Readers Workshop

TEACHER EDITION

Foundations Study
Grade 4
**ONLINE RESOURCES: COMMUNITY OF LEARNING**

**Foundations Study Materials: Download before you begin the study.**
This foundations study includes an Online Resources packet, which is posted on the America’s Choice Community of Learning. In the packet, you will find materials such as graphic organizers, an interest inventory, and tools for monitoring student reading. Additional online resources include language feature lessons, vocabulary lessons, student work with commentary, and ELL resources. When you visit the Community of Learning, you can participate in a discussion group that allows you to post questions and share information.

We recommend that you download and print the entire packet as you prepare to teach the lessons. Because we revise these resources periodically, you will want to visit the Community of Learning each time you teach the study.

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**Identify specialty area:**
- If your school is implementing the *America’s Choice® School Design*, select “Literacy” as your specialty area.
- If your school is implementing the *America’s Choice Writing Aviator®* program, select “Writing Aviator” as your specialty area.

**Click on:** Register Now!

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**Locate resources:**
- If your school is implementing the *America’s Choice® School Design*, select K–8 Schools or High Schools, and check for literacy resources in the Toolkit.
- If your school is implementing the *America’s Choice Writing Aviator®* program, select Writing Aviator, and check for Online Resources in the Toolkit.

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America’s Choice® is a subsidiary of the National Center on Education and the Economy® (NCEE), a Washington, DC-based non-profit organization and a leader in standards-based reform. In the late 1990s, NCEE launched the America’s Choice School Design, a comprehensive, standards-based, school-improvement program that serves students through partnerships with states, school districts, and schools nationwide. In addition to the school design, America’s Choice provides instructional systems in literacy, mathematics, and school leadership. Consulting services are available to help school leaders build strategies for raising student performance on a large scale.

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Introduction
The America's Choice Readers Workshop foundations studies are part of the America's Choice® School Design. They are designed to help teachers establish the rituals, routines, and artifacts of the Readers Workshop in their classrooms during the first 30 days of the school year. Reflecting the most current research on effective reading instruction, these studies:

- Teach students about reading, within the context of authentic reading, using texts with authentic language
- Use multiple instructional groupings and a variety of instructional methods
- Include reading to students daily from a variety of text types on a variety of topics
- Build background knowledge of topics and language
- Provide specific feedback to students to support their reading development
- Model and demonstrate the use of reading strategies
- Provide daily opportunities for students to read books that they are able to read and that they choose to read
- Give students regular opportunities to respond to reading through discussion and writing
- Provide explicit support for English language learners (ELLs) during the Readers Workshop

A foundations study is a series of lessons that assist teachers in setting up the rituals and routines of the Readers Workshop. By working through the lessons sequentially, you lead students through a series of learning experiences, from simple to more complex. The lessons use a variety of modeling and think-aloud demonstrations to teach appropriate reading behaviors and the skills and strategies used by effective readers. As the lessons progress, students develop the reading habits and processes they need for the work ahead. The lessons also provide supports that enable ELLs to participate successfully in the study and to grow as writers and readers.

While using the foundations study lessons, you will develop a greater awareness of your students as readers, collecting anecdotal evidence of their reading habits and behaviors as well as administering an initial standardized assessment of their reading abilities. With this awareness, and the model of the instructional process contained in the lesson continuum, you will be able to continue the Readers Workshop after you teach this study, creating additional lessons tailored to your students’ needs.
The America’s Choice Readers Workshop foundations study lessons include many features to support teaching and to promote learning by all students. The K–3 lessons are aligned with the New Standards® performance standards, and the lessons for grades 4 and 5 are aligned with the New Standards® performance standards and the American Diploma Project benchmarks.

Assessments
As part of the foundations study, you will administer a standardized assessment to monitor students’ reading progress. We recommend that you use the Developmental Reading Assessment (DRA). The assessment results will help you identify students’ needs, prepare for challenges, and plan future instruction. This assessment, administered during the second week of the study, establishes the baseline for measuring each student’s growth as a reader. You will repeat the assessment three times over the year and use the results to monitor growth, setting new learning targets and teaching goals after each administration. Between administrations of the DRA, you will use running records—taken as part of reading conferences—to monitor student progress.

Learning Objectives
Each foundations study lesson articulates specific objectives for student learning. These objectives build on previous lessons so students develop background knowledge and apply new learning. The learning objectives are supported by the students’ language objectives.

Language Objectives
The language objectives describe the language skills that students need to learn, and they explicitly describe the work students will do with vocabulary during each lesson. Many of the language objectives call for the use of sentence frames to encourage frequent, appropriate use of the language of the workshop.

Target Words: Language of the Readers Workshop
Most of the foundations study lessons identify “target words” or the “language of the Readers Workshop” used within the context of the workshop throughout the year. During the opening lesson, you will introduce these words, written on sentence strips. You will use and reinforce them throughout the lesson. These words should be placed on the word wall (or in another area of the room designated just for posting the workshop words). You should refer to and use these words regularly to help students develop the language skills they need to participate successfully in the Readers Workshop.
teaching the study

The America's Choice foundations studies for establishing the Readers Workshop are designed for use during the first 30 days of school. The lessons are grouped by the significant work to be accomplished over the week.

Establishing Rituals and Routines
In Readers Workshop, you will work with students to establish rituals (the way something is done, where materials are kept and accessed, what to do after each activity, etc.) and routines (what we do, predictable structures). In this way, procedures become habits and students can rely on the structure necessary to learn, study, read, and write. When your class understands what must be done, how it must be done, and when it must be done, the flow of teaching and learning is smooth, and interruptions are rare.

The foundations study lessons will help ensure that rituals and routines are firmly established early in the year. You will need to review expectations frequently and may even have to revisit specific lessons. Your success in setting up the rituals and routines from the beginning will determine the level of success for both you and for students throughout the year. Rituals and routines give ELLs and all students predictability in their learning environment, allowing them to focus on learning new content.

Readers Workshop
The Readers Workshop structure provides time for instruction, independent work, and—most importantly—conferring and guided reading. The typical Readers Workshop has three parts:

- An opening meeting, which is whole-class instruction focused on rituals and routines, skills, or strategies
- A work period when students work individually or in small groups, and you confer with individual readers or work with small groups on focused guided-reading lessons
- A closing meeting that may focus on students’ progress and is usually linked to the instruction during the opening lesson
- Within each of these routines, you will establish rituals to help students understand what needs to happen and how, maximizing both teaching and learning that occurs throughout each day and throughout the year.

Many teachers find it challenging to allocate the right amount of time to each part of the Readers Workshop. How you allocate time communicates the value you place on instruction, student work, and reflection. It is important to remain aware of how much time you use for each part of the workshop, so students can read independently every day. But sometimes the opening lessons will run longer at the beginning of the year during the first year of Readers Workshop implementation. This is because the
Readers Workshop rituals and routines are taught at the start of the year along with content.

**Opening (10–15 minutes)**
In the opening meeting, you teach short, focused lessons on a workshop routine (procedure), skill, or strategy. This is the routine that helps students move into independent, partner, or group work in the work period to apply what was taught in the lesson. In the opening, you can set the focus of the workshop’s reading tasks by the content of the lesson. The opening should take no more than 15 minutes.

Each lesson contains both a learning objective and a language objective. If the language objective includes a sentence frame, write it on a sentence strip, and use the opening to model how to use it. You can post sentence frames so students can reference them as they speak and write.

During the opening lesson, you will also use sentence strips to introduce the “language of the Readers Workshop” words.

**Work Period (30–40 minutes)**
During the work period, students apply what you taught and modeled in the opening lesson. As students build their reading stamina and can work independently for longer periods, the work period will naturally expand from 15–20 minutes at the
beginning of the year to 30–40 minutes toward the middle and end of the year. This is especially true for ELLs. As students learn more about how to work in Readers Workshop, they will be able to engage in a broader range of activities. You should set the agenda in the beginning of the year so students learn each of the routines expected of them as readers. During the work period, students can:

- Read independently from the “just-right” books in their book bags
- Read with a partner
- Respond to their reading in their Reader’s Notebooks
- Discuss books in book discussion groups
- Read as part of authentic literacy activities, such as:
  - Reader’s theater
  - Reading with books on tape
  - Reading the room
  - Recreating text in a pocket chart
  - Dramatizing a text
  - Researching a topic of interest
  - Retelling
- Participate in an author study

Students’ responses (both oral and written) will vary based on their English proficiency levels. The earlier the level of English proficiency, the more support ELLs will need to “try” the strategies.

During most work periods, students have two tasks: independent reading and responding to what they have read in some way. It may be helpful to add icons and models for independent reading and for the types of responses students are expected to craft to the “Readers Workshop” chart created in Lesson 1. Using graphics helps students understand their tasks during the work period and builds independence through self-monitoring of literacy tasks.

The most important factor in the success of the Readers Workshop is the accountability you and your students share for what happens during the work period. You need to hold students accountable for what they know must be done, and eventually they will begin to hold each other accountable.

**Closing (10 minutes)**
The Readers Workshop ends with the whole group refocused on what was accomplished through the lesson and its immediate application. Activities that can be part of an effective closing include:

- Reader’s chair—students share their attempts at using a reading skill or strategy and describe the difference it made to their reading
- Read-around—students share a single example of the focus of the opening lesson (a simile, a question about the text, or a compound word) found in their reading
Teacher sharing—a time to address an important issue raised during a conference or guided-reading group
Small-group sharing—students share accomplishments
Partner sharing—students share a strategy for reading each other’s work
Evaluation and solving of problems—a discussion of how to solve a reading problem
Book talk—students give a brief book talk to encourage others to read a book they enjoyed
Read aloud—students celebrate the work of reading by listening to you read aloud a favorite text

The closing is a time to reflect on the workshop. It reinforces students’ sense that they are part of a reading and learning community that values and celebrates each other’s work. ELLs benefit from repeated modeling, practice, and application of the various rituals in the closing routine.

Reader’s Notebooks
Learning how to use a Reader’s Notebook is essential to students’ reading success. Students need to learn how to use the notebook to reflect on their reading, to practice skills and strategies, and to write in order to comprehend text. Becoming a reader requires thinking deeply about text. The entries in the notebook deepen students’ understanding of the texts they are reading. These entries lead students to improved comprehension and a deeper understanding of themselves as readers.

You will keep and use your own notebook to model using reading strategies, to share work, and to reflect on your own growth as a reader.

No matter what goes into the Reader’s Notebook, readers write in it consistently. Possible entries include:

- What did I wonder about the text?
- What questions did I have?
- What books would I like to read?
- What character was my favorite and why?
- What part of the text did I like best and why?
- What words were hard? How did I figure them out?
- What did I do when I got stuck in my reading?
- What is my current reading goal? How did I accomplish my previous reading goal?
- How was this book like something that happened to me?
- What was one line in the book that captured my attention? What did it make me think of?

If ELLs are not yet ready to respond in English, allow and encourage them to draw and write in their Reader’s Notebooks in their primary language, if they can.
Reader’s Notebooks can be anything from spiral notebooks to composition notebooks to folders.

**Reading Folders**
Students maintain a Reading Folder that contains a Reading Log, an Assessment Notebook, and a Reader’s Notebook. Students record the name and genre of the text they read each day in a Reading Log. The Assessment Notebook contains the assessment data collected during the reading conference along with the student’s reading goal. The Reader’s Notebook includes written responses to text and reflections on reading progress and behaviors. The set of class Reading Folders should be easily accessible by both you and the students.

**Attribute and Reference Charts**
Many of the lessons include creating attribute and reference charts to record students’ thinking about reading habits and processes. These charts not only guide students as they read, but they also record the classroom language about reading and support students’ thinking about what they are learning. These charts are a source for developing rubrics and support for student learning.

**Texts**
Specific texts are suggested for most of the lessons. Because a lesson’s success does not rely on a particular product or a specific text, you can substitute different books as long as they support the lesson’s focus. The lessons include ideas for alternative texts or a description of the type of text that would be appropriate. The lessons are specific regarding goals and purposes, and they guide you in selecting appropriate resources to meet each lesson’s goals.

**Rubrics**
The rubrics developed in the foundations study lessons are based on the habits of good readers and expectations for independent reading. These rubrics are used to clearly define the reading behaviors and strategies that will lead to success in reading. The goal is that by using the rubrics, students will spend more time reading and thus become better readers.

**Assessment and Grading Opportunities**
Many lessons include tasks where students can demonstrate their progress and understanding of specific strategies and skills. These tasks result in a product you can assess and grade. All lessons provide opportunities for formative assessment by allowing you to observe and conference with students.
The America’s Choice foundations study lessons support and facilitate teaching in a variety of ways. The “Note to Teacher” sidebars provide criteria for selecting alternate texts, background information to supplement the lesson, or tips about how to take the lesson deeper. The “Lesson Adaptation” sidebars identify Spanish-English cognates so if you have Spanish-speaking ELLs, you can help them make connections between their native language and English. The SAY icon highlights suggested language for sharing and explaining the lesson’s content to students. The chart graphics give you an idea of what your class charts might look like and provide sample student responses.

You will find useful information to help students learn about reading in the America’s Choice Reading Monograph Series posted on the Community of Learning. These monographs provide in-depth explanations of the instructional strategies that support reading development and more information about rituals and routines. The titles in this series are:

- Fluency and Comprehension
- Guided Reading
- Independent Reading
- Partner Reading
- Phonemic Awareness and Phonics
- Reading Aloud
- Reading Conferences
- Rituals, Routines, and Artifacts
- Shared Reading
- Talking About Books
- Vocabulary

What should a Readers Workshop look like after 30 days? Life in a workshop classroom is a social experience, where students follow predictable structures and have a predictable time for reading daily. After teaching the 30 foundations study lessons, you should see evidence that students understand the rituals and routines and are beginning to take responsibility for knowing the workshop structure. They should be able to explain what they do in the opening, work period, and closing.

During the workshop, you should hear students reading and discussing their reading with each other. Students should understand what the workshop artifacts are and how these artifacts help them grow as readers.
Envision a classroom where:

- Instruction is based on performance and state content standards.
- Students have daily opportunities to develop good reading habits, to practice reading strategies during independent reading, and have time to discuss books and reading strategies with others.
- The teacher confers with students about their work as readers.
- Assessment of student reading, in conjunction with a deep understanding of grade level expectations, drives instruction.
- The classroom walls are a rich resource for learning, complete with lesson artifacts and rubrics.
- Students understand the importance of focused independent reading time and know how essential it is for their development as readers.
- Rubrics guide student improvement.

The foundations study lessons will help students learn to use the classroom purposefully, use classroom resources efficiently, and work independently. After using these 30 lessons, you will see and hear a literate community of students who are ready for a yearlong journey toward becoming successful, proficient readers.
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<td>16</td>
<td>How to Have a Great Conversation About</td>
<td>Pink and Say (Patricia Polacco)</td>
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<td>18</td>
<td>Independent Reading</td>
<td>What Happened/Why It Happened</td>
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## Charts and Touchstone Texts Used in this Foundations Study

<table>
<thead>
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<th>Lesson</th>
<th>Chart</th>
<th>Suggested Texts</th>
</tr>
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<td>Getting Help during the Reading Conferences</td>
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<td>Author’s Purpose</td>
<td><em>LaRue for Mayor</em> (Mark Teague)</td>
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<td>22</td>
<td>Making Inferences</td>
<td><em>Mirandy and Brother Wind</em> (Patricia McKissack)</td>
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<td>23</td>
<td>Inferring Character Traits</td>
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<td>25</td>
<td>Drawing Conclusions</td>
<td><em>The Widow’s Broom</em> (Chris Van Allsburg)</td>
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<td>26</td>
<td>Strategies Good Readers Use to Solve Meaning Problems</td>
<td><em>The Prince of Butterflies</em> (Bruce Coville)</td>
</tr>
<tr>
<td>27</td>
<td>What I Know About</td>
<td><em>Teammates</em> (Peter Golenbock)</td>
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<td>28</td>
<td>Asking Questions</td>
<td><em>The Wolf Girls: An Unsolved Mystery from History</em> (Jane Yolen)</td>
</tr>
<tr>
<td>29</td>
<td>Analyzing Text</td>
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</tr>
<tr>
<td>30</td>
<td>Using Context Clues</td>
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</tbody>
</table>
Support for English Language Learners

English language learners (ELLs) are the fastest growing population of public school students in the United States. Most, if not all, teachers will teach ELLs sometime during their careers, so schools and teachers must be prepared to include them in meaningful ways in grade-level courses. ELLs are not a homogeneous group. They enter school with a variety of experiences and skills, including:

- A wide range of language proficiencies in their home languages
- Varied reading and writing skills in their home languages
- Varied formal or perhaps no formal schooling experiences, depending on the availability of schooling in their countries of origin
- Varied language proficiency levels

The America’s Choice foundations studies address the needs of students who are at the Expanding (L4) and Bridging (L5) levels according to the Pre-K–12 English Proficiency Levels (TESOL 2006.) Students need strong conversational English abilities to participate fully in these studies. (You can find valuable information about language proficiency levels and teaching ELLs at www.tesol.org.)

The foundations studies begin the process of teaching all students to be readers, including English language learners (ELLs). The Readers Workshop is an ideal structure for responding to ELLs’ academic and linguistic needs. The foundations studies reflect the “Five Essential Practices for Teaching English Language Learners” developed by America’s Choice based on a wide body of research on second language acquisition, literacy, and effective instruction. These practices support the most appropriate and effective instruction for helping ELLs (and all students) build comprehension, fluency, understanding, and vocabulary.

In the foundations studies, examples of the essential practices are identified before each set of weekly lessons. The essential practices are:

**Essential Practice #1:**

**Develop oral language through meaningful conversation and context.**

Oral language is the foundation of literacy and a main tool for learning and interacting in both academic and social settings. Natural exposure to, and planned experiences with, oral language facilitates increased expression and understanding of the second language. Oral language also supports vocabulary development in context, paving the way for better comprehension and language production. Exposure to rich oral and written language environments is vital for developing literacy and language skills.
**Essential Practice #2:**
Teach targeted skills through contextualized and explicit instruction.
Contextualized instruction provides students with extra linguistic clues that support understanding not only the content but also the language being used. Combining contextualized practices with the knowledge of phonemic awareness, phonics skills, language structures and functions, text patterns, and literary devices help students develop stronger literacy skills. Explicit skills give students the tools they need to comprehend increasingly complex literacy demands.

**Essential Practice #3:**
Build vocabulary through authentic and meaningful experiences with words.
Developing and deepening a student’s understanding of new words is essential for English language learners. Building vocabulary in the context of literature, experiences, modeled writing, and think-alouds ensures that students will own the new words they encounter. Vocabulary building is a lifelong process, and students must learn ways to integrate and approach new and challenging words. Discussing, playing with, and using new words allow students to gain new vocabulary through meaningful and, therefore, memorable experiences.

**Essential Practice #4:**
Build and activate background knowledge.
Learning is based on establishing neural connections in the brain by drawing on previous experience, background knowledge, and prior and current environments. It is the job of both the teacher and the students to facilitate these connections in order to construct meaning and understand new ideas and concepts while expanding on their own world knowledge. Actively fostering these connections enables students to more easily interpret their surroundings and assign meaning to new concepts while expanding on their own experiences.

**Essential Practice #5:**
Teach and use meaning-making strategies.
Intentional teaching of meaning-making strategies provides students with a toolbox to approach future learning challenges. Meaning-making strategies range from helping students comprehend text to teaching strategies students can use to understand English-dependent lessons. Teacher modeling of appropriate behaviors gives students the tools they need to be autonomous learners while simultaneously supplying them with options they can use to interpret both the academic and social environmental input they encounter.
Many of the foundations study lessons include “Language Connection” sidebars. These sidebars identify Spanish-English cognates, and highlight places where the teacher can help Spanish-speaking ELLs make connections between their native language and English. For more intensive support for Spanish-speaking ELLs, America’s Choice offers a bilingual version of the foundations studies. The bilingual lessons scaffold instruction and foster a supportive environment to help students become literate in Spanish. Like the English version, these studies are used in the Readers Workshop setting and provide a strong foundation for language development and reading across the grade levels.
Overview: How These Lessons Address ELLs’ Needs

Develop oral language through meaningful conversation and context.
- On most days, students talk with partners using sentence frames to support their oral language development about the lesson objectives: parts of the workshop, how to choose a text, genre categories, purposes for reading.
- Teacher mirrors and restates student discussion, solidifying the oral language structures used during partner talk.

Teach targeted skills through contextualized and explicit instruction.
- Students hear, see, and physically define the new rituals and routines by listening to the teacher discuss them, watch the teacher explain them, and then practicing them independently.
- Students use known texts to classify and sort into the new concept of “genre.”

Build vocabulary through authentic and meaningful experiences with words.
- Students learn target words and vocabulary, define them in the context of lesson objectives, and practice using those words immediately.

Build and activate background knowledge.
- Students use their own experiences to discuss and develop an artifact about choosing their own book.

Teach and use meaning-making strategies.
- Students follow predictable rituals and routines.
- Students organize and categorize their work using the Reading Folder.
- Students watch the teacher model reading and thinking aloud about a shared text and in this way gain a clear understanding of what a reader does.
- Students complete activities and independent tasks that are clearly delineated during the work period.
How to Begin the Readers Workshop

**students' learning objective**
- Learn and practice the daily rituals and routines of the Readers Workshop

**students' language objective**
- Describe what they will do during the Readers Workshop using the specific vocabulary of the workshop model. Use the sentence frames:
  - In Readers Workshop, I will _______.
  - Today in Readers Workshop, I _______.

**target words**
- opening
- work period
- closing

**purpose**
- The purpose of this lesson is to establish the routines of the workshop—what we will do every day—and some of the rituals—how we do things in this class—for the Readers Workshop. By establishing clear expectations of how time will be used, students are able to focus on the content and the process of learning to read.

**prep**
- You will want to make sure that your room is arranged so that you have a large enough area for the whole class to meet together. Usually, the front, center, or the corner of a room will work.
  - Make a “Readers Workshop Routines” chart that defines the three parts of the workshop and the time frames: opening lesson (10–15 minutes), work period (40 minutes) and the closing (10 minutes).
  - You may want to think about assigned places and partners for instruction during the opening. Assigned places may ease the transition to and from the whole-class meeting area, and students will need a partner to discuss different things during the opening.
  - Place baskets or boxes of books on the student worktables or place two books at each student’s seat.

**MATERIALS**
- Chart paper and markers
- Sentence strips for the sentence frames and workshop words
- Chart:
  - Readers Workshop Routines
- 2 books per student or baskets of books
- Online Resources packet:
  - Reading Interest Inventory (one per student)

**NOTE TO TEACHER**
**Time frames for Readers Workshop.** In this lesson, we establish the routines of the Readers Workshop but do not hold to the time frames that will become the workshop’s norm. In this initial lesson, the opening will be between 20–30 minutes, the work period will be 20 minutes, and the closing will be 10 minutes. When the Readers Workshop is established, the opening will run only 10–15 minutes followed by a 40-minute work period and a 10-minute closing.
Lesson 1 • How to Begin the Readers Workshop

- Ask students to meet you in the whole-class meeting area. Be specific regarding appropriate student behavior while moving to this part of the room. As students join you, they should sit in rows in a half-circle facing you with their legs crossed.

- Tell students that every day they are going to participate in a Readers Workshop where they will discuss reading and be shown various strategies that will help them to become stronger readers. Explain that at this time every day, you will be asking students to join you in the meeting area for 10–15 minutes to begin the Readers Workshop.

- Post the “Readers Workshop Routines” chart.

<table>
<thead>
<tr>
<th>Readers Workshop Routines</th>
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<tbody>
<tr>
<td>Opening: 10–15 minutes</td>
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<tr>
<td>Work Period: 40 minutes</td>
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<tr>
<td>Closing: 10 minutes</td>
</tr>
</tbody>
</table>

- Explain the structure of the 60-minute Readers Workshop. Tell students that during the opening lesson, you will talk to them about strategies good readers use to help them become even better readers, and they will have a chance to explore and discuss new texts. Let students know your expectations for behavior. You will expect them to:
  - Sit quietly
  - Listen to the instruction
  - Participate in any discussion

- After discussing the opening, tell students that the next part of the workshop is the work period. Explain that this is the longest part of the workshop and during this time they will be participating in a variety of activities: independent reading, partner reading, book discussions, writing in their Reader’s Notebooks, etc. Mention that while they are engaged in learning activities, you will be working with groups and holding reading conferences.
■ Define the closing as a time when the whole class comes back together for the reader’s chair to share reading accomplishments, strategies, etc. This can be a time to review lessons and remind students of assignments, as well as a time to celebrate accomplishments, share tips, give Book Talks, or answer questions.

■ Ask students to turn and talk to a partner about what they will do every day when they have Readers Workshop. Scaffold for those students that need language support by having them use the sentence frame: “In Readers Workshop, I will ______.”

■ Have students describe what they will see and hear. Remind students to use the vocabulary they have learned for the different parts of the workshop when they talk about what they will do.

■ Allow students about two or three minutes to talk. Listen as they do so. Monitor the conversation and encourage students to use the terms opening, closing, and work period.

■ After students have talked, summarize their conversation. You might say:

  SAY  “I heard Jerome say he would come to the rug for the opening. I heard Amy say . . . ”

■ Repeat small pieces of overheard conversation to review the three workshop components.

■ Make sure students know that the opening and the closing are whole-group lessons and that the work period is the time for individual, partner, or small-group work.

■ After you explain structure of the Readers Workshop, make sure students understand that this very lesson you are teaching is the opening meeting you just talked about. Consider adding a sticky-note or arrow to the “Readers Workshop Routines” chart to provide a visual anchor for the workshop hour. The note or arrow will move through the workshop period as students begin each component.

■ Tell students that the next thing they will try out is the work period. (Move the sticky-note or arrow on the chart.)
Lesson 1 • How to Begin the Readers Workshop

**Work period**
- In the work period, students will do three things:
  - Take a tour of the classroom
  - Complete a Reading Interest Inventory
  - Read independently
- Take students on a tour of the classroom, briefly introducing the various parts of the room and their purposes (e.g., the classroom library, places to read quietly, places where the reading materials will be stored, etc.)
- To get to know your students better as readers, have them complete a Reading Interest Inventory. Read each question aloud. Let students know that you will do a better job meeting their needs as readers if they do a good job completing the inventory. Collect the inventories and read them to determine a baseline of your students’ lives as individual readers.
- Ask students to select one book from those available at their tables to read independently. Give students 5–10 minutes to read. Monitor their habits as readers and make anecdotal notes on their reading behaviors.

**Closing**
- Ask students to replace their books and move to the whole-class meeting area for the closing. (Move the sticky-note or arrow on the chart.)
- Briefly review the purpose of the closing meeting. Review the entire workshop to this point: what happened first, next, etc. You may want to have students refer to the “Readers Workshop Routines” chart and add to it.
- Ask students to participate in the closing meeting by sharing something they have learned during Readers Workshop, asking a question about something they need to have clarified, sharing something they wonder about, or sharing something they accomplished. Chose students to share and have them begin their sharing with the sentence frame: “Today in Readers Workshop, I _______."
- After the allotted time for the closing, thank students for their participation in the Readers Workshop. Explain the ritual for leaving the meeting area. Remind students that this is the same general structure they will experience in every Readers Workshop.
Lesson 1 • How to Begin the Readers Workshop

Reading Interest Inventory

1. Tell why you are a good reader
2. What do you like to read about?
3. What is your favorite book?
4. What do you do if you don’t know a word?
5. Who is your favorite book character?
6. What kinds of things do you like to read books, magazines or newspapers?
7. Who do you go to for help in reading?
8. Who reads to you the most?
9. Do you have a library card?
10. What do you do if you don’t understand what you are reading?
11. What part of reading is hard for you?
12. Do you have a favorite author?
Selecting Books for Independent Reading

**students' learning objective**
- Select books for independent reading that provide the appropriate level of challenge and meet their purposes for reading

**students' language objective**
- Use language to describe the criteria they used to select a book for independent reading. Use the sentence frame:
  - The book I chose was _______. I chose it because _______.

**target words**
- independent reading
- criteria

**purpose**
- To facilitate independent reading in Readers Workshop, students need to learn how to choose texts based on various criteria.

**prep**
- Review the materials in your classroom library to determine whether they meet students’ needs. Are texts sorted by genre or level? Are the text levels appropriate for all readers in your classroom? Do you need to supplement the classroom library with texts from the school library? Do the texts reflect students’ interests? (The results of the Reading Interest Inventory will be helpful.)

**opening**
- Gather students in the whole-class meeting area. Briefly, review the expectations of the Readers Workshop structure. Explain to students that readers intentionally look for books that they want to read and books that they can read. They have criteria or reasons for choosing the book.
- Share a book that you are currently reading and tell students why you chose to read this particular book. Was it on the bestseller list? Are you familiar with the author? Was it the book summary that grabbed your attention?
- Create a chart titled “Ways We Choose Books.” Write the strategy you shared with students on the chart. Ask students to think about how they choose books to read, and list their responses on the chart.

**MATERIALS**
- Chart paper and markers
- Sentence strips for the sentence frames and workshop words
- Chart:
  - Ways We Choose Books
  - Independent Reading
- Classroom library (preferably sorted by genres and levels)

**NOTE TO TEACHER**
*Monograph.* For more information on independent reading and text selection, see the America’s Choice *Independent Reading* monograph posted on the Community of Learning.
Lesson 2 • Selecting Books for Independent Reading

Your chart might look similar to this:

<table>
<thead>
<tr>
<th>Ways We Choose Books</th>
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<tbody>
<tr>
<td>• Authors we know and like</td>
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<tr>
<td>• Interesting title</td>
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<tr>
<td>• A “just-right” book (not too easy/not too challenging)</td>
</tr>
<tr>
<td>• Another book in a series</td>
</tr>
<tr>
<td>• An award-winning book</td>
</tr>
<tr>
<td>• A recommendation from a friend, teacher or critic</td>
</tr>
<tr>
<td>• Love of a genre</td>
</tr>
<tr>
<td>• Try the beginning</td>
</tr>
<tr>
<td>• Heard it read aloud</td>
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<tr>
<td>• Reread a book you have already read</td>
</tr>
<tr>
<td>• Cover and inside book jacket</td>
</tr>
</tbody>
</table>

Reread the list and remind students to use the chart if they need a new strategy to find something that interests them.

Discuss your expectations for independent reading with students before they begin choosing texts. Chart the expectations. This chart will grow over the next two weeks. It will look like this:

<table>
<thead>
<tr>
<th>Independent Reading</th>
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<tr>
<td>• Focus on reading the entire time</td>
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<tr>
<td>• Respect other readers</td>
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</tbody>
</table>

Let students know that their goal during the work period is to use one of the strategies mentioned above to find at least one book they want to read and that they can read. Release students in small groups to select one or two books for independent reading.

Students will have two jobs for today’s work period:

- Job 1: Choose a book from the classroom library that they will read independently. Your goal should be to have students sustain their reading 15 minutes.
Lesson 2 • Selecting Books for Independent Reading

- Job 2: Meet with a partner and explain what book they chose and the criteria they used for making the book selection. Offer language support to students by providing the sentence frame: “The book I choose was __________. I choose it because __________.” Ask students to share what the book was about and tell whether they liked the text.

- While students read, drop in to meet with each student and make note of the title and level of the text he or she is reading. Ask students how they selected the book and make an anecdotal note on their reasoning. Ask students to read a paragraph or two to you; note if they chose a book with the appropriate level of challenge. You may need to bring students who are choosing books that are too easy or too hard together for small-group instruction on strategies for choosing a book that is just right. Add this information to what you learned from the Reading Interest Inventory.

- Ask students to bring the book they selected to the closing. Have three to five students explain how they selected their book and whether they believe they made a good choice. To support their thinking let students use the sentence frames: “The book I choose was __________. I choose it because __________.” Ask students to tell the group who they think would enjoy reading this book.

- Give each student a book bag (a sturdy, locking, plastic bag) with his or her name written on it in permanent black marker. Tell students that this is their book bag and they will have a small number of just right books in it and available for reading at all times. (At this grade level students should have two or three books in their bag.)

- Ask students to think about the book they read today, and decide if it was just right. Then have them make a choice about whether they would like to continue reading this same book in tomorrow’s Readers Workshop or if they would like to make a new book choice.

- Have students who are keeping their books place them in the book bag, return to their seats, and store the book bag in their desk. Have students who are making a new book choice return their books to the classroom library. Remind students that they are expected to return the book to the same location from which it was taken. These students will select a new book in the next workshop.

Managing the book bags. Before the next lesson, consider how you will help students keep fresh, just-right books in their book bags. You might:

- Choose to have students change books as part of the opening routine for the day
- Assign groups of students a set day to change the books in their bags during the work period

Use any system that will work well for your class, and introduce it to students during Lesson 3.
Reading a Variety of Genres

**Lesson 3**

**Materials**
- Chart paper and markers
- Sentence strips for the sentence frames and workshop words
- Chart: Genre Types, Independent Reading
- A selection of books in a variety of genres appropriate for reading aloud to students
- Online Resources packet: “Genre Types” form (for group work)

**Cognates.** If you have mostly Spanish-speaking ELLs, you can connect the English word to its cognate in Spanish.

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
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<tbody>
<tr>
<td>genre</td>
<td>género</td>
</tr>
<tr>
<td>realistic fiction</td>
<td>ficción</td>
</tr>
<tr>
<td>fiction</td>
<td>realista</td>
</tr>
<tr>
<td>fantasy</td>
<td>ficción</td>
</tr>
<tr>
<td>fiction</td>
<td>fantasia</td>
</tr>
<tr>
<td>poetry</td>
<td>poesía</td>
</tr>
<tr>
<td>historical fiction</td>
<td>ficción</td>
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<tr>
<td>fiction</td>
<td>histórica</td>
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<tr>
<td>biography</td>
<td>biografía</td>
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</tbody>
</table>

**Purpose**
This lesson introduces the names and defines the characteristics of the genres students will encounter in their reading. Understanding the characteristics of genres supports students’ comprehension. An awareness of genres also encourages wide reading, which has benefits in terms of vocabulary development and concept development.

**Prep**
- Make the “Genre Types” chart shown in the lesson.
- Collect books from a variety of genres for small group work. Each small group will need a collection of books from a variety of genres (a minimum of two titles for each genre you list on the chart).

**Opening**
- Ask students to gather in the whole-class meeting area. Review the lesson on choosing texts and explain to students that one of the criteria for choosing a book is its genre. Explain that genre describes the type of book. There are many different genres. Becoming a reader requires us to learn about different types of texts. This helps us learn which types of books we like best.
- Display the “Genre Types” chart.

**Students’ Learning Objective**
- Use their knowledge of genre (language and features) to identify the genres of the books they read.
- Use language to identify the genre of the book they are reading, and explain why it belongs to the genre. Use the sentence frame:
  - This book is (insert genre). I think it is (insert genre) because it (include characteristics).

**Target Words**
- genre
- realistic fiction
- fantasy fiction
- informational text
- poetry
- historical fiction
- biography
Lesson 3 • Reading a Variety of Genres

NOTE TO TEACHER

Adding scaffolds to the chart. Adding a photocopy of the cover of a familiar book in each genre will support some students with genre identification.

Genre Types

<table>
<thead>
<tr>
<th>Genre Type</th>
<th>Realistic Fiction</th>
<th>Fantasy Fiction</th>
<th>Informational Text</th>
<th>Poetry</th>
<th>Historical Fiction</th>
<th>Biography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genre Characteristics</td>
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<td>Titles</td>
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</tbody>
</table>

- Discuss any genres students are familiar with and locate them on the chart. Ask students to think of books that they have read and list a few titles under the appropriate genre headings. Ask students to justify their reasons for putting the title under the genre heading. Students should provide evidence (by stating the characteristics) for their choices.

- Introduce the other genres on the chart. Briefly, discuss the characteristics of each, and tell students that over the next few weeks they will listen to books from each of these genres.

- Tell students that they will have two jobs during the work period:
  - Job 1: Participate in a small-group activity.
  - Job 2: Read independently. Remind students that most of them already have their books for independent reading in their book bags. If they have not already chosen a book(s) for independent reading they should do so now.

- Tell students that they are going to work in small groups to do a genre sort. Ask them to sort the books you have collected. Have them discuss the characteristics of each text to determine the genre, then record the book's title on the “Genre Types” form. Support the discussion of the genre with the sentence frame: “This book is _ (insert genre)_ . I think it is _ (insert genre) _ because it _ (include characteristics) _. ” Encourage students to use the “Genre Types” chart to support their thinking.

- Move around the room, listen to and observe students as they work. You may need to provide additional support if you see that students are struggling to determine the genre of a particular text. Check to make sure students have sorted the books correctly.
Following the sort, have students begin independent reading. Ask students to identify the genre of the book they are reading independently and be ready to share this information with a partner.

Continue to make observations and take anecdotal notes about students' reading behaviors during independent reading. Drop in as students are reading and ask them to tell you about what they are reading and identify the text's genre.

Ask one person from each group to report out on what they learned and add one new title to the class “Genre Types” chart. Make sure students explain how they know that a book belongs to a particular genre. Students may use the sentence frame: “This book is (insert genre). I think it is (insert genre) because it (include characteristics).”

Review the “Independent Reading” chart and ask students what should be added based on what they learned in this lesson. Add, “Read a variety of genres” to the chart. The chart might look like this:

**Independent Reading**

- Focus on reading the entire time
- Respect other readers
- Read a variety of genres
# Lesson 3 • Reading a Variety of Genres

## Genre Types

<table>
<thead>
<tr>
<th>Genre Types</th>
<th>Genre</th>
<th>Realistic Fiction</th>
<th>Fantasy Fiction</th>
<th>Informational Text</th>
<th>Poetry</th>
<th>Historical Fiction</th>
<th>Biography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genre</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Characteristics</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Titles</td>
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</tr>
</tbody>
</table>
Introducing the Reading Folder

- Identify the components of the Reading Folder (Reader’s Notebook, Reading Log, and Assessment Notebook) and explain the purpose of each component.

- Name the parts of the Reading Folder and explain the purpose of each. Use the sentence frame:
  - This is my _______. I use it to _______.

- Reading Folder
- Reading Log
- Assessment Notebook
- Reader’s Notebook

- Student readers need to learn to be responsible for a number of forms/notebooks for the Readers Workshop and throughout their school careers. Allowing students to help maintain their records of growth, lets them become actively involved in their reading progress. As a result of this lesson, students should understand not only what a Reading Folder is and how it is used but also why the folder is important.

- Organize the contents of the Reading Folder before this lesson. Think through the materials you want to use and the format that will work best for you and your students.
  - Decide what information you want students to include in their Reading Logs and whether you want them to keep their records on loose-leaf paper or on a Reading Log form that you create. Determine how you want the Reading Log to look and function. Prepare one complete Reading Folder with a Reading Log as a sample for students.
  - Replicate a Reading Log on a transparency or make a chart copy of it.

MATERIALS
- Markers
- Sentence strips for the sentence frames and workshop words
- Sample Reading Folder with a:
  - Reader’s Notebook
  - Reading Log
  - Assessment Notebook
- Chart:
  - Independent Reading
- Transparency (or a chart): Your Reading Log form

NOTE TO TEACHER
Components of the Reading Folder. Each of the three pieces that make up the Reading Folder—the Reading Log, the Reader’s Notebook, and the Assessment Notebook—is introduced separately. Today’s lesson is a brief introduction to the Reading Folder to preview for students what is coming up in future lessons and to show them materials they will use in the year ahead.
Lesson 4 • Introducing the Reading Folder

prep

continued

opening

- Ask students to join you in the whole-class meeting area. Explain that in this lesson they are going to learn how to keep records of their growth as readers. Show students the sample Reading Folder and briefly explain its components.

- Explain that the Reading Folder is the place where students will keep the following items:
  - Reader's Notebook. A bound notebook or composition book in which students write responses to reading: their comments and thoughts about their daily reading.
  - Reading Log. A form where students keep a daily record of the books they read.
  - Assessment Notebook. A notebook in which you enter notes about a student's reading progress and record the student's reading goal.

- Tell students at this grade level are expected to read at least 25 books per year. The Reading Log will document their progress toward meeting this expectation and allow them to set goals for their future progress.

- Model how to complete a Reading Log using these column headings: Title, Author, Date Started, Pages Read, and Date Completed. You may want students to indicate whether the book is easy, just-right, or a challenge by writing these initials next to the title: E, JR, or C.
Lesson 4 • Introducing the Reading Folder

opening

Display the transparency or chart of the Reading Log. Ask one student what he or she is currently reading. Write the name of this book and the author. Explain that each day’s reading should be recorded and that when a book is completed they should enter that date in the date completed column.

A Reading Log may look like this:

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

work period

Tell students that they will have three jobs to do in this work period.

- Job 1: Read independently. Have students read independently for at least 15 minutes.
- Job 2: Talk with a partner about their reading. Have students identify the genre of the book and explain how they chose their book. Then have students discuss what the book was about and tell whether they believe they made a good book choice.
- Job 3: Record what they read in their Reading Log.

Use the work period to begin collecting reading assessment data (DRA). Plan to meet with and assess two students during the work period.

Toward the end of the work period circulate, supporting students as they complete their logs. Identify three to five students who correctly completed their logs to share in the reader’s chair.

closing

Remind students that today’s lesson was about the Reading Folder and primarily about how to use the Reading Log. Complete the model Reading Log you started in the opening lesson adding the number of pages read and, if appropriate, the date completed. Remind students about the importance of recording their reading in their logs. Allow the three to five students you selected to share their log entries for today.
Review the independent reading expectations and ask students what they learned in this lesson that should be added to the chart. Add, “Record independent reading progress on the Reading Log” to the “Independent Reading” chart. Your chart should now look like this:

<table>
<thead>
<tr>
<th>Independent Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Focus on reading the entire time</td>
</tr>
<tr>
<td>• Respect other readers</td>
</tr>
<tr>
<td>• Read a variety of genres</td>
</tr>
<tr>
<td>• Record independent reading progress on the Reading Log</td>
</tr>
</tbody>
</table>
Reading Purposes and Expected Behaviors

**Lesson 5**

**Students' Learning Objective**
- Define their purposes for reading and explain their responsibilities for behavior during read aloud.

**Students' Language Objective**
- Describe acceptable behaviors for read aloud using the sentence frame:
  - During read aloud, I should see/hear _______.
- Explain their purpose for reading using the sentence frame:
  - The book I read was _______ and my purpose for reading was _______.

**Target Words**
- Read aloud

**Purpose**
- This lesson helps students think about why they read. Research has shown that students who have a purpose and know what they are trying to accomplish as readers, read with higher levels of comprehension.

**Prep**
- Read the text to ensure you can read it with fluency and phrasing.

**Opening**
- Ask students to gather in the whole-class meeting area. Ask them to think about why reading is important and about why they read. What are the purposes they have for reading?
- Model how to think about reading purposes. You might say:

  **SAY**
  “One of the reasons I read is to help me solve a problem. I like to garden, but my butterfly bush is dying so I did some reading to find out how to save the plant.”

- Make a list of student responses on chart paper. Begin with the example you modeled.

**Materials**
- Charts:
  - Purposes for Reading
  - Expectations for Read Aloud
  - Independent Reading
- Sentence strips for the sentence frames and workshop words
- *Thunder Rose* (Nolan) or a book of your choice

**Note to Teacher**
**Book selection.** Almost any text will work for this lesson. You will want to choose a text that engages students' interest because it is early in the year and you are setting the tone for student engagement in the Readers Workshop.
Your chart may look like the following:

<table>
<thead>
<tr>
<th>Purposes for Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To solve a problem</td>
</tr>
<tr>
<td>• To learn something new</td>
</tr>
<tr>
<td>• For enjoyment</td>
</tr>
<tr>
<td>• To share with friends and family</td>
</tr>
<tr>
<td>• To make something</td>
</tr>
<tr>
<td>• To explore new places</td>
</tr>
<tr>
<td>• To think about something</td>
</tr>
</tbody>
</table>

Explain to students that we sometimes accomplish our purposes for reading by reading independently, but we also accomplish them by listening to books being read aloud. As we listen to books being read aloud, we learn how to solve problems, we learn new information, we learn new words, and we learn about authors and illustrators.

Tell students that we want to enjoy the time we have for reading books together. Ask them to think about what it will look like and what it will sound like during read aloud if we are doing what we should so that everyone enjoys the reading. Ask students to think carefully about what behaviors we would expect.

Make a T-chart on chart paper. Title the chart “Expectations for Read Aloud.” Label the left column, Read Aloud Looks Like. The right column should be Read Aloud Sounds Like.
■ Use students’ suggestions to record what the group will look like and sound like during read aloud. Support students’ language by having them use the sentence frame: “During read aloud, I should see/hear ______.” Along with expectations for behavior such as sitting quietly and being careful not to bother students sitting close by, you will want to lead the discussion so students realize they not only listen to the reading, but think about the story and ask questions, make connections to their lives, make connections to other texts, and make connections to the world.

■ Read the text you have chosen for the lesson. After the reading, review the chart and ask students to reflect on their behavior during read aloud. Ask which of the purposes for reading they fulfilled with this read aloud (enjoyment).

■ Explain that students will have three jobs for the work period.
  - Job 1: Read independently. Plan to have students sustain their reading for at least 15 minutes.
  - Job 2: Talk with a partner about what they read. Have students tell their partner what their purpose was for reading, as well as what genre the book was and what the book was about.
  - Job 3: Record what they read in their Reading Log.

■ Use the work period to continue collecting reading assessment data (DRA). Plan to meet with and assess two students.
Ask students to come to the group meeting area for the closing meeting and have them bring the book they discussed with a partner with them. Explain to students that in this closing meeting, each student will share the title of the book they read and their purpose for reading. Have students use the sentence frame, “The book I read was _____ and my purpose for reading was _____."

Review the “Independent Reading” expectations and ask students what they learned in this lesson that should be added to the chart. Add, “read for a purpose” to the chart. Your chart should now look like this:

<table>
<thead>
<tr>
<th>Independent Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Focus on reading the entire time</td>
</tr>
<tr>
<td>• Respect other readers</td>
</tr>
<tr>
<td>• Read a variety of genres</td>
</tr>
<tr>
<td>• Record independent reading progress on the Reading Log</td>
</tr>
<tr>
<td>• Read for a purpose</td>
</tr>
</tbody>
</table>
Week 2
Overview: How These Lessons Address ELLs’ Needs

**Develop oral language through meaningful conversation and context.**
- On most days, students talk with partners using a sentence frame to support their oral language development about lesson objectives: becoming a better reader, responding to reading, becoming a better reader, setting.
- Teacher mirrors and restates student discussion, solidifying the oral language structures used during partner talk and modeling the formal English register.

**Teach targeted skills through contextualized and explicit instruction.**
- Students collaboratively and independently develop a reading response to a known, shared text.
- Teacher creates a clear, structured example and expectation for writing a reading response that will allow all students to write an independent response.
- Students use the same book over a number of days to learn a variety of concepts.

**Build vocabulary through authentic and meaningful experiences with words.**
- Students learn target words and vocabulary, define them in the context of lesson objectives, and practice using those words immediately.

**Build and activate background knowledge.**
- Students use on their own experience of learning something new in their past and connect it to the experience of improving as readers in the Readers Workshop.
- Students practice, discuss, define, and develop a rubric for independent reading behavior.
Teach and use meaning-making strategies.

- Teacher clearly models expectations of lesson goals, allowing students to independently meet the goals for the lesson: setting up a Reader’s Notebook, writing a reading response, setting.
- Students complete activities and independent tasks that are clearly delineated in during the work period.
- Students organize and structure their thinking about setting using a graphic organizer, learning the process of organizing thoughts and visually solidify it in their thinking.
Introducing the Reader’s Notebook

**students' learning objective**
- Set up a Reader’s Notebook and use it to reflect on their growth as readers

**students' language objective**
- Create a Reader’s Notebook entry that describes their progress as a reader. Use the sentence frame:
  - I know I am becoming a better reader because _______.

**target words**
- Reader’s Notebook
- table of contents

**purpose**
- In many reading communities, readers use a notebook to record responses to readings. Readers use this book as a way of thinking about text. Writing in this notebook supports students’ understanding of their reading. Writing gives students a way look at the text through multiple lenses from different perspectives. Having students make regular entries in a Reader’s Notebook facilitates their comprehension of text.

**prep**
- Determine the categories you would like to have in the Reader’s Notebook. The categories should align with your learning goals and objectives. They might include: Big Ideas in What I’m Reading, Habits of Good Readers, Text Elements, Text Structures, Understanding Texts, Reading Interests List, Responses to Reading, Thoughts About Reading in Other Subjects, Working on Reading Challenges, Vocabulary, etc. (At this grade level, four or five categories are probably enough.)
- Determine how many pages to set aside for each section.
- Create a chart of the table of contents as a model for students.

**MATERIALS**
- Chart paper and markers
- Sentence strips for the sentence frames and workshop words
- Reader’s Notebook sample
- Colored tabs or sticky-notes
- A notebook for each student
Gather students in the whole-class meeting area and show them an example of a blank Reader’s Notebook like the one they will use. Remind them that in the previous lesson they learned about the Reading Folder. One part of the Reading Folder is the Reader’s Notebook.

Explain that the Reader’s Notebook is a tool they will use to think more deeply about texts. It is a place to interact with a book, to record thoughts, ideas, questions, and a place to practice new strategies. Explain that students are going to set up their Reader’s Notebooks. Tell them that for this workshop only they will return to their seats for the remainder of the opening lesson. (Students will work more effectively setting up their notebooks at tables or desks.)

Make sure every student has a notebook. Ask students to write their names and “Reader’s Notebook” on the front of the notebook in permanent marker. Have students number the pages of the notebook.

Distribute colored tabs or sticky notes. Show students a list of the categories for the notebook. Have students prepare each tab by writing the name for the category on it. Decide how many pages to set aside for each category and have students affix the tabs to what will be the front page of each section. Tabs can be affixed along the top of the notebook or along the side. Students should write the title of the section on the tabbed page, as well.

Show students the model of the table of contents you created earlier. It should have section titles and page numbers leaving blank spaces for titles of work yet to be created. Have students copy the table of contents into their own notebooks.

Tell students that in this lesson they will make their first Reader’s Notebook entry. They will write about how they are becoming good readers. On the table of contents under “Habits of Good Readers” add the title “How I Am Becoming a Good Reader” and the page number.

Your model might look like the following:
### Lesson 6 • Introducing the Reader’s Notebook

#### opening continued

<table>
<thead>
<tr>
<th>Title</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of Contents</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Habits of Good Readers</td>
<td>5</td>
</tr>
<tr>
<td>How I Am Becoming a Good Reader</td>
<td>6</td>
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<td>7</td>
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<td>11</td>
</tr>
</tbody>
</table>

#### work period

- Explain that students will have three jobs to do in the work period today:
  - Job 1: Read independently. Have students read independently for at least 15 minutes.
  - Job 2: Make a Reader’s Notebook entry. Have students read the list of behaviors on the “Independent Reading” chart and use the list to help them write about the ways in which they are becoming good readers. Remind students to follow the model for the table of contents before writing the information about independent reading and reflecting on their growth as readers.
  - Job 3: Record what they read in their Reading Log.
- Use the work period to continue collecting reading assessment data (DRA). Plan to meet with and assess two students during the work period.

#### closing

- Ask two or three students to read the reflection from their Reader’s Notebook on how they are becoming good readers. Model giving feedback using accountable talk. Use statements such as, “I agree that you are becoming a better reader by staying focused during reading time. You never took your eyes off your book.” Or “Could you say more about how you are showing respect for others during reading?”
Lesson 7

Reading Responses

**students’ learning objective**
- Create a reading response that demonstrates their thinking about big ideas in the books they are reading

**students’ language objective**
- Identify and describe the main ideas in text using sentence frames:
  - I think the text was mostly about _______ because _______.
  - I think the main idea of the text was _______ because _______.

**target words**
- guiding question

**purpose**
- When students read and have an opportunity to respond or write about their reading they think more deeply about the text. Written responses enhance their comprehension of what they have read.

**prep**
- Read the book you have selected for the lesson to ensure you can read it with fluency and phrasing.
- Decide on the big ideas you want students to notice about the text, and find evidence in the text to support these ideas.
- Formulate guiding questions to lead students into discussion.

**opening**
- Remind students that in a previous lesson they organized their Reader’s Notebooks and used them to think about how they are developing as readers. Remind students that the Reader’s Notebook is also a place to think about what they are reading. Explain that in this lesson they will learn how to write one type of reading response. Make sure students understand that there are many ways to write responses to their reading.
- Read the book aloud. Then, initiate a discussion with students about an issue from the text. Begin with a guiding question. For example, after reading *Baseball Saved Us*, you might ask a question, such as:

  **SAY**  “How do you think the characters in the story feel about being in the camp, and how do you know?”

**MATERIALS**
- Chart paper and markers
- Sentence strips for the sentence frames and workshop words
- *Baseball Saved Us* (Mochizuki) or a book of your choice
- Reading Folders

**NOTE TO TEACHER**

**Book selection.** If you choose an alternate book, make sure it offers a variety of issues for students to think about.
Other good questions would be:
- What does the author mean by baseball saved us?
- How does it save them, and what does it save them from?
- Why do you think things aren’t better when the boy returns to camp?
- Why doesn’t the author tell us what happens at the end of the game?

As you discuss one of the questions, support your opinion using references to the text. As you discuss the text, model using the sentence frame: “I think that _______ is/are _______ because in the book _______.

Encourage students to use the sentence frame as they participate in the discussion.

Model how to write a response by thinking aloud as you write. Demonstrate on the top of the chart paper how you would like them to record the date, title, and author of the text in the table of contents. You might write the following response to the question: How did the boy feel about being in camp?

9/18/10    Baseball Saved Us by Ken Mochizuki

I think the boy in the story feels homesick and confused about being in the camp. In the illustrations, he looks bewildered as if he doesn’t understand what is happening. I think he feels homesick because in the book it says, “we had to move out of our house.” The boy describes the camp as endless desert and barbed wire fences and men with guns that made them stay in the camp. Having to stay where it is hot and where you can’t do the things you used to do, would make you sad and homesick.

I also think he felt confused about what happened because he doesn’t understand why he has to be in the camp. He asks his father to explain but his father is confused and angry, as well. He says, “America is at war with Japan … But it’s wrong that we’re in here. We’re Americans too!” And he is confused because his brother, Teddy, stays with his friends instead of his family, and he treats his father without respect. The boy felt homesick and confused because everything that is familiar has changed and he can’t do anything to change it.
After you have written a response that all agree is suitable, post the example where students can access it as they work on their own response. After class, you may want to make a copy of your response and have students paste it into their notebooks as a anchor sample of a book response. Make sure that you discuss the specific features of the response that make it suitable response. The response:

- Makes a statement about what you believe about the text
- Explains why you think the way you do
- Includes specific information or details such as character names and language
- Gives examples from the text to support your thinking
- Makes a summary statement

Explain that writing about what you are reading is a good strategy that readers use to think critically about what they read.

Tell students they will have three jobs to complete during the work period today.

- Job 1: Try writing a response about *Baseball Saved Us* based on the guiding questions, “What does the author mean by baseball saved us? How does it save them and what does it save them from?” Students may want to talk with a partner about this question before writing their response.
- Job 2: Read independently.
- Job 3: Record what they read in their Reading Log.

Use the work period to continue collecting reading assessment data (DRA). Plan to meet with and assess two students.

Spend a few minutes at the end of the work period and identify two or three students to share their responses in the reader’s chair.

Remind students that in this lesson they learned to use writing to think about what they were reading. Remind students that writing about reading leads to finding the big ideas that authors write inside their texts.

Give students you identified earlier an opportunity to share their responses and receive feedback from the group.
Model the type of feedback you would like students to use. You might say things like:

**SAY** “You chose good examples from the text to support your thinking.

“You response was a good one because you used specific phrases from the book like ‘blinding sun glinting off his sunglasses’ and ‘solid whack.’”
Story Elements: Setting

**lesson 8**

**students’ learning objective**
- Identify the setting of the text
- List the details that develop the setting

**students’ language objective**
- Describe the setting using details from the text including time, location, environment, and mood. Use the sentence frame:
  - The setting of the text is _______.

**target words**
- setting

**purpose**
- This lesson defines setting as the background of the story, where the action takes place—the sights and the sounds of the text. Students will understand that there are many elements to setting including time, location, environment and these elements create mood, reveal character, and define the text’s action.

**prep**
- Create a chart for setting like this one:

<table>
<thead>
<tr>
<th>What the Setting Tells Us</th>
</tr>
</thead>
<tbody>
<tr>
<td>Story Event</td>
</tr>
<tr>
<td>Story Event</td>
</tr>
</tbody>
</table>

**opening**
- Explain to students that in this lesson, they are going to learn more about setting, the background for the action in a story. In some stories, the setting is important to understanding how the characters are feeling and why they do some of the things they do.

**MATERIALS**
- Chart paper and markers
- Chart:
  - What the Setting Tells Us
- *Baseball Saved Us* (Mochizuki) or a text of your choice
- Reading Folders

**NOTE TO TEACHER**

Book section. This lesson uses the text from the previous lesson. Returning to a text students are familiar with allows them to focus on the element of text or strategy you want them to learn rather than the meaning of the story.
Ask students to think about the setting from *Baseball Saved Us*. You might say:

“What we remember most is the camp, but the reason we remember it is because of the details the author gave us to help us understand how the characters feel and do what they do. We’re going to listen to parts of the text again and look for the details that make the setting come alive as we read and think about what mood the setting creates.”

Read the first page of the text. Then show students the “What the Setting Tells Us” chart. Work with them to complete the chart filling in the setting and the details that make the setting seem real. Model how to think about the task. You might say:

“The story event is father deciding to make a baseball field. I’ll write that in the first column. Now it’s important to think about where when you think about the setting. The location here is the camp but they are outside looking at things so I’ll say, ‘outside in the camp.’ Now there are lots of details here to describe the camp. I can write endless desert, middle of nowhere, behind barbed-wire fences and dry-cracked earth.”

Finally help students determine what mood the setting creates. The chart will look like this:

<table>
<thead>
<tr>
<th>What the Setting Tells Us</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Story Event</strong></td>
</tr>
</tbody>
</table>
| Father decides to build a baseball field | Outside in the camp | • Endless desert  
• Middle of nowhere  
• Behind barbed-wire fences  
• Dry-cracked earth | Foreboding |
Lesson 8 * Story Elements: Setting

**opening continued**

- Continue with another example from the text and remind students that setting is more than just the place where the story happens. Setting helps the reader understand what is happening, it creates the mood of the piece, and it can explain why characters act the way they do.

**work period**

- Tell students they will have three jobs to complete during the work period today.
  - Job 1: Read independently.
  - Job 2: Use their Reader’s Notebook, and create a graphic organizer with the title and headings the lesson’s chart. Complete the organizer based on one of the books they read during independent reading.
  - Job 3: Record what they read in their Reading Log.

- Use the work period to continue collecting reading assessment data (DRA). Plan to meet with and assess two students.

- Take a few minutes at the end of the work period to identify two or three students to share their responses in the reader’s chair.

**closing continued**

- Remind students that in this lesson they learned about setting and how important it is to think about as they read. Setting makes the reading we do come alive by filling in the story’s sights and sounds.

- Give the students you identified earlier an opportunity to share their responses and receive feedback from the class. Model the type of feedback you would like students to use.
Thinking of Ourselves as Readers

- Reflect upon how they become better readers and explain why reading is a significant, valuable part of their lives.

- Describe the actions they take to become better readers. Use the sentence frame:
  - I get better at reading by ________.

- There are no new language of the workshop words for this lesson. Continue to use and reinforce the language of the workshop and any vocabulary students may be struggling with.

- Many students, particularly those who struggle with reading, have the sense that a person is or is not a good reader and there is nothing the individual can do to change that.

- This lesson is designed to help students understand that reading is a skill that develops with hard work and practice. Helping students reflect on reading develops a sense of efficacy and responsibility for their own reading progress and growth.

- No special preparation is required for this lesson; just be sure to review the materials list carefully. You may need to select a text, create or locate charts, or make student copies.

MATERIALS
- Chart paper and markers
- Sentence strips for sentence frame
- Reading Folders
- Chart:
  - I Get Better at Reading By
  - Independent Reading

students' learning objective

students' language objective

target words

purpose

prep
Ask students to join you for the whole-class meeting area. Briefly review some of the things they have learned in previous lessons, including:

- Choosing texts to read
- Reading a variety of genres
- Using the Reading Folder
- Identifying purposes for reading

Tell students that this lesson focuses on how we become better readers.

Tell students about something you learned to do (tennis, golf, skiing, swimming, sewing, etc.) and how you developed from a novice to an expert with hard work and practice. Explain that reading is very much the same. There are things each of us can do to become better readers.

Ask students to think about becoming better readers. What are the things they could do to become better readers? Create a chart titled “I Get Better at Reading By.” List students’ responses on the chart. Encourage them to use the sentence frame: “I get better at reading by ______.”

Your chart might look similar to this:

<table>
<thead>
<tr>
<th>I Get Better at Reading By</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reading every day</td>
</tr>
<tr>
<td>• Reading a variety of genres</td>
</tr>
<tr>
<td>• Writing about what I read</td>
</tr>
<tr>
<td>• Thinking while I am reading</td>
</tr>
<tr>
<td>• Thinking carefully about what I have read</td>
</tr>
<tr>
<td>• Using reading strategies to figure out unknown words</td>
</tr>
<tr>
<td>• Using reading strategies when I don’t understand</td>
</tr>
<tr>
<td>• Reading a just-right book to practice reading and to stretch myself as a reader</td>
</tr>
<tr>
<td>• Setting reading goals</td>
</tr>
<tr>
<td>• Self-assessing my progress towards that goal</td>
</tr>
<tr>
<td>• Listening to my reading to monitor fluency</td>
</tr>
<tr>
<td>• Talking about what I read with others</td>
</tr>
</tbody>
</table>

Close the lesson by asking students to keep these important ideas in mind and to focus on trying to use one of the strategies for getting better at reading during their independent reading time.
Lesson 9 • Thinking of Ourselves as Readers

work period

■ Explain that students will have four jobs to do in the work period today:
  - Job 1: Independent reading. Have students read independently for at least 15 minutes.
  - Job 2: Talk with a partner. When students complete their reading, have them turn and tell their partners what they did to become better readers. Students may wish to use the sentence frame: “I get better at reading by ________.”
  - Job 3: Make a Reader’s Notebook entry. Have students make an entry in their Reader’s Notebook under “Habits of Good Readers” that explains what they did to help themselves become better readers. Students who need support with writing can use the sentence frame to begin their notebook entry. Remind students to enter the title of the new entry in the table of contents before explaining what they did to get better as readers today.
  - Job 4: Record what they read in their Reading Log.

■ Use the work period to continue collecting reading assessment data (DRA). Plan to meet with and assess two students.

closing

■ Begin by reinforcing positive behaviors you observed during the work period (students who stayed on task, students who independently took care of themselves, students who recorded their work in their Reading Log, etc.)

■ Ask students what should be added to the “Independent Reading” chart. Add “Use the strategies we have for becoming a better reader.”

Independent Reading

• Focus on reading the entire time
• Respect other readers
• Read a variety of genres
• Record independent reading progress on the Reading Log
• Reading for a purpose
• Use the strategies we have for becoming a better reader
• Use the strategies we have for becoming a better reader

■ Ask students to share the strategies they used to become better readers.

■ Use the strategies we have for becoming better readers
Developing a Rubric for Independent Reading

- Use a rubric to assess their independent reading habits

- Describe where they fall on the independent reading rubric and explain why. Use the sentence frame:
  - I am a score point _______ for independent reading because ________.

- Co-created rubrics (teacher with the students) are effective tools for formative assessment in reading. Developing and then assessing with a rubric that defines independent reading behaviors helps students understand and internalize the behaviors of proficient readers while also helping you monitor student behavior, identify individual needs, and plan for instruction.

- Display the “Independent Reading” chart.

- Prepare a sheet of butcher paper for the rubric. Title the sheet and divide it into three columns. Think of score point 3 as “Meets the standard”, score point 2 as “Needs Revision” (2 or 3 conferences), and score point 1 as “Needs Instruction” (needs prerequisite lessons and re-teaching). You may choose to use different “kid-friendly” language for the three titles of the categories.

<table>
<thead>
<tr>
<th>Independent Reading Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score Point 3</td>
</tr>
<tr>
<td>Meets the Standard</td>
</tr>
<tr>
<td>Score Point 2</td>
</tr>
<tr>
<td>Needs Revision</td>
</tr>
<tr>
<td>Score Point 1</td>
</tr>
<tr>
<td>Needs Instruction</td>
</tr>
</tbody>
</table>

**MATERIALS**
- Chart paper and markers
- Sentence strips for the sentence frame and workshop word
- Butcher or craft paper
- Charts:
  - Independent Reading Rubric
  - Independent Reading
- Reading Folders

**LANGUAGE CONNECTION**
A cognate. If you have mostly Spanish-speaking ELLs, you can connect rubric to its cognate in Spanish, rúbrica.

**NOTE TO TEACHER**
Adjusted schedule. The time frames for the routines of the workshop will vary today to allow sufficient time to complete the rubric.
Explain that the focus of this lesson is independent reading behaviors or habits. Review the “Independent Reading” chart created with students over the past two weeks. It should look similar to this:

<table>
<thead>
<tr>
<th>Independent Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Focus on reading the entire time</td>
</tr>
<tr>
<td>• Respect other readers</td>
</tr>
<tr>
<td>• Read a variety of genres</td>
</tr>
<tr>
<td>• Record independent reading progress on the Reading Log</td>
</tr>
<tr>
<td>• Read for a purpose</td>
</tr>
</tbody>
</table>

Use the chart as the guide to developing the rubric about independent reading. Begin with the “Meets Standard” column, then move to the “Needs Revision” column and finally, the “Needs Instruction” column as you create each part of the rubric. For example, start with “You are focused on reading the entire time . . .” and fill in all three categories before moving on to “You respect other readers by following the rituals and routines.” Be sure to write the rubric in the students’ language.

As you develop this rubric, stop and ask students to reflect on their own independent reading habits—what behaviors they do well and what behaviors they need to practice. Ask them to use the completed rubric to assess their own behaviors and to identify what to work on next. You will want to revisit this rubric as necessary, either with the whole class or during conferencing until the behaviors are internalized.
## Sample rubric:

**Independent Reading Rubric**

<table>
<thead>
<tr>
<th>Score Point 3 Meets the Standard</th>
<th>Score Point 2 Needs Revision</th>
<th>Score Point 1 Needs Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are focused on reading the entire time and read independently every day. You get “lost” in your book.</td>
<td>You are focused on reading some of the time. You read independently most of the time.</td>
<td>You have a hard time focusing on reading at all. You hardly ever want to read independently and you get distracted easily.</td>
</tr>
<tr>
<td>You respect other readers every day by following the rituals and routines. You work as hard as you can and have all of your reading materials handy.</td>
<td>You respect other readers most of the time by following the rituals and routines. Most of the time, you work hard and have your materials ready.</td>
<td>You need teacher guidance to follow the rituals and routines and to continue reading in class.</td>
</tr>
<tr>
<td>You read texts from a variety of genres and challenge yourself to read new genres. You read with a purpose.</td>
<td>You read texts from a couple of different genres.</td>
<td>You only like to read texts from one particular genre.</td>
</tr>
<tr>
<td>You record your reading progress daily in your Reading Log.</td>
<td>You record your reading progress most days in your Reading Log.</td>
<td>You record your reading progress one or twice a week.</td>
</tr>
<tr>
<td>You determine the purpose of your reading before beginning to read to help you accomplish your reading goals.</td>
<td>Most of the time, you think about what you want to accomplish before you start reading the text. Other times you just start reading.</td>
<td>You do not think about your purpose for reading before you begin to read.</td>
</tr>
<tr>
<td>You consistently apply strategies for becoming a better reader as you read.</td>
<td>You only apply strategies for getting better at reading when reminded to do so.</td>
<td>You often get stuck with reading and give up.</td>
</tr>
</tbody>
</table>
Lesson 10 • Developing a Rubric for Independent Reading

**work period**

- Explain that students will have two jobs to do in the work period today:
  - Job 1: Read independently. Have students read independently for at least 15 minutes. When students complete their reading, have them review the rubric to determine where they score.
  - Job 2: Record what they in their Reading Log.

- Use the work period to continue collecting reading assessment data (DRA). Plan to meet with and assess one student during the work period.

**closing**

- Ask students to think about what they do well, what they need to work on for independent reading. Have students share their independent reading score with a partner and explain why they scored as they did. Students may wish to use the sentence frame, “I am a score point _____ for independent reading because _____."

- Remind students that as they continue with Independent Reading in coming lessons they will want to continue to improve.
Week 3
### Overview: How These Lessons Address ELLs’ Needs

**Develop oral language through meaningful conversation and context.**
- On most days, students talk with partners using sentence frames to support their oral language development about lesson objectives: reading strategies, shared reading routines, using context clues to figure out an unknown word, decoding multi-syllable words, punctuation.

**Teach targeted skills through contextualized and explicit instruction.**
- Students define the parts of a shared reading, participate in the process, and record behavioral expectations in their own words.
- Students work on a variety of reading strategies over consecutive days. They have multiple opportunities to work on and deepen their understanding of this concept using the same shared texts and independent reading.
- Students use color-coding to understand the parts of a word (prefix, suffix) this allows students to visually recognize and associate a cue color with a concept.
- Teacher introduces the concept of reading punctuation using a very familiar text: the alphabet.

**Build vocabulary through authentic and meaningful experiences with words.**
- Students identify unknown words in their independent reading and use specific strategies to figure out the meaning of the words.

**Build and activate background knowledge.**
- Students use prior problem-solving experience as readers to think about what they can do to figure out an unknown word.
Teach and use meaning-making strategies.

- Students practice metacognition as they learn to identify words they don’t know while they read, problem solve, and figure out words using strategies shared in the opening.

- Teacher clearly models expectations of lesson goals, allowing students to independently meet the goals for the lesson: meaning of an unknown word, context clues, decoding multi-syllable words, punctuation.

- Students complete activities and independent tasks that are clearly delineated during the work period.
Reading Strategies

**Lesson II**

**Students’ Learning Objective**
- Apply a variety of known strategies to read unknown words
- Use their knowledge of letter-sound relationships, one-to-one matching, word analogy and word parts, syntax, and meaning to problem-solve unknown words.
- Describe how they decoded an unknown word by explaining which strategy they used. Use the sentence frame:
  - The word I didn’t know was _______. I used the strategy of _______ to figure out/problem-solve the new word.

**Target Words**
- Strategies
- Decode

**Purpose**
Good readers know that there are many things they can do to decode an unknown word. But readers who struggle usually have only one strategy, most commonly, sounding the word out. Students need support to understand that there are many strategies for decoding. Making these strategies explicit gives them options when they face unknown words and creates a sense of efficacy about their reading.

**Prep**
- Review the strategies students are commonly taught for decoding unknown words in the previous grades so you can prompt students, if necessary when creating the “Strategies Good Readers Use to Solve Word Problems” chart.

**Opening**
- Explain that something that happens to every reader is coming across a word that they do not know. When this happens, it is important to have many strategies to help decode the word. In this lesson, we are going to make a list of strategies we can use to decode words. We will post the list in a place where we can all see it so that when we come to an unknown word, we will have several ways to help ourselves as readers.
- Begin a chart titled “Strategies Good Readers Use to Solve Word Problems.” Ask student to think about what they do when they come to a word they do not know.

**Materials**
- Chart paper and markers
- Sentence strips for the sentence frames and workshop words
- Sticky-notes
- Chart: Strategies Good Readers Use to Solve Word Problems
- Reading Folders

**Language Connection**
A cognate. If you have mostly Spanish-speaking ELLs, you can connect strategies to its cognate in Spanish, estrategias.
Have students turn to a partner and tell them one thing they do to figure out a hard word. Students who need language support might use the sentence frame: “When I come to a word I don’t know I _______."

After partners talk, have students share out their ideas and capture them on the chart. When completed, the chart will probably look like this:

**Strategies Good Readers Use to Solve Word Problems**
- Match the sounds of the letters in the word to the word they are reading
- Notice whether the word makes sense
- Reread
- Skip the word and read ahead then go back to say the word
- Look at the illustration for clues
- Look for a little word in the unknown word
- Look for a part of the word you know
- Ask if this looks like another word they know
- Look for prefixes and suffixes

Explain that students will have three jobs for the work period:

**Job 1:** Read with a partner. Ss they do so, have them prompt each other with the strategies from the chart when they come to an unknown word. Show students how to turn the strategy into a prompt. For example, if the strategy is look for a part of the word you know, students could ask, “Do you see a part of the word you know?”

**Job 2:** Read independently. Give students two sticky-notes each. As they come to a word they do not know, ask them to mark the word with a sticky-note.

**Job 3:** Record what they read in their Reading Log.

Use the work period to continue collecting reading assessment data (DRA). Plan to meet with and assess one student during the work period.
■ Ask students to join you in the whole-class meeting area for the closing and to bring the text they marked with the sticky-note. Have students turn to a partner and share one of the words they figured out and explain how they did so. Students can use the sentence frames: "The word I didn't know was _______. I used the strategy of _______ to figure out/problem-solve the new word.”

■ Ask students if anyone marked a word they could not figure out. Write that word on the board or on chart paper along with the sentence in which it was found.

■ Tell students that they are going to help this reader figure out the word. Students should give the reader clues to help them figure out the word. For example, if the unknown word was supporting. Students might give clues or suggestions like:
  - Take off the “-ing” ending. The little word or is in the big word.
  - Look at the beginning of the word. It is like the beginning of supper. The word port comes before the “-ing.”
  - Reread or read on if that would help.

■ You may need to model the process for students before they can give the clues.
Participate in the process for shared reading and discuss the content of the text with a partner.

Explain their role in shared reading using the sentence frame:
- During shared reading, my job is to _______.

Describe the most interesting part of the shared reading text, and explain how the narrator is feeling. Use the sentence frames:
- The most interesting part of the text was when _______ because _______.
- I think the narrator was feeling _______ because _______.

The purpose of this lesson is to help students understand that they have a very active role in each part of the shared reading process. This lesson establishes the routine for shared reading, its rituals, and the expectations for students as participants. Shared reading is one of the most powerful instructional techniques for making the skills and strategies needed for effective reading visible to young readers. Therefore, it is important that students understand the process and expectations.

Read through the Lessons 13, 14, and 15 to make sure the text you choose is appropriate for all three lessons.

**MATERIALS**
- Chart paper and markers
- Sentence strips for the sentence frames and workshop words
- Chart: Shared Reading Routines
- Should There Be Zoos? Big Book, pages 1–12 (Stead), a Big Book of your choice, or a transparency of a text or article
- Reading Folders

**NOTE TO TEACHER**

**Book selection.** You can use any Big Book or any a text or article displayed on a transparency, but be sure it is one that will engage students or capture their interest, because you will want them to read it again and again.

**Monograph.** For more information on shared reading, see the America’s Choice Shared Reading monograph, posted on the Community of Learning.
Explain that one of the ways we learn to read is by reading the same text together. This is called “shared reading.” By sharing our reading, we help each other become better readers. Tell students that shared reading has several steps.

As you discuss the steps, write each component of the lesson on a chart titled “Shared Reading.” Leave plenty of space between the component—preview the text, read the text, discuss the text, revisit the text—for students to fill in after the shared reading. You might say something like:

**SAY**

“First, we will look at the text and get an idea of what it might be about. This is important because good readers activate their background knowledge before reading. This is also when we can set our goal for the reading and think through any problem spots in the text together.

“Next, we will read the text together. You will follow the words with your eyes and read with me.

“Then, we will talk about the text. Sometimes we will talk about the story or information and sometimes we will talk about what we did so that we could read the text. We might talk about how we figured out hard words or what we did so we could understand the text better or how we could make our reading sound better. You will share your ideas about the text and to listen carefully as others share their ideas during this time.

“After we talk about the text, we may read the text again and other times we may write about the text or talk about the text. You will need to think carefully about the text so you will be able to read, write, or talk about it.”
■ Your chart should look like this:

<table>
<thead>
<tr>
<th>Shared Reading Routines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Preview the text</td>
</tr>
<tr>
<td>2. Read the text</td>
</tr>
<tr>
<td>3. Discuss the text</td>
</tr>
<tr>
<td>4. Revisit the text</td>
</tr>
</tbody>
</table>

■ Read the big book (or text on a transparency) as a shared reading. Follow the steps you have written on the chart. As a follow-up activity for this lesson, students will discuss the text during the work period.

■ Explain that students will have three jobs to do in the work period today:
  - Job 1: Read independently. Have students read independently for 15 minutes.
  - Job 2: Record what they read in their Reading Log.
  - Job 3: Meet with a partner. Ask students to meet with a partner to discuss the text from the shared reading. Give students the following questions to guide their discussions:
    - What did you think was the most interesting part of this text?
    - Based on what you know now, are you for or against zoos? Why?

■ Use the work period to continue collecting reading assessment data (DRA). Plan to meet with and assess two students during the work period.
Review with students the shared reading steps they followed today. Discuss the text of the shared reading by reviewing the questions partners used for discussion. Model giving the feedback you want students to emulate for future discussions. You might say something like:

**SAY**

“You used some strong details to support your thinking.

“Can you tell me how you decided _______?

“What in the text made you think that?”
Using Context Clues

students' learning objective
- Learn to listen to their reading and self-correct by gathering information from the context—surrounding words, phrases, sentences, or pictures

students' language objective
- Use context clues such as words, phrases, sentences, or pictures to decode and define unknown words using the sentence frames:
  - I think the word is _______ because _______.
  - I think the word _______ means _______ because _______.

target words
- context clues

purpose
- Using context clues is one strategy for decoding unfamiliar words. Context clues are introduced after students have other strategies for decoding available to them because context clues are not as reliable for determining an exact word as other strategies. Context clues are very powerful for cross-checking to ensure the reader has the right word.

prep
- Preview the text to locate three instances where there is a word that students may not know by sight but could read by gathering information from the text around the word.
- Plan how you will think aloud to demonstrate this strategy. Prepare a sticky-note to cover the words you identified. For Should There Be Zoos?, you might use stark, shallow, and abusive as examples.

opening
- Briefly review the big book (or other text) from the previous lesson to activate students’ background knowledge and memory of the text.
- Read the book with students, or turn to the page you have selected for students to practice using context clues.
- Explain that often when a reader comes to an unknown word there are clues in the text that the reader can use to figure out what the word is.

MATERIALS
- Sentence strips for the sentence frames and workshop words
- Large sticky-notes
- Highlighter tape
- Chart:
  - Strategies Good Readers Use to Solve Word Problems
- Should There Be Zoos?, Big Book, pages 13–28 (Stead), a Big Book of your choice, or a transparency of a text or article (selected in Lesson 12)
- Reading Folders
- Document camera for the closing (optional)

NOTE TO TEACHER
Book selection. The text for this lesson should be what you used for the previous lesson. It should contain a few places where students might read an unknown word or self-correct by using context clues.
Think aloud to show students how to use the context to read the word. Use highlighter tape to show students the context clues you are using. Explain to students that one of the things good readers do when they come to a difficult word (or make a reading error) is to check to see if they can read the word by gathering information from the words around the difficult word.

Work through the other examples with students, inviting them to tell you what words or pictures help them figure out the covered word. Explain that using the information they gathered to figure out the problem word is called using context clues. Add “Use context clues” to the “Strategies Good Readers Use to Solve Word Problems” chart.

Explain that students will have three jobs to do in the work period today:

Job 1: Read independently and use context clues. Give each student a sticky-note. Have them read for 15-20 minutes. As they read, ask them to remember that they might be able to apply the strategy of using context clues to solve word problems. Ask students to mark the place where they used the strategy with a sticky-note; have students write the word they figured out on the note.

Job 2: Talk with a partner about using this strategy. When students complete their reading, have them meet with a partner and explain what word they figured out and what clues in the text helped them. Students may choose to use the sentence frames:

- I think the word is _______ because _______.
- I think the word _______ means _______ because _______.

Job 3: Record what they read in their Reading Log.

Use the work period to continue collecting reading assessment data (DRA). Plan to meet with and assess two students during the work period.

Ask three or four students to bring the book in which they used context clues to the closing meeting. Have them tell about the places where they used this strategy, and explain how it helped them read their book.

If you have a document camera, project the text so other students can see the context clues students used as they applied the strategy.
Fluency: Reading the Punctuation

**students’ learning objective**
- Explain the purpose of punctuation marks and use them to read with fluency and phrasing

**students’ language objective**
- Use the cues of punctuation to read fluently. Identify the purpose of common punctuation marks such as periods, question marks, and quotation marks using the sentence frame:
  - This punctuation mark is a _______. It tells the reader to _______.

**target words**
- fluency
- phrasing
- punctuation
- period
- question mark
- exclamation mark
- comma
- quotation marks
- dash

**purpose**
- The purpose of this lesson is to help students understand the meaning of punctuation marks and what they signal the reader to do. In this lesson, you will demonstrate how to use punctuation to read with fluency.
- As students continue to develop and the words students are reading become more complex, their attention is often on the words rather than how the words are grouped to create meaning. When this happens students ignore the punctuation marks. This may result in word-by-word reading that is slow and labored or runaway reading that is fast but lacks phrasing. Either of these extremes will result in a lack of comprehension of the text.

**MATERIALS**
- Chart paper and markers
- Sentence strips for the sentence frames and workshop words
- Chart:
  - Reading the Clues
  - Alphabet Activity
- Should There Be Zoos?, Big Book, pages 19–22 (Stead), a Big Book of your choice, or a transparency of a text or article (selected in Lesson 12)
- Reading Folders

**NOTE TO TEACHER**

**Book selection.** Use the text from previous lessons. You will be choosing a few pages where students will practice fluency based on the punctuation. The book should contain not only declarative sentences that end with a period but also questions, exclamation marks, or commas.

**LANGUAGE CONNECTION**

**Cognates.** If you have mostly Spanish-speaking ELLs, you can connect the English word to its cognate in Spanish.

- fluency: fluidez
- phrasing: fraseando
- punctuation: puntuación
- exclamation mark: marca de exclamación
- comma: coma
Preview the text to locate one or two passages on which to practice fluency. The passages should contain not only sentences that end with a period, but also questions, and exclamations. If reading *Should There Be Zoos?*, pages 19 and 20 will work well. (You might base these selections on assessment of the previous day’s reading. If there were places where students failed to stop for periods or to use commas to signal phrasing, those will be good passages for practice.)

- Prepare a chart titled “Reading the Clues.”
- Prepare an “Alphabet” chart of the alphabet that looks like this:
  A B C D?
  E F!
  G, H, I–J, K.
  L M N O P!
  Q, R, S, T?
  U, V?
  W X Y.
  Z!

Ask students to gather in the whole-class meeting area. Briefly, review the text

- Tell students that the author gives them clues about how they should read the text. These clues help them to read with fluency and phrasing. They tell the reader how to chunk the words together and what type of expression to use as they read. Ask if anyone knows what these clues might be? (Punctuation marks)
- Have students look closely at one of the pages you have chosen and locate the clues the author is giving them for how to read this page.
- Locate one of the punctuation marks and discuss what it is the author is telling them to do.
- Model how to read using the punctuation clue:
  - For a period, stop our voice
  - For a question, mark raise our voice
  - For an exclamation point, add excitement
  - Between commas, we read each word followed by a brief pause
Ask students to practice reading the same sentence or phrase after you.

Locate another punctuation mark and follow the same procedure.

Remind students that good readers use the clues the author gives them to read with fluency and phrasing.

Ask students to read the text with you, listen to be sure they are reading the punctuation. When you finish reading, give students feedback.

Title a chart “Reading the Clues.” Review the punctuation marks you worked on during the lesson by writing the name of the clue, the symbol, and the action the reader takes. Invite students to help you complete the chart, and support students as they do so with the sentence frames: “This is a _______. It tells me to _______.” The chart might look similar to this:

<table>
<thead>
<tr>
<th>Reading the Clues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period</td>
</tr>
<tr>
<td>Question Mark</td>
</tr>
<tr>
<td>Comma</td>
</tr>
<tr>
<td>Exclamation Mark</td>
</tr>
<tr>
<td>Quotation Mark</td>
</tr>
<tr>
<td>Dash</td>
</tr>
</tbody>
</table>

Remind students that good readers read the clues the author gives them for reading with fluency and phrasing.

Explain that students will have three jobs to do in the work period today:

- Job 1: Read independently. Give students 15 minutes for reading.

- Job 2: Read with a partner. Ask students to read their book bag books with a partner. Partners will take turns listening to each other’s reading to be sure they are using the clues the author gave them about how to read the text. If the reader is not reading the punctuation clues, the partner will prompt the reader by asking, “What do we do when we read a _______?”
Job 3: Record what they read in their Reading Log.

- Use the work period to continue collecting reading assessment data (DRA). Plan to meet with and assess two students during the work period.

Closing

- Close the workshop with a shared reading of the alphabet. Show students the poster of the alphabet. Point out that each line ends with a punctuation mark that tells them what to do with their voice as they read. Read the chart alphabet.
**Reading Multi-Syllable Words**

**MATERIALS**
- Chart paper and markers
- Sentence strips for the sentence frame and workshop words
- Highlighters (several colors for the opening)
- Sticky-notes
- Charts:
  - Multi-Syllable Words
  - Strategies Good Readers Use to Solve Word Problems
  - Reading Multi-Syllable Words
- Should There Be Zoos?, Big Book, pages 23–26 (Stead), a Big Book of your choice, or a transparency of a text or article (selected in Lesson 12)
- Reading Folders

**NOTE TO TEACHER**
**Book selection.** Continue to use the text from Lessons 12 and 13. It should contain several multi-syllable words. At this grade level, words need only be three or four syllables to help students understand this strategy.

**LANGUAGE CONNECTION**
**Cognates.** If you have mostly Spanish-speaking ELLs, you can connect the English word to its cognate in Spanish.

| prefix | prefijo |
| suffix | sufijo |

**students’ learning objective**
- Read multi-syllable words by identifying the prefix, suffix, and base word and by blending the parts together.
- Check their blending by asking, “Is this a real word?”

**students’ language objective**
- Identify the prefix, suffix, and base of words
- Use their knowledge of word parts (prefix, suffix, and base) to decode unknown multi-syllabic words. Explain the process using the sentence frame:
  - I figured out that the word is _______ because it had a prefix _______ and a suffix _______ and the middle part was _______.

**target word**
- multi-syllable word
- prefix
- suffix

**purpose**
Many students at this grade level have become very proficient at reading one and two syllable words, often because they have amassed a large bank of sight words. However, when faced with multi-syllable words, these students lack strategies for decoding. Helping students see that larger words are often composed of smaller parts with which they are familiar and giving students a process for dividing words into these parts allows them to read lengthier more challenging words.

**prep**
- Preview the text to locate three or four examples of multi-syllable words, such as excitement, impatiently, or disappointment.
- Plan how you will model the steps for decoding a multi-syllable word.
- Create a chart titled “Multi-Syllable Words” and write the words you identified on a chart. Post it in the whole-class meeting area for the opening.

**opening**
- Point to the “Strategies Good Readers Use to Solve Word Problems” chart, and tell students that you have noticed they often hesitate or stop when they come to a multi-syllable word in their reading.
- Explain that in this lesson, we are going to learn a strategy for reading these big words. Show students a sentence from the text that contains a multi-syllable word. Use one example to make your thinking clear. Begin with a word such as unnatural. You might say:
Big words seem hard to read if we try to read them letter by letter, but if we look for parts of words, the task is easier. The first thing I do when I see a big word is look to see if it has a prefix. In this word, I see the word begins with ‘un-‘, which I know is a prefix. I’m going to underline the ‘ex-‘ with the yellow marker to show that is one part of the word.

Then, I look to see if the word has a suffix at the end of the word. I see the suffix ‘-al.’ I’m going to underlme that with a pink marker so I know that is another word part.

Now when I look in the middle, I see n-a-t-u-r, which looks like the word nature, but it doesn’t have the ‘e.’. I’m going to draw a blue line under ‘natur.’

I see I have three parts to this word. I’m going to sound them out slowly. (Say un-natur-al slowly.)

Now I’m going to sound them out quickly. (Say unnatural.)

Then I ask myself, do I know a word like that? Have I ever heard it before and I have so I know this is the word unnatural."

- Locate the next multi-syllable word you identified. Ask students to try the next word on the “Multi-Syllable Words” chart with you.

- Chart the steps on a chart titled “Reading Multi-Syllable Words” as you try them with students and ask:

  “Does this word have a prefix at the beginning? (Highlight that portion of the word.)

  "Does the word have a suffix at the end? (Highlight that portion of the word.)

  "What’s in the middle of the word?“ (Highlight that portion of the word.)

- Read the word slowly and sound out the parts. Read the word quickly blending it all together.

- Ask students if they know a word like this or have heard this word before.
Your chart might look similar to this:

### Reading Multi-Syllable Words
- Look for a prefix at the beginning of the word.
- Look for a suffix at the end of the word.
- Look at the middle of the word.
- Say the parts slowly.
- Blend the parts together as you say them quickly.
- Ask if the word sounds like a real word.

Continue with your other examples.

Remind students that good readers solve reading problems by finding the parts in multi-syllable words. Ask them to use this strategy as they reread our text today. Reread the book with students. Students should be reading most if not all of the text with you on this reading.

Add, “We look for the parts of a word in multi-syllable words,” to the “Strategies Good Readers Use to Solve Word Problems” chart.

Explain that students will have three jobs to do in the work period today:

- **Job 1**: Read independently using the strategy for reading multi-syllable words. Give each student a small sticky-note and ask them to mark the place in their books where they used this strategy by writing the word on the sticky-note and placing the sticky-note at the edge of the page where the word was found.

- **Job 2**: Talk with a partner about reading multi-syllable words and explain what word they figured out and how they did so. Students may choose to use the sentence frame: “I figured out that the word is _______ because the word had a prefix _______ and a suffix _______ and the middle part was _______.”

- **Job 3**: Record what they read in their Reading Log.

Use the work period to continue collecting reading assessment data (DRA). Plan to meet with and assess two students during the work period.
• Ask three or four students to bring the book in which they used this strategy to read a multi-syllable word to the closing meeting.

• Add students’ words to the “Multi-Syllable Words” chart used in the beginning of the lesson. As students explain how they used the strategy, have them underline the parts of the word with a highlighter.
Overview: How These Lessons Address ELLs’ Needs

**Develop oral language through meaningful conversation and context.**
- On most days, students talk with partners using a sentence frame to support their oral language development about lesson objectives: talking about texts, saying why, cause/effect, character, conference routines.
- Students are explicitly supported to develop oral language in the context of talking about texts.
- Teachers intentionally set aside specific time and routines to give students authentic speaking opportunities.

**Teach targeted skills through contextualized and explicit instruction.**
- Students use the same text over multiple days to practice different concepts and reading strategies.

**Build vocabulary through authentic and meaningful experiences with words.**
- Students use new vocabulary to discuss connected events while learning about cause/effect, putting this new language into immediate and applicable use.
- Students connect time cue words with a known character and co-create a shared artifact using new vocabulary with support of peers and teacher.

**Build and activate background knowledge.**
- Students use their own understanding of individual’s actions and personalities to explain and discuss a character’s changes and behaviors.

**Teach and use meaning-making strategies.**
- Students develop their thinking and reasoning skills in a structured way with the support of a graphic organizer.
- Teacher clearly models expectations of lesson goals, allowing students to independently meet the goals for the lesson: saying why, cause/effect, characters.
- Students complete activities and independent tasks that are clearly delineated in during the work period.
Talking About Texts

**students' learning objective**
- Develop a list of appropriate behaviors for participating in a discussion about text.
- Apply these behaviors as they talk about books

**students' language objective**
- Discuss and use the rules of interaction to talk about a text with a partner. Use the sentence frames:
  - To have a great conversation about books, you _______.
  - To have a great conversation about books, I _______ and next time I will _______.
- Discuss the concept of bravery as it relates to the text using the sentence frame:
  - I think that _______ was brave because _______.

**target words**
- conversation

**purpose**
- Students learn a great deal from discussing books with their peers. By participating in a discussion, students become aware of how others interpret the events of the text. This allows them to revise their thinking or expand their understanding of the text.

**prep**
- Read the book to ensure you can read it with fluency and phrasing.

**opening**
- Explain to students that an important part of reading is talking about the books that they read or that are read to them. Tell them that are expected to share their thoughts and ideas with others. Explain that this lesson will focus on how to talk with a partner or group about what they are reading.

- Remind students that it is important to be respectful when having conversations about books. Ask students to make suggestions for how to have great conversations about books. Support student’s language development and thinking with the sentence frame: “To have a great conversation about books, you _______."

**MATERIALS**
- Chart paper and markers
- Sentence strips for the sentence frame and workshop word
- Chart: How to Have a Great Conversation About Books
- Pink and Say (Polacco) or a book of your choice
- Reading Folders

**LANGUAGE CONNECTION**

**A cognate.** If you have mostly Spanish-speaking ELLs, you can connect conversation to its cognate in Spanish, **conversación**.
Begin a chart titled “How to Have Great Conversations About Texts.” Chart students responses. You may need to prompt students by asking questions to elicit the information you would like of the chart. You might ask, “Do you think we should have something about how to ask questions about what others say?” Be sure to use students’ language.

Your chart might look like similar to this:

<table>
<thead>
<tr>
<th>How to Have Great Conversations About Books</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Everyone in the group should be able to see each other.</td>
</tr>
<tr>
<td>• One person talks at a time.</td>
</tr>
<tr>
<td>• All listeners look at the speaker.</td>
</tr>
<tr>
<td>• When one speaker is finished talking, other students share their thoughts and ideas.</td>
</tr>
<tr>
<td>• Ask questions when you would like more information.</td>
</tr>
<tr>
<td>• Agree or disagree about ideas politely.</td>
</tr>
<tr>
<td>• Ask for clarifications when you don’t understand something that was said in a polite way.</td>
</tr>
</tbody>
</table>

Explain that students will have an opportunity to practice applying these ideas. Read the text aloud to students.

Place students in small groups of three or four. Have them spend a few minutes respectfully listening to and sharing ideas about this text by discussing what they might do if something similar had happened to them. Some students will benefit from using the sentence frame: “I think that _______ was brave because _______.”

Monitor the groups and make note of the positive behaviors you see. Pull the class back together and share your observations.

Ask students if there are any more suggestions that should be added to the “How to Have a Great Conversation About Books” chart. Revise as needed.

Explain that students will have two jobs to do in the work period today:

- Job 1: Read independently. Have students read independently for 15-20 minutes. Remind them to use the strategies they have been learning.
- Job 2: Record what they read in their Reading Log.
- Use the work period to continue collecting reading assessment data (DRA). Plan to meet with and assess one student during the work period.

- Remind students that in this lesson they learned to talk respectfully and productively about text. Ask three or four students to share what they did that showed they were having great conversations about text. Model the type of feedback you expect from students.
**Saying Why**

**lesson 17**

**Take part in a whole-class book discussion and use the text to support their thinking**

**Use text evidence and prior knowledge to explain their interpretation of or thinking about a text. Use the sentence frame:**

- I think _______ because _______.

**The purpose of this lesson is to continue to practice the types of text-based thinking students should do as they read. “Talking about books and saying why” holds students accountable to the text. This type of thinking is a skill that will be applied to all genres of text as students develop as readers. It is also a skill required of readers on standardized tests.**

**Review the book and plan how you will model talking about it and using text from it to support your ideas.**

**Explain that when we talk about books it is important to tell the listener why we think what we do. To explain our thinking, we often go back to the book to find the exact words in the book that will help the listener understand our thinking. One of the things good readers do when they are talking about books is to tell why they think their idea is a good one.**

**Reread Pink and Say. Then, give students an example from the text. Explain what you think and tell why you think what you do. Read the passage or passages that helped you form your idea. You might say:**

_SAY_  
“I think being in a war makes some people better human beings even heroes because in this story Pink saves a boy that he has every right to leave for dead. He put himself in danger even though he knew there were marauders in the area, and they would capture or kill him if they were found. I think he’s a hero because he saved a life.”

**MATERIALS**

- Sentence strips for the sentence frames and workshop words
- Pink and Say (Polacco) or a book of your choice. Several copies, if possible.
- Reading Folders

**NOTE TO TEACHER**

**Book selection.** The book for this lesson should have strong story line and some conflict so students have something significant to talk about.
Then, ask students what they would like to say about the story. When they give their responses, follow-up by asking, “Why?” Ask if there is a part of the book that would help the group understand their thinking. “What did the author write that made them say that?” Support students by having them talk about the book using the sentence frame: “I think _______ because _______.”

Continue the discussion for three to five minutes. Review the strategy of “telling why.” Ask students to practice this strategy as they talk about books with others. Remind students that when they tell “why” they are using a strategy good readers use.

Explain that students will have three jobs to do in the work period today:

- Independent Reading, making an entry in their reader’s notebook and entering their reading on their Reading Log.
  - Job 1: Read independently. Have students read independently for 15-20 minutes.
  - Job 2: Make an entry in their Reader’s Notebook in which they tell one thing they think about The Honest to Goodness Truth, and say why using information from the text. (Having several copies of the book available will help students complete their entries.) Students who need language support can use the sentence frame: “I think _______ because _______.” Remind students to list the entry in the table of contents.
  - Job 3: Record what they read in their Reading Log.

Use the work period to continue collecting reading assessment data (DRA). Plan to meet with and assess two students during the work period.

Toward the end of the period review a few of the Reader’s Notebook entries and choose three or four students to share their entries during the closing.

Remind students that in this lesson they learned to talk about their books and tell why. Reinforce that talking about the books that we read helps us understand what we are reading and saying why helps others understand why we think as we do.

Have the students you identified share their Reader’s Notebook entries.
The purpose of this lesson is to review cause and effect as a structure for organizing text. Authors use cause and effect to explain events in a narrative or to show the change in a character’s behavior. Understanding this structure not only allows students to comprehend the text but also to make inferences about what might happen in a text and why characters act as they do.

**MATERIALS**
- Chart paper and markers
- Sentence strips for the sentence frames and workshop words
- Chart:
  - What Happened/Why It Happened
- *Pink and Say* (Polacco) or a book of your choice
- Reading Folders

**NOTE TO TEACHER**

**Book selection.** The text you choose for this lesson should have several places where students can identify what happens and what made it happen.

**LANGUAGE CONNECTION**

**Cognates.** If you have mostly Spanish-speaking ELLs, you can connect the English word to its cognate in Spanish.

- cause: *causa*
- effect: *efecto*

**prep**

- Preview the text to ensure you can read it with fluency and phrasing.
- Prepare a chart titled “What Happened” “Why It Happened.” Divide the chart down the middle as shown here:

<table>
<thead>
<tr>
<th>What Happened</th>
<th>Why It Happened</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**opening**

- Read the text. As you read, pause often and ask students what is happening and why it is happening.
- After reading, capture the main events of the story on a chart under the heading “What Happened.”
Your chart might look similar to this:

<table>
<thead>
<tr>
<th>What Happened</th>
<th>Why It Happened</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pink finds Day</td>
<td></td>
</tr>
<tr>
<td>Say wakes up in Pink's home</td>
<td></td>
</tr>
<tr>
<td>Say's wounds heal</td>
<td></td>
</tr>
<tr>
<td>Pink reads to Say</td>
<td></td>
</tr>
<tr>
<td>Pink touches Say's hand</td>
<td></td>
</tr>
<tr>
<td>The boys plan to leave</td>
<td></td>
</tr>
<tr>
<td>Pink learns to be brave</td>
<td></td>
</tr>
<tr>
<td>The boys hide in the root cellar</td>
<td></td>
</tr>
<tr>
<td>The boys find Moe Moe Bay on the porch</td>
<td></td>
</tr>
<tr>
<td>The boys are captured</td>
<td></td>
</tr>
<tr>
<td>Say is released from prison</td>
<td></td>
</tr>
</tbody>
</table>

Ask students what caused each of the events. Add this information to the chart under the heading “Why It Happened.”

Explain to students that authors often show us what is happening in a text, and we have to think about why this event happens. When one thing makes another happen, this is called cause and effect. A cause is why something happens. An effect is what happens. Often to understand what is happening in a story we need to think about cause and effect.

Model how you might show a cause and effect relationship by connecting the cause with the effect by adding the word because between the cause and effect. For example, in *The Honest-to-Goodness Truth*, Libby lies to Mama because she wanted to go jump rope. You may want to write the word because on a note card, and place it between the why and what happened as you read down the chart. Ask students to look at the next event and reason why on the chart and turn and tell their partner about the cause and effect using because to connect the ideas.
Lesson 18 • Cause and Effect

- Continue having partners connect the cause and effect using *because* for the remaining examples on the chart.

- Post the “What Happened Why It Happened” chart where students can reference it as they read. Explain to students that as they read today, they should think about what is happening in their stories and why it is happening.

- Explain to students that they will have three jobs today during the work period:
  - Job 1: Read independently. Ask students to think about what is happening in their stories and why it is happening. Have students try to identify a cause and effect within their story. Remind students that they will need to practice all of the things that good readers do as they read.
  - Job 2: Read with a partner. As partners share, ask them to tell what is happening in their story and why. Have students use the word *because* as they describe the cause and effect.
  - Job 3: Record what they read in the Reading Log.

- Use the work period to complete collecting reading assessment data (DRA). When the data collection is complete begin to review the data.

- Remind students that in a story many things happen and the author often explains why these things are happening. What happens is an effect and what makes something happen is the cause. Thinking about cause and effect can help us to be better readers because we are thinking about what is happening in the story and why.

- Ask two or three students to tell a cause and effect from the story they read in independent reading using the word *so* to connect the cause and effect.
**Story Elements: Character**

**students' learning objective**
- Identify character traits and explain how a character changes over time
- Identify the theme in a text

**students' language objective**
- Identify character traits using text evidence to support their thinking. Use the sentence frame:
  - In this part of the story, I think the character is _______ because the text says _______.
- Describe how a character changes over time using the sentence stems:
  - In the beginning, the character _______, in the middle of the story the character _______, and at the end of the story the character _______.

**target words**
- character traits

**purpose**
- Students at this grade level identify characters as an element of the text but do not understand the role they play in developing the plot and theme. This lesson reviews the concept of character traits and helps students understand that the author uses characters to teach important lessons or themes.

**prep**
- Reread the book to identify Say’s character traits at the beginning, middle, and end of the text.
- Prepare a “Character” chart like this:

<table>
<thead>
<tr>
<th>Character: Say</th>
</tr>
</thead>
<tbody>
<tr>
<td>Character Traits</td>
</tr>
<tr>
<td>Beginning</td>
</tr>
<tr>
<td>Middle</td>
</tr>
<tr>
<td>End</td>
</tr>
</tbody>
</table>

**How does the character change and what does that teach us?**

**MATERIALS**
- Chart paper and markers
- Sentence strips for the sentence frames and workshop words
- Chart: - Character
- *Pink and Say* (Polacco) or a book of your choice
- Reading Folders
Lesson 19 • Story Elements: Character

- Explain to students that authors sometimes use characters to teach us important things. One of the ways an author does this is by having the character change because of what happens to him or her in the story. In this lesson, we will think about Libby and how she changes because of the events in the story to see if we can decide what the author might have wanted us to understand.

- Reread *Pink and Say*.

- Ask students to think about what words they would use to describe Say at the beginning of the story (wounded, weak, respectful). Write the adjectives under character traits. Ask students what in the text showed these character traits.

- Remind students that we know about characters by what they do, say, and think. Provide language support with the sentence frame: “In this part of the story, I think the character is _______ because the text says _______." Add the text evidence to the “Character” chart. Look back at the text and capture some of the exact words for the chart.

- Ask students how they would describe Say during the middle of the book (healthier, cowardly, afraid). Ask students to support their ideas with evidence from the text. Chart students’ responses. Continue with character traits and evidence for the end of the story.

- Review the chart with students and point out that Say changes from being weak and afraid to being truthful but kind over the course of the story. Ask students what they think Patricia Palacco wants us to learn from Say. Chart their responses.

- Remind students to think about the traits of the characters in the books they are reading and think about how they are changing as the story goes on.

- Explain that students will have three things to do during the work period:
  - Job 1: Read independently. Give students about 15 minutes to read.
  - Job 2: Write a response in their Reader’s Notebook about one of the characters from their independent reading. Have students model the page in their notebook after the class “Character” chart, listing the traits of the character and evidence from the text that supports their thinking.
Lesson 19 • Story Elements: Character

- Job 3: Record what they read in their Reading Log.

- During the work period check the contents of students book bags to ensure that students are reading just-right texts. Help students make adjustments if needed.

- Remind students that authors use their characters to teach us important things. To understand the lesson we have to think about how the charter’s traits are changing and why.

- Invite two or three of students to share their Reader’s Notebook entries.
Learn the rituals for the reading conference so they can focus on learning through conferring.

- Learn how to get help during reading conferences when you are working with others

Describe what they can do if they need help during the work period. Use the sentence frames:
- If I need help, I can _______.
- When I needed help, I _______.

The reading conference is the heart of the reading program. By meeting with students for one-to-one conferences, you help ensure that they are working in their zone of proximal development, and you can plan instruction that maximizes student learning. Because of the critical role the reading conference plays in instruction, students need to understand its rituals and routines.

- Determine where students will meet with you for conferences and what record-keeping form you will use to best meets the needs of you and your students.
- Plan which students you will meet with for conferences. You will want to refer to the Reading Interest Inventory students completed during Lesson 1 and the assessment data you have collected recently.

Have students meet with you in either the whole-group meeting area or the area where you will confer with students. Explain to students that this lesson is about reading conferences.

- Tell students that conferences are meetings between you and individual students and will be a regular part of the Readers Workshop. Explain that as you confer with them, you will ask them about what they are reading, what they like about what they are reading, what they are having difficulty with, or what success they have achieved. You may also ask them to read aloud or discuss the book they are currently reading.
Tell students that during the conference you will give them feedback on their reading, answer any questions they may have, and help them set goals to improve their reading. You may also help readers choose a just-right text.

Explain that one of the expectations for the conference is for each student to bring his or her Reading Folder and book bag to the conference.

Show students the Assessment Notebook, which is part of the Reading Folder, and explain that each time you confer with them, you will make notes about:
- The conversation that took place during the conference
- Things you notice about their reading
- Questions they had
- Successes they have experienced in reading

Explain that having a written record will help you both the next time that you have a conference. Emphasize that it is the students’ responsibility to:
- Refer back to the notes that you have written
- Read their reading goals
- Work on their reading goals throughout the week

Tell students that when you are conferring with someone, it is important that you not be interrupted. That means that students will need to take care of themselves during this time.

Title a chart “Taking Care of Ourselves during Reading Conferences.” Ask students to help you think through possible problems or situations that might arise during Readers Workshop and solutions they could use to solve these problems on their own.
The chart may look similar to this:

### Getting Help during the Reading Conferences

- Respect the learning of others by staying focused and quiet.
- Sign out for restroom visits. If there is already someone else out, wait patiently.
- If you are stuck on a word, ask your reading partner for help.
- If someone is being disruptive, move away from him or her.
- Work as hard as you can.
- Keep all of your reading materials handy.
- Avoid using the pencil sharpener; get a sharp pencil from the community supplies basket instead.
- Write your name on the board so the teacher knows you need help; the teacher can help later.
- Read a book or work on your writing until the teacher can help you.
- Use the class signal for getting help.
- Ask an “expert” in the classroom.
- Mark the text with a sticky-note where you are having trouble and go on (come back to it later when help is available).
- Look at the word wall for help, check the dictionary, or ask a friend if you are working in your Reader’s Notebook and cannot figure out a word.

- Post the chart. Continue to add to it as students discover new problems and solutions. Refer back to the chart often and ask students to be thinking about these ways of taking care of themselves as they work in today’s work period.

- Explain that you will begin conferences today during the work period. Post a list of students you will be conferring with so students can see it easily.
Explain that students will have three jobs to do in the work period today:

- Job 1: Read independently. Have students read independently for 15 minutes.
- Job 2: Read with a partner. Have students read with a partner and discuss the books they are reading.
- Job 3: Record what they read in their Reading Log.

Use the work period to begin reading conferences. The first conference with each student will be more of a “getting-to-know-you” conference. Plan to meet with four or five students during the work period.

Specifically praise students for the problem-solving behaviors you noticed during the work period. Ask them to turn to a partner and tell how they took care of themselves during the work period. Students can use the sentence frame: “When I needed help, I _______.

Ask students you conferred with to talk about their reading conferences.
Week 5
Overview: How These Lessons Address ELLs’ Needs

Develop oral language through meaningful conversation and context.
- On most days, students talk with partners using sentence frames to support their oral language development about the lesson objectives: author’s purpose, making connections, inferring, character, drawing conclusions.

Teach targeted skills through contextualized and explicit instruction.
- Students learn about a variety of ways to interact with a text (connections, characters, inferences) using the same text.

Build vocabulary through authentic and meaningful experiences with words.
- Students learn about new vocabulary to discuss their thinking while learning about drawing conclusions, putting this new language into immediate and applicable use.
- Students use shared discussion vocabulary to co-create artifacts and charts.

Build and activate background knowledge.
- Students use personal experiences to make connections to the text to deepen their understanding of the character’s actions or events of the story.
- Students use their understanding of individual’s actions and personalities to explain and discuss a character’s changes and behaviors.

Teach and use meaning-making strategies.
- Teacher clearly models expectations of lesson goals, allowing students to independently meet the goals for the lesson: making connections, inferences, characters.
- Students complete activities and independent tasks that are clearly delineated during the work period.
- Students organize and structure their thinking about drawing conclusions and inferences using a graphic organizer, learning the process and visually solidifying this process in their thinking.
Author’s Purpose

students’ learning objective

- Identify the author’s purpose for a read-aloud text and for their independent reading books

students’ language objective

- Identify and explain the author’s purpose. Use the sentence frame:
  - I think the author’s purpose was _______ because _______.

target words

- author’s purpose
- entertain
- persuade
- inform

purpose

- Understanding the author’s purpose is an extension of the thinking students do about genre. Students begin to see why the author wrote a text as another element of the type of text it is. They also adjust their expectations as readers and consider the stance they should take toward the text. Should they be learning from the text? Influenced by the text? Simply enjoy the experience of the text?

prep

- Create a chart like this:

<table>
<thead>
<tr>
<th>Author’s Purpose</th>
<th>To Inform</th>
<th>To Persuade</th>
<th>To Entertain</th>
</tr>
</thead>
</table>

opening

- Explain to students that authors have several purposes for writing. Some authors write to:
  - Give the reader information,
  - Persuade the reader to do something
  - Entertain the reader
- Display the “Author’s Purpose” chart. Ask students to listen for places in this text where the author tries to achieve each of these purposes.

MATERIALS

- Chart paper and markers
- Sentence strips for the sentence frames and workshop words
- Chart: Author’s Purpose
- LaRue for Mayor (Teague) or a book of your choice
- Reading Folders

LANGUAGE CONNECTION

Cognates. If you have mostly Spanish-speaking ELLs, you can connect the English word to its cognate in Spanish.

- author’s purpose  propósito del autor
- entertain  entretenér
- persuade  persuadir
- inform  informar
Lesson 21 • Author’s Purpose

- Read *LaRue for Mayor*; begin with the letter to the reader on the cover flap. Ask them why they think Mark Teague wrote this book and why they think that. Students who benefit from language support can use the sentence frame: “I think the author’s purpose was ______ because ______.” (To entertain because he told a funny story. The things Ike did and the letters he wrote made you laugh.)

- Ask students to listen as you read the letter (on the cover flap) that Ike wrote to the reader. Ask students to think about the letter then turn and tell a partner why they think Ike wrote the letter and why they think that. Students who benefit from language support can use the sentence frame: “I think Ike’s purpose was ______ because ______.” (To persuade the reader to vote for him as mayor.)

- Ask students to listen as you, read the one of the news items from the Snort City Register/Gazette. Ask students to identify the author’s purpose for this writing. Have them turn and tell a partner what they think and why. Students who benefit from language support can use the sentence frame: “I think the purpose was ______ because ______.” (To inform because the writer gave information about the events that were happening.)

- Remind students that as they read, they should be thinking about what the author’s purpose was for writing the text. Authors want to entertain you like Mark Teague did, persuade you like Ike tried to do, or inform you like the reporter of the paper did.

- Explain that students will have three jobs to do in the work period today: Independent Reading, making an entry in their Reader’s Notebook and entering their reading on their Reading Log.

  - Job 1: Read independently. Have students read independently for 15 minutes.

  - Job 2: Make an entry in their Reader’s Notebook in which they tell what the author’s purpose was for the book they read during independent reading and why they think that.

  - Job 3: Record what they read in their Reading Log.

- Use the work period to continue reading conferences. The first conference with each student will be more of a “getting-to-know-you” conference. Plan to meet with four or five students.
Remind students that in this lesson they learned about author’s purpose. Show students the “Author’s Purpose” chart, and remind them that author’s write to inform, to persuade, and to entertain.

Review the books that students have read to date as part of the opening of Readers Workshop. Identify the author’s purpose for each and enter them on the chart.
MATERIALS

- Chart paper and markers
- Sentence strips for the sentence frame and workshop word
- Chart: Making Inferences
- Mirandy and Brother Wind (McKissack) or a book of your choice
- Reading Folders

NOTE TO TEACHER

Book selection. Many read-aloud texts work for this lesson. The text should have several opportunities for students to make inferences and read between the lines.

LANGUAGE CONNECTION

Cognates. If you have mostly Spanish-speaking ELLs, you can connect the English word to its cognate in Spanish.

students’ learning objective

- Make inferences about characters and events in a narrative text using background knowledge and the information they collect as they read or listen to the text.

- Explain the inferences they make within the text. Use the sentence frame:
  - I inferred that _______ because _______.

target words

- inference

purpose

- The purpose of this lesson is to introduce students to the strategy of inferring. As students develop as readers and texts become more complex, much of the reading that a student must do to understand the author’s message is not reading the words on the page but reading between the lines. The author expects the reader to fill in the gaps. The reader creates a richer text by adding detail and information that would make the writing seem repetitive and heavy.

prep

- Preview the text before reading it with students. Select places to stop during the reading to make inferences.
- Prepare a “Making Inferences” chart, and post it in the whole-class meeting area.

<table>
<thead>
<tr>
<th>Making Inferences</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Text Said . . .</td>
</tr>
<tr>
<td>I Know . . .</td>
</tr>
<tr>
<td>So I Infer . . .</td>
</tr>
</tbody>
</table>

students’ language objective

- Explain the inferences they make within the text. Use the sentence frame:
  - I inferred that _______ because _______.

- The purpose of this lesson is to introduce students to the strategy of inferring. As students develop as readers and texts become more complex, much of the reading that a student must do to understand the author’s message is not reading the words on the page but reading between the lines. The author expects the reader to fill in the gaps. The reader creates a richer text by adding the detail and information that would make the writing seem repetitive and heavy.

- Preview the text before reading it with students. Select places to stop during the reading to make inferences.
- Prepare a “Making Inferences” chart, and post it in the whole-class meeting area.
Lesson 22 • Inferring

- Explain to students that good readers are asked not just to read the words on the page but also to make inferences. When a reader must fill in information that the author gives clues to but never actually states, this is called making an inference. It is sometimes referred to as reading between the lines. Readers should always be thinking about the text and asking, “What else do I know about this that would help me understand the story?”

- Show the students the cover of *Mirandy and Brother Wind*. Ask them what they notice. Explain that by using the details on the cover to figure out that this is a story about long ago and that it is probably a folk tale because of the way we see the wind the students were making an inference. Think aloud to show how this was an inference. You might say:

  **SAY**
  
  “The text shows the wind as a man in a top hat. I know that the wind is a force of nature not a man and that people often tell tales about forces of nature, so I infer that this is a folk tale about the wind.”

- Read the first four pages of the text. Model making an inference about the encounter between Ezel and Mirandy. You might say:

  **SAY**
  
  “I am making an inference here. The text says, ‘But I thought I . . .’ and then Ezel asks what Mirandy would think if he asked Orlinda to be his partner. I know that is the kind of question boys ask when they want someone to be jealous. I infer that Ezel wants to go to the dance with Mirandy and he is trying to make her jealous.”

- Fill in the chart as you model to make the inference explicit.

- Read the next two pages. Tell students that this is another spot where you might make an inference. Ask students to help you think this through. Begin by asking what the text says. ("I don’t care what she said," Mirandy interrupted, and rushed away.”) Then ask students what we know from our background knowledge that might help us understand what happened. (She probably interrupted because she didn’t want to hear the answer to the question.) So I infer (Mirandy wants to go to the dance with Ezel.) Record the information on the chart.
Lesson 22 • Inferring

- Continue in this manner stopping to make a few other inferences until you reach the end of the story. Complete the chart for each inference.

- Ask students to practice this strategy as they read independently.

- Explain that students will have three jobs to do in the work period today:
  - Job 1: Read independently. Have students read independently for 15–20 minutes.
  - Job 2: Make an entry in their Reader’s Notebook in which they create a graphic organizer like the chart from the opening lesson. Ask students to choose a new book from their book bags, then make inferences about the book. Students who need language support can use the sentence frame: “I inferred that _______ because _______."
  - Job 3: Record what they read in their Reading Log.

- Use the work period to continue the “getting-to-know-you” reading conferences. Plan to meet with four or five students. You may want to check during conferences how well students are able to predict and confirm.

- Ask students to tell how they used the strategy and explain how it helped them understand their books.
Story Elements: Inferring Character Traits

students' learning objective

- Infer the traits of a character from the things a character says, does, or thinks

students' language objective

- Use adjectives to describe the traits of characters in the books they read or that are read to them. Students may use the sentence frame:
  - I think the character (insert character's name) is (insert character trait/adjective) because (insert character's actions, words, thoughts from the text, or what others say).

target words

- character traits
- adjectives

purpose

- Characters are an essential element of a story. They literally move the action of the story forward by what they do, say, and think. Recognizing the traits of characters allows the reader to predict what is likely to happen in the story. Recognizing changes in character traits helps the reader understand how the events of the story influence the character. Students comprehend a story more completely when they understand a character more deeply.

prep

- Create a chart like the one shown here:

<table>
<thead>
<tr>
<th>Character: Ezel</th>
<th>Character Traits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Character's Actions, Words, Thoughts, or What Others Say</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MATERIALS

- Chart paper and markers
- Sentence strips for the sentence frames and workshop words
- Chart
  - Inferring Character Traits
- Mirandy and Brother Wind (McKissack) or a book of your choice
- Readings Folders

NOTE TO TEACHER

Book selection. This lesson uses the text from a previous lesson. Returning to a text students are familiar with allows them to focus on the element of text or strategy you want them to learn rather than the meaning of the story.

LANGUAGE CONNECTION

A cognate. If you have mostly Spanish-speaking ELLs, you can connect adjectives to its cognate in Spanish, adjetivos.
Remind students that characters are the people or animals in a story. Explain that they are one of the most important elements in a story because their thoughts, words, and deeds move the story along. Each character has character traits. Character traits describe the personality of the character and identifying these traits can help us predict what a character is likely to do. This helps us understand the story better.

Remind students that there were several important characters in *Mirandy and Brother Wind*, a book from a previous lesson. Ask students to think about the characters, and tell them they are going to think about one of these characters, Ezel.

Reread *Mirandy and Brother Wind*.

Display the “Character” chart. Remind students that character traits describe the character’s personality. Tell students that authors show the personality of the character in many ways—through what a character does, what a character says, and what a character thinks. They also tell us through what others say about the character. Ask students to help you identify Ezel’s character traits from what he does, says, thinks, and what others say about him.

Think aloud to demonstrate how to identify a character trait. You might say:

**SAY**

“This is the place where Ezel meets Mirandy, and he is walking backward. The text says, ‘He was sure to trip any minute. And he did.’ That shows something he did. I’m going to write what he does on the chart. (Fill in the chart.)

“Now I ask myself, what does that tell me about Ezel? What word would I use to describe him? I think the word that describes him is clumsy because he trips as he’s walking. So under character traits, I’ll write clumsy. Clumsy is a good adjective to describe Ezel.” (Fill in the chart.)

Continue with two other examples from the text. (You may use the examples shown on the chart.) Ask students to help you identify the character traits for these examples and complete the chart.
Remind students that it is important to think about the characters in a story because understanding the characters helps us understand the story. In the work period, students should think about the characters and their character traits in their independent reading texts.

Explain that students will have three jobs to do in the work period today:
- Job 1: Read independently. Have students read independently for 15 minutes.
- Job 2: Make a Reader’s Notebook entry to record some of the things the character from their books did, said, or thought. Or some of the things someone said about them. Students can create a graphic organizer like the chart you modeled in the lesson. Have students identify the character traits for the character. Students who need support with writing can use the sentence frame: “I think the character (insert character’s name) is (insert character trait) because (insert character’s actions, words, thoughts from the text, or what others say)” to begin their notebook entry. Remind students to enter the title of the new entry in the table of contents.
- Job 3: Record what they read in their Reading Log.

Use the work period to continue collecting reading assessment data (DRA). Plan to meet with and assess four or five students.
■ Remind students that in this lesson they learned to identify character traits by looking at what a character does, says, thinks, or what others say about the character. Remind students that characters are important in helping us understand the story.

■ Give students an opportunity to share an example of what their characters did, said, or thought and the character trait they identified by having them turn to a partner and read the example from the text and the character trait. Encourage students to use the sentence frame: “I think the character (insert character’s name) is (insert character trait) because (insert character’s actions, words, thoughts from the text, or what others say).” Listen in as students talk. Then, share a few good examples of identifying character traits with the whole group by telling students what you overheard.
Making Connections

students' learning objective
- Make connections to the action or information in the text based on their own experiences in order to deepen comprehension.

students' language objective
- Describe their own connection to the text. Student will use the sentence frame:
  - My connection is _______. It helped me understand because _______.

target words
- Making connections

purpose
- The purpose of this lesson is to reinforce another strategy for comprehending text, making connections. When students make connections, they are able to understand the events of the text, as well as the characters and their motivations. It is particularly important to model this process for students.

prep
- Preview the text to ensure that you can read it with fluency and phrasing.
- Note several places in the text where text-to-self connections can be made.

opening
- Explain to students that one of the strategies good readers use to understand the story they are reading is to think about how what happens in the story is like something that happened to them. When we think about our own experience, we know a little bit about what the characters did and how the characters felt, which helps us understand what the author was writing about in the story. Good readers use their own experience to understand what they are reading.
- Show students the cover of *Mirandy and Brother Wind*. Remind them that we read this text in the previous lesson when we were making inferences. Read the first page of the text. Make a text-to-self connection, stop and think aloud about the connection, and how this is helping you understand the story.

MATERIALS
- Sentence strips for the sentence frame and workshop words
- Sticky-notes
- *Mirandy and Brother Wind* (McKissack) or a book of your choice
- Reading Folders

NOTE TO TEACHER

Book selection. The book for this lesson should have a strong story line with experiences that are somewhat close to those of students in order to allow them to make connections to the text.

Providing examples. Students will need good examples of the kinds of connections readers make and examples of how this helps them understand what they are reading. Connections that take the reader away from the text obscure comprehension. It is important to ask, “How did this help me understand the text?”

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- Make connections to the action or information in the text based on their own experiences in order to deepen comprehension.

students' language objective
- Describe their own connection to the text. Student will use the sentence frame:
  - My connection is _______. It helped me understand because _______.

target words
- Making connections

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- Note several places in the text where text-to-self connections can be made.

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- Show students the cover of *Mirandy and Brother Wind*. Remind them that we read this text in the previous lesson when we were making inferences. Read the first page of the text. Make a text-to-self connection, stop and think aloud about the connection, and how this is helping you understand the story.
Lesson 24 • Making Connections

You might say:

“I am connecting to the text because I love the feel of the wind in the springtime. It blows in long flowing gusts and pushes against me. I can feel that swoosh that the author talks about. This is helping me understand the setting of the story.”

Continue reading, stopping at one or two other places to model how to make connections. It is important to show students that texts are often about universal themes so even though the setting for this story is the early 1900’s, they can make connections to the text.

After the second or third modeling, invite students to listen for places where something in the text reminds them of something that has happened to them. Tell them that you will finish reading the story, and then they can share the connections they have made. Finish reading the text.

Invite students to turn to a partner and share their connections. Students can use the sentence frame: “My connection is _______. It helped me because _______.

Be sure to ask students how that helped them understand the story. Model writing your connection as a response in your Reader’s Notebook, and post the response so students can see it.

Explain that students will have three jobs to do in the work period today:

- Job 1: Read independently. Have students read independently for 15-20 minutes.

- Job 2: Make an entry in their Reader’s Notebook in which they write about a connection they made to a text they read today. Students might write about the connection they made to Mirandy and Brother Wind or they can write about a connection they made to an independent reading text. Remind students that they must say how the connection helped them understand the text.

- Job 3: Record what they read in their Reading Log.

Use the work period to continue the “getting-to-know-you” reading conferences. Plan to meet with four or five students. You may want to check during conferences how well students are able to make text-to-self connections and their Reader’s Notebook entries.
Ask students to tell how they used the strategy, and explain how it helped them understand their book. Have two or three students share what they wrote in their Reader’s Notebooks.
**Drawing Conclusions**

**students' learning objective**
- Draw conclusions using what the text says and their background knowledge

**students' language objective**
- Describe how they drew a conclusion. Use the sentence frame:
  - The text says _______ and I know _______ so my conclusion is _______.

**target words**
- drawing conclusions

**purpose**
- As reading becomes more complex, much of what students have to understand is no longer written on the page but comes from reading between the lines. Students must move beyond the literal text and draw conclusions from the information on the page to figure out what the author is trying to say.

**prep**
- Preview the text to locate several places where you could model drawing conclusions.
- Create a chart like this:

<table>
<thead>
<tr>
<th>Drawing Conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The text said</td>
</tr>
</tbody>
</table>

**opening**
- Tell students that in this lesson they are going to learn about drawing conclusions. Read the text to students.
- Explain to students that as we become better readers the books become longer with more events in them. That makes it hard for the author to put everything we need to know on the page. Instead the author gives us clues and expects us to draw conclusion.

**MATERIALS**
- Chart paper and markers
- Sentence strips for the sentence frames and workshop words
- Chart:
  - Drawing Conclusions
- *The Widow’s Broom* (Van Allsburg) or a book of your choice. You need multiple copies, one for each 4–6 students.
- Reading Folders
Tell them that drawing conclusions is a little like solving a riddle, you use the clues to figure out the answer. You draw conclusions when you use the clues on the page plus what you already know to understand the story. All of the clues are in the text, but the author never clearly states the conclusion.

Model how to draw conclusions for students by returning to the second page of *The Widow’s Broom* and thinking aloud. You might say something like:

**SAY** “The author doesn’t tell us exactly what the witch does to heal herself, but he does give us clues so we can draw a conclusion. He tells us that she wrapped herself tightly in her cape, and she slept all day and awoke at midnight. I know that you can’t heal from bruises that quickly so my conclusion is the witch used magic to heal herself.”

Show students the “Drawing Conclusions” chart, and fill in the information for the conclusion you just described.

<table>
<thead>
<tr>
<th>Drawing Conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The text said</strong></td>
</tr>
<tr>
<td>Wrapped in black cape</td>
</tr>
<tr>
<td>Slept until midnight</td>
</tr>
<tr>
<td>Noise in the kitchen</td>
</tr>
<tr>
<td>Broom sweeping by itself</td>
</tr>
<tr>
<td>Mr. Spivey calls the broom wicked</td>
</tr>
<tr>
<td>The broom hopped toward Mr. Spivey with an ax</td>
</tr>
<tr>
<td>Mr. Spivey goes home quickly</td>
</tr>
</tbody>
</table>

Reread the text where the broom begins to sweep on its own, and work with students to draw a conclusion filling in the chart as you do so.
Lesson 25 • Drawing Conclusions

**opening continued**

- Read the text where Mr. Spivey first comes to see the broom and ask students to work with a partner and draw a conclusion. Students who need language support can use the sentence frame: “The text says ________ so my conclusion is ________.”

- Have one pair of students share their conclusion and fill in the chart as they do so. Read the next page and again have students work with a partner then fill in the chart.

**work period**

- Explain that students will have three jobs to do in the work period today:
  - Job 1: Make an entry in their Reader’s Notebook. Ask students to draw two columns on a page in their Reader’s Notebook. Label the columns like the class “Drawing Conclusions” chart. Ask students to choose another page from *The Widow’s Broom*, and draw a conclusion and complete the chart.
  - Job 2: Read independently. Have students read independently for 15 minutes.
  - Job 3: Record what they read in their Reading Log.

- Use the work period to continue the “getting-to-know-you” reading conferences. Plan to meet with four or five students. You may want to check during conferences to determine if students can draw conclusions.

**closing**

- Ask students to come to the closing with their Reader’s Notebooks. Ask them to share some of the conclusions they drew from the remaining pages of the text.

- Add their conclusions to the class “Drawing Conclusions” chart.
Week 6
Overview: How These Lessons Address ELLs’ Needs

Develop oral language through meaningful conversation and context.
- On most days, students talk with partners using sentence frames to support their oral language development about the lesson objectives: stop and review, activating background knowledge, analyzing text, context clues.

Teach targeted skills through contextualized and explicit instruction.
- Students learn multiple concepts and reading strategies using the same text, allowing them to focus on new content without grappling with new story lines and vocabulary.

Build vocabulary through authentic and meaningful experiences with words.
- Students use new vocabulary to co-create a chart on using background knowledge to understand a text.
- Students review and practice asking questions using question cue words.
- Students co-create a chart using question words to record their experiences and create an artifact for future use.

Build and activate background knowledge.
- Students activate background knowledge to understand a text, allowing them access to meaning through their own understanding and personal experiences.
- Students draw on prior learning and understanding to make meaning out of unknown words using context clues.

Teach and use meaning-making strategies.
- Students practice monitoring their thinking and understanding while reading to maintain clear comprehension.
- Teacher clearly models expectations of the lesson goals, allowing students to independently meet the goals for the lesson: stop and review, activating background knowledge, analyzing texts, context clues.
- Students complete activities and independent tasks that are clearly delineated during the work period.
- Students organize and structure their thinking about analyzing texts by using a graphic organizer, learning the process and visually solidifying this process in their thinking.
## Monitoring Comprehension: Stop and Review

### students' learning objective
- Use the stop and review strategy to monitor getting and maintaining meaning during reading

### students' language objective
- Periodically stop and synthesize what they have read to monitor comprehension. Use the sentence frame:
  - So far, the story is about _______.

### target words
- stop and review

### purpose
- Developing readers often focus on decoding or saying the words right. Students need to learn to process the words n the page as they hold the ideas in the text. Having students stop and review what they have read and say what the text is about refocuses their attention on comprehension, which is the goal of all reading.

### prep
- Preview the text to ensure that you can read it with fluency and phrasing. Select a few places in the text where it would help students to stop and review.

### opening
- Explain that the goal of reading is comprehension or understanding what the author is trying to tell us. If students are reading and not thinking about what the story is about, it is like reading a long list of words. Reading without thinking about what is happening in the story does not help readers understand the story or learn from the story.

- Tell students that good readers use strategies to help them understand the story they are reading. One strategy readers use is to stop during the reading and review what they have read. They ask themselves if what they have read makes sense. They ask, “What do I know so far?” Good readers notice when the story does not make sense because they think about what is happening in the story.
Lesson 26 • Monitoring Comprehension: Stop and Review

Tell students that they are going to try this strategy with the story they will hear today. Introduce *Owl Moon* and briefly discuss the cover. Read the first two pages. Ask students what has happened so far. Have them turn to a partner and tell what has happened so far using the sentence frame: “So far, the story is about ______.” Repeat what you heard a few students say. Ask if that makes sense.

Continue reading. Stop after the next page or two. Stopping at the end of each page may make sense for some texts but to use this strategy effectively, students need to stop wherever meaning breaks down.

Be sure to stop after a page that may have confusing vocabulary or that requires the student to infer information, or apply background knowledge. Think aloud to explain to students why you chose to stop here. Stopping here models the importance of monitoring the meaning of the text during reading. Again, ask students what has happened so far and if that makes sense. If students do not understand the text correctly, brainstorm things they might do to figure out the meaning.

Continue reading to the end of the text, stopping to review in other appropriate places.

Explain that students will have three jobs to do in the work period today:

- Job 1: Read with a partner. Ask partners to practice using stop and review together. After reading a few pages, have students stop and explain what they have read using the sentence frame: “So far, the story is about ______.”

- Job 2: Read independently. Have students read independently for at least 15 minutes. Remind students to stop and review as they read.

- Job 3: Record what they read in their Reading Log.

Use the work period to continue the “getting-to-know-you” reading conferences. Plan to meet with four or five students. You may want to check during conferences how well students are monitoring their reading.
Lesson 26 • Monitoring Comprehension: Stop and Review

- Ask students who used this strategy to tell how this helped them as they were reading. Did they follow the story as they were reading?

- Remind students that good readers follow what is happening across the story and notice when the story does not make sense.
### Activating Background Knowledge

#### purpose

The purpose of this lesson is to teach another strategy for comprehending text, activating background knowledge. When students think about what they know about a topic or story before reading, they establish a set of conceptual, linguistic, and genre expectations for the text. They establish a schema for the reading, and they eliminate extraneous information from their thinking. This focuses them and allows them to integrate new information into their existing schema for the topic or genre. This improves their comprehension of the text.

#### prep

- Preview the text and look for places to stop and discuss background information.

#### opening

- Explain to students that one of the things good readers do is to think about what they know about the topic or author of a book before they read. This is called activating background knowledge, and it helps them understand the book. When you activate your background knowledge, you think about what you know before reading and during reading. Explain that today students are going to think about the book they are reading before and during reading.

#### students' learning objective

- Use background knowledge to understand the text

#### students' language objective

- Explain how they used their background knowledge to understand text. Use the sentence frame:
  - My background knowledge about about ______ and that helped me understand ______.

#### target words

- activating background knowledge

#### MATERIALS

- Chart paper and markers
- Sentence strips for the sentence frame and workshop words
- Chart: What I Know About
- Teammates (Golenbock) or a book of your choice
- Reading Folders

#### NOTE TO TEACHER

**Book selection.** The book you choose should allow students to apply what they know about a topic and invite them to learn more on the subject. The book may be fiction or nonfiction, but a narrative format would be best.

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Foundations Study: Grade 4
Lesson 27 • Activating Background Knowledge

- Show students the book *Teammates*. Read the title, the author’s name, and look at the cover. Ask a question that requires students to think about what they know. For this book, you might ask, “What do you see here that you already know something about?”

- Write students’ responses and the title of the text on a chart titled “What I Know About.” They may have knowledge of the game of baseball.

- Begin reading the text. Stop at the end of page 1, and think aloud about why you stopped at this point. You might say something like:

  SAY “I know that . . . this story is about something that happened a long time ago because of what the author says about cars and laundry. I’m using my background knowledge to understand the *time* of the setting. I also know that the Negro Leagues were only for black players, because they were not allowed to play with white players. Now my background knowledge is helping me understand the *environment* of the setting.”

- Add this information to the chart.

- Continue reading, stopping at appropriate places to add background knowledge to the “What I Know About” chart. Encourage students to add their background knowledge, as well.

- After the reading, review the chart. Ask students how thinking about what they already knew helped them to understand this story.

- Encourage students to use this strategy during independent reading.

- Explain that students will have three jobs to do in the work period today:

  - Job 1: Read with a partner. Have students begin by reading with a partner. Ask partners to practice activating their background knowledge. As they read, they will think about what they already know about the author or the text and explain how thinking about what they knew helped them understand their book. Students may use the sentence frame: “I knew about _______ and that helped me understand ______.”
Lesson 27 • Activating Background Knowledge

- Job 2: Read independently. Have students read for at least 15 minutes. Remind students to think about what they know as they read.
- Job 3: Record what they read in their Reading Log.

Use the work period for reading conferences. Plan to meet with four or five students. You may want to check how well students are activating background knowledge before and during their reading as part of the conferences.

Remind students that in this lesson they learned that it is important to think about what you already know about the topic and the author of a book before you read it and during the reading.

Ask students to tell about places in their reading where they thought about what they knew about the text and explain how it helped them understand their book. Students may use the sentence frame: “I knew about _______ and that helped me understand _______.”
Asking Questions

students' learning objective
- Engage with the text by asking questions to understand what they are reading

students' language objective
- questions
- before reading
- during reading

target words
- The purpose of this lesson is to introduce asking questions as a strategy for engaging with the text. This strategy allows students to set their own purpose for reading. Readers who ask questions as a part of an ongoing dialogue with the text engage with the text at a deeper level because they have expectations of the author. They anticipate what will happen in the text and continuously monitor their comprehension.

prep
- Preview the text to ensure that you can read it with fluency and phrasing.
- Select passages where you can ask meaningful questions of the text.
- Prepare a chart titled “Asking Questions.”

opening
- Explain to students that it is important to “get inside” a book when we read. We need to feel like we are part of the action. Ask how many students have noticed that when things are happening in real life, we have questions about what is going on. Reading a book can be just like that. We have questions about what is happening in the book, and our questions help us understand the book better.
- Sometimes we have questions about a book even before we read. We have questions while we are reading, and we have questions after we read. Today, we are going to think about the questions we have as we get into our book.

MATERIALS
- Chart paper and markers
- Sentence strips for the question words and workshop words
- Sticky-notes (2 per student)
- Chart:
  - Asking Questions
- The Wolf Girls: An Unsolved Mystery from History (Yolen) or a book of your choice
- Reading Folders

NOTE TO TEACHER
Book selection. The book you choose for this lesson should allow students to wonder and invite questions. The book may be fiction or nonfiction, but a narrative format would be best.
Lesson 28 • Asking Questions

• Show students the cover of the book and read the title. Model how you question the text by asking a question of your own. It is a good idea to use the phrase “I wonder” in your think aloud. Wondering opens all kinds of possibilities for the reader/listener.

• Begin reading the text. Stop at a page where you can think aloud for students, and demonstrate a genuine question you have about the text.

• Continue reading, stopping at appropriate places to ask questions about the text. Some of the questions may be answered soon after asking. When that happens, stop and think aloud for students to show that your question was answered and that you were listening to the reading to find the answer to your question.

• After the reading, ask students how asking questions helped them understand this story. Record students’ responses on the “Asking Questions” chart. Possible responses include:

<table>
<thead>
<tr>
<th>Asking Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• My questions helped me think about what was happening in the story.</td>
</tr>
<tr>
<td>• My questions made me think about what else might happen.</td>
</tr>
<tr>
<td>• My questions helped me think about what some of the words meant.</td>
</tr>
<tr>
<td>• I listened to the story, because I wanted to find out if my question was answered.</td>
</tr>
<tr>
<td>• My questions made me want to go find out other things about this topic.</td>
</tr>
<tr>
<td>• Some of my questions were not answered, so I wonder if all of the books by this author are like that. I want to read more to find out.</td>
</tr>
<tr>
<td>• My questions helped me think how the character was feeling.</td>
</tr>
</tbody>
</table>

• Post the chart so students can see it during independent reading.
Explain to students that they will have three jobs today during the work period:

- Job 1: Read independently. Have students begin with independent reading. Give each student two sticky-notes. Ask students to place the sticky-notes next to a place where they had a question about what they were reading.

- Job 2: Make an entry in their Reader’s Notebook. Remind students that they need to write the title and date of the entry in the table of contents. Ask students to go back to the books in which they had a question from their independent reading. Have them write the questions in their notebooks and tell if the answer to the question was answered in the book. Then have them write a paragraph about how asking questions helped them understand their book.

- Job 3: Record an entry in their Reading Log. Have students choose one book from those they read today and make an entry.

Use the work period for reading conferences. Plan to meet with four or five students. You may want to check how well students are using questions to think about their reading as part of the conferences.

Ask students to tell about places in their reading where they asked themselves questions. Refer to the “Asking Questions” chart, and ask students to explain how it helped them understand their books. If needed, add new items to the chart.
students' learning objective

- Analyze informational texts to draw conclusions and make inferences

students' language objective

- Make inferences and draw conclusions using text evidence to support their thinking. Use the sentence frames:
  - I have determined that _______ because _______.
  - I infer that _______ because _______.
  - I conclude that _______ because _______.

target words

- analyzing text

purpose

- As students develop as readers, they must learn to break texts into parts. They are asked to determine the main idea and the supporting details. They are asked to determine what is important and to draw conclusions and make inferences. They must differentiate between fact and opinion. Finally, students must learn to determine whether they agree with the author and must support their thinking with information from the text.

prep

- Review the content of the text.
- Make a chart like this:

<table>
<thead>
<tr>
<th>Analyzing Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were the girls raised by wolves?</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>What really happened was . . .</td>
</tr>
</tbody>
</table>

MATERIALS

- Chart paper and markers
- Chart:
  - Analyzing Text
- The Wolf Girls: An Unsolved Mystery from History (Yolen) or a text of your choice
- Reading Folders

NOTE TO TEACHER

Book selection. Use the same book you selected for the previous lesson. Because students are going to analyze the text, familiarity with the content will allow them to focus on finding the information that will help them draw conclusions and make inferences.
When we read an informational text, we are given a lot to think about. Often we need to analyze what the author has written in order to draw conclusions about the text. Tell students that in the previous lesson we read *The Wolf Girls: An Unsolved Mystery from History* and asked questions. In this lesson, we are going to return to the text and analyze the information to determine what really happened. We will use the information in the text to draw conclusions about what really happened. Reread the text.

Explain that students must analyze the information in the text to answer the question, “Were the girls raised by wolves?” When we analyze, we determine the most important ideas and then decide on the correct interpretation.

Show students the “Analyzing Text” chart, and model adding information that will help you draw conclusions about what happened. You might say:

**SAY**

“I think the fact that other children were found in fields and forests is important and shows that this was not unusual so I think this probably means that the girls were not raised by wolves.”

Add this fact to the chart:

<table>
<thead>
<tr>
<th>Analyzing Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Were the girls raised by wolves?</strong></td>
</tr>
<tr>
<td><strong>Yes</strong></td>
</tr>
<tr>
<td>• The Singh’s told the doctor the girls were raised by wolves.</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

What really happened was...

Ask students to think about what else they remember about the facts of this case. Have them turn to a partner and share one fact. Students can use the sentence frame: “I remember _______ and I think that means the girls were/ were not raised by wolves because _______.”
■ Explain that students will continue analyzing the text and gathering evidence in order to draw their conclusion about what really happened during the work period.

■ Explain to students that they will have three jobs today during the work period;
- Job 1: Make an entry in their Reader’s Notebook. Have students begin by making a copy of the chart from the lesson in their Reader’s Notebook. Ask students to add facts to the chart and then write about what they think really happened based on the facts. You may want students to work in groups to complete adding the important facts to their charts.
- Job 2: Read independently.
- Job 3: Record what they read in their Reading Log. Have students choose one book from those they read today and make an entry.

■ Use the work period to support students as they analyze the text and draw conclusions.

■ Ask students to explain their conclusion. Have them share the clues they used. Encourage students to use the sentence frames: I have determined that _______ because _______. I infer that _______ because _______. I conclude that _______ because _______.

opening
continued
work period
closing
Using Context Clues

- Identify a word and its meaning by using context clues.

- Use context clues to infer word meanings using the sentence frame:
  - I infer that the word insert word means _______
    because _______.

- context clues

- The purpose of this lesson is to teach another strategy for decoding and comprehending text. Using context clues is one of the simpler forms of inference. As students transition from considerate texts where all of the information needed to comprehend the text is written on the page to less considerate texts, they are required to look for the clues to determine not only how to say a word but more importantly what the word means.

- The Wolf: An Unsolved Mystery from History or a book of your own choice

- Chart paper and markers
- Sentence strips for the sentence frames and workshop words
- Sticky-notes
- Chart:
  - Using Context Clues
- Book selection. The book you choose should be one in which students will be able to determine the meanings of several words by using context clues.

- Read the text to locate several examples of words whose meanings can be determined using context clues.

- Create a two-column chart with the headings Word and Context Clues. List the vocabulary words you will have students explain in the first column. You might choose the words traditional, abandoned, unconscious, financial, and gawked as the first five words to be determined from context.
Remind students that in a previous lesson, we learned that there are times when the identification of a word or the meaning of a word is unknown to us as we are reading but there are often clues to the meaning of the word in the text. These clues can be in the text before the word, in the text after the word, or in the illustrations on the page.

Return to the page containing the notebook entry about Joseph Singh and model for students how you determined the word traditional from the context. You might say something like:

"I used the clues ‘views of his parents’ and ‘lost money’ that came after the word to infer that the word traditional means customary or usual."

SAY

Ask students to think about the meaning of the word abandoned. Have them turn to a partner and say what clues they used to determine the meaning. Use the sentence frame: “I infer that the word _______ means _______ because _______.” As students share with their partners, write the clues they are using on the “Using Context Clues” chart. Review the chart with students.

Continue with unconscious, financial, and gawked. Then remind students that they can use this same process of thinking about the clues in the text and the illustrations to determine the meaning of a word.
■ Explain to students that they will have three jobs today during the work period:

- Job 1: Read independently. Give each student a sticky-note. Ask students to place the sticky-note next to a place where they used context clues to determine the meaning of a word.

- Job 2: Read with a partner: Ask partners to read and discuss the books they read. They should talk about any places where they used context to determine the meaning of a word. Support their discussion with the sentence frame: “I used the clues _______ and _______ to infer that the word _______ means _______.

- Job 3: Make an entry in their Reading Log. Have students choose one book from those they read today and make an entry.

■ Ask students to bring the text they tabbed with a sticky-note to the closing. Have students explain where they used context to determine the meaning of a word. Have students share the clues they used.

■ Remind students that authors often give us clues to the meanings of words. Good readers use context clues to infer the meaning of unknown words.