to be living members of the class. New words need to be added to the word on a somewhat regular basis. So many times, teachers have a section of the room called a word wall but go for weeks without adding new words to it. Words walls become outdated and students learn to not use them. So many teaching moments are lost as is the potential of learning which is attached to them. If a student nominates a word for the word wall and can explain why it is a good word for all the members of the class to have on the wall, she can then help teach the word to the whole class and it can become part of the wall. Likewise, if a word is mastered by the class, it can graduate and no longer needs to be on the wall, as it is no longer needed.

2. Words on the word wall need not be memorized, but should be spelled correctly in context forever. Just imagine a word wall as a large, more child-friendly version of a dictionary. Do you memorize the spelling of every word in the dictionary? If you did, there would be no need for it. The same thing is true about word walls. Children should know that when they write, they can consult the word wall to spell words correctly, and should be careful when doing so. If a child spells a word wall word incorrectly, the teacher should make a big deal of that. You have to pretend you"ve never ever seen anyone spell a word wall word incorrectly and that this is totally unacceptable in writing workshops. How can a word be spelled incorrectly if it is provided for a writer on the word wall? This should be inconceivable. Make them understand that this is a serious problem in the writing workshop if words from the word wall are misspelled in context, even if that context is the writing notebook.

3. Students need to be familiar with words on the word wall. If children forget that certain words are on the word wall, they'll never consult the word wall to spell the words correctly. We need to remind students of the words which appear on the wall. You might take 10 minutes of your word study time once a week or so and choral read the word wall so that students remember the words which are there. You might also play games like “I Spy a Word.” You may say things like, “I spy a word that has three syllables and a double consonant. What word is it?” Let the children guess. This makes them also really analyze the way the words are constructed. You might also make up bingo cards that have word wall words on them. Maybe every other Friday, you could play bingo with those words. Whatever you do to make the children remember the words that live on the word wall, you have to make sure that they know they can use the wall to spell words correctly.

4. Students need to know the meanings of words on the word wall. This, of course, does not mean that children should be writing down long and wordy definitions from the dictionary. It simply means that the words should be from the children’s speaking vocabulary. If there are words that don’t come up in writing, the words are just taking up valuable space on the word wall. They are not functional and that makes the wall not functional. Why should a word be there if no one will ever use it?

5. Words on the word wall should be well-selected and limited in number. Dick Allington says that if there are more than three things on one chart, it is too busy and no one will ever use it. The same is true for a word wall. If we crowd the wall with all the words that could possibly ever come up, then the wall will be too busy and will be rendered useless. Children need to be taught how to take one type of word and let it help them spell other similar words. For example, instead of putting up every “n’t” contraction, put up one or two and teach the class to apply the same pattern that determines the spelling of “didn’t” to spell “couldn’t” or “haven’t.”
6. Content area vocabulary should have its own temporary word wall. Of course, there are times of the year when students need to study some very particular vocabulary as related to science, social studies, math, and other subjects. These words also need to be spelled correctly in the context of that content area’s writing. However, they are not always grade level appropriate spelling words. Therefore, if you are studying a unit on the rainforest, you want your students to spell words like “understory” and “capybara” correctly. However, they may not be grade-level appropriate spelling words. Therefore, you might make a rainforest word wall, much smaller in size and temporary in nature. This word wall can be consulted as long as the unit is being studied and the words may be removed once the unit has ended.

7. Words on the word wall need to be grade-level appropriate as spelling words. Words which are too easy or too difficult should not be included on the wall.

Tom Marshall
Teachers College Reading & Writing Project
Reaching Struggling Writers

- Research students for a few minutes of writing time. Notice the student’s behaviors: posture, focus on the paper, where her eyes look in the classroom.

- Ask yourself some questions to learn more about the writer’s behaviors: Does she look to the chart you made during the mini-lesson? Does she ask someone sitting at her table for help? Does she spend a long time writing the date at the top of the page or otherwise make herself look busy? Does the student spend most of her writing time drawing? Does she intentionally make it known to her classmates that she is not writing today?

- As yourself some questions to learn more about the writer’s strengths and weaknesses: Are there some subjects about which the student writes more or with more confidence than others (look at writing across the curriculum areas)? Are there any places where she gives insights into her feelings about writing? Does it appear that the student writes more with confidence when the writing is more open-ended or when the writing is more prescribed?

“I’m not a good writer.”

- create a community of writers who struggle and succeed together
- special share time on Fridays when students and their teacher sit in a circle and share, popcorn style, a story of their writing that week – struggles and breakthroughs (teacher models heavily in the building sharing his/her own struggles and breakthroughs as a writer)
- partner share each day about moments of despair, insight, or discovery – what was hard, what seemed easy?
- have different expectations for different students (zone of proximal development) and set goals with struggling writers...achievable goals...and goals that keep outgrowing the one before (but slowly)
- take a unit the student did really well with and make a bridge for the student to the new unit – if the student loved writing an informational book about a certain topic, see if you can tie that topic into the new unit of study
- create a “Help Wanted- Help Offered” bulletin board – students post their strengths (I’m a good speller. /
I’m good at titles.) and post their needs (Does anyone have any good ideas for an ‘About the Author’ page?) – Announce to the whole class what students are good at and find something for everyone.

- partner the student with a younger writing buddy – have them write together once a week: share writing, offer tips, and celebrate together.

- use that student’s writing as an exemplar in the classroom (with permission of course😊) – find something that the student is taking a risk to do, not just something he already knows he does well – the announcement should be given in a tone of I’m not surprised mixed with the energy of a discovery: I plan to use this strategy myself right away. It’s important to be sincere.

- teach students about the struggles and successes of various published writers – invite local writers to school to share, get on authors’ web sites and read about their struggles, look for writers’ biographies, cocreate a bulletin board with quotes, tips, and ideas you find to inspire the students all year long – Some quotes/tips: Kate DiCamillo – “I write two pages a day. Usually, those two pages stink pretty bad. I rewrite. And rewrite. And rewrite. And rewrite. And rewrite. And rewrite. And each time I rewrite, the pages get a little better.” Or…Jon Scieszka who describes writing as hard labor, like “ditch-digging.” Or…Jacqueline Woodson’s website, where she describes writing as hard work and says, “Revising is hard. Thinking of new things to write about is hard. And difficulty makes it that much more rewarding.”

“My hand hurts.”

Struggling with writing stamina –
schedule writing workshop first thing in the morning, if you can

do whole body warm-ups before writing time – jumping jacks, Simon Says

break up the writing time...15 minutes of writing...5 minutes of partner time...15 minutes of writing time

set individual goals with a timer...student writes for 10 minutes, takes a 2 minute break

have students write personal writing goals in a small box at the top of the page – how many minutes they’ll write – or, have students put a mark on the page as a place to reach during that day’s writing workshop – goals are set up so the student is competing only against his personal best, not a predetermined number of pages or other goal set by us

Struggling with pencil grip and posture –

Handwriting practice every day – not to take the place of writing workshop, but intensive practice for 5 minutes a day, using proper posture, pencil grip, letter formation (Handwriting Without Tears)

Adjusted tables and chairs that are at the appropriate level for each student – footstools for students whose legs are swinging in the air

Pencil grips – look for ones with clear indents where the fingers are meant to go (Start Right, the Grotto, and the Stetro)

Flat markers that encourage proper finger placement

A variety of writing surfaces – some students work best while writing on a vertical or elevated surface, others need a traditional tabletop surface

Students who apply a lot of pressure to the pencil –

Offer felt-tip pens
DRAFT

Balanced Literacy Curriculum Guide

- Offer .5 lead mechanical pencils
- Place paper on a soft placemat

When the student STILL seems to be struggling -

- If there are still issues, keyboarding might be an option

Sample publication letter for families:

April 7, 2010

I am sending home your child’s published “Edge of the Seat Story” (a story that is true, has strong emotion, and may have some suspense) and his/her “Informational Book”. Both pieces of writing are in your child’s research folder that was used during the “Informational Book” unit. Please know that your child worked SO hard on both pieces of writing. Please, if you can, find a quiet time in your crazy schedule (believe me, I know this is hard😊) to sit with your child and read both published pieces. I know it would mean a lot to your child (they all are very proud of their work).

Just a few things to know: Your child worked for about a month on the “Edge of the Seat Story” and about 6 weeks on the “Informational Book” (due to research). All students move through the writing process in every unit – immersion, collecting, choosing, developing, drafting, revising, and editing. Please know that you may still see some errors in your child’s published pieces. We teach students how to edit their own writing, and they work together to correct mistakes. We believe that if we take a child’s piece of writing and fix all of the errors for them, this does not teach them much. So, as you look at your child’s published text, please
try to focus on all of the positives rather than any mistakes (I know
that this is hard at times.).

Your child just recently published a personal essay (a journey of thought
with a thesis and supporting reasons), and this will be displayed in the
hall for awhile. We spent about a month working on this piece. Your child
is now working on both a literary essay (an essay about a book they’ve
read) and a fictional mystery. We are very busy writers!

I hope you enjoy your child’s writing as much as I do! I love to see how
excited they all are when they publish, and I love to see the creativity
come alive! Thank you so much in advance for celebrating with your child,
his/her accomplishments.

Thank you,

Please sign and return the bottom portion of this letter. Thank you!

Edge of the Seat and Informational Text Writing

Student______________________________

Parent

Signature___________________________________________

Comments________________________________________

Writing

_____/50 _____ % ______

Name___________________________________________

Date____________________________

You will have 5 minutes to write as much as you can. Your writing will be
checked for proper capitalization, spelling, punctuation, spacing, and
quantity. Please do your best!
10 = No Errors   9 - 8 = Very Few Errors   7 - 6 = Some Errors   5 - 0 = Many Errors

Capitalization ______

Spelling _______
(Grade-level appropriate sight words)

Punctuation ______

Spacing ______

Quantity ______
_______ Total Points
End of the Unit Assessment

Narrative

The Product

Use the qualities of good writing to assess the writing.

Content

___ The writing contains the qualities of the genre being studied.

___ The writing is focused on one single moment or event.

___ Other comments: ____________________________________________

Elaboration

___ The writing includes detail that move the story along.

___ The writing does not include unnecessary details.

___ Other comments: ____________________________________________

Structure

___ The writing is arranged sequentially.

___ The writing follows the structure of the genre being studied.

___ Other comments: ____________________________________________

Voice

___ The writing includes elements of the writer’s personal style.

___ The writing shows the influence of other writers.

___ Other comments: ____________________________________________

Conventions
The writing has grade-level appropriate conventions of spelling, punctuation, and grammar.

The writing displays grade-level appropriate understanding of sentences and/or paragraphs.

Other comments: ________________________________

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**The Process**

Use the steps of the writing process to assess the writer.

**Brainstorming/Collecting**

The writer chose a topic which was meaningful to him/her.

The writer chose a topic which was appropriate to the genre/unit of study.

Other comments: ________________________________

**Nurturing**

The writer selected a seed idea based on notebook entries.

The writer nurtured the seed idea in a variety of ways.

Other comments: ________________________________

**Drafting**

The writer drafted the piece in an organized way.

The writer drafted the piece based on the work in the notebook.

Other comments: ________________________________

**Revising**

The writer revised the writing in at least _____ ways.
The writer made revision decisions that clearly improved the writing.

Other comments: ______________________________

**Editing**

The writer edited the spelling, punctuation, and grammar to the best of his or her ability.

The writer edited the sentences/paragraphs to the best of his or her ability.

Other comments: ______________________________

**Publishing/Celebrating**

The writer shared the writing with others.

The writer provided feedback to others on their writing.

Other comments: ______________________________

**Evidence of Teaching & Learning**

The writer employed strategies taught in minilessons.

The writer employed strategies taught in conferences.

Other comments: ______________________________
End of the Unit Assessment

Non-Narrative

The Product

Use the qualities of good writing to assess the writing.

Content

___ The writing contains the qualities of the genre being studied.

___ The writing is focused on one single topic or thesis statement.

___ Other comments: ____________________________________________

Elaboration

___ The writing includes details that support the topic or thesis statement.

___ The writing does not include unnecessary details.

___ Other comments: ____________________________________________

Structure

___ The writing is arranged logically.

___ The writing follows the structure of the genre being studied.

___ Other comments: ____________________________________________

Voice

___ The writing includes elements of the writer’s personal style.

___ The writing shows the influence of other writers.

___ Other comments: ____________________________________________
Conventions

___ The writing has grade-level appropriate conventions of spelling, punctuation, and grammar.

___ The writing displays grade-level appropriate understanding of sentences and/or paragraphs.

___ Other comments: ____________________________________________

The Process

Use the steps of the writing process to assess the writer.

Brainstorming/Collecting

___ The writer chose a topic which was meaningful to him/her.

___ The writer chose a topic which was appropriate to the genre/unit of study.

___ Other comments: ____________________________________________

Nurturing

___ The writer selected a seed idea based on notebook entries.

___ The writer nurtured the seed idea in a variety of ways.

___ Other comments: ____________________________________________

Drafting

___ The writer drafted the piece in an organized way.

___ The writer drafted the piece based on the work in the notebook.

___ Other comments: ____________________________________________
Revising

___ The writer revised the writing in at least ____ ways.

___ The writer made revision decisions that clearly improved the writing.

___ Other comments: ________________________________

Editing

___ The writer edited the spelling, punctuation, and grammar to the best of his or her ability.

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___ Other comments: ________________________________

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___ The writer shared the writing with others.

___ The writer provided feedback to others on their writing.

___ Other comments: ________________________________

Evidence of Teaching & Learning

___ The writer employed strategies taught in minilessons.

___ The writer employed strategies taught in conferences.

___ Other comments: ________________________________
Tips for Writing Workshop

- Teachers may choose to keep student writing folders in a central location in order to ease transition time and to keep writing safe and organized.

- Writing centers can house items such as, pens, pencils, erasers, staplers, date stamps, paper clips, staple removers, highlighters, colored pencils, markers, paper choices, scissors, etc.

- Primary teachers may choose to include an ABC chart and or personal wordwall in the student’s writing folder in order to create independence.

- Primary teachers may want to help students keep track of what pieces they are finished with and what pieces they are still working on by labeling the pockets of their folders with a red and green sticker or sun and moon sticker/label.
Professional Resources
Related to:
Writing Workshop

1. The Art of Teaching Writing by Lucy Calkins
2. The Continuum of Literacy Learning by Fountas and Pinnell
3. The Writing Workshop: Working Through the Hard Parts (And They’re All Hard Parts) by Katie Wood Ray
4. Units of Study for Teaching Writing Grades 3-6 by Lucy Calkins
5. Units of Study for Teaching Writing Grades K-2 by Lucy Calkins
6. The Resourceful Writing Teacher by Jenny Mechem Bender
7. A Fresh Approach to Teaching Punctuation by Janet Angelillo
8. Writing To Persuade by Karen Caine
9. Reviser’s Toolbox by Barry Lane
10. First Grade Writers by Steffanie Parsons
11. Second Grade Writers by Steffanie Parsons
12. The Power of Grammar by Mary Ehrenworth and Vicki Vinton
13. You Kan Red This! Spelling and Punctuation for Whole Language Classrooms, K-6 by Sandra Wilde
14. Craft Lessons: Teaching Writing K-8 by Ralph Fletcher and Joann Portalupi
15. Non-Fiction Craft Lessons: Teaching Information Writing K-8 by Ralph Fletcher and Joann Portalupi
16. Making Revision Matter by Janet Angelillo
17. The Revision Toolbox by Georgia Heard
18. Wonderous Words by Katie Wood Ray
Word Study
Word Study Overview

Research suggests that the brain is a pattern detector, rather than an applier of rules. Our goal with spelling is to help students recognize patterns within words that can be used to spell other words. Students will spend time studying word families (cat, rat, hat, etc.) as well as long and short vowel patterns and other specific sound patterns.

There is a strong relationship between spelling, reading, and how well your child can segment a word into its individual sounds. When your child is reading and is asked to “sound out” an unfamiliar word, we’re asking them to say the word one sound at a time. Beginning spellers need to be able to do the same thing…spell a word by spelling one sound at a time. As spelling skills develop, students need to be able to break words into sounds AND recall spelling patterns. (For example, the word “bike” has 3 sounds…b-i-k and a “magic e” that makes the i say its name).

Finally, there is a strong relationship between reading and spelling. Generally, the better a child can read, the better a child is with spelling (there are always exceptions to this). When a child spends time reading, he/she is seeing the same words over and over. The brain “takes a picture” of words that can later be recalled when the child is spelling.
Some Thoughts on Word Study

One of the easiest ways to know what students need to learn is to look at the way they spell words. Students’ spellings provide a direct window into how they think the system works. By interpreting what they do when they spell, educators can target a specific student’s “zone of proximal development” (Vygotsky, 1962) and plan word study instruction that this student is conceptually ready to master. (Bear, 1004)

What students store in memory about specific words’ spellings is regulated in part by what they know about the general system. Learners who lack this knowledge are left with rote memorization which takes longer and is more easily forgotten. Similarly, what students learn about the orthographic system evolves in part from the accumulation of experiences with specific word spelling. (Ehri, 1992)

Readers “constantly search for connections between what they know about words and what they are trying to figure out. The use of analogy is the ability to manipulate and think about words. What is know in one area is used in another area.” (Pinnell and Fountas, 1998)

Using more than one modality when teaching words and letters, allows for INTEGRATION of information about the letter or word. Thus, children learn to attend to the “salient features,” learning how to learn letters and words. Eventually, children will not need as many exposures to letters or words to learn them. (Clay, 1995)

Good readers often are good spellers; good spellers are often good readers. But, reading alone will not ensure good spelling. Readers need to write. Writing allows spellers to put into practice what they have learned from extensive exposure to print. (Smith, 1982)

The power to construct or generate unknown words comes from having a personal writing vocabulary. A child’s writing vocabulary consists of the words he or she can construct correctly using existing strategies and knowledge. Knowing many words makes it easier to write stories because much of the text is written quickly, which frees the attention to go to new words that the child does have to work on. Knowing many different words enlarges one’s chances of getting to new words; knowing only short words, and regular spelling patterns provided by teachers who are ‘hooked on word families’ of the ‘cut, but, nut and shut’ type, restricts options when constructing new words. (Clay, 1995)

Generating words is not about building word families. It is producing a word you need to write by any means at your disposal and getting as close as you can to the way it is probably written in English. For that kind of problem-solving a rich collection of known words will be invaluable. (Clay, 1995)

(Provided by Barb Golub, TC Staff Developer)
### Stages of Spelling Development

<table>
<thead>
<tr>
<th>Stage</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Emergent Stage</strong></td>
<td>- Drawing and scribbling&lt;br&gt;- Random letters&lt;br&gt;- Salient Sound with single letters&lt;br&gt;- Beginning Sounds</td>
</tr>
<tr>
<td><strong>Letter Name-Alphabetic</strong></td>
<td>- Beginning and Ending Sounds&lt;br&gt;- Short Vowels&lt;br&gt;- Long Vowels (letter name)&lt;br&gt;- Digraphs and Blends&lt;br&gt;- All Salient Sounds</td>
</tr>
<tr>
<td><strong>Within Word Pattern</strong></td>
<td>- Vowel Patterns&lt;br&gt;- Inflectional Endings (ed and ing)</td>
</tr>
<tr>
<td><strong>Syllables and Affixes</strong></td>
<td>- Consonant doubling and e-drop with ed and ing&lt;br&gt;- Prefixes and Suffixes (tion)</td>
</tr>
<tr>
<td><strong>Derivational Relations</strong></td>
<td>- Word roots&lt;br&gt;- Polysyllabic words</td>
</tr>
</tbody>
</table>

- **Emergent Stage Examples**
  - TTTDGAOU
  - T (cat)
  - C or K (cat)

- **Letter Name-Alphabetic Examples**
  - CT or KT (cat)
  - KITIN (kitten)
  - HOP (hope)
  - SHP (ship)
  - PET

- **Within Word Pattern Examples**
  - SNAIK (snake)
  - FELE (feel)
  - MARCHT (marched)

- **Syllables and Affixes Examples**
  - HOPING (hopping)
  - AMAZZING (amazing)
  - ATTENSHUN (attention)

- **Derivational Relations Examples**
  - APPEAREANCE
Goal: Students will recognize patterns in words that can be applied to spelling and reading tasks.

All students are divided into 3 groups based on their performance on an inventory of spelling skills. The groups will change as the spelling needs of each student changes.

During the word study time, each group is involved in a different activity. The activities include the following:

Activity

Day 1: New pattern is introduced to the group. Words may be introduced in a variety of ways:

a. Teacher shows a word to the group and has all members read the word. Discussion of what the words mean takes place as necessary. When all words are read, teacher asks the group to look at the words and decide how some of the words might go together. All responses are accepted as long as the student can explain why he/she put a set of words together.

b. Teacher may lay down all the words and ask the group to notice how the words are similar. After a particular pattern is detected, teacher explains the pattern, and asks the students to apply the pattern in order to read the words.

c. After the students have had a chance to read and “play” with the words, if necessary, the teacher arranges the words to introduce the focused pattern of the week (ie: long a versus short a words OR 3 ways to spell the long a sound).

Day 2: Partner Sort. Students work with a partner in their group to sort the words. Students may sort the words in a variety of ways. The first sort should reflect their understanding of the week’s pattern. After the words are sorted with a partner in the week’s pattern, each student individually writes the words into their word study notebook. Then, students may sort in any other way.

Day 3: Word Hunt. Students use their bag of just right reading books to search for words that have the week’s pattern. When a student finds a word, s/he writes it in his/her word study notebooks.

Day 4: High Frequency Words. Each week, students are given 5-6 new high frequency words to practice reading and spelling. The students complete an activity page in which they trace the word, build the word with individual letters, and then write the word. Students then record the words into their word study notebooks.

Day 5: Game Day. Students play a game with their words for the week. The games usually stay the same (concentration, go fish), with new words used each week.

Extra time activities:

- Have students use their word study journals to review previously studied patterns and high frequency words. (Practice with reading the words in their journals.)
- Have students practice using the words in oral sentences.
- Use the words as an opportunity to build vocabulary skills. Discuss multiple meanings of words, synonyms of a given word, and antonyms of a given word.
- Do a group word hunt—everyone searches for a word with the week’s pattern, or a specific high frequency word. Students can use their bags of books.
- Use dry erase boards to write the words.
Word Study Routine

**EXAMPLE**

Begin each day of Word Study in the meeting area with a review of the high-frequency words (5 minutes).

**Day 1 – Get new words** (Work with the teacher)
Teacher introduces the new words. 
Notice patterns - Sort words (teacher writes the words on chart paper or on a white board). 
Students get 2 sheets of the new words – 1 to take home, 1 to cut apart and keep at school. 
Put words in Word Study envelope or baggie.

**Day 2 – Partner Sort**
Partners sort their words into groups based on the category headers in the sort. 
Students write their words in their Word Study notebook in the specific categories.

**Day 3 – Word Hunt in “just right” books**
Students read their “just right” books, noticing when they read words that fit the patterns being studied. They write these new words in the appropriate columns in their Word Study notebook. Teacher may set minimums (5 – 20 words) for students to find.

**Day 4 – High-Frequency Word Work**
Students make their high-frequency words, write them, do activities with them, and write their high-frequency words in a personal dictionary made at the back of their Word Study notebook (or on a personal Word Wall sheet). If there is still time, they can read in their “just right” books, making tally marks on their Trace, Make, Write sheet (or another sheet) beside each high-frequency word every time they see that word in their books.

**Day 5 – Game Day**
Games played with the words from the sort.

Testing possibility:

Day 5 – Test over Word Sort words (typically a portion of the words, not all – 10 to 15) – so you would only be testing 1 group on this day – whichever group is on Day 5 in the rotation.

Friday or Monday – Test over High-Frequency words (everyone takes this test on the same day). New high-frequency words introduced every Monday – this would only take 5 minutes (you could do it at the beginning of Word Study – on a ½ sheet of paper).
**Word Sorting**

**Sound sorts:**

- **Picture sort** - suited for emergent, letter-name alphabetic stage. This is used to develop phonological awareness or to teach phonics. Students can sort by initial sound, consonant blends or digraphs, rhyming families or vowel sounds.
- **Word sort** - important because only after a speller has identified and heard the sound can he consider which of the several spelling patterns might be used. This sort can lay an important foundation for a pattern sort that follows.
- **Blind sort** - when students are asked to sort words by sound the printed word can give away the category. In this sort a key word or picture for each sound is established. The teacher or a partner shuffles the word cards and then calls the words aloud without showing them. The student indicates the correct category by pointing to or naming the key word that has the same sound. A variation is a Blind Writing Sort.

**Pattern sorts:**

- **Word sort** - key words using the pattern are used to label each category. Recurring patterns are often represented as an abbreviated code that stands for the pattern of consonants and vowels in the sort.

**Meaning sorts:**

- **Concept sort** - concept sorts are appropriate for all ages and stages or word knowledge and should be used in the content areas. This can be use for assessing and beginning a new unit of study.
- **Spelling-meaning sort** - Students will see that meaning influences the spelling of words. Teaching homophones through sorting helps students expand their vocabularies and learn about spelling patterns at the same time. Homographs also can be sorted by sorting them into grammatical categories such as parts of speech.
Approaches to Sorting:

Teacher-directed closed sorts
- used for introductory word sort tasks
- teachers define the categories and model the sorting procedure
- teacher thinks aloud as she sorts in front of the students
- gradually releases the task to the students control
- teachers and students discuss the characteristics of the words in each column

Student-centered open sorts
- useful after the students are already accustomed to sorting
- students create their own categories to sort into
- provide an opportunity for students to test their own hypotheses
- students explain why they sorted the way they did

Variations to sorting:

Guess my category
- do not label or describe the categories in advance
- sort them in front of the students and after a few words are sorted (modeled) ask the students to guess where the next word will go based on what they have seen so far
- particularly useful for exploring content-specific vocabulary
- you could give small groups sets of words, let them sort and then have them visit other groups sorts and try to guess what categories were used

Writing Sorts
- writing words into categories demands that students attend to the sound and/or the pattern of letters
- start by writing key words to label each category
- teachers can do this with a group, partners can do it with each other, or parents can do it at home
- an instructionally sound way to conduct spelling tests
  - words are called the students write it in the appropriate category
  - students can get credit for putting it in the correct category as well as spelling the word correctly

Word Hunts
- students hunt through their familiar reading and writing for words that are additional examples of the sounds, pattern, or meaning unit they are studying
- before students are expected to word hunt the teacher should model word hunting
- small groups, partners, individually or for homework
- for emergent to beginning readers, teachers should have children scan texts that are guaranteed to contain the phonics/spelling pattern features targeted in their search

Brainstorming
- a word hunt through one’s own memory
- more appropriate for some features sorts
- can be used to introduce a sort
Repeated individual and buddy sorts
- to build accuracy and automaticity in word recognition students should have fast, accurate recognition of these spelling units
- just as repeated reading of a familiar text builds fluency, repeated individual sorts provide students with practice for automaticity

Speed Sorts
- once students have become accurate with a sort use a speed sort to develop fluency and automaticity
- no different than ordinary sorting except that students time them selves using a stopwatch
- can do with partner and chart their progress throughout the week
- it is not recommended to put students against each other in a timed race
- beat-the-teacher speed sort (the teacher does it once and the students try to beat the teacher’s time)

Draw and label/cut and paste
- useful for emergent and letter name-alphabet spellers
- students are held accountable for the word study feature correctly but are encouraged to invent the rest if they do not know who to spell the entire word
- cut and paste is a variation which is like a word hunt using pictures instead of words
- good at a variety of levels to demonstrate the meaning of words
  - ex. the word block (toy, a section of a neighborhood, a sports play)
  - homophones like bare and bear
  - meaning of words like spectacles, spectator, and inspector

*Adapted from Words Their Way*
Example of Upper Level Word Study Notebook Entry:

### benevolent

**Captain Hook**

“The brown blotches of benevolent skin cancer the sun brings from its reflection on the tropic sea were on his cheeks.” (p. 33)

<table>
<thead>
<tr>
<th>bene</th>
<th>vol</th>
<th>-ent</th>
</tr>
</thead>
<tbody>
<tr>
<td>benevolence</td>
<td>voluntary</td>
<td>confident</td>
</tr>
<tr>
<td>beneficial</td>
<td>volition</td>
<td>patient</td>
</tr>
<tr>
<td>benefit</td>
<td>volunteer</td>
<td>different</td>
</tr>
<tr>
<td>benefactor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

bene - well  
vol - wish  
-ent – a suffix used to form adjectives from nouns

1. Students collect interesting words as they read across the week. They can put a post-it where they find an interesting word or add the word to a list in their Word Study notebook.
2. The day of Word Study where they focus on these interesting words, record the word, the book title, the sentence, and the page number in the Word Study notebook.
3. “Take apart” the word. Break the word into prefixes, suffixes, and roots or bases.
4. Look at the word parts and think about their meaning. Think of related words. Show students how to go from the word parts from the “take apart” work to brainstorming related words by the meaningful parts of the word.
5. Study the word in the dictionary. Record interesting information. Show students how to read the dictionary and its abbreviations.
6. Students can use brief etymological resources to study words and their histories. Students can add additional words from the dictionary and etymological resources to their lists of related words.
7. Review and share. Students report back to their Word Study group what they learned and recorded in their Word Study notebooks.

**Word Histories/Etymology for Upper Level Word Study**

Etymology deals with the origin or derivation of words. When you know the meaning of a Latin or Greek root, prefix, or suffix; you can better understand, and more easily remember, all the vocabulary words built on this Latin or Greek element that exists in English words.

Learn one root and you have the key that will unlock the meanings of up to ten, twenty, or even hundreds of English words in which that Latin and/or Greek element (prefix, root, and suffix) appears; for example, learn ego (Latin, I) and you will immediately have a grasp of the meanings of egocentric, egomaniac, egoist, egotist, and alter ego all of which will expand your vocabulary.

Again, learn anthropos (Greek, mankind) and you will quickly understand, and rarely forget, anthropology, misanthropy, anthropoid, anthropocentric, anthropomorphic, philanthropy, and anthropophobia. Meet any word with -anthropo- in it and you will have at least some idea of its meaning when presented in a vocabulary list.

Here are some books that can help students learn word histories:

EXAMPLE: Word Study routine for students who are working in the derivational relations stage:

Day #1: Get new words. Teacher works with the group. Notice. Sort. Cut apart.

Day #2: Partner sort and 1 second word. Sort words. Write words in Word Study Notebook. Write reasons for each category. 1 second word: students choose 1 word that always gives them trouble in writing. They write that word in their Word Study notebook. Then, create a way that will help them always remember that word (mnemonic device or any other way). Example: definite – There is always finite in definite / Separate – There is “a rat” in separate. I would separate myself from a rat.

Day #3: Word Hunt. Look for words that fit this pattern in “just right” books.

Day #4: Word History. Record one word from the word list kept during the week. Record the word, the book title, the sentence, and the page number in the Word Study notebook. “Take apart” the word. Break the word into prefixes, suffixes, and roots or bases. Look at the word parts and think about their meaning. Think of related words. Show students how to go from the word parts from the “take apart” work to brainstorming related words by the meaningful parts of the word. Study the word in the dictionary. Record interesting information. Show students how to read the dictionary and its abbreviations. Students can use brief etymological resources to study words and their histories. Students can add additional words from the dictionary and etymological resources to their lists of related words. Review and share. Students report back to their Word Study group what they learned and recorded in their Word Study notebooks.

Day #5: Game day, test day!
**EXAMPLE WORD STUDY, 3 GROUP SCHEDULE**

<table>
<thead>
<tr>
<th>Group</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>2</td>
<td>E</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
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<td>3</td>
<td>D</td>
<td>E</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
</tbody>
</table>

**A:** Group meets with teacher to go over new words for the week. Teacher introduces words and works with children to discuss what they notice about the words.

**B:** Partner sort/ Children sort words for the week with a partner. Children sort the words in two different ways. Children write their word sorts in their word study notebook.

**C:** Word hunt/ Children find words that follow their rule for the week in their shopping bag. They write these words in their word study notebook.

**D:** High frequency word practice/ Children do various activities with high frequency words.

**E:** Game day/ Children use the same basic game no matter what their group, just different words. Each game day consists of two different games. If extra time: do a surprise sort or sort words from a previous week.
### Planning FORM For Small Group Word Study

#### Stages and Concepts

<table>
<thead>
<tr>
<th>Students</th>
<th>Lessons</th>
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</thead>
<tbody>
<tr>
<td>Emergent</td>
<td></td>
</tr>
</tbody>
</table>

**Early to Middle**
- Concepts Sorts
- Rhyming
- Letter Recognition and Names
- Concept of Word

**Middle to Late**
- Phonemic Awareness:
  - Beginning Sounds
- Concept of Word

#### Stages and Concepts

<table>
<thead>
<tr>
<th>Students</th>
<th>Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Name-Alphabetic</td>
<td></td>
</tr>
</tbody>
</table>

**Early**
- Beginning Sounds
- Ending Sounds
- Digraphs and Blends
- Same-Vowel Short Vowel Spelling Patterns
- Short Vowels

**Middle**
- Consonant Digraphs
- Consonant Blends
- Mixed-Vowel Spelling Patterns
- Consonant Blends with Short Vowel Spelling Patterns

**Late**
- Short Vowels in CVC words outside of word families
- Review digraphs and blends in CVC words
- Preconsonantal nasals in short vowels
- Introduce r-influenced Vowels (ar and or)
### Stages and Concepts

**Within-Word Pattern**

**Early**
- Short and Long-Vowel Patterns (CVC and CVCe)
- CVVC Spelling Patterns

**Middle**
- R-Influenced Vowels

**Late**
- Diphthongs and Other Ambiguous Vowels
- Complex Consonants
- Constructions
- Plurals

<table>
<thead>
<tr>
<th>Stages and Concepts</th>
<th>Students</th>
<th>Lessons</th>
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</thead>
<tbody>
<tr>
<td><strong>Syllables and Affixes</strong></td>
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<tr>
<td><strong>Early</strong></td>
<td></td>
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<tr>
<td>- Plural Endings</td>
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<tr>
<td>- Unusual Plurals</td>
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<td>- Compound Words</td>
<td></td>
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<tr>
<td>- Inflectional Endings</td>
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<tr>
<td>- Review Ambiguous Vowels in One-Syllable Words</td>
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<tr>
<td><strong>Middle</strong></td>
<td></td>
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<tr>
<td>- Open and Closed Syllables</td>
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<tr>
<td>- Vowel Patterns in Accented Syllables</td>
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<td>- Final Unaccented Syllables</td>
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<td>- Two-Syllable Homophones</td>
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<td>- Special Consonants in Two-Syllable Words</td>
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<tr>
<td><strong>Late</strong></td>
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<tr>
<td>- Simple Prefixes and Base Words</td>
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<tr>
<td>- Simple Suffixes</td>
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### Example Word Study Rubric

Word Study weekly check-up: ____________________________ Date: ____________________________

<table>
<thead>
<tr>
<th>Point Values</th>
<th>4 Exceeds Expectations</th>
<th>3 Meets Expectations</th>
<th>2 Approaching Expectations</th>
<th>1 Below Expectations</th>
<th>Teacher Narrative (If necessary)</th>
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<tbody>
<tr>
<td>Expectations</td>
<td></td>
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</table>

**Word Study Notebooks:**
- Each page dated, and labeled.
- Uses consecutive pages.
- Neat writing
- Words written in correct groups
- Words spelled correctly

**Participation:**
- Stays on task; following schedule on his/her own.
- Partner sort routines followed
- Uses appropriate classroom behavior.

**Working at grade level**

**Overall mastery of new word pattern by the end of the week.**
<table>
<thead>
<tr>
<th>What we know about spelling...</th>
<th>What that means to our teaching...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling is taught in service of writing.</td>
<td>We shouldn’t pore over the spelling mistakes kids make as a first priority in conferring and consider what words kids really need to know how to spell.</td>
</tr>
<tr>
<td>Only about 45% of English words are phonetic.</td>
<td>Sounding words out works less than half the time, so we need to broaden our repertoire of strategies for spelling words.</td>
</tr>
<tr>
<td>There are only 4 spelling rules in English that have few exceptions.</td>
<td>We have to focus our attention less on rules and more on patterns-based instruction.</td>
</tr>
<tr>
<td>Every minute a student spends reading a book at his or her level is a minute of spelling instruction.</td>
<td>We have to make sure students are really matched to just right books and that they have plenty of time to read in school and at home.</td>
</tr>
<tr>
<td>Students go through very specific, overlapping stages in their development as spellers.</td>
<td>We should pay close attention to the kinds of mistakes students make, noticing patterns in strengths and weaknesses.</td>
</tr>
<tr>
<td>Students learn best when something is taught in the context of a real life situation.</td>
<td>We should be sure that some teaching of spelling is taught in the context of students’ real reading and writing.</td>
</tr>
<tr>
<td>Students' saturation capacity in learning spelling is 50-60 minutes per week.</td>
<td>We have to carefully choose how we spend to use our word study time and extend it with meaningful reading and writing experiences.</td>
</tr>
<tr>
<td>Spelling tests only give us certain information.</td>
<td>We have to learn other types of formal and informal assessment.</td>
</tr>
<tr>
<td>You have to know how to spell a word to find it in the dictionary.</td>
<td>We have to provide students with other structures to help them be better spellers on the run.</td>
</tr>
<tr>
<td>Our time in reading and writing workshop is very limited.</td>
<td>We need to take advantage of the word study time of day to investigate patterns.</td>
</tr>
<tr>
<td>There are patterns of mistakes that students make in their spelling.</td>
<td>We have to identify what those patterns are and “teach the pattern, not the word.”</td>
</tr>
<tr>
<td>There are patterns to the types of mistakes going on in our classrooms.</td>
<td>We should have whole class learning going on about patterns in students’ spelling.</td>
</tr>
</tbody>
</table>
Strategies Writers Use to Spell Well

- Writers chunk words into their smallest parts and spell them in those parts.

- Writers refer to words they already know and use them to spell unknown words.

- Writers name the parts of the word they do know, spell those, then spell the unknown parts multiple ways, and decide which one makes most sense.

- Writers consult multiple resources including partners, dictionaries, books, and the word wall.

- Writers think about the meaning of the word to help them spell the word.

- Writers consider what they know about the way most words are spelled.
Planning a Word Introduction
Putting a New Word onto the Word Wall

1. Talk about why the word belongs on the word wall.
   - Talk about its frequency in our talking and writing.
   - Talk about having seen it misspelled.

2. Talk about the tricky parts of the word.
   - Name 2-3 parts of the word that make it hard to spell.
   - Silent letters
   - Parts of the word that look different than they sound

3. Give some ideas about how to remember the spelling of the word.
   - Mnemonic devices
   - Talk about the parts of the word.
   - Say the word funny.

4. Have the students take a mental picture of the word and spell it without looking.

5. Place the word on the wall and expect it to be spelled correctly from now on.
Some Golden Rules about Word Walls

- Words on the wall don’t need to be memorized, but must be spelled correctly when used in context.

- Words should be a part of students’ writing vocabulary.

- Students need to know the meanings of the words on the word wall.

- Words should represent patterns that students need for their writing.

- Don’t crowd the word wall.

- Words can graduate off the word wall once the majority of students can spell them independently.

- Content area vocabulary should have its own temporary word wall which changes with each unit.

- The word wall should represent what the majority of your class needs. Students can have individual word walls or spelling notebooks to differentiate their needs.
Professional Resources Related to: Word Study

1. Words Their Way by Donald Bear, Marcia Invernizzi, Shane Templeton, and Francine Johnston
2. Month by Month Phonics by Patricia Cunningham and Dorothy Hall
3. Phonics Lessons by Fountas and Pinnell
4. Continuum of Literacy Learning by Fountas and Pinnell
5. Word Matters by Fountas and Pinnell
6. Spelling K-8: Planning and Teaching by Diane Snowball and Faye Bolton
7. You Kan Red This! Spelling and Punctuation for Whole Language Classrooms, K-6 by Sandra Wilde
8. Making Sense of Phonics: The Hows and Whys by Isabel L. Beck
9. Guided Reading by Fountas and Pinnell, Chapter 13

<table>
<thead>
<tr>
<th>Allington, Richard and Patricia Cunningham</th>
<th>Classrooms that Work, and they can All Read and Write</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angelillo, Janet</td>
<td>A Fresh Approach to Teaching Punctuation</td>
</tr>
<tr>
<td>Bear, Donald, et. al.</td>
<td>Words their Way</td>
</tr>
<tr>
<td>Chandler, Kelly</td>
<td>Spelling Inquiry</td>
</tr>
<tr>
<td>Cramer, Ronald L.</td>
<td>The Spelling Connection</td>
</tr>
<tr>
<td>Cunningham, Patricia</td>
<td>Month by Month Phonics</td>
</tr>
<tr>
<td>Ehrenworth, Mary and Vicki Vinton</td>
<td>The Power of Grammar</td>
</tr>
<tr>
<td>Gentry, Richard</td>
<td>The Science of Spelling</td>
</tr>
<tr>
<td>Krashen, Stephen</td>
<td>The Power of Reading</td>
</tr>
<tr>
<td>Marten, Cindy</td>
<td>Word Crafting</td>
</tr>
<tr>
<td>Snowball, Diane and Faye Bolton</td>
<td>Spelling K-8</td>
</tr>
<tr>
<td>Wilde, Sandra</td>
<td>What’s a Schwa Sound Anyway?</td>
</tr>
<tr>
<td>Wilde, Sandra</td>
<td>You Kan Red This</td>
</tr>
</tbody>
</table>

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Shared Reading
Shared Reading Overview

During Shared Reading, the teacher reads a Big Book or enlarged text with the children, who are sitting up close so they can see it and read along. The texts are ones the children may not be able to read independently, but can read successfully in unison with the teacher and their classmates. One cycle of Shared Reading may last anywhere from 3-10 days with each session/lesson lasting 10-15 minutes. This structure takes place outside of the Reading Workshop.

Shared Reading was developed by New Zealand educator Don Holdaway who wanted to simulate for children in school the “lap reading” experience that many are fortunate enough to also have at home as they hear, read, and discuss stories with adults in emotionally comfortable, risk-free settings.

Shared Reading helps children learn about print, the structure of language, conventions of language, and letter-sound relationships. The same strategies you present in guided reading, mini-lessons and conferences you will use when teaching shared reading. Through repetitions of these in different contexts, children will grow stronger and more confident in their use. Using a routine that focuses on particular skills each day will allow the students to anticipate what they will be learning.

Shared Reading is most common in K-2 classrooms, where children are at the early stages of their development as readers and writers. They need reinforcement of skills such as fluency, expression, word-attack strategies, and comprehension strategies.

Many upper grade teachers also often find Shared Reading effective, especially when working with small groups of children who need extra support with a particular skill. Using whole-class Shared Reading in the upper grades allows for more sophisticated discussions about the text. Because the teacher reads the text aloud to students, the students’ thinking work can go beyond decoding the text with phrasing and fluency.

Content area reading (social studies, science, and math) also presents a unique challenge for readers. Students must learn to navigate the structures and features of non-fiction while understanding the content and revising their thinking about that content. Using a content area text during Shared Reading will give students practice using comprehension strategies needed to understand informational texts while exposing them to social studies, science, or math content and vocabulary.

The structures and methods of a Shared Reading cycle lend themselves to test preparation. Demonstrating reading strategies as well as test taking strategies during this type of Shared Reading will give great support to your students as readers and test takers while ensuring quality, purposeful instruction.

*Adapted from Text Savvy, On Solid Ground, Primary Summer Institute Packet, Teachers College Reading and Writing Project
The STRUCTURE of 1 Shared Reading Lesson:

1. teacher and students reread a familiar text
2. teacher and students read a new text
3. teacher explicitly models a specific skill or strategy in the new text
4. the teacher invites the students to try the skills or strategy modeled in the new text-guided practice
5. teacher reviews skills/strategy covered
6. teacher and students reread the text or portion of the text (group read)
**Example:** Shared Reading 5-Day Cycle Planning Template

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Familiar read:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehension:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Read:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

|       |                          |                          |                          |                          |                          |
| Decoding: |                          |                          |                          |                          |                          |
| Group Read: |                          |                          |                          |                          |                          |

|       |                          |                          |                          |                          |                          |
| High Frequency Words: |                          |                          |                          |                          |                          |
| Group Read: |                          |                          |                          |                          |                          |

|       |                          |                          |                          |                          |                          |
| Phonics and Phonemic awareness: |                          |                          |                          |                          |                          |
| Group Read: |                          |                          |                          |                          |                          |

|       |                          |                          |                          |                          |                          |
| Fluency: |                          |                          |                          |                          |                          |
| Group Read: |                          |                          |                          |                          |                          |
**Example: Non-Fiction Shared Reading Lesson Plan (5-Day Cycle)**

<table>
<thead>
<tr>
<th>Familiar Read:</th>
<th>Familiar Read:</th>
<th>Familiar Read:</th>
<th>Familiar Read:</th>
<th>Familiar Read:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day #1</strong></td>
<td><strong>Day #2</strong></td>
<td><strong>Day #3</strong></td>
<td><strong>Day #4</strong></td>
<td><strong>Day #5</strong></td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td><strong>Monitoring</strong></td>
<td><strong>Vocabulary</strong></td>
<td><strong>Text Features</strong></td>
<td><strong>Demonstrating</strong></td>
</tr>
<tr>
<td><strong>Introduce:</strong> Deciding what type of genre this story is will help you know how to read it and what information you’ll need to hold onto. This is a non-fiction story, so there won’t be any characters to deal with… mostly just facts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Comprehension Skill:</strong> After you read something in non-fiction you should be thinking about what is most important about this information. What is the big picture that the author wants me to understand? One way to do this is to look at each paragraph and ask….what is the big idea here? What are they trying to teach me?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Monitoring for Sense:</strong> Readers of non-fiction always check what they read about against the knowledge they already have inside them/what they have previously learned.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary:</strong> Sometimes there are words the reader may or may not know. To figure out what they mean, we can read the sentence with the word, and then pause to look at two different things:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) How is it used in the story? or 2) Are there other words that look or sound like this one? If so, what is it’s meaning and how might it relate to this word?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Examples:</strong> - undeserved - encounter - primarily - devouring - pollination - conservationists - occupied</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Text features:</strong> - story title - numbers - dates - quoted words, such as “bat houses”, “sonar”</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Comprehension:</strong> Sometimes showing that you understand the text means you can answer questions about it. One way to answer questions about it is to use some of the evidence in the text to answer the questions to show that you really read it or to back up your answer.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Answer questions:</strong> “Does the author appear to think that bat houses are a good idea? Why or why not?” “Based on the information in the selection, what characteristics of a bat house do you think the author would suggest as unappealing to bats?”</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Group Read: |

---

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**Example:** Shared Reading Lesson for Test Preparation  
(Math, 5-Day Cycle)

<table>
<thead>
<tr>
<th>Day</th>
<th>Description</th>
<th>Strategy</th>
<th>Vocabulary</th>
<th>Text Features</th>
<th>Strategy</th>
</tr>
</thead>
</table>
| #1  | Genre Focus | Introduce: -This is a new text. We are going to look at it as readers. Every time readers look at a text, they think about what genre it is and what expectations they have for the text.  
-Model thinking aloud about what it’s NOT…  
-Turn and talk about what they think it is…  
-Now that we know what it is, make a list of what we expect to see in it. | Our reason for reading this is to solve the problem. As readers we need to determine the most important information. When readers find important information, they mark up the text. Sometimes they underline, sometimes they put a star. -model finding important info and then let them try. | diagram  
symbols  
support your answer | Problem/information  
show your work | As readers we have to visualize the story problem. When we read our fiction books we make a movie in our mind about what’s going on in the story. This work can be done in math as well. Today we are going to visualize the story problem and sketch the images we see in our mind. So as I read, I am going to sketch the details of the problem. |
| #2  | Determining Importance | Knowing the important information, helps us know what our work is as a reader and as a mathematician. | Support your answer  
Answer________ | work space  
written answer |
| #3  | Text Features or Vocabulary | | | |
| #4  | Visualization | | | |
| #5  | Test Strategies | | | |

Group Read:  
Group Read:  
Group Read:  
Group Read:  
Group Read:
Example: Share Reading 8-Day Cycle Planning Template

<table>
<thead>
<tr>
<th>Day #1</th>
<th>Day #2</th>
<th>Day #3</th>
<th>Day #4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension</td>
<td>Comprehension</td>
<td>Tricky Word Strategy</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Familiar read:</td>
<td>Familiar read:</td>
<td>Familiar read:</td>
<td>Familiar read:</td>
</tr>
</tbody>
</table>
Example: Shared Reading 8-Day Cycle Planning Template -cont.

<table>
<thead>
<tr>
<th>Day #5</th>
<th>Day #6</th>
<th>Day #7</th>
<th>Day #8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Work</td>
<td>Parts of Speech/Grammar</td>
<td>Writing Under the Influence</td>
<td>Fluency</td>
</tr>
<tr>
<td>Familiar read:</td>
<td>Familiar read:</td>
<td>Familiar read:</td>
<td>Familiar read:</td>
</tr>
</tbody>
</table>
Tips for Shared Reading

- Shared reading may take place during its own separate time. It should not be during reading workshop. During a content area (social studies, science, and even math) is another option. This may be particularly beneficial for the upper grades.
- Shared reading texts may come from magazines, books, poems, textbooks, test prep passages, song lyrics, story problems, directions, etc.
- An enlarged text is highly recommended. Kinkos will print poster size prints. Overhead projectors are also a great way to project an enlarged image.
- Student copies of shared reading texts may be kept in binders, folders, bins, or reading baggies.
- Keep previously taught shared reading lessons in a central location so that you can refer back to lessons and easily access texts for familiar reading.
Professional Resources Related to:
*Shared Reading*

1. *Read It Again* by Brenda Parkes
2. *Text Savvy: Using a Shared Reading Framework to Build Comprehension (Grades 3-6)* by Sarah Daunis and Maria Cassiani Iams
3. *Continuum of Literacy Learning* by Fountas and Pinnell
4. *The Art of Teaching Reading* by Lucy Calkins **Pages 266-267**
Read-Aloud Overview
Read Aloud can have many purposes:
- To model love of books and authors
- To model fluent and proficient reading
- To introduce a variety of genres
- To develop/deepen comprehension strategies
- To support the reading and/or writing workshop
- To develop accountable talk and vocabulary
- For exposure to text structures, language, concepts and vocabulary essential for students as they begin to explore the world of books and build their social skills.

Read Alouds can be informal (often known as story time) or formal where the teacher models proficient, fluent and engaged reading. The teacher demonstrates the orchestration of strategies that characterize proficient reading and holds the students accountable for discussing their thoughts and ideas about the text, either with partners or as a whole group. Partners may “turn and talk” or students may participate in a whole class conversation.
Read aloud is one of the most important parts of our reading instruction.

1. It teaches listening comprehension.
2. It implicitly teaches, preteaches, reteaches many of the things we teach in reading workshop.
3. It helps build community.
4. The accountable talk is a great segue for kids’ work in clubs later during the year.
5. It teaches kids to build on ideas and develop conversational skills.
6. Kids learn to justify their thoughts with text support.

When setting up read aloud in the beginning of the year, here are some things to make sure of.

1. You should make sure the first few read alouds are short enough to finish in one sitting.
2. Read them ahead of time and plan out where you intend to think aloud and give turn and talk prompts.
3. Mark those spots in the text.

The first time you read aloud, here are some things to know.

1. Think aloud as a reader. Be a reader in front of the kids. Notice things in the text.
2. Make the first few think alouds similar.
3. Ask the students to turn and talk, saying close to what you’ve said in the think aloud.
4. Stop the kids before they are finished. You never want kids to feel like they’ve finished talking and can now fool around. They’ll want to talk more this way.
5. Set up the talking prompt pretty explicitly.
6. Don’t have the students tell what they said to the whole class. They may not be so good at explaining their thinking. Instead, you recap (if recapping is necessary) possibly improving things you heard.
7. Quote a student as having used the word “because” and mentioning part of the text in support of the thinking.
8. Prompt students at the next turn and talk to use the word “because.” When the students are finished, compliment them on all the “because’s.”
9. Ask the students to talk until you ask them to stop then compliment them on sustaining a longer (even if it’s not much longer) conversation.
10. Eventually you won’t have to give specific prompts. Students will be able to talk for a long time after just hearing, “turn and talk.”
<table>
<thead>
<tr>
<th>In the beginning, readers...</th>
<th>In the middle, readers...</th>
<th>In the end, readers...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• get to know the characters by what they say, do, or what others say about them (infer)</td>
<td>• see events unfolding and revise or further refine their theory with more words (revise a theory, use text evidence)</td>
<td>• add the events and their knowledge of the character up (synthesize)</td>
</tr>
<tr>
<td>• start to like or dislike the characters (empathize)</td>
<td>• possibly revise their feelings for a character (empathize)</td>
<td>• recognize change in their character (recognizing change)</td>
</tr>
<tr>
<td>• figure out what will happen in the story (predict)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• name the problem or big idea of the story (develop a theory)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Throughout the story, readers...**

- figure out unfamiliar words and idioms using a variety of clues
- think about whether the text makes sense (monitor for sense)
- add to their understanding of what’s gone on already (accumulate the text)
- increase their understanding by making personal connections and talking, thinking, writing off of them (making connections)
- pursue their theory (develop and revise a theory, use text evidence)
Ways to Stay an Active Listener during Read-Aloud
Taken from The Art of Teaching Reading by Lucy Calkins

1. Stop to think, talk, and jot often while reading the text.

2. Start your talking off with a phrase from the text or a mini-retelling.

3. Use a few “starter phrases” like “It reminds me of...” or “I noticed...” or “I wonder why...”

4. Sketch in your readers’ notebook to envision before you talk.


6. Make sure you have your facts straight. Do a 30-second retelling in which you make sure to include the characters, setting, and main events of the plot, possibly in one long sentence. Then move into your ideas.

7. Remember yesterday’s chunk of text before you start to read today.
Professional Resources
Related to:
Read Aloud

1. Interactive Read-Alouds by Linda Hoyt
2. The Art of Teaching Reading by Lucy Calkins Chapter 3
3. The Art of Teaching Reading by Lucy Calkins, Appendix B pg. 551
4. Summer Institute Reading Packet by Teachers College Reading and Writing Project
5. Learning Under the Influence of Language and Literature: Making the Most of Read-Alouds Across the Day by Lester Laminack and Reba Wadsworth
Interactive Writing
Interactive Writing Overview

Interactive Writing is used most often in primary classrooms. Teachers and students create texts that are meaningful to the class and most often centered on a shared experience or topic of study. Children actively share the creation of the text and use of the use of pen with the teacher. The teacher models for and engages children in functional writing and the conventions of written language.

Interactive Writing can be used to demonstrate concepts about print and to develop strategies for planning, rehearsing, and composing text. During the process of Interactive Writing, the teacher serves as the facilitator of the discussion: guiding, modeling, adding, summarizing, confirming, combining, and synthesizing the children’s ideas. The goal is to get children’s thoughts on paper, while discussing the topic and process of writing, dealing with print conventions, working on grammar, spelling, punctuation, letter formation, phonics, and voice. An Interactive Writing lesson should be focused and centered on one of these skills the whole class needs or may more appropriately be differentiated so that students are called upon to do the work that best matches their stage of development. The goal of Interactive Writing is that the skills will transfer to each student’s independent writing and support the development of his/her reading skills.
Professional Resources Related to: Interactive Writing

1. The Art of Teaching Writing by Lucy Calkins
2. Interactive Writing by Fountas and Pinnell
3. Guided Reading by Fountas and Pinnell, Pages 32-35
Reading and Writing Curriculum Calendars
K-6
Brown County Schools  
Reading and Writing Curriculum Calendars  
Kindergarten 2010 - 2011

<table>
<thead>
<tr>
<th>Month</th>
<th>Writing Workshop</th>
<th>Reading Workshop</th>
</tr>
</thead>
</table>
| August/September    | Launching Writing Workshop                 | Launching Reading Workshop  
Readers Build Good Habits: We are Readers  
Exploring the Exciting World of Books and Poems – Let the Reading Adventure Begin!  
Readers can read and talk about concept books in centers – talking and thinking about the ideas and print in related books. Books include high interest books and concept books.|
| October             | Writing for Many Purposes                 | Emergent Storybooks (Star Books) Readers read, think, and talk about emergent storybooks and invent fun things to do with them. |
|                     | *Signs          *Cards                      |                                                                         |
|                     | *Songs          *Letters                    |                                                                         |
| November            | Predictable/ Pattern Books                 | Shared Reading  
Readers use all their powers to read everything they can: Simple Shared Reading texts (level A, B, or C books), classroom made labels, simple poems, signs, simple nursery rhymes and songs, etc. |
| December            | Mentor Author Study                         | Shared Reading  
Readers use the sources of information to read texts from shared reading. Readers use all they know to read songs, poems, and other texts: Shared Reading texts (level C, D, E), leveled books, harder poems, songs, and nursery rhymes. |
|                     | *Personal Narratives                          |                                                                         |
|                     | (Teachers may choose the order of these three units) |                                                                         |
| January             | Writing for Readers                         | Just-Right Books  
Readers read just-right books and use print strategies to support conventional reading. Readers have many strategies to figure out words and they are eager to take on new challenges. |
|                     | *Personal Narrative  *Capitalization       |                                                                         |
|                     | *Writing Sentences  *Spacing                |                                                                         |
|                     | *Punctuation  *Planning Across Pages        |                                                                         |
| February            | Small Moments                               | Just-Right Books (Pattern Unit)  
Readers recognize when books have patterns and use these patterns to read with fluency and comprehension. |
|                     | Personal narrative moving from large moments to smaller moments  
(Optional to stretch unit to the beginning of spring break) |                                                                         |
| March               | All-About Books                             | Just Right Books  
Readers are brave and resourceful when they encounter hard words and tricky parts. |
|                     | Teacher choice to narrow focus to a specific topic (animals, plants, etc.) |                                                                         |
|                     | (Optional to begin unit after spring break) |                                                                         |
| April               | Teacher Choice                              | Gaining Love for an Author through Character Clubs  
Readers get to know the authors of their books by reading several books by that author and studying the characters with others. |
|                     | Possible Options: *Fantasy (Make-Believe) *Small Moment *Question and Answer books *Poetry *Make plans for different kinds of writing for summer |                                                                         |
|                     | Theme-Based Reading Clubs                   | Theme-Based Reading Clubs  
Readers can read and then talk about a collection of related books in topic centers.  
Texts include nonfiction and fiction books. Readers have strategies to read nonfiction and to learn about a topic in reading centers. |
|                     | Putting It All Together                     | Putting It All Together  
Readers can figure out words and talk about texts with partners or readers can make plans and invent projects for summer reading. |
<p>|                     | (Optional to begin unit after spring break) |                                                                         |</p>
<table>
<thead>
<tr>
<th>Month</th>
<th>Writing Workshop</th>
<th>Reading Workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>Launching Writing Workshop</td>
<td>Launching Reading Workshop (logistics: taking care of books, system for shopping for books, minilesson procedures, where to sit, etc.)</td>
</tr>
<tr>
<td>September</td>
<td>Pattern Books</td>
<td>Readers Build Good Habits (working with reading partners, reading identities, etc.)</td>
</tr>
<tr>
<td>October</td>
<td>Personal Narratives / Small Moments</td>
<td>2 weeks: Tackling Hard Words and Tricky Parts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 weeks: Introduction to Story Elements</td>
</tr>
<tr>
<td>November</td>
<td>Mentor Author Study and/or Letter Writing</td>
<td>Getting to Know the Characters in Our Books</td>
</tr>
<tr>
<td>December</td>
<td>Nonfiction Question &amp; Answer Books</td>
<td>Using Meaning to Figure Out Words &amp; Clear Up Confusing Parts</td>
</tr>
<tr>
<td>January</td>
<td>Realistic Fiction</td>
<td>Character Reading Centers</td>
</tr>
<tr>
<td>February</td>
<td>How-To Books</td>
<td>Writing About Our Reading (growing ideas about the characters in our books)</td>
</tr>
<tr>
<td>March</td>
<td></td>
<td>More Strategies for Word-Solving, Cross-Checking, &amp; Meaning-Making</td>
</tr>
<tr>
<td>March/April</td>
<td>All About Books</td>
<td>Nonfiction Centers <em>Reading to Learn</em></td>
</tr>
<tr>
<td>April/May</td>
<td>Fairytales</td>
<td>Fluency <em>Readers Theater</em></td>
</tr>
</tbody>
</table>

*Teachers may choose how to teach skills and strategies for Poetry throughout the year.*
# Brown County Schools
## Reading and Writing Curriculum Calendars
### Second Grade 2009 - 2010

<table>
<thead>
<tr>
<th>Month</th>
<th>Writing Workshop</th>
<th>Reading Workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>Launching with Small Moments</td>
<td>Launching: Readers Build Good Habits</td>
</tr>
<tr>
<td>September</td>
<td>Small Moments</td>
<td>Tricky Word Strategies</td>
</tr>
<tr>
<td>October</td>
<td>Realistic Fiction</td>
<td>Choice or Combination: Story Elements or “Characters Go on Journeys” (new TC unit)</td>
</tr>
<tr>
<td>November</td>
<td>Writing our Big Ideas&lt;br&gt;<em>Write paragraphs (details) to support one main idea (Ex. Dogs are great pets. Give 3 reasons why)</em></td>
<td>Nonfiction&lt;br&gt;Reading about a topic (pets, weather) to get an idea</td>
</tr>
<tr>
<td>December</td>
<td>Letter Writing&lt;br&gt;<em>Continue writing with one main idea (or message) and give supporting details</em></td>
<td>Tackling Tough Parts</td>
</tr>
<tr>
<td>January/February</td>
<td>Writing About Reading</td>
<td>Character Study: A Journey Through Friendship</td>
</tr>
<tr>
<td>February/March</td>
<td>Fairy Tales</td>
<td>Reading and Role Playing (Reader’s Theater)</td>
</tr>
<tr>
<td>April</td>
<td>All About Books</td>
<td>Nonfiction Reading (centers or not) &lt;br&gt;Reading as a Researcher</td>
</tr>
<tr>
<td>May</td>
<td>Choice: Revision with Narrative Writing or Writing to the Prompt</td>
<td>Experts in a Series</td>
</tr>
</tbody>
</table>

*Teachers may choose how to teach skills and strategies for Poetry throughout the year.*
# Brown County Schools
## Reading and Writing Curriculum Calendars
### Third and Fourth Grade 2010 – 2011

<table>
<thead>
<tr>
<th>Month</th>
<th>Writing Workshop</th>
<th>Reading Workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td>August/September</td>
<td>Launching Writing Workshop</td>
<td>Launching Reading Workshop</td>
</tr>
<tr>
<td>September</td>
<td>• Personal Narrative</td>
<td>Remembering All We Know About Tricky Word and Comprehension Strategies</td>
</tr>
<tr>
<td></td>
<td>• Edge of the Seat (personal narrative with strong emotion, tension)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Memoir</td>
<td></td>
</tr>
<tr>
<td>October</td>
<td>Punctuation Study (last 2 weeks)</td>
<td>Character Study</td>
</tr>
<tr>
<td>October/November</td>
<td>Personal Essay</td>
<td></td>
</tr>
<tr>
<td>November/December</td>
<td>Literary Essay</td>
<td>Reading about Social Issues: Talking and Writing About Texts (with partners or book clubs)</td>
</tr>
<tr>
<td>January/February</td>
<td>Prompt Writing (review of strategies)</td>
<td>Reading and Responding on a Test</td>
</tr>
<tr>
<td>March/April</td>
<td>Informational Non-Fiction</td>
<td>Non-Fiction Reading Skills and Strategies</td>
</tr>
<tr>
<td></td>
<td>• All-About Books</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Feature articles</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Travel brochures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Editorials</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>Fiction Choice:</td>
<td>Fiction Book Club Choice:</td>
</tr>
<tr>
<td></td>
<td>• Mystery</td>
<td>• Mystery Book Clubs</td>
</tr>
<tr>
<td></td>
<td>• Realistic Fiction</td>
<td>• Realistic Fiction Book Clubs</td>
</tr>
<tr>
<td></td>
<td>• Action Adventure</td>
<td>• Action Adventure Book Clubs</td>
</tr>
<tr>
<td></td>
<td>• Fairy Tales</td>
<td>• Fairy Tale Book Clubs</td>
</tr>
</tbody>
</table>

*Teachers may choose how to teach skills and strategies for Letter Writing and Poetry throughout the year.*
<table>
<thead>
<tr>
<th>Month</th>
<th>Writing Workshop</th>
<th>Reading Workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>Launching Writing Workshop</td>
<td>Launching Reading Workshop</td>
</tr>
<tr>
<td>September/October</td>
<td>Literary Essay</td>
<td>Reading with Close Comprehension in Order to Get to Know the Characters in Our Books</td>
</tr>
<tr>
<td>October/November</td>
<td>Fiction</td>
<td>Fiction Book Club Choice:</td>
</tr>
<tr>
<td></td>
<td>• Historical</td>
<td>• Historical</td>
</tr>
<tr>
<td></td>
<td>• Science</td>
<td>• Science</td>
</tr>
<tr>
<td></td>
<td>• Fantasy</td>
<td>• Fantasy</td>
</tr>
<tr>
<td>December/January</td>
<td>Persuasive Essay</td>
<td>Social Issues</td>
</tr>
<tr>
<td></td>
<td>• Letters</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Compare and Contrast</td>
<td>Reading and Responding on a Test</td>
</tr>
<tr>
<td>February</td>
<td>Test Prep (review)</td>
<td>Test Prep (review)</td>
</tr>
<tr>
<td>March/April</td>
<td>Non-Fiction</td>
<td>Non-Fiction</td>
</tr>
<tr>
<td>May</td>
<td>CHOICE:</td>
<td>Content Area Book Clubs</td>
</tr>
<tr>
<td></td>
<td>Creative Non-Fiction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Feature article</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Travel Brochure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Editorial</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Memoir</td>
<td></td>
</tr>
</tbody>
</table>

*Teachers may choose how to teach skills and strategies for Poetry throughout the year*
Resources

And

Supporting Research
Resources


Indiana Department of Education. *Academic Standards for the English/Language Arts: K-6.* [http://dc.doe.in.gov/Standards](http://dc.doe.in.gov/Standards)


Research Provided By Teachers College Reading and Writing Project

“Success in the early grades does not guarantee success throughout the school years and beyond, but failure in the early grades does virtually guarantee failure in later schooling (p. 11).”


These are called, “The Big Five” from the Reading First Panel of the Federal Government.

“Adequate progress in learning to read English beyond the initial level depends on the following:
1. A working understanding of how sounds are represented alphabetically.
2. Time for sufficient practice in reading to achieve fluency,
3. Opportunity to read different kinds of text written for different purposes,
4. Instruction focused on concept and vocabulary growth, and
5. Control over procedures for monitoring comprehension and repairing misunderstandings (p. 223).


<table>
<thead>
<tr>
<th>The Work of the TCRWP Is Grounded in the Best of Current and Seminal Research on Balanced Literacy Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Researched Topic</strong></td>
</tr>
<tr>
<td>- Table conference (with a group of children in one area)</td>
</tr>
<tr>
<td>Using assessment to inform instruction in all areas of balanced literacy</td>
</tr>
</tbody>
</table>
Provide daily opportunities for students to read on-level text.  

The TCRWP K-8 Assessment for Independent Reading Level is designed to identify a student’s independent reading level. In addition, students are taught how to choose books that are just right for them within a level. In turn, a student goes to a basket of books at his/her assessed level and chooses “just right books” within that level. Independent reading time is a major part of Readers Workshop, and students are encouraged to read independently at other free times during the day. Homework always involves independent reading.


Scaffolded instruction for all students with a gradual release of responsibility from teacher to student—teaching for independence.

The format for minilessons, conference and small group lessons follows and models the steps of scaffolded instruction outlined in the literature as follows:

1. Introduce the strategy (explicit identification of the strategy)
2. Model the strategy (teacher modeling)
3. Guided Practice (student practice with teacher support)
4. Review and reflect (independent application)

(Pearson and Gallagher, 1983; Pearson and Duke, 2002)


Provide explicit models of reading strategy instruction.

Through printed materials (books, curriculum calendars, and additional packets of information), calendar (conference) days with video examples of strategy teaching, on-site staff development by TCRWP staff-developers, and a series of institutes (week long courses) throughout the year, teachers are provided with models of explicit strategy instruction. In addition to providing examples of the Pearson-Duke format above in the format of project minilessons and conference architectures, teachers are instructed in how to prompt students differentially.


<table>
<thead>
<tr>
<th>Provide opportunities for students to collaborate and talk about their learning.</th>
<th>Various structure and events during the day allow students who participate in the work of the TCRWP to collaborate and talk about their learning. Techniques such as “turn and talk” to a partner is used during minilessons, interactive read aloud, partner time during independent reading time, and sometimes during small group instruction. At these points, teachers can listen in and assess students’ understanding of new learning. The teaching point at the end of small group lessons and the share at the end of the workshop often provides opportunities for students to talk about their new learning with others in the class or group.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach reading skills and strategies in the context of real reading.</td>
<td>Reading and writing skills and strategies are taught in the context of “real” reading and writing throughout the school day by reading and discussing varied genre--fiction and non-fiction text as well as producing various kinds of writing.</td>
</tr>
</tbody>
</table>
### Some Quotes You Might Use—And Who Said It!

<table>
<thead>
<tr>
<th>Domain</th>
<th>What the Research Says (followed by who said it).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“Phonemic awareness instruction does not need to consume long periods of time to be effective. In these analyses, programs lasting less than 20 minutes were more effective than longer programs.” National Institute of Child Health and Human Development (NICHD). (2001). Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Reports of the sub groups: Comprehension. Washington, DC: National Institutes of Health.</td>
</tr>
<tr>
<td>Phonics</td>
<td>“Programs should acknowledge that systematic phonics instruction is a means to an end. Some phonics programs focus primarily on teaching children a large number of letter-sound relationships. These programs often do not allot enough instructional time to help children learn to put this knowledge into use in reading actual words, sentences, and texts. Although children need to be taught the major consonant and vowel letter-sound relationships, they also need ample reading (in uncontrolled text; i.e. NOT decodable text) and writing activities that allow them to practice this knowledge.” Hudson, R.F., L. High, &amp; S. Al Otaiba. (2007). Dyslexia and the brain: What does the current research tell us? The Reading Teacher, 60(6), Pp. 506-515.</td>
</tr>
<tr>
<td></td>
<td>“Phonics instruction is important because it leads to an understanding of the alphabetic principal (i.e. letters have sounds attached to them, there isn’t a one-to-one correspondence between sounds heard and letters seen, and letters change sounds)—or the systematic and predictable relationship between written letters and spoken sounds” Armbruster, B. B., Lehr, F., &amp; Osborn, J. (2001). Putting reading first: The research building blocks for teaching children to read—Kindergarten through grade 3. Washington, D.C. National Institute for Literacy.</td>
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</tr>
<tr>
<td></td>
<td>“When students receive intensive phonics instruction, (brain scans show) that regions of the brain that process letter-sound relationships was, predictably, more active, and the students’ performance on tests designed to measure phonics skills improves. But, we cannot generalize from these findings that ALL reading improves when the so called phonics center becomes more active. Such a conclusion would be like taking a patient who has suffered permanent right-arm paralysis that has spared, but weakened the right pinky finger and treating the patient by performing intensive physical therapy on that one finger. If the patient moves that finger during a brain scan, the brain region with neurons dedicated to movement of the right pinky finger. Yet, no improvement would necessarily occur in the movement of any other part of the patient’s arm; the therapy would not affect the damaged neurons that control the whole arm. In the same way, it is faulty science to conclude that reading ability has improved just because...”</td>
</tr>
</tbody>
</table>
phonics-intensive instruction has produced changes in phonics-functioning brain regions (on brain scans) and improved performance on phonics-weighted post-tests. Nevertheless, researchers have used the “brain glitch theory” to lump diverse reading differences and learning styles under a single label of phonics impairment. And policy makers have used that label to promote one-size-fits-all, phonics-heavy reading instruction (Coles, 2004). A generation of students is paying the price.”


### Fluency

“Direct instruction in fluency can improve students’ comprehension.”


“Repeated reading (e.g. reading the same book/story several times) interventions that were combined with comprehension activities enhanced both fluency and comprehension. Thus, it would seem to confirm the importance of including both these elements in daily instruction.”


### Vocabulary

“Instruction in vocabulary should focus on high-value words students need to understand in order to develop as readers.”


“Students must be given multiple opportunities to encounter the words in varying contexts.”


“Vocabulary is also very important to reading comprehension. Readers cannot understand what they are reading without know what most of the words mean. As children learn to read more advanced texts, they must learn the meaning of new words that are not part of their oral vocabulary.”


“Reading stories, as an act in itself does not necessarily promote literacy: sharing attitudes, and interactive behaviors enhance the potential of the read-aloud even for promoting literacy development...During story reading, the adult helps the child understand the text by interpreting written language based on experiences, background, and beliefs (p. 351).”


“The two experiments provide evidence that reading stories aloud to children is a significant source of vocabulary acquisition. But when teachers’ provide additional explanation of words as they are reading can more than double such vocabulary gains (p. 185).”
| "[Interaction] that provides opportunities for learners to use and negotiate new vocabulary items in dialogically symmetrical discourse (e.g. talking to each other) seems to create better conditions for incidental vocabulary acquisition than interaction in teacher-controlled exchanges that restrict the kind of intermittent activity claimed to foster learning. We also note, however, that even the teacher controlled exchanges in this study were quite successful in promoting vocabulary learning (p. 299)." (This supports our “turn and talk” with a vocabulary twist, and our explaining new vocabulary directly) |
| "Both word meanings and sensitivity to the sound structure of words (phonological awareness) contributed to the second language reading comprehension for the young (and not very skilled) readers in this study. Because they had not received any instruction in literacy skills in their native language, it is likely that the (SE/book syntax, vocabulary and concept building) and metalinguistic skills they learned from the oral use of words supported their learning to read in the second language (p. 474)." (Therefore, the repeated reading of books—and exposure to book language—helps language development of ELL students.) |
| "The results (of their study) indicate that the functional practice (in oral communication using their second language) was the strategy that distinguished successful Chinese ESL learners from the less successful ones (p. 297)." |
| Comprehension | "Instruction in comprehension should be focused on a small number of key reading strategies and skills." |
| "The teaching of each strategy should be explicit and intense sand should include substantial opportunities for meaningful practice and application." |
| "To develop as readers, striving students need substantial opportunities to read text written at a level they can read." |
| "Comprehension strategies are not ends in themselves; they are means of helping students understand what they are reading.” |

“Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading.”

“Clearly, direct instruction on comprehension strategies, a component of both experimental treatments, is an important aspect of teaching. Direct instruction involves teachers presenting comprehension and metacomprehension strategies, and students practicing the strategies with teaching guiding them and giving them corrective feedback (p. 14).”

A strategy encouraged by teachers.

Some teachers try to train children to miss out problem words in their reading and go to the end of the line or sentence in order to complete the meaning and so solve the word. Yet research (and day-to-day observation) shows that despite this training, young children at the acquisition stage spontaneously return to the beginning of a line or sentence to solve their problem. One can guess at the reason. The syntax or structure of the sentence, which establishes the relationships between words, is frequently destroyed or changed if words are omitted. Syntax, as we saw in the error analysis above, is one source of information, which supports early reading behavior. Teachers often demand that children try to read ahead as before they have the competence to benefit from this tactic; it works well with competent readers, and it could work when children are reading familiar words in new stories. However, if the child's inclination is to return to line or sentence beginning and catch up some more information to solve' the troublesome word, it is doubtful whether we should insist that he adopt the more artificial strategy of reading on.


The 7 Habits of Great Readers
(From: Celebration Press Reading: Good Habits, Great Readers.)

<table>
<thead>
<tr>
<th>Habit/Description</th>
<th>Research Citation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Great readers make sense of text. Making sense is the ultimate goal of reading. As students learn to do the following, they become more proficient at understanding what they read. a. Making predictions. b. Asking questions. c. Self-monitoring.</td>
<td>“The National Reading Panel determined that question generation has the strongest scientific support and “may also be used as a part of a multiple strategy instruction program.” National Institute of Child Health and Human Development (NICHD). (2000b). Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| e. Clarifying.           | “Teaching summarizing appears to improve memory and recall of details, as well as main ideas discussed in the text.”

3. Great readers use what they know.
Thinking about what they know about a topic aids readers in doing the following:

| a. Making predictions. | “Vocabulary and reading comprehension are closely linked because of the relationship between words and conceptual knowledge.”
| b. Figuring out word pronunciations. | “The ability to infer meanings not explicitly stated is a linchpin to comprehension.”
| c. Figuring out word meanings. | “Identifying and understand literary devices helps students create mental images when reading, an important strategy used by effective readers to support comprehension.”
| d. Connecting to new ideas. | “Children who are instructed in story grammar achieve higher levels of comprehension.”
| e. Making inferences. | “In this Information Age the importance of being able to read and writing informational texts critically and well cannot be overstated. Informational literacy is central to success, and even survival, in advanced schooling, the workplace, and the community.”
| f. Making predictions about story characters. | “The National Reading Panel says using multiple strategies to understand finds considerable scientific support for its effectiveness as a treatment, and it is the most promising for use in classroom instruction where teachers and readers interact over text.”

4. Great readers understand how stories work.
By understanding the elements of fiction, students enhance their ability to:

| a. Evaluate the relationships among characters. | “In this Information Age the importance of being able to read and writing informational texts critically and well cannot be overstated. Informational literacy is central to success, and even survival, in advanced schooling, the workplace, and the community.”
| b. Identify the importance of the setting. | “The National Reading Panel says using multiple strategies to understand finds considerable scientific support for its effectiveness as a treatment, and it is the most promising for use in classroom instruction where teachers and readers interact over text.”
| c. Identify and search for the outcome of the story problem. | “The ability to infer meanings not explicitly stated is a linchpin to comprehension.”
| d. Make predictions about story characters. | “Children who are instructed in story grammar achieve higher levels of comprehension.”
| e. Make predictions about story events. | “Identifying and understand literary devices helps students create mental images when reading, an important strategy used by effective readers to support comprehension.”
| f. Determine the author’s purpose. | “Children who are instructed in story grammar achieve higher levels of comprehension.”

5. Great readers read to learn.
Using nonfiction text features (illustrations, charts, graphs, diagrams, glossaries, indices, and so on) and nonfiction structures, in addition to running text, increases readers’ ability to gain information.

| a. Awareness of the purpose. | “In this Information Age the importance of being able to read and writing informational texts critically and well cannot be overstated. Informational literacy is central to success, and even survival, in advanced schooling, the workplace, and the community.”
| b. Awareness of the type. | “The National Reading Panel says using multiple strategies to understand finds considerable scientific support for its effectiveness as a treatment, and it is the most promising for use in classroom instruction where teachers and readers interact over text.”
| c. Awareness of features and structures. | “In this Information Age the importance of being able to read and writing informational texts critically and well cannot be overstated. Informational literacy is central to success, and even survival, in advanced schooling, the workplace, and the community.”
| d. Gain factual information. | “The National Reading Panel says using multiple strategies to understand finds considerable scientific support for its effectiveness as a treatment, and it is the most promising for use in classroom instruction where teachers and readers interact over text.”
| e. Set and monitor a purpose for reading. | “In this Information Age the importance of being able to read and writing informational texts critically and well cannot be overstated. Informational literacy is central to success, and even survival, in advanced schooling, the workplace, and the community.”
6. Great readers monitor and organize ideas and information. Keeping track of information increases readers’ ability to monitor their understanding as they make sense of text and recall important ideas and details from the text. The following techniques support readers in doing so:
   a. Taking notes.
   b. Using graphic organizers.
   c. Self-correcting.
   d. Self-monitoring.
   e. Visualizing.

   “Teaching students to organize the ideas that they are reading about in a systematic, visual graph benefits the ability of students to remember what they read.”

   “Children learn to monitor themselves to keep their correct reading on track, and when something seems to be wrong they usually search for a way to get rid of the dissonance. It is important for teachers to notice self-monitoring because the process is a general one required in all reading.”

7. Great readers think critically about books. By thinking critically about nonfiction, students accomplish the following:
   a. Evaluate the author’s sources.
   b. Evaluate the authenticity of information.
   c. Evaluate facts and opinions.
   d. Consider the purposes of the author.
   e. Consider the purposes to be used as a reader.

   As students gain more strength as readers, they examine more complex genres and features of fiction and non-fiction.
   a. They become actively involved as readers.
   b. They identify different types of fiction.
   c. They respond to the themes and messages that the characters present.

   Advanced readers examine texts from many perspectives, recognize bias, and support their judgments.

   “Critical literacy views readers as active participants in the reading process and invites them to move beyond passively accepting the text’s message to question, examine, or dispute the power relations that exist between readers and authors.”

   “For young children, the ability to fall into a book is essential for motivation and interest.”