

TRY USING POST ITS TO TEACH, NOT POWERPOINTS! (Refer to the section on mini lessons)

Students should be taught reading in their independent reading books

TEACHERS COLLEGE READING BELIEFS

COMPLEX TEXTS:

- You want to try to expose kiddos to as many different genres as possible (realistic fiction→ historical fiction→ fantasy→ Science fiction)...
- Anytime you're supporting kids with a book, you're supporting their instructional level.
- Read aloud
- Argument and Advocacy Unit
- Shared reading

STUDENTS WHO READ SIGNIFICANTLY BELOW GRADE LEVEL

- Hi-Lo Books for kiddos who are significantly below grade level or have students split their independent reading time with audio books (audio comprehension and fluency) and physical texts (helps grow your brain/practice).

ORGANIZING YOUR LEVEL (3,4,5)

- SERIES, SERIES, and SERIES!!!
- AUTHOR
- GENRE (keep it simple)
 - Label the bins with the title and the band series
- Nonfiction→ goes straight off topic
 - To level nonfiction do green dot, yellow dot, red dot.
 - green→ easier texts, new experience
 - yellow→ some difficulty, might have some background knowledge
 - red→ difficult text on the topic, familiar with the topic
- Other ways to impact your library
 - "Blind date with a book"
 - "Pull a set of book surrounding a topic for the week/month"

SIDENOTE:

- Calkins says that it takes about 3 years before you can become comfortable and say that it is working!
- Don't switch the topic! Just try it in its entirety!
- It gets faster as you go...

BALANCED LITERACY: WHAT IS IT? WHAT DOES IT LOOK LIKE?

- Reading Workshop
 - 5x/week

- 45-60 minutes
- Writing Workshop
 - 4-5x/week
 - 45-60 minutes
 - Grammar work
- Read Aloud
 - TWO TYPES:
 - Reading just as much as you can (no plan, just read for the love of reading)
 - Reading w/ accountable talk (planned with a purpose)
 - Shared reading/Close Reading
- Word Study
 - 3-5x/week
 - 20 minutes

READ ALOUD

- In the Units...Don't bother with the guide...get through the book as fast as you can
 - We want to model reading a high volume of books and reading a text for the full six weeks doesn't model what true reading looks like.
- It's easier to revisit than to try and keep pace
 - Only issue is with Mystery because there is a lot of prediction work
- When thinking about read aloud, think about:
 - Picking read alouds in sets
 - Vocabulary
 - Go through the text and find 1-2 words you CAN'T picture, and teach that word.
 - "Now turn and talk with your neighbor about what _____ means." (if you can act it out that would be better).
 - Read the book enough that the children are liking the book!
 - Use released test questions to guide the questions being asked during the read aloud.
 - Example from PD: Ivan: *The Remarkable True Story of the Shopping Mall Gorilla*
 - Other examples from read aloud
 - Stop and Act it out
 - Stop and Jot
 - You can also model stop and jot for the kiddos
 - Stop and Draw
 - Turn and Talk
 - "What was the mood?"
 - "What line from the text supports that?"
 - Stop and Watch me
 - WHISPER COACHING

- When the conversation needs to start/go dead
 - Giving a student the sentence stem to jump start an idea (an actual whisper or sticky note)
 - “In the beginning...”
- Using disney/youtube videos/clip with points of high emotion, art work/images (these count!!!)
- Questions created during your read aloud should be transferable between texts/videos.
- Vocabulary can be difficult when describing/writing...use “SHADES OF MEANING”...when kiddos give a basic work, give or elicit for better words/synonyms/antonyms
 - Paint samples to demonstrate that
 - Example: “I heard you say that the character was sad. What other words could we use instead of sad?”

GUIDE TO READING WORKSHOP (Revisit Chapter(s))

Ch. 3→ TC’s beliefs

Ch. 12→ READ ALOUD

READING PATHWAYS (Revisit Chapter(s))

Ch. 4→ Level Bands and what you want to learn in that band (similar to literacy continuum, but more condensed)

ASSESSMENTS

- **Don’t need to do first year, possibly not even the second. It’s something that you grow into.**
- **Reading Pathways→ all about how to use assessments/give assessments**
- **Pre**
 - Give students half-sheet of paper for each question
 - Give test without bullets (less stress for kiddos)
 - Give around day 2
 - Graded with feedback in a perfect world the next day
 - Not possible? Have them Self-Assess
 - Read aloud for kids
 - This is not an assessment for reading level. That’s why we have F&P!
 - Turn the questions into prompts for read aloud
- **After the test**
 - Self-Assessment rubric to evaluate their responses
 - Self-Assessment rubric to set a goal (which one do you think you want to work on/get better? Now say your goal to your neighbor)
 - Strategy: Writing in the Air: saying what you would write down on your paper with your goal in mind
 - It’s been a few days since assessment? → Show a model answer and have students talk about what they notice about that particular response. Now based on what we noticed and talked about, go rewrite your response.
 - Learning Continuum
 - Take the grade levels out...just put 1, 2, 3, 4, 5

- TRYING TO START?
 - Give one question and work with the rubric, and progression around the 1 question chosen.
- WHEN DO YOU DO ALL OF THIS?
 - 'Share' block of the reading workshop
 - Read Aloud

WHAT IS READING WORKSHOP?

- Mini Lesson (10-15 minutes)
 - Lessons ARE NOT supposed to be scripts! You read them on your own and rephrase when you teach!
- Independent Works (30-45 minutes)
 - Designate spaces where students cannot sit so you can create spaces where you can sit down with kids to confer/listen to read
 - Mid-Workshop teaching
 - You have ONE CHANCE! You can use this opportunity to reinforce reading behavior (management) OR the actual teaching point. What you DO NOT want is to interrupt once for management then interrupt again for teaching. Too much disrupts their reading and flow.
 - Good for reading up (for the kiddos who when participating during the mini lesson it was a no brainer for them)
 - When co-teaching, switch between teachers teaching the point that way it shows the kiddos that BOTH teachers are active and that one is not the teacher and the other the assistant.
- Transition to clubs/partners (you're going to get with your group and work on 'xyz')
- Share (Close for the lesson, NOT A KUMBAYA MOMENT WHERE WE ALL SHARE!)
 - Time for reflection
 - Spotlight work of a student
 - Extension
 - Review
 - Exit Slip

SIDE NOTE!

- Reading Workshop lends itself better to self-contained because it was intended to have the teacher show what these strategies look like during the other content areas.
- By having spaces around the room for conferences, different students are getting distracted.
 - After conferences, have students stay in their spots, with their group, and it takes less time for them to resettle and restart!
- Zoom in on about 6 students during the mini lesson (3 partnerships)
 - Teaching in with prompts (tell me more, index card with prompts, etc...)

CONFERENCES (What does that look like during the day?)

- **Group Conference of 3-4 (about 10 mins)**
- **2 conferences (about 5 mins each)**

- **Group of 3 (10 mins)**
- **A single conference (5 mins)**
- **Club (10 mins)**
 - **THIS IS A YEAR 3 GOAL!!!**
- YEAR 1 GOAL: Every kid every week
- YEAR 2 GOAL: Every kid and then some

MINI LESSON

- Using powerpoints→ communicates to students that you have everything figured out, doesn't display true thinking
- ALWAYS read "IN THIS SESSION"
- SKIP "GETTING READY"→ Read the lesson and you'll know what to do
- SKIP THE BACKGROUND
- SKIP THE CONNECTION→ using a connection that someone else wrote is weird, and you'll come back to it later...
- GO STRAIGHT TO THE TEACHING POINT & CREATING YOUR OWN TP
 - Think:
 - What are you teaching? Can you say it in your own words?

WHAT DO YOU WANT THEM TO DO? (the big skill)		HOW ARE YOU GOING TO DO IT? (the strategy)
Readers stay engaged in reading	BY	Reading a book they enjoy.
Readers find the main idea of a text		Looking at the first and last paragraph of a text and asking, "How are these two connected?"

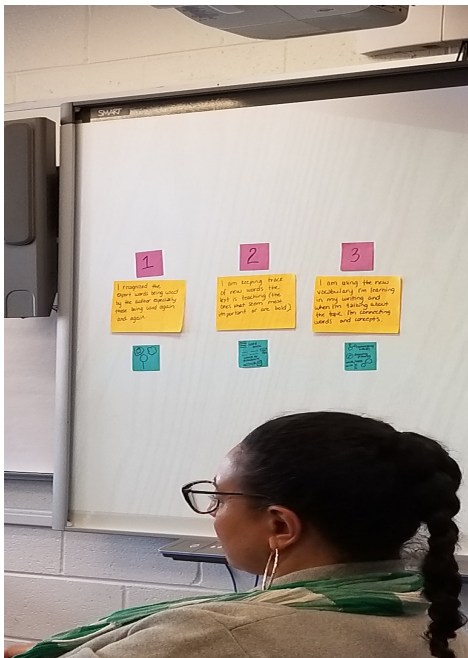
- Your teaching point should fit on a post it note and place it on the board so they kiddos can see
 - You should be saying the TP so many times to the point that it's almost uncomfortable
- Do you see when your students don't understand? Put yourself in their place. Put yourself in that same state of struggle and think about how you went about solving it, and give that strategy to your students in KID FRIENDLY TERMS!
- TEACHING (I DO)→ Today, I want to teach you...
 - Show them where you're heading/a finished paper, entry, jot, etc...
 - There are bits of engagement but THERE IS NO SHARE OUT, that's not what it's about, but you can...
 - Show engagement in the lesson
 - Ex: turn and talk with a partner, thumbs up if, stop and jot in your notebook. This allows you to control the narrative of the mini lesson
 - THERE IS NO HAND RAISING!!!

- Same people always do it, leaving the others with a lack of accountability/no engagement
 - You have no control over what is answered
 - This extends the mini lesson and therefore makes it not so mini.
- TEACHING AND ACTIVE ENGAGEMENT (YOU DO)
 - This is where you want to spend your time and gain understanding
 - THERE IS NO HAND RAISING!!!
 - Same people always do it, leaving the others with a lack of accountability/no engagement
 - You have no control over what is answered
 - This extends the mini lesson and therefore makes it not so mini.
 - Kids should do the easier example out of the examples being used in the unit
 - You can give tiny scaffolds/bit of tiny teaching
 - Keeping sticky notes with prompts/scaffolds that you can give them if they are in trouble during the AE.
 - Sometimes they have the kids do something twice so you can shave time here by having the kiddos only do one.
- LINK → the one thing you can use as written
- PULL ANY MATERIALS YOU NEED FOR THE LESSON
- NOW THINK ABOUT YOUR CONNECTION! Make it your own, and connect it to something else you're doing (this is why UoS lends itself to self-contained).
- **The Units are not written for mastery in the moment!** They are written so that skills are mastered over the course of their reading life. So they may not use the strategy taught that day, during their reading, at that moment. It could come later that year...next year...
- HOMEWORK? That's going to be a no...it's up to you and your district's philosophy on HW.
 - Can use it as morning work if you want to build it in.

CONFERRING

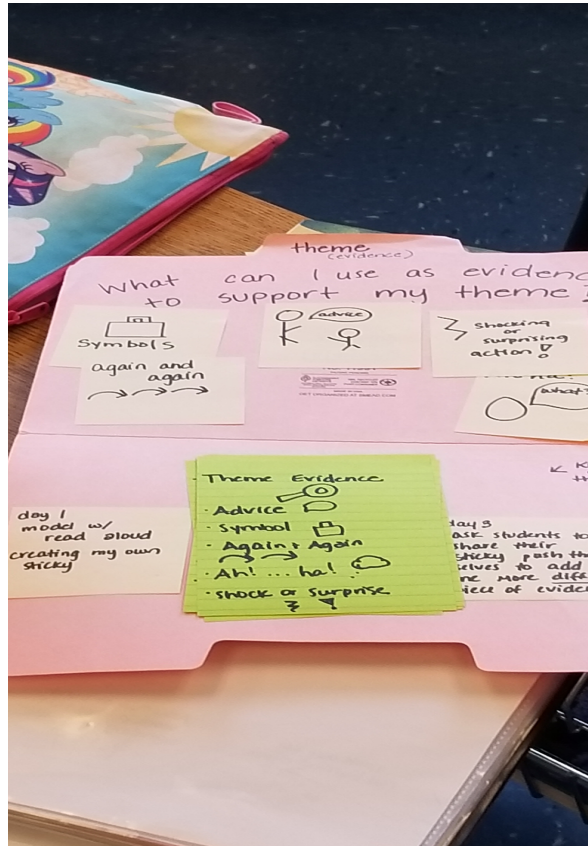
- Easiest way to confer is by looking at the kiddos reading level
 - "What are you working on as a reader?" or "What are you trying to get good at?"
 - No response? Try..."Well some 5th graders try to work on..."
 - No?! Not interested? Try..."Well, let me hear you read a few sentences and let me think about something you could work on..."
- What if the kid, or even you, doesn't know what the book is about?
 - Sometimes you can look on the inside of the book and read the summary to get a sense of what the book is about.
- Does not necessarily have to be about what the mini lesson is about. It's more about, "WHAT DO THEY NEED TO BE A BETTER READER?"
- VERBIAGE when providing a compliment. Remember that the language you use celebrates THEM as a reader, not us!
 - "I noticed that you..."
 - "The work you're doing is going to make you a stronger reader because..."
- STEPS:
 - QUESTION/PROBE

- JUICY COMPLIMENT
- TEACHING POINT
 - When you let them try this strategy, take notes on what was done that day.
 - You can be flexible, whether it is coaching, modeling
 - Go around with a class read aloud if you want to show them a model (this is why we pull read alouds in sets)
 - Kiddos below grade level?
 - Ask for the teaching points charts/level progressions from the lower grade levels so you have points to teach into for those readers.
- ENDING THE CONFERENCE
 - Leave a sticky note with the strategy you covered (strategy cards/goal cards)
 - “I’m going to leave this with you to help remind you of the strategy work we did today...”
 - TIP: During an observation have students take out their goal card and tell them to choose what they want to focus on as readers today and have them stick that on the front of their goal cards.
- HOW DO WE GET GROUPS? WHAT CAN WE DO IN SMALL GROUPS?
 - Post it quizzes.
 - During your share
 - During the read aloud accountable talk
 - Learning Progressions (can help teachers see what the skills look like at different grade levels, also a good reference point for students when setting goals)



- “If you’re on this level 1 “x strategy” might look like this, if you’re on level 2 “x strategy could look more like this, and if you’re a level 3 then “x strategy might look like this. Reflect on yourself as a reader, and tell me where you think you are.” From there you can teach further into the strategy if they are below where they should be, or if you see they are where they need to be, coach into another strategy that pertaining to that same skill.

- Strategy Groups



- - A folder containing strategies that help teach a particular skill.
 - As teachers if we make this during the year, we can reuse them in the years following.
- Guided Reading
 - If students are stuck
 - As needed...not something meant to be used for a specific group every tuesday

- Word Work
 - Find your rule in your book
- Small groups in the spiral bound books
 - Note that it is not the small group intended for just that lesson...it's just something to be added to your repertoire
- PLC's would be a good time to build your strategy group.
 - Not everyone needs to bring their data, just one.
 - Separate into piles (high, medium, low)
 - Now what strategies can we provide to our high readers to make them better, and that is what your PLC is dedicated to, making those groups.