

**Using STRATEGY GROUPS
to Help Your Students
Become Better Readers:
Practical Differentiation
(Grades 3-6)**

by

Dr. Julie Kozisek

INSTITUTE FOR EDUCATIONAL DEVELOPMENT

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CEU Information

To extend the usefulness of this seminar, the Institute provides the following additional services for participants:

CERTIFICATE OF PARTICIPATION

Each seminar participant will receive a Certificate of Participation confirming staff development hours for attending today's program. At the conclusion of today's seminar, the certificates will be available for pick-up at the registration table, arranged alphabetically. There is no charge for the certificate.

PROFESSIONAL DEVELOPMENT

Today's seminar may meet your requirements for certificate renewal. Present the Certificate of Participation to your school, district or licensing agency to determine if this seminar meets those requirements.

PROCEDURES FOR THE FOLLOWING SPECIFIC STATES

Connecticut Continuing Education Units

It is necessary for you to attend the entire seminar & complete the following steps in order to earn .5 CT CEUs:

1. Verify your attendance by **signing in** at the registration table on the Connecticut CEU Attendance Verification Roster when you arrive and **signing out** at the end of the seminar. **If you wish to receive CT CEU credit for a seminar held in a state other than CT, you must sign in/out on a separate CT attendance verification roster.**
2. The Connecticut Department of Education requires each participant receiving CEUs to respond to the following question, *"How will today's seminar help you improve student learning?"* **At the close of today's seminar, please take a few minutes to write a response to this question on the evaluation form found on the last page of the resource handbook.** Please include your name and school at the bottom of the evaluation sheet.
3. **Turn in your evaluation to the Program Manager and pick up your Certificate of Participation as you leave at the close of the seminar in the afternoon.** This serves as your official CT CEU Certificate as long as it bears a CT stamp with IED provider number - 845.

Participants who are in need of additional activity codes for specific certification requirements are instructed by CT-DOE to write in the code requested after the 025 (effective teaching and instructional strategies) directly on their Certificate of Participation before they turn it in. The office of Bureau of Certification and Professional Development will look at the title/brochure on file, to verify that the additional code requested applies. * *Participants from Newburgh and White Plains, NY are also eligible for Connecticut CEUs.*

Illinois Continuing Professional Development Units (CPDUs)

Each participant in today's seminar is eligible to earn 5.0 IL CPDUs. In order to earn the credit, it is necessary to attend the entire program and do the following:

1. Verify your attendance by signing the Attendance Verification Roster at the beginning and the end of the seminar.
2. Complete the Evaluation Form you will receive at the registration desk and return it to the Program Manager in the afternoon.
3. Complete the Evidence of Completion Form you will receive at the registration desk and **retain it** for your portfolio.
4. At the time of presenting your paperwork for your CPDUs, you will be required to present a copy of the brochure which you may print off of our Web site at <http://www.iedseminars.org/il.cfm> within 90 days of the date of this seminar.

Indiana Library Education Units

Librarians are eligible to earn Library Education Units if a seminar has been pre-approved by the Indiana State Library, as indicated on the cover of the seminar's brochure. In order to receive LEUs, it is necessary to attend the entire program and receive a Certificate of Completion at the end of the seminar.

Maine Continuing Education Units

Each participant in today's seminar is eligible to earn .5 ME CEUs from the University of Maine. In order to receive the CEUs, it is necessary to attend the entire program and verify your attendance by signing the Maine Attendance Verification Roster at the beginning and at the end of the seminar. You will receive the Program Completion Form upon signing in. Please complete Section I of the form and hand it back to the Program Manager by noon. The signed form will be attached to your Certificate of Participation which you will receive at the end of the seminar. You will need to send the Program Completion Form together with a check in the amount of \$10.00 to the University of Maine for the CEU transcript. * *Participants from Portsmouth, NH are also eligible for Maine CEUs.*

Michigan State Board Continuing Education Units (SB CEUs)

Each participant in today's seminar is eligible to earn .5 Michigan State Board CEUs. If you would like to receive SB-CEU credit, it is necessary to attend the entire seminar and complete the following steps:

1. You must verify your attendance by completing the SB-CEU roster on the registration table. Provide your first, last name and a valid email address. In addition **you must initial in at the beginning and again at the end of the seminar.** **The first, last name and email address you use when creating an account on the SCR must be exactly the same as what you filled in on the roster at the seminar.** The SB-CEU Coordinator will upload your information to the SCR using the information on the sign in sheet about two weeks after the seminar. Your account will be matched to this upload by name and email address. If these identifiers don't match exactly, you will not be able to access the evaluation and subsequently, not awarded your SB-CEUs. You must use the same names and email address for each seminar you attend so that you can continue to access evaluations and SB-CEU transcripts.
2. If you haven't done so please create your personal SCR account immediately so that you will receive the automatically generated email reminders from MDE regarding timelines and other important information. Access the Professional Development Website at: https://www.solutionwhere.com/MI_sbceu/welcome.asp. If you encounter difficulties creating your personal account or accessing the evaluation, please contact the Website Administrator by clicking on Website Administrator or call 517-327-5925.

Minnesota Administrative Clock Hours

For those seminars approved for Administrative Clock Hours, please pick up 2 copies of the Certificate of Approved Program Completion at the end of the day from the registration table.

Mississippi Continuing Education Units

Each participant in today's seminar is eligible to earn .5 Mississippi Department of Education Continuing Education Units. If you would like to receive MS Continuing Education Units, it is necessary to attend the entire seminar and complete the following steps:

1. Complete the information requested on the Mississippi Attendance Verification Roster. Verify your attendance by signing in as you arrive and signing out at the end of the seminar.
2. Complete the APPLICATION FOR CONTINUING EDUCATION UNITS (CEUs) form, as requested by Mississippi College. Give your completed form, along with a check in the amount of \$5.00, payable today to Mississippi College, Office of Continuing Education. **SORRY, NO CASH CAN BE ACCEPTED.** Late submissions cannot be accepted. The \$5.00 fee covers the cost of processing and maintaining your MS Continuing Education Units (CEUs) paperwork and records at Mississippi College, Office of Continuing Education. A CEU certificate will be mailed to you by Mississippi College, Office of Continuing Education.

** Participants from the following cities are also eligible for Mississippi CEUs: Alabama: Birmingham, Huntsville, Mobile and Montgomery. Louisiana: Baton Rouge and New Orleans. Tennessee: Memphis*

Montana Teacher Certificate Renewal Units

Each participant in today's seminar is eligible to earn one (1) renewal unit per contact hour of attendance (full day = five [5] contact hours) toward State of Montana teacher certificate renewal. Please complete the following steps in order to earn the unit(s):

1. **Verify your attendance by signing the Montana Attendance Verification Roster at the beginning and at the end of the seminar.** Your name and other requested information must be on the Montana Attendance Verification Roster for you to receive a "CERTIFICATE: REGISTRATION AND VERIFICATION" form.
2. Complete SECTION I of the "CERTIFICATE: REGISTRATION AND VERIFICATION" form and return it to the program manager at the registration table. The certificate will be signed and dated by the program manager, which will validate the renewal unit(s) as required for renewal of certification. Mechanical reproductions of signature will not be accepted on original forms submitted for renewal of certification.
3. At the end of the day, pick up your certificate of participation form and your "CERTIFICATE: REGISTRATION AND VERIFICATION" form at the registration table.

There is no charge for the renewal unit(s). It is your responsibility to submit a validated copy of the "CERTIFICATE: REGISTRATION AND VERIFICATION" form to the Montana Office of Public Instruction when renewing your certification. Instructions for the completion of the "CERTIFICATE: REGISTRATION AND VERIFICATION" form and for certificate renewal are provided on the reverse side of the form.

Pennsylvania ACT 48 CPE Hours

Each participant in today's seminar is eligible to receive five (5) ACT 48 CPE hours. It is necessary to attend the entire program and complete the following steps:

1. Fill out today's ACT 48 CPE roster, providing information in all listed columns. All information is required for you to obtain Act 48 CPE Hours and receive an official letter from PA PDE.
2. Make sure your Professional Personnel ID # is correct. Use the PA Dept of Education website to find and verify your PPID#: www.education.state.pa.us under *Access Services*.
3. You **MUST** answer the following question on the evaluation page of your handbook: "**How do you plan to utilize the strategies, methods or activities you learned today?**"

Rhode Island Department of Education-Office of Teacher Preparation, Certification & Professional Development

Each participant in today's seminar is eligible to receive five (5) Rhode Island Contact Hours. It is necessary to attend the entire program and complete the following steps:

1. Complete the "Participant Section" on the Credit Report form and give it to the Program Manager at the registration table by NOON. Verify your attendance by signing the Rhode Island attendance roster. **Supplying your Applicant ID number (not your SSN) is MANDATORY.** Failure to provide your Applicant ID number will preclude your completed learning experience from being reported to RIDE. To secure your Applicant ID number contact Shirley Medeiros, Teacher Certification, (401) 222-8801, Email: Shirley.Medeiros@ride.ri.gov. If you are unable to secure your Applicant ID # today, sign today's RI attendance roster, list your birth date on the roster and indicate you will email your ID # to: info@iedseminars.org within 10-days of this seminar. In addition to indicating your Applicant ID # in the email, you will need to include your name and program information: date, city location, short title, and presenter's name to ensure that we have all the information to match your name for reporting. **If your Applicant ID # is not received within the 10-day grace period, we will be unable to report your attendance.**
2. At the end of the seminar, your copy of the verified Professional Development Credit Report form will be attached to your Certificate of Participation. Please retain your copy to verify your records when you apply to RIDE to renew your certificate.

Texas Continuing Professional Education (CPE) Requirements

Participant must attend the entire seminar to earn five (5) clock hours. Should you have to leave early, a deduction in time must be noted on roster and Certificate of Participation.

The Institute for Educational Development (IED) is a registered Approved Provider (#500205) for CPE clock hours. A one-day IED seminar is equal to five (5) CPE clock hours. It is necessary for you to complete the following steps to be eligible for Certificate Renewal Credit for attending today's seminar: *(Texas cont'd on next page)*

(Texas Cont'd)

1. Verify your attendance by signing in on the Texas Attendance Verification Roster when you arrive and then sign out when the seminar is over.
2. At the end of the day, pick up your Certificate of Participation from the registration table. If you must leave early, the reduction in time will be noted on both the attendance roster and your Certificate of Participation.
3. This certificate serves as your official transcript. You are required to keep this document with your files and submit as needed to the State Board for Educator Certification for Certificate Renewal. For additional information about Certificate Renewal visit the SBEC website at: www.sbec.state.tx.us or contact the SBEC Information and Support Center at (888) 863-5880.

Washington Clock Hours: Puget Sound Educational Service District

Each seminar participant is eligible to earn five (5) Washington State Educator Clock Hours. If you would like to request WA Clock Hours, please complete the following steps:

1. Pick up a clock hour request form at the registration table. Complete the form and write a check for **\$10.00**, payable to PSESD. **SORRY, NO CASH PAYMENTS CAN BE ACCEPTED.**
2. Give the completed clock hour request form and check to the IED program manager at the registration table by NOON. Verify your attendance by signing the Washington Attendance Verification Roster **at the beginning and at the end of today's seminar.**
3. At the end of the seminar, please complete the evaluation form, located on the last page of your handbook. The Program Manager will have your Certificate of Participation and your signed pink copy of the PSESD Clock Hour Request Form available for pick up at the registration table when you drop off your evaluation.
4. Should you choose to mail your clock hour request form and payment directly to Puget Sound ESD, **please note that all forms and payments must be received by PSESD within 21 days of the seminar date. You must include a stamped, self-addressed envelope.** The mailing address is on the Clock Hour Request form. Please have the Program Manager provide the Clock Hour Class Number (SEA####) before you leave. You will need to complete the center section, attach a check for \$10 and mail it to PSESD **with a stamped, self-addressed envelope.** PSESD (not the Program Manager) will sign Section IV on the form and return the pink copy to you as your receipt in the stamped, self-addressed envelope you provide. A copy of the Certificate of Participation is NOT needed for Clock Hours.
5. **Please complete the WA Clock Hour evaluation at www.psesd.org/cheval.**

Washington STARS Credit for Early Childhood Providers & Educators

The Institute for Educational Development is approved to provide STARS training by the State Registry and Training System (STARS), which is overseen by the Washington State Department of Early Learning. Participants may be eligible to receive 5.0 STARS credits for attending today's seminar. If you would like to register for STARS credit, please complete the following steps:

1. Print your name and STARS registry (ID) number on the STARS Training Completion Report on the registration table. The Training Completion Report will be provided to DEL upon their request at a later date. **If you don't know your STARS registry number or do not have a STARS registry number, please print your employer's or facility's name and the phone number and email where you may be reached.**
2. Pick up and retain your **Certificate of Participation** as verification of attending today's seminar. **You will need the Certificate of Participation at a later date.** There is NO charge for STARS credit.
3. The STARS online database has been taken off-line; to obtain your STARS history, please **email your first and last name and date of birth to stars@del.wa.gov, or call 1-866-482-4325 and choose "option 8" (this phone number is only for STARS history). DEL will be in touch with you within five business days.**

SEMESTER CREDIT OPTION

FOR SEMINARS HELD IN THE UNITED STATES:

One optional graduate elective credit is available through Chapman University (California), based on the successful completion of course requirements, along with an additional fee of \$65.00. Please refer to the Chapman information sheet, at the end of this section, for complete details for earning the credit and for specific enrollment requirements.

How to Register

You can register onsite at the seminar or by mail or fax after the seminar. If registering at the seminar, please allow two weeks from the seminar date for your registration to be received by Chapman University. **If registering after the seminar, please send registration and payment directly to Chapman University within 30 days from the seminar date.**

- **To register at the seminar:** Complete the registration form and give it along with your payment to the Program Manager at the registration table. Keep the upper portion of the form. These are the instructions for your coursework.
- **To register by mail:** Send the registration portion of the form, along with your payment to:
Chapman University, Extended Education, IED Practicum, 16355 Laguna Canyon Rd, Irvine, CA 92618
Keep the upper portion of the form. These are the instructions for your coursework.
- **To register by fax:** Copy the registration portion onto 8 ½ X 11 paper or download the 8 ½ X 11 registration form at www.chapman.edu/ExEd/k-12/courses/seminarFollowup.asp then fax it and your credit card information to (949) 754-1337.

FOR SEMINARS HELD IN CANADA:

One optional graduate elective credit is available through Chapman University (California), based on the successful completion of course requirements, along with an additional fee of \$65.00 (U.S. Funds). Please visit Chapman's web site, www.chapman.edu/ExEd/k-12/courses/seminarFollowup.asp to download registration information.

Earn 1 Graduate Elective Credit By Developing Practical Activities Based on an IED Seminar

Course Description

This course offers educators the opportunity to earn university credits by developing practical activities based on an IED seminar.

Credit Information

Chapman University will award 1 semester hour of graduate level elective credit based upon successful completion of course requirements. These credits are professional development units that are not part of a degree program but instead are primarily used for professional advancement (such as salary increment steps and recertification). Students should seek approval of appropriate district or college officials before enrolling in these courses to satisfy any degree, state credential, or local school district requirements. State licensing departments vary regarding their criteria for credit acceptance, and some states may not accept credit from universities that are located outside the state.

Course Requirements

1. Attend and participate in the entire seminar.
2. Develop 3 practical activities based on the seminar. The activities must be designed so that they can be implemented in your classroom or program. They may be geared to K-12 students, staff or others, based on your position.
3. Conduct the activities in your classroom/work setting. *Refer to www.chapman.edu/k-12 (FAQs) if not currently in a classroom setting.*
4. Complete a written report that describes each activity. **Each activity must be at least one full page** (not including title page or documentation), typed and single-spaced. Use a 12 point font and one inch margins. Staple the paper together. Do not send the paper in a report cover. Complete your report individually; no group reports are permitted.
5. The report must include a **Title Page** with your name, address (for sending your grade), Chapman ID # (refer to confirmation letter), title of seminar, seminar date, and a brief (one paragraph) description of the seminar. The title page must also include the grade level, number of students, and any special information about the student population (e.g. at-risk, ESL, etc.).
6. You will be graded on the accuracy of the title page, each of the components in # 7 below as well as the **Quality of the Overall Paper**, which includes the format, grammar, spelling, punctuation, required length, and other overall qualities.
7. Write about each activity separately. Use the subheadings below to report on each activity. Label subheadings clearly.
 - A. Activity Description:** Describe each activity in detail, using narrative form (no bullets, no numbers, no incomplete sentences). List all materials that you and the participants used (e.g. handouts, books, props, etc.). Describe each activity thoroughly as if the reader were not familiar with the topic.
 - B. Learning Objectives:** Write specific learning objectives for each activity. Include what you wish to achieve and how you will accomplish it.
 - C. Appropriateness of Activities for Targeted Students:** Explain how the activities meet appropriate developmental needs of the participants/students.
 - D. Correlation of Activities to the Seminar:** Discuss how the activities relate to the seminar content.
 - E. Student Evaluation and Assessment:** Evaluate the students' learning experience and describe the assessment methods. Relate the assessment to objectives stated in B above. Include samples of the assessment tools, if applicable.
 - F. Self Evaluation:** Write a self-evaluation of your own strengths and weaknesses as you developed and implemented these activities. Discuss what you would do differently next time and suggest areas for improvement, if any.
8. Include **Documentation** for each activity (e.g. student samples, photos, handouts, or lessons plans). Samples should be limited to 1 or 2 pieces for each activity and fit in a 9 x 12 envelope. The samples and the paper will not be returned.

Submitting Report

- Upon registration, you will receive a confirmation letter/receipt, your Chapman ID # and the name and address of your grader. Send your coursework to that address.
- Do not send your coursework to Chapman University or IED. Grading takes approximately 4 weeks.
- A copy of your seminar participation certificate **must** be included with your report to be accepted for grading.
- The final report is due (postmarked) **six months** from the date of the seminar with **no exceptions**. Your report will not be returned to you. You will receive a grade by mail.

Confirmation Letters

We encourage you to begin working before you receive your confirmation letter/receipt. You may safely assume that your registration will be successful, and you may view the rubric and sample format (IED PDF form) at:

<http://www.chapman.edu/ExEd/k-12/courses/seminarFollowup.asp>.

How to Register

You can register onsite at the seminar or by mail or fax after the seminar. If registering at the seminar, please allow two weeks from the seminar date for your registration to be received by Chapman University. ***If registering after the seminar, please send registration and payment directly to Chapman University within 30 days of the seminar date.***

- **To register at the seminar:** Complete the registration information below and give the bottom portion of this form along with your payment information to the Program Manager at the registration table. Keep the upper portion of the form. These are the instructions for your coursework.
- **To register by mail:** Send the registration portion of this form, along with your payment directly to: Chapman University, Extended Education, IED Practicum, 16355 Laguna Canyon Road, Irvine, CA 92618. Keep the upper portion of the form. These are the instructions for your coursework.
- **To register by fax:** Copy the registration portion below onto 8 ½ x 11 paper or download the 8 ½ x 11 registration form at <http://www.chapman.edu/ExEd/k-12/courses/seminarFollowup.asp> (IED PDF form). Then, fax it with credit card information to 949-754-1337.

Further Questions

FAQs on our website: <http://www.chapman.edu/ExEd/k-12>

Information on ordering a transcript: <http://www.chapman.edu/ExEd/k-12/forms/transcriptReq.asp>

Email: K12@chapman.edu Phone: 949-341-9857



ED/D 9766 Educational Development Practicum (1 credit) \$65.00

Registration for IED Practicum

Clip and mail this form to the Chapman University address above or fax per instructions above.

Last Name	First Name	M.I.	Seminar Title	
Address			Seminar Date	
City	State	Zip	Make \$65 check payable to Chapman University. Circle payment type.	
Phone/Home () ()	Work () ()		<input type="checkbox"/> Visa <input type="checkbox"/> Master Card <input type="checkbox"/> Discover <input type="checkbox"/> Check	
Social Security Number			Card Number	Exp. Date
Email Address				
If previously enrolled at Chapman using a different name, state name			Total Amount	Signature
Office Use Only:				
Grade:				
Grader:				

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Key Principles of Differentiation

1. **Differentiation begins with student assessment.** Assessment is on-going and linked to instruction. Teachers assess student readiness, interest and learning style.
2. Students need to understand that **each one of them is unique** and thus has **different learning needs**. This will lead to the fact that students will not all be doing the same things. **Students will be working at different tasks.**
3. **Flexible grouping is key.** Students will work with a variety of groups:
 - similar needs – mixed readiness
 - like-readiness
 - mixed-readiness
 - similar interests
 - different interests
 - similar learning styles
 - random grouping
 - whole group
4. self-selected groups **A variety of instructional strategies are used.** Instruction must be based on different learning modalities, interests and varying degree of complexity. Differentiation can take place through the content, pace, delivery, resources, response and setting.
5. **Time is used flexibly.**

Role of Assessment in a Differentiated Classroom

Assessment and instruction are inseparable.

Assessment drives instruction. The information provided by the assessment helps the teacher to map out the next steps for individual learners and the class as a whole.

Assessment occurs throughout the teaching/learning cycle. Preassessment, formative and summative assessments are regular parts of the classroom.

Assessment allows teachers to **adjust their teaching accordingly.**

Teachers assess **student readiness, interest and learning style.**

Assessment is part of **teaching for success.**

Assessment helps to **set up flexible groups.**

Assessment may be **differentiated.**

Assessment information helps **students track their own growth.**

Assessment is focused on **personal growth** versus peer competition.

Kinds of Assessment – Data Collection

Types	Definition	Examples
Screening	Assessments done on all students to determine who might need extra help – completed three times a year . They are quick and easy to administer.	<ul style="list-style-type: none"> • DIBELS • Pre/Post checklist of skills • Benchmark assessment • San Diego Quick Assessment
Diagnostic	Assessments that determine strengths and weaknesses in specific areas. They are designed to provide detailed information.	<ul style="list-style-type: none"> • Running records – miscue analysis • DRA - Developmental Reading Assessment • IRI - QRI • Phonemic Awareness Inventory • Phonics Inventory - checklist • Word reading list • Fluency assessment - determine WCPM • Writing sample • WAWA • Attitude/Interest survey
Progress Monitoring - Formative	Assessments that are done frequently to determine if learning is happening. Assessments are ongoing and conducted regularly: <ul style="list-style-type: none"> • Daily • Biweekly • Weekly 	<ul style="list-style-type: none"> • Fluency rubric • Running records - miscue analysis • Probes - related to specific skills • Anecdotal records • Rubrics to match academic tasks • Formative assessment – analyze data to make instructional groups
Summative assessment - Classroom Based Assessments	Formal assessments that identify if students are meeting standards.	<ul style="list-style-type: none"> • Reading series test • Rubrics to match academic tasks • District summative assessments

See - www.studentprogress.org or www.nrld.org

The Key Pillars of Reading Instruction The Big Five

Phonemic Awareness	Words are made up of sounds or phonemes and they can be manipulated.
Phonics	Letter and sound correspondence – matching sounds to letters or letter combinations and combining them into words
Fluency	The ability to read with speed, accuracy and expression.
Vocabulary	Knowledge of words can impact both fluency and comprehension
Comprehension	Reading with understanding

CAFÉ – Menu

Boushey & Moser – “The Sisters”

The Café Book: Engaging All Students in Daily Literacy Assessment & Instruction, 2009, p. 43

www.thedailycafe.com

www.choiceliteracy.com

Comprehension	Accuracy	Fluency	Expand Vocabulary
“I understand what I read.”	“I can read the words.”	“I can read accurately, with expression and understand what I read.”	“I know, find and use interesting words.”

The book and the web site provide specific strategies, skills and lessons to match each of the four areas. You will notice many similarities to your own curriculum.

A Balanced Reading Program

	Types of Reading	Activity	Explanation	Example(s)
TO	To	Modeled Reading	Teacher reads aloud, modeling how good readers read fluently and with expression. Books too difficult for students to read themselves are used.	<ul style="list-style-type: none"> • Reading aloud • Listening centers
	WITH	With	Shared Reading	Teacher and students read text together. Text is usually too difficult to read independently. Many times text is used for instructional purposes.
With		Interactive Reading	Teacher and students read together taking turns reading. Teacher helps students read fluently and with expression.	<ul style="list-style-type: none"> • Choral reading • Reader's theatre
Bridging - Connecting		Guided Reading Strategy Groups	Teacher plans and teaches small group reading lessons using texts at the student's level. The focus is on teaching the use of strategies while reading.	<ul style="list-style-type: none"> • Guided reading groups • Strategy groups • Conferences
BY	By	Independent Reading	Students choose and read self-selected books independently. Teacher conferences with students to monitor progress.	<ul style="list-style-type: none"> • Independent reading with conferences • Reading center
	For	Reading for Discussion	Students choose to read to discuss a text.	<ul style="list-style-type: none"> • Literature circles • Response journals
	For	Reading for Research	Students choose to read to investigate issues and questions.	<ul style="list-style-type: none"> • Reading to research and inquire

The Reading Process

Prereading	Prereading	<ul style="list-style-type: none"> • Choose a book • Activate or build background knowledge - connect to prior experiences – personal and literary • Set purposes for reading • Make predictions • Preview the text • Introduce vocabulary • Plan for reading 	Read	Introduce
	Reading	<ul style="list-style-type: none"> • Make predictions • Read text – choice of mode <ul style="list-style-type: none"> • Independently • Partner read • Shared reading • Guided reading • Listen to text read aloud or a taped version • Apply skills and strategies • Read the entire text from the beginning to the end, or predetermined sections • Read the pictures, charts, diagrams, etc. 		Interact
After Reading	Responding	<ul style="list-style-type: none"> • Personal response - write or draw in a reading response journal • Participate in a grand conversation – literature circle 	Respond	
	Exploring	<ul style="list-style-type: none"> • Reread and think deeply about the text • Participate in mini-lessons on skills and strategies • Make connections with personal and literary experiences • Examine the author’s craft and literary elements • Identify memorable quotes • Learn new vocabulary words 	Ripple	Instruct
	Applying - Extending	<ul style="list-style-type: none"> • Connect with related books • Construct projects • Reflect on their interpretations • Value the reading experience 		Integrate

(Adapted from Language Arts: Content and Teaching Strategies, 5th Edition, Tompkins, 2002)

Framework - Reading Workshop (60-90 minutes)

Reading Workshop	Reading Workshop – Linked to Café/Daily 5
One mini-lesson followed by small groups	Multiple short mini-lessons interspersed with small groups
<p style="text-align: center;">Introductory Activities – Large Group</p> <ul style="list-style-type: none"> • Mini-lesson • Read aloud or language arts activity <p style="text-align: center;">10-20 minutes</p>	<p style="text-align: center;">Mini-lesson – Large group (Comprehension, accuracy, fluency, vocabulary)</p> <p style="text-align: center;">Short lesson - 5-10 minutes (15 max)</p>
<p style="text-align: center;">Management mini-lesson – Large group</p> <p style="text-align: center;">Introduce new options available for students</p> <p style="text-align: center;">5-10 minutes</p>	<p style="text-align: center;">Small group – Daily Five Conferring, brain break</p> <p style="text-align: center;">5-15 minutes (Repeating structure to follow)</p>
<p style="text-align: center;">Workshop time – Collaborative time</p> <ul style="list-style-type: none"> • Independent reading – optional • Differentiated small groups – meet with 2-3 groups daily <ul style="list-style-type: none"> ○ Guided reading group ○ Strategy group ○ Book Club ○ Background group • Optional - Differentiated intervention – small group – additional instruction <p style="text-align: center;">Management options – choose the strategy</p> <ul style="list-style-type: none"> • Independent reading • Menu of choice • Centers/stations • Daily 5 • Contract/project approach <p style="text-align: center;">30-60 minutes</p>	<p style="text-align: center;">Mini-lesson – Large group (Comprehension, accuracy, fluency, vocabulary)</p>
	<p style="text-align: center;">Small group – Daily Five Conferring, brain break</p>
	<p style="text-align: center;">Mini-lesson – Large group (Comprehension, accuracy, fluency, vocabulary)</p>
	<p style="text-align: center;">Small group – Daily Five Conferring, brain break</p>
	<p style="text-align: center;">May repeat cycle of mini-lesson/small groups, Conferring, brain break</p>
<p style="text-align: center;">Sharing – Celebration of learning</p> <ul style="list-style-type: none"> • Children share and evaluate. • Children listen and respond to others. • Children share new learnings, enthusiasm for books, strategies discovered, and response projects. <p style="text-align: center;">5-10 minutes</p>	

Beginning the Year - Before Starting Strategy Groups

It may take anywhere from three to six weeks before you are ready to start strategy groups.

Assessment

Assess students through individual conferencing to **determine their reading levels and strategy needs.**

Important to determine each child's independent, instructional and frustration levels in reading

- IRI
- DRA
- Miscue Analysis – running record
- Fountas and Pinnell Benchmark System

Independent

- 98/99 – 100% words correct and 90% comprehension
- Students can read books with great deal of success

Instructional

- 95 – 97/98% words correct and 75% comprehension
- Students may face a few challenges as they read

Frustration

- 94% or less words correct and 50% or less comprehension
- The material is too difficult for students

Management

Get your management system up and running through mini-lessons and practice

- Independent reading
- Menu of choices
- Centers/stations
- Projects
- Daily 5

Assessment System

Notebook – (Pensieve – Daily 5)

- **Monthly calendar** to note when to conference with students
- **Class list** to keep track of dates of conferences – helpful to make sure you are meeting with all students and not missing anyone
- **Group recording form** to determine strategy groups
- **Dividers** for each child
 - List of objectives/strategies or Café Menu
 - Conference form – note taking
 - Anecdotal records

File folder system – file folder for each student to collect assessments:

- Reading survey
- Parent survey
- IRI, DRA, running records, miscue analysis
- Fluency checks
- Anything else you use

Area of the room for assessment

- table – quiet area removed from noise
- notebook – it is portable so it can go with you
- file folder system – this stays in this area
- materials needed for assessing

Individual Conferencing – Beginning of Year Assessment

Ideas to consider when meeting with students individually:

- Types of assessment
 - DRA, IRI, LRP
 - Running record – miscue analysis
 - Fluency check
- Talk with the child about his/her skills. **“Tell me about yourself as a reader.”** Ask the child what he/she thinks he/she is good at or needs work on.
- **Reading survey** – attitudes and interests
 - Students complete on own
 - Review and talk about answers with the student
- **Praise** the student on strengths you notice while assessing – record strengths
- Use **common language** that matches your curriculum – students need to hear common vocabulary throughout the day
- **Set goals with the student.** Identify an area of focus and a specific strategy to work on. Choose a strategy based on what is most needed at that moment. Since you will continue to meet with the student the goal and strategy can be easily modified.
- If using the Daily 5 the student places name on a sticky note under goal area on the Café Menu. Students can also mark goal on their personal Café Menu in their reader’s notebook.
- Teacher fills out the **conference form** noting information on the student:
 - name
 - strengths
 - goal/strategy
 - notes
 - next steps
- Teacher starts or adds to a **list of students** that would benefit from this goal/strategy. This list will be used to **form strategy groups**.
- Always ask the students to **explain their goal** before leaving the conference. It is key to review and use the language of the goal to help the students gain ownership of it.
- Make the next appointment for a conference with the student.

Instruction will follow, guided by each child’s assessment. Strategy groups will be formed based on student’s needs.

Conference Form

Student name Goal/strategy	Strengths:	
Date	Notes – Teaching points	Next steps
	Ideas for recording <ul style="list-style-type: none"> • Title of text reading • Observations made as listening to student reading • Focus of instruction 	Ideas for recording <p style="margin-left: 20px;">Directions for students – focus</p> <ul style="list-style-type: none"> • Ask student to do a specific task related to strategy • What to check at next meeting

Possible Strategy Group Lessons

Skill/Strategy: Students:	Skill/Strategy: Students:	Skill/Strategy: Students:
Skill/Strategy: Students:	Skill/Strategy: Students:	Skill/Strategy: Students:
Skill/Strategy: Students:	Skill/Strategy: Students:	Skill/Strategy: Students:

Starting the Year - Reading

Week One

- Start with mostly **large group activities** - read aloud, shared reading – build community, develop trust and relationships
- **Familiarize** the students with the **major parts of the room**
- Introduce general **classroom routines**
- Begin to **read aloud books** you can use later in mini-lessons
- **Read poetry** and invite response
- Give **book talks** to raise student interest
- Start **silent reading** time
 - Model what silent reading looks like and sounds like
 - Daily 5 – I chart – student and teacher behaviors
 - Build stamina slowly – building up the reading time
 - Have students self-assess based upon behaviors on chart
- Introduce the students to the **reading workshop format** and set guidelines for reading workshop
- Possible **reading mini-lessons**:
 - Selecting and returning books from the classroom library
 - Different ways to choose books - just right books, too hard or too easy books
 - What do good readers do?
 - Reading surrounds us - What do we read daily??? Make a bulletin board of things we read daily.
 - Daily 5
 - Check for understanding
 - Cross checking
 - Tune into interesting words
 - Back up and reread
 - Good fit books
- **Organize your small group area.** You will first use it for assessment purposes and then transfer into using it for small groups.
- Introduce the **reading management strategy** you will use – independent reading, menu of choices, rotation of centers, planning/work board, daily five, projects, etc. If choosing to use Daily 5, start the mini-lessons the first week introducing read to self. If choosing a different management strategy you may start week one or wait until week two.

Week Two

- Continue to **work with the whole group** - read alouds, poetry, shared reading
- Continue to give **book talks**
- **Start conferencing with students - individual assessments** - both formal and informal assessments - invite the special educator(s) to help. Try to assess two - three students daily.
- **Observe and make anecdotal notes** on students as they read independently and interact in large group activities
- Students complete **self-assessment** on reading
- Send home a **parent survey** on reading. Ask parents to complete and return.
- Possible **mini-lessons**:
 - Introduce/review genres
 - Keeping records of books read - reading log
 - What to do when you come to a word you do not know - start a strategy list on a bulletin board and continue to add to it. Be sure to model each strategy.
 - Start basal lessons
 - Daily 5
 - Continue to review prior strategies
 - Monitor and fix-up
- Introduce/Review the **reading management strategy** you will use – independent reading, menu of choices, rotation of centers, planning/work board, Daily 5, projects, etc.
- **Menu of choices options or centers/stations**
 - Introduce one at a time and practice that center before introducing a new one
 - Create looks like/sounds like charts
 - Show how to use the materials in the center and how to put the materials away when finished.
 - Introduce the center record keeping form to complete after center work.
 - Let students start to go to a center(s) as you monitor their involvement and movement. Praise them for using the materials in the centers correctly.
- **Daily 5**
 - Work on read to self and introduce work on writing
- Start a **class word wall**
- Start to **group children** into possible groups for guided reading or strategy groups

Week Three

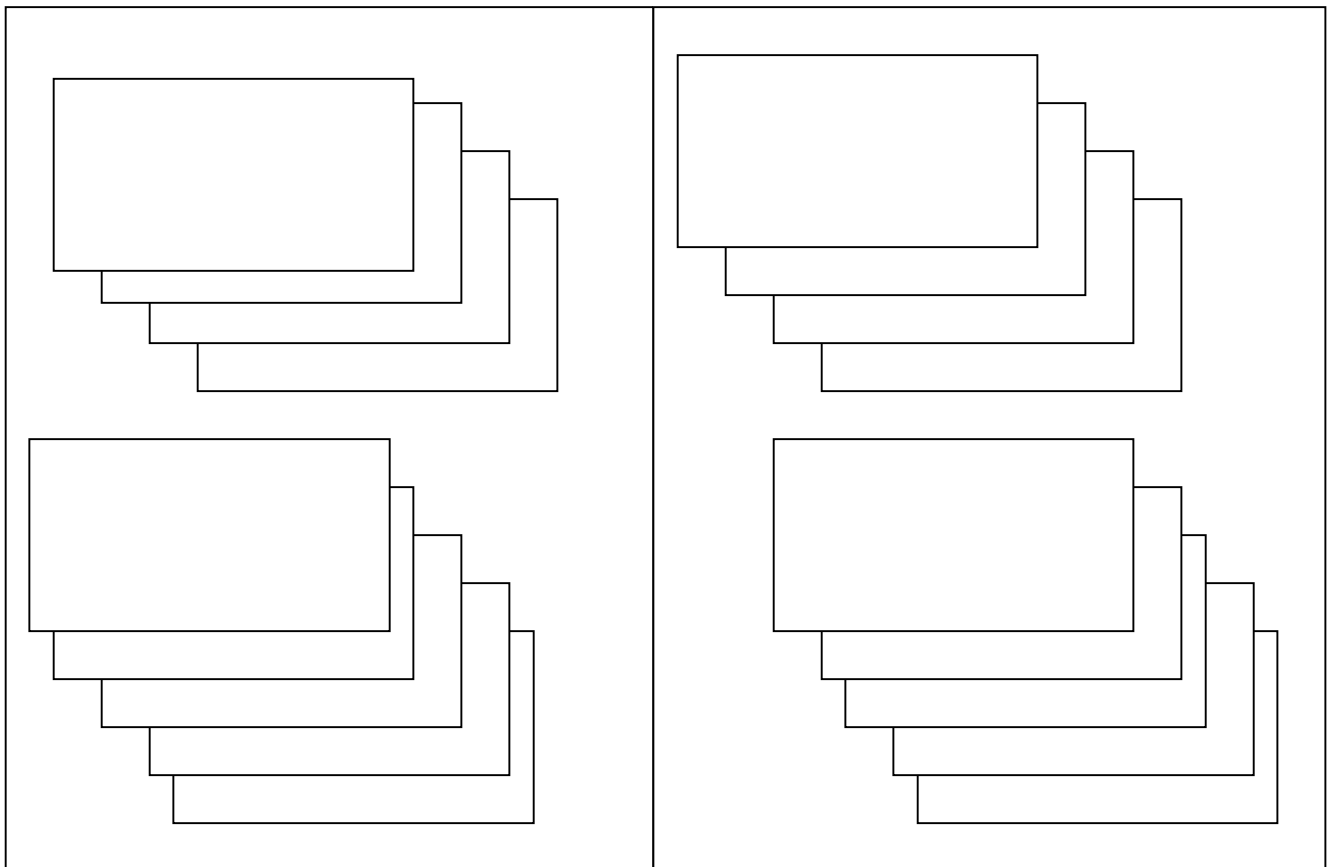
- Continue **read alouds, shared reading, poetry sharing and book talks**
- **Continue conferencing with students - individual assessments** - both formal and informal assessments - invite the special educator(s) to help.
 - Try to assess two - three students daily
 - Meet with individuals for assessment when students are working independently through menu, centers/stations, or Daily 5
 - Look at forming possible groups for guided reading or strategy groups
- **Continue introducing management options:**
 - Introduce **new menu of choices options or centers**. Create looks like/sounds like charts. Show how to use the materials in the center and how to put the materials away when finished.
 - Continue with **Daily 5** – read to self, work on writing. You may choose which one to introduce next – read to someone, listen to reading or word work.
- Discuss what to do when **working independently** on menu of choices, centers or Daily 5 and **you have a question**. Share possible options.
- If using a basal teach strategies from the basal for large group instruction
- Continue to add to **bulletin board of reading strategies** - What to do when you come to a word you do not know. Be sure to model each strategy.
- Introduce the **reading strategy of making connections** (TS, TT, TW). Use sticky notes to record connections. Teacher models during shared reading. Ask students to make connections during independent reading.
- Introduce the **reading response journal/notebook**. This could include any of the following:
 - Reading workshop guidelines
 - Reading log
 - Books you would like to read in the future
 - Genre review
 - Response section - place for student's responses - connections. You may teach the students to write a weekly response letter to the teacher.
- Introduce the weekly **turn in schedule** for the reading journal/notebook (M, T, W, TH, F). Post the days of the week and the students' names for each day.
- Determine where students will keep their journals/notebooks. Identify **storage options**.

Week Four

- **Complete individual assessments** if needed so groups can be formed.
- If ready **start working with small groups during workshop time**. Praise students for working independently as you meet with groups.
- Continue to **introduce menu of choice options, new centers/stations or Daily 5**.
- Continue to **work with reading strategy - making connections**. Teacher can model in shared reading. Students can apply in guided and independent reading.

Anecdotal Records

Using a file folder and 3 x 5 or 4 x 6 index cards



Readability – Leveling Books

www.fountasandpinnelleveledbooks.com

- Leveled booklist of more than 16,000 books
- K-8

Fountas, Irene & Pinnell, Gay Su. (2005). *The fountas & pinnell leveled book list, K-8, 2006-2008 Edition*. Portsmouth, NH: Heinemann.

Pinnell, Gay Su & Fountas, Irene. (2001). *Leveled books for readers, grades 3-6: A companion volume to guiding readers and writers*. Portsmouth, NH: Heinemann.

Word Program

Type in the text

MAC

Word menu – Preferences – Spelling and Grammar – Show readability statistics, click OK – In tools menu – select spelling and grammar. Once Word finishes checking spelling and grammar it displays information about the reading level - Flesch-Kincaid

IBM

Tools – Options – Spelling and Grammar – Check show readability statistics - In tools menu – select spelling and grammar. Once Word finishes checking spelling and grammar it displays information about the reading level - Flesch-Kincaid

Scholastic e-catalog

http://teacher.scholastic.com/products/classroombooks/browse_level.asp

A-Z Teacher Stuff – leveled books database

<http://books.atozteacherstuff.com/leveled-books/index.php?p=home>

The Lexile Framework

www.lexile.com - search their database

30,000 titles - Grades 1 – 12 CDRom – \$199.95

The Lexile Framework: An Introduction to Educators - \$14.95

1-919-547-3400

www.interventioncentral.org

Click on Tools for Educators. Scroll down and find OKAPI Reading Probe Generator. Follow directions - Spache Readability (1st - 3rd) or Dale-Chall Readability Formula (4th up)

DRP Booklink – Direct Reading Program

www.tasaliteracy.com

20,000 titles - Grades 1 - 12

CDRom - \$99.00 1-800-800-2598

Correlation Table – Book Levels

This table provides an *approximate* comparison of the different leveling systems.

Stage	Wright Group Level	Reading Recovery Level	Fountas and Pinnell Level	DRA Level	Scholastic Guided Reading Level
Early Emergent	A	1	A	A-1	A, B
	B	2	B	2	B
	C	3	C	2-3	B
	D	4	C	3-4	C, D
Upper Emergent	E	5-6	D	4-5	D
	F	7-8	E	6-8	E
	G	9-10	F	9-10	F
	H	11-12	G	11-12	G
	I	13-14	H	13-14	H
	J	15-17	I	16	I
	Early Fluency	K (2)	18	J	18
L (3)		19	J	18	K
M (4)		20	K	20-24	L
N (5)		20	L-M	24-28	M
Fluency	O (6)	21	N	30	N
	P (7)	21	N	30	O
	Q (8)	22	O	34	P
	R (9)	23	P	38	P
	S (10)	24	Q	40	Q
	T (11)	25	R	40	R
		26, 27	S	44	S - Z
		28	T	50	
		29	U	50	
			V-W-X	60	
			Y	70	
		Z	80		

Reading Management Strategies Workshop – Differentiated Instruction

Independent Reading	<ul style="list-style-type: none"> • Students read independently while teacher meets with small groups. • Students write in reading response journals.
Menu of Choices My Daily Plan My Weekly Plan Choice Board	<ul style="list-style-type: none"> • Students are provided a menu of choices to complete during the reading work time. Students decide on the order of completion. • Teacher meets with small groups while students work on their menu of choices.
Rotation of Centers/Stations	<ul style="list-style-type: none"> • Centers are set up and students rotate through the different centers. • A time limit is set for each center. Students move at end of time limit. • Children are in heterogeneous groups as they work in the centers. • Teacher pulls students from the different centers to make groups: <ul style="list-style-type: none"> ○ heterogeneous, homogeneous or flexible groups
Planning Board Work Board - centers/stations	<ul style="list-style-type: none"> • Centers are set up and students are assigned to different centers based upon the planning board or work board. • A time limit may be set for each center or students may decide when to move on own, as they complete each center. • Children are in heterogeneous groups as they work in the centers. • Teacher pulls students from the different centers to make groups: <ul style="list-style-type: none"> ○ heterogeneous, homogeneous or flexible groups
Daily 5	<ul style="list-style-type: none"> • Options are available. Students may choose or teacher may assign: 1) Read to self 2) Read to someone 3) Work on writing 4) Word work 5) Listen to reading • Teacher pulls students from the different options to make groups: <ul style="list-style-type: none"> ○ heterogeneous, homogeneous or flexible groups
Contract or Project Approach Centers/stations are optional	<ul style="list-style-type: none"> • Children design contracts noting activities/projects they will complete. Centers may/may not be an option. • Children are working on their own, with a partner or in a small group to complete activities/projects designated on their contract. • Teacher pulls students from the work time to make groups: <ul style="list-style-type: none"> ○ heterogeneous, homogeneous or flexible groups

Menu of Choices

Today you may choose from the following options:

- Independent reading
- Practice your spelling words
- Read your guided reading book or literature circle book – respond in your response journal
- Complete worksheet # _____
- Practice reading your poem so you are prepared to read it aloud
- Work on your response project
- Prepare questions for your literature group
- Prepare your book talk
- Work on your science project
- Work on the computer
- Listen to a book on tape

My Daily Plan


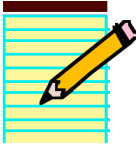






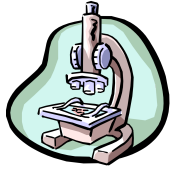

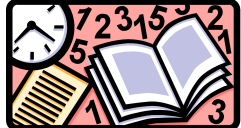

Today complete the following:

1. Practice your spelling words
2. Practice reading your poem so you are prepared to read it aloud
3. Complete worksheet # _____
4. Read your guided reading book or literature circle book – respond in your literature log
5. Independent reading
6. Choice activity

My Weekly Plan

Name _____

Week of _____

 Create	 Write	
 Read to a buddy	 Listen to story	
 Read to wall or bear	 Word Work	
 Read poetry	 Social studies	
 Science	 Computer	
 Spelling	 Play a game	

Literacy Centers - Work Stations

Literacy Centers	Work Stations
<ul style="list-style-type: none"> • Multiple students at a center - teacher sets number based on materials 	<ul style="list-style-type: none"> • Two students at a station
<ul style="list-style-type: none"> • Students grouped heterogeneously 	<ul style="list-style-type: none"> • Students grouped with a similar need, interest or reading level
<ul style="list-style-type: none"> • One center with a specific theme - example - one listening center 	<ul style="list-style-type: none"> • Multiple centers with same theme - two listening centers

Characteristics of Centers - Stations

1. Students have an **opportunity to practice and apply strategies** that have already been taught in large group experiences or in guided reading experiences. **Materials** in the center have already been **used for instruction first before being placed in the center**.
2. Centers gather like materials and activities into a **common theme area**. Centers stay up all year long. The **materials in the center change** to reflect children's reading levels, strategies being taught and topics being studied.
3. Centers can be set up as a **permanent area** or they can be a **portable center** – organized to move where students can use them. Examples: shoe boxes, pizza boxes, gift bags, tubs, crates, cereal boxes, miniature garbage cans, collapsible containers, milk jugs, laundry boxes, etc.
4. Centers focus both on **process and product activities**.
5. Centers provide **open-ended activities** for students. Students are able to integrate reading, writing, listening and speaking. Materials are **differentiated** for students with **different needs and reading levels**.
6. Children are given **choices** as they take part in the centers.
7. Centers enable the teacher to **assess students' use of strategies**

Possible Literacy Centers – Work Stations Available During Reading Workshop

Art Center, Artist’s Studio	<ul style="list-style-type: none"> • Variety of artist’s materials – paper, paint, glue, scissors, etc • Stamps and printmaking supplies • Magazines and catalogs • Step-by-step instruction books for drawing • Puppet making materials for story elements •
Alphabet Games	<ul style="list-style-type: none"> • Alphabet manipulatives – letter tiles, stamps, linking letters • Pictures, words, or actual objects to match to sounds • •
Author Center	<ul style="list-style-type: none"> • Books written/illustrated by the author • Interview tape, materials and information on an author the class is studying • Computer to access web sites on author •
Big Book	<ul style="list-style-type: none"> • Big books to locate concepts of print, words, phonetic elements • Highlight tape, sticky notes, pointer • •
Buddy Reading, Buddy Beach	<ul style="list-style-type: none"> • Two copies of books for students to read together • Possible questions/prompts to guide discussion • Beach chairs, beach umbrella, sun lamp, beach ball • Reading fluency rubric •
Computer Center	<ul style="list-style-type: none"> • Computers and interactive CDs and programs (Kidspiration) • Web sites – National Geographic, Scholastic • Bookmarked websites, web quests •
Dramatic Play, Drama Center, Actor’s Play	<ul style="list-style-type: none"> • Dramatic play settings • Props, artifacts, objects to dramatize a story or a book • Puppets, masks, clothing, etc. • Poetry to act out, reader’s theatre scripts • Flannelboard, objects for use on the flannelboard • IPODS - to create news clips •

Fluency Center	<ul style="list-style-type: none"> • Karaoke machine • Reader's theatre scripts • Improv bags • Tape recorder, computer or IPOD to record • Fluency flexors • Cards representing different voices • Rules of the road •
Game Center	<ul style="list-style-type: none"> • Commercial games - promote critical thinking and problem solving • Word games • Crossword puzzles •
Genre Center	<ul style="list-style-type: none"> • Books that match the genre the class is studying • Charts highlighting the genre characteristics • •
Grammar Center	<ul style="list-style-type: none"> • Grammar picture books • Highlight tape • Mad libs •
Handwriting Center	<ul style="list-style-type: none"> • Word wall, ABC chart • Overhead projector with transparencies and pens • Folder with a transparency taped in and paper underneath •
Library Center, Reader's Nook, Reading Garden, Reading Vacation	<ul style="list-style-type: none"> • Cozy place with pillows, lamps, rugs, plants • Variety of books, songs, book boxes, etc. • Bookmarks, sticky notes, graphic organizers, book review forms for students to use as they interact with texts • How to choose a book chart •
Listening Center, Listener's Corner, Listening Post, Recording Studio	<ul style="list-style-type: none"> • Listen to tapes and books or watch videos with matching text • Sticky notes, highlight tape • Tapes in different languages • Tape recorder or computer program to record reading – fluency • IPODS • Paper to write a personal response to reading • Could have a fiction listening center and a nonfiction listening center

Making Books Center	<ul style="list-style-type: none"> • Different options to make books - accordion books, origami books, flip/flap books, slotted books • Glue, tape, stapler, etc. • •
Making and Writing Words Center, Word Work, Word Study (Link to Spelling Center)	<ul style="list-style-type: none"> • Word cards, letter tiles or cards, magnetic letters, white board, pocket chart • Word wall, charts with theme related words, content words • Puzzle books, word finds, word sorts, crossword puzzles • How many words can you make? 2 letters, 3 letters, etc. • Word games – Boggle, Scrabble, Scattergories • Word games from the newspaper • Word webs, word trees, word ladders, word sorts • Dictionary, thesaurus • Guess my word – give clues – synonyms for words •
Math Center, Problem of the Day Center	<ul style="list-style-type: none"> • Math manipulatives, flashcards, math games • Problem of the day – solve it, create a new one • Word problems, paper, graph paper •
Message Center	<ul style="list-style-type: none"> • Mailboxes or bulletin board • Write notes to send to classmates • Variety of paper, envelopes, sticky notes, etc. •
Music Center, Musician’s Corner	<ul style="list-style-type: none"> • Tape recorder, tapes, songs • Keyboard and earphones • •
Newspaper Center, News in Review, Reporter’s Station	<ul style="list-style-type: none"> • Write and illustrate a classroom newspaper • Newspapers, magazines – samples of different types of text • Flap books – who, when, where, why important • Time for Kids, Scholastic News •
Overhead Projector	<ul style="list-style-type: none"> • Overhead projector, transparencies, overhead pens • Letter tiles, write or manipulate letters • Manipulatives to create and solve word problems • Project on chalkboard or dry erase board – write on it • Overheads from prior lessons for students to revisit

Pocket Chart	<ul style="list-style-type: none"> • Poems – whole, strips, words – Read, mix, fix, read • Sections of a story • Paragraphs or pictures to sequence •
Poetry Center	<ul style="list-style-type: none"> • Poetry books, charts, poetry frames/forms • Formula poems – patterns to learn to write • Poems to reassemble from strips/parts, to illustrate • Poems to practice for Poetry Café - dramatizing, performing • Highlight tape, rhyming dictionary, materials to illustrate poetry, paper to copy poems or make poetry books • Word magnets to create poetry • Poetry written by the children • Paper to illustrate the poem (visualizing) •
Post Office	<ul style="list-style-type: none"> • Write and mail letters • Writing materials and envelopes • •
Project Center	<ul style="list-style-type: none"> • Work on extensions/projects related to literature/content areas • • •
Proofreading Center, Editor's Corner	<ul style="list-style-type: none"> • Spellcheckers, word walls, dictionaries • • •
Reader's Theatre (Link to Drama Center)	<ul style="list-style-type: none"> • Premade Reader's Theatre text, choral readings • Text to read aloud – emphasis on fluency • Props, masks, puppets • Paper to write scripts •
Retelling Center	<ul style="list-style-type: none"> • Storytelling, reports, radio announcements • Puppets, storytelling materials • •

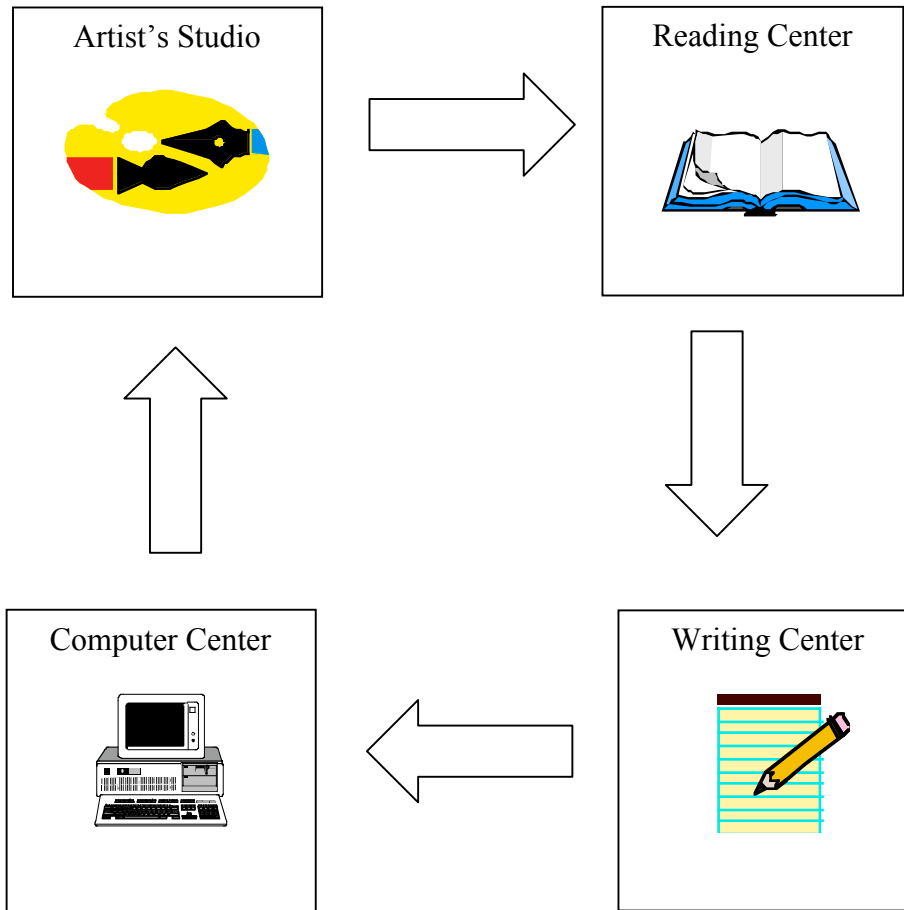
<p>Science Center, Researcher’s Lab, Scientist’s Lab, Observation Station</p>	<ul style="list-style-type: none"> • Active discovery and experimentation • Record predictions, observations, conclusions • Resource books, tapes to support content • Internet connection, bookmarked websites • Scientific data to examine • Graphic organizers • Newspapers, magazines •
<p>Social Studies Center</p>	<ul style="list-style-type: none"> • Resource books, tapes to support content, newspapers, magazines • Artifacts • Flash cards – content area vocabulary • Graphic organizers, tables, charts to support information • Paired text – informational text and matching poetry or fiction •
<p>Spelling Center (Link to Making and Writing Words Center, Word Work, Word Study)</p>	<ul style="list-style-type: none"> • Materials and games to practice spelling words – gel pens, white crayon/paint, sand/salt trays, shaving cream, chalk, magic slates, letter cards or tiles, letter stamps, magnetic letters, white board, etc. • Crossword puzzles, word finds • List of commonly misspelled words • Games – Scrabble, Hangman •
<p>Storytelling Center – Storyteller’s Place (Link to Drama Center)</p>	<ul style="list-style-type: none"> • Storytellers practice their craft • Puppets, flannel boards, masks, etc. • Story telling books, picture books appropriate for storytelling •
<p>Vocabulary Center, Word Wizard, Word Wall (Link to Making Words, Word Work, Word Study)</p>	<ul style="list-style-type: none"> • Word wall or display of words • Word sorts, word bingo, word riddles, acrostics • Commonly misspelled words, interesting words, content area words, homophone chart • Star words chart - words starring everywhere in books •

<p>Writing Center, Writer's Studio</p>	<ul style="list-style-type: none"> • Writing materials – paper, pencils, scissors, dictionary, clipboards, bookmaking supplies, etc. • Word wall, ABC word charts, seasonal word charts, content area word charts • Models of different forms/genres of writing • Computers, author web sites • Access to writing workshop materials • Pictures, photos to prompt writing • Paper to write book reviews or letters of recommendation to friends about what they've read •
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Guess My Word Station






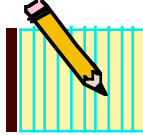

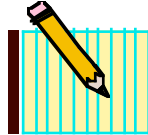

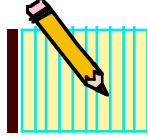





1. Decide who will guess the word first.
2. Person #1 turns around. Person #2 puts a word in the pocket in the crown. Then puts the crown on Person #1.
3. Person #2 gives hints about the word:
 - a. synonym
 - b. sentence
 - c. act it out
 - d. definition
4. Person #1 tries to guess it.
5. Take turns.

Rotating Centers




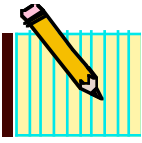

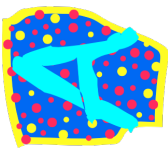






Children rotate around through a series of centers. A time limit is set for working at each center. Children work in heterogeneous groups at the centers. The teacher pulls out flexible groups for differentiated instruction.

Planning Board – Work Board





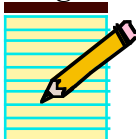


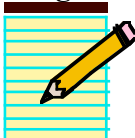






<p style="text-align: center;">Group 1</p>	<p style="text-align: center;">Artist's Studio</p> 	<p style="text-align: center;">Reading Center</p> 	<p style="text-align: center;">Computer Center</p> 
<p style="text-align: center;">Group 2</p>	<p style="text-align: center;">Reading Center</p> 	<p style="text-align: center;">Artist's Studio</p> 	<p style="text-align: center;">Writing Center</p> 
<p style="text-align: center;">Group 3</p>	<p style="text-align: center;">Listening Center</p> 	<p style="text-align: center;">Writing Center</p> 	<p style="text-align: center;">Artist's Studio</p> 
<p style="text-align: center;">Group 4</p>	<p style="text-align: center;">Writing Center</p> 	<p style="text-align: center;">Computer Center</p> 	<p style="text-align: center;">Listening Center</p> 
<p style="text-align: center;">Group 5</p>	<p style="text-align: center;">Computer Center</p> 	<p style="text-align: center;">Listening Center</p> 	<p style="text-align: center;">Reading Center</p> 

Planning Board – Work Board

<p>Artist's Studio</p>  <p>Limit 4</p>	<p>Reading Center</p>  <p>Limit 4</p>	<p>Listening Center</p>  <p>Limit 3</p>	<p>Writing Center</p>  <p>Limit 4</p>	<p>Computer Center</p>  <p>Limit 2</p>
<p>Word Work Center</p>  <p>Limit 2</p>	<p>Spelling Center</p>  <p>Limit 4</p>	<p>Game Center</p>  <p>Limit 4</p>	<p>Social Studies Center</p>  <p>Limit 4</p>	<p>Science Center</p>  <p>Limit 4</p>

Students are provided with icons to represent the centers available. On a rotation basis students select the center they will attend for the day. Each center has a maximum number of students that may choose it. Once the center is full the students need to choose another center. Students' choices are noted by placing a clothespin on the icon with the student's name on it.

Literacy Work Stations - Planning Board

Child's name	Child's name	Rotation 1	Rotation 2
Insert Child's picture and Name Tina	Insert Child's picture and Name Amanda	Artist's Studio 	Meet with teacher 
Insert Child's picture and Name Rudi	Insert Child's picture and Name Lindsey	Reading Corner 	Meet with teacher 
Insert Child's picture and Name Mark	Insert Child's picture and Name Jonathan	Writing Station 	Reading Corner 
Insert Child's picture and Name Heather	Insert Child's picture and Name Callie	Listening Station 	Writing Station 
Insert Child's picture and Name Liz	Insert Child's picture and Name Devon	Meet with teacher 	Listening Station 
Insert Child's picture and Name Sara	Insert Child's picture and Name Melissa	Meet with teacher 	Artist's Studio 
Insert Child's picture and Name Victoria	Insert Child's picture and Name Abby	Meet with teacher 	Computer Station 

My Contract _____

Center Activity planned	M	T	W	TH	F

Getting Started with Literacy Centers - Work Stations

1. Decide upon the **center management strategy** you will use – rotation of centers, planning board/work board, contract. (See examples.)
2. **Ask** yourself the following **questions**:
 - What are you currently teaching?
 - What materials are you using?
 - How can you turn that into a center or a work station?
3. **Open one center at a time. Teach** the students the **routines** and **procedures** needed to take part in the center. Set up **looks like/sounds like charts** to highlight appropriate behaviors. If possible design the charts/directions with the students. **Variation: Design an “I Can” chart** for the center with guidelines.
4. **Slowly introduce new centers**, teaching the routines and procedures needed. **Take time to introduce the centers** and then **layer on the small group instruction**.
 - Game center
 - Reading center
 - Listening center
 - Spelling center
 - Poetry center
 - Writing center
5. Set up an **organizational system** for students to **collect materials/work** from the centers. Use a center notebook or a pocket folder. **Use students to help monitor centers – king/queen of centers.**
6. **Allow students choice to decide where they will work in the classroom.** Use **hula hoops** to set parameters for materials.
7. Use a **five-minute warning for cleanup.** The signal helps the children to know they must stop what they are doing.
8. **Teach** students **record keeping** and **self-evaluation strategies.**

Game Garden

Looks like	Sounds like
<ul style="list-style-type: none"> • Students getting together and cooperatively deciding on a game to play. • Students setting up the game and putting the box in a place it won't get stepped on. • Students treating the game board and the pieces with respect. • Students playing games by the rules and honestly. • Students stopping the game when the time is up. • All students at Game Garden putting the game away together. • Students putting the game back where it goes neatly and respectfully. 	<ul style="list-style-type: none"> • Students having fun, but playing quietly so others are not disturbed. • Students using kind words and good sportsmanship. • Students using good manners by saying please, thank you and you're welcome.

Centers Should

Sound like	Look like	Feel like
<ul style="list-style-type: none"> • Students reading and writing. • Students listening. • Students working alone, in partners or in small groups. • Students talking with others at the center. • Students are making choices. • Students practicing skills and strategies previously taught. • Materials put back into their place. 	<ul style="list-style-type: none"> • Quiet voices so others can learn. • Students talking about reading and writing. • Students making choices and decisions together and alone. • Papers and materials being used. 	<ul style="list-style-type: none"> • Relaxed • Comfortable • Focused • I can do it!

_____’s Center Record

Date	Center Name	What I did today	Evidence of my learning	Reflections on my learning

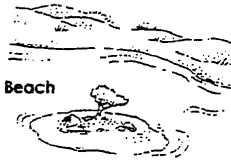
Center City

Name _____

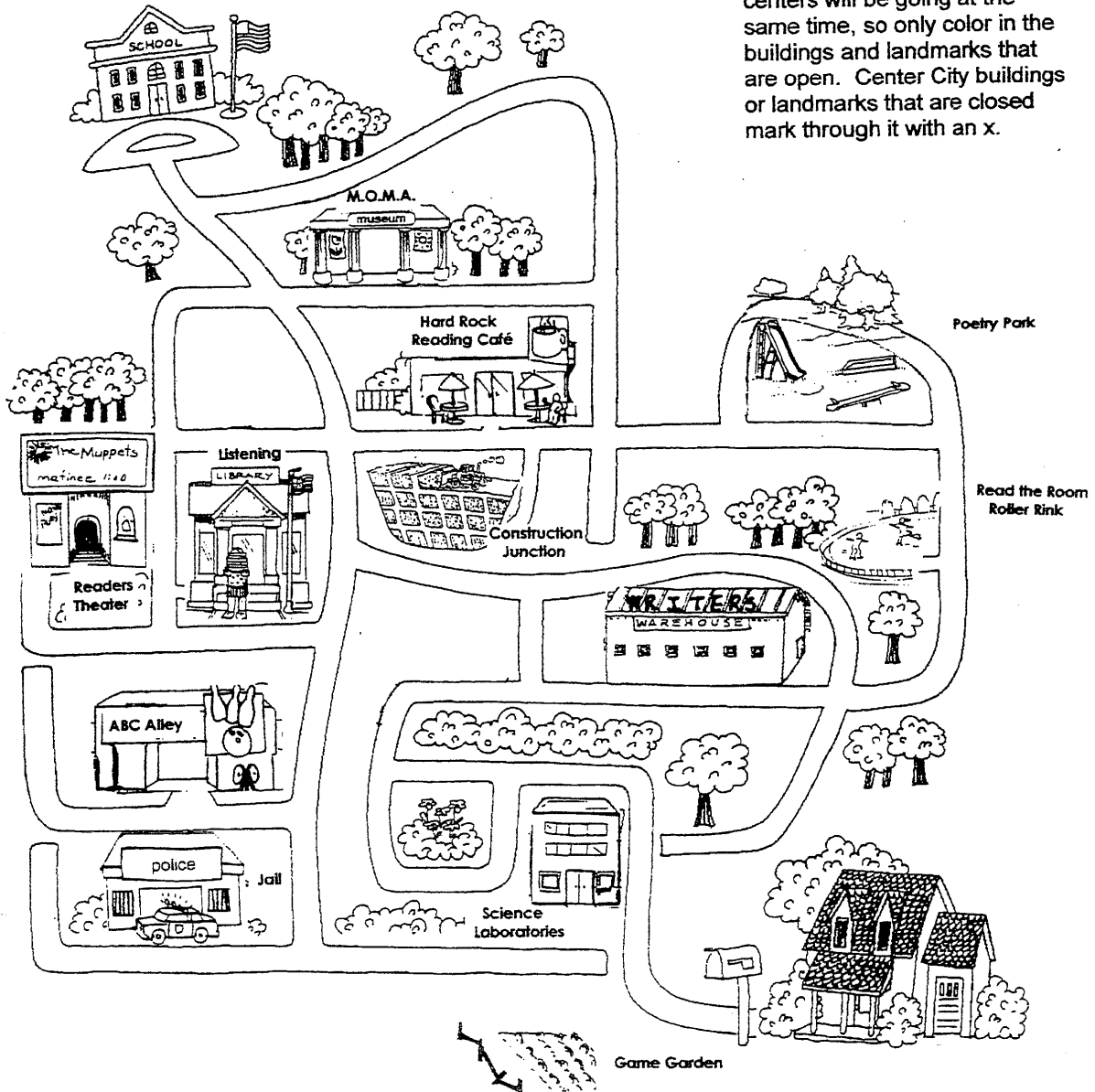
Center City Map



Math Mountain



Buddy Beach



Start at home and travel to school. Along the way try to stop at every Center City center. Once you have gone to each center color in that building or landmark. When your map is all colored in get a new map and start again. Remember not all centers will be going at the same time, so only color in the buildings and landmarks that are open. Center City buildings or landmarks that are closed mark through it with an x.

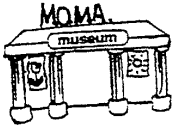
Center City Map Key



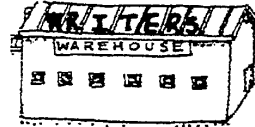
Construction Junction



ABC A



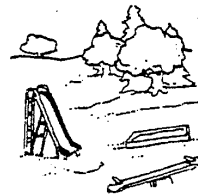
M.O.M.A.



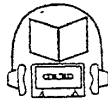
Writers Warehous



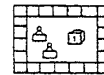
Math Mountain



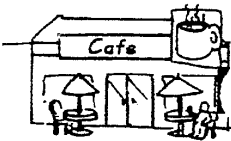
Poetry Park



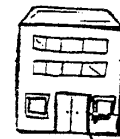
Listening Library



Game Gard



Hard Rock Reading Café



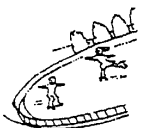
Science Laboratories



Buddy Beach



Readers Theater



Read the Room Roller Rink



Jail

Center City Ticket

Name _____

The following law was broken:

- disturbing the peace
- disrespecting property
- trespassing
- loitering
- illegal procedure
- littering
- speeding
- disrespecting an officer
- other _____

Consequence

Signature _____

Officer's signature _____



Daily Five - Literacy Block

Rotation One		
Whole group focus lesson #1 5-10 minutes	Student independent work Options include – student choice or assigned: <ul style="list-style-type: none"> ○ Read to self ○ Read to someone ○ Work on writing ○ Word work ○ Listen to reading 10-30 minutes	Teacher works with students: <ul style="list-style-type: none"> ○ Guided reading ○ Strategy group ○ Guided writing ○ Assessing ○ Conferring
Rotation Two		
Whole group focus lesson #2	Student independent work	Teacher works with students
Rotation Three		
Whole group focus lesson #3	Student independent work	Teacher works with students
Rotation Four – Optional depending on time		
Whole group focus lesson #4	Student independent work	Teacher works with students
Two options: <ol style="list-style-type: none"> 1. Whole Group Sharing - 10 minutes 2. Optional Student independent work - 30 minutes + 		

_____’s Daily 5 Choices

Daily 5 – Resources

Read to Self	Work on Writing
<ul style="list-style-type: none"> • Cozy place with pillows, lamps, rugs, plants • Variety of books, songs, book boxes, etc. • Bookmarks, sticky notes, graphic organizers, book review forms for students to use as they interact with texts • How to choose a book chart • Manipulatives (squeeze toys) for students to work with • Student magazines • Variety of different genres • Maps • Whisper phone • Photobooth on the computer – read and record • Retell rope • Using hand to retell reading • Puppets • Read around the room • Pointers 	<ul style="list-style-type: none"> • Variety of artist’s materials – paper, paint, glue, scissors, stapler, etc • Writing materials – paper, pencils, scissors, dictionary, clipboards, bookmaking supplies, etc. • Variety of paper, envelopes, sticky notes, etc. • Stamps and printmaking supplies • Magazines, catalogs, newspapers – samples of different types of text • Step-by-step instruction books for drawing • Interview tape, materials and information on an author the class is studying • Computer to access web sites on author • Grammar picture books • Highlight tape • Mad libs • Word wall, ABC chart • Overhead projector with transparencies and pens • Different options to make books - accordion books, origami books, flip/flap books, slotted books • Flap books – who, when, where, why important • Mailboxes or bulletin board - Write and mail letters • Write notes to send to classmates • Write and illustrate a classroom newspaper • Poetry books, charts, poetry frames/forms • Formula poems – patterns to learn to write • Poems to reassemble from strips/parts, to illustrate • Poems to practice for Poetry Café - dramatizing, performing

Work on Writing	Listening
<ul style="list-style-type: none"> • Rhyming dictionary, materials to illustrate poetry, paper to copy poems or make poetry books • Word magnets to create poetry • Poetry written by the children • Paper to illustrate the poem (visualizing) • Spellcheckers, word walls, dictionaries • Graphic organizers • Word wall, ABC word charts, seasonal word charts, content area word charts • Models of different forms/genres of writing • Computers, author web sites • Access to writing workshop materials – writing notebooks • Pictures, photos to prompt writing • Paper to write book reviews or letters of recommendation to friends about what they've read • Time for Kids, Scholastic News • Cartoon strip frames/dialogue bubbles • Letters, postcards • Wordless picture books • Comics • Story starter • Doodles • 	<ul style="list-style-type: none"> • Listen to tapes and books or watch videos with matching text • Portable tape players/CD players, earphones, splitters • Sticky notes, highlight tape • Tapes in different languages • Tape recorder or computer program to record reading – fluency • Computer – websites with recorded text to listen to • IPODS • Paper to write a personal response to reading • Could have a fiction listening center and a nonfiction listening center <p><u>Websites for listening</u></p> <ul style="list-style-type: none"> • http://www.storylineonline.net/ • http://www.rif.org/readingplanet/content/read_aloud_stories.msp • http://www.kids-and-games.com/stories.htm • http://www.bbc.co.uk/schools/laac/story/sbi.shtml • http://www.candlelightstories.com/soundstoryblog/SoundStoryBlog.htm • http://www.starfall.com/ • http://www.storiestogrowby.com/ • http://www.dreamtime.net.au/dreaming/storylist.htm <p><u>Author Websites</u></p> <ul style="list-style-type: none"> • http://www.robertmunsch.com/storytime.cfm • http://www.memfox.net/mem-reads-aloud/

Word Work	Word Work
<ul style="list-style-type: none"> • Alphabet manipulatives – letter tiles, stamps, linking letters • Pictures, words, or actual objects to match to sounds • Word cards, letter tiles or cards, magnetic letters, white board, pocket chart • Word wall, charts with theme related words, content words • Puzzle books, word finds, word sorts, crossword puzzles • How many words can you make? 2 letters, 3 letters, etc. • Word games – Boggle, Scrabble, Scattergories • Word games from the newspaper • Word webs, word trees, word ladders, word sorts • Dictionary, thesaurus • Guess my word – give clues – synonyms for words • Poems – whole, strips, words – Read, mix, fix, read • Paragraphs or pictures to sequence • Materials and games to practice spelling words – gel pens, white crayon/paint, sand/salt trays, shaving cream, chalk, magic slates, letter cards or tiles, letter stamps, magnetic letters, white board, etc. • Crossword puzzles, word finds • List of commonly misspelled words • Games – Scrabble, Hangman • Word sorts, word bingo, word riddles, acrostics • Commonly misspelled words, interesting words, content area words, homophone chart 	<ul style="list-style-type: none"> • Star words chart - words starring everywhere in books • Magna Doodle boards Bendaroos or wiki stix • Letter beads • Pocket chart and cards • Game Goo or Spelling City – Computer • Boggle • Playdough • Buzzword • Apples to Apples, bananagrams, scattorgories, mad gab • Hangman • Connect four • Spelling battleship

	Guided Reading	Strategy Group
Before Reading	<p style="text-align: center;">Text</p> <ul style="list-style-type: none"> • Unfamiliar text that is on instructional reading level • Usually all children have the same book 	<p style="text-align: center;">Text</p> <ul style="list-style-type: none"> • Can be a familiar text – independent reading • Children will have different texts since they need a book that is at their independent reading level or may use instructional level
	<p style="text-align: center;">Children in Group</p> <ul style="list-style-type: none"> • Short term groups based on ability 	<p style="text-align: center;">Children in Group</p> <ul style="list-style-type: none"> • Contains children from different reading levels who need help with the same skill or strategy
	<p style="text-align: center;">Book Introduction</p> <ul style="list-style-type: none"> • Teacher gives overview of the text: <i>title, setting, plot, tricky words or text features, picture walk, vocabulary</i> • Take the children to particular pages that might pose some difficulty 	<p style="text-align: center;">Book Introduction</p> <ul style="list-style-type: none"> • May not be a book introduction since students may be reading different books
		<p style="text-align: center;">Naming the Strategy</p> <ul style="list-style-type: none"> • Lesson always begins with teacher naming the strategy, briefly demonstrating the strategy, and then inviting students to try it out • Strategy Lessons resemble mini-lessons
During Reading	<p style="text-align: center;">First Reading</p> <ul style="list-style-type: none"> • All students have their own text, read the text quietly and simultaneously, and usually in its entirety • Teacher may ask certain students to whisper read so that she can listen in and even probe for comprehension 	<p style="text-align: center;">First Reading</p> <ul style="list-style-type: none"> • All students have their own text, read the text quietly and simultaneously • Teacher observes the students using the strategy as she listens in
	<p style="text-align: center;">Rereading</p> <ul style="list-style-type: none"> • If a child finishes the text early, he or she rereads it or rereads a favorite page 	<p style="text-align: center;">Rereading</p> <ul style="list-style-type: none"> • If necessary, students are encouraged to reread their text to practice the strategy so that the teacher has time to coach all readers in the group
After Reading	<p style="text-align: center;">Teaching Point</p> <ul style="list-style-type: none"> • Occurs at the end of the lesson based on teacher’s observations of a “tricky part” • Teacher may use a white board or magnetic letters, but there tends not to be many accompanying teaching materials 	<p style="text-align: center;">Teaching Point</p> <ul style="list-style-type: none"> • Strategy is reviewed and recorded in notebook • Teacher makes one more teaching point based on what she observes during the students’ reading of the text • Subsequent strategy lessons build upon this day’s strategy lesson just as mini-lessons build upon one another

Strategy Grouping – Differentiated Instruction

Characteristics of Differentiated Instruction – Strategy Groups

1. **Groups are flexible, changing** based on teacher **observations** and **instructional needs** of the students. Purposes include:
 - **Demonstration** - teacher models a specific skill, strategy, or behavior
 - **Intervention** - direct intervention based upon a need that has been observed
2. **Groups are small**, usually two - six students.
4. Teacher selects texts for each child that **match the children’s needs, abilities, and interests**. The text will be used to practice the strategy. **Text** should be at the independent or instructional level. **Students’ independent reading texts** can also be used.
5. A wide **variety of texts** and **genres** can be used. It is important to choose a **variety of texts and materials** to introduce children to different genres. **Text may include:**
 - Little books designed by commercial programs – leveled materials
 - Basal readers
 - Textbooks
 - Trade books – children’s literature
 - Independent reading books
 - Short stories, poetry
 - Excerpts from books
 - Articles from magazines or newspapers
6. **Texts** used can become **independent reading** later. Students may start a text in group and finish it later on their own.
7. **Teacher meets** with the group in an **area of the classroom** away from noise and movement. Group meeting time will vary from **10 – 15 minutes**.
8. **Teacher meets with two or three groups daily**. This depends on the amount of time available. Sometimes the teacher will use group time for conferring with students instead.
9. **Students not involved** in a group are **engaged in meaningful literacy tasks**.
10. **Teacher models the strategy** the students can use while reading. Emphasis is placed on **using the strategies while reading** to enhance **comprehension** and build **vocabulary**.
11. **Students read softly or silently at their own pace, while the teacher listens in**. Readers are encouraged to **reread or review the text a second time when finished**. Students may use the **whisper phone** as they read.

12. **Teacher listens in as students are reading, observing** strategies used and **encouraging** and **reinforcing** them. Teacher moves around the group asking a child, one at a time, to read aloud so the teacher may monitor the reading. Teacher takes **anecdotal records**.
13. **Teacher assists** children as needed, **working one-on-one** to individually assess the student's use of strategies while reading.
14. **Children** need to **engage** in a **discussion** after the reading to emphasize the **importance of the strategy**.

Setting Up the Small Group Area

Things to consider:

1. **Pick an area of the room away from noise** - table, desks gathered together, floor, stools
2. **Situate teacher** so he/she is **facing class** and **students are facing the teacher** and the **wall/corner**
3. Use some type of **organizational structure**
 - Stacking drawers
 - Shelves
 - Tubs/baskets
 - Bulletin board(s)
4. **Organize materials**
 - Leveled texts
 - Anchor charts
 - Sticky notes, book marks, journals, reading tools
 - Whisper phones
 - Calculator - determine accuracy rates
 - Pencils, markers, etc.
 - Magnetic letters
 - Dry erase boards, markers, erasers
 - Table top easel, pocket charts, sentence strips - individual pocket charts
 - Tape recorder for students to record reading
 - Notebook for lesson plans
 - Sign for posting names of students in groups - color code and use sticky notes to move students easily between groups
 - Anecdotal record keeping materials - file folder, note cards, checklists, mailing labels
 - Do not disturb sign - actual sign or object to signal

Individual Conferencing – During the Year Assessment

Focus on reading, talking and assessing

Framework

- **Plan your reading time to include time for conferences**
 - Conference after meeting with a small group
 - Skip meeting with a small group and just hold conferences
- Use a **calendar** to set conferences with students
- Before meeting with a student **review his/her conference sheet** – looking over notes
 - Strategy focus
 - Strengths
 - Previous meeting notes
 - Assignment given to student to practice
 - Notes of what to look for from student
- **Go to where the child is working.** Ask him/her to read and listen in for use of the strategy. Take notes of the text the child is reading and his/her use of the strategy.
- Share with the student what he/she is doing well based on your observation. **Reinforce** the student on his/her use of the strategy.
- **Teach or reinforce based upon student’s needs** – modeling or using a think aloud. This could be a continuation of the strategy stated on the conference sheet or a new strategy may be selected for practice.
- **Work on the strategy together.** Ask the student to practice the strategy. Observe the student by listening in as he/she reads.
- **Decide on the next steps.** Identify what the student will work on until the next conference. Note what you will look for as evidence of practice.
 - Notes in reading notebook
 - Sticky notes in textThis may mean deciding upon a new strategy focus. Record notes on conference form while discussing with the student.
- **Reinforce the student for the progress made.** Review the strategy. Ask the student to repeat the strategy in his/her own words. Encourage the use of the strategy.
- **Set the next conference.** Record on the calendar.

Adapted from The Café Book, Boushey and Moser, 2009, p. 55-68.

Strategy Groups

Names	Goal	Strategy
	Date	Instruction (Record what happens during each strategy group meeting)

Names	Goal	Strategy
	Date	Instruction

Framework for a Strategy Group - Grades 3-6

Selecting the Strategy and the Texts

- 1. Teacher selects a strategy/skill to focus on and texts for the students to read as well as a text to use for modeling.**
 - a. **Strategy** is chosen based on students' needs.
 - b. **Text** builds on the **students' strengths** and helps in the **development of a reading strategy**.
 - c. **Text** should be at the **independent or instructional reading level**.

Warm-up

- 2. Children read their independent reading book or a book from their book boxes to warm up.**
- 3. Teacher listens in.**

Introducing the strategy

- 4. If it is the first day of a small group the teacher models the strategy.**
- 5. Teacher places text where all can see it.**
 - a. State the goal of the strategy – name the strategy
 - b. Students may write the name of the strategy in their reading notebook and brainstorm below it what they already know about the strategy.
 - c. Teacher introduces the text used to model with.
 - d. Define any vocabulary associated the strategy. Model the strategy and ask the students what they observe you doing. “What do you notice?” Repeat the name of the strategy.
 - e. Teacher may use a think aloud to model the strategy.
 - f. Invite the students to join in with you as you read, applying the strategy. Teacher and students can read together focusing on the strategy.
 - g. Repeat the name of the strategy. (Use the Daily 5 vocabulary – “secret to success”.)

- h.** Review how this is going to help them as readers.
- i.** Students may record notes of information about the strategy in their reading notebook.

Reading the Text

- 6. Teacher provides texts for the students to read either independently or with a partner to practice the strategy.**
- 7. Students silently read the entire text or a section of it. Students are actively involved while reading.**
 - a.** Students **read silently** at their own pace. Students may use the **whisper phone**.
 - b.** Students may make **notes**, place **bookmarks** or use **sticky notes** to mark spots to share later.
 - c.** If students finish before others they may **reread a portion, review the text or engage in an assigned response**. Teacher may ask the students to **draw or write a few thoughts** when finished reading.
- 8. Teacher monitors reading. Teacher listens in, interacting with the students, reinforcing the use of the strategy.**
 - a.** Teacher moves around while students are reading, **asking them to read orally**. Teacher **listens and observes** the student's use of the strategy.
 - b.** Teacher may **reinforce student's reading** or **provide individual attention** to areas needing guidance.
 - c.** **Teacher prompts** and **praises** the successful use of the strategy.
 - d.** Teacher makes **anecdotal notes** while observing students reading or waits till after the group to record notes.

Responding – Discussing and revisiting application of the strategy

9. Teacher and students talk about the application of the skill/strategy.

- a. **Discussion** focuses on **applying or connecting the strategy/skill** to the text.
- b. Students may **revisit the text to find evidence** to support their ideas and **note areas where they applied the strategy**.
- c. Students may **share** pages where they placed **bookmarks** or **sticky notes**.
- d. Students may **read a section of the story orally** to demonstrate use of the strategy.

10. Students may draw or write in response journals.

- a. Students may **draw or write** using the strategy/skill.
- b. Students may **write** about the strategy – summarizing information about the strategy.

Exploring and Extending the use of the strategy

11. Teacher encourages students to apply the use of the strategy when reading independently.

- a. Students may **continue reading the text** the teacher provided in the strategy group
- b. Students may **partner up and read together** focusing on the strategy.
- c. Students may **practice the strategy** during centers/stations or Daily 5.

Next Meeting with the Strategy Group

12. There are many options of what can happen at the next meeting of the strategy group

- a. Teacher might just do a **quick review of the strategy**.
- b. Students may **share places** they have **applied the strategy while reading independently**.
- c. **A new piece of text** may be used to **model the strategy**.
- d. **Teacher and students may work together** with a piece of text to **practice the strategy**.
- e. The **number of meetings** will **depend** on the students' needs for reinforcement and modeling.
- f. **Teacher** may choose to **meet individually** with students during a **conference** to check on their application of the strategy.

Guided Reading Tool

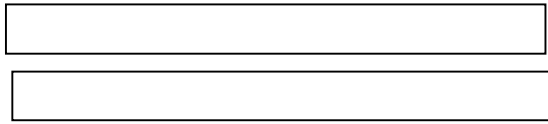
Take a laminated strip of heavy paper and place a variety of sticky notes on it for the student's use during reading. The student can mark:

- interesting words
- word stoppers
- challenge words
- T-S, T-T, T-W connections
- questions

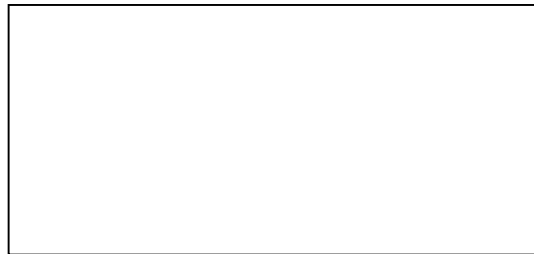
Sticky notes can be reused by replacing them on the laminated paper.

(Adapted from BER Resource Guide for the video – Using Guided Reading to Strengthen Students' Reading Skills at the Fluent Level – p. 87.)

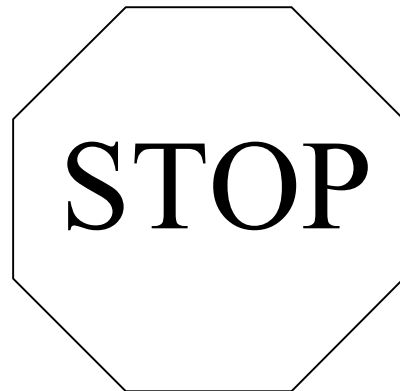
Tools for Reading



Individual sticky notes for flagging words



Individual sticky notes for flagging portions of text



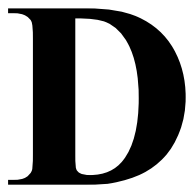
STOP sign for the student to place in text noting where to stop reading



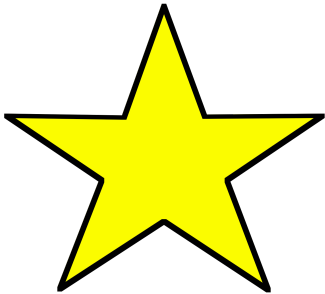
That's interesting.



I don't understand.



I disagree.




Let's talk.




I love this part.

When I read I...

When I read I...



Look at
the picture




Look at
the picture




Sound it out



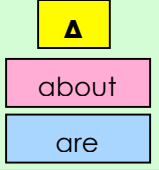
Sound it out



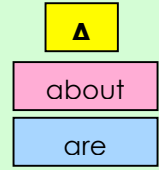
Chunk the
word



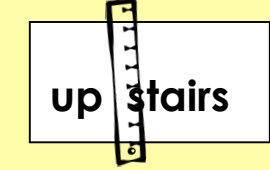
Chunk the
word



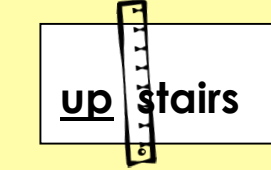
Use the
word wall



Use the
word wall



Find a
word




Find a
word




Read
around it



Read
around it



Take a
guess



Take a
guess



Ask for
help



Ask for
help

Reading Strategies



Look at the picture
Try a word you think will
make sense



Sound it out

S-t-r-e-t-c-h t-h-e w-o-r-d



Chunk the word

look for a word you know



Guess and go on

try a word you think will make sense



Read around the word

what is the sentence trying to say?



Skip the word and read on

think about what makes sense



Ask for help

a teacher or a friend



Look it up

using a word wall or dictionary

Reading Strategies



Look at the picture
Try a word you think will
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Guided Comprehension Model – Applied to the Reading Workshop Large Group – Small Group – Large Group

Large Group Activities

- **Large group strategy instruction** – modeling and think aloud done by the teacher
- Release of responsibility

Small Group - Workshop – Collaborative Time

- **Guided reading groups or strategy groups** meet with instruction focusing on the **same strategy** taught in the large group setting, using **text at the appropriate level**
- **Management strategies** used **support** strategies taught
- **Independent reading** to practice the strategy

Large Group Share

- **Whole group sharing and reflection**
- **Discuss application of the strategy**

Large Group Introductory Activities	Whole Group – Strategy - Visualizing <ul style="list-style-type: none"> • Explain visualization - sketching mental images • Demonstrate sketching using a poem. Think aloud as sketching. • Guide students through sketching a section of the poem • Practice by having students sketch with text • Reflect on experience
Small Group Workshop – Collaborative Time	Guided Reading Groups – Strategy Groups <ul style="list-style-type: none"> • Review the strategy using text at appropriate level Application during Management strategy <ul style="list-style-type: none"> • Reading - students read and sketch mental images • Writing - students write poetry containing vivid images, prepare a poetry book with favorite poems and pictures • Partner reading applying the strategy • Independent reading - Children independently read and apply strategy, sketch to stretch in response journal
Large Group Group Share	Whole Group Sharing and Reflection <ul style="list-style-type: none"> • Share pictures created • Reflect on how strategy helped us understand text • Set goals

Adapted from *Guided Comprehension: A Teaching Model for Grades 3-8*, Maureen McLaughlin & Mary Beth Allen (2002). Newark, Delaware: International Reading Association.

Release of Responsibility

Sometimes we have to “slow down to hurry up”.

(Framework for successful intervention in all content areas focusing on shared and scaffolded experiences)

Release Stages		
I do it.	I do, you watch. Demonstration	Think aloud
We do it.	I do, you help. Participation	Think along
	You do, I help. Practice	Think together
You do it	You do, I watch. Performance	Think on my own

Key Components to Remember When Teaching Strategies

1. **Teach strategies one at a time**, with extensive and intensive instruction.
2. **Model and explain** each new strategy. Anchor it to text.
3. Help children see where and when they can **use the strategy**.
4. Provide many **opportunities for practice** using the strategy. Students need **multiple practices** before a strategy will become a habit. Feedback is provided.
5. Build a **running list of strategies** taught.
6. **Build on and reinforce the previous strategies** as a new strategy is taught.

If . . . Then . . .

IF	THEN
<p>If a child reads word by word . . .</p> <p>If a child reads slowly, but understands . . .</p>	<ul style="list-style-type: none"> • Plan for repeated readings – guided reading, poetry, etc. • Use choral reading or reader’s theatre • Set up poetry café – poem of the week • Encourage reading of environmental print • Model fluent reading • Encourage children to read with a partner • Talk to students about adjusting their reading rate
<p>If a child focuses on each letter when reading rather than seeing words as whole . . .</p> <p>If a child focuses on individual letters to decode . . .</p> <p>If a child has few sight words . . .</p>	<ul style="list-style-type: none"> • Help to build their vocabulary • Use word sorts – focus on words • Build vocabulary with class word wall and individual word walls • Introduce a new word each day – word of the day • Encourage students to look for patterns in words – onsets/rime, affixes/root words • Use the cloze technique to predict words • Look for little words in big words – chunking • Use the making words activity to make words, expand vocabulary and look for patterns • Encourage children to use context clues to figure out words • Build charts with word families • Study words after completing the reading of a text • Encourage students use all three cueing systems • Build word maps • Play words games – word ladders
<p>If a child reads so slowly that comprehension is hindered . . .</p>	<ul style="list-style-type: none"> • Use prereading activities to activate schema and interest in text • Help students set purpose(s) for reading • Be sure text is at the student’s level – independent or instructional reading level • Model thinking aloud as you read, focusing on gaining meaning

<p>If a child reads fluently but cannot retell or misses details . . .</p>	<ul style="list-style-type: none"> • Model retelling • Provide the students with strategies that help to retell – webbing, graphic organizers, story maps • Use guided reading – divide into short sections to read and retell • Encourage students to visualize as they read • Encourage students to monitor comprehension and slow down the reading when comprehension is affected • Teach the student the strategy to read, cover, remember and retell • Use the sketch to stretch strategy • Help students to make connections to help remember details
<p>If a child is not able to make inferences . . .</p>	<ul style="list-style-type: none"> • Model how to use the clues in the text in combination with your schema • Encourage children to look for clues throughout the text as they read • Link student’s questions to drawing inferences
<p>If a child has little interest or confidence in reading . . .</p>	<ul style="list-style-type: none"> • Encourage the reading of environmental print • Use shared reading to introduce a variety of text • Read aloud to children • Set up listening centers for students to experience stories • Set up reading buddies with younger students – have students read to them • Keep a list of books read • Use choral reading or reader’s theatre • Help students to choose appropriate books – teach them strategies to use – Goldilocks or five finger • Make a list of strengths or things I can do • Set goals • Complete interest surveys to identify student’s interests • Encourage getting a library card • Make books available as gifts/rewards in the classroom • Encourage parents to read at home

Adapted from *What’s After Assessment? Follow-up Instruction for Phonics, Fluency and Comprehension*, Kathleen Strickland, 2005.

Comprehension Strategies

Seven Comprehension Strategies All Students Should Know

1. Monitoring for meaning – uses appropriate fix-up strategies
2. Relating new to known (schema) – making connections from new to the known
3. Asking questions
4. Creating mental and sensory images - visualizing
5. Drawing inferences from text – reading between the lines
6. Determining importance
7. Summarizing and synthesizing information – recreating meaning

The information in this section is adapted from the following excellent resources:

- The Comprehension Toolkit, Stephanie Harvey and Anne Goudvis, 2005
- Spotlight on Comprehension: Building a Literacy of Thoughtfulness, Linda Hoyt and others, 2005
- Constructing Meaning Through Kid-Friendly Comprehension Instruction, Nancy Boyles, 2004
- Lessons in Comprehension: Explicit Instruction in the Reading Workshop, Frank Serafini, 2004
- Super 6 Comprehension Strategies: 35 Lessons and More for Reading Success, Lori Oczkus, 2004
- Comprehension Process Instruction: Creating Reading Success in Grades K-3, Cathy Collins Block, Lori Rodgers & Rebecca Johnson, 2004
- Guided Comprehension in the Primary Grades, Maureen McLaughlin, 2003
- Weaving Through Words: Using the Arts to Teach Reading Comprehension, Roberta Mantione and Sabine Snead, 2003
- 7 Keys to Comprehension: How to Help Your Kids Read It and Get It! Susan Zimmerman and Chryse Hutchins, 2003
- Guided Comprehension: A Teaching Model for Grades 3-8, Maureen McLaughlin and Mary Beth Allen, 2002
- Guided Comprehension in Action: Lessons for grades 3-8, Maureen McLaughlin and Mary Beth Allen, 2002
- Strategies That Work, Stephanie Harvey and Anne Goudvis, 2000
- Strategies That Work, 2nd Edition, Stephanie Harvey and Anne Goudvis, 2007
- Mosaic of Thought, Ellin Oliver Keene and Susan Zimmerman, 1997
- Mosaic of Thought, 2nd Edition, Ellin Oliver Keene and Susan Zimmerman, 2007

Books to Support the Comprehension Strategies – See booklist later in the handbook.

Comprehension Strategy #1

Monitoring for Meaning – Uses Appropriate Fix-up Strategies

When readers monitor their comprehension they keep track of their thinking. Proficient readers realize when there is a problem with understanding and apply a variety of fix-up strategies to the problem.

Fix-up strategies to share with children:

1. Read it again. Reading the sentence a second time may clarify the meaning.
2. Go on reading. The sentences that follow sometimes explain a puzzling word or phrase.
3. Use picture clues. If the selection has pictures look carefully at the illustrations to see if they provide clues to the text.
4. Substitute a word. Put another word that makes sense in place of the unknown word.
5. Skip the word or phrase. If you have the general meaning of the text and understand the sentences and paragraphs that follow, then skip the puzzling word. The whole story is more important than a few words.
6. Look it up. If you go on reading but the sentence or paragraph still does not make sense, look up the word in the dictionary.
7. Use the context clues. Look at the meanings of the words and phrases around the unknown word. The context may provide clues.
8. Guess. Use your context clues and guess what word may make sense.
9. Use structural clues. The structure of the word may provide clues as to the meaning – prefixes, suffixes, root words, etc.
10. Ask someone. Use your surrounding people resources for help.
11. Use the syntax of the sentence. Look at the order of the words in the sentence. “Does it sound right? Can I say it that way?”
12. Use your background knowledge on the topic. Think about what you already know about the topic you are reading.
13. Sound out the word. Use what you know about letters and sounds to help you.
14. Try to guess what will happen next.
15. When something does not make sense, go back and read it again. Monitor your comprehension by asking, “Does it make sense?” Learn how to fix your own mistakes.
16. Information overload. Stop and read slowly when there is a large amount of information to remember.

Taking action as you read – when meaning breaks down

Help students see the importance of taking action to fix the reading so they are making sense of the text. Model appropriate fix-up strategies for the students to use when confused about the reading or when not concentrating on the reading. An anchor chart can be made to record possible fix-up strategies.

Anchor chart – When meaning breaks down

Connect the fix-up strategy to the problem that occurs during reading. Make a two-column chart to record possible problems and matching fix-up strategies.

Why meaning breaks down	What to do about it – Fix-up strategy
Tired	Reread the text Put the book down
Don't like the book	Choose another book

Make a student chart to record as students read.

Text, page # and problem	Fix-up strategy used

Listen to your inner voice

Teach students to listen to their inner voice. When readers are really thinking about their reading as they read they have an inner conversation with the text. A voice speaks to you as you read – “I don't understand.” “Wow! I never knew that!” It is important to listen to that voice as you read.

Leave tracks of your thinking – margin notes – read, write, talk

Compare fresh animal tracks in the snow or on a beach to tracks readers leave of their thinking as they read. Encourage students to jot down notes as they read so they can see where they have been, just as the tracks from the animals tell where they were. The notes can include thoughts, connections, questions, etc. Students can underline or circle information that is important or they want to remember. Then have the students take time to talk with a peer to reflect about the reading.

Highlighting text

Have students highlight text where they are confused. Come back to discuss those places to clear up confusion.

Coding text – Use sticky notes to mark the text

Leave symbols of your thinking on the text as you read.

Possible coding:

?	Confusing part	!	Exciting part
BK	Connection to my background knowledge	Yes!	I get it!! I understand!!
I	Important idea/word	☺	Funny part/I like this part
Hmm	Not sure	☹	I don't get it/What?

Reading strategy bookmark

Make a bookmark for the students to use that contains a list of possible reading strategies to apply while reading.

Bulletin board – “Strategy of the week”

Make a bulletin board where you highlight the different strategies as you teach them. Choose one strategy to highlight as the “strategy of the week.” Encourage students to use that strategy as they read.

Student prompts

- I understand . . .
- I don't get it. Now what should I do?
- I need to reread that.
- I know . . .
- I learned . . .
- I'm thinking . . .
- What did that say?
- I'm not sure about . . .

Teacher prompts

- Let's work together to make sure this makes sense.
- Tell me what you were thinking when you read that.
- Does that sound right? What would sound right?
- That sounds right, but does it look right?
- What are you noticing about your reading?

Comprehension Strategy #2

Relating New to Known (schema) – Making Connections from New to the Known

“Tis the reader that makes the book good.” Ralph Waldo Emerson

Activating one’s schema is important to help readers make connections between books and their lives. Readers cannot understand what they read without thinking about what they already know – connecting new to known.

Connections

1. **Text-to-self (TS)** – connections made by the reader between the text and the reader’s past experiences or background knowledge
2. **Text-to-text (TT)** – connections made by the reader between the text being read and another text (books, poems, scripts, songs, or anything that is written)
 - Comparing characters, their personalities, and actions
 - Comparing story line, plot lines and settings
 - Comparing lessons, themes, problem/solution, or messages in stories
 - Finding common themes, writing style, or perspectives in the work of a single author
 - Comparing the treatment of common themes by different authors
 - Comparing different versions of familiar stories
3. **Text-to-world (TW)** – connections made by the reader between the text and the world

Teach the students hand signals for each type of connection:

1. **Text-to-self (TS)** – make a book that opens with your hands and then point to self
2. **Text-to-text (TT)** – make a book that opens and repeat by making a second book
3. **Text-to-world (TW)** – make a book that opens and then make a large circle with your hands to represent the world

When children make connections have them stop and ask how the connection helps to understand the story.

Readers cannot understand what they read without thinking about what they know.

Teaching the Students to Make Connections

Think aloud

Start with a **think aloud** as you read orally. When you find a place to make a connection lower the book and share your think aloud. You can list your connections on a chart or on sticky notes. Raise the book when you return to reading. The lowering of the book will signal a connection. Rereading the words or pointing to a picture when a connection is made will help to focus students. (You can also model the hand signal to match.)

Student prompts

Teach the students specific prompts to use when responding orally or in writing:

- When I read these words _____ it made me think of _____ .
- That reminds me of _____ because _____ .
- I have a connection to _____ because _____ .
- This is like . . .
- I had a TS/TT/TW connection when . . .

Teacher prompts

- When a book makes me think of my own life I'm making a text to self connection.
- When a book makes me think of another book I've read I'm making a text to text connection.
- When a book makes me think of something that is happening in the world I'm making a text to world connection.
- Show me a place in the text where you made a connection.

Listen to your inner voice – Language that signals new learning

Teach students to listen to their inner voice to hear language that signals new learning.

Examples:

- I learned . . .
- I was surprised . . .
- I didn't know . . .
- I can't believe . . .
- I noticed . . .
- Wow! . . .

Text coding

Teach the students to code the text as they read:

- R – reminds me of
- T-S, T-T, T-W – (see above)
- L – new learning
- BK – background knowledge
- ? – question
- light bulb – a new idea

Merging your thinking with new learning

Help students to see that merging a car into a highway is like merging information into our own thinking. We must merge our thinking with the new information gained from reading.

Two-column chart – What I know, What I learned

What I know	What I learned

Before reading have the students record what they already know about the topic. Then as they read and learn new information they can record it on the other column. The chart helps the students connect new information with information they already know. Students can draw an arrow between the columns to identify places where connections were made. The chart can also help to show how the student's thinking changes.

One minute book look

Before reading a text have the students preview the text and look for connections – the one minute book look. Allow students to predict – I think this book is about or I think I will learn . . .

Connection collection chart

As the students are reading have them collect connections on a chart in preparation for sharing with classmates.

Variation: Have the students collect connections on sticky notes and then collect the connections on a class poster under the appropriate connection. Make the class poster moveable by making a trifold poster that stands on its own.

Graffiti connections

After reading a text, have four students gather around a large square of paper, with one student on each side. Have them **draw or write** about their connections. When everyone is done let them discuss and share as a small group what they drew or wrote. Variation: Draw as they read.

Drawing connections

Allow the students to **draw** their connections to the text. A premade sheet may be provided or just blank paper.

When I read these words _____ it made me think of _____

Drawing

One word

After reading a text have the students choose one word that best represents the text. They can write using any of the following prompts to explain:

- why the word was chosen
- a time in your life when this word was important (TS)
- when this word was important in another text (TT)
- when this word has a real-world connection (TW)

Record and share – Use sticky notes

Provide the students with a clipboard and six sticky notes to record connections as they listen to a read aloud. When completed with the story, have the students share their connections with a partner. Then as a large group arrange the sticky notes together on the board or chart paper by like connections. They can be arranged as a time line of the story and stacked upwards like a bar graph. Students can draw conclusions about the connections made by the whole class.

Paper chains

Make paper chains with the students writing their connections on the strip of paper.

Venn diagrams - Text-to-text connections

Encourage students to use a venn diagram to show connections between two texts.

Help or Do not help - Distracting connections - Connections in common

Slowly bring the students into a reading by asking them to make connections. Chart their ideas and save for the next day. Review the connections and discuss with the students if their connections help to understand the text or if they did not help to understand the text. Go through the list, labeling 1 for those that help and 2 for those that did not help. This will help the students to focus on connections related to understanding the story.

Variation: Introduce distracting connections as connections that lead the reader astray. They cause our minds to wander and disrupt the meaning. Help children to recognize when they need to refocus their thinking.

Variation: Identify connections in common. They are connections that may be important to the reader but not important to understanding the text. Encourage students to look for authentic connections that support understanding. Make a three-column chart to match:

My connection	Important to me	Important to understand the text

Text to Text comparisons

- Compare characters
- Compare story events and plots
- Compare the author’s message or theme
- Compare different versions of a story
- Compare literary elements - genre, format, form, author, text structure, signal words, writing style, literary features

Double entry journal

Use the double entry journal format to record connections:

Idea/Text from Story	My Connection

Help students see that the meaning they get from a piece of text is intertwined with the meaning or background knowledge they bring to it.

Comprehension Strategy #3

Asking Questions

Questioning is the strategy that moves readers forward. When readers have questions, they are more likely to continue reading to find the answers. Strong readers ask questions before, during, and after reading. When students ask questions and search for answers, they are monitoring comprehension and interacting with the text to construct meaning.

Teaching the Students to Ask Questions

Teacher modeling - Share your questions

Use an adult text to share with the children how you ask questions when you read. Help them to understand all readers have questions. Write your questions on sticky notes and place them next to the passages that prompted the question(s) and code them with a ?. Point out if some of the questions were answered in the text and others were not. Show them that when a question is answered you move the sticky note to the place in the text where the question was answered and write the answer on the sticky note, and recode it **A** for answered.

Variation:

Repeat the above procedure using a text appropriate for the students. Start with a **think aloud** as you read orally. When you find a place to ask a question lower the book and share your question. You can list your questions on a chart or on sticky notes. Raise the book when you return to reading. The lowering of the book will signal a question. You can code the questions with a **B** for **Before** the reading, **D** for **During** the reading, and **A** for **After** the reading. This will help to model to the children questions happen at all times.

Some questions are answered, others are not

Have the children list questions that occur before the reading, during the reading and after the reading. This can be done on chart paper, in their response journal, or on sticky notes. As answers come up to the questions put an **A** next to the questions. After reviewing and coding the questions, discuss the questions. Usually the unanswered questions are the most interesting ones.

Coding

? – write questions on sticky notes and place them next to the passages that prompted the question

A – when an answer is found for a question, move the sticky note to the spot where the question was answered and recode it **A** for answered. Draw a line under the question and write the answer.

I wonder

Introduce the phrase “I wonder” to prompt students’ thinking. Stretch their thinking by using the prompt: I wonder _____ because _____. Make bookmarks for the students to use as they read where they record their – “I wonder” thoughts and page numbers. Combine “I wonder” with drawing. Provide the students with a premade sheet divided into sections or ask them to fold a piece of paper into sections. In each section they record an I wonder thought and a drawing to match.

Student prompts

Teach the students specific prompts to use when responding orally or in writing:

- I wonder . . .
- I predict . . .
- I’m guessing the main character will . . .
- I knew . . .
- I don’t know why . . .
- Why is . . .

Teacher prompts

- What are you curious about?
- Tell me your wonders.
- What questions do you have after reading . . .
- What do you want to know next?
- What questions were answered while you were reading?
- What questions were not answered?

Listen to your inner voice – Language that signals questions

Teach students to listen to their inner voice to hear language that signals questions. Examples:

- I wonder . . .
- I’m confused . . .
- I don’t get this . . .
- Why
- What, when, where, will . . .
- Huh?

Use pictures

Select a picture or poster to share with the students. Look carefully at the picture. What questions does the picture bring to mind? Brainstorm possible questions.

Use poetry

Select a piece of poetry that has potential for acting out. Read the poem together and then add actions as the poem is read again. Have the students ask questions as a result of the experience.

Drama

After reading a piece of text bring it to life through drama. Have the students ask questions as a result of the experience.

Question gallery

As you read, generate questions with the students and create a question gallery. Return to the questions and generate answers.

Use question webs to expand thinking

Make a web with a question in the center. Add information that relates to the question. The goal is to build an answer from various bits of information.

Wonder box – link to informational reading and research

As the students read informational text encourage them to keep 3 x 5 cards with “I wonder” questions on them. As they find the answers they can record the information. This can be helpful when writing research reports.

Variation: Students can keep a wonder book – a notebook to keep track of their questions.

Burning questions

Record questions as a text is being read. Keep the questions for the next day. Reread the questions and identify a burning question to focus on. Reread the text focusing on the burning question. Discuss the question, giving time to explore answers.

Authentic questions vs. assessment questions

Teach students the difference between authentic questions that prompt thinking and assessment questions that check for understanding. Encourage students to ask open-ended authentic questions.

Categorizing questions – coding responses

After reading a text and asking questions save the questions for the next day. Take time to review the questions and categorize them into different groups. Possible groups include:

- Questions answered in the reading – **A**
- Questions answered from background knowledge – **BK**
- Questions answered by inferring from the reading – **I**
- Questions answered by more discussion – **D**
- Questions requiring further research – **RS**
- Questions signaling confusion – **Huh?** Or **C**

Discuss strategies for answering questions

Help students discover strategies that help to answer questions:

- Rereading
- Reading on
- Using picture clues
- Asking a friend
- Collect clues and infer
- Using background knowledge
- Do more research
- Discussing with a friend
- Skimming and scanning

I know . . . , I see . . . , I wonder . . .

Before reading have the students preview the text. Then use a three-column chart to record ideas in each area.

I know . . .	I see . . .	I wonder . . .

KWE chart – before, during and after

Use the three-column chart to help activate schema before reading, record questions during reading, and brainstorm questions after reading.

Before	During	After
K What I think I <u>k</u>now:	W What I <u>w</u>onder:	E What <u>e</u>lse do I want to know about this topic?

Fat or skinny questions – Thick or thin questions

Introduce the students to fat/skinny or thick/thin questions. Skinny or thin questions would include questions not requiring much thought – right there questions. Fat or thick questions would require more thought – think and search, author and you, and on your own questions. Use a visual to help children remember the difference:



Skinny or Thin



Fat or Thick

Use sticky notes to record questions. Write thick questions on 3 X 3 sticky notes and thin questions on skinny, sticky flags.

Different types of questions (see table on next page)

Introduce the students to the different types of questions:

- Literal
- Interpretive
- Critical
- Creative

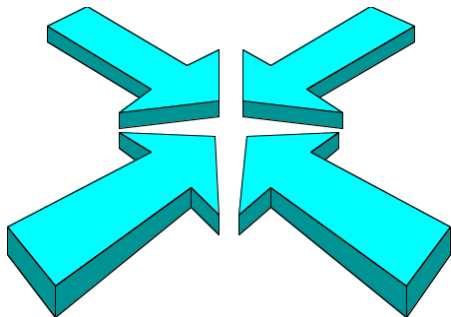
The students can also create their own questions for each type and bring them for discussion. Create bookmarks for each question. Have the students use the bookmarks to note where they found the answers to questions.

Type of question (student language)	Type of question (teacher language)	Explanation
Right there questions (Reading the lines)	Literal	Answers are right there in the text in one sentence.
Think and search questions (Reading between the lines)	Interpretive	Answer is in the text but the reader must search for it, putting the information together from different sentences in the text.
Author and me questions (Reading beyond the lines) Writer and me questions	Critical	Answer is a combination of information from the reader's background knowledge and the text, forming a personal judgment.
On my own questions (On your own)	Creative	Answer comes from information from only the reader's background knowledge.

Question and Answer Relationships – In the Book

Right There

The answer is found directly stated in the text – right there. The answer is usually one word or a short response.



Reading the lines. You will find the answer in the text.

Think and Search

The answer is in the text but you must think about the information in the text and search for the answer by putting the information together from different sentences in the text.



Reading between the lines. You will discover the meaning is found between your ears. You must think about it.

Question and Answer Relationships – In My Head

Author and Me

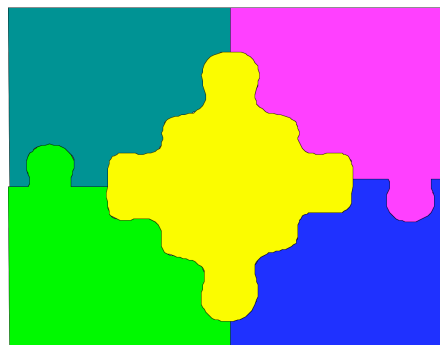
The answer is a combination of information from your background knowledge and the text. You have to use what you know and what the author says to think about the answer.



Reading beyond the lines. You must make a personal judgment based on your background knowledge and the text.

On My Own

The answer comes only from your background knowledge. The author does not tell you the answer. Instead you have to think about the answer using your own experiences and ideas.



You must combine your schema with the text to **produce a new response.**

Comprehension Strategy #4

Creating Mental and Sensory Images – Visualizing

Visualizing is a strategy that enables readers to make the words on a page come to life – creating a movie in the reader’s head. When students create scenes and pictures in their mind while reading, their focus increases and attention does not wander. Teaching children to construct mental images while reading helps them to stop, think about, and visualize what is happening in the text.

Visualizing and inferring do not occur in isolation. When we visualize, we are inferring with mental images rather than words and thoughts.

Teaching the Students to Visualize

Visualizing with wordless picture books

Readers take the clues revealed in the illustrations and combine them with the missing pictures they create in their minds to make meaning. Show the students the pictures from a wordless book and have them create the pictures and meaning that would take place between the pictures.

Alexandra Day – Good Dog Carl

Visualizing with text - drawing

Read a passage out loud and ask the students to close their eyes and visualize the scene. Then have the students share what they saw in their minds orally or by drawing on a piece of paper. Together the author’s words and the background knowledge of the reader help to create mental images that bring the text to life and enhance understanding.

Visualizing with drama

Read a piece of text and then bring the text to life by having the students use their bodies to show what it would feel like to be there. Example: It is a hot day in the text. The students can fan themselves and pretend to be drinking water or sweating.

Quick cloud – thought bubble

Have the students draw a quick cloud - thought bubble and draw what they were thinking as they were reading.

Student prompts

Teach the students specific prompts to use when responding orally or in writing:

- I can picture that in my mind
- I sense that . . .
- When I read that, I see . . .
- The movie in my head is . . .
- The sounds, smells and light of my reading are . . .
- Painting a portrait of my reading, I saw

Teacher prompts

- Tell me about your thinking.
- Describe the movie in your head..
- Draw a picture of your thinking.
- How did the author show and not just tell?
- What music would you put to this piece?

Visualizing with the senses

Visualizing is not limited to pictures. Readers can create images from all of their senses when they read. After reading ask the students to write about what they heard, smelled, tasted or felt as well as saw. Poetry is great to link to the senses. Place a poem on the overhead. Read it through once and then reread, underlining text that creates an image, drawing a picture of the sense used next to each line. **Variation: Visualizing with a senses wheel:**

Provide the students with a sensory wheel – a circle divided into five sections with one sense written into each section. Read a piece of text and have the students touch the sections of the wheel where the image is the strongest in their mind. Have them share with a partner or in small groups. Discuss how different students rely on different senses as they create images in their mind.

Visualizing like a movie

Provide the students with paper divided into boxes or ask them to fold paper into boxes. Have them number the boxes. There should be a minimum of four boxes. Have the students draw the changing images they see as they listen to a piece of text, much like a movie running through their heads. Talk about what to do when the movie stops as you are reading or it gets fuzzy.

Show don't tell

Help students see the connection between visualizing and using show don't tell in your writing. When writers show through their words it makes it easier for the reader to visualize. Active visual verbs and specific nouns help to form the visual.

Comprehension Strategy #5

Drawing Inferences from Text – Reading Between the Lines

Inferring refers to reading between the lines. Inferring is taking information we already know, our background knowledge, and combining it with clues or facts from the text to draw a reasonable conclusion or make an interpretation that is not explicitly stated. The more information we have, the more likely we are to make an inference that is correct. Inferences are based on text evidence making them different than guesses. Inferring also includes reading faces, body language, expression, and tone as well as reading text.

Inferring can come from any of the following places:

- cover
- illustrations
- text

The Difference between Prediction and Inference

Predicting and inferring are related, but our predictions are either confirmed or denied by the end of the story. Inferences are usually more open-ended and may not be resolved when the story ends.

Teaching the Students to Draw Inferences

Link to a math equation

Teach the students that inferences never happen in isolation. They are based on prior knowledge, connections, questions and predictions. The reader uses all of the clues to draw conclusions and form interpretations.

Text + prior knowledge + connections + questions + predictions = Inferences

Text + background knowledge = an AHAA!!

Me + text = Inferences

Me + the book = Inferences

Background knowledge (BK) + Text clues (TC) = Inferences

Draw pictures to represent the math equation:

Head (background knowledge) + a book (text) = a light bulb (inference)

Inferences and pictures

Use pictures to introduce students to inferences. Look carefully at the pictures and identify information found in the pictures versus in the text. Use the prompt: I can infer . . .

Link inferences and daily life

Discuss with the students that we are continually making inferences throughout the day:

- Moods of people by their posture, expression, attitude, voice
- As we watch movies or television
- Predicting the weather
- Food in the cafeteria or in restaurants

Student prompts

Teach the students specific prompts to use when responding orally or in writing:

- I'll bet . . .
- I knew . . .
- I am guessing that . . .
- I predict . . .
- I think the author means . . .
- I have a sense that . . .

Teacher prompts

- What do you think will happen next?
- What do you think this will be about? How do you know that?
- Where in your reading did you have to figure out what the author was talking about?
- What were you thinking would happen? Did it?
- What can you predict from the title of the book? The titles of the chapters?

Inferences and riddles

Introduce the students to riddles and how the reader must infer to solve the riddle.

Inferences and fables

Read fables to the students and as a group determine the moral or lesson. Point out to students that you are inferring.

Inferring feelings

Place a card with a feeling word on the back of a child. Have the student stand in the middle of a circle of children. The student turns around so everyone sees the card. Students give clues to help the student in the middle figure out what word is on his/her back. Begin the clues with "I

feel this way when . . .” After several students have shared their clues the student in the middle infers the feeling on his/her back and explains how he/she determined the feeling.

Poetry and inferences

Read a poem and discuss the feeling(s) the students had as you read it. Discuss how the feelings are not told in the poem but they are shown through the choice of words.

Variation: After reading a poem go through an underline phrases that link to an inference. Draw an arrow to the side of the text and record inferences around the text.

Variation: Use the poetry on the following web sites to introduce inferences:

www.angelfire.com/md/byme/guesswhat/guesswhat.html

www.angelfire.com/md/byme/guesswho/guesswho.html

Use a venn diagram

When completing a venn diagram the information in the outside circles involve the text information. Completing the intersecting part requires the reader to draw inferences while combining the text and background information/schema.

Collect evidence – link to a detective gathering evidence

As students start to draw inferences discuss where it comes from:

- pictures
- text
- background

Link to questions: How do you know? What is your evidence? Without evidence to support your inferences you are guessing.

Vocabulary and inferences

Have the students record new vocabulary in a three-column format:

Word	What I infer it means	Clues that helped me

Students can check definition in the dictionary. Mark a C if confirmed and place an X on top of definition if contradicted. **Variation of table:**

Word	Inferred meaning	Clues	Sentence

Book clues, My clues, Inferences made

Use a three-column chart to record information:

Book Clues	My Clues	Inferences Made

Noticing - Use inferences to understand characters

Authors do not come right out and tell you things. **They show, don't tell**, making you discover the meaning. They show what is important to a character by including details about the character's life through thoughts, actions, feelings, dialogue and reactions from others. The reader's job is to **notice these clues**. It is like a treasure hunt as evidence is gathered from the text to make guesses. Use the prompts:

- I inferred the character _____ because the text _____ and I know from experience that _____ .
- The author did not say this, but I know that _____ because of the clues from the text were _____ and my experience is _____ .

Use inferences to understand characters

Provide the students with a premade form or ask them to fold a piece of paper into fourths and label the sections. Students record information that will be helpful in learning about the character.

Character's name _____

What can you learn about the character through:

What the character says:	What the character does:
What others say about the character:	Reactions to the character from other characters:
General conclusions I can draw about the character:	

Use inferences to answer questions

Provide the students with a premade form or ask them to fold a piece of paper into fourths and label the sections. Students record information that will be helpful in answering questions.

Question:	
Text clues:	Clues gained from talking with others:
Mental images:	Using my own schema:
I'm inferring:	

Emotion chain

Form a line with all students facing the end of the line except the first person. The first person creates a facial expression adding body movements as necessary to depict an emotion. He/She taps the second person in line and he/she turns around. The first person shows the emotion to the next person who recreates it and passes it on down the line. The last person states the emotion. The last person goes to the beginning of the line and passes another emotion down the line. Discuss how you were able to show the emotion through your actions. You had to infer to decide the emotion shown.

Link to writing: Have the students write showing the emotion through the words.

Inference riddles

I am a kind of store.
People come to me when they are sick.
I have lots of pills.

I have lots of teeth.
I help to build houses.
Carpenters use me.

I travel every day.
I have a door and no windows.
I take people up and down.

I love to swim.
I am a very large mammal.
I spout water from my back.

I am long and thin.
I have numbers on me.
You put me in your mouth.

Comprehension Strategy #6

Determining Importance

Determining importance relates to combining important information with what one already knows. The ability to determine importance often requires students to use related strategies such as making connections, drawing inferences and summarizing information. Students must focus on important information and merge it with what they already know.

Teaching the Students to Determine Importance

Overviewing - Previewing

Overviewing is a form of **skimming** and **scanning** the text before reading. The following focus lessons are helpful when students overview a text:

- Bringing up prior knowledge
- Looking at the text length and structure
- Identifying important headings and subheadings
- Deciding what to read and the order in which to read
- Identifying what to pay attention to and what to ignore
- What to do if the text does not contain relevant information
- Determining how the text should be read – carefully or skimmed

The ability to overview saves time. Children can identify what they need to read when searching for specific information.

Important nonfiction features

The following represent possible ideas for mini-lessons:

- Fonts and effects – titles, headings, boldface print, color print, italics, bullets, captions, labels
- Cue words and phrases – signal words are like stop signs - for example, for instance, in fact, in conclusion, most important, but, therefore, on the other hand, and such
- Illustrations and photographs
- Graphics or photographs – close-ups
- Text organizers – index, preface, table of contents, glossary, and appendix
- Text structures – cause and effect, problem and solution, question and answer, comparison and contrast, description and sequence

Important fiction features – story elements

The following represent possible ideas for mini-lessons:

- Characters
- Problem
- Setting
- Key events

Link the purpose(s) of reading and determining importance

Readers read text for different purposes. Model for the children how the reading changes when reading a fiction text versus a nonfiction text. Help students see knowing the purpose for reading helps to determine what's important. Your purpose affects how carefully you read and has an impact on what you determine is important.

Teach text structures – genres

Teach students the different text structures for each genre to help them focus on important information and elements.

Student prompts

Teach the students specific prompts to use when responding orally or in writing:

- I was surprised to learn . . .
- The most important thing to remember is . . .
- I think the author wants me to learn . . .
- I know . . . because . . .
- My reason for reading this piece is . . .
- I can tell what's important by (title, headings, bold print, graphics, etc.)

Teacher prompts

- What did you learn from this reading?
- What are the main ideas in the text?
- Is this piece factual or based on opinion? How do you know?
- What does the author want the reader to learn from this piece?
- How do you know what was most important?

Important qualities and interesting details

Read The Important Book, looking closely at the pattern of the text. The important qualities begin and end each poem, with the interesting details located in the middle. Students can use this model as they write poems on many different topics – an object, a person from the present or past, an event, etc.

Finding important information – sticky notes

Give each student three sticky notes, each marked with a star. Ask them to place the sticky notes at three different places in the text they feel identify important information. When the students share their sticky notes in a discussion they will find that other students may pick important information different than theirs. This reminds them the text includes many important concepts, not just one single main idea.

Variation: Have the students arrange the sticky notes in sequential order to match the text. Stack like sticky notes up like a bar graph. Students then can easily see which places were selected most often as important information.

Reading to answer specific questions

Students identify a question and then read for answers, coding the reading:

- underline or star places
- circle key words
- write their thinking in the margins

Infuse the arts

- Make a collage of important parts of the text.
- Draw a portrait of the main character and write main ideas around the picture.
- Create a quilt piece to highlight the main points of the text.
- Write a song. Use the refrain to highlight the main idea(s) and the lyrics to highlight the details.

Note-taking strategy

Encourage students to stop, think and react as they read. Encourage them to paraphrase their ideas. When students paraphrase they are more likely to remember the information.

Facts	Questions	Responses – My Thinking

Important Information	Interesting details	My Thinking

Determining what's important and what's interesting

Provide the students with a two-column note form headed with **What's Important** (key ideas) and **What's interesting** (interesting details). The columns help students record interesting details but not lose sight of the important information. By looking at the columns teachers can easily see if students are getting the key ideas.

What's Important (key ideas - essence)	What's Interesting (interesting details)

Students can circle the most important information and use to create a summary.

Signal words

Teach students signal words placed by the author to give the reader a signal to stop, think and react. Examples – surprisingly, importantly.

Important information to the reader – Important information to the writer

Have the students place a star next to the information they think is important as well as underline the information. When they read something the writer might think is important code it with a star and a W. The reader must consider both the writer's perspective and his/her own perspective.

Above the line – Below the line

When done reading have the students write what they think is important to remember. Then draw a line under what they thought was important and write down something they think the writer believes is important. They may be the same thing, but they may be different. The ideas may be different based on personal experiences and background knowledge.

Comprehension Strategy #7 Synthesizing Information – Recreating Meaning

Synthesizing information is combining new information with prior knowledge to form a new idea, thought, or creation. Synthesis is the opposite of analysis. Analysis is breaking down the whole into parts, while synthesizing is putting together parts into a new whole. Synthesis is much like working with a puzzle. Students must arrange multiple bits of information until they see a new whole or pattern.

Synthesizing is the most complex of comprehension strategies. Introducing the strategy of synthesizing involves teaching the reader to stop every so often and think about what has been read. As the reader reviews the bits of information gained while reading he/she is better able to construct meaning.

A new perspective or new insight is born as a result of the reading - integrating your thinking with information from the reading to achieve a new perspective. When you write and discuss with others what you have learned you are forming a synthesis – a big picture of what the reading is about. When readers synthesize they identify the essential storyline and ask what does it all mean to me? It helps them to deepen their comprehension and remember what they read.

Two types of synthesizing

Reinforcing what we know	Giving a new perspective or new angle on one's thinking - further insight
If we know a lot about something we add information to our store of knowledge, helping to understand the topic more completely.	If we know little about a topic our thinking evolves and changes based on the information. We merge the new information with existing knowledge to understand a new perspective, a new line of thinking or an original idea.

Teaching the Students to Synthesize

Making synthesizing concrete

Make a comparison between making some type of food (cake, pizza, etc.) and synthesizing.

When you make something you take several ingredients and combine them to make a new whole. When you read and listen to stories, there are many different parts and characters, but in the end all of these parts come together to make up the whole story, just like a cake or pizza.

Other examples of concrete experiences:

- mixing juice
- putting together jigsaw puzzles
- building with legos or building blocks

Difference between summarizing and synthesizing

Summarizing involves picking out the important information and putting into your own words.

Synthesizing involves integrating your thinking with the information.

Taking notes

Use a two-column format to take notes. Write notes in your own words. Include your thinking - reactions, responses and questions.

Notes (Content/facts)	Thinking (Process)

Move from facts to ideas – As reading record facts, ideas and thoughts looking for the larger ideas and issues. After reading think about one important idea you've learned and how it expanding your thinking.

Synthesizing information through retelling

When readers retell they synthesize information. Key ideas to model include:

- tell what is important
- tell in a way that makes sense
- try not to tell too much

Link retelling to your hand – make into a story glove

- thumb – characters – Tom Thumb
- pointer – setting, point where
- middle – problem
- ring – events
- pinkie – conclusion/solution
- in the palm – heart of the story – theme or author’s message

Variation

- characters
- setting
- beginning
- middle
- end

Variation – Nonfiction text: Inside of the hand draw a picture to illustrate the main point. On the fingers write five key finger facts.

Listen to your inner voice – Language that signals synthesizing

Student prompts

Teach students to listen to their inner voice to hear language that signals synthesizing. The following prompts help students record their thinking. It shows their thinking as they go, demonstrating their evolution of thought. Examples:

- I used to think . . . but now I know . . .
- At first I thought _____, but now I’m thinking _____.
- I never realized . . .
- Now I get it . . .
- One new idea I had was . . .
- I better stop and pull all this information together to make sense of what I just read.
- Somebody . . . wanted . . . but . . . so . . .
- This is like putting together a puzzle, I understand . . .
- In the beginning . . . and by the end . . .
- This is really different than I thought it was going to be.

Teacher prompts

- Tell me about this piece in one sentence.
- What can you tell me about the big ideas of this book (piece, article, etc.)?
- What can you tell me about the problem of this story?
- What have you learned?
- Tell me about your thinking.

Compare thinking to ripples in the water or rings of a tree

Share a visual of ripples created from a rock entering the water or rings of a tree. Help students understand they represent a visual of how your thinking evolves and changes as you read. When one reads, new information is gained and thinking is constantly changing, growing and expanding.

Learn, understand and remember - Comparing synthesizing to a funnel

When a reader synthesizes, information is reduced to a manageable amount. The reader sifts through the information deleting the less important details or paring down the information and pulling out the important information. Compare to placing the information in a funnel and out of the bottom emerges only the important information. At that point the reader merges with his/her own thoughts/thinking to enhance understanding. The act of synthesizing takes place when the reader merges his/her thinking with the information to come up with an idea of his/her own.

Read for the gist - the big idea

Encourage students to read for the gist – the essential information, the bigger idea(s). When one synthesizes, the information is pared down until you come up with the big picture. Combine your thinking with the information to get the big idea or the gist. Use the following two-column chart to record information:

What's it about?	What's the point?

Important words

Students identify several words important to the text. Teacher can identify a required number. Students synthesize them into a summary using all of the words.

Quick one

Have the students do quick responses:

- Quick draw – select big ideas to represent in a drawing, do a quick mural with quotes and key words
- Quick drama – act out a scene, pantomime a scene
- Quick write – do a quick response, write something new – a poem, a recipe, a new ending, a new setting, a new verse to a song, etc.

Strip poem

Each child writes a response to the reading on a strip of paper. It can be descriptive or a fact from the text. A sentence frame may be used to start the response, such as:

- The main concept) is . . .
- My favorite part is . . .
- In the book . . .
- I learned . . .

Students gather with other students, take turns reading their strips, and arrange their strips into an order making a poem that can be read aloud, shared as a choral reading or by acting out.

Making comparisons and synthesizing

Use a three-column format headed Compare and Contrast (similar to a venn diagram). The first and third columns are headed with the content to be compared. The middle column is headed **similarities**. When you read record properties of the content in the appropriate column and similarities in the middle column. The middle column is a synthesis of the similarities between the two concepts.

Compare and Contrast		
Content Area #1	Similarities	Content Area #2

Facts – Response

Use a two-column format where the students record facts from the text in the first column and responses in the second column.

Facts from the Text	Response

Statements and response

Use a two-column format where the students record statements – phrase, quote or sentence from the text in the first column and responses – thoughts, questions in the second column.

Statements – phrase, quote or sentence	Response – thoughts, questions

Summary and Response

Divide a piece of paper in half horizontally and label the top half **Summary** and the bottom half **Response**. In the summary section one summarizes the text and then gives a personal response below. The teacher models summarizing, picking out the most important ideas in the text, keeping the writing to a minimum. It is important to explain that synthesizing is more than summarizing. It is also about combining one's personal thoughts with the content.

Taking stock of the meaning while reading – a continuum of thinking (arranged from easy to more difficult)

- Stop and think about what you read.
- Interview a character, stopping at points in the text and asking questions.
- Think of the most important information – write one word to help you remember each important piece. Prepare a list of important pieces of information.
- Look for information that is important and information that is interesting.
- Record facts from the reading in one column and record thinking related to the facts in the other column.
- Compare and contrast concepts looking for similarities/differences – use a venn diagram.
- Write a summary including a personal response.
- Record strategies used as you read (Q, TS, TT, etc.) and then respond to the reading.
- Write an opinion based upon your own thoughts and your reading.
- Write poetry in response to the text. Use pattern poetry to prompt the writing.
- Role play a character or scene looking at possible new situations.
- Make a collage to represent the book.
- Make a mural to represent the book.
- Record how your thinking changes over time as you read – Read and respond at different points in the reading. Review your writing to identify how your thoughts changed.

Books for Practicing and Modeling Comprehension Strategies

Monitoring for Comprehension	
Book Title	Author
Baloney (Henry P.)	Jon Scieszka
Verdi	Janell Cannon

Making Connections	
Book Title	Author
A Big Fat Enormous Lie	Marjorie Weinman Sharmat
A Chair for My Mother	Vera Williams
A Country Far Away	Nigel Gray
Alexander and the Terrible, Horrible, No Good, Very Bad Day	Judith Viorst
All the Secrets of the World	Jane Yolen
Amazing Grace	Mary Hoffman
At Daddy's on Saturdays	Linda Girad
Before I was Born	Harriet Ziefert
Best Town in the World	Byrd Baylor
Big Mama's	Donald Crews
The Book of Bad Ideas	Laura Huliska-Beith
Chrysanthemum	Kevin Henkes
Dinner at Aunt Connie's House	Faith Ringgold
Families Are Different	Nina Pellegrini
Faithful Elephants – A True Story of Animals, People and War	Yukio Tsuchiya
Fly Away Home	Eve Bunting
The Good-bye Book	Judith Viorst
Hey World, Here I Am	Jean Little
I Like to Be Little	Charlotte Zolotow
I am Really a Princess	Carol Shields
If a Bus Could Talk: The Story of Rosa Parks	Faith Ringgold
In My Momma's Kitchen	Jerdine Nolen
Ira Sleeps Over	Bernard Waber
Julius, the Baby of the World	Kevin Henkes
Koalu Lou	Mem Fox
Keepers	Jeri Hanel Watts
Leo the Late Bloomer	Robert Kraus
The Lotus Seed	Sherry Garland
My Great Aunt Arizona	Gloria Houston
My Rotten Redheaded Brother	Patricia Polacco
Oliver Button is a Sissy	Tomie dePaola

Our Granny	Margaret Wild
Owen	Kevin Henkes
The Pain and the Great One	Judy Blume
The Relatives Came	Cynthia Rylant
Roxaboxen	Alice McLerran
Smoky Night	Eve Bunting
Snippets	Charlotte Zolotow
The Snowy Day	Ezra Jack Keats
Tell Me a Story, Mama	Angela Johnson
Terrible Things: An Allegory of the Holocaust	Eve Bunting
Thomas' Snowsuit	Robert Munsch
Thundercake	Patricia Polacco
Tight Times	Trina Schart
The Two of Them	Aliki
The Wall	Eve Bunting
The Wednesday Surprise	Eve Bunting
What are You so Grumpy About?	Tom Lichtenheld
When I was Little	Jamie Lee Curtis
When I was Young in the Mountains	Cynthia Rylant
Wilfrid Gordon McDonald Partridge	Mem Fox
Text to Text	
<ul style="list-style-type: none"> • Amazing Grace • Oliver Button is a Sissy 	Mary Hoffman Tomie dePaola
<ul style="list-style-type: none"> • Look Out Patrick • Rosie's Walk 	Paul Geraghty Pat Hutchins
<ul style="list-style-type: none"> • Charlie Anderson • Six Dinner Sid 	Barbara Abercrombie Inga Moore
<ul style="list-style-type: none"> • A Bad, Bad Day • Alexander and the Terrible, Horrible, No Good, Very Bad Day • Bad Day • Today Was a Terrible Day 	Kirsten Hall Judith Viorst Jeni Couzyn Patricia Reilly Giff
<ul style="list-style-type: none"> • Now One Foot, Now the Other • The Two of Them 	Tomie dePaola Aliki
Comparing Fairy Tales	

Asking Questions	
Book Title	Author
Biographies	
Charlie Anderson	Barbara Abercrombie
Faithful Elephants – A True Story of Animals, People and War	Yukio Tsuchiya

Fly Away Home	Eve Bunting
Grandfather Twilight	Barbara Berger
Hey Little Ant	Phillip and Hannah Hoose
How Come?	Kathy Wollard
Knots on a Counting Rope	Bill Martin Jr. and John Archambault
The Lotus Seed	Sherry Garland
Miss Rumphius	Barbara Cooney
Pink and Say	Patricia Polacco
Star of Fear, Star of Hope	Jo Honestlandt
The Stranger	Chris Van Allsburg
The Wise Woman and Her Secret	Eve Merriam
Use any books based on a time period in history to ask questions about the actions/challenges surrounding the time period	

Visualizing	
Book Title	Author
Abuela	Arthur Dorros
Appalachia	Cynthia Rylant
Barn Dance	Bill Martin
The Black Lagoon Series	Mike Thaler
Fireflies	Julie Brinkloe
Gila Monsters Meet You at the Airport	Marjorie Weinman Sharmat
Good Dog Carl	Alexander Day
Harry Potter	JK Rowling
I Stink	Kate and Jim McMullan
I'm in Charge of Celebrations	Byrd Baylor
Lilly's Purple Plastic Purse	Kevin Henkes
The Listening Walk	Paul Showers
The Mysteries of Harris Burdick	Chris Van Allsburg
The Napping House	Audrey Wood
Night in the Country	Cynthia Rylant
Night Sounds, Morning Colors	Rosemary Wells
No, David!	David Shannon
Owl Moon	Jane Yolen
Piggie Pie!	Margie Palatini
Poetry	Shel Silverstein Jack Prelutsky Judith Viorst
The Rainbabies	L. Melmed
Round Trip	Ann Jonas
The Seashore Book	Charlotte Zolotow
Shadow Ball: the History of the Negro Leagues	Geoffrey Ward, Ken Burns

Through Grandpa's Eyes	Patricia MacLachlan
The Twits	Roald Dahl
When I was Young in the Mountains	Cynthia Rylant
Zoom/Rezoom	Istvan Banyai

Drawing Inferences	
Book Title	Author
Alexander Who Used to be Rich Last Sunday	Judith Viorst
A Chocolate Moose for Dinner	Fred Gwynne
A Little Pigeon Toad	Fred Gwynne
The Aminimal	Lorna Balian
Creatures of the Earth, Sea and Sky	Georgia Heard – book of poems
Dandelion	Eve Bunting
Earthlets as Explained by Professor Xargle Earth Hounds Earth Mobiles Earth Tigerlets Earth Weather	Jeanne Willis
Encounter	Jane Yolen
Fables	Arnold Lobel
Fly Away Home	Eve Bunting
Grandfather Twilight	Barbara Berger
Hattie and the Fox	Mem Fox
How Many Days to America	Eve Bunting
June 29, 1999	David Wiesner
The King Who Rained	Fred Gwynne
The Little Mouse, the Red Ripe Strawberry and The Big Hungry Bear	Don and Audrey Wood
No, David!	David Shannon
The Paper Bag Princess	Robert Munsch
Rose Blanche	Roberto Innocenti
See the Ocean	Estelle Condra
Seven Blind Mice	Ed Young
Teammates	Peter Golenbock
Tight Times	Barbara Hazen
Time for Bed	Mem Fox
Two Bad Ants	Chris Van Allsburg
Visitors for Edward	Michaela Morgan
Yo! Yes!	Chris Raschka

Determining Importance	
Book Title	Author
Nonfiction books	Joanna Cole Gail Gibbons Paul Fleischman Seymour Simon
The Important Book	Margaret Wise Brown

Synthesis	
Book Title	Author
Dear Mrs. LaRue: Letters from Obedience School	Mark Teague
Martha Speaks	Susan Meddaugh
No, David!	David Shannon
The Mysteries of Harris Burdick	Chris Van Allsburg
Two Minute Mysteries	Donald Sobol
Voices in the Park	Anthony Browne

Great Source Education Group – 1-800-289-4490, www.greatsource.com

Daybook of Critical Reading and Writing – Grades 2-12

A Reader's Handbook – A Student Guide for Reading and Learning

Web Sites – Comprehension strategies

www.readinglady.com/

www.devstu.org/making_meaning/videos/index.shtml - making meaning program

reading.ecb.org – into the book, comprehension strategies

Web Sites – General

www.readwritethink.org/ - NCTE

www.ira.org - IRA

Direct Teaching of Vocabulary

Important considerations when planning direct instruction of vocabulary:

- 1. Instruction should help students relate new vocabulary to their background knowledge and experiences.**
 - **Learning words in isolation is rarely effective.**
 - **Connect personal reaction** to the words.
- 2. To really learn a word students must relate the words to other words, concepts and to their experiences.**
 - Students must be able to **generalize from one word to similar words.**
 - Pair new words with **familiar synonyms.**
 - Introduce words in **categories.**
 - Use **analogies** to introduce words.
 - Brainstorm **related words** to the vocabulary words.
- 3. Students should be actively involved in the process of learning new vocabulary.**
 - Use the words **in context.**
 - Students must **verbalize what they learned and relate to their own life and the text.**
 - Students need to **read, write or say the word ten to twelve times.**
 - Students may **pantomime** or **dramatize** words.
 - Bring in the **actual object** or **picture** of the word.
- 4. Students must learn strategies to use on their own when reading independently.**
 - **Teach a variety of strategies** students can use independently.
- 5. Words selected must be related to concepts the students are using in class.**
 - **Link the instruction of words to the background building** of the concept.

Preteaching Vocabulary

Guidelines

1. **Preteach only key-concept words.** If it seems necessary to teach a large number of words the text is probably too difficult.
2. **Present the words in context** if possible or in groups of like categories.
3. Thoroughly **teach the words**, taking time to **discuss the word meanings**, with many examples.
4. **Link the teaching of vocabulary to the background development for the text.** Children need to understand the relationship between words being taught and the concepts they need to understand the text.

Steps to Selecting Vocabulary Words for Teaching

Step One	Read the text to determine general story lines or key ideas.
Step Two	Select words that may cause students difficulty based upon their background, decoding skills, ability to determine meaning. This list of words contains your key concept words .
Step Three	Identify which key concept words are defined in the text. These do not need to be pretaught. (Challenge words)
Step Four	Identify words students can determine through the use of structural analysis - prefixes, suffixes, root words, inflectional endings. These do not need to be pretaught. (Challenge words)
Step Five	Think about the words in relation to the students' needs. Words that may cause difficulty may need to be pretaught. (Word stoppers)
Step Six	Decide when to teach: <ul style="list-style-type: none"> • before reading – link to background building – word stoppers • during reading – remind them of the challenge words • after reading – discuss wonder words
Step Seven	Select the strategy or strategies to use for teaching.
Wonder Words	Allow students to collect words they “ wonder ” about. Discuss after reading.

Strategies to Explore Words

(May be done as prereading, during reading or after reading strategies.)

Word posters

Students create a poster with a picture to illustrate a word, along with a sentence using the word. This helps the students to visualize the word.

Word maps

Word maps help students to visualize the word's meaning. The word selected is placed in the center with information connected to the word. This information may answer the following questions:

- What is it? - What does it describe?
- What is it like? (characteristics/properties of the concept)
- What are some examples? (examples of the concept)

The map helps students make connections between the word and what they are reading.

Dramatizing the words

Students dramatize a word, as an action is sometimes more effective to explain a word than a verbal definition.

Word sorts

Students sort a collection of words into categories. Words can be sorted by character, concepts found in the story, etc. Variation: Students brainstorm words related to topic first, then sort them into categories.

Word chains – relationship maps – linear displays

Students group words to make a chain. The words can be grouped in multiple ways:

- Sequence words in an order – egg, tadpole, frog
- Link words that are synonyms – firefly, glowworm, lightning bug
- Link words in a series of gradients – good, better, best; tepid, hot, scalding

The grouping helps students to think about the word relationships.

Semantic mapping, webbing or clustering

Students brainstorm words related to a key concept. Then the words are clustered into groups with common characteristics. Students brainstorm labels to attach to each group.

Preview in context

Students preview words in context. The teacher guides the students to use the context and their prior knowledge to determine the meanings of selected words. The words selected should be key-concept words, limited to two or three. The teacher identifies text that contains strong context clues for the word. Read the text aloud and lead the students to a definition. Discuss synonyms, antonyms or other contexts where the word might be used.

Stoplight vocabulary

Identify possible words study. Have students to rate their understanding of the words using a stoplight.

- Red – I do not know this word
- Yellow – I know a little about this word.
- Green – I could teach others about this word.

RIVET

Select key words to represent the main concepts or vocabulary from the text. Start with providing the number of letters in the first word by drawing blanks to represent each letter. Write the letter in the blank one letter at a time letting the students guess the word. Continue the process through the words. Discuss how the final word is easy to figure out because the students have built background knowledge from the previous words.

_____	Africa
_____	mammal
_____	wrinkled
_____	herd
_____	drought
_____	elephant

Vocabulary Square	
Definition	Characteristics
Picture – Visual	Synonyms

Fluency Instruction

Fluency – the ability to read a text accurately and quickly.

ESPP – Expression and volume, Smoothness and accuracy, Phrasing, Pace

Fluent readers:

- Recognize words automatically
- Group words as they read - phrase correctly
- Read aloud with expression - volumes, tone emphasis, phrasing
- Read naturally as if speaking
- Pause appropriately
- Focus on making connections between the text and their background knowledge

Fluency provides a bridge between word recognition and comprehension.

Fluent readers can focus on comprehension because they do not have to focus on decoding the words.

Strategies to Focus on Fluency

Teacher read aloud – listening center

- **Model fluency and expression**
- Build background knowledge about reading process

Environmental print

- Surround the children with print and provide opportunities for students to read
 - Classroom rules
 - Poems
 - Strategy charts
 - Name charts
 - Modeled writing pieces
 - Books we love
- Word collections – homonyms, compound words, etc. Word of the day
- Read the room
- Write the room
- Word walls – room or personal ones
- Word rings

Shared reading

- Allows the teacher to **model enjoyment of reading as well as fluent reading**
- Draws attention to text signals and concepts of print
- Sets up an experience for **repeated readings**
 - Reading along on familiar portions of text – repeated phrases or sentences, predictable rhymes or choruses
 - Echo reading – students echo a line after you
 - Reading the text in different ways – fast, slow, inside voice, outside voice, etc. (see other ideas below)
 - Whisper phone
- Text options – big books, chart sized poems/stories, overheads
- **Connect the shared reading to guided reading and independent reading**

Just for Fun – rereading

- **Read with any of the following voices – Be creative**
 - Underwater
 - Opera
 - With a cold
 - Mouse
 - Monster
 - Cowboy
 - Rap
 - Giggle
 - Witch
 - Robot
- drjean.org/html/monthly_act/act_2006/01_Jan/pg04.html

Purposeful oral rereading

- Not round robin reading or popcorn reading as they do not give time to rehearse
- **Purposeful oral rereading is for a reason:**
 - Read your favorite part
 - Read the part of the text that supports your answer
 - Read the part that contains _____
 - Read the section that sums up the main idea
 - Read the section you found confusing

Partner reading

- Set up in different ways – **taking turns, reading chorally, reading dialogue in parts**
- Match students with similar abilities
- Let them talk and converse about the reading
- Optional – write and draw about the experience

Cross-age partner reading

- Adult/child, older/younger student
- Start in unison, signal when wanting to read solo – focus is on having child read as much as possible, but allowing for a break and letting the adult/older student take over

Make repeated readings fun - make practicing fun

- **The reading wave** - Talk about the wave done at sporting events first. Then have the students practice independently reading something from their book bag that they want to share with the class. They should practice for 1 - 2 minutes. Once the practicing is done, gather in a circle and you say, “Let the reading wave begin.” One at a time the children share their short passages out loud, following the person before them as quickly as possible to imitate the sports wave. They hold their book up as they read.
- **The reading train** - Make two rows with children sitting side by side. One line is the readers and the other line is the listeners. Blow your whistle and say, “All aboard the reading train.” The readers then share a short passage out of a book they are reading. Whistle blows again and you say, “Reading train is in the station.” The readers stop and the readers move one space in front of them; the listeners stay put. Process continues until listeners have heard all readers.
- **Four corner reading** - Four children go to each of the four corners in your classroom. Divide the rest of the class into four groups. They go to a corner to listen to a reader. The readers tell the title of the book they are sharing and why. They read just a little bit of it, getting their friends/peers interested in the book. The readers rotate, not the listeners.
- **“Stop and Share” partner reading** - Partner students. One student starts to read. Partner listens. Flash the light to stop the partner reading. This is the sign for the sharing to start. The reader can retell what he/she has read or the listener could do the retelling. The reader can ask the listener a question or either of them can make predictions. Flash the lights to begin reading again. Repeat as many times as you want.
- **Rhythm Walk** (Reading Teacher, Vol. 60, No. 6, March 2007) -
 1. Choose the right text. It should be short, engaging and at the appropriate reading level.
 2. Chunk the words into manageable sizes. For examples: the eensy weensy spider/
climbed up the water spout/ down came the rain/ and washed the spider out/ out
came the sun/ and dried up all the rain/ and the eensy weensy spider/climbed up
the spout again.

3. Write big. Letters should be about an inch and a half high so students are not hunching over to read.
4. Model first.
5. Take our turn through the Rhythm Walk by demonstrating fluid movement as well as the key elements for fluency.
6. Sit back and let students move. Allow for creativity and learning to evolve.
7. Go back to the original text. It is essential for students to practice their fluency skills with the original connected text.

Echo reading

- **Teacher reads a sentence or phrase fluently**, using correct tone, expression and phrasing
- **Students echo the teacher** by reading the same line
- For younger students point to the words as you read – look for creative pointers
- Talk about the use of expression and tone

Call and response

- A type of singing where the **lead singer calls a line and the audience responds with a refrain**
- Example
 - Call – Cinderella was a sweet young gal.
 - Response – Oh yes, Cinderella was a sweet young gal.
 - Call – Cinderella had to clean the house and the cinders
 - Response – Oh yes, Cinderella was a sweet young gal.
 - Call – Cinderella did her sister's hair for the ball.
 - Response – Oh yes, Cinderella was a sweet young gal.

Getting into the Character

- Encourage students to **read a passage as they think the character would say and feel it**
- Variation – become the character as you read the passage
- Provide scripts/texts in the fluency center for students to practice different characters

Poetry hour

- Pick **an hour once a week** for students to **share their favorite poetry orally**
- Could make it into a coffee house, designate an emcee and invite the parents
- Encourage students to write their own poetry and share orally

Poem of the Week

- **Provide a poem of the week for students to read, reread and memorize**
- Variations – use the poem for teaching concepts, illustrate the poem, make a poetry book
- **Week of poetry:**
 - Monday - introduce the poem. Teacher model reads and the students echo read
 - Tuesday - Read the poem together a couple of times using the different voices (robot, mouse, etc.)
 - Wednesday - Assign lines to different groups. Read in a round.
 - Thursday - “X-Ray Vision” day - Put post-it notes over a couple of words from the poem and read through it as a class, seeing if the students can figure out what the covered words are.
 - Friday - Have fun choral reading, partner reading, reading to others around the school.

Work on expression - Guess the Emotion

List emotions on small slips of paper (such as angry, sweet, surprised, bored, etc.). Have sentences from books you’ve read on other slips. (Example - Snow White said, “I hope that the seven dwarfs will be home soon. They are very late tonight.”) Draw an emotion and also a sentence. Have a child read the sentence using the emotion while the rest of the class tries to guess the emotion.

Radio reading

- In the past **stories and plays** were **read on the radio**
- Can be done as a live performance or a prerecording
- Select text to read and create a radio studio with props such as a table, microphone, etc.
- Prepare sound effects
- Look for places to share – in class, over the intercom with entire school

Timed rereadings

- **Time students on the readings and calculate WPM**
- Allow students time to practice and then reread and time, calculating WPM
- Link to miscue analysis and count only the words read correctly – WCPM

Sing songs – use piggyback songs

- Provide copies/charts of songs, sing together
- Use piggyback songs/books

Oral reports – book talks

- Students share information from a **research report** orally
- Students give a summary of a book, read a favorite passage with expression, sell the book to fellow students

Chunking phrases

- **Teach the students to chunk phrases of text** together as you read
- Talk about how the meaning changes as you chunk in different ways
- **Partner phrasing** - Working with a partner students chunk sentences looking for flow, marking on the text
- **Phrase pirates**
 - Become a reading pirate by stealing 3-4 interesting phrases from their independent reading
 - Use the phrases in speaking or in writing
- **Poetry phrases** - Pick favorite phrases from poems to read

Get families involved

- Have family members come in as guest readers.
- Provide books to go home.
- Invite family members to come help your students as a volunteer.
- Encourage family members to do repeated readings at home.

Fluency flexors

- Short, focused exercises to **flex reading muscles by reading, rereading and rehearsing sentences to convey different meanings**
- Focus on reading fluently while conveying meaning
- Use at the beginning of reading workshop or guided reading – **take the text from books students are reading** – Ex. in guided reading the text can come from the guided reading book
- **Read it the way the writer meant it**
- **Place the fluency flexors in a fluency center for practice**
- Connect to independent reading by having students search for interesting sentences in their independent reading to reread, rehearse and share with the group. Students can also share how the passage relates to the story.
- Example – Koala Lou, I do love you.


Choral reading

- Select a **text that is visible for all – big book, chart, copies, overhead**
- Used with poetry quite often - Have the students **keep all of the poems/choral readings/songs etc. in a binder**
- Provide time for **rehearsal**
- **Link to a fluency center**
- Look at **different ways to read the text** – traditional choral reading
 - **Refrain** – children read the refrain
 - **Line a child/part speaking** – each child receives a line to read or a part to read
 - **Antiphonal** – reading is broken into two parts and parts go back and forth
 - **Unison** – everyone reads together – usually a shorter text
 - **Cumulative** – the reading is divided into parts and the parts are added in one at a time for a cumulative effect

Reader's theatre

- Students read **scripted stories** taking on the parts of the characters and narrator, using their voice to bring the text to life
- **Students hold scripts and read conveying the story through their voice, gestures and facial expressions**
- No props or costumes – place a name tag of the character on the person
- Monday – give out scripts with parts highlighted and students practice during the week. Meet together on Friday to do the reader's theatre with other students in their group.
- Monday - get the script, Tuesday - practice, Wednesday - practice, Thursday - dress rehearsal, and Friday - On Broadway (performance day).
- Resources:
 - www.readerstheatre.ecsd.net/collection.htm
 - www.teachingheart.net/readerstheater.htm
 - www.aaronshep.com/rt/
 - loiswalker.com/catalog/guidesamples.html
 - www.lisablau.com/freescripts.html
 - busyteacherscafe.com/units/readers_theater.htm
 - www.readinglady.com
 - www.storycart.com
- Variations: Add puppets; turn it into a television program with commercials; put the scripts in the fluency center

Rules of the Road

1. **Green** means go. Start at a capital letter.
2. **Red** means stop. Stop at a . ! ?
3. **Yellow** means to pause, before continuing. Watch for a , or . . .
4. Try not to stop in the middle of the road.
5. Turn corners quickly (at the end of the line). 

Word Study

Finding Little Words in Bigger Words

Teach the students to look inside a word to find words they know – look for chunks.

Shower Curtain – Letter Mat

Divide a shower curtain into 26 boxes and write one letter in each box in ABC order. This can be used in a variety of ways. A fun way is to have students spell words by pointing to each letter.

Transforming Words - Word ladders

Have fun with words by changing letters in the words to transform them into a new word.

Example: dog to cat

- dog, dig, big, but, cut, cat
- dog, dot, cot, cat

Encourage students to change the words in the least number of transformations. The words can be written vertically within the rungs of ladders to show the transformations. There are many published books with word ladders in them.

Word Sorts

This can be done individually, in partners or in small groups. Children are provided with words on cards and asked to sort them. There are two kinds of sorts – open and closed. In a closed sort the teacher tells the students the categories and students sort the words into the categories. In an open sort the students sort the words by their own criteria. After sorting the students explain how they sorted the words. Students can also sort words and have other groups guess their categories.

Possible categories include:

- beginning sounds – consonants, blends, digraphs
- ending sounds
- parts of speech
- prefix/suffix
- syllables
- vowels – short, long, r controlled – spelling patterns for vowel sounds
- multiple meaning words
- contains smaller words

There are many published books with sorts ready to be copied and used with students.

Making Words (Cunningham)

Students are given a number of letters and they manipulate the letters to make words. As the words are made the teacher can list the words on the board by similar patterns and students can discover the patterns within the words. Students can also sort the words made and discover the patterns. There are many published books with lessons on making words.

Example - Plants – Teacher can ask the students to make two, three, four, etc. letter words. Students manipulate letters to make the different words. Teacher lists them on the board in columns to illustrate their patterns. Students can then compare the words and discover the pattern within the words.

an	at	lap	ants
tan	pat	tap	pants
pan	sat	taps	plant
span	pats	laps	plants
	slat	slap	

Teach for transfer – Ask the students what other words they could make with the pattern(s) they discover.

Dan	fat	cap	chant
clan	rats	trap	planter

Also see activities listed under Word work – Daily 5

Nine Types of Modifications to Differentiate Instruction

Types	Explanation of Modification	Examples
Input	Providing a variety of instructional strategies to facilitate learning	Use of videos, field trips, technology, visual aids; dividing a task among cooperative group; giving only basic information; taped information to listen to
Output	Providing options for students to demonstrate their learning	A variety of products are available for students to choose from, involving written, oral, visual or technological options
Size	Changing the length or portion of the assignment or performance students are expected to complete	Reduce the assignment – numbers of problems, length of the writing/report, etc.
Time	Allowing the amount of time needed for learning to be flexible	Individualize the timeline for completion of project or test – allow more time in class or at home
Difficulty	Changing the level of the skill, concept or process involved in the learning	Tier the assignment with varying levels of difficulty; provide calculators to help in math; materials linked to interest and readiness
Level of Support	Varying the amount of assistance provided to the student	Allow for different grouping patterns for work: partner, small group, mentor, para, etc.
Degree of Participation	Modifying the level of involvement to meet the student's needs	Assign different levels of participation within the assignment/work
Modified Goal	Adaptations made to expectations or outcomes of the curriculum	The student focuses on writing some letters and copying words rather than creating own sentences
Substitute Curriculum	Materials and instruction are significantly changed	Totally different instruction and materials are provided for students such as a different story to work with

Differentiating Instruction

Teachers can differentiate four classroom elements based on student readiness, interest or learning style/profile.

Content	<ul style="list-style-type: none">• Use reading materials at differing readability levels• Give student different materials to cover content – variety of textbooks, magazines, newspapers, videos, maps, and brochures – multiple options for taking in information• Record text on tape• Use spelling or vocabulary lists at the readiness level of the students• Present materials through multiple modalities• Use reading buddies• Meet with small groups to reteach a skill or extend the thinking• Provide a visual backup for verbal instructions• Compact the curriculum
Process	<ul style="list-style-type: none">• Use tiered activities that allow students to work through important concepts and skills but with different levels of support• Provide interest centers for students to explore topics of interest• Develop personal agendas or task lists – containing work for the whole class as well as work for individual students• Offer manipulatives and hands-on support for students• Vary the length of time a student may take to complete a task• Use different graphic organizers to display comprehension• Use flexible groups• Vary the pace for individuals or groups• Break the content into smaller segments• Adjust/Modify the test• Give oral and written quizzes• Record assignment directions so students can access as needed

Product	<ul style="list-style-type: none"> • Give students options for the product – allowing choice • Use rubrics • Allow students to work alone or in small groups • Encourage students to create their own assignments as long as they contain required elements • Vary the performance expectations or complexity of the product • Allow oral reports vs. written reports
Learning environment	<ul style="list-style-type: none"> • Provide places in the room to work quietly as well as places for collaboration and conversation • Provide materials that reflect the cultures and home settings • Set clear guidelines for independent work that matches individual needs • Develop clear management routines • Develop routines for students to get help when the teacher is busy • Allow students to move as they learn if needed • Use a variety of teaching strategies • Link instruction to multiple intelligences • Provide spaced learning breaks • Use enlarged print • Use visuals – bulletin boards, posters, graphs, transparencies • Provide a visually quiet area of the room

It is possible to differentiate across the different areas.

Example

Students are grouped by interest and within their group there are multiple activities set at differing levels, which result in a variety of products based on learning styles.

In this example the **content, process and product** are all being differentiated.

Strategies for Differentiation that Go Across the Four Areas (content, process, product and learning environment)

Easy to do strategies	Expanding on what you do	Strategies to save for last
<ul style="list-style-type: none"> • Flexible grouping • Mentors • Open-ended tasks • Questioning techniques • Peer tutors • Reading buddies 	<ul style="list-style-type: none"> • Centers/stations • Preassessment • Student self-assessment • Rubrics • Learning contracts • Independent projects • Anchor activities 	<ul style="list-style-type: none"> • Tiered assignments • Layered curriculum • Compacting the curriculum

Determine Readiness

- Use a variety of assessments to **determine a student's readiness**
- Readiness is constantly changing so students need to be able to move between groups

Learning Styles

- Adjust the environment to meet **preferences, learning modality or personal interests**

Student Interest

- Utilize **interest surveys** to determine student interests

Adjusting Questions

- During large group activities you can **adjust the questions asked** according to the student's needs
- With written quizzes you may **assign specific questions** to different students
- Use words from the different levels of Bloom's Taxonomy

Acceleration/Deceleration

- **Accelerating or decelerating the pace** that students move through the curriculum

Learning Contracts

- A **written agreement** between teacher and student that provides focus and direction for learning
- Assignments vary according to student's needs

Reading Buddies

- Match students to **read together and discuss** what was read
- Students can be matched in a variety of ways

Flexible Grouping

- Important to **permit movement** between groups
- Allow students to be **appropriately challenged and not labeled**

Guided Reading

- Small group instruction based on children's needs, ability, or interests
- Teacher scaffolds the instruction while demonstrating reading strategies

Literature Circles/Book Clubs

- Groups meet to discuss books
- Reading strategies are applied during reading

Strategy Groups

- Groups focus on specific strategy lessons

Peer Teaching

- **Utilize the skills or expertise of students** – designate a student as “**resident expert**” for a concept or skills and allow him/her to reteach the concept to peers

Independent Study Projects

- **Research projects** done independently with varying levels of degree of help and structure

Buddy-Studies

- **Two-three students work together** on a project
- Students **share research** but each **complete an individual product** to demonstrate their own learning

Learning Centers/Stations

- Areas that contain a **variety of activities** that can be differentiated as well as required

Anchor Activities

- List of **activities students can do** when they have **completed assignments** or at the **beginning of the day**
- Activities relate to **specific needs** or may be related to a **long term project** a student is working on
- Students work at **different paces**
- Provides time for **teacher to meet with small groups, assess students or meet individually with students**

Compacting the Curriculum

- Assess the students' knowledge and **provide alternative activities** for students that have **mastered the content**
- Students that demonstrate they do not require instruction can move on to **tiered activities** while others receive instruction

Tiered Lessons/Assignments

- Series of **related tasks** of **varying complexity**
- All activities relate to **key understandings and skills needed to be acquired**
- Activities are assigned as **alternative ways of reaching goals**, taking into account student needs
- Lessons can be **tiered** based upon any of the areas: **content, product, process, interest, readiness, learning style or learning environment**

Tiering Lessons (content, process, product)

Readiness	<p><u>Process</u> Working on sounds – letters</p> <ul style="list-style-type: none"> • B - cereal – symbols • O - pizza box – letters • A - granola bars 	<p><u>Process/Product</u> Comprehension</p> <ul style="list-style-type: none"> • B - factual questions – draw your favorite part • O - concept map or venn diagram • A - extensions – point of view
	<p><u>Process/Product</u> Events</p> <ul style="list-style-type: none"> • B - sequence events – BME • O - sequence multiple events by character, timeline • A - sequence events from different points of view 	<p><u>Product</u> Characters</p> <ul style="list-style-type: none"> • B - Map out key characters • O - compare characters using a venn diagram • A - create new characters
Interest	<p><u>Process</u> Interviews Allow students to interview different people</p>	<p><u>Product</u> Write directions - sandwich Allow choice of what to write directions for – peanut butter, cheese, egg salad</p>
	<p><u>Process</u> Play Allow students to be involved based on choice – actors, set designers, prop crew</p>	<p><u>Product</u> Main idea – details Use different formats to show main idea/details – journal, newspaper, letter</p>
Learning profile	<p><u>Process/content</u> Learn about different cultures</p> <ul style="list-style-type: none"> • V - read - discuss, listen – draw • A - listen – discuss • K - listen – movement, act out 	<p><u>Product</u> Writing</p> <ul style="list-style-type: none"> • V - cartoon • A - talk it out first before writing • K - act it out then write it out

Ongoing Assessment Options – Checking for Understanding Facilitating Active Learning – Assessment FOR Learning

Assessment - Facilitating Discussion

Pair Share – Turn-n-Talk

Assign talking partners. Partners “turn and tell” what they are thinking or an answer to a question.

Clock Partners

Give students a picture of a clock with all 12 numbers or just 12, 3, 6, and 9. Each student matches up with another student and writes his/her partner’s name next to a number on the clock. Continue matching until all times are filled. Teacher announces during the lesson or at the close of the lesson to meet with their ____ o’clock partner and students pair up and follow teacher directions:

- Discuss key points of the lesson
- Write a question and answer it about the lesson
- Act out a section of the text
- Draw a visual to explain the text or identify important parts

Variation for younger students – Shape Partners

Travel Partners

This is similar to clock partners but done with a map with locations identified such as cities. Students match up with another student recording names on map. Teacher announces it is time to travel to one of the cities and students meet with their partner and follow teacher directions as above.

Say Something

After reading or giving information, stop and ask the students to say something to their partner about what they are thinking right now about the content. Follow up with having 3-5 students share with the entire class. Partner options: Teacher designated

- Clock partners
- Travel partners
- Pinkie partner
- Shoulder partner
- Knee partner

Five Things I Remember

After a period of instruction, have the students make a fist and raise as many fingers to represent the number of things they can remember from the instruction. Ideas can be shared with entire group or with a partner.

Stoplight Reflection – (share with a partner based on the colors below)

- Red – identify very important ideas that should be remembered
- Yellow – identify moderately important ideas
- Green – identify interesting information

Inside/Outside Circle

Students stand in two concentric circles with the inside circle facing out and the outside circle facing in so that each person has a person in front of them that is their partner. The teacher gives a topic/questions for students to discuss with their partners. The one (or both) circle moves a certain number of places in a particular direction.

Numbered Heads Together

In groups of four, each student should be assigned a letter. The teacher gives the entire class a topic, question, problem, etc. After writing their own summary/definition/answer, teammate put their “heads together” to ensure all members can answer. The teacher the calls a letter and students with that letter share their answers.

Mix, Pair, Share

The class “mixes” until the teacher call “pair”. Students find a new partner to discuss the teacher’s question or problem.

Whole Group Assessment

Place a card in each corner of the room with descriptors that group students’ understanding. Tell the students to go to the corner of the room that matches their understanding. Students discuss what they know about the topic and why they choose that level of understanding.

Examples of levels of understanding:

I have it.	Yellow brick road	Really sure
Often	Highway	Pretty sure
Sometimes	Paved road	Foggy
Rarely ever	Dirt road	Clueless

Variation – Corners

Teacher announces a question with four options and designates one corner for each option. Students write down their answer and then move to their designated corner. When at the corner, student pair up and discuss their answer to the question.

Pair Squared

Provide a prompt or question(s) for partners to discuss. After a short discussion have the pair join another pair to share thoughts.

Assessment - Written

And the Winner is . . .

Provide students with the following prompt:

The publisher of your _____ book wants your opinion. They would like to know which section/skill (that you have learned from this unit) you think is the most important or relevant. Please pick the skill you would vote for and explain why you choose it.

Carousel Brainstorming

Ask a question . . . a different question to each person in the group. The first person write down two thoughts/ideas and passes the paper onto the next person. That person adds two thoughts/ideas and passes it onto the next person, until all people in the group have added ideas.

Variation: Use chart paper around the room (See example).

Categorize

Provide the students with a collection of terms/ideas. Students must create categories for the items and place each term/idea in the correct category.

Concept Square

Ask students to draw a square and divide into quarters on their paper. Inside each quarter have students fill in information.

Options include:

- Definition
- Example(s)
- How it can help
- Synonym/antonym
- Your choice - you determine the labels for each square

Find my Mistake

Provide the students with something for them to review for mistakes:

- Spelling words
- Math problem
- Writing sample – needs editing

Find Someone Who . . .

Provides students with a worksheet with a variety of questions on it. Students roam around the room and find classmates that can answer those questions. Different students must answer each question.

Variation: Use one question and require that a minimum number of students must be asked for their answer.

Four More

Student identifies two key ideas with support details. Then he/she must go and talk with peers to get information from four more students.

Grade for the Day

Students give themselves a grade for the day based on how well they understand the material. They include their reasoning to support their grade. Letter grades or descriptive words can be used.

Key Words

After reading a text or taking part in instruction ask students to identify two words that summarize what the student learned. The words can be recorded on a sticky note, in a journal or shared orally with a partner. The two words can be used to summarize the learning.

LID response

Students respond to the topic:

- L – Like
- I – Interesting
- D – Dislike

One Liner

Student writes one sentence about the importance of the lesson.

One Word Summary

Student chooses one word that is a key word for the lesson. He/She writes at least a half page explaining the significance of that word and how it applies to the lesson.

Pairs Compare

Present an idea or question to the class. Each student has a partner. Without talking, one student writes down an idea and then passes the paper to his/her partner. The partner adds another idea and returns the paper. This continues until the time is up.

Variation – Table Compare: Use an entire table and pass the paper around the table with each student adding ideas onto the paper he/she receives.

Post a Point/Note

Provide questions or prompts and students post a point or note using sticky notes in a bar graph formation stacking on top of the question/prompt.

Round Table

Give directions and announce the topic or question students are to work on. Students take turns and rotate one piece of paper around the team, with each team member making a contribution to the topic/question.

Scoring Guide

Provide student with the scoring guide to match the task. Student self-assesses, marking his/her score using a yellow highlighter. Comments can be added. Teacher assesses with a blue highlighter. If the student and the teacher match, it turns green.

Share One, Get One

Student writes down three main ideas from the lesson. Then he/she finds classmates to add ideas to his/her list. Each classmate can only add one idea and the idea must be different than the other ideas. (A minimum number can be set for additional responses.)

Sketch to Stretch

Stop during the reading or instruction and ask students to sketch pictures of what they have read or learned. Captions can be added to the pictures.

SOS Summary (Statement – Opinion – Support)

Provide students with a statement. Student writes the statement and explains what it means. Next the student provides his/her opinion (I agree or disagree with the statement.) Finally the student supports opinion with evidence (facts, reasons, examples, etc.).

Stop and Write – Stop and Jot – A Quick Write

Provide writing material for the student to record thoughts, thinking, etc. The teacher roams the classroom and reads responses. Options include:

- Pad of paper
- White board
- Magic slate
- Plastic lid – butter lids
- Laminated paper

Test Corrections

Allow the students to learn from their mistakes and reflect on their test performance. After getting the test back the students can correct their mistakes and provide information on the changes they made. The teacher can also allow the students to set goals and plan strategies for future tests.

Thought bubble

Students fill in a thought bubble about what they are thinking, questions they have, etc.

Two Stars and a Wish

Student records:

- **Two stars**
 - Things he/she likes about the topic
 - Things he/she learned about the topic
- **Wish**
 - Something he/she needs help to understand
 - Something for the teacher to consider next time

Written Responses for Ongoing Assessment

- **Use a journal.** Prompts can be provided.
 - The best part about . . .
 - An interesting part . . .
 - I predict . . .
 - I wonder . . .
 - How . . .
 - Why . . .
 - I believe . . .
 - A connecting idea . . .
- **Use exit/entrance card (ticket out the door – ticket in the door).** Students leave the card/ticket with you as they exit the class or enter the class.
 - List 3 things you learned today/yesterday
 - List 2 things you would like to learn more about
 - List 1 question you still have

Variation:

- List 3 key ideas or important words
- List 2 examples or words from the content
- Write 1 summary statement or question that might be asked on a test

Variation

- The objective for today was . . .
- I learned that . . .
- I'm wondering about . . .

Yesterday's News

Sally Missalot was absent yesterday. Write a note telling her what she missed. Include examples and details.

Assessment - Signaling – Rating Understanding

Do/Do Not Disturb Signs

Create two signs – 1) Red – Do Disturb – I need help. 2) Green – Do NOT Disturb – I am working and I understand. Students display sign that matches level of support needed.

Show of Hands – two levels

Ask students YES/NO questions or AGREE/DISAGREE questions. Students hold up one hand if the answer is yes or agree and two hands if the answer is no or disagree.

Yes/No Cards – two levels

Write YES on one card and NO on another card – both sides of cards. When a question is asked the students hold up YES or NO. Remind them it is OK to not know the answer. For students holding up a YES card you can probe them to provide an example, etc. to match the question. You can also match students to share and teach one another.

Stand up, Sit down

Students stand up or sit down in response to a question.

Thumb It

Students respond with the position of their thumb to designate understanding of concept.

- Thumb up – I know a lot.
- Thumb sideways – I know some. (variation – wiggle palm)
- Thumb down – I know very little.

Stoplight Reflection – use cards/cups to show level of understanding – mark corner of their paper with appropriate color

Green: I can explain this to someone else; no problem

Yellow: I am fuzzy; it would help to talk about my thinking.

Red: I am still thinking and not ready to talk yet.

Popsicle Sticks with Faces – happy, sad, neutral

Students hold up the popsicle face that matches their level of understanding.

ABCD Cards

Provide cards for the students with A, B, C, D written on them. The students can then signal the correct answer when given a multiple-choice question.

Sign Language

Students use sign language to answer questions.

Have Students Rate their Knowledge of Vocabulary/Concept

1. I have never heard of this term/concept.
2. I know something(s) about this term/concept, but I do not know how to apply it.
3. I understand the meaning of the term/concept and can apply it.

Variation – Link to stoplight:

- Red – I do not know this word/concept.
- Yellow – I know a little about this word/concept.
- Green – I could teach others about this word/concept.

Students Rate Their Understanding – show fingers to match level of understanding

- 4 - Really sure
- 3 - Pretty sure
- 2 - Foggy
- 1 - Clueless

Fist of Five

Students show the number of fingers on a scale with 1 being lowest and 5 the highest. How well do you feel you know this information?

- 5 – I know it so well I could explain it to anyone.
- 4 – I can do it alone.
- 3 – I need some help.
- 2 – I could use more practice.
- 1 – I am only beginning.

Clickers

Students respond to questions using the computer system. It provides instant feedback to the teacher.

Target on the Board

Define levels of understanding on the rings of the target. Students identify which ring they are hitting as they approach the bull's eye.

Providing Feedback and Direction

Conferencing

Use conferences to meet with the student to provide feedback.

Review Student Work Samples

- along the steps of a process
- in-class work
- homework
- exit/entrance tickets

Collect information to help students and change instruction. (See data collection form.)

Show Students Models of Strong and Weak Work

Show students samples of work.

- Have them find and correct mistakes.
- Have them separate into stronger than weak and weaker than strong work
- Have them score the work, based on a scoring guide

Peer Assessment

Have pairs of students compare homework answers, circling answers that are different. Discuss the disagreements.

Two Stars and a Wish from the Teacher/Peer

Teacher/Peer provides two stars (strengths) and a wish (something to improve on).

Scaffold Instruction and Provide Feedback on Big Projects

- Give students small due dates along the way to check progress before the final project is due
- Provide a checklist listing steps in the process
- Give feedback on the project using a coaching checklist
- Give feedback on the project using the actual scoring guide

Professional Resources

Great Source Education Group – 1-800-289-4490, www.greatsource.com

Daybook of Critical Reading and Writing – Grades 2-12

A Reader's Handbook – A Student Guide for Reading and Learning

Web Sites – guided reading

www.readinga-z.com/ - guided reading

Web Sites – comprehension strategies

www.readinglady.com/

www.devstu.org/making-meaning - making meaning program

reading.ecb.org – into the book, comprehension strategies

Web Sites – Daily 5 – Café Menu

www.thedailycafe.com

www.choiceliteracy.com

Web Sites – general

www.readwritethink.org/ - NCTE

www.ira.org - IRA

daretodifferentiate.wikispaces.com/Choice+Boards – choice boards

Guided Reading Videos - BER

Using Literacy Centers to Strengthen Your Reading and Writing Program, Grades K-3

Using Guided Reading to Strengthen Students' Reading Skills at the Fluent Level, Grades 1-3

Using Guided Reading to Strengthen Students' Reading Skills at the Developing Level, Grades 1-3

Using Guided Reading to Strengthen Students' Reading Skills at the Emergent Level, Grades K-3

Using Guided Reading to Strengthen Students' Reading Skills, Grades 3-6

Instructional Strategies for Guided Reading that Enhance Students' Reading Comprehension, Grades 3-6

Videos – Reading Comprehension

“Strategy Instruction in Action.” Harvey & Goudivis, Stenhouse, 2001.

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Web Sites – Provide short pieces of text for students to read

Web site	Contents
www.nationalgeographic.com/kids	National Geographic for Kids
www.timeforkids.com/TFK	Time for Kids
www.nwf.org/kids	National Wildlife Foundation for kids – Ranger Rick
www.nytimes.com/learning	New York Time kids' edition
www.thinkquest.org	A library created by students
www.howstuffworks.com	How things work
www.freedomcenter.org	National Underground Railroad Freedom Center
www.siforkids.com	Sports Illustrated for Kids
www.kidsdiscover.com	Kids Discover magazine
http://edspace.nasa.gov	NASA site

Ideas I Definitely Want to Try	Ideas I Want to Try if Time Allows

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SEMINAR AGENDA

Using STRATEGY GROUPS to Help Your Students Become Better Readers: Practical Differentiation (Grades 3-6)

Instructor: Dr. Julie Kozisek

Course Code:

SCHEDULE

8:30 a.m.	Seminar begins
11:45 a.m.- 1:00 p.m.	Lunch Break
3:15 p.m.	Seminar Concludes

TOPICS TO BE COVERED

- Unleash the Power of Strategy Groups to Differentiate Your Reading Instruction
- Create the Best Reading Experience for Each Student
- Discover Practical, Low-Prep Ways to Tier Instruction
- Meet Your Students' Needs *and* Your Reading Standards
- Incorporate a Variety of Flexible Instructional Groups
- Expand the Menu of Reading Activities for Your Students
- Link Mini-Lessons, Strategy Groups and Independent Reading
- Provide New Pathways for Students to Learn to Read
- Teach the Ways Your Students Learn Best
- Set Up a Management System that Supports Strategy Grouping

IED SEMINAR EVALUATION

Using STRATEGY GROUPS to Help Your Students Become Better Readers: Practical Differentiation (Grades 3-6)

Presented by **Dr. Julie Kozisek**

Please rate the seminar by circling the appropriate numbers below:

	1(low)						7(high)
<i>Content of the seminar</i>	1	2	3	4	5	6	7
<i>Contribution of the instructor</i>	1	2	3	4	5	6	7
<i>Meeting facility</i>	1	2	3	4	5	6	7
<i>The seminar as a whole</i>	1	2	3	4	5	6	7

Comments:

Your Name

Position

School

City

State

May we use your name and position along with this statement in future brochures?

Yes _____

No _____

Please do not write on this side

**The reverse side has a program evaluation
which should be pulled out and turned in
at the end of the seminar.**