Hampton Elementary Balanced Literacy Overview Grades K-6

Acknowledgments

Hampton Elementary School Language Arts Curriculum *is a living document. All content is based on the Common Core State Standards for English/ Language Art and a collection of professional resources for evidence-based practices.*

The Balanced Literacy philosophy is rooted in the concept of student centered learning. An approach that fosters personalization, student voice and choice, mastery based learning and anytime, anywhere learning through gradual release in a workshop environment.

Collective support of this approach to curriculum and instruction affords all staff the opportunity to respond to the needs of a diverse population of developing readers and writers throughout their middle school experience. Critical to student success is the schools' support to provide the following:

- *A literature rich environment for students to select "just right" level text*
- *Adequate time for students to engage in authentic reading and writing*
- *Multiple opportunities for students to work in a variety of groupings*
- *Multiple opportunities for students to converse about reading and writing*
- *Time for students to self-reflect and set personal goals for reading and writing advancement.*
- *Experience with explicit instruction in the skills and strategies of proficient readers*
- *Engaging opportunities to learn from all components included in a balanced literacy framework*
- *Daily opportunities to hear wonderful and diverse literature*
- *A teacher who exudes a passion for reading and writing as a role model.*

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Balanced Literacy

Balanced Literacy Overview

The term —balanced ‖ literacy comes, in part, from the recognition that readers need a variety of different opportunities to learn. The reading workshop provides children with:

- time to read, with a mentor who is a passionately engaged reader and wears his or her love of reading on the sleeve,
- with opportunities to talk and sometimes write about reading,
- and with explicit instruction in the skills and strategies of proficient reading.

All of this is incredibly important, but alone, it is not sufficient.

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

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

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

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

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

The components of a balanced literacy framework include:

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

Assessment

(Reading)

Rationale for Systematic Assessment

Assessment has a number of general purposes, moving from the kind of informal assessment that occurs in the classroom every day to the more formal assessment used for reporting purposes:

- Continually informing teaching decisions
- Systematically assessing the child's strengths and knowledge
- Finding out what the child can do, both independently and with teacher support Documenting progress for parents and students
- Summarizing achievement and learning over a given period.

Assessment begins with what children know; the evidence for what they know is in what they can do. For the teacher of reading, assessment is an essential daily activity.

- The primary purpose of assessment is to gather data to inform teaching.
- Assessment allows us to see the results of our teaching and allows us to make valid judgments about students' literacy.

An effective assessment lens has several essential attributes:

- Accessible: It uses accessible information, most of which can be collected as an integral part of
- teaching
  Systematic: It includes systematic observations that will provide a continually updated profile of the child's current ways of responding
- Reliable: It provides reliable information about the progress of children (not one point in
- time)
- Valid: It provides valid information about what children know and can do (accurate)
  Multidimensional: It is multidimensional. It includes both formal and informal measures and looks across the curriculum.
- Feedback: It provides specific feedback to support continued student learning, to improve
- the instructional program, and modify the curriculum.
  It identifies and directs steps to meet the needs of students who do not achieve despite excellent classroom instruction

- **Stakeholders:** It involves children and parents in the process ‖

-Fountas and Pinnell, _Guided Reading_

Instructional Level Expectations for Reading

Grade	Beginning of Year (Aug.–Sept.)	1st Interval Assessment (Nov.–Dec.)	2nd Interval Assessment (Feb.–Mar.)	End of Year (May–June)
K	Below A	A+	B+	C+
		A	B	C
		Below A	Below A	A
				Below A
1	D+	F+	H+	J+
	C	E	G	I
	B	D	F	H
	Below B	Below D	Below F	Below H
2	J+	K+	M+	N+
	I	J	L	M
	H	I	K	L
	Below H	Below I	Below K	Below L
3	N+	O+	P+	Q+
	M	N	O	P
	L	M	N	O
	Below L	Below M	Below N	Below O
4	Q+	R+	S+	T+
	P	Q	R	S
	O	P	Q	R
	Below O	Below P	Below Q	Below R
5	T+	U+	V+	W+
	S	T	U	V
	R	S	T	U
	Below R	Below S	Below T	Below U
6	W+	X+	Y+	Z
	V	W	X	Y
	U	V	W	X
	Below U	Below V	Below W	Below X
7	Z	Z	Z+	Z+
	Y	Y	Z	Z
	X	X	Y	Y
	Below X	Below X	Below Y	Below Y
8	Z+	Z+	Z+	Z+
	Z	Z	Z	Z
	Y	Y	Y	Y
	Below Y	Below Y	Below Y	Below Y

KEY

Exceeds Expectations

Meets Expectations

Approaches Expectations: Needs Short-Term Intervention

Does Not Meet Expectations: Needs Intensive Intervention

Heinemann
DEDICATED TO TEACHERS

Fountas and Pinnell /Calkins ranges

GRADE		FALL	WINTER	SPRING
Kindergarten	Exceeds Expectations	A+	C+	E
	Meets Expectations	A, CAP 100%	A,B,C	C,D,E
	Approaching	CAP 100%	CAP 100%	B
	Not Yet			A or below
1	Exceeds Expectations	F+	I +	L+
	Meets Expectations	C,D,E	F,G,H	I,J,K
	Approaching	B	E	H
	Not Yet	A or below	D or below	G or below
2	Exceeds Expectations	L+	N+	O+
	Meets Expectations	I,J,K	K,L,M	L,M,N
	Approaching	H	J	K
	Not Yet	G or below	I or below	J or below
3	Exceeds Expectations	O+	Q+	R+
	Meets Expectations	L,M,N	N,O,P	O,P,Q
	Approaching	K	M	N
	Not Yet	J or below	L or below	M or below
4	Exceeds Expectations	R+	S+	U +
	Meets Expectations	O,P,Q	P,Q,R	R,S,T
	Approaching	N	O	Q
	Not Yet	M or below	N or below	P or below
5	Exceeds Expectations	U +	V +	W+
	Meets Expectations	R,S,T	S,T,U	T,U,V
	Approaching	Q	R	S
	Not Yet	P or below	Q or below	R or below
6	Exceeds Expectations	W+	Y+	Y+
	Meets Expectations	T,U,V	U,V,W	V,W,X
	Approaching	S	T	U
	Not Yet	R or below	S or below	T or below
7	Exceeds Expectations	Y+	Z+	Z+
	Meets Expectations	V,W,X	W,X,Y	X,Y,Z
	Approaching	U	V	W
	Not Yet	T or below	U or below	V or below
8	Exceeds Expectations	Z+		
	Meets Expectations	X,Y,Z	Y,Z	Y,Z
	Approaching	W	X	X
	Not Yet	V or below	W or below	W or below

Informal Reading Records

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

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

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

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

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

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

(provided by Teachers College Reading and Writing Project)

Name: _____   Date: _____

Guide for Observing and Noting Reading Behaviors	**NOTES**

1. Early Reading Behaviors

Does the reader:
- Move left to right across a line of print?
- Return to the left for a new line?
- Match word by word while reading a line or more of print?
- Recognize a few easy high frequency words?

2. Searching for and Using Information

Meaning

Does the reader:
- Make meaningful attempts at unknown words?
- Use the meaning of the story or text to predict unknown words?
- Reread to gather more information to solve a word?
- Reread and use the meaning of the sentence?
- Reread to search for more details—information, characters, plot?
- Reread to gather information to clarify confusions?
- Use headings and titles to think about the meaning of a section of text?
- Use information in the pictures to help in understanding a text?
- Use knowledge of the genre (and its characteristics) to help in understanding a text?
- Use knowledge of the genre (and its characteristics) to help in finding information?
- Use readers' tools to help in finding information (glossary, index)?

Structure

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

Visual Information

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

3. Solving Words

Does the reader:
- Recognize a core of high frequency words quickly?
- Recognize most words quickly and easily?
- Use a variety of flexible ways to take words apart?
- Use the meaning of the sentences to solve words?
- Use the structure of the sentence to solve words?

Record of Book Reading Progress

Name_____ Grades ____K ____1 ____2 ____3 ____4 ____5 ____6

Title of Text, Accuracy Rate, SC Rate (● = above 90%; ○ = below 90%)

Book Level															
Z															
Y															
X															
W															
V															
U															
T															
S															
R															
Q															
P															
O															
N															
M															
L															
K															
J															
I															
H															
G															
F															
E															
D															
C															
B															
A															
DATE															

Appendix 51

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

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

L. Peterson

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

TC Reading Project

READING INTERVIEW

Name   **Date**

Do you like to read? Why or why not?

How many books did you read last year?

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

What books have you read recently?

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

How do you choose books to read?

Who are some of your favorite authors? Why?

What topics or subjects interest you?

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

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

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

How can I help you become a better reader?

Is there anything else you want me to know about you as a reader?

The Workshop Model

Reading Workshop

The structure for the reading workshop includes the following segments:

A Mini Lesson

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

Private reading time

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

Mid-Workshop Teaching Point

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

Partner Reading Time

We strongly suggest that teachers assign partners who will most likely stay together for a reasonably long stretch of time. These partners are most often very similar readers, so when they meet, both readers' books are accessible to the partnership. When children are working in reading centers/clubs these often replace

want children to use partner time to support each other with decoding, comprehension, fluency, and stamina, etc. Teachers confer with partnerships to support and extend the work children are doing together.

Teaching Share

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

*more information in following pages

Writing Workshop

The structure for the writing workshop includes the following segments:

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

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

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

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

Teaching Share

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

*more information in following pages

Mini-Lessons

Structure of a Mini-Lesson

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

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

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

Link:
  o Link the mini-lesson/teaching point to the work the students are and have been doing in reading or writing workshop
  o Link the mini-lesson/teaching point to the student's lives as readers or writers
  o The new teaching point/skills and strategies become tools in the student's tool boxes

Mini Lesson: *One Skill, Two Levels/Strategies*

Connection:	
Teaching Point:	*Skill:* *Strategy:* *Purpose:*
Demonstrate (One Level)	
Demonstrate (Other Level)	
Active Engagement:	
Link	

Mini Lesson Structure: *Guided Practice*

Connection:	
Teaching Point:	*Skill:* *Strategy:* *Purpose:*
Active Engagement/Coach:	
Demonstrate:	
Active Engagement/Coach:	
Link:	

Good Demonstrations	Good Active Engagements	Good Teaching Shares

• Teaching point include the skill (what) and <u>strategy</u> (how).
 	
• <u>Doing</u> the teaching point yourself!
 	
• Thinking aloud <u>throughout</u> the demonstration
 	
• Repeating the teaching point with <u>consistent</u> language
 	
• Demonstration text is <u>familiar</u> to students
 	
• <u>Limited</u> amount of text used to demonstrate (not whole book, not whole story)
 	
• Get into a predictable <u>problem</u> and model how to get out
 	
• <u>Set up</u> and students to watch for specific things – "Watch as I …" and <u>wrap up</u> "Did you notice how I…"
	• They are quick
	• Teacher names out what she/he heard and does not elicit from children
	
	• If kids are using materials, they come to the rug with them
	
	• Different options:
	
	   o Kids turn and talk to their partner about what the teacher did, deconstructing her strategy to make sense for them
	   o Kids turn and talk about what the teacher might try—they "actively engage" in the teachers' piece
	   o Kids try in their own text/piece of writing
		• Put any new learning back into
		• kids' repertoires
		• Happen every day
		• Are a time to teach Different options:
		   o **ML reinforcement**: "Today, we learned how…I want to show you the great work that did to…" "Okay, everyone else, turn and tell your partner how…"
		   o **ML add-on**: "Today, I taught you how… Well, today, when was reading, he…So, We can…."
		   o **ML preview**: "Today, we learned how readers …We learned that…But, today discovered something else to…She…Well, tomorrow, I'm going to teach you all how to do what just did. How you can…"
		   o **Management**: "One thing that I noticed that got in the way of our best work was…Let's take 5 for minutes to try and do it better. Remember…"

Connection:
Story or metaphor

Teaching Point:

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

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

Purpose (why)**:** *We do this so that…*

Teach:
Let me show you how I…

Hmm…I'm thinking…

Did you see how I…

Active Engagement:
Now you try…

Readers, let's all come back together…

Link:
Today and everyday…

Share:
ML Reinforcement
ML Add-On
ML Preview
Management

Teaching Points

Skill: Something we'll learn today is…

Strategy: One/some ways to do this is/are…

Purpose: We do this so that…

Skill: Something we'll learn today is…

Strategy: One/some ways to do this is/are…

Purpose: We do this so that…

Skill: Something we'll learn today is…

Strategy: One/some ways to do this is/are…

Purpose: We do this so that…

Demonstration in Minilessons and Conferences

Teaching Point:

Materials: _____

When I read/write, _____

Watch me as I: _____

Demonstrate (Remember to voice over quite a bit) _____

Did you notice how I:

Be sure the active involvement/try it has the student replicating the demonstration.

Unit of Study:
Mini-lesson Teaching Point:

_____

–

_____

Materials:

Workshop   Unit#

Conferring with Students

Types of Conferences

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

on…... Today I am going to

teach you...

because...

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

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

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

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

Today and everyday when you are writing...

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

*

Research-Only Conference

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

Compliment Conference

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

How to research

- use observation

    o   reading logs
    o   book selection
    o   post-it

notes • have a
conversation

    o   —Can you tell me why you   ? ‖
    o   —Can you show me   ? ‖
    o   —Can you explain why/how you

? ‖ • listen to the student read

    o   listen if it matches the goal or unit of study you are working on
    o   listen if the conversation or observation make you think that the reader may be having trouble

Deciding on a method of instruction

- in order to support the unit of study and the class goals for that unit you should use one of the following methods for teaching during your conferences

- o **demonstration**
    - use when a reader is learning a new strategy or when a strategy has multiple steps
    - involves the teacher showing the readers how to use a strategy in realistic reading while thinking aloud about the process and steps
    - it is important to tell the readers what they will be seeing before you demo it for them
    - restate the strategy in a way that makes it generalizable to all books
- o **example and explanation**
    - may be useful when a reader has seen a strategy before but still needs more support with it
    - refer back to previous teaching (mini-lessons, shared reading, read-aloud)
- o **shared reading**
    - use when a reader needs support with fluency, phrasing or intonation
    - like a shared reading lesson, except during a conference
- o **coaching**
    - use when a student is having difficulty applying a strategy
    - instead of demonstrating or giving an example have the student start using the strategy and begin coaching the student
    - start by heavily supporting the reader and then gradually support less
    - make sure your prompts are not too specific

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

Student Name:

Date	Compliment	Teaching Point	Next Steps

Notes:

Student Name:

Compliment	Teach

Strategy Lessons

Strategy Lessons are taught to small groups of students who need similar teaching of strategies for reading or writing. These groups are flexible and are based on ongoing assessments such as conference notes, observations, running records, and guided reading notes/observations. Students may use a common text or they may use their own. The teacher demonstrates the strategy as he/she would during a mini-lesson and scaffolds the readers/writers as they try it out during the strategy lesson. These lessons are rather like small group mini-lessons in the middle of a reading or writing workshop.

Teachers may choose to keep/carry a record/planning form during conferring time to keep track of those students they notice are in need of a particular strategy lesson. This type of form will help in planning for strategy lessons and will allow the teacher to group students based on what strategies they need to learn or have reinforced.

Insert an intermediate unit example

Example:

Strategy Lessons for How-Tos				
Sequenced events – correct order	Thinking of all the small steps – not just big, broad steps	Envisioning the steps to include all the details	Ordinal words, directions and times	Specific Verbs
Zooming in on the part that teaches	Using arrows, labels, and movement marks to make pictures teach	Using the Word Wall	Act-it out with a partner	Punctuation
Introduction	Supply Page	Ending	Cautions/Warnings	Capital letters

General Workshop Rubric Samples

Name				_Week Ending

Reading Workshop Review☺

	Exceeds Expectations 4	Meets Expectations 3	Approaches Expectations Area of Concern 2	Below Expectations Strong Area of Concern 1
Mini-Lesson Behavior *Hands to self *Listens to teaching *Participates at appropriate times				
Reading Tools *Reading Log at school each day *"Just Right" books at school each day *Takes care of books and other materials *Fills out reading log neatly and correctly				
Independent Reading Time *Gets to reading spot quickly and quietly *Reads for the entire reading time *Does not distract others				
Partner Work *Shares with reading partner *Builds conversation with reading partner (asking and answering questions, adding on to what his/her partner said) *Keeps hands to self *Conversations are about the reading				
Skill and Strategy Application *Conversations show evidence of skills and strategies taught *Writing in reading notebook and/or on Post-its shows evidence on teaching				
Reading At Grade Level Standards				
Teacher Comments				

Reading Workshop Weekly Check-up Sheet for:

Date:

Point Values ☐	4 Exceeds Expectations	3 Meets Expectations	2 Approaching Expectations	1 Below Expecta-tions
Skill & Strategy Application (list teaching points for the week)				
Monday: Readers think about what they might already know about a topic and remind themselves of all they know before they read by looking at the front cover, reading the title, and asking themselves, "what do I already know about this topic?"				
Tuesday: Readers decide if they are an "expert reader" or a "discovery reader" of this topic by looking at the front cover, reading the title, thinking about all they know, and asking themselves, "Do I know a lot about this topic, or not?				
Wednesday: Readers figure out what a text is all about and what all the parts of the topic are to understand what the author is going to be saying about this topic by looking at the title, the cover, the table of contents, and the introduction.				
Thursday: Readers determine how much text in a book is devoted to the topic they are really trying to learn about and focus on by using the different features such as an index, preface, and table of contents, glossary and appendix.				
Friday: Readers figure out the main idea of a paragraph by reading the topic sentence because they know that the paragraph will continue with supporting details.				
Work Habits				
Mini-Lesson Behavior				
Reading Log				
Independent Reading				
Partner Work				
"Just Right" Book at school each day				
Reading Development				
Reading at Grade Level				

Students	Mini-lesson Behavior	Reading Log	Independent Reading	Partner Work	—Just Right book at school each day

An **_X'** indicates one time of not meeting expectations in this category. Week of**:**

Guided Reading

Overview of Guided Reading

What is Guided Reading?

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

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

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

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

The Book Introduction in Guided Reading

The book introduction in guided reading has two essential elements:

1. The teacher selects a book that will suit the needs of the students in the group. The text must provide the right level of support and challenge for the students current processing abilities.

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

In a book introduction, the teacher provides an opportunity for the following:

1. Children make connections to the text during a teacher-led conversation about the book that deals with the story or information they are about to read.

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

3. Concept words and/or unusual language patterns, those impacting the meaning of the text, are/is identified and discussed briefly.
   - Allow students to HEAR and SAY the new concept words or language patterns.

4. Previewing the text is based on the needs of the group and changes over time.

Essential Elements of Guided Reading

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

Example:

Guided Reading	
Book Title: Don"t Make Me Smile Author: Barbara Park	Level: P Genre: Realistic Fiction Elements of Genre:
Read title, look at front cover, predict…	Gist of story: Read blurb on back of book, discuss, "this makes me think…", make/revise predictions…
Set a reading goal with the group (put a post-it at the stopping point)…have students start reading independently…teacher listens in one at a time…make notes…pull the group together and teach a strategy that came out of the one-on-one time or a strategy/skill from below:	

Possible Teaching Points (teach one at each meeting):

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

Name	Name
Date	Date
Compliment:	Compliment:
_____ _____ _____	_____ _____ _____
Teach:	Teach:

Name	Name
Date	Date
Compliment:	Compliment:
_____	_____
_____	_____
_____	_____
_____	_____
Teach:	Teach:

Notes:

Guided Reading Book Intro Sheet   **Level:**   **Location:**

Title and Setting	
Prior Knowledge	
Gist of the Story	
Structure of Text	
Tricky Parts	
Question or strategy to pursue while reading (This is a reminder to the students-not a strategy you are teaching at that moment)	
Questions/Discussion ideas for after reading	

Guided Reading Lesson Recording Sheet

Title:		
Level:		
Students	**Observations** **Date:**	**Observations** **Date:**
1.		
2.		
3.		
4.		
5.		
6.		
Teaching Point:		
Possible Word Work:		

Guided Reading Log

Group Members	Date	Level/Title	Comments

This information can be used during guided reading or any other part of reading instruction.

Sources of Information and Prompts to use When Coaching

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

Matching Books and Readers

When is a child ready to move from one TC group to another?
A Guide Sheet for Teachers

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

Reading Level	**Behaviors/Skills/Strategies**

(Level A)
 	
Books at this level are designed to assist children in looking at print and matching the words that they read with the words on the page. That is, the child learns to say one word as she points to one word. Often the child knows what the page says because the text is patterned. Also, the words are supported by the picture, so the reader's job is one-to-one match, not decoding text. The books are highly predictable, and children benefit from knowing the title and using this plus the cover of the book to get the ―big idea ‖ of what the book will be about. In most cases the pattern on the first page will be repeated throughout the book. This provides enough support so that the child can do the job of matching the sentence of text to the picture and the spoken words to the written ones. The text is most often composed of one-syllable words to avoid added difficulty with one-to-one matching. If there is a multisyllabic word, it's usually at the end of a sentence of text.
	Children reading Level A books need to learn and consistently use the following strategies, skills, and behaviors:
	
	• **Uses the cover (title, illustrations, a look at some of the pictures in the book, etc.) to get ready to read.** Students form a general idea of what the book is about using this information.
	
	• **Matches spoken words to printed words.** If the text says, ―I see a plant, ‖ and the child reads, ―I see a flower, ‖ matching words
	• correctly, she has met the criteria at this level.
	• We will deal with the mismatch of letter-sound in the next group of books.
	• **Moves from left to right when reading.**
	• **Use the illustration and the story as a source of information.**
	   Locates known word(s) in text.
	   Reads with fluency? Reading with fluency is not an issue at early levels. We expect quick, crisp pointing and quick recognition of high frequency words with repeated reading of the same books.
	
	When children read books in Level A and consistently demonstrate these behaviors and strategies, move them to Level B books.

A child reads <u>Can I Have A Pet,</u> which has the pattern, ―Can I have a ****? ‖ On page 4, he reads, ―Can I have a lion! ‖ (The sentence in the book says, ―Can I have a tiger? ‖) Has this child mastered the characteristics of Level A and should he move on to group 2? The answer is, ―Yes! ‖ He has mastered all the above behaviors. He substituted a furry animal for another furry animal, and may not have seen a lion. However, he did insert something that made sense with the illustration. He's ready to go on to Level B where he can learn to deal with two lines of print on a page and multiple syllable words in a sentence.

Reading Level	**Behaviors/Skills/Strategies**
### (Level B) Books at this level continue to assist children in refining their skills of looking at print and matching the words that they read with the words on the page. That is, the child learns to say one word as she points to one word. The repeated pattern in the text continues to support the reader as well as the fact that the unknown content words are supported by the picture. The reader's job continues to be one-to-one matching, recognizing known words, using the story and illustrations for meaning. The student still is not required to decode text using letter sound relationships. The books continue to be highly predictable, and children should be encouraged to continue using the title plus the cover of the book to get the ─big idea ‖ of what the book will be about. In most cases the pattern on the first page will be repeated throughout the book, but there is often a slight pattern change at the end of Level B books. Most often the sentence structure for this change in pattern begins with known high frequency words. Two big changes occur in Level B books. Often there are two (sometimes three) lines of text, requiring the student to make a return sweep to the beginning of the line. In addition, multiple syllable words often occur in the middle of a sentence requiring the student to hold her finger on the word until she says the whole word. If not, one-to-one matching is often incorrect. It is more critical than ever to make sure the student is pointing under the words and noticing the words she knows in Level B books.	*Children reading Level B books need to learn and consistently use the following strategies, skills, and behaviors:* • **Uses the cover (title, illustrations, a look at some of the pictures in the book, etc.) to get ready to read.** Students form a general idea of what the book is about using this information. After reading the entire book, a student should be able to retell the events in the book, and talk about the general idea of what the book was about. • **Matches spoken words to printed words.** In *Best Friends* the text says, ─We like to slide, ‖ and the child reads, ─We like to hug, ‖ matching words correctly, she has met the criteria at this level—the boys in the illustration are hugging. We will deal with the mismatch of letter-sound in the next group of books. • **Moves from left to right when reading.** Mastering this behavior often requires a student to make a return sweep to the beginning of the next line in Level B book, because they may have two or more lines of print. • **Use the illustration and the story as a source of information.** In the example above (We like to hug.), the student did use the illustration to read something meaningful for the word ─slide ‖ in the book. **Locates known word(s) in text.** **Reads with fluency?** Reading with fluency is not an issue at early levels. We expect quick, crisp pointing and quick recognition of high frequency words with repeated reading of the same books. *When children read books in Level B and consistently demonstrate these behaviors and strategies, move them to Level C books. A wise teacher will take some of the books which the students were reading words that did not match the text (i.e. We like to hug, instead of We like to slide), and show them how to use first letter to predict a word that fits the illustration and the letter sound match. Remember this kind of teaching is not done until the student is ready to exit this level, and it sets them up for the expectation of using sound/letter match in Level C books.*

A child reads <u>Can I Have A Pet,</u> which has the pattern, ─Can I have a ? ‖ On page 4, he reads, ─Can I have a lion! ‖ (The sentence in the book says, ─Can I have a tiger? ‖) Has this child mastered the characteristics of Level A and should he move on to group 2? The answer is, ─Yes! ‖ He has mastered all the above behaviors. He substituted a furry animal for another furry animal, and may not have seen a lion or tiger. However, he did insert something that made sense with the illustration. He's ready to go on to Level B where he can learn to deal with two lines of print on a page and multiple syllable words in a sentence.

(Level C)

Books in Level A and B have already enabled the children to learn to look at print and match what they are reading to the words on the page. Books in Level C are designed to require children to begin using graphophonic (letter/sound) sources of information along with the attention to meaning that was fostered by the teaching in Level A-B books and the other components of the balanced literacy program. The reason children need to rely on letters to help them discern what a word says is because the pictures are less supportive, the stories and sentences become more complex, and the text is formatted in different places on the page. It is very important to make sure the students " pointing under words shifts to pointing under the word and under the beginning letter to assure that they will attend to graphophonic/visual features in the word. Eventually, the students " will slide their finger under the word to check the beginning and ending letters while attending to the story, illustrations and what they know about the topic they are reading. This orchestration of behaviors leads them to integrate sources of information. These books also demand that children have a small set of known words that assist them in reading across a longer sentence.

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

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

- **Make return sweep on more than one line of print.**
- **Read known words in text automatically. Uses the pattern of the text as a source of information to assist in reading the book.**

- **Begin to integrate sources of information: making sure it makes sense, sounds right and looks right.**
  The beginning sound of the word that the child reads matches the first letter in the word; later the beginning and ending sounds of words the child reads must match the first and last letter of the word. When the text on page 6 of *Mom Is A Painter* says, ―She paints a blue balloon, ‖ and the child instead reads, *"She paints a blue ball,"* he was using the first letter and so it looked right. When he went back and read, ―She paints a blue balloon, ‖ he made sure his reading made sense, sounded right, and looked right by checking the final letter ―n. ‖

- **Retells the story, keeping story events in order, making inferences about story happenings when possible.**
  In *Laundry Day, infers that the people are going home because their clothes are washed, dried and folded.*

When children read books in Group 2 with at least 96% accuracy and understanding, and they demonstrate these behaviors and strategies, move them to Level D books.

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

(Level D)

Books in A-B have already enabled the children to look at print and match what they are reading to the words on the page. Books in Level are designed to require children to begin using graphophonic (letter/sound) sources of information at the beginning and endings of words. The books in Level D continue to have a pattern with more changes possibly after the first page and on the last page with the internal part of the book having the same pattern. Words with consonant blends and digraphs are added to the processing required of the student.

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

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

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

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

- **Analyzes story to comment on events or characters and make inferences.**
  In *I Play Soccer*, the student comments that the red team is happy because they won the game, but the blue team is not happy because they lost.

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

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

(Level E)

Books at this level are designed to require children to orchestrate their strategies using all the sources of information, graphophonic, meaning, and syntax (word order). The challenges of Level E books are that the illustrations are less supportive, the sentences are more complex, and book (literary) language is more prevalent, such as dialogue statements, unusual language structures, and shifts from the predictable patterns that were so common at the earlier levels. Often these pattern shifts and story endings communicate a subtle meaning that must be interpreted from the story. Word work at Level E requires students to be skilled at checking beginnings and endings of words and they should be beginning to look at internal parts of words. A good way to teach for this shift is to teach students to check the consonant letter(s) plus the next two letters. When blocked on the word ―loose, ‖ a student would check the (l+oo). The /oo/ sound from the word ―too ‖ or
―boo ‖ plus the /l/ would get the student saying
/loo/. If they add this to the meaning from the story, that character has *a loose tooth,* they can problem solve the word by monitoring for all sources of information.

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

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

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

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

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

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

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

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

A child reads a book in which a snake has a sore head, and the other animals do things to help him feel better. She reads, ―And he funned Snake with his tail. ‖ She is not using her finger to track print, but she uses her fingers to mark off the first 3 letters in ―fanned. ‖ She says, ―an…fan ‖ (restructuring the word as f+an+ned) then self-corrects, saying, ―He fanned snake with his tail. ‖ You ask why she changed ―funned ‖ to ―fanned, ‖ and she says, ―I saw the ‗an‘ after the ‗f.‘ I knew it didn‘t sound right to say ‗he funned,‘ and snake had a sore head, so Peacock was fanning him to make him feel better. ‖ Is this child ready to move on to Level F books? ―YES! She cross-checked her error with several sources of information. She is no longer tracking with her finger, except to help in analysis, and she is able to verbalize her use of all sources of information. If this processing is consistent, move to Level F.

(Level F)

Level F books require children to integrate all sources of information while reading to understand the author's story or message. These books have minimal repetition of familiar sentence patterns requiring children to attend to more complex story patterns with more difficult vocabulary and story elements. For example, stories have multiple episodes that students must recall and blend together when retelling the sequence of events. These events must be compared and contrasted to get the big idea of what is happening in the story. Thus, characters are more developed and more inferences must be made about story content. For example, on page 12 of *Car Wash*, students must infer why the car wash attendant is shocked to see the family coming back to have their car washed a second time. Texts contain more literary language—long dialogue statements that are often split by containing the speaker identification in the middle of the statement made by the speaker. Syntactically sentences are longer and more complex. Some sentences have two clauses conjoined by and with embedded prepositional phrases, adjectives. In word work, students must continue to deal with internal parts of words and are becoming aware of irregular spelling patterns (-ight in right), inflectional endings, plurals, contractions, and possessives. Pronoun reference and identification of demonstrative words (here, there, etc.) should be under control.

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

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

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

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

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

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

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

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

(KEY: *What the child says*/what the text says.) A child is reading, Maisy's Bedtime, which describes the things Maisy does before going to bed. The child reads, ―Maisy *close*/closes her bedroom *closet*/curtains. ‖ If errors such as these are common for this child, are Level F books appropriate for him? The answer is, ―No. ‖ Even though it may be the child's syntax (language) to say, ―Maisy close her… ‖ This child is not checking word endings. He gets the ―cl ‖ in
―closes, ‖ but does not monitor to see that there is no ―cl ‖ when he says ―closet ‖ for ―curtains. ‖ Also, it is quite obvious in the illustration that Maisy is closing curtains on the window. The child is not attending to meaning, and is not looking at the consonant plus the first two letters (e.g. cur). If the child is making many errors and his accuracy in Level F books drops below 96%, he should be in Level E books. If the closet/curtain miscue is a one-time occurrence, possibly because he is making a connection with There's a Monster in My Closet, move him to Level G books and teach for checking word more carefully. When the text is too hard for children, they miss so many words because they do not have syntax (word order) to support them, which can cause them to lose meaning. Thus, they are left to guess from graphophonic/visual information.

(Level G)	*Children reading Level G books need to learn and consistently use the following strategies, skills, and behaviors:*
Level G books expose students to a wider range of texts that include simple animal fantasy, realistic fiction, and some traditional literature in the form of folktales. These books require children to integrate all sources of information while reading to understand the author's story or message. There is minimal repetition of familiar sentences patterns, requiring children to attend to more complex story patterns with more difficult vocabulary and story elements. The books have three to eight lines of print on the page, but size of font begins to decrease. Early reading behaviors are automatic allowing students to focus on the more complex vocabulary, words with irregular spelling patterns and more complex stories. Word solving requires the students reading this level to have a full range of word solving strategies (e.g. automatic letter-sound analysis, making connections between unknown and known words, and using word parts across the word) all with attention to meaning and sentence structure to aid in word solving. Fluency should be increasing with automatic word recognition, quick problem-solving of unknown words, attention to meaning to allow reading in phrases with intonation and expression.	**Read increasingly more difficult words, letter by word part with an understanding of irregular spelling patterns.** Reading difficult words as well as names is becoming easier for these children. For instance, in *Fancy Dance*, students read the word *feathers* and *breath* correctly, because they know that the /ea/ can the ―ea‖ in *bread* or the ―ea‖ in *speak*. The solve the word *fringe* by reading letter by part *fr + in + ge.* Yet solving both of these words requires the student to attend to what is going on in the story (e.g. these are parts of the costume Joe wears for the fancy dance). **Use parts from known words to read unknown words.** Solving the word *whirls* requires the student to use the /wh/ from ―when‖ plus the /ir/ from ―sir‖ plus the /l/ and /s/ to get *whirls.* Attending to meaning tells the student that this word describes something Joe does when he is dancing in the book *Fancy Dance.* **Begin to monitor, cross-check sources of information and self-correct at the point of error. Some rereading or skipping to go on may be necessary.** As children read more difficult texts their self-corrections should occur closer and closer to the point of error. So in Level G we are not concerned if the child must sometimes reread to self-correct. We do, however, expect self-corrections to *begin* happening at or near the point of error. **Integrate sources of information: Monitoring--checking to make sure what has been read makes sense and sounds right as well as looks right** On page 4 of *Frog″s Lunch*, students read, ―*Along came a fly. "Mmmm, XXXXX," said Frog.* They use the word order in the sentence (structure) to figure out that the word names something. They use the ―unch‖ from munch to get the /unch/ sound (graphophonic/visual), and they use meaning knowing that frogs eat flies to predict the word ―lunch.‖ **Read with more fluency and phrasing on repeated readings of the same text.** See the chart on evaluating fluency that follows on page 8. Children reading books in Group 4 should be at Level 3 of Oral Reading Fluency. *When children read books in Level G with at least 96% accuracy and understanding, and they demonstrate these behaviors and strategies, move them to Level H.*

A student reading *Moving Day Surprise* reads the first page and comes to the word *apartment.* She quickly solves the word saying this is somewhere these people live. They live in an *a+part+ment=apartment.* She reads the name of the fish as *Fl+ ip + er=Flipper.* She does the same kind of analysis with ─tickles, ‖ comments that Grandma is tickling the boy in the picture. At the end of the story, she states that the boy is happy, because they moved to an apartment in the same building, and he will not need to leave his friends or his school. Should this student be moved to Level H books? The answer is, ─YES! ‖ She is demonstrating all the strategies and behaviors required at this level and is ready to move on to books that provide a greater challenge.

(Level H)

Books at this level contain more complex literary (story) language, more complex vocabulary, and, often, more technical vocabulary, especially in informational books. Picture support is minimal, and requires readers to make clear mental images and connections to their own experiences in life or in other books. In earlier books, episodes were repeated, but in Level H there is less repetition of episodes, requiring the student to keep the events of the story in order and relate the happenings to each other to get the big idea of the story. In addition to much more dialogue between characters, readers find that plots and characters are more elaborate. There is a shift from the need for graphophonic/visual analysis to a greater need for comprehension and meaning analysis. However, readers do encounter more polysyllabic words with inflectional endings , plurals, contractions and possessives. Early behaviors and a large number of high frequency words (at least 100) need to be processed with automaticity, freeing the reader to focus on meaning as well as problem-solving more difficult words on the run so they can reading with fluency.

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

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

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

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

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

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

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

(KEY: *What the child says*/what the text says.) A child reads as follows: —*On the bus, the children talked about the zoo animals that they liked the best. Joe and Carlos wanted to see the lion, king of the beast/beasts. Maria and Angel/*AngelaSC *wanted to see the chimps. Maria thought they act/*acted *a lot like people. When they got to the zoo, their teachers dived/*divided *the children into four groups."*
Does the child's reading of this text suggest that she belongs in Group 5 books? Should you move her to group 6? The answer is a double, —NO, NO!‖ She is not consistently demonstrating any of the behaviors expected in Group 5. Even though she self-corrects using word endings (*Angel*/AngelaSC), she says
—*act*/acted‖ and —*beast*/beasts.‖ The —*dived*/divided‖ error suggests that she is not attending to meaning, even though she did choose a verb suggesting attention to syntax (word order.) If you asked her to retell

the story, she might begin talking about —swimming‖ instead of a trip to the zoo.

(Level I)

Books at this Level I are longer (6-18) pages and some short chapter books are introduced at this level (40-60 pages). Students must develop skill in attending and accumulating information across a story. Longer, more complex sentences, such as —*It*"*s bump after bump in the pickup truck as dust begins to rise,"* require the reader to accumulate information across the phrases of a sentence to envision the scene in the story. Level I books often contain more complex literary (story) language, more complex vocabulary, and, often, more technical vocabulary, especially in informational books. Picture support is minimal, requiring readers to make clear mental images and connections to their own experiences in life or in other books. There is a shift from the need for graphophonic/visual analysis to a greater need for comprehension and meaning analysis. However, some words have irregular spelling patterns, polysyllabic words, and many words with inflectional endings, contractions and possessives. Being able to process these words quickly and effectively frees the reader's processing to focus on comprehension and fluent reading.

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

o **Envision the story to compensate for low picture support**.
Children demonstrating this processing can tell you what was happening in the story (or content of the non-fiction piece) that enabled them to read the tricky part correctly.

o **Keep the accumulating story events (or content) in mind.**
When this child retells a story (or tells about non-fiction) the retelling contains all the —big events‖ (important information).

o **Process more complex vocabulary and literary structures including non-fiction.**
- o Children demonstrating this processing can tell you what a word means even if they don't pronounce it correctly.
- o Children demonstrating this processing can carry information from the beginning of a complex sentence to the other part: They marched because… (They are able to tell you that the second part of the sentence tells you why the people marched, and this is signaled by the word —because.‖)
- o Children demonstrating this processing can make inferences about subtle events in a story that are not directly stated.

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

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

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

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

Level J	Children reading Level J books need to learn and consistently use the following strategies, skills, and behaviors:
While books at this Level J are similar in length and type to Level I, students are exposed to new genre at this level: non-fiction, simple biographies, and some traditional folktales. Longer, more complex sentences, such as *How could I forget," said her dad, "There is nothing better than a snowy day."* illustrating the need to read and comprehend split dialogue. Picture support continues to be minimal, requiring readers to make clear mental images and connections to their own experiences in life or in other books. There is a shift from the need for graphophonic/visual analysis to a greater need for comprehension and meaning analysis. However, words have a full range of difficulty factors that must be quickly and efficiently solved: multiple syllable words with inflectional endings, suffixes, prefixes, plurals, contractions and possessives. Being able to process these words quickly and effectively frees the reader's processing to focus on comprehension and fluent reading.	• **Communicate understanding of the text.** In the book *Punched Paper,* a student communicates understanding of the text when he says, ―Maria gives Andy a funny look on page 14, because he takes all the credit for making the banner of punched paper. Maria helped him a lot. She looks happier on page 15 when Andy admits that Maria helped.‖ Notice how the student had to feedback in the story to make the inference about the ―funny look‖ Maria gives him. • **Independently integrate all sources of information during reading.** While reading *Mud Tortillas* a student comes to the word ‗comal,‖ and stops. He reads the first part of the word using a known word ―no‖ as /co/ then says the remaining part of the word /mal/. He reads on to page 17, and says, ‖ Oh, a comal is something you use to bake the tortillas; it's like a baking sheet. ‖ Here the student used graphophonic/visual to say the word. He used structure/syntax to figure out that ―comal ‖ is the name of something. He used meaning to determine that they were going to cook the tortillas on the comal. This is integration of all sources of information, and a strategy students can use to learn the meaning of new vocabulary words. This is a critical strategy for ELL students. • **Word solve with control and independence, at the point of error** (if the word is in the child's vocabulary). • **Read with fluency and phrasing on longer passages of text.** See the chart on evaluating fluency that follows on page 8. Children reading books in Group 6 should be at Level 4 of Oral Reading Fluency. *When children read books in Level J with at least 96% accuracy and understanding, and they demonstrate these behaviors and strategies, move them to Level K books.*

A child is reading The Frog Princess (Level J). Beginning at page 8 the child reads: *So there was a gr+long and/grand SC wedding. But the third prince was not very happy. The prince carried (with long a)/carried SC the frog (repeats) The prince carried the frog princess (repeats) princess to ro/really/royal meetings on a b+ee+long a+tiful/beautiful/SC green cush-cushion*. Etc. Overall the child read with 95% accuracy, a 1:3 self-correction ratio, and fluency, and she retold the story with accuracy and detail. This child is ready to transition into the next level, Level K books.

(Level K)

Books at Level K encompass an even larger range of genre: realistic fiction, animal fantasy, traditional literature, some simple biographies, and more difficult informational books. Chapter books are more common with some of the books in a series about the same topic or character. Multiple characters are introduced in the story with little character change. Unassigned dialogue statements are introduced requiring students to understand how dialogue is formatted (e.g. a new line starts each time a different character speaks). Concepts and ideas are introduced that require readers to think about a different time, space or a culture unlike their own. Content specific words and some technical words tax their word solving skills and are often new vocabulary words. Silent reading is necessary so students can increase the volume of their reading. The overall characteristic is that from here onward students will be reading more complex reading material. Extended descriptive language, more complex chapter books, and challenging, unusual vocabulary are a few of the changes introduced. Illustrations are non-existent, and if they do appear, they are not located in close proximity to the text being read. Therefore, teaching students to envision and accumulate text across a story are critical skills.

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

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

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

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

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

While reading the *Blind Men and the Elephant,* a student reads, —*The third man grabbed the elephant"s sm-oo-th, smooth ivory t-us-k, tusk. „Why, an elephant is as sharp as a sper…no…/ea/ says /ee/, spear."* Yes, these men are blind so they are feeling the elephant and telling what parts of it feel like. I know a „spear" is sharp on the end. This white thing he is touch is a „tusk" and it is sharp on the end. I"m sure I"ve read it correctly." Is this student ready to move to Level L books? The answer is, —Yes. ‖ She is monitoring her reading, solving new words by using parts of known words and irregular vowel rules. She is thinking about the story to make meaning by thinking across the story, envisioning, and deciding what the story is all about. This student is demonstrating the behaviors and using the strategies that are necessary for the challenge of reading Level L books.

Reading Workshop

Reading Workshop

The structure for reading workshop includes the following segments:

A Mini Lesson

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

Private reading time

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

Mid-Workshop Teaching Point

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

Partner Reading Time

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

Teaching Share

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

Why Reading Workshop?

The Reading Workshop centers on the following beliefs:

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

Adapted from <u>Conferring With Readers</u>

Five Missing Pillars of Scientific Reading Instruction

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

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

Guthrie, J. T. and N. M. Humenick (2004). Motivating students to read: Evidence for classroom practices that increase motivation and achievement. *The Voice of Evidence in Reading Research*. P. McCardle and V. Chhabra. Baltimore, Paul Brookes Publishing**:** 329-354.
Fink, R. (2006). *Why Jane and Johnny couldn't read -- and how they learned.* Newark, DE: International Reading Association.

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

Allington, R. L. (2006). Critical factors in designing an effective reading intervention for struggling readers. In

C. Cummins (Ed.), *Understanding and implementing Reading First initiatives.* Newark, DE: International Reading Association.

Swanson, H. L., & Hoskyn, M. (1998). Experimental intervention research on students with learning disabilities: A meta-analysis of treatment outcomes. *Review of Educational Research, 68*(3), 277-321.

O' Connor, R. E., K. M. Bell, et al. (2002). Teaching reading to poor readers in the intermediate grades: A comparison of text difficulty. *Journal of Educational Psychology* 94(3): 474-485.

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

Hefflin, B. R., & Hartman, D. K. (2003). Using writing to improve comprehension: A review of the writing to reading research. In C. C. Block, L. B. Gambrell & M. Pressley (Eds.), *Improving comprehension instruction: Rethinking research theory, and classroom practice.* New York: Guilford.

Tierney, R. J. and T. Shanahan (1991). Research on reading-writing relationships: Interactions, transactions and outcomes. *Handbook of Reading Research, vol. 2.* R. Barr, M. Kamil, P. Mosenthal and P. D. Pearson. New York, Longman. pp. 246-280.

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

Taylor, B. M., P. D. Pearson, et al. (2000). Effective Schools and accomplished teachers: Lessons about primary grade reading instruction in low-income schools. *Elementary School Journal 101*: 121-165.

Allington, R. L., & Johnston, P. H. (Eds.). (2002). *Reading to learn: Lessons from exemplary 4th grade classrooms.* New York: Guilford.

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

D'Agostino, J. V. and J. A. Murphy (2004). A meta-analysis of Reading Recovery in United States schools. *Educational Evaluation and Policy Analysis, 26(*1): 23-38.
Allington, R. L. (2004). Setting the record straight. *Educational Leadership 61*(6): 22-25.
U.S.   Department of Education (2005) *Identifying and Implementing Educational Practices Supported By Rigorous Evidence: A User Friendly Guide.* Retrieved on 12/13/05 from:
www.ed.gov/rschstat/research/pubs/rigorousevid/guide_pg3.html
Presented at the National Reading Conference, Los Angeles, December 2006.

Maintaining Reading Logs

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

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

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

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

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

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

- If a child reads an amount—say, 34—pages during a half hour in school, then brings that same book home and claims to read a much smaller amount—say, 8 pages—within half

an hour of reading time at home, alarms should go off. Is the child actually making enough time for reading at home?
pneumonic

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

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

        Above all, student logs are a way to be sure that everyone, teachers, principals, and students, keeps their eyes on the volume of reading that children are doing. Dick Allington's research suggests that it takes four hours for a student who reads 200 wpm to complete *Hatchet*. The chart below shows how long it should take students to complete different leveled books.
        Assuming that your students read for thirty minutes in class and thirty minutes at home, at a rate of 200 wpm, then you should expect a student to finish reading *Hatchet* in eight days, which seems reasonable. You may find that a particular child takes twice as long to read *Hatchet*. This should prompt some research. Why is this child reading especially slowly? (If the child is reading below 120 accurate wpm, then alarm bells should go off. This child should be reading easier texts!! Or perhaps the child is sitting in front of a text, rather than reading it.)

Name: _____

My Daily Reading Log
(Place a check next to the title when you complete a book)

Date	Class/Home Alone/Partner	Level	Title	Pages Read	Minutes	Rate It	Parent Initials
9/1/06	C – Alone		Because of Winn Dixie	46-89	30	10	PC

TCRWP 2007 DRAFT

Classroom Libraries

There are specific, research-based guidelines toward which you should aim when building your classroom library. As an integral part of a balanced literacy classroom, an effective classroom library includes:

- **a core collection of 300 to 600 books** (10 -20 books per student) with new books added routinely to spark interest and old, worn, and tattered books discarded periodically;
- **a wide variety of formats:** wordless books, big books, picture books, chapter books, graphic novels, series books, hardcover books, and paperbacks;
- **fiction books** – about 40-50% including a wide variety of authors, illustrators, and varied themes;
- **nonfiction books** – 40 to 60% of the collection should include informational and nonfiction books;
- **reference books** – 5% of the collection should consist of current reference books, including, but not limited to, dictionaries, thesauruses, almanacs, atlases, and encyclopedias;
- **current books** – 30% of the books should have been published within the last five years;
- **multicultural books;**
- multiple copies of **popular titles**;
- **text sets** consisting of a set of books on a theme or topic and representing a variety of reading levels;
- **books spanning a range of complexity**, including predictable, easy-to-read books, leveled books, books of a more challenging nature, and books for independent reading;
- **books spanning three grades above and three grades below the designated grade level**; and
- materials other than books that include **magazines**, **newspapers**, **comic books**, audio-tapes, CD-ROMs, and writing paper and art supplies to encourage children to respond to their reading.

In addition to a variety of books and formats, a classroom library should ideally be in a **clearly defined area out of traffic flow**. Books should be labeled and organized in tubs, shelves, or bookracks and the space should accommodate about 4-5 students at a time. Comfortable furniture or cushions for reading help make the space attractive and inviting for readers.

Ways Readers Might Use Notebooks

- *Readers sketch to help themselves envision.*

- *Readers jot phrases to help them accumulate the text.*

- *Readers look for patterns in their jottings to help create a theory.* •

Readers create a boxes and bullets outline of recurring ideas.

- *Readers do 5 minutes of free writing about an idea when they run out of things to say in partner conversation.*

- *Readers do 5 minutes of free writing to put post-it's together and create new thoughts.* •

Readers gather their post-it's on one line of thinking and do some jotting.

- *Readers take a theory, do some further writing, and arrive at a more refined theory.*

- *Readers create a T-chart in which they record events in the story and their thoughts about those events.*

- *Readers create a T-chart in which they write their thoughts and develop them.*

- *Readers take one thought-provoking post-it and write a whole page about it to prepare for conversation.*

- *Readers make a web of ideas and use it to create new ideas and conversation.*

- *Readers jot down what their partners are saying and begin new conversation with it.*

It is important to teach students how to talk about their reading. The following talk prompts can help to explicitly teach and then put on a chart for students to access during partner time, book clubs, or other times.

Getting Started:

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

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

Writing Workshop

Writing Workshop

The structure for the writing workshop includes the following segments:

A Mini Lesson

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

Independent Writing time

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

Mid-Workshop Teaching Point

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

Partner Writing Time

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

Teaching Share

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

Why Writing Workshop?

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

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

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

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

-Lucy Calkins

Essential Characteristics of the Writing Workshop

Adapted from:*The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts)*

o Choices about Content
  o Students decide what they will be writing about (personal topic selection) even when the teaching is focused on a particular kind of writing (genre) and students are required to do this kind of writing, students can decide what they will write about in this genre
o Time for Writing
  o Students need a sustained block of time for writing every day
o Teaching
  o Students need teaching that supports their writing every single day. Whole class teaching (mini- lessons), small group teaching (strategy lessons), and individual teaching (conferring) are all contexts for the teaching of writing
o Talking
  o Writers need to talk about their writing. Writers need to be heard, need to have listeners who will react to their writing.
  o Different writers need different amounts of talk at different times.
o Periods of Focused Study
  o The writing workshop needs ongoing units of study at all times
  o The units should cover a wide range of topics and genres
  o Immersion into these topics and/or genres is essential
o Publication Rituals
  o It is only through taking a piece of writing all the way through to publication that students learn both the process of writing and the rewards of seeing that process through to its completion.
  o Publication rituals and expectations/deadlines help students maintain the independent part of the writing workshop by helping them understand the outcomes that are expected
  o This is also a way to tie some grading and evaluation criteria to publication expectations
o High expectations and Safety
  o Teachers have to make a place in their classrooms where it is okay for everyone to write, where it is safe to write, no matter what that looks like when a student does it.
  o We as teachers should expect everyone to do their best work and we should have high expectations for that.
  o But evaluation should match, at least in some ways, the students' efforts to do their best work
  o If struggling students learn that their very best work will never bring them rewards because it just doesn't come close to the writing of the other students, they will quickly learn that their best work is not valued, that is it's not safe for them to try in this place, and they will likely stop even trying to grow as writers.
  o If very gifted writers realize they can get by without doing their best work, they will not grow as much as they could in the writing workshop either.
o Structured Management
  o Students need to learn routines and structures for the workshop in order for it to be maintained
  o They need to learn how to use the room during the workshop, how to manage the supplies needed for their writing, how time is managed in the workshop during the mini-lessons, independent writing, partner work, share time, and conferences. They need to learn what the

publication expectations and structures are, how to figure out what to do next in their writing and strategies for times when they think they are ―done. ‖

Ways to get students started in notebooks (typically 3rd – 6th)

INSIDE the Writer's Notebook

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

- Use a photograph from the time your writing about to help you think of more details to include

- Interview someone who was there to get another perspective and more details to add to your writing
- Sketch the setting to help you remember all the tiny details
- Sketch your characters, label the sketches, and write about the labels
- Go to the place (if possible) and write everything you can about it
- Make a web
- Make a time-line or a story mountain to help plan your writing
- Make a quick list of everything you can remember
  Try out different leads (the weather, time of day, small action, dialogue)
  Make a list of words you know you want to use (try for exciting verbs and adjectives/specific nouns)

- Write questions you have about the time you are writing about and try to answer them

- Make a square and divide it into 4 boxes - use your senses as titles for each box - write using your senses about that time

Smell	Touch
The smell of salt water filled my nose.	The rough sand scraped the bottom of my feet.
Hear	See
I could hear the waves crashing.	Sea gulls were flying over my head.

- Write the bones of your story (just get it down without all the dialogue and wonderful details)

- Think about the heart of your story (Where is the most action/emotion?) and just write the heart in your notebook, stretching it out, writing it in slow motion, bit-by-bit
- Tell your story to someone and then write it

Word walls are one of the best friends of teachers of writing workshop. They are a resource for children to spell words correctly. However, if they are not properly maintained or taught, they can be more of a nuisance than anything else. Therefore, there are some golden rules that teachers should follow when making the choice to have word walls in their classrooms.

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

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

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

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

5. *Words on the word wall should be well-selected and limited in number. Richard Allington says that if there are more than three things on one chart, it is too busy and no one will ever use it. The same is true for a word wall. If we crowd the wall with all the words that could possibly ever come up, then the*

wall will be too busy and will be rendered useless. Children need to be taught how to take one type of word and let it help them spell other similar words. For example, instead of putting up every "n't" contraction, put up one or two and teach the class to apply the same pattern that determines the spelling of "didn't" to spell "couldn't" or "haven't."

6. *Content area vocabulary should have its own temporary word wall. Of course, there are times of the year when students need to study some very particular vocabulary as related to science, social studies, math, and other subjects. These words also need to spelled correctly in the context of that content areas writing. However, they are not always grade level appropriate spelling words. Therefore, if you are studying a unit on the rainforest, you want your students to spell words like "understory" and "capybara" correctly. However, they may not be grade-level appropriate spelling words. Therefore, you might make a rainforest word wall, much smaller in size and temporary in nature. This word wall can be consulted as long as the unit is being studied and the words may be removed once the unit has ended.*

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

Teachers College Reading & Writing Project

benevolent		
Captain Hook		
―The brown blotches of benevolent skin cancer the sun brings from its reflection on the tropic sea were on his cheeks. ‖ (p. 33)		
bene	*vol*	*-ent*
benevolence	voluntary	confident
beneficial	volition	patient
benefit	volunteer	different
benefactor		
bene – well		
volo – wish		
-ent – a suffix used to form adjectives from nouns		

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

Word Histories/Etymology for Upper Level Word Study

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

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

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

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

*Ayto, John. *Dictionary of Word Origins.* New York: Arcade.

*Kennedy, John (1996). *Word Stems: A dictionary.* NY: Soho Press.

*Moore, Bob & Moore, Maxine (1997). *NTC"s Dictionary of Latin and Greek Origins: A Comprehensive Guide to the Classical Origins of English Words.* Chicago, IL: NTC Publishing Group.

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

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

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

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

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

Day #5: Game day, test day!

*EXAMPLE WORD STUDY, 3 GROUP SCHEDULE

Group	Monday	Tuesday	Wednesday	Thursday	Friday
1	A	B	C	D	E
2	E	A	B	C	D
3	D	E	A	B	C

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

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

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

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

E: Game day/ Children use the same basic game no matter what their group, just different words. Each game day consists of two different games.

If extra time: do a surprise sort or sort words from a previous week.

EXAMPLE Planning FORM For Small Group Word Study

Stages and Concepts	Students	Lessons
Emergent **Early to Middle** • Concepts Sorts • Rhyming • Letter Recognition and Names • Concept of Word **Middle to Late** • Phonemic Awareness: Beginning Sounds • Concept of Word		

Stages and Concepts	Students	Lessons
Letter Name-Alphabetic • **Early** • Beginning Sounds • Ending Sounds Digraphs and Blends Same-Vowel Short Vowel Spelling Patterns • Short Vowels • **Middle** • Consonant Digraphs Consonant Blends Mixed-Vowel Spelling Patterns • Consonant Blends with Short Vowel Spelling Patterns **Late** • Short Vowels in CVC words outside of word families • Review digraphs and blends in CVC words • Preconsonantal nasals in short vowels		

● Introduce r-influenced Vowels (ar and or)		

Stages and Concepts	Students	Lessons

Within-Word Pattern
 	
Early
 	
    • Short and Long-Vowel Patterns (CVC and CVCe)
    • CVVC Spelling Patterns
 	
Middle
 	
    • R-Influenced Vowels
 	
Late
 	
    • Dipthongs and Other Ambiguous Vowels
    • Complex Consonants
    Contractions
    Plurals		

Stages and Concepts	Students	Lessons
• • • • •		

Syllables and Affixes
 	
Early
    Plural Endings
    Unusual Plurals
    Compound Words
    Inflectional Endings
    Review Ambiguous
    Vowels in One-Syllable
    Words
 	
Middle
 	
- Open and Closed Syllables
- Vowel Patterns in Accented Syllables
- Final Unaccented Syllables
- Two-Syllable Homophones
- Special Consonants in Two-Syllable Words
 	
Late
 	
- Simple Prefixes and Base Words
- Simple Suffixes		

Word Study weekly check-up: Date:

Point Values □	4 Exceeds Expectations	3 Meets Expectations	2 Approaching Expectations	1 Below Expectations	Teacher Narrative (If necessary)
Expectations					
Word Study Notebooks: • **Each page dated, and labeled.** • **Uses consecutive pages.** • **Neat writing** • **Words written in correct groups** • **Words spelled correctly**					
Participation: • **Stays on task; following schedule on his/her own. Partner sort routines followed Uses appropriate classroom behavior.**					
Working at grade level					
Overall mastery of new word pattern by the end of the week.					

-
-

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

There are patterns of mistakes that students make in their spelling.	We have to identify what those patterns are and "teach the pattern, not the word."
There are patterns to the types of mistakes going on in our classrooms.	We should have whole class learning going on about patterns in students' spelling.

Strategies Writers Use to Spell Well

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

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

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

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

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

- Writers consider what they know about the way most words are spelled.

Planning a Word Introduction Putting a
New Word onto the Word Wall

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

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

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

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

5. Place the word on the wall and expect it to be spelled correctly from now on.

Tom Marshall

Teachers College Reading & Writing Project

Some Golden Rules about Word Walls

● Words on the wall don't need to be memorized, but must be spelled correctly when used in context.
● Words should be a part of students' writing vocabulary.

● Students need to know the meanings of the words on the word wall.
● Words should represent patterns that students need for their writing.
● Don't crowd the word wall.

● Words can graduate off the word wall once the majority of students can spell them independently.
● Content area vocabulary should have its own temporary word wall which changes with each unit.
● The word wall should represent what the majority of your class needs. Students can have individual word walls or spelling notebooks to differentiate their needs.

Shared Reading

Overview of Shared Reading in lower and upper grades

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

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

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

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

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

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

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

The STRUCTURE of 1 Shared Reading Lesson:

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

Shared Reading 5-Day Cycle Planning Template

Monday	Tuesday	Wednesday	Thursday	Friday
Familiar read:	Familiar read:	Familiar read:	Familiar read:	Familiar read:
Comprehension:	**Decoding:**	**High Frequency Words:**	**Phonics and Phonemic awareness:**	**Fluency:**
Group Read:	Group Read:	Group Read:	Group Read:	Group Read:

Non-Fiction Shared Reading Lesson Plan (5-Day Cycle)

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

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

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

Share Reading 8-Day Cycle Planning Template

Day #1	Day #2	Day #3	Day #4
Comprehension	*Comprehension*	*Tricky Word Strategy*	*Vocabulary*
Familiar read:	Familiar read:	Familiar read:	Familiar read:

Shared Reading 8-Day Cycle Planning Template -cont.

Day #5	Day #6	Day #7	Day #8
Word Work	*Parts of Speech/Grammar*	*Writing Under the Influence*	*Fluency*
Familiar read:	Familiar read:	Familiar read:	Familiar read:

Read-Aloud

Read-Aloud Overview

Read Aloud can have many purposes:
- To model love of books and authors
- To model fluent and proficient reading
- To introduce a variety of genres
- To develop/deepen comprehension strategies
- To support the reading and/or writing workshop
- To develop accountable talk and vocabulary
- For exposure to text strucutres, language, concepts and vocabulary essential for students as they begin to explore the world of books and build their social skills.

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

Read aloud is one of the most important parts of reading instruction.

- It teaches listening comprehension.
- It implicitly teaches, pre-teaches, re-teaches many of the things we teach in reading workshop.
- It helps build community.
- The accountable talk is a great segue for kids' work in clubs later during the year.
- It teaches kids to build on ideas and develop conversational skills.
- Kids learn to justify their thoughts with text support.

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

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

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

1. Think aloud as a reader. Be a reader in front of the kids. Notice things in the text.

2. Make the first few think alouds similar.

3. Ask the students to turn and talk, saying close to what you've said in the think aloud.

4. Stop the kids before they are finished. You never want kids to feel like they've finished talking and can now fool around. They'll want to talk more this way.

5. Set up the talking prompt pretty explicitly.

6. Don't have the students tell what they said to the whole class. They may not be so good at explaining their thinking. Instead, you recap (if recapping is necessary) possibly improving things you heard.

7. Quote a student as having used the word "because" and mentioning part of the text in support

of the thinking.

8. Prompt students at the next turn and talk to use the word "because." When the students are finished, compliment them on all the "because's."

9. Ask the students to talk until you ask them to stop then compliment them on sustaining a

longer (even if it's not much longer) conversation.

10. Eventually you won't have to give specific prompts. Students will be able to talk for a long time after just hearing, "turn and talk."

In the beginning, readers…	In the middle, readers…	In the end, readers…
• get to know the characters by what they say, do, or what others say about them (infer) • start to like or dislike the characters (empathize) • figure out what will happen in the story (predict) • name the problem or big idea of the story (develop a theory)	• see events unfolding and revise or further refine their theory with more words (revise a theory, use text evidence) • possibly revise their feelings for a character (empathize)	• add the events and their knowledge of the character up (synthesize) • recognize change in their character (recognizing change)

Throughout the story, readers…

• figure out unfamiliar words and idioms using a

variety of clues • think about whether the text makes sense (monitor for sense)

• add to their understanding of what's gone on already (accumulate

the text)

• increase their understanding by making personal connections and talking, thinking, writing off of them (making connections)

• pursue their theory (develop and revise a theory, use text evidence)

Ways to Stay an Active Listener during Read-Aloud

Taken from The Art of Teaching Reading *by Lucy Calkins*

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

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

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

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

5. Jot and talk. Jot and talk. Jot and talk.

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

7. Remember yesterday's chunk of text before you start to read today.

Resources

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