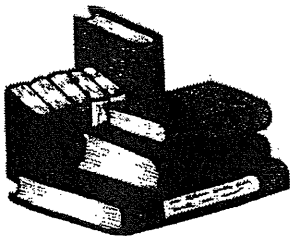


Daily 3

Handbook

Beach Park

School District



Recompiled by Marjorie Mahar and Natoia Franklin

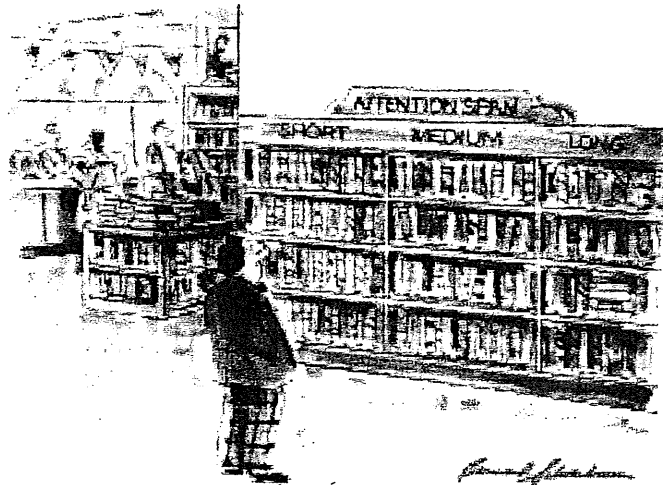
People from all over the world use Daily 5 in high schools, middle schools, special education rooms, and classrooms that run on a 'block' schedule (45-50 minute periods). Daily 5 can work even with these abbreviated literacy blocks.

If we keep in mind the fact that the Daily 5 is all about teaching children to be independent, participating in literacy activities supported by research so that we can work with individuals or small groups, it is easy to see how Daily 5 can fit into classrooms with limited timespans. But what does it look like?

We use the same 10 Steps to Independence to teach children how to Read to Self and Work on Writing, giving students ample time to build stamina.

Once stamina is built, we run the literacy block with either one or two rounds of Daily 5 during the block schedule. For older students, teachers typically do one round of Daily 5 where students Read to Self while the teacher confers individually. For younger students on a block schedule, teachers do 2 rounds of Daily 5 and students choose between Read to Self and Work on Writing each day.





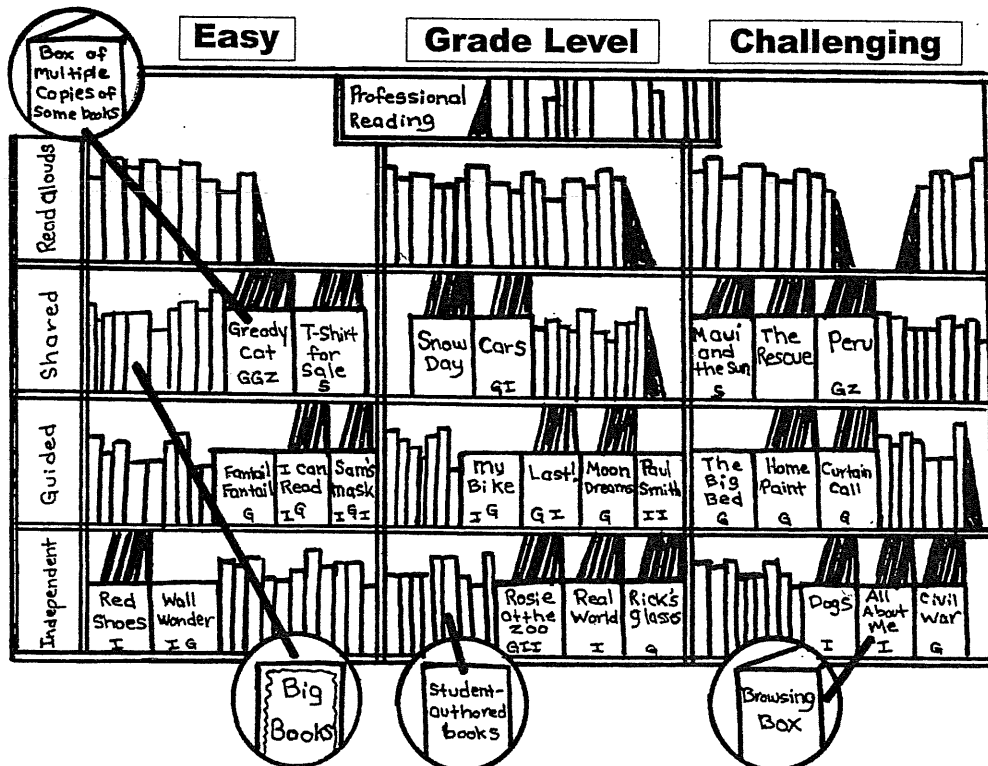
© The New Yorker Collection 1994 Bernard Schoenbaum from cartoonbank.com. All rights reserved.

And now for a more serious take on this important subject.

What an Effective Classroom Library Looks Like: Organization and Layout

Organize to Help Accomplish Your Major Goals

Above all, the space in a classroom library must be organized to encourage comfortable student interactions with books and all other literacy tools or props stored or displayed here. This means that teachers must organize the classroom library with user-friendliness



in mind. Displays need to invite students to touch, take, examine, read, write, and talk. Directions posted in the classroom library need to help students figure out what to do, how to do it, where to do it, and when to do it. To do less is to invite mayhem.

The classroom library also needs to be organized so students suffer neither from “browser overload” nor from an inability to reasonably maintain the order and appearance of the area. This means the library should be organized to provide cues for appropriate levels and different types of materials.

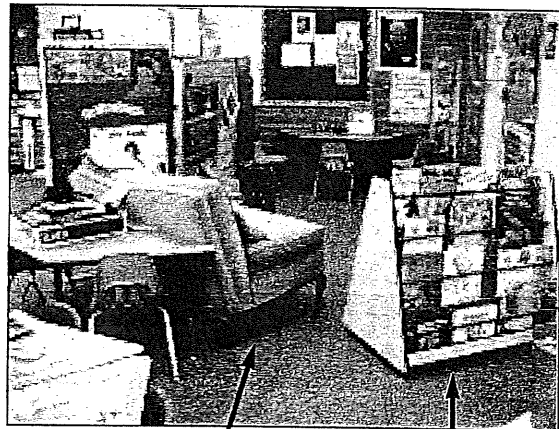
You will reap many benefits from carefully organizing the physical space. Doing so can help your students in all the major interactions that you would like to see occur in the classroom library. You may get some good ideas from the three photos below. Each has strengths, which we’ve highlighted in the captions.

“Browsing baskets” of leveled books



Library situated in a corner away from traffic flow

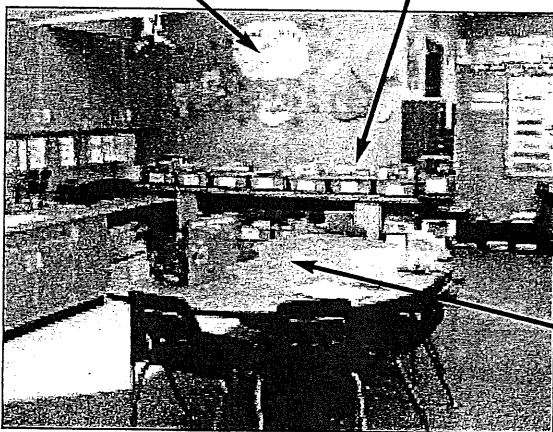
Large display area for posters, book reviews, book swap ads, and more



Teacher’s Read Aloud chair in central spot

Large bulletin board to display student writing

Many books visible and organized by topic and level



Comfortable reading spot

Books displayed with covers facing out (in a book wedge)

Small group table for guided reading and mini-lessons

Classroom Library Checklist

Directions: While there is no right way to organize a classroom library, use this checklist to evaluate your collection and how it is used.

Statement	YES	NO
There is a minimum of 8 to 15 books per student.		
There is one new book per student added each year.		
Reading materials reflect the range of reading levels represented in the classroom, so that all students can find books that are appropriate to their independent reading level.		
The library contains a variety of materials: books, magazines, catalogs, listening center with books-on-tape, computer and computer programs, art supplies and writing paper to respond to reading.		
There is a balance between fiction and nonfiction books.		
The books represent a wide variety of genres and types: picture books, chapter books, poetry, folktales, joke books, historical fiction, mystery, science fiction, fantasy, biography, classics, series, multicultural, nonfiction, etc...		
The books are selected for their quality and reader appeal, both in interest and reading level.		
The book are attractive and in good condition.		
There are multiple copies of popular titles, so that students can read books together.		
At least 40% of the books have been published in the last 5 to 10 years.		
The books reflect cultural and linguistic diversity.		
The students have a voice in recommending books for the classroom library.		
The materials are accessible to the students.		
The books are categorized and arranged in a logical, clear manner: authors, genre, themes, series, topics, new books, read-alouds, award winners, etc...		
The book bins are categorized with easy to read signs to help students find materials.		
The easy to read signs and organization invite student browsing and use.		
Most of the books are arranged with their covers facing outward.		
The organization promotes the reading of different genres, authors, and types of materials.		

Statement	YES	NO
There is a display area to highlight books and other materials and it is changed regularly.		
There is a management system for checking out materials and monitoring their return.		
The classroom library is weeded of old, ripped, and worn out books.		
The classroom library is located in one area of the room as opposed to being dispersed throughout the classroom.		
The reading area is defined with rugs or furniture arrangement.		
There is an area set aside for quiet reading.		
The quiet reading area has alternative seating: bean bags, soft cushions, rocking or easy chair, carpet squares, etc...		
The students are encouraged to use the classroom library throughout the school day.		
Students are provided time for "book shopping" on a regular basis.		
The students are provided chunks of time to read for a variety of purposes throughout the school day for pleasure, information, or to perform a task.		

*Adapted from Scholastic

DAILY 5

Day 1

Establish a Gathering Place

“Class, we want you to hear this lovely sound.

[Ring the chimes.]

“We are going to use this sound all year when we want everyone’s attention or we need to gather as a class. Let’s make an anchor chart together and write down our ideas about what you think it might look like and sound like in our classroom when we ring these chimes.”

Make anchor chart

“Boys and girls, let’s practice your ideas.”

Practice, go over the chart to see how they all did and CHECK-IN.

- Thumbs-up, right in front of their hearts, to signal if they knew in their hearts they were independent and successful with that behavior.
- Thumb sideways if they thought they were somewhat independent and successful but could do better.

Incorrect model – Ask someone to model the incorrect way. (usually a challenging student) Then ask the same student to model the appropriate behaviors.

* Focus Lesson

“Three Ways to Read a Book.”

Make anchor chart:

- Read pictures
- Read words
 - “David Goes to School” by David Shannon
 - “Where the Wild Things Are” by Maurice Sendak
 - “Peter’s Chair” by Ezra Jack Keats
 - “Stephanie’s Ponytail”
 - “We Share Everything”
 - “Goodnight Gorilla”
 - Mercer Mayer
 - Robert Munsch
 - Eric Carle
 - Leo Leonna

For Older Students
* 3 Ways to Read a Book
1) Read the words
2) Listen to it being read
3) Annotate

“Today class, we are going to learn two ways to read a book. Who knows what those ways are?”

discussion

“You are going to be detectives today and notice what it looks like and sounds like when we read a book two different ways.

“First, we will read a book using just the pictures. Pay close attention so you can turn and tell an elbow buddy what you saw and heard when I’m through.”

Model reading the pictures by talking about each picture in the book.

"Reading the pictures is one way of reading a story. Boys and girls, what did you notice us doing?"

discussion

"You are great detectives! Now, see if you can tell what is the same and what is different after I read you the words of this book."

Read and model metacognitive process of thinking aloud.

"This was our second way to read a story – reading the words. Okay, detectives, what did you notice?"

Read to Self (see Anchor Chart in Appendix) or I-chart

"Today we are going to begin our very first day of the Daily Five. We know that the most important thing we can do to become better readers who love to read is to spend lots of time practicing reading. Let's begin by making an I-chart, with our ideas of why it is so important that we read to ourselves."

Top of chart – Read to Self, Independence

Under heading write – Why: to become a better reader ~~ask students but writes~~

** In new book,
teacher does not
ask students but writes
expected
behaviors.*

"That is why we will begin Daily Five with Read to Self. Why else do we read to ourselves?"

Write responses on chart - Add an I, we stands for Independence. Write "students" on the top left and "teacher" on the top right. Brainstorm appropriate Read-to-self behaviors.

"If our class were to do Read to Self independently, which means all by yourselves, what do you think it might look, sound, or feel like?"

(Record response. Be sure "reading the whole time" is included.)

"These are all such good ideas. You already know a lot about how Read to Self looks, feels, and sounds. What about the teacher? What would the teacher be doing?"

Add "teacher" to the I-chart and add: read with groups of children, read with children one at a time, listen to children read, and help them with their reading strategies.

Modeling

"Now that we have talked about what Read to Self might look like, sound like, and feel like, is there anyone who would like to model, or show the class?"

choose student to model

"Let's look at Patrick as he models for us. Wow, he is certainly staying in one spot."

Point to I-chart while observing each behavior. Applause

"Who can tell us what you saw Patrick doing as he was practicing Read to Self?"

Choose a few other models.

Incorrect Model

"Is there anyone who would like to model Read to Self the inappropriate way?"

Choose student

"Okay, let's watch Benjamin as he models Read to Self the inappropriate way."

"Oh my, let's look at our chart."

“Okay, Benjamin, now please show us the appropriate way to Read to Self.”

PRACTICING READ TO SELF- THE THREE MINUTE START

“We are ready to have you all practice Read to Self. Each of you has a book box. Right now you are going to find out where children in our class sit during Read to Self. Then we will practice Read to Self, for just three minutes.”

“The reason we are practicing for just three minutes is that we are working to help you build your stamina and to train your bodies and brains to do Read to Self the appropriate way, the ways we brainstormed on the chart and the way you saw some of your friends model. Building your stamina each day will help you all year long as we work toward becoming better readers who love to read.”

Place children around the room. When someone is unable to focus on his or her book or stay in one spot it is time to stop. Do not manage by proximity or make eye contact. Sit in guided reading spot. Signal class back to the gathering space.

“Let’s look over our I-chart of Read to Self and reflect on how it went. As we read through each of the items on the chart, think about your Read-to-Self behaviors. Were you practicing what readers who Read-to-Self do? Put your closed hand right next to your heart. As we go through each Read-to-Self behavior on our chart, think about how you did today. If you know in your heart that you were successful today, put your thumb up. If in your heart you know that you can improve in that area, put your thumb sideways. Keep it close to you, right next to your heart.”

Read over items on student side of I-chart, reflecting on each.

** You can also do a
4 3 2 1
check-in*

“Is there anyone who would like to share a celebration of what went well during our first practice?”

“Before we practice again, are there any changes you think we need to make?”

THREE MORE MINUTES OF PRACTICE AND CHECK-IN

“We are going to do another three-minute practice. Let’s look one more time at our I-chart before we go. Is there anything we need to add to this chart to help make our Read-to-Self time go even better?”

Discuss and place children around room in different spots. After three minutes signal to return to gathering place.

“Let’s talk about how that three-minute practice of Read to Self went. Who would like to share something that went well?”

Review the I-chart again, with students using their thumbs to reflect upon their behaviors.



HOME GROUP STRATEGY LESSON 1

Check for Understanding

Begin with a read-aloud.

- Ape in a Cape by Fritz Eichenberg
- Bark George by Jules Feiffer
- Don't Let the Pigeon Drive the Bus by Mo Willems
- Good Night, Gorilla by Peggy Rathmann
- How to Be by Lisa Brown
- I'm the Biggest Thing in the Ocean by Kevin Sherry
- Kitten's First Full Moon by Kevin Henkes
- Monkey and Me by Emily Gravett
- My Friend is Sad by Mo Willems
- No, David by David Shannon
- The OK Book by Amy Drouse Rosenthal
- Tomorrow's Alphabet by George Shannon
- What Will Fat Cat Sit On/by Jan Thomas
- An Egg is Quiet by Dianna Aston
- Bad Kitty by Nick Bruel
- Beatrice Doesn't Want To by Laura Numeroff
- Bertie Was a Watchdog by Rick Walton
- Bippity Bop Barbershop by Natasha Anastasia Tarpley
- Chester by Melanie Watt
- Cook-A-Doodle-Doop! By Janet Stevens & Susan Stevens Crummell
- Duck & Goose by Tad Hills
- Elizabeti's Doll by Stephanie Stuve Bodeen
- Four Feet, Two Sandals by Karen Lynn Williams
- Fox in Love by Edward Marshall
- Froggy Gets Dressed by Jonathan London
- The Garden of Abdul Gasazi by Chris Van Allsburg
- How I Became a Pirate by Melinda Long
- I Wanna Iguana by Karen Kaufman Orloff
- Ish by Peter Reynolds
- Knuffle Bunny: A Cautionary Tale by Mo Willems
- Leonardo, the Terrible Monster by Mo Willems
- Love and Roast Chicken: by Barbara Knutson
- Mary Smith by Andrea U'Ren
- R. Peabody's Apples by Madonnna and Loren Long
- Mudball by Matt Tavares
- Music for Alice by Allen Say
- My Dog is as Smelly as... by Hanoch Piven
- My Lucky Day by Keiko Kasza
- My name is Yoon by HeleReCorvits
- Once upon a Cool Motorcycle Dude by Kevin O'Malley
- Piper by Emma Chichester Clark
- Precious and the Boo Hag by Patricia McKissack
- Superhero ABCC by Bob McLeod
- Taking a Bath with the Dog ... by Scott Menchin
- Tops and Bottoms by Janet Stevens
- What Do You Do with a Tail Like This? By Robin Page

* For older students
you may use a
chapter book
to model. You
only need to
use a few
pages.

Possible titles
for older students

- 1) Tears of a Tiger
- 2) The Skin I'm In
- 3) Crossing the Wire
- 4) Any Summer Reading book assigned

“Girls and boys, as I read aloud to you today, I’m going to model how readers use a very important comprehension strategy, called Check for Understanding. Every book is written because the author has something they want to tell us. Sometimes it is to understand something or learn something new, or it may be to tell us a story. The secret to this strategy is remembering to think about what the author is telling us when we read and to stop often to check for understanding, which means we want to be sure we are understanding what we read.”

Select a picture book with five to eight lines of text on each page, beautiful illustrations and a great story line. After reading a page or two, stop and tell the students:

“Before I go any further, I need to use my comprehension strategy and stop and check for understanding. I don’t want to keep reading if I don’t know what is going on in the story.”

Stop every few pages and talk aloud, explaining the sense we are making of the text. Also model not understanding.

“Boys and girls, did you notice that when I stopped to check for understanding, I didn’t understand what was happening in the story? I can’t continue to keep reading if I don’t know what the author was just trying to tell me or I won’t understand the rest of the story. So when I don’t understand what I am reading, here is what I do: I back up and reread.”

Continue modeling.

At the end of the book, pull out a blank strategy card.

“Boys and girls, I just modeled for you one of the most important strategies readers use. Does anyone remember what words I used to describe this strategy?”

- Check for understanding! Write the words on the card and post under “Comprehension.”

* - Introduce the CAFÉ Menu board.

**** This will be a bulletin board in your classroom.***

“This is the board we’ll use all year to remind you of the reading strategies that all readers use. We put strategies up on this board so that you can look at and try many different strategies as you read. It’s a menu. How many of you have ever been to a restaurant? They hand you a menu, or you look up above the counter to see all the choices of the things you can eat.”

“When you’re picking out food from a restaurant menu, you make choices depending on what sounds tasty to eat, and what will be healthy for you. When you are reading, you choose different strategies to understand different types of books. If you’re reading your favorite picture book, you might use certain strategies. If you’re reading magazines or newspapers, you might have other ways of making sense of what you’re reading. If you’re reading on the Internet or gathering information on the computer, other strategies might be more effective.”

**** Café menus for your grade levels are in the Appendix.***

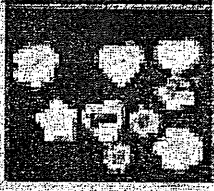
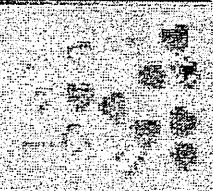
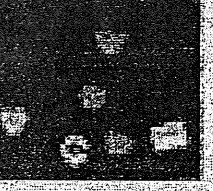
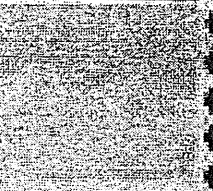
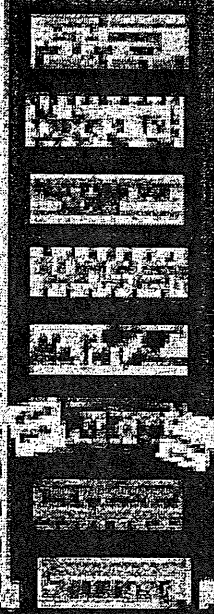
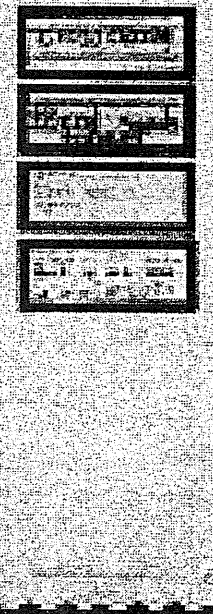
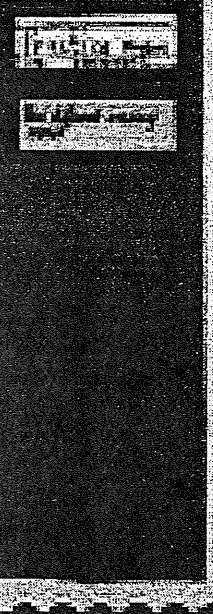
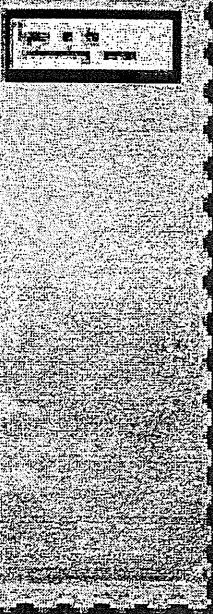
REVIEW THE LESSON

“We just learned about the first part of Daily Five called Read to Self. What did you learn about why we do Read to Self, and how we do Read to Self?”

Closure, sharing, and review of the lessons of the day.

WRITING

Literacy Cafe Menu

Comprehension	Accuracy	Fluency	Vocabulary
			
			

Day 2



WHOLE GROUP STRATEGY LESSON 2

Cross Checking

“Boys and girls, I have a wonderful book I am going to read to you. As I read this, I am going to model again the comprehension strategy Check for Understanding.” Point to card.

“Remember, comprehension means ‘I understand what I read.’”

“Boys and girls, I have already modeled a strategy readers use when they are trying to comprehend, or understand, what they read. While I read this book, I will continue to show you how readers use that strategy, but I am also going to introduce you to another very important strategy that all readers use, even adults. This next strategy is used when you are trying to read the words of a book. It is called Cross Checking and fits right here under Accuracy on our CAFÉ Menu. Accuracy means ‘I can read the words.’”

Read the book modeling Check for Understanding. Come to a difficult word to say:

“I’m not sure what this word is. I think I’ll try Cross Checking. Perhaps that strategy will help me read the word.”

Cross checking means I need to try reading the word and then ask myself three questions:

1. Does what I just read look right; do the letters and/or pictures match what I am saying? (We take one arm and cross it over our body so our hand is on the opposite shoulder.)
2. Does it sound right? (We take the other hand and cross it over our body to the opposite shoulder so that we have a cross in front of us.)
3. Does it make sense? (both arms drop down to our sides.)

Model and make the hand motions.

Continue reading and also model this strategy by reading a word incorrectly and not stopping. Read on to the end of the sentence.

“Hey, something didn’t make sense. I’m going to read it again and see if I can figure out which word I missed.”

“Boys and girls, I just modeled again the comprehension strategy of Check for Understanding. You also saw a brand new strategy under Accuracy, called Cross Checking. Remember that accuracy means ‘I can read the words.’”

On a blank strategy card write down “Cross Checking—Do the pictures and/or words look right, sound right, and make sense?” Add to the CAFÉ Menu.

For older students:

**Teach annotate instead
of retell a story.**

* **Focus Lesson**

**“Three Ways to Read a Book.
Step 3 – Retell a story.**

Begin by reviewing the previous day’s lessons.

“Please put a thumb in the air if you remember the two ways to read a book that we learned about yesterday. Please turn and tell your elbow buddy one of the ways, and see if he or she can remember the other way.”

“Today, we are going to look at one last way to read a book, and that is ‘retelling a story I read before.’ This is the book I read to you yesterday. Because I read you the words and the pictures, it is still pretty fresh in my mind, so watch closely and I’ll show you what it looks like and sounds like when you retell.”

Go through book page by page, retelling the book with much detail. Add this to the I-chart on ways to read a book.

“Did you notice that I used the pictures and what I remembered from reading the words to retell the story? It is a fun way to read a book, especially a favorite book! Today, when you build your stamina in Read-to-Self time, you may choose to read the words or the pictures, or retell a book you already read.”

It is essential to teach what it looks and sounds like to read the pictures, read the words, and retell.

READ TO SELF

Review the I-charts.

Choose one to three students to come to the front of the group with their book boxes and model Read to Self.

Place children and their book boxes around the room. Avoid eye contact.

Let students read for 4 minutes.

Signal to meet as a whole group and “Check-In.”

Practice three or four more times.

Add to I-chart “Sense of Urgency.”



WHOLE GROUP STRATEGY LESSON 3

Come In to Interesting Words

“Girls and boys, today I’m excited to introduce you to another one of our CAFÉ Menu items, Expand Vocabulary. Expand Vocabulary means ‘to know, find, and use interesting words.’ We want to learn more and more words so we can read them and know what they mean as well as use them in our reading and speaking. We are going to

learn many interesting words this year. I can hardly wait! Today as I am reading this book, I am going to be watching for interesting words and really tune in to them, which means 'to pay attention to them.'

Choose a book with interesting words. As we read stop once or twice in the story, to comment on a word that strikes us as particularly interesting.

"Did you hear the word I read? I love that word! It sounds so interesting and feels delightful as I say it. Aren't words wonderful? Tuning in to interesting words is a great strategy for expanding our vocabulary. As we grow as readers, we want to learn many new words to expand our vocabularies."

Continue modeling the other two strategies, Check for Understanding and Cross Checking. Touch the corresponding cards on the CAFÉ menu. Add another card:
Tune in to interesting words and use new vocabulary in speaking and writing.

"Boys and girls, we have another strategy up on our CAFÉ Menu. It is so exciting! I just modeled for you the Expand Vocabulary strategy of Tune In to Interesting Words. It is a wonderful strategy for expanding your vocabulary, and all it takes is paying attention to words as you read!"

Continue practicing building stamina.

WRITING

WORD WORK

Closure, sharing and review of the lessons for the day.

Day 3

CAFÉ

WHOLE GROUP STRATEGY LESSON 4

Back Up and Reread

“Boys and girls, I am going to teach you another comprehension strategy. It is called Back Up and Reread. You might already know this strategy. Let me show you how I use it when I am reading. When I was reading to you and I got to the end of this section, I used the comprehension strategy Check for Understanding. I couldn’t remember what I’d read, so now I’m going to turn back to the beginning of this section and reread it. The secret to making this strategy work is that I have to really pay attention to what I am reading. Sometimes I need to slow down and back up to read it more slowly so I can really think about the meaning.”

Reread the section again, this time more slowly while enunciating the words clearly.

“Class, I just reread the section. Now I will try my other strategy of Check for Understanding to see if backing up and rereading helped me understand what I read. Let’s see, I just read that . . . Wow, Back Up and Reread helped me remember what I just read.”

“Think about it: I just used two of the strategies together to help me remember my reading. I started with Check for Understanding. When I couldn’t remember what I’d read, I backed up and reread the section and then checked for understanding again, and I could remember what was happening in the story.”

Strategy card – “Back Up and Reread.”

“Boys and girls, I am going to add this strategy to our CAFÉ menu right here under Comprehension. When you are reading today and you don’t remember what you read, try the strategy of Back Up and Reread and see if it will work for you.”

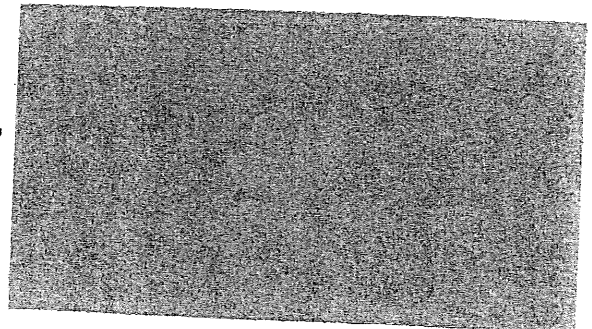
Focus Lesson

“Where to Sit in Room”

Create an I-chart to teach and reinforce where they should choose to sit in the room.

Model

* 1-minute review of “Three Ways to Read a Book.”



READ TO SELF

Review I-chart.

Continue “10 Steps to Improve Muscle Memory,” adding 1-2 minutes to stamina.

1. Identify what is to be taught.
 2. Set a purpose and a sense of urgency.
 3. Brainstorm behaviors desired using an I-chart.
 4. Model most-desirable behaviors.
 5. Incorrect model—least-desirable behaviors, then model most-desirable behaviors.
 6. Everyone practice and build stamina.
-
7. Teacher stays out of the way.
 8. Quiet signal—Come back to group.
 9. Group check-in—“How did you do?”
 10. Repeat 1 through 9.

Closure, sharing, and review of the lessons of the day.

WRITING

WORD WORK

Day 4

(catch-up)

Focus Lesson

“Where to Sit in Room”

Review I-Chart “Where to Sit in Room:

Practice choosing where to sit.

* One-minute review of “Three Ways to Read a Book”

READ TO SELF

Review I-chart.

Continue “10 Steps to Improve Muscle Memory,” adding 1-2 minutes to stamina.

1. Identify what is to be taught.
2. Set a purpose and a sense of urgency.
3. Brainstorm behaviors desired using an I-chart.
4. Model most-desirable behaviors.
5. Incorrect model—least-desirable behaviors, then model most-desirable behaviors.
6. Everyone practice and build stamina.
7. Teacher stays out of the way.
8. Quiet signal—Come back to group.
9. Group check-in—“How did you do?”
10. Repeat 1 through 9.

Closure, sharing, and review of the lessons of the day.

WRITING

Word Work

Day 5

Focus Lesson

Quick review of anchor charts and I-charts from each day:

- Three Ways to Read a Book
- Where to Sit in Room
- Read-to-Self Behaviors

READ TO SELF

Continue “10 Steps to Improve Muscle Memory,” adding 1-2 minutes to stamina.

1. Identify what is to be taught.
2. Set a purpose and a sense of urgency.
3. Brainstorm behaviors desired using an I-chart.
4. Model most-desirable behaviors.
5. Incorrect model—least-desirable behaviors, then model most-desirable behaviors.
6. Everyone practice and build stamina.
7. Teacher stays out of the way.
8. Quiet signal—Come back to group.
9. Group check-in—“How did you do?”
10. Repeat 1 through 9.

SAFE

Continue reviewing all strategies introduced to this point.

- Check for Understanding
- Cross Checking
- Tune Into Interesting Words
- Back-up and Reread

WRITING

Introduce Work on Writing

*** See Anchor/I-chart in Appendix**

“Today we are going to begin our very first day of the Daily Five’s Work on Writing. We will be doing Work on Writing every day. Turn to an elbow buddy and talk over why you think it is so important to write every day.”

“Who would like to share your partner’s ideas of why it is so important to write every day?”

I-Chart

Urgency:

- Helps us become better readers and writers
- We care about writing and the people who read it.
- Choice
- It is fun.
- Works on the fluency of writing

Focus Lesson

Model what to do when writing words they can't spell.

“Friends, before we brainstorm what independent writers do in our classroom, there is something you need to know that will really help you with your independence.”

With blank paper and marker, turn to the chart and think aloud before we begin our story.

“Let’s pretend this is my writer’s notebook. I will use this chart paper instead of my notebook so you can all see what I think about when writing. Last night the weirdest thing happened, and I just couldn’t wait to write about it in my writer’s notebook. I was sitting outside after dinner reading a book when I heard the rush of wings right above my head. I looked up from my book to see a huge owl land on the railing of my deck. I sat perfectly still, hardly daring to breathe. The owl was staring very intently into the grassy area below. Suddenly the owl seemed to fall right off the edge of the deck! I jumped up and ran to the deck’s edge just in time to see the owl grab a huge rat and take off flying with it into the air. What a good dinner for the owl!

“Okay, there is my plan for what I will write about. Now I am ready to get started.”

Start writing from the beginning, modeling very explicitly how to write the sounds we hear. After writing the first three words, pause.

“Boys and girls, I don’t know how to spell weirdest, but I really want to use that word. When writers in our room come to a word they don’t know how to spell, they just write the sounds they hear, put a line under it so they can come back to it later, then keep writing.”

Write the following: “Last night the weirdest thing happened to me...”

“Did you notice that I did not get up to ask anyone how to spell the word? I will work on the correct spelling later.”

Continue writing and modeling.

Closure, sharing, and review of the lessons of the day

Word Work

Day 6

Focus Lesson

How to choose "Good Fit Books:

I PICK

1. I choose a book
2. Purpose—Why do I want to read it?
3. Interest-Does it interest me?
4. Comprehend—Am I understanding what I am reading?
5. Know—I know most of the words.

*** For older students:
you may use the
weights lesson instead
of shoes. Weight lesson
is on the next page**

*** Chart for older students
on page after that.**

- * Come to school with a bag of shoes. Have a Sunday best, tennis, snow boots, bowling shoe and husband's much too large shoe. Put out each pair and ask what they think the purpose of these shoes is.**

"Each pair of shoes has its purpose. I certainly would not wear snow boots to bowl! Just like choosing which shoes to wear for which activity, we also have a purpose when we choose a book. The purpose for choosing a book may be because you want to learn about a certain topic or just to read for fun,"

During examination of shoes move the discussion to interest. Discuss the importance of choosing books that interest us as well. Share variety of books we are interested in and those we are not. Guide discussion to favorite genres, authors, and types of books that interest each student.

In the bag of shoes, pull out the husband's much too large shoes.

"This is just like a book that is either too hard to read or that we don't understand. The shoes don't fit and neither does the book."

Have a couple students remove a shoe and try to trade.

"This is just like books! Books that are a good fit for one student may not be a good fit for another."

"If Josie has on her own gym shoes and is in the gym, she has a good-fit pair of shoes; they are a good-fit pair of shoes for her because they are the correct shoes for her purpose, her interest, and are not too big or too small—they fit. She can be very successful in gym wearing shoes that are a good fit. If she has a book that is a good fit for her, she will be very successful reading that book. Pete's gym shoes also are the correct shoes for Josie's purpose and interest, but they are way too big for her. She will not be successful in gym wearing those shoes because they are not a good fit. Likewise if she is reading Pete's book that may be too hard, it is not a good fit and she will not be successful, not to mention it is just not fun."

Explain there are two more ways to know if a book is a good fit; comprehension and know most of the words. Model using a picture book, a good fit chapter book and a finance magazine or medical journal. Go through each of the books, modeling the I-PICK strategy.

Lesson: How to choose "Good Fit Books" for older students

8/25/2016

<https://www.thedailycafe.com/articles/using-weights-to-teach-about-good-fit-books?printable=yes>

A few days after using shoes to teach her students about good-fit books, Lori Sabo teaches another lesson that presents a powerful image for children, including our older students.

She brings three dumbbells into the classroom and tells the kids that she has a new goal, to get stronger. She knows that to get strong, she will have to work on her muscles.

She picks up the small weight (2–5 pounds) and with high speed and absolutely zero effort, shows the kids how she can do curls and other exercises with this one. Someone inevitably pipes up that it isn't doing her any good, because it is way too light and easy for her.

She picks up the middle weight (5–8 pounds) and shows the kids how she can lift it independently, especially after the bit of coaching she had received showing her how to lock her elbow next to her waist, making the movement up and down fluid and smooth. This weight is definitely going to help her achieve her goal, and it's fun!

Then, she goes for the big weight (20–30 pounds). She exaggerates the effort, not lifting it more than an inch off the floor. She groans, she grimaces, and she fails. It isn't going to help her, and it certainly isn't fun. The kids tell her to stop before she hurts herself!

Then the talk turns to books and how choosing books is much like choosing the correct weight to lift, and boy, do the kids get it! She talks about her husband, and asks the kids to guess which dumbbell is good for him and his goal. They know it's the big one. "Do you think he ever makes fun of me for using this one?" she asks. "He wouldn't, because he knows this one is perfect for me. We have so much fun, working out side by side with the equipment that is perfect for each of us!"

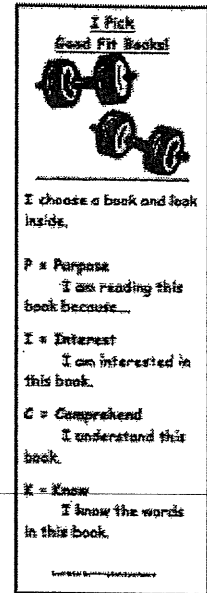
She asks which one they would use if they were going to come over and work out with her. Inevitably some of the kids want to impress others by saying they would go for the big weight. It is a wonderful way to remind the class that trying to impress others with the weight that is not a good fit could actually hurt them. The same holds true for reading books that are too difficult. They won't grow in strength or stamina if they pack around books that might make them look cool, but are above their current ability. This brings the conversation back around to how we pick good-fit books using the I-PICK method.

The lesson ends by reaffirming their goals to be strong readers. To become strong readers, they all need to select the best-fitting books for their current level of strength. This lesson helps reaffirm the critical importance of good-fit books and provides another anchor for reference each time she works with students who haven't quite yet learned to honor where they are as readers.

Here is a link to the bookmarks Lori made available for students to help them choose books that area a perfect fit.

[View Bookmarks](#)

**You will need a variety of different weights.*



I – PICK for Older Students

Independent Reader: I consider my...

P = Purpose

Why do I want to read this book?

I = Interest

What am I interested in reading?

C = Comprehension

Do I comprehend what I read?

K = Know

Do I know the words?

I – PICK for younger students

I choose a book and look inside.

P = Purpose: I am reading this book because:

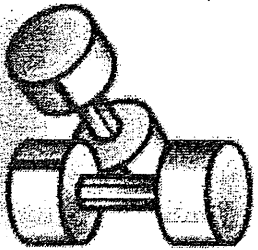
I = Interest: I am interested in this book.

C = Comprehend: I understand this book.

K = Know: I know the words in this book!

I Pick

Good Fit Books!



I choose a book and look inside.

P = Purpose

I am reading this book because....

I = Interest

I am interested in this book.

C = Comprehend

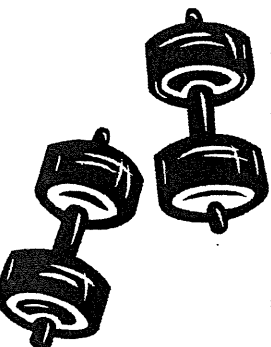
I understand this book!

K - Know

I know the words in this book!

I Pick

Good Fit Books!



I choose a book and look inside.

P = Purpose

I am reading this book because....

I = Interest

I am interested in this book.

C = Comprehend

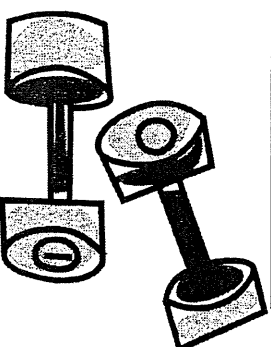
I understand this book.

K - Know

I know the words in this book.

I Pick

Good Fit Books!



I choose a book and look inside.

P = Purpose

I am reading this book because....

I = Interest

I am interested in this book.

C = Comprehend

I understand this book!

K - Know

I know the words in this book!

**INDEPENDENT
PICKS**

(I-PICKS)



As an

I NDEPENDENT

reader,

I consider my...

P URPOSE,

I NTERESTS,

C OMPREHENSION

and

K NOWLEDGE

when choosing text.

**INDEPENDENT
PICKS**

(I-PICKS)



As an

I NDEPENDENT

reader,

I consider my...

P URPOSE,

I NTERESTS,

C OMPREHENSION

and

K NOWLEDGE

when choosing text.

**INDEPENDENT
PICKS**

(I-PICKS)



As an

I NDEPENDENT

reader,

I consider my...

P URPOSE,

I NTERESTS,

C OMPREHENSION

and

K NOWLEDGE

when choosing text.

SAFE

WHOLE GROUP STRATEGIES LESSON 5

FLUENCY

Explain the purpose and meaning of fluency. On a blank card – “Read Appropriate-Level Texts That Are a Good Fit.” Post under fluency.

READ TO SELF

Quick review of Read-to-Self chart. Continue to use “10 Steps to Improve Muscle memory,” adding 1-2 minutes to stamina.

Focus Lesson

Work on Writing

***Focus Lesson** **Work on Writing Independence**

*** See Anchor/I-chart
in Appendix**

Brainstorm behaviors for writing independently. Write them on the I-Chart.

- Write the whole time.
- Stay in one spot.
- Work quietly.
- Choice of what to write.
- Get started quickly.
- Underline words we're not sure how to spell and move on.

Teacher Side

- Work with students.

“Friends, now let’s see if anyone in our room would like to model Work on Writing the correct way for us.”

One to three students model writing independently.

“Who would like to model the wrong way for us?”

One or two students model incorrectly. Then see if they can do it correctly.

“Now we are going to have a three minute practice.”

Place children around the room. When someone is unable to focus on his or her writing or stay in one spot it is time to stop. Do not manage by proximity or make eye contact. Sit in guided reading spot. Signal class back to the gathering space.

“Let’s look over our I-chart of Writing and reflect on how it went. As we read through each of the items on the chart, think about your writing behaviors. Were you practicing what readers who write do? Put your closed hand right next to your heart. As we go through each Writing behavior on our chart, think about how you did today. If you know in your heart that you were successful today, put your thumb up. If in your heart you know that you can improve in that area, put your thumb sideways. Keep it close to you, right next to your heart.”

Read over items on student side of I-chart, reflecting on each.

“Is there anyone who would like to share a celebration of what went well during our first practice?”

“Before we practice again, are there any changes you think we need to make?”

Model again. Practice again adding one or two minutes.

Check in.

Closure, sharing and review of the day’s lesson.

Word Work

Day 7

Focus Lesson

Quick review of Choosing Good Fit books. Use chart *

I PICK

1. I choose a book
6. Purpose—Why do I want to read it?
7. Interest-Does it interest me?
8. Comprehend—Am I understanding what I am reading?
Know—I know most of the words.

Read to Self

Quick review of Read to Self I-chart

Continue building stamina and developing independence.

SAFE

WHOLE GROUP STRATEGY LESSON

Monitor and Fix Up

Definition: *Readers stop and think if what they are reading makes sense, whether they understand what is happening in the story, or what the selection is about. If meaning breaks down, the reader has strategies to go back and fix it.*

Model with a picture book.

“Part of what I just read doesn’t make sense. I am going to stop and ask myself some questions to see if I can figure it out. For example:

- ***Who is this story about?***
- ***What is happening in this story?***
- ***What is the author trying to tell me?***

Asking these questions causes me to stop and think about what I am reading.

“If after I have monitored or thought about what I was reading I am still lost or can’t figure it out, I either reread the selection and try a fix-up strategy or I read on and try stopping again later in the passage. If it still doesn’t make sense after the second attempt, I will have to ask someone for clarification or choose a book that is more appropriate to my level.”

Some fix-up strategies readers use:

- Summarize text.
- Go back and adjust the rate at which we read.
- Reread the text while thinking carefully.
- Read on to see whether the information becomes clear.
- Skim and scan the selection to gain meaning.
- Ask for help.

Add the strategy card for Monitor & Fix Up.

Work on Writing

Continue to write in journals.

Closure, sharing, and review of the lessons of the day.

Word Work

Day 8

Focus Lesson

Quick review of Choosing Good Fit books. Use chart

I PICK

I choose a book

Purpose—Why do I want to read it?

Interest—Does it interest me?

Comprehend—Am I understanding what I am reading?

Know—I know most of the words.

Review Monitor & Fix Up

Review Monitor & Fix Up

Read to Self

Quick review of Read to Self I-chart

Continue building stamina and developing independence.

Work on Writing

Whole Group Lesson

Focus Lesson

Create I-Chart for where to sit in room during Work on Writing.

Brainstorm and practice what materials to use during writing.

- Notebook
- Pencil or pen
- Drawing or Sketching

Review Work-on-Writing I-chart.

Continue building stamina and developing independence.

Closure, sharing, and review of the lessons of the day.

Word Work

Day 9

Focus Lesson

Quick review of Choosing Good Fit books. Use chart

I PICK

I choose a book

Purpose—Why do I want to read it?

Interest-Does it interest me?

Comprehend—Am I understanding what I am reading?

Know—I know most of the words.

CAFE

WHOLE GROUP STRATEGY LESSON

Voracious Reading to Expand Vocabulary

Definition: Readers increase their vocabulary by reading and reading and reading.
Remind students to choose good-fit books and be motivated to stick with reading.

Read to Self

Quick review of Read to Self I-chart

Continue building stamina and developing independence.

Work on Writing

Focus Lesson - See next page for ideas for older students.

Brainstorm a list of topics children could write about.

What to write about.....

- Make a list of topics (vacation, dog, sister, etc.). *Have an idea page in notebook*
- Make a list of forms (letters, lists, narrative).
- Post lists for students' reference.

Then students write their own.

(Also see "Notebook Know-How" by Amy Buckner for Ideas)

Review Work-on-Writing I-chart.

Continue building stamina and developing independence.

Closure, sharing, and review of the lessons of the day.

Word Work

What to Write About For Older Students:

- 1) Write about what you are reading.
(see forms/rubric on next few pages)
- 2) Write about use of a strategy with examples. Student shows what they have learned to apply the strategy to their reading.
- 3) Write about how you are growing as a reader.

Response Journal Guidelines

The purpose of your reading response journal is to

- capture your thinking as you read
- capture your thinking as you reflect on your reading
- evaluate goal and establish next steps

Referring to the rubric, write in friendly letter format.

First Paragraph: Write a brief summary of what you have read.

Include the title of the book. Remember, a summary includes only the MAIN IDEAS, and is not a RETELL of everything that happened.

Second Paragraph: Focus on the reading strategies you used and how they helped you as a reader. Give at least two direct examples from the reading and tie them to direct quotes from the text. This paragraph is really important and shows your READING THINKING!!

Third Paragraph: Reflect on your goal as a reader in this paragraph. Did you meet your goal? What are your next steps? To earn a 4, be sure and talk about how this goal will help you as a reader.

Again, be sure and refer to the rubric so you are working at a 4 level. Make yourself a note to remind yourself of when your personal response journal is due!

Reading Response Rubric

	4	3	2	1
Format	Heading, Greeting, Body, Closing, Signature are present, placement and spacing are correct.	Either all 5 parts are present, with a couple placement or spacing errors, or spacing and placement are correct, but one of five parts is missing.	Two or more components are missing, placement and spacing may be incorrect.	Three or more components are missing, placement and spacing may be incorrect.
Content	There is at least one well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is clear but there is a need for more supporting information.	The main idea is unclear. Ideas are not supported.
Application of Strategies	Strategies are applied and deep thinking is demonstrated with details.	Shows adequate use of strategies and thinking.	Shows some understanding of strategy with general statements.	Shows no understanding of strategies.
Conventions	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract from the content.	Writer makes 3-4 errors in grammar or spelling that distract from the content.	Writer makes more than 4 errors in grammar or spelling that distract from the content.

Day 10

Focus Lesson

Quick review of Choosing Good Fit books.

Use chart

I PICK

I choose a book

Purpose—Why do I want to read it?

Interest-Does it interest me?

Comprehend—Am I understanding what I am reading?

Know—I know most of the words.

One-on-One Assessing

When students reach stamina level on Read-to-Self of 7 to 15 minutes we start individual assessments.

Assess one student at a time using the following steps – “From Assessment to Instruction.”

1. Assess individual student.
2. Discuss with student what he or she knows about him -or herself as a reader as well as what you know and have learned about him or her as a reader, using CAFFE menu as a reference. (p. 24 & 143)
3. Set goal and identify reading strategies with student.
4. Student declares goal on CAFÉ Menu.
5. Teacher fills out Strategy Groups form. (p. 21, 22 & 147)
6. Teacher fills out individual Reading Conference sheet (p. 25, 148, 149)
7. Instruction

Read to Self

Quick review of Read to Self I-chart

Continue building stamina and developing independence.

Work on Writing

Focus Lesson

Brainstorm a list of forms children could write about.

- Letters
- Lists
- Narratives
- expository

Then students write their own.

Review Work-on-Writing I-chart.

Continue building stamina and developing independence.

Closure, sharing, and review of the lessons of the day.

Word Work

Day 11

Focus Lesson 1

Quick review of Charts



Review CAFÉ strategies used so far.

- Check for Understanding
 - Cross Checking
 - Tune into Interesting Words
 - Back-up & Reread
 - Choose Appropriate Level Books
 - Monitor and Fix-up
 - Voracious Reading to Expand Vocabulary
-

Read to Self

Continue building stamina and developing independence.

Focus Lesson 2



Begin district or state writing curriculum for focus lessons. These lessons are skills and or strategies all of your students need.

Whole Group Writing

Work on Writing

Continue building stamina and developing independence.

Focus Lesson 3

Read to Someone

“Before we brainstorm the behaviors of Read to Someone, we’d like to teach you a couple of tricks for being good reading partners. We want to tell you a little story. As

you know, my sister doesn't like spiders. What do you suppose she says and does when she sees a spider?

"I scream, so I bet she screams!"

"She sure does. She says EEKK!"

On the chart paper write the letters EEKK, one under the other down the left side.

"And then do you know what she does? She moves over, really close to me. She sits elbow to elbow, knee to knee, right beside me."

On the chart paper, write "Elbow, Elbow" by the two E's and "Knee, Knee" by the two K's.

"Haley, would you come sit right up here beside me and pretend you are my sister who has just seen a spider?"

Model so that elbows and knees are lined up, almost touching. This close proximity allows for children to read quietly and still be heard by their partners but not loud enough for the rest of the class to hear. This sitting arrangement allows partners to look on and read the same book if they choose.

"See how easy it is for the two of us to share a book when we sit this way? Listen how quiet our voices can be when we sit this close."

"Haley, can you hear me even though I am reading to you in a very soft voice?"

"Ben, you are sitting the farthest from us. Can you hear my voice as I read to Haley?"

Model correctly and incorrectly.

Check for Understanding

"Think back to the picture books I have been reading to you. Put your thumb up if you remember seeing and hearing me stop at the end of every page or so to try to remember who I was reading about and what was happening."

Jose: "I remember that. You called it Check for Understanding."

"That's right."

Start a new anchor chart titled "Ways to Read to Someone" and add "Check for Understanding" under the title.

"Whenever we read, we stop to check for understanding, even when we read to someone. Let me show you what that would look like. Jose will you help me?"

"Turn to an elbow buddy and tell them how partners sit when they are doing Read to Someone."

"Turn to a different elbow buddy and tell them what kind of voice we use when we read to someone."

"We read along with our eyes and ears, because when Jose is finished with the first page, we will be checking for understanding." (The Three Bears)

"Jose would you start Read to Someone and read the first page of this book?"

After he reads we hold up a wooden check mark that says "Check for Understanding." We explain that the check mark reminded us to listen to Jose so that when he was finished, we could check for understanding by summarizing what he read.

“Jose, I just heard you read that there were three bears who lived in a forest and they were going to eat their porridge for breakfast, but it was too hot. So they decided to go for a walk to let it cool down.”

Jose indicates that this is correct.

“Now, boys and girls, we are going to switch jobs. I am going to read and Jose is going to check for understanding.”

After we read the next page, Jose checks for the “who” and “what” in the story. We switch roles again, but we do not correctly summarize the gist of the reading. Jose responds, “That’s not what I read.”

“Jose told me that I did not understand and remember what he just read. If that happens, Jose rereads the page. This time I listen very carefully, trying to remember what he just read so I can check for understanding.”

Jose reads again and this time summarizes it correctly. Then students are asked to tell an elbow buddy what the listener’s job is when the reader is reading.

Create an I-Chart

“If a visitor were to walk into our classroom and see us reading to someone independently, what might they see you and I doing?”

Record each thought, placing the child’s name beside it.

“Boys and girls, what do you think I will be doing?”

Work with students.

Read to Someone

*** This I-chart/anchor chart is also in the Appendix.**

Urgency:

- Helps us become better readers
- Best way to practice fluency
- It is fun

*** For older students, you may skip ALL the Read to Someone components in those lessons that follow.**

Sample I-Chart
Read to Someone
Independence

Students

- Sit EEKK.
- Use a soft voice.
- Read the whole time.
- Stay in one spot.
- Get started right away.

Teacher – Work with students.

Select one to three sets of partners to come to the front with their book boxes and model the correct behaviors of Read to Someone. Then model incorrectly.

1. Place children in locations to practice for three minutes.
2. Signal to gather.

3. Review Read to Someone chart and discuss.
4. Students use thumbs to reflect.
5. Model again.
6. Repeat 3 minute practice
7. Signal and check in

Closure, sharing, and review of the lessons of the day.

Word Work

Day 12

Focus Lesson 1

Quick review of Charts

CAFÉ

WHOLE GROUP STRATEGY LESSON

Use Prior Knowledge to Connect with Text

Definition: *Readers ring information from what they already know or what they have read before about a topic and connect it with what they are reading to increase their understanding of the text and to remember what they have read.*

Use a grade-appropriate text, model for students how we activate our prior knowledge before we begin reading. As we provide guided practice, ask students to 'listen and talk' to their elbow buddy about the following:

- Activate or think about your prior knowledge or connections you have to the text.
- How did you feel in a similar situation?
- How did these connections help you to better understand the story?

“What experiences have you had that might be similar to what this book cover is telling you?”

“What do you already know about this content, genre, or author?”

“While reading: Does this part of the story remind you of anything you have done before or read before that will help you understand this section of the story better?”

“Using what you already knew about the topic, did that information help you understand this selection?”

Remind students that the goal of using prior knowledge is to connect us to the text for better understanding and retention of what we read.

We may take out a KWL chart and fill it out with students, coaching them through the process of drawing on their background knowledge and connecting it to the text.

Have a student write “Use Prior Knowledge to Connect with Text” on a CAFÉ menu card.

Read to Self

Continue building stamina and developing independence.

Focus Lesson 2

Writing

Begin district or state writing curriculum for focus lessons. These lessons are skills and or strategies all of your students need.

Writing Whole Group

Four Square – Continue paragraph writing p. 30 & 31

Work on Writing

Continue building stamina and developing independence.

Focus Lesson 3 * May skip for older students

Model and practice how partners read using the same book.

“I Read, You Read”

We begin by reviewing yesterday’s learning, asking students to turn to their elbow buddies and describe how their bodies look (EEKK) and what kind of voice we use while reading to someone.

“Today, before we practice again and work on building our stamina, I have a few more tricks to teach you about Read to Someone.”

New anchor chart – “Ways to Read to Someone”

“Yesterday when we read with our partners we had one person read while the other person held the check mark listening and checking for understanding. When the partner was finished reading his or her section, you switched jobs. Today we’re going to learn some other ways you might want to read books with your partner – I Read You Read.”

“One of you will read a page or a paragraph, and then your partner will read the exact same page or paragraph, trying to make the reading sound just like yours. The person with the smoothest fluency should go first. Pat, can you help me model this for the class?”

Sit down on the floor together

“What do you notice about how Pat and I are sitting together getting ready to read to each other?” (sitting EEKK)

“Now let’s watch as pat and I model ‘I Read, You Read.’ Pat, who do you think should go first?”

Begin reading, teacher aloud, student following along silently. After, student reads the same text, trying to make pace and expression sound like teachers.

“Class, what do we call this type of reading?”

Tell their elbow buddy how “I Read, You Read” helps them improve as readers, and listen as they identify fluency.

Do repeated modeling, practice and checking in to build stamina.

Closure, sharing, and review of the lessons of the day.

Word Work

Day 13

Focus Lesson 1

Quick review of Charts

GAPE

WHOLE GROUP STRATEGY LESSON

Continue Prior Knowledge

Read to Self

Continue building stamina and developing independence.

Focus Lesson 2

Continue district or state writing curriculum for focus lessons. These lessons are skills and or strategies all of your students need.

Writing Whole Group

Continue working on paragraphs.

Work on Writing

Continue building stamina and developing independence.

Focus Lesson 3

Model and practice how partners read two different books.

“There is one more strategy I would like to show you so you have choices when you Read to Someone. It is called ‘Read Two Different Books.’”

Add “Read Two Different Books” to anchor chart.

“For this Read-to-Someone choice, you and your partner can both have different books, yet still read as partners. Her is how it goes. Malcom, will you hjelp me model

this one? You get a book from your book box, and I'll get a book from mine. What do you notice about our books?"

"Malcom and I really want to read together, but my book is too hard for him. Even though my book is too hard for Malcom, we can still be partners and enjoy each other's books. Here's how. Malcom, you read the first page of your book to me. I'll keep my book closed with my finger marking my place. When you are finished reading the first page, I'll check for understanding. Then, you'll close your book, keeping your finger marking the page you're on, and you'll listen to me. When I am finished reading, you'll check for understanding and then we'll switch back again."

Model

Go back over and review three different ways to Read to Someone.

1. "Check for Understanding" one book: One partner reads while the other checks for understanding, then switch.
2. "I Read, You Read," one book: One partner reads: the other partner reads the same part of the story. The most fluent reader reads first.
3. "Read Two Different Books." Two books: Partners read two different books and check for understanding.

Students are partnered up and placed around the room. They decide together which of the three ways they will read. Aim for one more minute than yesterday.

Read to Someone

Continue building stamina and developing independence.

Closure, sharing, and review of the lessons of the day.

Word Work

Day 14

Focus Lesson 1

Quick review of Charts

CAFE

WHOLE GROUP STRATEGY LESSON

Review, continue to teach, and reinforce the strategy Read Appropriate-Level Texts That Are a Good Fit.

Read to Self

Continue building stamina and developing independence.

Focus Lesson 2

Whole Group Writing

Work on Writing

Continue building stamina and developing independence.

Focus Lesson 3

Brainstorm and practice “How to Choose Books.”

- ❖ Let’s Make a Deal
- ❖ Rock, paper, Scissors

“Today we are going to learn some strategies for how to choose books. Put your thumbs up if you have ever had a friend over, decided to play a game, and couldn’t agree on which one to play. You wanted to play one game, and your friend wanted to play a different one.”

“The same thing can happen with books when you choose to do Read to Someone. Today we want to teach you some strategies for how to choose books with your friends and classmates without getting into an argument.”

On the Read-to-Someone anchor chart under EEKK write, “How to Choose Books”

“Lynn, would you like to help me model the first strategy? We call it ‘Let’s make a Deal.’ Lynn, would you get a book from your book box that you would like to read, and I’ll get one from mine. Now pretend that we are partners and I tell you I really want us to read my book because it is my favorite! However, Lynn, you really want to read your book because it is your favorite.”

“Here is how to solve the problem using ‘Let’s make a Deal.’ Hey, Lynn, how about if we read your book together first and then we read mine? Will that be okay with you?”

“Class, do you see how we made a deal? We quickly solved this problem so that we didn’t waste any of our precious reading time disagreeing over which book to read. We could also have agreed to do Read Two Different Books. Another way to solve this problem would be to do Rock, paper, Scissors, with the winner choosing the book this time.”

Add these ideas to the chart and then Lynn models with us, choosing which book to read by using Rock, Paper, Scissors.

Read to Someone

Continue building stamina and developing independence.

Closure, sharing, and review of the lessons of the day.

Word Work

Day 15

Focus Lesson 1

Quick review of Charts

CAFE

WHOLE GROUP STRATEGY LESSON

Use Prior Knowledge and Context to Predict and Confirm Meaning

Learning specific types of context clues helps students use the information around the unknown word to infer its meaning. We teach students five types of context clues:

Synonym, definition, example, contrast, inference

We introduce this strategy as a whole-group lesson. We explain the steps in figuring out the meaning of an unfamiliar word or phrase through the use of context clues. We teach the class these different context clues, what they mean, and how to use them with the steps below.

When readers come to a word they don't know, they use this plan to check for context clues and to understand the text:

- Check for a context clue that is right there in the sentence.
- If readers find a context clue, they will reread the sentence with the new term or clue in mind.
- The students think to themselves what the sentence says using this context clue.
- If readers don't find a clue or understand the main point the author is making, they will have to try a different strategy to figure out the word, such as asking someone the meaning or using a dictionary.

Read to Self

Continue building stamina and developing independence.

Focus Lesson 2

Whole Group Writing

Work on Writing

Continue building stamina and developing independence.

Focus Lesson 3

Create I-chart for where to sit in room during Read to Someone.

“Each day as we have been practicing and building our stamina, I have been picking your partners for you and placing you around the room. You have experienced many good places to sit in our room. Today I will again pick your partners, but you and your partner will select a good place to read using what you know about good places for working.”

We select the partners a few at a time. they get their book boxes. The partners will:

- Decide how they will do Read to Someone;
- Move to a place in the room where they know they can be successful;
- Pick their books.

After everyone has found a place to work, we build stamina by adding another minute or two to yesterday's time.

Read to Someone

Continue building stamina and developing independence.

Closure, sharing, and review of the lessons of the day.

Word Work

Day 16

Focus Lesson 1

Quick review of charts.

Start transitioning from teaching Read-to-Self behaviors to teaching reading lesson.

GAFE

WHOLE GROUP STRATEGY LESSON

Review using Context Clues

Reinforce self-monitoring. Layer on the accuracy strategy of Cross Checking, because many times they stumble on checking themselves to see whether what they are inferring looks right, sounds right, and makes sense. Cross Checking integrates comprehension and is a self-monitoring strategy.

Read to Self

Continue building stamina and developing independence.

Focus Lesson 2

Whole Group Writing

Work on Writing

Continue building stamina and developing independence.

Focus Lesson 3

Quick review of charts.

Model and practice “How to Choose a Partner.”

“As we have been building our stamina each day and practicing all these parts of Read to Someone, I have been putting you into your partnerships. Today we will learn the correct way to pick a partner during Read to Someone or any time during our day.”

Blank anchor chart: “How to Choose a Partner.”

“When we choose partners, it is very important to remember that our partner doesn’t always need to be our very closest friend. It is also great fun to read with other friends in our classroom. In fact, sometimes our very closest friends don’t make the best partners, because we might have a tendency to chat instead of read.”

Write on anchor chart – Not always your closest friend.

“When it comes time to choose a partner, we want to communicate to the group that we need one, but what do you think would happen if we just started yelling, ‘Hey, I need a partner!’”

“Class, let’s give that a try and see how it sounds. Okay, everyone, start yelling out to the rest of the class that you need a partner.”

“That will never work in our classroom, will it? There has to be another way to communicate our need for a partner.”

“Here is a great quiet way to let people know we need a partner.”

Add these to the anchor chart as we say and model them:

1. Close your mouth and raise your hand. This is our class’s silent signal that will mean “I need a partner.” (model for class)
2. Look around the group. When you see another person with a hand raised, make eye contact with him or her. (model for class)
3. Walk to the person and say, “Will you please be my partner?” We model this part of the lesson because we are very particular about tone of voice. We model asking it with an inviting tone. **The only acceptable answer is “Sure, thank you!”** Again, we model the tone we expect to hear during the response, pleased and polite.

“The tone of voice is very important in our classroom. How would you like it if someone came up to you and used the correct words, ‘Will you please be my partner?’ but said it flatly, and kind of grumpily? Madeline, will you help me model this? I am going to ask you to be my partner with a crummy, grumpy tone of voice, and let’s have you tell us how it feels.”

Model

“How did it feel?”

“Madeline, now let’s model for the class using the right tone of voice.”

Model

“Well, Madeline, what did you think that time?”

discuss

“Boys and girls, that is exactly how we want our partners to feel, like we are really excited to read with them, because then, they will be excited about reading with us! Who else would like to model for us!”

Give everyone in the class a chance to model

Read to Someone

Continue building stamina and developing independence.

Closure, sharing, and review of the lessons of the day.

Word Work

Day 17

Focus Lesson 1

Quick review of charts.
Teach reading lesson.

CAFE

WHOLE GROUP STRATEGY LESSON

Make a Picture or Mental Image

When teaching students to make pictures in their mind before, during, and after reading, we start by explaining how pictures help students remember what they are reading:

- By thinking about what they know about the text before they read;
- By using sensory details to create mental pictures;
- By looking back at the pictures in their brains after the story to remember what has happened.

We then model how we make pictures in our mind and ask students to do the same during our read-aloud, with partners and independently.

“What do you see in your mind as I read this selection?”

“Take the information I am reading and make it into a movie. Pretend you are at the theater and watching the story.”

“Can you see yourself in this selection?”

“If you could see a picture in your mind, what would it look like?”

“Which details helped create a picture in your mind?”

“Before you begin the story, make a picture in your mind of what you have seen before that may be in the selection.”

Read to Self

Continue building stamina and developing independence.

Focus Lesson 2

Quick review of charts.

Whole Group Writing

Work on Writing

Continue building stamina and developing independence.

Focus Lesson 3

Quick review of charts.

Model and practice “Coaching or Time.”

***“How many of you play a sport like soccer, baseball, basketball, or any others?
Which person helps you know what to do while you are playing?”***

“Yes, a coach is a person who can give you help when you need it, tells you ‘you can do it,’ and gives you support. Today we are going to learn a bit about being a reading coach. Put your thumb up if you have ever been reading with a partner and come to a word you didn’t know.”

“Has the other person ever just said the word for you, even though you were trying to figure it out on your own?”

“How many of you wish that your partner would give you a chance to try to figure it out on your own using your strategies?”

“Have you ever wanted your partner to help you because you were really stuck on the word?”

“The trick is to know when someone wants help or wants to do it alone. Think about when you are playing a sport such as baseball. There are times when the coach will come up behind you and really help you, showing you how to hold the bat and swing at the ball. Other times, the coach may just encourage you, not stepping in to help you at all. It is very similar in reading. At times when you can’t remember what you read or get stuck on a word, you want someone to give you ideas and suggestions, just like the batting coach. There are other times when you want to try it on your own. Good reading coaches don’t just step in and tell their partners the words right away. That doesn’t help them become better readers!

“Here is what it looks like to be a good reading coach.”

Begin a new chart with “Reading Coach” on the top.

“When your partner comes to a word he or she doesn’t know, or he or she can’t remember or understand what the story was about, you are going to count to three silently to yourself.”

On the chart write: “Silently count to three.”

“After you silently count to three, ask your partner, “Do you want coaching or time?”

On the chart write: “Ask, coaching or time?”

“If your partner says, ‘Time,’ you must sit patiently and wait. If your partner says, ‘Coaching,’ you will take out your coaching sheet and decide which strategy would be best to suggest.”

Add to the chart: “Use coaching sheet.”

“Let’s practice. Ben, would you like to model?”

Take the coaching sheet and ask Ben to get a book from his book box and read until he comes to a word he doesn’t know or pretends not to know. Go through the coaching steps. (p. 74)

“Oh, Ben is stuck on a word. I’ll count silently to three to give him some time to figure it out.”

“Ben, would you like time or coaching?” (Ben says, “Time.”)

“Ah, Ben wants time to figure this word out, so I am going to sit patiently and look at the word and think about what coaching strategy will work best if he changes his mind.”

Model

We now ask Ben if he will read a bit more, this time coming to a word he doesn’t know and asking for coaching.

“Hmmm, Ben is stuck on this word. I remember that I am supposed to count to three to give him time to figure it out.”

Model silently, putting up three fingers.

“Would you like time or coaching?”

Take out the coaching sheet and model loving over the sheet and picking a strategy that might help him.

“Ben, have you tried ‘Back Up and Reread?’”

“Ok, how about ‘Chunk Sounds Together?’”

We point out to the class that we do not tell the word; instead we give ideas of which strategy might help figure it out. Each of the strategies is taught individually and added to the coaching sheet.

Read to Someone

Continue building stamina and developing independence.

Closure, sharing, and review of the lessons of the day.

Word Work

Day 18

Focus Lesson 1

Quick review of charts. Teach reading lesson.

CAFE

WHOLE GROUP STRATEGY LESSON

Continue Visualization Lesson

Use "Into the Book."

Read to Self

Continue building stamina and developing independence.

Focus Lesson 2

Quick review of charts.

Writing

Whole Group Writing

Work on Writing

Continue building stamina and developing independence.

Focus Lesson 3

Quick review of charts.

Model and practice "Coaching or Time."

Read to Someone

Continue building stamina and developing independence.

Closure, sharing, and review of the lessons of the day.

Word Work

Day 19

Focus Lesson 1

Quick review of charts.

Teach reading lesson.

CAFE

WHOLE GROUP STRATEGY LESSON

Read to Self

Continue building stamina and developing independence.

Focus Lesson 2

Quick review of charts

Writing

Whole Group Writing

Work on Writing

Continue building stamina and developing independence.

Focus Lesson 3

Quick review of charts.

Model and practice "Coaching or Time."

Read to Someone

Continue building stamina and developing independence.

Focus Lesson 4 Launching Word Work

*** I-chart/Anchor chart
is in the Appendix**

“Today we are going to learn the procedures for how to use our spelling materials. We are going to learn how to set them up, how to use them, and how to clean them up. It is important to spell words correctly when we write, because we care about our writing and the people who will read it. Spending time practicing spelling helps us become not only better spellers and writers, but also better readers. Do you know what else? It is fun!”

“Let’s begin by writing down a list of some of the materials we can use to practice spelling.”

- Whiteboards
- Magnetic letters
- Wikki Stix
- Clay
- Letter stamps
- Colored markers

*** See next page for ideas
for Word Work for older students.**

“Now let’s make an I-chart with our ideas about ways to set up the materials and how to explore and use them.”

Children come up with ideas. Be sure to include the following:

- One person takes out the materials of his or her choice and sets them up in a quiet location.
- Get started quickly.
- Stay in one spot except to get and return the materials.
- Work the whole time.
- Work quietly.
- Work on stamina.
- Try your best.

Show where materials are located.

“Who would like to model setting up the materials using the ideas we came up with on our I-chart?”

Choose one student per spelling material to model.

“Now who would like to model this incorrectly?”

Model both ways.

Place children around the room near the spelling materials. Children practice for three to five minutes. Signal students to gather and check in.

“We have had one practice time. Don’t worry – we will have lots of time this week and all year long to work with these materials. Right now we need to spend some time talking about a very important part of our Word Work time: cleanup!”

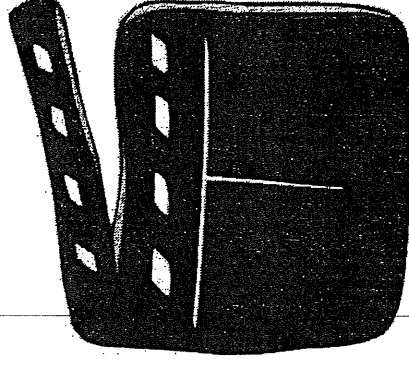
“You are learning the correct ways to get the materials out independently. You are also learning how to work independently, so they are ready for the next person.

“Let’s start another I-chart and label it ‘Word Work—Material Cleanup Independence.’ Who has some ideas of how students in our room who are independent will clean up the materials?”

Word Work for Older Students

10 minutes before they read to self or work on writing

- Having time during a reading block to focus on words is critical to your development as a reader, writer, and communicator.
- With word work, you will work on:
 - Use word parts to determine meanings of words (Greek/Latin Roots)
 - Tuning into interesting words when you read
 - Use context clues to understand unfamiliar words in your book



Steps to Take

1. If you're not there already, let's find our gathering place.
2. **Think-Pair-Share:** "Do you know any Greek & Latin Roots?"
3. Brainstorm "I" chart on word work.
4. Build your stamina. Model, practice, talk, and repeat...

- Everyone using materials helps put those materials away.
- Materials go back in the original tub.
- Return materials to the same spot.
- Leave the materials neat.
- Clean quietly.
- Get started on your new task quickly.

“Okay, who would like to model how to put the materials away for us?”

Again, model the wrong way and then the right way.

Building stamina—3 to 7 minute practice. Teacher stays out of the way of children’s practice. No eye contact or managing by proximity at this time. Teacher may practice sitting at guided reading or assessment spot.

Signal and check-in.

Closure, sharing, and review of the lessons of the day.

Word Work

Day 20

Focus Lesson 1

Quick review of charts.
Teach reading lesson

CAFE

WHOLE GROUP STRATEGY LESSON

Review, continue to teach, and reinforce the strategy Read Appropriate-Level Texts That Are a Good Fit.

Read to Self

Continue building stamina and developing independence.

Focus Lesson 2

Quick review of charts

Writing

Whole Group Writing

Work on Writing

Continue building stamina and developing independence.

Focus Lesson 3

Quick review of charts.

Start transitioning from teaching Read-to-Someone behaviors to teaching reading lessons.

Read to Someone

Continue building stamina and developing independence.

Focus Lesson 4

Quick review of charts.
Model setup and cleanup for Word Work

Word Work

Continue building stamina and developing independence.

Closure, sharing, and review of the lessons of the day

Day 21

Focus Lesson 1

Quick review of charts
Teach reading lesson.

CAFE

WHOLE GROUP STRATEGY LESSON

Read to Self

Continue building stamina and developing independence.

Focus Lesson 2

Quick review of charts

Writing

Whole Group Writing

Work on Writing

Continue building stamina and developing independence.

Focus Lesson 3

Quick review of charts.
Teach reading lesson

Read to Someone

Continue building stamina and developing independence.

Focus Lesson 4

Quick review of charts.
Model setup and cleanup for Word Work

Word Work

Continue building stamina and developing independence.

Closure, sharing, and review of the lessons of the day.

Day 22

Focus Lesson 1

Quick review of charts.
Teach reading lesson

GAFE

WHOLE GROUP STRATEGY LESSON

Review, continue to teach, and reinforce the strategies posted on the GAFE menu board.

Read to Self

Continue building stamina and developing independence.

Focus Lesson 2

Quick review of chart

Writing

Whole Group Writing

Focus Lesson 3

Quick review of charts
Teach reading lesson

Read to Someone

Continue building stamina and developing independence.

Focus Lesson 4

Quick review of charts.

Model setup and cleanup for Word Work

Word Work

* I-chart/Anchor chart is in the Appendix

Listen to Reading

“Today we will add our next Daily Five by learning how to be independent with Listen to Reading. Let’s begin by talking about why we would listen to reading.”

Discuss

“Boys and girls, we listen to reading often each day. Turn to your elbow buddy and talk to them about the times during the day that you might listen to reading.”

“Today we are going to add another type of listening to reading to the Daily Five. We are going to add listening to a book on tape.”

“In our classroom we have four small tape players with headphones, along with a basket of books. You can choose these tape players as one of the ways to listen to stories in school. Let me show you how to set up the tape player and follow along with the book.”

Demonstrate

“It’s time to make our I-chart for Listen to Reading. Let’s brainstorm together the behaviors that someone who chooses to listen to reading would need to have to be independent.”

- Get out materials.
- Listen to the whole story.
- May listen to another story if time.
- Follow along with pictures and or words.
- Stay in one spot.
- Listen quietly.
- Get started quickly.
- Put materials away neatly.

* For older students

Listening to Reading

can be Listening to

Reading by Myself as a

part of Read to Self.

Great for struggling readers w/ harder texts.

“Just like we have done before, let’s see if there is someone who can model the right way.”

“Now that we’ve seen Listen to Reading modeled the right way, who would like to model the wrong way?”

Building stamina – A few students practice Listen to Reading. Teacher stays out of the way of children’s reading. No eye contact or managing by proximity at this time. Teacher may practice sitting at guided reading or assessment spot. Because this is engaging, students will have much more stamina to stick with this task right from the start. Other students are working on other Daily Five choices.

Signal and check in.

Model again if time allows.

Building stamina – practice.

Signal and check in. How did it go?; Review I-chart for Listen to Reading; Review other I-charts if necessary.

Closure, sharing, and review of the lessons of the day

Day 23

Focus Lesson 1

Quick review of charts.

Teach reading lesson

GAFE

WHOLE GROUP STRATEGY LESSON

Review, continue to teach, and reinforce the strategies posted on the GAFE menu board.

Read to Self

Continue building stamina and developing independence.

Focus Lesson 2

Quick review of chart

Writing

Whole Group Writing

Focus Lesson 3

Quick review of charts

Teach reading lesson

Read to Someone

Continue building stamina and developing independence.

Focus Lesson 4

Quick review of charts.

Model setup and cleanup for Word Work

Word Work

Listen to Reading

Continue building stamina and developing independence a few students at a time.

Closure, sharing, and review of the lessons of the day

Day 24

Focus Lesson 1

Teach reading lesson.

GAFE

WHOLE GROUP STRATEGY LESSON

?

*** Check-in chart is in
the Appendix**

Blend the Daily Five together. Students have a choice over which Daily to do first, second, third, fourth, and fifth. Review I-charts.

In the gathering place, do Status of the Class. (p. 93) Be sure to check how many are doing "Read to Someone." If there is an odd number see if someone will switch.

"Would each of you close your eyes again and make a picture in your mind, seeing yourself independently doing your choice? Okay, here we go. If you are doing listen to Reading, get up, get your supplies, find a place in the room where you can listen to reading independently, and get started."

"Now, those who are reading to yourselves go get your book boxes, find a place in the room where you can work independently, and get started."

"Next, Word-Work group, please get your materials, set up, and get started working independently."

"Finally, those reading to someone, find a partner and your book boxes, get set up, and get started. "

"If you are reading to someone, please remember to check the area around you for friends who are reading to themselves or working on writing before you set up. You will want to respect their learning by not sitting too close to them"

Student Independent Work 1

Children are reading, writing, partner reading, doing Word Work, and/or listening to reading, continuing to build stamina and develop independence.

Focus Lesson 2

Teach writing lesson. Continue to teach children how to check in. This session children choose a different daily from their first session.

Writing

Whole Group Writing

Student Independent Work 2

Children are reading, writing, partner reading, doing Word Work, and/or listening to reading, continuing to build stamina and develop independence.

Focus Lesson 3

Teach reading lesson. Continue to teach children how to check in. This session children choose a different task from their previous sessions.

Student Independent Work 3

Children are reading, writing, partner reading, doing Word Work, and/or listening to reading, continuing to build stamina and develop independence.

Focus Lesson 4

Teach a Word-Work lesson

Continue to teach children how to check in. This session children choose a different task from their previous sessions.

Student independent Work 4

Children are reading, writing, partner reading, doing Word Work, and/or listening to reading, continuing to build stamina and develop independence.

Closure, sharing, and review of the lessons of the day.

Day 25

Focus Lesson 1

Teach reading lesson

Student Independent Work 1

Children are reading, writing, partner reading, doing Word Work, and/or listening to reading.

Focus Lesson 2

Whole Group Writing

Four Square – Continue paragraph writing. P. 58

Student Independent Work 2

Children are reading, writing, partner reading, doing Word Work, and/or listening to reading.

Focus Lesson 3

Teach a reading lesson.

Student Independent Work 3

Children are reading, writing, partner reading, doing Word Work, and/or listening to reading.

Focus Lesson 4

Teach a Word-Work lesson.

Student Independent Work 4

Children are reading, writing, partner reading, doing Word Work, and/or listening to reading.

Closure, sharing, and review of the lessons of the day.

At this time all of the Daily Five have been introduced, practiced and refined. Stamina may continue to be built if needed. The structure is set up for the remainder of the year.

Read to Self Anchor Charts

Read to Self

☆to help us become better readers.

Read to Self

Independence

Students

Get started right away.

Read the whole time.

Pick a spot where you won't talk.

Stay in one spot.

Quiet whisper voice.

Teacher

Works with groups of students.

Listens to children read.

Helps students with reading.

3 Ways To Read A Book

1. Read and talk about the pictures.
2. Read the words.
3. Retell a previously read book.

Choosing Good Fit Books

I choose a book.

Purpose – Why do I want to read it?

Interest – Does it interest me?

Comprehend – Do I understand what I'm reading?

Know – Do I know most of the words?

Read to Self Stamina

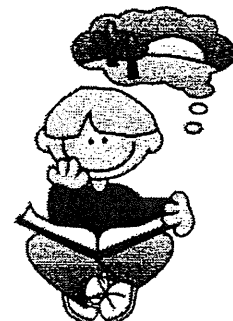
Number of Minutes

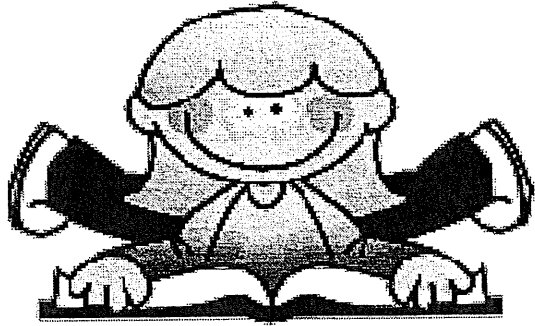
20																			
19																			
18																			
17																			
16																			
15																			
14																			
13																			
12																			
11																			
10																			
9																			
8																			
7																			
6																			
5																			
4																			
3																			
2																			
1																			

Date



Our Goal: 20 minutes!





Read to Self Graph

How long have we been able to work?

20																		
19																		
18																		
17																		
16																		
15																		
14																		
13																		
12																		
11																		
10																		
9																		
8																		
7																		
6																		
5																		
4																		
3																		
2																		
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10	Day 11	Day 12	Day 13	Day 14	Day 15	Day 16	Day 17	Day 18

Work on Writing Anchor Charts

Work on Writing

- ☆to help us become better readers and writers
- ☆we care about writing and the people who read it.
- ☆Choice
- ☆Works on the fluency of writing.
- ☆ It's fun!

Work on Writing

Independence

Students

Write the whole time.

Stay in one spot.

Work quietly.

Choose what to write.

Get started quickly.

Underline words we're not sure to spell and move on.

Teacher

Works with groups of students.

Listens to children read.

Helps students with reading.

Word Work Anchor Charts

<p style="text-align: center;">Word Work</p> <p style="text-align: center;">Spelling and Vocabulary</p> <p>☆ to help us become better readers, writers, and spellers. ☆ we care about writing and the people who read it. ☆ It's fun!</p>	<p style="text-align: center;">Word Work</p> <p style="text-align: center;">Materials</p>
---	---

<p>Word Work</p> <p>SETTING UP MATERIALS</p> <p>Independence</p> <table border="1"><thead><tr><th style="text-align: center;"><u>Students</u></th><th style="text-align: center;"><u>Teacher</u></th></tr></thead><tbody><tr><td>One person takes out materials and sets up in a quiet location.</td><td>Works with groups of students</td></tr><tr><td>Stay in one spot until time to return materials</td><td>Listens to children read.</td></tr><tr><td>Work the whole time.</td><td>Helps students with reading.</td></tr><tr><td>Try your best.</td><td></td></tr><tr><td>Work quietly.</td><td></td></tr></tbody></table>		<u>Students</u>	<u>Teacher</u>	One person takes out materials and sets up in a quiet location.	Works with groups of students	Stay in one spot until time to return materials	Listens to children read.	Work the whole time.	Helps students with reading.	Try your best.		Work quietly.	
<u>Students</u>	<u>Teacher</u>												
One person takes out materials and sets up in a quiet location.	Works with groups of students												
Stay in one spot until time to return materials	Listens to children read.												
Work the whole time.	Helps students with reading.												
Try your best.													
Work quietly.													
<p>Word Work</p> <p>HOW TO USE MATERIALS</p> <p>Independence</p> <table border="1"><thead><tr><th style="text-align: center;"><u>Students</u></th><th style="text-align: center;"><u>Teacher</u></th></tr></thead><tbody><tr><td>Work the whole time.</td><td>Works with groups of students.</td></tr><tr><td>Stay in one spot except to get and return materials.</td><td>Listens to children read.</td></tr><tr><td>May return one set of materials and get another set to work with.</td><td>Helps students with reading.</td></tr><tr><td>Work quietly.</td><td></td></tr><tr><td>Try your best.</td><td></td></tr></tbody></table>		<u>Students</u>	<u>Teacher</u>	Work the whole time.	Works with groups of students.	Stay in one spot except to get and return materials.	Listens to children read.	May return one set of materials and get another set to work with.	Helps students with reading.	Work quietly.		Try your best.	
<u>Students</u>	<u>Teacher</u>												
Work the whole time.	Works with groups of students.												
Stay in one spot except to get and return materials.	Listens to children read.												
May return one set of materials and get another set to work with.	Helps students with reading.												
Work quietly.													
Try your best.													

Listen to Reading Anchor Charts

Listen to Reading

- ☆to help us become better readers
- ☆to help us learn and understand new words and stories
- ☆It's fun!

Listen to Reading

Independence

Students

Teacher

Get out materials.

Works with groups of students.

Do not switch stories once chosen.

Listens to children read.

Follow along with words and/or pictures

Helps students with reading.

Stay in one spot.

Listen quietly.

Get started right away.

Put materials away neatly.

Choosing a Book Nook

Choose a quiet spot.

Sit away from distractions.

Use bean bags/comfy chairs according to schedule.

Reading Conferencing Sheet

Name _____

Goals

-
-

Strengths

-
-

	Observation and Instruction	Next Steps to Meet Goal
Date		
Touch Point		
Date		
Touch Point		
Date		
Touch Point		
Date		
Touch Point		
Date		
Touch Point		

Writing Conferencing Sheet

Name _____

Goals

-
-

Strengths

-
-

	Observation and Instruction	Next Steps to Meet Goal
Date		
Touch Point		
Date		
Touch Point		
Date		
Touch Point		
Date		
Touch Point		
Date		
Touch Point		

The CAFE Menu

Linked to 6th Grade Common Core Standards*

Comprehension	Accuracy	Fluency	Expanding Vocabulary
<p>Strategies: Use prior knowledge to connect with text L.6.5, L.6.6 Make and adjust predictions; use text to confirm RL.6.1 Infer and support with evidence RL.6.1, RI.6.1 Make a picture or mental image RL.6.7 Monitor and fix up; check for understanding /back up and reread RL.6.10 Ask questions throughout the reading process Use text features (titles, headings, captions, graphic features) RL.6.7 Summarize text; include sequence of main events RL.6.2, RI.6.2 Use main idea and supporting details to determine importance RL.6.2, RI.6.2 Determine and analyze author's purpose and support with text RL.6.5, RI.6.6 Recognize literacy elements (genre, plot, character, setting, problem/resolution, theme) RL.6.3 Recognize and explain cause-and-effect relationships Compare and contrast within and between text RL.6.9, RI.6.9</p>	<p>Strategies: Abundant easy reading RL.6.10, RI.6.10 Look carefully at letters and words L.6.2 Cross checking... do the pictures and/or words look right? Do they sound right? Do they make sense? Flip the sound Use the pictures... do the words and pictures match? Use beginning and ending sounds Blend sounds; stretch and reread Chunk letters and sounds together Skip the word, then come back Trade a word/guess a word that makes sense Recognize words at sight</p>	<p>Strategies: Voracious reading RL.6.10, RI.6.10 Read appropriate-level texts that are a good fit RL.6.10, RI.6.10 Reread text L.6.3 Practice common sight words and high-frequency words Adjust and apply different reading rates to match text SL.6.6, SL.6.2 Use punctuation to enhance phrasing and prosody (end marks, commas, etc.) L.6.2, SL.6.6 Read text as the author would say it, conveying the meaning or feeling RL.6.4, RI.6.6, SL.6.6</p>	<p>Strategies: Voracious reading RL.6.10, RI.6.10, L.6.6 Tune in to interesting words and use new vocabulary in speaking and writing L.6.4, L.6.6 Use prior knowledge and context to predict and confirm meaning RL.6.4, RI.6.4 Use pictures, illustrations, and diagrams L.6.4 Use word parts to determine the meaning of words (prefixes, suffixes, origins, abbreviations, etc.) L.6.4, L.6.5 Ask someone to define the word for you L.6.4 Use dictionaries, thesauruses, and glossaries as tools L.6.4</p>

Caill Boushey and Joan Moser ©www.thedailycafe.com, 2012. Common Core Additions, Allison Behne
 *Not all Common Core Standards are included in the CAFE Menu, such as writing, speaking, listening and various other standards.

The CAFE Menu

Linked to 7th Grade Common Core Standards*

Comprehension	Accuracy	Fluency	Expanding Vocabulary
<p>Strategies: Use prior knowledge to connect with text</p> <p>Make and adjust predictions: use text to confirm</p> <p>Infer and support with evidence RL.7.1, RL.7.1</p> <p>Make a picture or mental image</p> <p>Monitor and fix up: check for understanding /back up and reread</p> <p>Ask questions throughout the reading process RL.7.6</p> <p>Use text features (titles, headings, captions, graphic features)</p> <p>Summarize text: include sequence of main events RL.7.2</p> <p>Use main idea and supporting details to determine importance RL.7.2, RI.7.2, SL.7.2</p> <p>Determine and analyze author's purpose and support with text RL.7.6, RI.7.6</p> <p>Recognize literacy elements (genre, plot, character, setting, problem/resolution, theme) RL.7.3</p> <p>Recognize and explain cause-and-effect relationships</p> <p>Compare and contrast within and between text RL.7.6, RL.7.7, RL.7.9, RI.7.3</p>	<p>Strategies: Abundant easy reading</p> <p>Look carefully at letters and words</p> <p>Cross checking... do the pictures and/or words look right? Do they sound right? Do they make sense?</p> <p>Flip the sound</p> <p>Use the pictures... do the words and pictures match?</p> <p>Use beginning and ending sounds</p> <p>Blend sounds; stretch and reread</p> <p>Chunk letters and sounds together</p> <p>Skip the word, then come back</p> <p>Trade a word/guess a word that makes sense</p> <p>Recognize words at sight</p>	<p>Strategies: Voracious reading RL.7.10, RI.7.10</p> <p>Read appropriate-level texts that are a good fit RL.7.10, RI.7.10</p> <p>Reread text</p> <p>Practice common sight words and high-frequency words</p> <p>Adjust and apply different reading rates to match text</p> <p>Use punctuation to enhance phrasing and prosody (end marks, commas, etc.) L.7.2</p> <p>Read text as the author would say it, conveying the meaning or feeling</p>	<p>Strategies: Voracious reading RL.7.10, RI.7.10, L.7.6</p> <p>Tune in to interesting words and use new vocabulary in speaking and writing RL.7.4, RI.7.4, L.7.4</p> <p>Use prior knowledge and context to predict and confirm meaning L.7.4</p> <p>Use pictures, illustrations, and diagrams L.7.4</p> <p>Use word parts to determine the meaning of words (prefixes, suffixes, origins, abbreviations, etc.) L.7.4, L.7.5</p> <p>Ask someone to define the word for you</p> <p>Use dictionaries, thesauruses, and glossaries as tools L.7.4, L.7.5</p>

The CAFE Menu

Linked to 8th Grade Common Core Standards*

Comprehension	Accuracy	Fluency	Expanding Vocabulary
<p>Strategies: Use prior knowledge to connect with text</p> <p>Make and adjust predictions; use text to confirm</p> <p>Infer and support with evidence RL.8.1, RI.8.1</p> <p>Make a picture or mental image</p> <p>Monitor and fix up: check for understanding /back up and reread</p> <p>Ask questions throughout the reading process RI.8.6</p> <p>Use text features (titles, headings, captions, graphic features)</p> <p>Summarize text: include sequence of main events RI.8.2, RI.8.2</p> <p>Use main idea and supporting details to determine importance RI.8.2, RI.8.2</p> <p>Determine and analyze author's purpose and support with text RI.8.6</p> <p>Recognize literacy elements (genre, plot, character, setting, problem/resolution, theme) RI.8.2, RI.8.3</p> <p>Recognize and explain cause-and-effect relationships</p> <p>Compare and contrast within and between text RI.8.5, RI.8.6, RI.8.7, RI.8.9, RI.8.3</p>	<p>Strategies: Abundant easy reading</p> <p>Look carefully at letters and words</p> <p>Cross checking... do the pictures and/or words look right? Do they sound right? Do they make sense?</p> <p>Flip the sound</p> <p>Use the pictures... do the words and pictures match?</p> <p>Use beginning and ending sounds</p> <p>Blend sounds: stretch and reread</p> <p>Chunk letters and sounds together</p> <p>Skip the word, then come back</p> <p>Trade a word/guess a word that makes sense</p> <p>Recognize words at sight</p>	<p>Strategies: Voracious reading RI.8.10, RI.8.10</p> <p>Read appropriate-level texts that are a good fit RI.8.10, RI.8.10</p> <p>Reread text</p> <p>Practice common sight words and high-frequency words</p> <p>Adjust and apply different reading rates to match text SI.8.6</p> <p>Use punctuation to enhance phrasing and prosody (end marks, commas, etc.) SI.8.6</p> <p>Read text as the author would say it, conveying the meaning or feeling RI.8.4, SI.8.6</p>	<p>Strategies: Voracious reading RI.8.10, RI.8.10, L.8.6</p> <p>Tune in to interesting words and use new vocabulary in speaking and writing RI.8.4, RI.8.4, L.8.6</p> <p>Use prior knowledge and context to predict and confirm meaning RI.8.4, RI.8.5</p> <p>Use pictures, illustrations, and diagrams RI.8.4</p> <p>Use word parts to determine the meaning of words (prefixes, suffixes, origins, abbreviations, etc.) RI.8.4, L.8.4, L.8.6</p> <p>Ask someone to define the word for you</p> <p>Use dictionaries, thesauruses, and glossaries as tools L.8.4, L.8.6</p>

Gail Boushey and Joan Moser @www.thedailycafe.com, 2013. Common Core Additions. Allison Behne

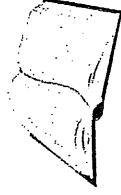
*Not all Common Core Standards are included in the CAFE Menu, such as writing, speaking, listening and various other standards.

Name: _____
Date _____

My reading goal is:

- Comprehension
- Accuracy
- Fluency
- Expand Vocabulary

To meet my goal I am
working on this strategy:

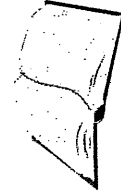


Name: _____
Date _____

My reading goal is:

- Comprehension
- Accuracy
- Fluency
- Expand Vocabulary

To meet my goal I am
working on this strategy:



Name: _____
Date _____

My reading goal is:

- Comprehension
- Accuracy
- Fluency
- Expand Vocabulary

To meet my goal I am
working on this strategy:



Stuck On A New Word?

Look at the pictures

- Look at the picture for clues



Get your lips ready

- Say first sounds
- Read & say it again



Stretch it out

- Stretch word out
- Put sounds together



Chunk the Word

- Look for word chunk
- Look for a word part



Skip It, Skip It

- Skip the word
- Read to the end
- Hop back & read it



Try it again

- Try to reread
- Try a new word



Ask for help

- Ask for help after you have tried the other strategies



Never let the word win. Read on!

Stuck On A New Word?

Look at the pictures

- Look at the picture for clues



Get your lips ready

- Say first sounds
- Read & say it again



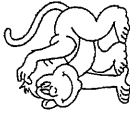
Stretch it out

- Stretch word out
- Put sounds together



Chunk the Word

- Look for word chunk
- Look for a word part



Skip It, Skip It

- Skip the word
- Read to the end
- Hop back & read it



Try it again

- Try to reread
- Try a new word



Ask for help

- Ask for help after you have tried the other strategies



Never let the word win. Read on!

Stuck On A New Word?

Look at the pictures

- Look at the picture for clues



Get your lips ready

- Say first sounds
- Read & say it again



Stretch it out

- Stretch word out
- Put sounds together



Chunk the Word

- Look for word chunk
- Look for a word part



Skip It, Skip It

- Skip the word
- Read to the end
- Hop back & read it



Try it again

- Try to reread
- Try a new word



Ask for help

- Ask for help after you have tried the other strategies



Never let the word win. Read on!

Questions to help readers

To help students use meaning say:

Did that make sense?

Look at the picture and think what would make sense.

Read it again and think what would make sense.

You said _____. Did that make sense?

To help students use structure say:

Did that sound right?

Can we say it like that?

Read it again and think what would sound right.

You said _____. Did that sound right?

To help students use visual information say:

Did that look right?

What could you try?

Do you know a word that starts with those letters?

Do you know a word like that?

What do you think it could be?

To help students self-monitor say:

There was a tricky part there. You find it.

Are you right?

You made a mistake there, try that again.

To help students self-correct say:

I like the way you found out what was wrong all by yourself.

You made a mistake on that page (or in that sentence). Can you find it?

Nothing! Allow time for the child to self correct.

To help students cross check say:

It could be _____, that would make sense, but look at _____.

Could it be _____ or _____ or _____?

Check it: Does it look right and sound right to you?

Questions to help readers

To help students use meaning say:

Did that make sense?

Look at the picture and think what would make sense.

Read it again and think what would make sense.

You said _____. Did that make sense?

To help students use structure say:

Did that sound right?

Can we say it like that?

Read it again and think what would sound right.

You said _____. Did that sound right?

To help students use visual information say:

Did that look right?

What could you try?

Do you know a word that starts with those letters?

Do you know a word like that?

What do you think it could be?

To help students self-monitor say:

There was a tricky part there. You find it.

Are you right?

You made a mistake there, try that again.

To help students self-correct say:

I like the way you found out what was wrong all by yourself.

You made a mistake on that page (or in that sentence). Can you find it?

Nothing! Allow time for the child to self correct.

To help students cross check say:

It could be _____, that would make sense, but look at _____.

Could it be _____ or _____ or _____?

Check it: Does it look right and sound right to you?