BENCHMARK EDUCATION Professional Development

The First 30 Days of School
Routines & Rituals

GRADES
3-6

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The First 30 Days of School: Routines & Rituals Grades 3–6

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Benchmark EDUCATION

Building Literacy for Life™

A community of learners is the most essential, yet sometimes the most unattainable, piece of building a child-centered classroom. Most teachers strive for and work to achieve a sense of community, but not all classrooms have it. The characteristics of all communities of learners are surprisingly familiar. Only the teacher can build a sense of community. A community of learners exists when:

- Teachers share their own reading and writing with their students.
- Teachers stop students when a negative comment is made and redirect the behavior with a positive response.
- Teachers treat all students with respect.
- Teachers believe that everyone is a learner and everyone has the ability to teach others what they know.
- Teachers create situations for students to work together cooperatively and expect students to support each other in their learning.

A community of learners forms when teachers consider these characteristics as they plan and implement instruction.

Share Reading and Writing

Sharing is one of the most important things a teacher can do in the effort to create a community of learners. It is amazing to see the change in a classroom after the teacher starts sharing with her students. Sharing may include openly giving students information about the teacher's likes and dislikes, her own reading and writing, and personal successes and failures. When the teacher shares with students, the students start sharing as well. They begin supporting each other, listening, and realizing that everyone in the class has worthy contributions. Sharing also gives students an opportunity to organize thoughts and express what they've learned. It gives students the opportunity to provide positive feedback and to consider ideas that are different from their own. Students become sensitive listeners and start to think more about the questions they need to ask to gain clarity.

Setting a standard of behavior is essential when students are encouraged to share. Help students realize that negative comments, hurtful remarks, and teasing are not acceptable because those behaviors do not build a community of learners. The teacher's task is to redirect students in a consistent and precise manner by modeling positive responses to sharing.

Sometimes it's tempting to skip the sharing segment of a workshop. Remember that without sharing, it is very difficult to build and maintain a community of learners.

Class Meetings

Class meetings provide the platform for students to help form the standards that guide the development of their community. During class meetings students participate in the process of putting ideas and thoughts into action. Students understand how their classroom will look and sound when they become a community of learners. Class meetings are an opportunity for students to practice taking responsibility for their learning, helping others learn, using effective time management, and being productive students. The class meeting is the forum in which each student becomes responsible for communicating about these standards. It is the place for the teacher to model treating students with respect, and for setting the expectation that students will also treat each other with respect.

Conferences

Conferences with peers, with their teacher, and with other adults who are facilitating student learning are necessary when developing a community of learners. The opportunity to share with peers offers the students a chance to celebrate a new learning experience. Conferences also give students a chance to learn to express their questions, confusions, and concerns about text. Perhaps, more importantly, conferences give all students a chance to "teach" as well as to learn. Conferencing is one way to build the belief that everyone is a learner, and everyone has the ability to teach others what they know. Conferencing allows students to play the roles of both teacher and learner.

Conferencing also provides benefits for teachers. When teachers confer with students, they learn students' strengths, weaknesses, likes and dislikes, concerns, and joys. The students also learn about the teacher. Trust is a key element in building a community of learners. Conferencing is a wonderful opportunity for students to learn to trust their teacher with their learning and other aspects of their life.

Accountable Talk

Accountable talk, or focused conversation, is an issue for many teachers. Students will be off task sometimes, just like adults are! Talking off task is only problematic when it becomes the rule rather than the exception. There are steps teachers can take to correct off task talk. The first step is to create mini-lessons that model appropriate talk for small group shares, large group shares, or partner shares. The product of the mini-lesson would be an anchor chart that lists ways to have a good discussion. This chart could be posted and referred to often as a guide for the students. The second step is to actively model, monitor, support, and facilitate discussions until students become adept at using accountable talk during sharing, class meetings, conferences, and group work. The teacher's ability to promote accountable talk is necessary in a community of learners.

Responding to Literature

Responding to literature is another characteristic of a community of learners. Imagine walking into a classroom where students are actively pursuing the meaning of text and discussing and sharing the connections, concerns, discoveries, and surprises of text. In this classroom, students show respect for each other and demonstrate confidence when communicating thoughts and ideas. The meaning of text is a central topic of discussion, but the evidence of value placed on each other's ideas in the shared pursuit of learning is proof that the classroom is in fact a community of learners.

Teaching students how to work cooperatively and to support each other in learning is necessary when creating a community of learners. Invite students to respond to literature in a variety of ways, such as using response journals, participating in literature circles, partner strategies, and cooperative learning activities. A variety of independent, small-group, and whole-group learning experiences enrich literacy development.

> **Response journals** offer students the opportunity to respond independently to text and practice the use of newly learned strategies as they become skillful readers. Journals give the teacher an "avenue of sight." A teacher can evaluate a student's skill level as well as provide a means to help that student unpack thinking in order to recognize and correct errors.

Literature circles are a way for students to visit in a small group setting where parameters have been set in order to assure a lively discussion about a specific piece of literature.

Partner strategies, such as turn and talk, are useful for students to rehearse responses to specific questions, provide opportunities for struggling readers to participate in sharing ideas, and act as a forum where all students have a chance to talk and share thoughts and ideas with their peers. Partner strategies provide a stage for all learners! The quiet student who rarely has the chance to respond because of the over-engaging student whose hand is constantly waving has the opportunity to contribute equally. The student who is insecure in his or her thinking has a way to hear others think and then formulate his or her own ideas. The student who struggles to stay on task is engaged in meaningful conversation. All members of the community are contributing.

Cooperative learning activities help students realize that being a community of learners extends to working in a small group. Students learn the how to listen to each other, be responsible for a specific task, and share in the accomplishment of a task. Examples of cooperative learning are jigsawing (where each student becomes an expert on an assigned topic and then teaches the rest of their group about that topic) and four corners (where students meet together in a corner to brainstorm and discuss an assigned topic. Cooperation, not competition, helps accomplish your goal of establishing a community of learners.

Building a community of learners is worth the effort. Reader's Workshop is more successful and productive in a community of learners. By utilizing these methods of creating a community, the classroom is more child-centered, and the teacher will see students mature into independent learners.

Creating independent thinkers and readers is the goal of every teacher. As the continuum of reading instruction flows from teacher read-alouds to shared reading to small group reading, students are learning and practicing good reading strategies with various amounts of student responsibility supported by the teacher. In independent reading, the final stage of comprehensive literacy, students take full responsibility for their reading. Independent reading requires students to self-select and read materials at their independent or "just right" levels. During this time, students are able to navigate through texts and practice what they have learned about reading and comprehending text.

By self-selecting what they read, students are in control of their reading. This act makes them more confident, motivated, and enthusiastic about reading. Teachers should have many genres available so students are able to make choices about what they read. Books should be recommended to students by either the teacher or other students with a short summary and an explanation of why the book is enjoyable.

During independent reading, students keep reading logs and response journals. The teacher reviews these logs and journals and conferences with individual students to monitor progress.

Student Roles and Teacher Roles

Though independent reading requires more from the student than the teacher, the teacher continues to play an integral role during independent reading. Students may be more independent, but they still need guidance. Fountas and Pinnell in *Guiding Readers and Writers Grades 3–6* (2002) give roles for the student and teacher.

Student/Teacher Roles

Component	Student Role	Teacher Role
Mini-Lesson	• Listen to and participate in lessons. • Listen and follow directions for reading and responding in journals.	• Select topic based on observation of student needs, interests and curriculum goals. • Provide mini-lessons on management, literary works, and effective reading strategies using examples from real texts. • Remind students to apply what they've learned during mini-lessons for independent reading.

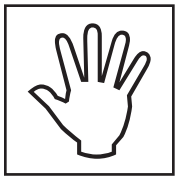
As this chart clarifies, independent reading is a two-person process. Students become good independent readers only through the guidance of their teacher. The teacher's role assists the student's role. Through this process, both teacher and student benefit.

Organizing for Independent Reading

For students to learn the process of choosing a book that fits their needs, interests, and reading strengths they must have a wide choice of books from which to choose. Classroom libraries should contain various genres from fiction and nonfiction. Fiction genres include historical fiction, science fiction, fantasy, realistic fiction, and traditional stories (folktales, fairy tales), myths, and legends. Nonfiction genres include biography, autobiography, and informational texts which cover social studies, science, and math related topics. Poetry can be both fiction and nonfiction. Familiar and unfamiliar titles should be included in the classroom library.

Teachers should make sure all genres mentioned encompass a wide range of reading levels as independent reading is on each student's independent reading level. Students should be able to read and understand most of what they read with little to no help from another person.

A student's independent reading level is when the student can read the text with 95% accuracy. One way to ensure that students are reading on their independent level is to arrange text choices in colored baskets or tubs assigning students a particular basket or tub. Another way is to teach students the Three-Finger Method for emergent or early readers or the Five-Finger Method for fluent readers. This will help them determine if a book is "just right" or not.



Five-Finger Method for Choosing a Just Right Book

1. Choose a book that you'd like to read.
2. Turn to any page and begin reading.
3. If there are five words that you can't pronounce or that you don't understand, the book is too difficult for you.
4. Repeat the process until you find a "just right" book.

Remember:

A book is too easy for you if you can pronounce and understand all of the words and can retell everything you read.

A book is too hard for you if you can't pronounce or don't know the meaning of five or more words on a page and you can't retell what you have read.

A book is "just right" for you if you can pronounce and understand all but three or four words on a page and can retell most of what you have read.

Classroom Libraries

It is essential to develop a classroom library in order to support the reader during independent reading. A classroom library is a collection of books that are easily accessible to all readers in the classroom. This collection must have books that will meet the needs of struggling readers as well as the needs of accelerated readers. The students should read books on their "just right" level in order to improve reading fluency and comprehension. With this in mind choose books of various levels that will interest students and make them want to read more. The collection must also include many genres.

Fountas and Pinnell in *Guiding Readers and Writers Grades 3–6* page 89 suggest the following to be included in the collection:

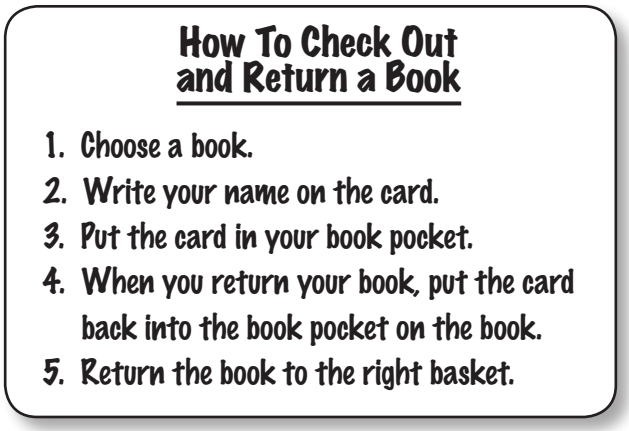
- Books for literature study
- Poetry
- Picture books
- Reference books—dictionaries, atlases, and thesauruses
- Books categorized by topic, author, and genre
- Series books such as Dear America or the Little House books
- Books recommended by students
- Award-winning books (such as Caldecott, Newbery, etc.)
- Leveled books for guided, independent, and home reading
- Short stories
- Journals, magazines, newspapers

Set up the collection so that it is inviting and makes all students feel welcome and inspired to be participants in the independent reading experience. Make sure the library is well organized so that the students can navigate the library independently. The goal of independent reading is to make students successful independent readers.

Room Arrangement and Environment

Room arrangement and environment is an integral component of creating independent readers and thinkers. The classroom that supports independent reading has many charts on the walls to remind students about various parts of the independent reading process. For example, one chart could be "How to Check Out and Return a Book."

When setting up your classroom be sure to include areas for whole-group instruction, a classroom library, independent reading, small-group reading, and workstations.



Sample How to Check Out and Return a Book Anchor Chart

OPTION 1

Whole-Class Instructional Area

MATERIALS

- Audio CD & CD Player
- Comprehension Strategy Posters
- Big Book
- Phonics Poems
- Easel
- Read-Aloud book
- Chart or butcher paper and marker
- Letter Cards

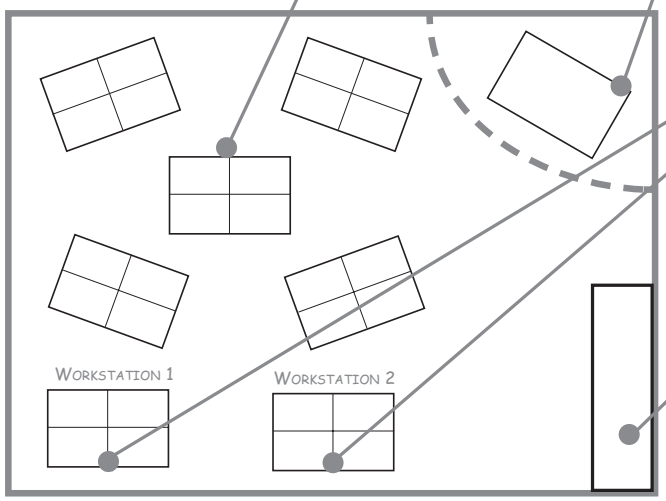
Small-Group Reading Center

MATERIALS

- Copies of the small-group reading text(s)
- Chart or butcher paper and marker

Workstation Materials

- Workbooks
- Crayons, markers, pens, pencils
- Scissors, glue, stapler
- Extra writing paper, pens, pencils



Independent Reading Books

- Texts for students to self-select

OPTION 2

Whole-Class Instructional Area

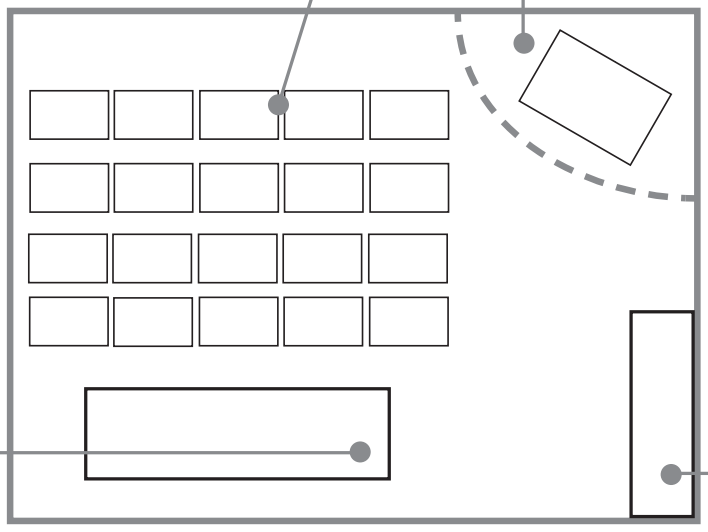
MATERIALS

- Audio CD & CD Player
- Comprehension Strategy Posters
- Big Book
- Phonics Poems
- Easel
- Read-Aloud book
- Chart or butcher paper and marker
- Letter Cards

Small-Group Reading Center

MATERIALS

- Copies of the small-group reading text(s)
- Chart or butcher paper and marker



Workstation Materials

- Workbooks
- Crayons, markers, pens, pencils
- Scissors, glue, stapler
- Extra writing paper, pens, pencils

Independent Reading Books

- Texts for students to self-select

Anchor Charts

Anchor charts are charts created by the student and the teacher. The charts record students' thinking about procedures, processes, and strategies. Anchor charts are fluid and students can make additions or modifications as the learning progresses. The charts are posted around the room and the students refer to the charts as they read and write.

How To Check Out and Return a Book

1. Choose a book.
2. Write your name on the card.
3. Put the card in your book pocket.
4. When you return your book, put the card back into the book pocket on the book.
5. Return the book to the right basket.

Sample How to Check Out and Return a Book Anchor Chart

Where Good Readers Read

Library	Beach	Bookstore
School	Couch	On a bench under a tree
In bed	Kitchen	Restaurants
Car	Living room	

Sample Where Good Readers Read Anchor Chart

Ways to Choose Books

1. Use the 5-finger method—not easy, not hard, just right.
2. Look at the cover.
3. Read the blurb.
4. Do a picture walk.
5. Read books in a series.
6. Read books by the same author.

Sample Ways to Choose Books Anchor Chart

Instructional Framework for Independent Reading

Independent reading is a component of reader's workshop that is only successful when it is explicitly taught to students. If students do not have a clear understanding of their roles, they will be frustrated and incorrectly utilize important instructional time. However, students who are correctly taught their independent reading roles will become students who use time wisely and think for themselves.

Independent reading occurs during the Reader's Workshop block. The entire block includes mini-lessons, book talks, time for independent reading (including conferencing and written responses), and group share and evaluation.

Mini-Lessons

Mini-lessons are taught at the beginning of the Reader's Workshop block. When conducting a mini-lesson there are two important things to remember. First, they are *mini*. The very nature of their name dictates that the lesson be short—ten to fifteen minutes in grades K–2 and fifteen to twenty minutes in grades 3–6. Second, a mini-lesson is laser-focused. Determine the instructional objective and craft a concise way to teach that objective.

A mini-lesson is usually interactive and can involve creating an anchor chart (a chart created by students and teachers to be posted and used as a classroom resource), reading and discussing literature, and teaching a specific point using that literature.

Mini-lessons are usually reactive. They address what students need to be better readers. A mini-lesson could address the need for determining a procedure or revisiting a procedure that is problematic. It could address a skill or teach about a characteristic of text that will help students read with better comprehension. Not every student in a class will need the lesson in the same way. It may be on target or a review for some, while others are still not ready for the lesson. There will be times when it is necessary to teach an objective more than once. As the teacher monitors students, she will become sensitive to their needs. Use these needs to determine future mini-lessons.

In order to remain within the appropriate time allotment for mini-lessons, choose a book for a read-aloud wisely. Choose a book that can serve the double purpose of reading for enjoyment and modeling for specific mini-lesson focus.

Sometimes it can be challenging to stay on point with a laser-focused objective. It can be tempting to teach everything about a concept in one sitting. It's easy to become distracted by student's questions, be reminded of something more to add, or veer off course with an announcement. Choose an objective, plan how to teach it and stay with the plan.

Many mini-lessons will ask teachers to think aloud with their students. This is an opportunity to model out loud how people think about reading. Mini-lessons are an opportunity to give students the tools they need to become competent, effective readers. Mini-lessons typically fall under three categories: procedural, strategies and skills, and literary analysis.

Procedural mini-lessons include how to manage materials, how to work with others quietly and with a clear purpose, and how to manage the craft of independent reading. Specific mini-lessons in this category focus on:

- caring for books,
- selecting and returning books,
- respecting others,
- discussing books in small group,
- choosing "just right" books,
- identifying different genres,
- keeping a record of what has been read,
- maintaining a reader response log (see Reading Log, Appendix page 58),
- abandoning books, and
- preparing and giving a book talk.

As many of these lessons are routines and procedures for independent reading these should be introduced at the beginning of the school year and revisited throughout the year.

Strategies and skills mini-lessons include the same metacognitive and comprehension strategies and skills that are modeled during read-alouds and shared reading and supported during small-group reading. Specific mini-lessons in this category focus on:

- word solving,
- using nonfiction text features (captions, bullets, graphs, etc.),
- identifying text structures (cause/effect, problem/solution, description, compare/contrast, steps in a process/sequence),
- fluency,
- comprehension strategies, and
- metacognitive strategies.

Once these strategies and skills are introduced in a mini-lesson, they should be modeled during read-alouds, shared reading, and small-group reading. These lessons can be introduced and revisited throughout the year.

Literary analysis mini-lessons include those on genres, literary elements, and responding to books. Specific mini-lessons in this category focus on:

- types of genres,
- features of specific genres,
- character analysis,
- setting,
- problem/solution and plot,
- how books make us feel, and
- how to express opinions about books.

These lessons can be introduced and revisited throughout the year.

Book Talks

Book talks are a wonderful way for teachers to introduce new genres, authors, best-sellers, and books that students would not normally choose due to content or theme. They last for three to five minutes and occur when the teacher feels that students would benefit from hearing about a new book or when a student has a book they would like to share with their classmates.

Teachers will need to model how to give a book talk and develop a chart to post in the classroom on how a student should give a book talk.

How To Give a Book Talk

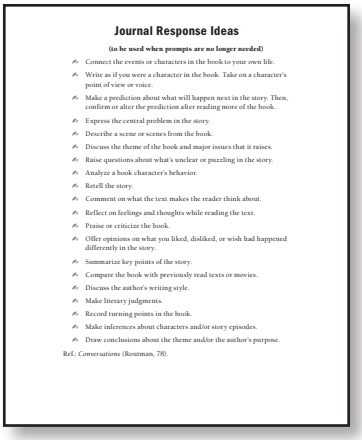
1. Look at your audience.
2. Speak loudly so all can hear.
3. Talk about the characters, the problem, or some interesting information.
4. Read a small part of the book to interest the readers.
5. Get the readers interested in the book by telling them why you liked the book.

Sample How to Give a Book Talk Anchor Chart

Reader Response

During independent reading, students need to respond in a journal about what they have read. Before, during, and after reading, students record their personal responses to what they have read. These responses give students the opportunity to think about, reflect, and record thoughts and ideas about reading. Reading students' response journals allows the teacher to monitor students' reading and comprehension. In addition to reading a student's response, the teacher should conduct periodic conferences with the student to discuss what the student is reading and make suggestions for the next book or whether the text is "just right."

Response journals can take many forms. They can be spiral notebooks, loose-leaf binders, pages stapled together, etc. Students take more ownership of journals that they have chosen and designed. It is important for students to think about their reading by writing in their response journals, but a balance between reading and writing must be kept. The purpose of independent reading is to read; therefore, most of the time needs to be spent reading. Routman, in *Reading Essentials*, page 54, suggests that a ballpark ratio is 4:1. Independent reading time should be eighty percent reading and twenty percent writing.



Journal Response Ideas

(to be used when prompts are no longer needed)

- Connect the events or characters in the book to your own life.
- Write as if you were a character in the book. Take on a character's point of view or voice.
- Make a prediction about what will happen next in the story. Then, confirm or alter the prediction after reading more of the book.
- Express the central problem in the story.
- Describe a scene or scenes from the book.
- Discuss the theme of the book and major issues that it raises.
- Raise questions about what's unclear or puzzling in the story.
- Analyze a book character's behavior.
- Retell the story.
- Comment on what the text makes the reader think about.
- Reflect on feelings and thoughts while reading the text.
- Praise or criticize the book.
- Offer opinions on what you liked, disliked, or wish had happened differently in the story.
- Summarize key points of the story.
- Compare the book with previously read texts or movies.
- Discuss the author's writing style.
- Make literary judgments.
- Record turning points in the book.
- Make inferences about characters and/or story episodes.
- Draw conclusions about the theme and/or the author's purpose.

Ref.: Conversations (Routman, 78).

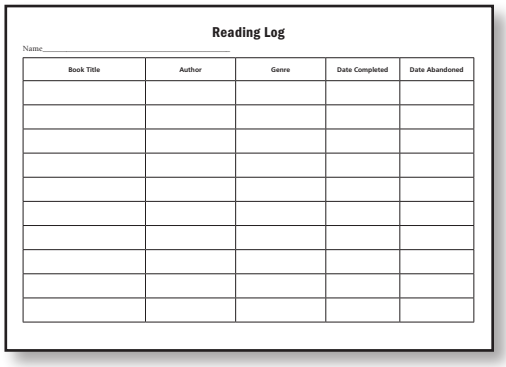
Appendix page 60

Deciding the topic for the day's Reader Response Journal can be challenging for students. How many times have teachers heard said, "I don't know what to write about!" Many students benefit from guidance in how to respond to text. To help students ease into this style of writing, provide mini-lessons on how to respond to literature at the beginning of the year. Model several prompts on chart paper and hang them on the wall. As the year progresses, model how to generate a personal topic without using a prompt. These ideas may be kept in students' Reader Response Journals for quick reference.

Along with Reader Response Journals, reading logs are also a valuable management tool used by and for students. Reading logs are records kept by students of what they have read. These logs may include the book title, author, illustrator, genre, and date read.

Conferring

In addition to implementing reader response journals and reading logs, conduct reading conferences with each student as often as possible. A reading conference is a time when the teacher meets with a student to discuss what the student has been reading and what the student may want to read next. The conference may also include a time when the student reads aloud to the teacher while the teacher takes a running record or listens for fluency or phrasing. The teacher may also ask the student to retell what has been read and ask a few comprehension questions. Simple questions such as "Did you understand what you just read?" and "How do you know?" can offer student insights for the teacher.



Reading Log

Name_____

Book Title	Author	Genre	Date Completed	Date Abandoned

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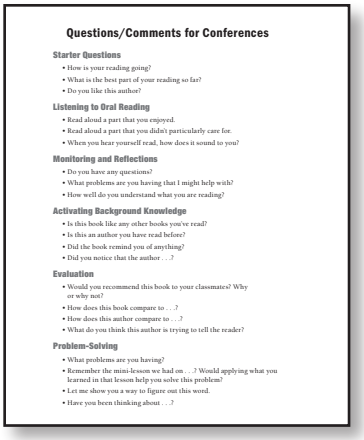
Though informal, teachers can glean much information from a reading conference. This information can enhance further instruction for each student. The teacher may decide to move a student to a different small group or discover an instructional focus for the student's small group.

Reading conferences can be scheduled by the teacher, or students may request a conference with the teacher. These procedures and routines are most successful when they are taught at the beginning of the school year. At the beginning of the school year, many students do not know when they need a conference because they have never had a conference before. Students can only be held accountable for scheduling conferences if they know what conferences are and why they are helpful. During a mini-lesson, explain what a conference is, what it looks like, when it is held, and what its purpose is. This explicit instruction will help set conference expectations and help students learn how to trust the teacher. This trust is part of building a community of learners.

By keeping a private journal specifically for student conferences the teacher will have anecdotal records to support inferences and conclusions during school conferences, such as ARDs and parent conferences.

At the beginning of the school year, the teacher may talk more than the student in an effort to ask questions and draw information from the student. After a few months, though, students should be talking the same amount, if not more, than the teacher. It may take readers who struggle a little longer to adjust to talking about their reading. Continue to be patient and provide support during conferences through prompts, questions, and comments. Try not to accept yes/no answers.



Questions/Comments for Conferences

Starter Questions
- How is your reading going?
- What is the best part of your reading so far?
- Do you like this author?

Listening to Oral Reading
- Read aloud a part that you enjoyed.
- Read aloud a part that you didn't particularly care for.
- When you hear yourself read, how does it sound to you?

Monitoring and Reflections
- Do you have any questions?
- What problems are you having that I might help with?
- How well do you understand what you are reading?

Activating Background Knowledge
- Is this book like any other books you've read?
- Is this an author you have read before?
- Did the book remind you of anything?
- Did you notice that the author . . . ?

Evaluation
- Would you recommend this book to your classmates? Why or why not?
- How does this book compare to . . . ?
- How does this author compare to . . . ?
- What do you think this author is trying to tell the reader?

Problem-Solving
- What problems are you having?
- Remember the mini-lesson we had on . . . ? Would applying what you learned in that lesson help you solve this problem?
- Let me show you a way to figure out this word.
- Have you been thinking about . . . ?

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Group Share and Evaluation

Group Share and Evaluation is a time for independent readers to pull together as a community of readers. This time may last ten to fifteen minutes or it may last longer. Activities during this time include peer, small-group, and whole-group discussions.

Group Share activities may include:

- reading parts of a book,
- sharing responses,
- writing something they want to share about their reading before coming to the pair or group,
- doing a book talk about their book,
- sharing something they learned about themselves as readers, and
- marking the text with sticky notes to share with the group.

Mini-Lesson Calendar

Day 1	Day 2	Day 3	Day 4	Day 5
Getting Ready for Whole-Group Instruction	Good Listening Habits	Concept of Reader's Workshop	Rules for Reader's Workshop	Turn and Talk
Day 6	**Day 7**	**Day 8**	**Day 9**	**Day 10**
Sharing: When and How	Sharing: Responses and Questions	"Just Right" Books	Taking Care of Books	Managing the Classroom Library
Day 11	**Day 12**	**Day 13**	**Day 14**	**Day 15**
Book Talks	Abandoning Books	Introduction to Response Journals	Response Journals	Response Journals: Sentence Starters
Day 16	**Day 17**	**Day 18**	**Day 19**	**Day 20**
Reading Logs	Fiction and Nonfiction Books	Fiction: Character Development	Fiction: Setting	Fiction: Plot
Day 21	**Day 22**	**Day 23**	**Day 24**	**Day 25**
Fiction: Point of View	Nonfiction Text Features: Table of Contents & Index	Nonfiction Text Features: Glossary & Fonts	Nonfiction Text Features: Graphics	Nonfiction Text Features: Review
Day 26	**Day 27**	**Day 28**	**Day 29**	**Day 30**
Make Connections: Text to Self	Make Connections: Text to Text	Make Connections: Text to World	Make Connections: Review	Good Readers Ask Questions

DAY 1

Getting Ready for Whole-Group Instruction

Purpose

- Encourage smooth transitions when coming and going to whole-group instruction.
- Show students where and how to sit during whole-group instruction.

Teaching points

- Show students the area where whole-group instruction will occur and model how you want students to sit when they come to that area.
- Explain and model your signal (e.g., bell, clap, click, calling table groups, etc.) for transitioning students to whole-group instruction.
- Model the procedure for moving to the whole-group area. Then give students the opportunity to practice the procedure and how to sit quietly and attentively.
- **Say:** *When we move to the whole group area it will be a time to read books and talk about reading.*
- Read a short book and lead a discussion about how the students felt about the book. Encourage students to explain why they felt the ways they did. Ask students to include references to the text. Model the discussion behaviors by sharing how you felt about the book and by offering references to the text as you share.
- **Say:** *We will begin Reader's Workshop the same way every day.*
- Explain and model your signal (e.g., bell, clap, click, walking fingers, calling table groups, workstation groups, etc.) for leaving whole-group instruction.
- Invite students to practice going back to their seats. Make sure students understand that this same signal will also be used to transition from whole-group instruction to workstations and independent work.
- Practice going to and from whole-group instruction using the signals you have introduced. Offer students the opportunity to practice several times. The goal is to have students experience a smooth transition and to understand the procedure.
- Ask students to read independently for the remainder of the allotted time.

DAY 2

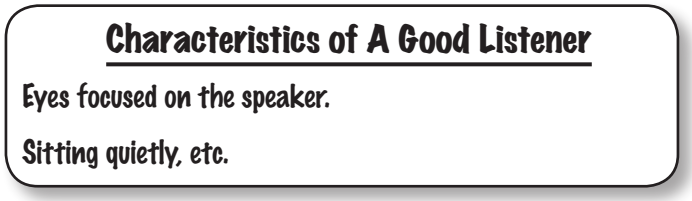
Good Listening Habits

Purpose

- Develop good listening habits.
- Practice appropriate noise levels while participating in whole-group activities.

Teaching Points

- Review and practice coming and going to the whole-group meeting area.
- Lead students in a discussion about good listening habits. Begin by choosing a volunteer to tell you about a favorite book or song. As the student speaks, fiddle with things on your desk, look distracted, demonstrate poor listening habits. Then apologize and ask the student to try again. This time model good listening habits.
- **Ask:** *Why is it important to have good listening habits? How can we know if we are talking at the right level? Are we too loud? Too soft?*
- As you discuss the questions, record student answers and create an anchor chart for the characteristics of a good listener.
- Provide students an opportunity to practice good listening habits by reading a short story. Verbally and nonverbally acknowledge the students who demonstrate the characteristics on the anchor chart.
- Lead a short discussion about the story (e.g., what was your favorite part and why?).
- After one or two students have spoken about the book, turn the focus of the discussion to good listening habits.
- **Ask:** *What did you do today that made you a good listener? What could you do tomorrow to make yourself a better listener? Is there anything you would like to add to our chart?*
- Dismiss the class from the mini-lesson using the practiced signals and behavior.
- Ask students to read independently for the remainder of the allotted time.



Sample Characteristics of a Good Listener Anchor Chart

DAY 3

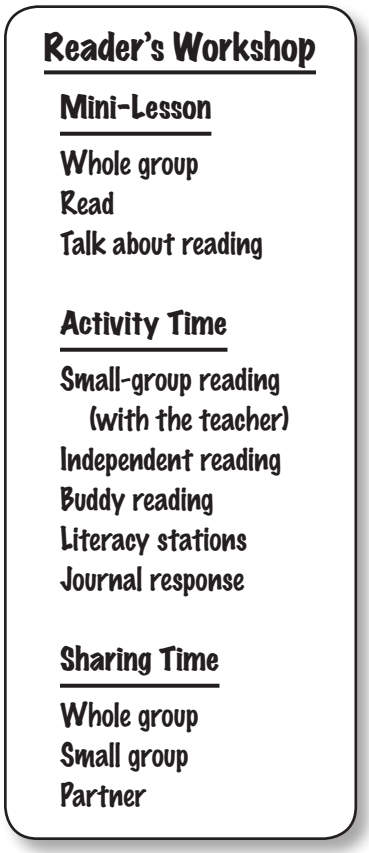
Concept of Reader's Workshop

Purpose

- Introduce the concept of Reader's Workshop to student.
- Clarify the purpose of Reader's Workshop.

Teaching Points

- Use your signal to call students to the whole-group meeting.
- **Say:** *Today we will be talking about Reader's Workshop and what it is.*
- Draw a blank three-column chart. As you explain and discuss the components (mini-lesson, activity time, and sharing time) of Reader's Workshop, you will complete the chart.
- Begin by explaining the mini-lesson. Write **Mini-Lesson** at the top of the first column.
- **Say:** *We have been learning about how we come together as a whole group to learn more about reading. This is one part of Reader's Workshop.*
- Write **Activity Time** at the top of the second column. Explain that students will experience different types of activity time: small-group instruction, independent reading, literacy stations.
- **Say:** *After our mini-lesson, we will learn about literacy in different ways. Some of you will be reading with me in a small group. Some of you will be reading by yourself, and some of you will be working in literacy stations.*
- Write **Sharing Time** at the top of the third column. Explain that students will have many opportunities to share their thoughts and experiences related to reading.
- **Say:** *There will be times to share with the group or a partner. You will share about things you learned in your reading, things you found interesting when you read, or you will talk about books you want your friends to read.*
- **Say:** *How do you think Reader's Workshop will help you become a better reader?*
- List students' ideas on a chart as they share.
- Read a short book and explain that this is one of the things the class will do during whole-group instruction.
- Use the established signals to dismiss the class from the mini-lesson. Verbally praise the students who model desired behavior.
- Ask students to read independently for the remainder of the allotted time.



Sample Reader's Workshop Anchor Chart

DAY 4

Rules for Reader's Workshop

Purpose

- Guide students in developing rules for Reader's Workshop.
- Help students understand what Reader's Workshop looks like and sounds like.

Teaching Points

- Use your signal to call students to whole-group meeting.
- Use the anchor charts to review what makes a good listener and what Reader's Workshop is.
- **Say:** *We know that in Reader's Workshop we are learning about being better readers. Today we are going to brainstorm some things we can all do to make learning easier.*
- Create a T-chart to help students clarify what Reader's Workshop looks like and sounds like. Add to this chart as your workshop develops.
- **Say:** *What would visitors see if they walked into our room during Reader's Workshop?* (Allow time for students to think and then respond.)
- Record students' ideas on the T-chart under the column "Looks like."
- **Say:** *What would visitors hear if they walked into our room during Reader's Workshop?* (Allow time for students to think and then respond.)
- Record students' ideas on the T-chart under the column "Sounds like."
- Tell students that these charts will be posted in the classroom and that during your workshop throughout the year you will revisit the anchor charts.
- During a future mini-lesson, you may want to add to the chart by prompting students to suggest behaviors such as read the entire time, allow others to read undisturbed, sit anywhere you are comfortable, listen when asked, be ready to share, and choose books before the workshop begins.
- Read a short book to the class.
- **Say:** *What part of our lesson looked and sounded like the Reader's Workshop we described on our chart?*
- Use the established signals to dismiss the class from the mini-lesson. Verbally praise the students who model desired behavior.
- Ask students to read independently for the remainder of the allotted time.

DAY 5

Turn and Talk

Purpose

- Introduce students to the collaborative learning strategy of turn and talk.

Teaching Points

- Use your signal to call students to whole-group meeting.
- **Say:** *There will be times when we will want to talk with a partner about what we've read or heard. There is a special way to do this so we all have a chance to share. We call this "turn and talk."*
- **Say:** *"Turn and talk" looks like partners sitting a special way. We say that partners sit "knee to knee and eye to eye."*
- Choose a pair of students to model looking at each other with knees touching. Tell students that this is the way they will look when they "turn and talk." Allow all students to demonstrate "knee to knee and eye to eye."
- Read a short book to the students.
- **Say:** *Next, we will practice the strategy of "turn and talk." We will be using a small voice so that everyone can share without being interrupted. Each person will take a turn to share their idea with their partner.*
- Ask the students to think about their favorite part of the book (or any other appropriate question about the book).
- **Say:** *Now "turn and talk" to your partner about your answer.*
- Use the established signals to dismiss the class from the mini-lesson. Verbally praise the students who model desired behavior.
- Ask students to read independently for the remainder of the allotted time.

Reader's Workshop

Looks like	Sounds like
Students sitting on the floor in whole group	Students moving around the room quietly
Students working with the teacher	Pages turning in books
Students reading independently	Quiet sharing with partners or whole group
Students listening to teacher reading book	Teacher reading
Students sharing	Students reading
Students working at work stations	
Students sitting with a book	

Sample Reader's Workshop T-Chart

DAY 6

Sharing: When and How

Purpose

- Explore the idea of when and how students may be asked to share about reading.

Teaching Points

- Use your signal to call students to whole-group meeting.
- **Say:** *Yesterday we learned the strategy of "turn and talk" as a way to share our ideas about reading. We can share during a mini-lesson, during independent reading, small-group reading, or at the end of Reader's Workshop.*
- **Say:** *Today we are going to discuss sharing with the whole class.*
- Read a short story to the class.
- **Ask:** *What was this book mostly about? Allow students a chance to think and then ask them to "turn and talk" about their answers.*
- **Say:** *You have had a chance to talk with your partner about the story. Now let's share what you've talked about with the class.*
- Accept all responses from students. Be sure to emphasize the importance of listening to each other by praising students who demonstrate good listening habits and pointing to your anchor chart as needed.
- Debrief about "turn and talk" and whole-group sharing. **Ask:** *What did you do that made you a good partner? How does "turn and talk" help us think about our reading? What would you do to make yourself a better partner?*
- Use the established signals to dismiss the class from the mini-lesson. Verbally praise the students who model desired behavior.
- Ask students to read independently for the remainder of the allotted time.

DAY 7

Sharing: Responses and Questions

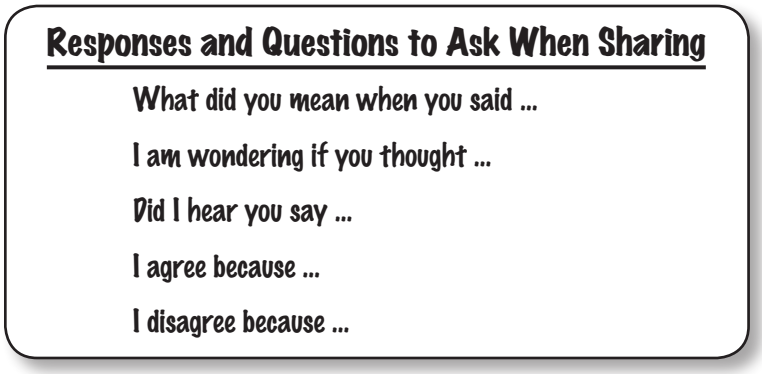
Purpose

- Explore acceptable responses and questions when sharing with a partner and whole group.
- Create a chart listing these responses and questions.

Teaching Points

- Use your signal to call students to whole-group meeting.
- **Say:** *We have been talking about sharing with our partners and with the whole group. Today we're going to learn things we can do to help us better understand the way our partners think. We do that by asking questions after our partners share.*
- Ask students to brainstorm the types of questions they might ask a partner during sharing. Help students to rephrase questions so that they are appropriate. Also help students think about how to respond to the questions.
- Create an anchor chart by listing their ideas.
- Read a short book to the class.
- Invite students to "turn and talk" about their favorite part of the book.
- **Say:** *After your partner has shared, use some of the questions and responses from the chart.*
- Give the students time to share and discuss the book.
- **Ask:** *How did you feel when your partner asked you questions? Did you better understand your partner's thoughts and ideas after you asked questions?*
- Use the established signals to dismiss the class from the mini-lesson. Verbally praise the students who model desired behavior.
- Ask students to read independently for the remainder of the allotted time.

Sample Responses and Questions to Ask When Sharing Anchor Chart



DAY 8

"Just Right" Books

Purpose

- Show students the importance of choosing a "just right" book.
- Explain the difference between an easy, "just right," and challenging book.

Teaching Points

- Use your signal to call students to whole group meeting.
- **Say:** *Today I'd like to talk about how to choose different levels of books. Good readers read many books at different levels. Some books are easy, some are just right, and some are challenging.*
- Display a three-column chart with the titles **Easy, Just Right,** and **Challenging**. Read the column headings to the students.
- **Say:** *We will fill in the columns as we learn about each type of book.*
- Select books that you would find easy, "just right," and challenging from your personal library. Use these books to model each type of book.
- Hold up your example of an easy book. **Say:** *This book is easy for me because I can read all of the words and understand the ideas easily.*
- Ask students to retell what makes an easy book and record their responses on the chart.
- Hold up your example of a "just right" book. **Say:** *This book is just right for me because I understand what the author is saying, I can read most of the words, and I can figure out what I don't understand.*
- Invite students to retell what makes a "just right" book and record their responses on the chart.
- Repeat this procedure with a challenging book, noting that a challenging book is difficult because you cannot understand everything, do not know many of the words, keep getting stuck, and have to go slowly.
- Repeat the process of recording these ideas on the chart.
- **Say:** *Be sure to remember that we each have different levels that are easy, just right, and challenging. What is easy for me may be challenging for someone else. We all have our own levels.*
- **Say:** *Good readers read all levels of books, but they usually try to choose just right books. If we read easy books all the time, we won't learn how to read more difficult text. If we read challenging books all the time, we get too discouraged and don't enjoy reading. Most of the time, we try to choose just right books.*
- Invite students to go to the classroom library and choose a "just right" book for independent reading. Monitor and provide support as needed.
- Use the established signals to dismiss the class from the mini-lesson. Verbally praise the students who model desired behavior.
- Ask students to read independently for the remainder of the allotted time.

Choosing the Right Books

Easy	Just Right	Challenging
I knew all of the words.	I could read most of the words.	I didn't know many of the words.
I easily understood the concepts.	I could figure out what I couldn't understand.	I had to go too slowly.

Sample Choosing the Just Right Book Anchor Chart

DAY 9

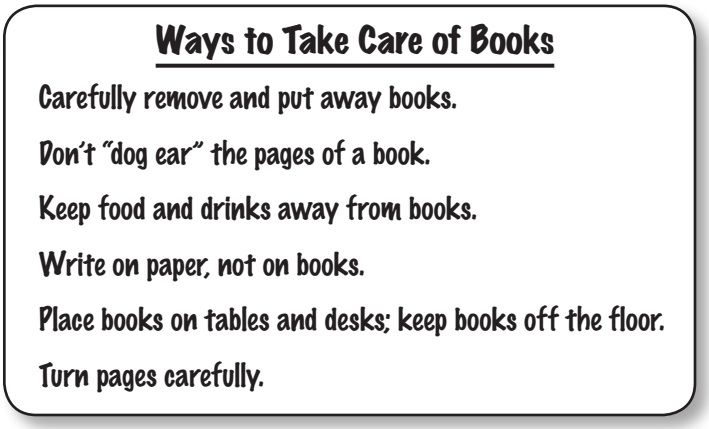
Taking Care of Books

Purpose

- Reinforce the idea that books need special care.

Teaching Points

- Use your signal to call students to whole-group meeting.
- **Say:** *I think it's important for all of us have a chance to read the books in our library. In order to keep our books readable and clean, we all need to take care of them.*
- **Say:** *What can we do to take care of our books?* (Allow time for students to think and then respond.) Record students' ideas on a chart.
- Choose a student and **say:** *Please show us one of the ways we can all keep our books neat and clean.* Choose a few other students to demonstrate the desired behaviors. Make sure all the students understand how to treat books.
- Read a short story to the class and practice the process of sharing by using "turn and talk."
- Use the established signals to dismiss the class from the mini-lesson. Verbally praise the students who model desired behavior.
- Ask students to read independently for the remainder of the allotted time.



Sample Ways to Take Care of Books Anchor Chart

DAY 10

Managing the Classroom Library

Purpose

- Practice using good library manners.
- Introduce ways to keep the classroom library neat.
- Know where different types of books are stored and how to return them.

Teaching Points

- Use your signal to call students to whole-group meeting.
- **Say:** *Today we're going to be working in our classroom library. We will be learning about and practicing ways to use our library and keep it neat.*
- Move the class to the classroom library and ask them to sit where they can see you.
- **Ask:** *What are some ways we can act when we are in the library?* (Allow time for students to think and then respond.) Record students' ideas on a chart.
- Tell the students how your classroom library is organized. Explain that it is everyone's job to return books to the proper place, keep the spines turned out, and never let the books end up on the floor.
- Discuss the process of checking out and returning books. Include information about how long a book can be kept out of the library. Develop a check out and return process that works for you and your community of learners.
- Choose a book from the library to read with the class. Model how to return the book to its proper place.
- Use the established signals to dismiss the class from the mini-lesson. Verbally praise the students who model desired behavior.
- Ask students to read independently for the remainder of the allotted time.

Taking Care of Our Library

Place books on shelves, in bins, and on tables.

Put the books back where I found them.

Take personal items back to your seat or throw away trash.

Walk.

Speak in a quiet voice.

Help others find books.

Sample Taking Care of Our Library Anchor Chart

DAY 11

Book Talks

Purpose

- Understand what happens during a book talk.
- Create a class list of books to read.

Teaching Points

- Use your signal to call students to whole-group meeting.
- **Say:** *You will all have the opportunity to talk about a book that you think other people will enjoy.*
- Choose a book to use and model a book talk.
- Begin by talking abut the book title and the author. Share what the book is about. Then tell students why they may like to read the book. If the book has a blurb read that to the students.
- **Say:** *When choosing a book to read, it is helpful to have a list to refer to. This list can be created as you listen to book talks, see books others are reading, see books in a library, read books in a series, or read books by the same author.*

- **Ask:** *Are there any books you have seen or heard about that you think we should read?*
- Create a class list of the books the students suggest. If students get stuck, use books from the class library to prompt them.
- Be sure to give a book talk on new books as you add them to your classroom library. This will motivate student choice.
- Read a short book (preferably one from the list).
- **Say:** "*Turn and talk" to your partner about why or why not that was a good book to put on the list.* Invite pairs of students to share with the whole class.
- Use the established signals to dismiss the class from the mini-lesson. Verbally praise the students who model desired behavior.
- Ask students to read independently for the remainder of the allotted time.

DAY 12

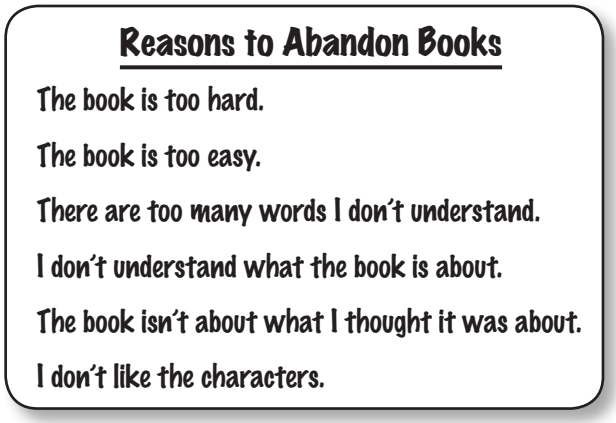
Abandoning Books

Purpose

- Help students understand that sometimes we don't make a good choice in our book selection.
- Understand the reasons you may have to choose a different book.

Teaching Points

- Use your signal to call students to whole-group meeting.
- **Say:** *Sometimes when we are reading a book we decide that the book was not a good choice.*
- Show students a book from your personal library that you decided to abandon. **Say:** *I chose not to complete this book after I had read several pages because…* Then share the reasons you abandoned the book (i.e., I couldn't understand what I was reading, there were too many words I did not know, it was not what I thought it was going to about, etc.).
- **Say:** *Today we are going to make a list of reasons why you may decide not to finish a book.*
- Create a chart listing reasons why students might not finish a book.
- Choose a book that is several grade levels above your students reading ability. Read a few paragraphs or pages.
- **Ask:** *Is this a good book to continue reading? Why or why not?*
- Use the established signals to dismiss the class from the mini-lesson. Verbally praise the students who model desired behavior.
- Ask students to read independently for the remainder of the allotted time.



Sample Reasons to Abandon Books Anchor Chart

DAY 13

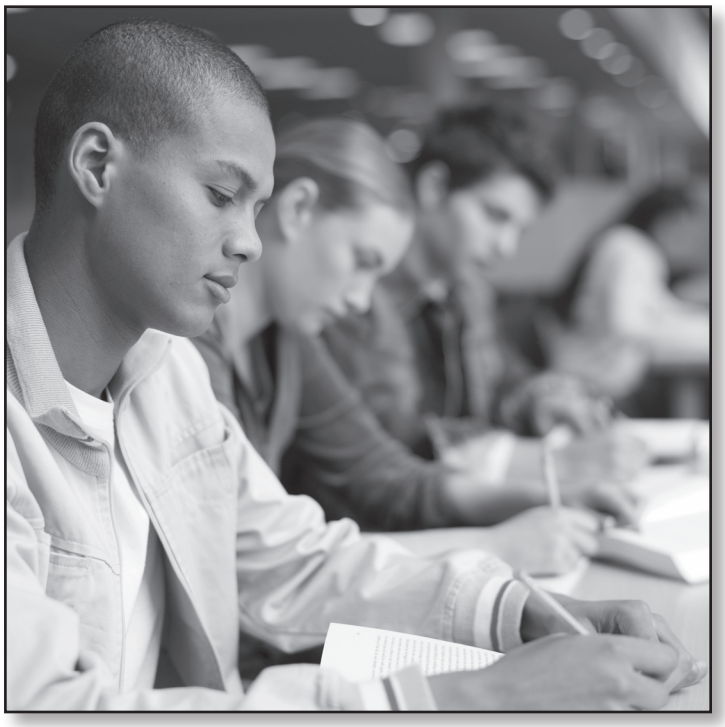
Introduction to Response Journals

Purpose

- Introduce students to a Reading Response Journal.
- Explain where journals are stored, how to get your journal, and how to put your journal away.
- Model how to use a journal.

Teaching Points

- Use your signal to call students to whole-group meeting.
- Introduce students to the Reader's Response Journal by having a sample of what a journal will look like in your classroom.
- Hold up a Reader's Response Journal and **say:** *This is a Reader's Response Journal. Each of you will have a personal journal to use during Reader's Workshop.*
- **Say:** *Good readers always think about what they read. One way to record our thoughts and ideas about our reading is by using journals. Tomorrow we will learn how to use our journals and record our thoughts.*
- Walk students over to the place where journals will be kept and **say:** *This is where we will store our journals.* (Have all students' journals in this spot.)
- Model how to get and return journals to the correct location.
- Read a short story to the students followed by a short whole-group discussion.
- If it is appropriate you can have your students personalize their journals during independent work time.
- Use the established signals to dismiss the class from the mini-lesson. Verbally praise the students who model desired behavior.
- Ask students to read independently for the remainder of the allotted time.



DAY 14

Response Journals

Purpose

- Model the use of a Reading Response Journal.
- Review where journals are stored and practice getting journals in an organized manner.

Teaching Points

- Use your signal to call students to whole-group meeting.
- Hold up your response journal and **say:** *Look at my response journal. Look at the paper in my journal. Your journal will look like mine. I am going to show you how to write in your journal.*
- On a piece of chart paper or a paper that looks like the pages in your response journal, model the way you want your students to write (e.g., date, book title, skipping lines, topic, etc.)
- **Say:** *I am going to read a story, and then I will model how to respond in your journal. You will then have a chance to practice a reader's response.*
- Read a short book.
- Think aloud to model how you can make a connection between this text and your life. Be sure to include why this connection happened. (What piece of the text helped you make the connection?)
- Model how to record these thoughts in your journal. **Say:** *What was your connection in this story? "Turn and talk." Tell your partner.* (This is a rehearsal for what the students are going to write.)
- Pass out response journals (or use whatever method you have practiced). Invite students to record their connection to the story they just heard.
- Use the established signals to dismiss the class from the mini-lesson. Verbally praise the students who model desired behavior.
- Ask students to read independently for the remainder of the allotted time.

DAY 15

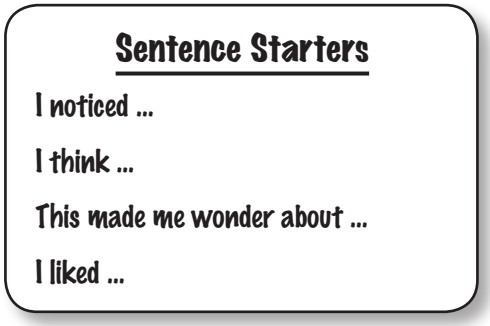
Response Journals: Sentence Starters

Purpose

- Review using response journals.

Teaching Points

- Use your signal to call students to whole-group meeting.
- **Say:** *Yesterday we practiced writing in our response journals. Today we are going to read another story and write another response.*
- Read a short book.
- Model a think-aloud using the sentence starter *I noticed …* (or any other sentence starter that is appropriate to the book. Examples are *I think …, I love the way …, I began to think of …*)
- On a chart, record the sentence starters as you model.
- Model the criteria for students' journal entries by using chart paper to model how you record your thoughts. Include the type of heading and information you want the students to include. Continue by using the sentence starter you have chosen and providing details from the text that helped you decide how to complete the sentence starter.
- **Say:** *Think about a book you are reading and use the same sentence starter I did. I will be looking at your headings and at your writing. In your writing I want to find details from the book you're reading.*
- **Say:** "*Turn and talk.*" *Tell your partner what you're thinking about writing. Make sure you help each other understand your task. Be ready to ask questions if you don't understand.* (Give students time to share.) Then **say:** *Questions?*
- Distribute response journals (or use the method you have practiced).
- Use the established signals to dismiss the class from the mini-lesson. Verbally praise the students who model desired behavior.
- Ask students to read independently for the remainder of the allotted time.



Sample Sentence Starters Anchor Chart

DAY 16

Reading Logs

Purpose

- Explain what a reading log is.
- Model where to store a reading log.
- Model how to use a reading log.

Teaching Points

- Use your signal to call students to whole-group meeting.
- Have an example of a reading log to show students. **Say:** *It is important to keep track of what books you have read. This will allow me to know what you have read and help you keep track of your reading.*
- **Say:** *You are going to put your reading log in your response journal. On this log you will record the titles of the books you have read.* Make sure to explain all the information you want students to record in their reading logs. (see Reading Log, Appendix page 58)
- Have books available that you have read to the class. Model recording these on a reading log.
- Read a short story.
- **Say:** *Today you are going to practice using your reading log. Let's use* (book you have just finished reading) *as our first entry.*
- Model how to record information in the reading log and invite students to record the information in their own reading logs.
- **Say:** *From now on you will only record titles of books you have read independently.*
- Use the established signals to dismiss the class from the mini-lesson. Verbally praise the students who model desired behavior.
- Ask students to read independently for the remainder of the allotted time.

Reading Log

Name_____

Book Title	Author	Genre	Date Completed	Date Abandoned

Sample Reading Log

DAY 17

Fiction and Nonfiction Books

Purpose

- Introduce fiction and nonfiction books.
- Understand the difference between fiction and nonfiction.

Teaching Points

- Use your signal to call students to whole-group meeting.
- Have a selection of fiction and nonfiction books.
- Hold up a fiction book and a nonfiction book. Make sure that your examples are obvious.
- **Ask:** *What do you notice about these books?* (Prompt students to offer responses that show basic differences between fiction and nonfiction.)
- **Say:** *Some books we read are not true. These books are fiction.*
- **Ask:** *What are some examples of fictional text?* (narratives, fairy tales, tall tales, etc.)
- **Say:** *Some books we read are factual or true. These books are nonfiction.*
- **Ask:** *What are some samples of nonfiction text?* (textbooks, books that teach us about plants, animals, history, etc.)
- Hold up samples of books from your classroom library and **ask:** *Which of these books is fiction? Which is nonfiction? How do you know?*
- Create a T-chart. Title the chart **Fiction and Nonfiction Characteristics**. Label one column **Fiction** and one column **Nonfiction**.
- Brainstorm characteristics of each type of book and record student responses on the T-chart.
- Read a short book. Then discuss whether the book was fiction or nonfiction and why.
- Use the established signals to dismiss the class from the mini-lesson. Verbally praise the students who model desired behavior.
- Ask students to read independently for the remainder of the allotted time.

Fiction and Nonfiction Characteristics

Fiction	Nonfiction
Has illustrations	Is factual
Is not real	Tells about something that is real
Has characters	Often has photographs and diagrams

Sample Fiction and Nonfiction Characteristics Anchor Chart

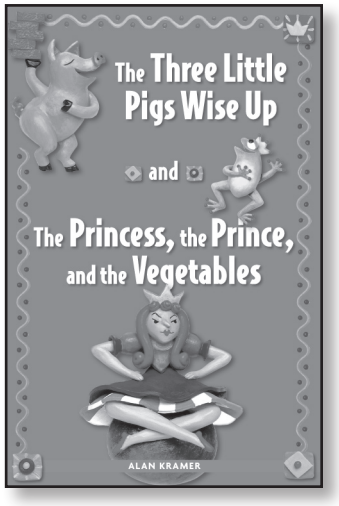
DAY 18

Fiction: Character Development

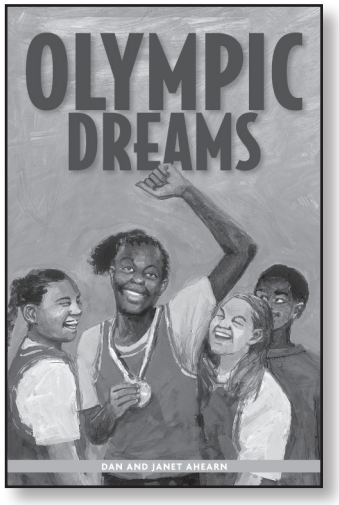
Purpose

- Identify characters in fiction.
- Understand how an author develops a character.

Teaching Points



- Use your signal to call students to whole-group meeting.
- Choose several books with a prominent main character.
- Hold up one of your books and think aloud to model how you think about who the main character is and why. (i.e., name in title, picture on cover, blurbs, I've read this series before so I know that . . . is a main character, etc.)
- **Say:** *We know that the main characters are usually easy to identify. We also know that authors develop a character using different events in the story. For example, a character can start out selfish and, through events that happen in the story, become a character that thinks of others.*
- Read a short book with a main character that changes through a series of events such as *Chrysanthemum* by Kevin Henkes.



- Use "turn and talk." Ask the students to discuss who the main character is and how they know. Lead a discussion about how Chrysanthemum goes through changes in the book. Invite students to share their thoughts with the whole group.
- **Say:** *Today you will have an opportunity to use your response journal. Please write about the main character in a book you are reading. Record how the author has used events to develop the character.*
- Distribute response journals (or use the method you have practiced).
- Use the established signals to dismiss the class from the mini-lesson. Verbally praise the students who model desired behavior.
- Ask students to read independently for the remainder of the allotted time.

DAY 19

Fiction: Setting

Purpose

- Identify the setting in a fictional story.
- Discuss the importance of the setting.

Teaching Points

- Use your signal to call students to whole-group meeting.
- **Say:** *Authors use the setting in a book for different reasons. Sometimes the setting is important to the story. For example, a setting can help develop a character. When we read* Chrysanthemum, *we understood that school became very stressful for her. We also understood that she felt safe in her home. The setting changed her actions and reactions.*
- **Say:** *"Turn and talk" about the setting in a book you are reading. Is the setting crucial to the character development? Why? Is the setting insignificant? Could this story happen anywhere regardless of the setting? Be ready to share in whole group.*
- Read a short book with an obvious setting.
- Lead a discussion about the importance of the setting in this book.
- **Say:** *Is the setting crucial to the story? Could this story have happened in a different setting?*
- **Say:** *When you get your response journal write about the setting in a book you are reading, have read, or we have read as a class. Tell how a specific change in the setting helps the character to develop.*
- Distribute response journals (or use the method you have practiced).
- Use the established signals to dismiss the class from the mini-lesson. Verbally praise the students who model desired behavior.
- Ask students to read independently for the remainder of the allotted time.

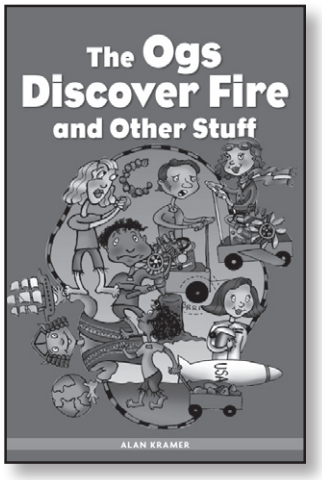
DAY 20

Fiction: Plot

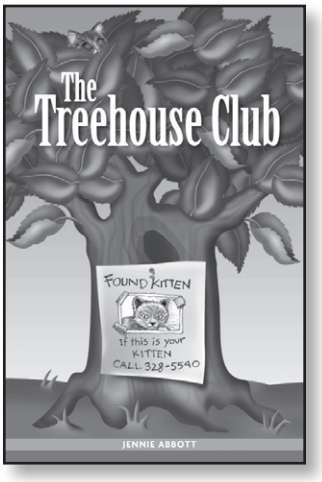
Purpose

- Identify the plot of a story.
- Understand that the plot makes a book interesting.

Teaching Points



- Use your signal to call students to whole-group meeting.
- Read a short book that has a simple plot such as *Cinderella*. Invite students to retell the story focusing on the plot or actions of the story.
- **Say:** *Authors make stories exciting by creating a plot within a story. They can do this many ways, but today we're going to discuss how an author uses person-against-person conflict to build a plot. In* Cinderella, *the plot is created using conflict between Cinderella and her stepmother.*
- **Say:** *In* Cinderella *there is a person-against-person conflict between Cinderella and her stepmother. How is this conflict solved?*
- Give students an opportunity to "turn and talk." Instruct students to focus on the conflicts between Cinderella and her stepmother and to share how the conflicts are solved.



- **Say:** *Think about another book or story you have read that has a plot built on a person-against-person conflict. "Turn and talk" to your partner about this conflict. Be ready to share in whole group.*
- Record on a chart some of the examples of books or stories the partners gave when sharing.
- Ask students to write in their journals about a book or story in which the author used person-against-person conflict to build a plot. Ask students to list at least three instances of the conflict and also record how the author resolved the conflict.
- Distribute response journals (or use the method you have practiced).
- Use the established signals to dismiss the class from the mini-lesson. Verbally praise the students who model desired behavior.
- Ask students to read independently for the remainder of the allotted time.

DAY 21

Fiction: Point of View

Purpose

- To understand the perspective or point of view of a fictional story.

Teaching Points

- Use your signal to call students to whole-group meeting.
- Read a short book that has a definite point of view. (This could be first person using **I** or third person using **he** or **she**.)
- **Say:** *We have been discussing fiction books. Today we are going to discuss the perspective or point of view from which the story is told.*
- Refer to the story you just read.
- **Ask:** *What is the point of view of this story? In other words, is the story told* by *a person* (using the word **I**) *or* about *a person* (using the words **he** or **she**)?
- **Say:** *Think about the book you are reading. What is the perspective or point of view of the book? How do you know? How does the perspective an author uses affect the development of a character?* (i.e. Third person may focus on just one character, first person can bias a reader toward a character or it could allow the reader more freedom to form their own opinion about a character.)
- **Say:** *You have been writing about fiction in your journals. You should have an entry about character development. On that entry, include the perspective of the book and tell how that perspective influenced your feelings about the character.*

- Distribute response journals (or use the method you have practiced).
- Use the established signals to dismiss the class from the mini-lesson. Verbally praise the students who model desired behavior.
- Ask students to read independently for the remainder of the allotted time.

DAY 22

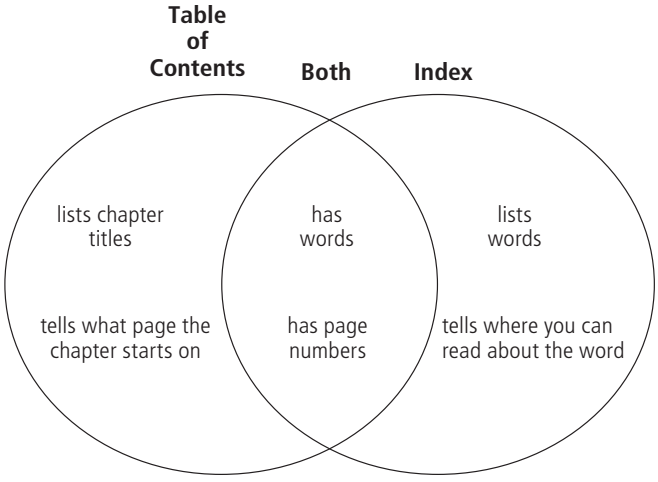
Nonfiction Text Features: Table of Contents & Index

Purpose

- Understand that nonfiction has features that help us locate information.

Teaching Points

- Use your signal to call students to whole-group meeting.
- Choose a nonfiction text—preferably not a textbook. A nonfiction big book would be ideal.
- **Say:** *Today we're going to look at some features of nonfiction text that help us locate information.*
- **Say:** *Let's look at the Table of Contents. What information can you find in the Table of Contents? How can this information help you know more about this book?*
- Use the book and reference the Table of Contents. Check to make sure that students understand how to use titles of chapters and page numbers in the Table of Contents.
- Practice using the Table of Contents finding several chapters and pages.
- **Say:** *Let's look at the Index. The Index is at the end of the book. What can we learn from looking at the Index?*
- **Ask:** *How is the Index different from the Table of Contents?*
- Choose a couple of entries from the Index and have students locate the page in the text. **Ask:** *How does this entry look different from what we found when looking at the chapters listed in the Table of Contents?*
- Using the Table of Contents and the Index identify a chapter or page that would interest the students. Read that section to students. Repeat the process with a few sections of the book.
- Draw a Venn diagram on chart paper. Ask students to share one way a Table of Contents and Index are alike. Ask students to share one way they are different. Record their responses on the Venn diagram.



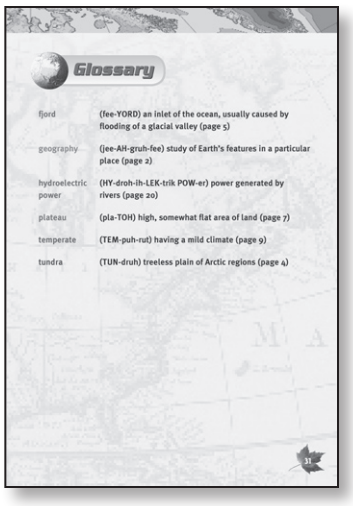
- **Say:** *Today you are going to create a Venn diagram in your response journals that compares and contrasts a Table of Contents and an Index.*
- Distribute response journals (or use the method you have practiced).
- Use the established signals to dismiss the class from the mini-lesson. Verbally praise the students who model desired behavior.
- Ask students to read independently for the remainder of the allotted time.

DAY 23

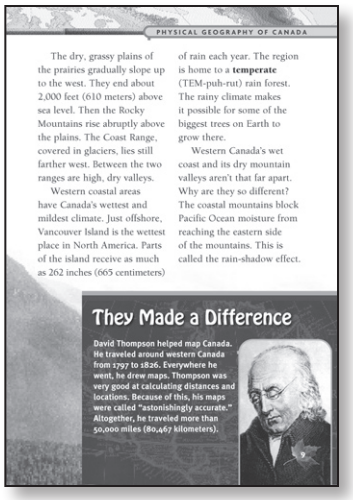
Nonfiction Text Features: Glossary & Fonts

Purpose

- Understand that nonfiction has features that help us learn vocabulary.
- Realize that vocabulary helps comprehension.


Glossary

fjord	(fee-YORD) an inlet of the ocean, usually caused by flooding of a glacial valley (page 5)
geography	(jee-AH-gruh-fee) study of Earth's features in a particular place (page 2)
hydroelectric power	(HY-droh-ih-LEK-trik POW-er) power generated by rivers (page 20)
plateau	(pla-TOH) high, somewhat flat area of land (page 7)
temperate	(TEM-puh-rut) having a mild climate (page 9)
tundra	(TUN-druh) treeless plain of Arctic regions (page 4)


PHYSICAL GEOGRAPHY OF CANADA

The dry, grassy plains of the prairies gradually slope up to the west. They end about 2,000 feet (610 meters) above sea level. Then the Rocky Mountains rise abruptly above the plains. The Coast Range, covered in glaciers, lies still farther west. Between the two ranges are high, dry valleys.

Western coastal areas have Canada's wettest and mildest climate. Just offshore, Vancouver Island is the wettest place in North America. Parts of the island receive as much as 262 inches (665 centimeters) of rain each year. The region is home to a **temperate** (TEM-puh-rut) rain forest. The rainy climate makes it possible for some of the biggest trees on Earth to grow there.

Western Canada's wet coast and its dry mountain valleys aren't that far apart. Why are they so different? The coastal mountains block Pacific Ocean moisture from reaching the eastern side of the mountains. This is called the rain-shadow effect.

They Made a Difference

David Thompson helped map Canada. He traveled around western Canada from 1797 to 1826. Everywhere he went, he drew maps. Thompson was very good at calculating distances and locations. Because of this, his maps were called "astonishingly accurate." Altogether, he traveled more than 50,000 miles (80,467 kilometers).

Teaching Points

- Use your signal to call students to whole-group meeting.
- Use the same book as used in previous lesson.
- Review the features Table of Contents and Index. Review how these features make nonfiction text easier to read.
- **Say:** *Today we are going to discuss the importance of vocabulary. In nonfiction texts it is important that we know the vocabulary words so that we understand what we read. One of the tools that can help us know the meaning of important words is the Glossary.*
- Show the book used in the previous lesson. The Glossary is listed in the Table of Contents. Find and show the Glossary first in the Table of Contents and then turn to that page. **Ask:** *What do you notice?* (words, definitions, pronunciations, pictures) **Ask:** *How can this help you understand what you are reading?*
- **Say:** *Many times the author uses different types of fonts.* Note and show examples of bold or italicized words in the text. **Say:** *Authors do this to tell us that these words are important or special to our reading. Sometimes these words are followed by their definition. Authors use these fonts to help you better understand what the book is teaching you.*
- **Say:** *Sometimes these words are in the Glossary.* Turn to the Glossary. Show students how to use the Glossary by finding one or two of the bold words you just discussed.
- Read some of the book, focusing on the different types of fonts and how they are used.
- Ask students to "turn and talk" about ways nonfiction text teaches vocabulary.
- Use the established signals to dismiss the class from the mini-lesson. Verbally praise the students who model desired behavior.
- Ask students to read independently for the remainder of the allotted time.

DAY 24

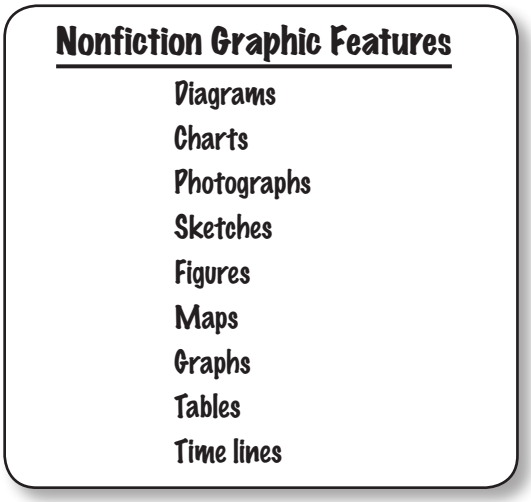
Nonfiction Text Features: Graphics

Purpose

- Understand that nonfiction has graphics to help us understand information.

Teaching Points

- Use your signal to call students to whole-group meeting.
- Use the same book as used in the previous lesson.
- Review Table of Contents, Index, bold/italicized words, and Glossary.
- **Say:** *Nonfiction texts have different graphics to help us understand the content of the book. What do you notice about the pictures in this book? How are they different from a story book?* (i.e., They are more like photographs with captions and labels.) *There are also other graphics.*
- Give each pair of students a nonfiction book.
- **Say:** *Look through the book with your partner. See how many different types of graphics you can find.*
- Post a chart titled **Nonfiction Graphics**. As partners share the types of graphics they find, record their responses on the chart.
- Read some more of the book pointing out the text features you have discussed and how these features help the students better understand the concept.
- Use the established signals to dismiss the class from the mini-lesson. Verbally praise the students who model desired behavior.
- Ask students to read independently for the remainder of the allotted time.



Sample Nonfiction Graphic Features Anchor Chart

DAY 25

Nonfiction Text Features: Review

Purpose

- Review features of nonfiction text.

Teaching Points

- Use your signal to call students to whole-group meeting.
- Gather nonfiction texts so that each pair of students has one text.
- Review Table of Contents, Index, Glossary, pictures, labels, captions, and other graphic features. Use the book from the previous lessons to point them out and discuss how they help students learn.
- Give each pair a nonfiction book.
- **Say:** *Today you are going to use your journal to record examples of features. When you find a feature, tell what is is, how it is used, and what page it is on.*
- **Say:** *You will create a three-column chart in your journal to record your findings. You may work with your partner to complete your chart. Look for these features: Table of Contents, Index, Glossary, a picture with a caption, a picture with a label, a table or chart, and a graph or diagram.*
- Distribute response journals (or use the method you have practiced).
- Use the established signals to dismiss the class from the mini-lesson. Verbally praise the students who model desired behavior.
- Ask students to read independently for the remainder of the allotted time.

Nonfiction Text Features

Feature	How the Feature Is Used	Page Number
Table of Contents	Tells the chapter titles and pages they start on	3
Sidebar	Gives related information about the topic	6
Caption	Gives details about the photograph	7
Glossary	Gives definitions, pronunciations, and page references	32

DAY 26

Make Connections: Text to Self

Purpose

- Help students understand that good readers make connections while they read.
- Understand that one of those connections is text to self.

Teaching Points

- Use your signal to call students to whole-group meeting.
- **Ask:** *When you find a book you really like, what makes that book special to you?* (Allow students time to think and then respond.)
- Hold up a book that has meaning to you because of a special connection you have to that book. **Say:** *This book is really special to me.*
- **Say:** *One way good readers find a connection to a book is when it reminds us of something in our lives. We call this a text-to-self connection. We would think about this by saying this book connects to my life by …*
- Find a short book to read to the class that has a high likelihood of connecting with some of the children. Good choices might be books about animals, families, grandparents, schools, bullies, etc.
- Read the book, stopping throughout to think aloud about how this text connects to you. Use phrases such as *I remember …, This reminds me of …, I used to do that / think that / feel that way …,* etc.
- **Say:** "*Turn and talk" to your partner, sharing any connections you have with the book we just read. Be ready to share your connections with the group.*
- Draw a double entry diary on a piece of chart paper. Label the two columns **Phrase** and **Connections**. Model writing a phrase or sentence from the book on one side and how that phrase or sentence connects to the student on the other.
- Model several ideas as the students share.
- **Say:** *Think about a book you are reading. Think about your connection to that book. Draw a double entry diary in your journal and choose at least three sentences or phrases that connect to you. Write the sentence on one side and beside that write the connection to you on the other side.*
- Distribute response journals (or use the method you have practiced).
- Use the established signals to dismiss the class from the mini-lesson. Verbally praise the students who model desired behavior.
- Ask students to read independently for the remainder of the allotted time.

Connections to Self—Text to Self (from *Saving Shiloh* by Phyllis Reynolds Naylor)

Phrase	Connections
"I don't wanna sit in a nursing home all day . . ."	This reminds me of when I had to sit with my grandmother.

Sample Double Entry Diary

DAY 27

Make Connections: Text to Text

Purpose

- Help students understand that good readers make connections while they read.
- Understand that one of those connections is text-to-other books.

Teaching Points

- Use your signal to call students to whole-group meeting.
- **Say:** *Yesterday we began learning about the way good readers make connections to what they are reading. We discussed how readers could make connections between the text and themselves. Today we're going to talk about making connections between text and other books. We call this a text-to-text connection.*
- Choose a book that has an obvious connection to another book you have read. A good choice would be a biography about a person mentioned in a book you've already read, a book about a special day you've already read about, or a book written by the same author or that used the same illustrator.
- Read the book, stopping throughout to think aloud about how this text connects to another text you have read. Use phrases such as *I remember …, This reminds me of …, I saw illustrations like this in …, I wonder if this is the same person we read about in …, This character is similar to the one in …, This topic is the same as …*
- **Say:** *"Turn and talk" to your partner. Share any connections you have made between this book and other books you have read or we have read as a class. Be ready to share with the class.*
- Draw a double entry diary on a chart. Label the two columns **Book** and **Text Connection**. Model writing a phrase or sentence from the book you just read on one side of the chart. On the other side write how that connects to a book you've already read. Model several ideas as the students share.
- **Say:** *Think about some of the books you have read or that we have read as a class. Think about any connections those books may have to each other. Draw a double entry diary in your journal and choose at least three things about the books that are a connection. Note how they are connected.*
- Distribute response journals (or use the method you have practiced).
- Use the established signals to dismiss the class from the mini-lesson. Verbally praise the students who model desired behavior.
- Ask students to read independently for the remainder of the allotted time.

Connections to Other Texts — Text to Text (*Charlotte's Web* by E. B. White)

Phrase	Connections
When Charlotte wrote "Some Pig" in her web . . .	This reminds be of another book about a pig, *Babe*.

Sample Double Entry Diary

DAY 28

Make Connections: Text to World

Purpose

- Help students understand that good readers make connections while they read.
- Understand that one of those connections is text to world.

Teaching Points

- Use your signal to call students to whole-group meeting.
- **Say:** *We began discussing the way good readers make connections to what they are reading. We discussed how readers could make connections between the text and themselves. We also discussed how readers could make connections between the text and other text. Today we're going to discuss one other way to make connections. Good readers also make connections between text and what we know about the world. We call this text to world.*
- Choose a book that makes a good connection between text and the world such as a book on earthquakes, tsunamis, immigrants, national symbols, etc.
- Read the book, stopping throughout to think aloud about how this text connects to the world. Use phrases such as *I remember when I read about this happening in …, This reminds me of the time when …, I know that is true because …*
- **Say:** "*Turn and talk" to your partner. Share any connections you have made between this book and things or happenings in the world.* Then allow pairs of students to share with the whole class.
- Draw a double entry diary on a sheet of chart paper. Label the two columns **Book** and **World Connection** to world. Model writing the sentence that makes the connection from the book you just read on one side of the chart. Write the connection to the world on the other side. Do this with several ideas as the students share.
- **Say:** *Think about some of the books you have read or that we have read as a class. Think about any connections those books may have to what we know about the world or something that has happened in our world. Draw a double entry diary in your journal and choose at least three things that are a connection between the text and the world.*
- Distribute response journals (or use the method you have practiced).
- Use the established signals to dismiss the class from the mini-lesson. Verbally praise the students who model desired behavior.
- Ask students to read independently for the remainder of the allotted time.

Connections to the World—Text to World (*Tsunamis* by George Capaccio)

Phrase	Connections
A tsunami that hit Thailand killed about 5,000 . . .	I remember reading about a tsunami recently in the news.

Sample Double Entry Diary

DAY 29

Make Connections: Review

Purpose

- Help students understand that good readers make connections while they read.
- Understand that a student may have different connections within the same book.

Teaching Points

- Use your signal to call students to whole-group meeting.
- Choose a book that you have read to the class during the study about connections. Review what is in the book by doing a picture walk and talking about the different features of the book.
- Use a few self-stick notes and as you walk through the book, pick phrases and/or sentences that show connections between text to self, text to text, and text to world. Place the self-stick notes on those pages and label them **self**, **text**, or **world**.
- **Say:** *In one book we have made many connections. It is important to realize that what is a text-to-self connection for me, could be a text-to-world connection to someone else. That's what makes us good readers. We can make many connections that are special just to us and help text have meaning for us.*
- Distribute at least six self-stick notes to each student.
- **Say:** *Take the self-stick notes back to where you are reading and see how many connections you can make with your text. See if you can find connections to all three places—self, text, and world—within the same book. Be sure to note the connection on your self-stick note. I will come to you and ask you to share your connections.*
- Use the established signals to dismiss the class from the mini-lesson. Verbally praise the students who model desired behavior.
- Ask students to read independently for the remainder of the allotted time.

DAY 30

Good Readers Ask Questions

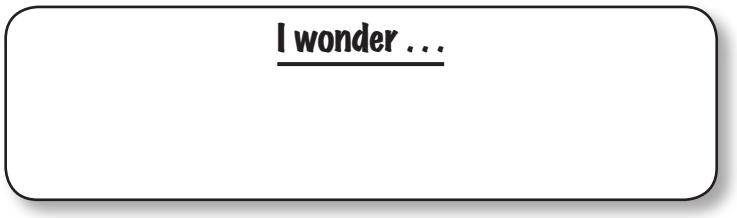
Purpose

- Help students understand that good readers ask questions while they read.
- Know the kinds of questions that good readers ask.

Teaching Points

- Use your signal to call students to whole-group meeting.
- **Say:** *Many times when I'm choosing a book to read, I want to know all I can about that book before I start reading it. I read the title and the blurb, I study the cover and some of the illustrations, and I start asking myself some questions about what I see and read.*
- Hold up a book that has a high interest impact. You may want to investigate using nonfiction as well as fiction text for this.
- **Say:** *I've already read the blurb about this book and I think I may want to read it. Before I decide to do that I'm going to ask myself some questions to help me think about the book.*
- Look at the book and ask some "*I wonder*" questions. (i.e., *I wonder if this is fiction or nonfiction, I wonder where / who / how / what /* etc., *I'd like to know if . . .*)
- Record your questions on the chart and invite the students to ask questions of their own.
- **Say:** *These questions make me think that I would like to read this book and see if the answers are in this book.*
- Read the book to the class. Be sure to think aloud as you read. Say things such as *I wondered about that!, Now I know …, Boy, was I wrong about that …, This book is really about ….*
- Reference the chart of questions. **Say:** *After I read a book I like to think about my reading. I often check my list of questions to see if they were answered in my book. Some of our questions may not be in this book. Let's check and see.*
- Place a check beside the questions that were answered and a minus beside the ones that were not in the book.
- **Say:** *Good readers create a purpose for reading by having questions about the book and then checking the questions.*

- **Say:** *Today you are going to create a chart of questions in your journal about a book that you are thinking about reading. It can also be about a chapter in the book that you are reading. Choose one or the other, but be sure it's text you haven't read before. Your chart is a "working chart." You may have not been able to read all of the book or chapter today, but when you finish, go back and check the questions you were able to answer. Think about the type of book you can read next to answer the rest of your questions.*
- Distribute response journals (or use the method you have practiced).
- Use the established signals to dismiss the class from the mini-lesson. Verbally praise the students who model desired behavior.
- Ask students to read independently for the remainder of the allotted time.



Sample I Wonder… Chart

Year-at-a-Glance Planning Calendar

Teacher Name: _____ Grade: _____ Level: _____

Notes:	August	September	October
November	**December**	**January**	**February**
March	**April**	**May**	**June**

Month-at-a-Glance Planning Calendar

Teacher Name: _____ Grade: _____ Level: _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Week of:					
Week of:					
Week of:					
Week of:					

Week-at-a-Glance Planning Calendar

Teacher Name: _____ Grade: _____ Level: _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Progress-Monitoring Assessments					
Individual Reading Conferences					

Anecdotal Notes

Teacher Name: _____ Grade: _____ Level: _____

Monthly Calendar Planning Template

Teacher Name: _____ Grade: _____ Level: _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Week of:					
Week of:					
Week of:					
Week of:					

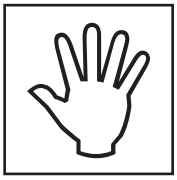
Day 1	Day 2	Day 3	Day 4	Day 5
Getting Ready for Whole-Group Instruction	Good Listening Habits	Concept of Reader's Workshop	Rules for Reader's Workshop	Turn and Talk
Day 6	**Day 7**	**Day 8**	**Day 9**	**Day 10**
Sharing: When and How	Sharing: Responses and Questions	"Just Right" Books	Taking Care of Books	Managing the Classroom Library
Day 11	**Day 12**	**Day 13**	**Day 14**	**Day 15**
Book Talks	Abandoning Books	Introduction to Response Journals	Response Journals	Response Journals: Sentence Starters
Day 16	**Day 17**	**Day 18**	**Day 19**	**Day 20**
Reading Logs	Fiction and Nonfiction Books	Fiction: Character Development	Fiction: Setting	Fiction: Plot
Day 21	**Day 22**	**Day 23**	**Day 24**	**Day 25**
Fiction: Point of View	Nonfiction Text Features: Table of Contents & Index	Nonfiction Text Features: Glossary & Fonts	Nonfiction Text Features: Graphics	Nonfiction Text Features: Review
Day 26	**Day 27**	**Day 28**	**Day 29**	**Day 30**
Make Connections: Text to Self	Make Connections: Text to Text	Make Connections: Text to World	Make Connections: Review	Good Readers Ask Questions

Independent Reading: What's Working & Needs Work

Organization (Layout & Display)	**Working**	**Needs Work**	**Next Steps**
Wide variety of texts			
Number of titles per classroom (by text type and level)			
Physical Space & Tools (inviting, organized, labeled, and accessible)			
Baskets, shelving, boxes for authors, topics, theme, genre, series, special purposes			
Instructions & Expectations posted			
Management (Routines & Procedures)	**Working**	**Needs Work**	**Next Steps**
What is in the classroom library?			
Expectations for reading			
Role of the Teacher and Students			
Locating, selecting and returning books			
Caring for books			
Keeping classroom library orderly and neat			
Caring for response journals (or other reading tools)			
Choosing "just-right" books			
Recording reading log entries (writing & reading responses and letters)			
Reading Interest Surveys & Logs for "Someday Books"			
Abandoning books			
Real vs. fake reading; ways to read a book			
Book recommendations and Book Talks			
Favorites (books, authors, series, etc.)			
Partner Reading			
Discussion Groups and Literature Circles			
Conferring (requesting and participating)			
Group Share			

Other Needs/Concerns:

Five-Finger Method for Choosing a "Just Right" Book



Five-Finger Method for Choosing a Just Right Book

1. Choose a book that you'd like to read.
2. Turn to any page and begin reading.
3. If there are five words that you can't pronounce or that you don't understand, the book is too difficult for you.
4. Repeat the process until you find a "just right" book.

Remember:

A book is too easy for you if you can pronounce and understand all of the words and can retell everything you read.

A book is too hard for you if you can't pronounce or don't know the meaning of five or more words on a page and you can't retell what you have read.

A book is "just right" for you if you can pronounce and understand all but three or four words on a page and can retell most of what you have read.

Reading Log

Name_____

Book Title	Author	Genre	Date Completed	Date Abandoned

Prompts for Getting Started with Response Journals

- ✍ This part reminds me of when . . .
- ✍ I predict . . .
- ✍ I wish the author . . .

- ✍ If I could change one part . . .
- ✍ I think . . .
- ✍ I was surprised . . .
- ✍ I wonder why (or what) . . .
- ✍ I couldn't believe . . .

- ✍ I didn't understand . . .
- ✍ My favorite . . .

- ✍ I noticed . . .
- ✍ I liked (or disliked or was bothered by) the part . . .
- ✍ I think (a character) will . . .

- ✍ If I were (a character), I would . . .
- ✍ This is a favorite passage because . . .

- ✍ The setting . . .

- ✍ As I was reading, I thought about . . .

Journal Response Ideas

(to be used when prompts are no longer needed)

- ✍ Connect the events or characters in the book to your own life.
- ✍ Write as if you were a character in the book. Take on a character's point of view or voice.
- ✍ Make a prediction about what will happen next in the story. Then, confirm or alter the prediction after reading more of the book.
- ✍ Express the central problem in the story.
- ✍ Describe a scene or scenes from the book.
- ✍ Discuss the theme of the book and major issues that it raises.
- ✍ Raise questions about what's unclear or puzzling in the story.
- ✍ Analyze a book character's behavior.
- ✍ Retell the story.
- ✍ Comment on what the text makes the reader think about.
- ✍ Reflect on feelings and thoughts while reading the text.
- ✍ Praise or criticize the book.
- ✍ Offer opinions on what you liked, disliked, or wish had happened differently in the story.
- ✍ Summarize key points of the story.
- ✍ Compare the book with previously read texts or movies.
- ✍ Discuss the author's writing style.
- ✍ Make literary judgments.
- ✍ Record turning points in the book.
- ✍ Make inferences about characters and/or story episodes.
- ✍ Draw conclusions about the theme and/or the author's purpose.

Ref.: *Conversations* (Routman, 78).

Individual Reading Conference

Name: _____ Date: _____

Book Title: _____ Author: _____ Pages ___ to ___

Part One: Independent Reading Recap

Why did you choose this book? What are you interested in reading about? Do you need help finding a new book?

How is the difficulty of the text for you? How do you know?

Summarize or retell what has been happening (or what you have learned) so far.

Tell me what you remember most about what you've read.

*Notes:*_____

_____

Part Two: Oral Reading Record

Conduct an oral reading record on the independent reading selection or from a text read previously in small group Guided Reading lessons.

Attach the oral reading record form to your Individual Reading Conference note-taking form when finished.

Record notes for observations and next steps instructionally below.

*Notes:*_____

_____

Part Three: Action Planning

What are your strengths/needs/goals as a reader? How can I help you achieve them?

When do you anticipate finishing this book?

What is next on your list of must read titles?

*Notes:*_____

_____

Part Four: Routines & Rituals Connections

Review reading log and response journal entries. Discuss any incomplete entries and plans for completion.

Discuss how student is applying mini-lessons teaching points independently as they read and self-select titles.

*Notes:*_____

_____

Questions/Comments for Conferences

Starter Questions

- How is your reading going?
- What is the best part of your reading so far?
- Do you like this author?

Listening to Oral Reading

- Read aloud a part that you enjoyed.
- Read aloud a part that you didn't particularly care for.
- When you hear yourself read, how does it sound to you?

Monitoring and Reflections

- Do you have any questions?
- What problems are you having that I might help with?
- How well do you understand what you are reading?

Activating Background Knowledge

- Is this book like any other books you've read?
- Is this an author you have read before?
- Did the book remind you of anything?
- Did you notice that the author . . .?

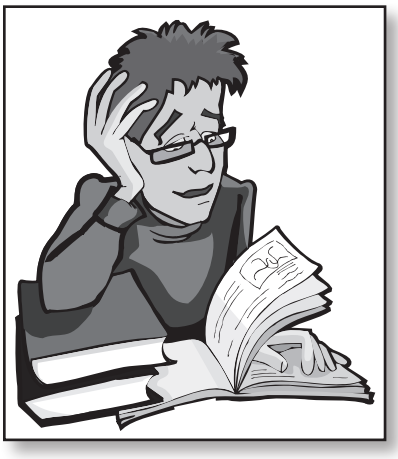
Evaluation

- Would you recommend this book to your classmates? Why or why not?
- How does this book compare to . . .?
- How does this author compare to . . .?
- What do you think this author is trying to tell the reader?

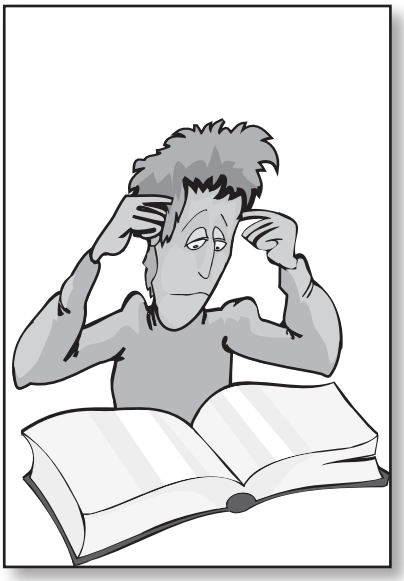
Problem-Solving

- What problems are you having?
- Remember the mini-lesson we had on . . .? Would applying what you learned in that lesson help you solve this problem?
- Let me show you a way to figure out this word.
- Have you been thinking about . . .?

How Do I Know I'm Confused?



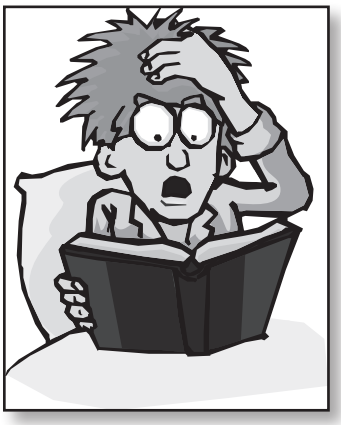
I'm saying the words on the page, but I'm not listening to them.



The author's words should create pictures in my head, but this is not happening.

I just finished reading a chapter, and I have no idea what I read.

I'm daydreaming.



I have questions about what I've read, but I can't answer them.

Nonfiction Text Features

Fonts and Special Effects

- Titles and headings
- Boldface and color print
- Italics
- Bullets
- Captions
- Labels

Graphics

- Diagrams
- Cutaways
- Cross sections
- Overlays
- Distribution maps
- Word bubbles
- Charts, tables, graphs
- Framed text
- Illustrations and photographs

Text Organizers

- Index
- Preface
- Table of Contents
- Glossary
- Appendix

Adapted from *Content Area Reading* by Richard and Joanne Vacca, 1999.

Nonfiction Text Structures Indicator Words and Phrases

Cause and Effect/Problem and Solution

- because
- since
- therefore
- consequently
- as a result
- if . . . then

Description

- to begin with
- most important
- also
- in fact
- for instance
- for example

Sequence

- on (date)
- not long after
- now
- as
- before
- after
- when
- then
- finally

Comparison and Contrast

- however
- but
- on the other hand
- instead
- while
- either . . . or
- although
- unless

Adapted from *Content Area Reading* by Richard and Joanne Vacca, 1999.

Children's Literature Classroom Connections

Back-to-School stories lend themselves easily to writing prompts and literacy activities.

Chrysanthemum, Kevin Henkes

Younger students: Write own name in "fancy" ways (with ballpoint pen, with glitter markers, even with cake icing). Count the number of letters in each name and create a class graph of number of letters.

Older students: Students guess the meanings of their names and then look up the meanings in a baby name book. Have students interview their parents to find out why they were given their name and write a short paragraph about the interview. Compile the paragraphs into a class book (might have students illustrate their paragraphs).

Never Spit on Your Shoes, Denys Cazet

Younger students: Talk about class rules and school rules.

Older students: Compare/contrast what Arnie tells his mother about his day and what really happened at school. Have students write about their first day in kindergarten or first grade and compare/contrast that with their first day in the current school year.

Other Reading and Writing Back-to-School Ideas:

- Have students (and teacher) write about what they did to get ready for school and how they felt. Students can illustrate their writing. Teacher can bind into a class book about first day jitters that will be fun to read as the year progresses.
- Students label a paper, "My Goals for This Year." Each student traces a hand on the paper and writes a goal on each finger. Students can illustrate their goals.
- Ask students to complete an autobiographical survey listing favorite foods, hobbies, books, movies, etc. Have students bring in family snapshots. Give each student a page from a loose-leaf photo album on which to place the survey and arrange the snapshots. This makes a great class book to help students get to know one another. Students can check the book out overnight to share with their family.
- Create a class diary with your students. Use a blank chart or large pieces of blank paper. Use tag board to make a cover. Have students help generate entries for the class diary several times a week (you can even include newspaper clippings, student illustrations, or photos of class activities).

- Shop around for new authors and books that kids yearn to read. Whether the book is a remake of *Charlie and the Chocolate Factory* or a Harry Potter book, you must meet your readers where they are! Check out local bookstores, and libraries, and don't forget to ask your students for award-winning titles that spark their interest.
- Host a back-to-school book fair. Enlist parents at all grade levels to help monitor the bookstore and bring in boxes of books to sell or trade.
- Conduct a Read-Across-the-District at your school periodically. Don't wait for Dr. Seuss's birthday. Sign up high school and middle school students to volunteer to read to elementary students throughout the year. Many clubs and organizations search for community service projects. This project requires just a little time and no money—perfect for any budget!
- Invite an author to your classroom. Whether through video conferencing, video streaming, or in person, students love to meet the authors of their favorite books. Can't locate an author, or can't afford one? Ask local drama students to dress in character and help bring the books to life.
- Design your own books to share in your school library. Whether your students are in first grade or twelfth, pick a topic that fits into your curriculum and have them develop their own story complete with illustrations and color. Laminate a few as "featured books" to help promote your student's successes.

As you ponder these suggestions, one last thought is to read by example. Let your student's catch you reading for enjoyment. Take a minute to share with them what you are reading and why you made the selection. Encourage their reading and they will grow as readers by your example. Use the following Back-to-School Recommended Titles to launch a year of literacy in your classroom!

Children's Literature K-2 Back-to-School Titles

Author	Title	Brief Summary
Berenstain, Stan	*Berenstain Bears Go Back to School, The*	On the first day of the new school year, the Berenstain cubs are reminded that "though school is a challenge, it can also be fun."
Brillhart, Julie	*Molly Rides the School Bus*	Molly is worried about riding the school bus on her first day of kindergarten, but a friendly older girl helps her adjust.
Carlson, Nancy	*Look Out Kindergarten, Here I Come!*	Even though Henry is looking forward to going to kindergarten, he is not sure about staying once he first gets there.
Cazet, Denys	*Never Spit On Your Shoes*	First grader Arnie tells his mother about his tiring first day at school, while the illustrations reveal the mayhem he is leaving out of his account.
Child, Lauren	*I Am Too Absolutely Small For School*	When Lola is worried about starting school, her older brother Charlie reassures her.
Cohen, Miriam	*Will I Have a Friend?*	Jim's anxieties on his first day of school are happily forgotten when he makes a new friend.
De Groat, Diana	*Brand-new Pencils, Brand-new Books*	Gilbert's excitement over starting first grade turns to worry that the teacher will be mean, the work too hard, and his classmates too unfriendly, but throughout the day there are pleasant surprises.
De Paola, Tomie	*Meet the Barkers*	Bossy Moffie and her quiet twin brother Morgie both enjoy starting school, especially getting gold stars and making new friends.
Forward, Toby	*What Did You Do Today?*	A child describes the events of the first day of school, from making sandwiches for lunch to holding a parent's hand on the walk home.
Gantos, Jack	*Back to School For Rotten Ralph*	Afraid of being left alone, Rotten Ralph, the nasty red cat, follows Sarah to school and tries to prevent her from making new friends.
Goodman, Joan	*Bernard Goes to School*	When a young elephant is apprehensive about his first day of school, his parents show him how much fun school can be.
Harris, Robie H.	*I Am Not Going to School Today!*	A little boy decides to skip his very first day of school, because on the first day one doesn't know anything, but on the second, one knows everything.
Henkes, Kevin	*Chrysanthemum*	Chrysanthemum loves her name, until she starts going to school and the other children make fun of it.
Henkes, Kevin	*Jessica*	Ruthie does everything with her imaginary friend Jessica; and then on her first day at kindergarten, she meets a real new friend with the same name.
Henkes, Kevin	*Wemberly Worried*	A mouse named Wemberly, who worries about everything, finds that she has a whole list of things to worry about when she faces the first day of nursery school.

Author	Title	Brief Summary
Hest, Amy	*Off to School, Baby Duck!*	Baby Duck experiences the fear of the first day of school, but with a little help from Grampa, everything turns out okay in the end.
Hoban, Lillian	*Arthur's Back to School Day*	Arthur's first day back at school is full of adventure, beginning with an exciting bus ride and ending with his sister's surprise snack.
Jackson, Ellen	*It's Back to School We Go!*	In easy-to-read text, the book describes what the first day of school might be like for a child in Kenya, Kazakhstan, Canada, Australia, Japan, China, Peru, Germany, India, Russia, and the United States.
Kaufmann, Nancy	*Bye, Bye!*	Piggy has a hard time saying good-bye to his father on the first day of school, but his day soon turns into a pleasant surprise.
Krensky, Stephen	*Lionel at School*	Lionel's many school-related adventures include a nervous "Back-to-School" night with his parents, the welcoming of a new classmate, a sister who doesn't seem to recognize him, and an experiment with time.
Lasky, Kathryn	*Lunch Bunnies*	Clyde the rabbit is ready to start school, but after talking with his brother, he is worried about what will happen at lunchtime.
Leonard, Marie	*Tibili, the Little Boy Who Didn't Want to Go to School*	After Tibili, a young African boy, follows Crope the spider's suggestion as to how he can avoid starting school, he discovers he wants to go after all.
Levitin, Sonia	*When Kangaroo Goes to School*	Kangaroo learns the proper way to behave on the first day of school.
London, Jonathan	*Froggy Goes to School*	Froggy is nervous about his first day of school, but, even though it's hard to sit still, he has a wonderful time.
London, Jonathan	*Zack at School*	Zack the monkey is a bit anxious about his first day of school, but he soon learns to relax and have fun.
McGhee, Alison	*Countdown to Kindergarten*	Ten days before the start of kindergarten, a preschooler cannot tie her shoes by herself and fears the worst.
McGhee, Alison	*Mrs. Watson Wants Your Teeth*	A first-grader is frightened on her first day of school after hearing a rumor that her teacher is a 300-year-old alien with a purple tongue who steals baby teeth from her students.
Middleton, Charlotte	*Enrico Starts School*	Enrico the cat starts school, but at first he doesn't know how to make friends.
Millman, Isaac	*Moses Goes to School*	Moses and his friends enjoy the first day of school at their special school for the deaf and hard of hearing, where they use sign language to talk to one another.
Pak, Soyung	*Sumi's First Day of School Ever*	By the time Sumi finishes her first day of school, she decides that school is not as lonely, scary, or mean as she had thought.

Author	Title	Brief Summary
Rosenberry, Vera	*Vera's First Day of School*	Vera cannot wait for the day when she starts school, but the first day does not go exactly as she has anticipated.
Schwartz, Amy	*Annabelle Swift, Kindergartner*	Although some of the things her older sister taught her at home seem a little unusual at school, other lessons help make Annabelle's first day in kindergarten a success.
Slate, Joseph	*Miss Bindergarten Gets Ready for Kindergarten*	Introduces the letters of the alphabet using the first names of students as Miss Bindergarten and her students get ready for kindergarten.
Spafford, Suzy	*Back to School? Cool!*	Suzy and her friends return to school and make a new friend who is full of surprises.
Taulbert, Clifton L.	*Little Cliff's First Day of School*	Little Cliff is terrified of starting school, but with Mama Pearl's encouragement, he is able to overcome his fears.
Thompson, Lauren	*Mouse's First Day of School*	When he goes to school, Mouse finds a world of new objects and new friends.
Van Leeuwen, Jean	*Amanda Pig, Schoolgirl*	Amanda Pig's first day of school is every bit as wonderful as she always hoped it would be.
Wild, Margaret	*Tom Goes to Kindergarten*	When Tom, a young panda, goes to his very first day of kindergarten, his whole family stays and plays and wishes they could be in kindergarten too.
Wing, Natasha	*Night Before Kindergarten, The*	In the tradition of "The Night Before Christmas," these rhymes outline the thoughts and emotions of children and their parents as they prepare for and attend the first day of kindergarten.
Winget, Susan	*Tucker's Four-Carrot School Day*	The start of Tucker the rabbit's first day of kindergarten is rocky, but making new friends helps change his attitude toward school.

Children's Literature 3-5 Back-to-School Titles

Author	Title	Brief Summary
Ashcraft, Carolyn	*Hamlet Goes to School*	Kirby Piper, anxious about starting fourth grade, receives the gift of a free-spirited hamster named Hamlet, who helps Kirby face many risky adventures at his new school.
Banks, Kate	*Howie Bowles, Secret Agent*	Third-grader Howie Bowles copes with having to change schools twice in one year by pretending to be a secret agent named Agent Bean Burger.
Danneberg, Julie	*First Day Jitters*	Sarah is afraid to start at a new school, but both she and the reader are in for a surprise when she gets to her class. (Sarah is the new teacher…great for showing kids that everyone has those first day jitters.)
Danziger, Paula	*Get Ready For Second Grade, Amber Brown*	Amber is nervous about starting second grade with a new teacher, but despite being in the same class as mean Hannah Burton, things turn out just fine.
Friedman, Laurie B.	*Back to School, Mallory*	After moving, eight-year-old Mallory struggles with being new at school, especially because her mother is now the music teacher and director of the third grade play.
Giff, Patricia Reilly	*Beast in Ms. Rooney's Room, The*	Held back for a year in second grade, Richard can't seem to help getting into trouble, until he gets really interested in reading and helps his class in a special way.
Herman, Gail	*I've Got the Back-to-School Blues*	When she learns that she will not be in the same class as her friends, Annie worries about starting second grade with a new teacher.
Hudson, Wade	*Two Tyrones, The*	Tyrone Rashon Williams's excitement about the first day of the new school year wanes when he sees that everyone is wearing the same new sneakers he is so proud of, but it gets worse when a new student arrives who has his exact same name.
McDonald, Megan	*Judy Moody*	Third grader Judy Moody is in a first day of school bad mood until she gets an assignment to create a collage all about herself and begins creating her masterpiece, the Me collage.
Parish, Herman	*Amelia Bedelia Goes Back to School*	The literal-minded Amelia Bedelia accompanies Maria and Alex to school where she tests the patience of their teacher, Miss Wilson.
Pennypacker, Sara	*Stuart Goes to School*	Worried about his first day at a new school, eight-year-old Stuart wears his magic cape and hopes that it will help him.
Schulz, Charles M.	*It's Back to School, Charlies Brown!*	A collection of comics by Charles M. Schulz in which Charlie Brown and the rest of the Peanuts gang heads back to school.
Seuling, Barbara	*Robert and the Back-to-School Special*	The new school year gets off to a not-so-good start when Robert gets a bad haircut, but things improve when his father helps him plan a party for Halloween.
Thaler, Mike	*Teacher From the Black Lagoon, The*	On the first day of school, a young boy expects only the worst when he discovers that his new teacher is the "monstrous" Mrs. Green.

Children's Literature Grade 6 Back-to-School Titles

Author	Title	Brief Summary
Blume, Judy	*Just As Long as We're Together*	Stephanie's relationship with her best friend, Rachel, changes dramatically as they enter junior high. Not only does Stephanie try to conceal a family problem, but she meets a new friend from California.
Clements, Andrew	*Frindle*	Nicholas Allen develops a new word, frindle, when he picks up a dropped pen. This story will take you on a wild ride as it reveals Nicholas' tenacity in proving a point and his teacher's undying belief in the power of words.
Clements, Andrew	*Lunch Money*	A talented student begins to sell homemade comics to his classmates. Not only does he learn about making money, but begins an important conversation about student rights at school.
Fitzhugh, Louise	*Harriet the Spy*	Harriet loves to spy on everyone. She records her thoughts in her secret notebook. She is horrified when her classmates take a look at her notes and realize she has been writing down everything! Harriet learns a hard lesson as she tries to put her love of spying to a good use.
Sachar, Louis	*Holes*	Stanley Yelnats is sure he is under the curse of his ancestors. He is sure it is true when he is unjustly sent to a detention camp. The warden instructs the boys to dig holes because it will "build character". Stanley soon realizes that they are digging holes for a different reason – to find something!
Sachar, Louis	*Sixth Grade Secrets*	Laura Sibbie starts a sixth grade club called Pig City. Of course, all the other sixth graders are jealous and begin a rival club. Readers will enjoy the story while realizing the true message that people, not clubs, are the important part of relationships.
Sachar, Louis	*The Wayside School Stories*	This series is sure to delight readers of all ages. The Wayside School was intended to be a one story school with 30 classrooms, but the builder made a slight mistake. Instead it is a 30 story school which is missing the 19th floor. The students who attend the school are as crazy as the design!
Spinelli, Jerry	*Maniac Magee*	This mythical story about Jerry Magee. He was orphaned as an infant and lived with his aunt until he ran away at 8 years old. Jerry makes his was to Two Mills, Pennsylvania where he is able to run faster, hit the ball farther, and basically do anything better than any other kid in town. In addition, Jerry does not pay any heed to the stringent racial boundaries cemented in the city. Readers will delight as Jerry continually proves people are people, no matter what they look like.
Spinelli, Jerry	*Report to the Principal's Office*	Students new to a middle school experience the challenges of changing classes, lockers, intimidating older students, and a host of other surprises. Armed with a sense of humor and a caring principal, these students manage to find school fun, exciting, and a great place to learn!

Atwell, N. *The Reading Zone*, New York: Scholastic Professional Books, 2007.

Boushey, G, and Moser, J. *The Café Book,* Portland: Stenhouse, 2006.

Boushey, G, and Moser, J. *The Daily Five,* Portland: Stenhouse, 2006.

Calkins, L. M. *The Art of Teaching Reading.* New York: Longman, 2001.

Donohue, L. *Independent Reading: Inside the Box*, Portland: Stenhouse, 2008.

Fountas, I. C. and Pinnell, G. S. *Guided Reading: Good First Teaching for All Children*. Portsmouth: Heinemann, 1996.

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Fountas, I. C. and Pinnell, G. S. *Matching Books to Readers.* Portsmouth: Heinemann, 1999.

Gardiner, S. "Ten Minutes a Day for Silent Reading." *Educational Leadership* 59, no. 2, (2001): 32–35.

Layne, S. *Igniting a Passion for Reading: Successful Strategies for Building Lifetime Readers,* Portland: Stenhouse, 2009.

Miller, D. *Reading with Meaning.* Portland: Stenhouse, 2002.

Routman, R. *Conversations.* Portsmouth: Heinemann, 2000.

Routman, R. *Invitations*. Portsmouth: Heinemann, 1994.

Routman, R. *Reading Essentials.* Portsmouth: Heinemann, 2003.

Stead, T. *Good Choice!* Portland: Stenhouse, 2008

Taberski, S. *On Solid Ground.* Portsmouth: Heinemann, 2000.

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