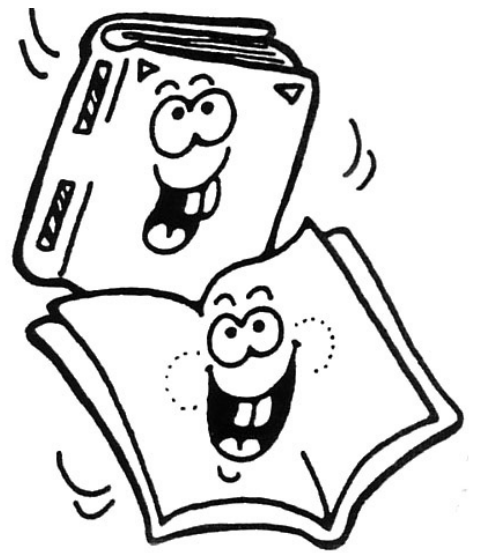




# Transforming Literacy Teaching in the Era of Higher Standards: K-3

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## A Portrait of a Learner Who Meets the Common Core Standards

- Becomes a self-directed, independent learner
- Builds strong content area knowledge
- Adjusts communication based on audience, task, purpose, and content
- Comprehends as well as critiques
- Seeks to understand other perspectives and cultures
- Evaluates other points of view critically and constructively
- Values evidence
- Uses technology and digital media strategically and capably

*Common Core State Standards (CCSS) for English Language Arts (NGA Center/CCSSO, 2010), p. 7*

## Elevating Reading Workshop K-5

- Read Aloud
- Develop Text Sets
- Incorporate Informational Texts
- Engage in Collaborative Conversations
- Encourage Reading Response
- Guide Readers
- Share and Celebrate

### Read Aloud!

Messner, K. (2015). *How to read a story*. (M. Siegel, Illus.). San Francisco, CA: Chronicle

This clever step-by-step guide to reading a story includes tips for reading with fluency, predicting, talking about the story, and much more!

**Teaching Ideas:** Launching Reading Workshop; Reading to Families on Curriculum Night or Literacy Night

Krall, D. (2015). *Sick Simon*. New York: Simon & Schuster.

Do your students sneeze and cough all over the classroom? If so, then this book is perfect for them! Watch your kids' faces as you read about Sick Simon's "best week ever!" The illustrations are disgusting, but they get the point across.

# Develop Text Sets

## Spiders

FICTION	INFORMATIONAL
<i>Aaaarrgghh! Spider</i> by Lydia Monks	<i>I'm Trying to Love Spiders</i> by Bethany Barton
<i>Anansi the Spider</i> by Gerald McDermott	<i>Nic Bishop Spiders</i> by Nic Bishop
<i>Diary of a Spider</i> by Doreen Cronin	<i>Spiders Are Not Insects</i> by Allan Fowler
<i>The Very Busy Spider</i> by Eric Carle	<i>Spinning Spiders</i> by Melvin Berger

## Oviparous Animals

FICTION	INFORMATIONAL
<i>Hunwick's Egg</i> by Mem Fox	<i>Chickens Aren't the Only Ones</i> by Ruth Heller
<i>Little Grunt and the Big Egg</i> by Tomie dePaola	<i>The Chicken or the Egg</i> by Allan Fowler
<i>The Odd Egg</i> by Emily Gravett	<i>An Egg is Quiet</i> by Dianna Aston
<i>The Talking Eggs</i> by Robert D. San Souci	

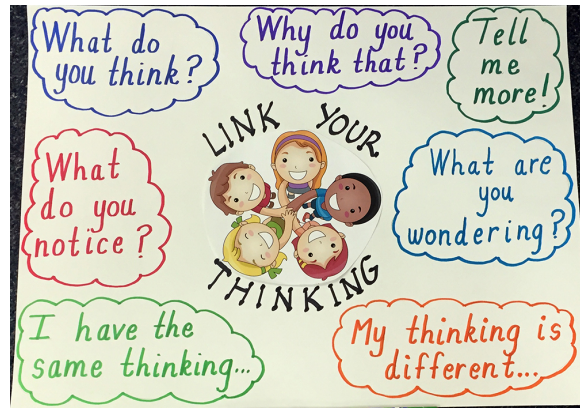
## Why Read Aloud in the Common Core Era?

### The Read-Aloud:

- Builds a textual lineage from which to draw when asked to compare and contrast
- Demonstrates how books work so that readers have a better understanding of craft and structure
- Sparks rich discussion and collaborative conversations
- Models how proficient readers read, understand, and interpret complex texts
- Helps all learners, especially English Language Learners, hear the nuances of the English language
- Fosters a strong sense of community

Source: *Transforming Literacy Teaching in the Era of Higher Standards, K-2* (Walther, 2015, p. 45)

# Engage in Collaborative Conversations



Mini-Lesson found on pages 52-53 of *Month-by-Month Reading Instruction for the Differentiated Classroom* (Walther & Phillips, 2012)

Also see Blog Post by Lois Bridges: The Having of Grand Conversations  
<http://frizzleblog.scholastic.com/post/having-grand-conversations>

## BOOKS TO SPARK COMPREHENSION CONVERSATIONS

### Predicting

Smith, L. (2010). *The inside tree*. (D. Parkins, Illus.). New York: HarperCollins.

Mr. Potter's house is warm and comfortable until he decides to invite a dog and a tree inside.

**Teaching Ideas: Peek and Predict (See *M-by-M Reading* p. 116)**

Deedy, C. A. (1991). *Agatha's feather bed: Not just another wild goose story*. Atlanta, GA: Peachtree.

I've introduced this story to many teachers and they either like it or they think it is a little odd. Either way, it is ideal for predicting. Agatha is an old woman who believes "everything comes from something." When a gaggle of naked geese appear on her windowsill, she makes them warm cloaks to replace their feathers, which make up her bed. In a surprise ending, we find out that the cloaks were made from her long white hair.

**Teaching Ideas: Predict the Title (See *M-by-M Reading* p. 109)**

Seeger, L. V. (2010). *What if?* New York: Roaring Brook.

Laura Vaccaro Seeger uses only 6 words in varying combinations to tell a tale three different ways. This book will spark a conversation about friendship and considering the feelings of others. It is also ideal for pointing out the difference between predicting and inferring.

**Teaching Ideas: Beginning of Year; Social Studies—Friendship; Inferring (See Predicting vs. Inferring Mini-Lesson in *M-by-M Reading* p. 185)**

### Inferring Big Ideas

Boelts, M. (2007). *Those shoes*. (N. Z. Jones, Illus.). Cambridge, MA: Candlewick.

Jeremy really wants "those shoes"—the pair of high-tops that everyone else has, but Grandma can't afford them. Later, Jeremy finds a pair in a thrift store that are much too small, but gets them anyway. After much debate, Jeremy ends up giving his too-small shoes to another boy in need.

**Teaching Ideas: Inferring Big Ideas, (See *M-by-M Reading* p. 186)**

Nelson, K. (2015). *If you plant a seed*. New York: HarperCollins.

Rabbit and Mouse plant seeds, but their selfishness leads to trouble. They discover that planting a seed of kindness is much sweeter.

**Teaching Ideas: Spring, Plants, Inferring Big Ideas, (See *M-by-M Reading* p. 186), Pair with *Each Kindness* (Woodson, 2012)**

## Questioning

Cole, H. (2012). *Unspoken*. New York: Scholastic.

This wordless picture book depicts a young girl's willingness to help a runaway slave and shows that "everyday people were brave in quiet ways."

Teaching Ideas: Black History; U. S. History (See *M-by-M Reading*, pp. 164-166)

## Guide Readers

### How the ASSESS-DECIDE-GUIDE Framework Supports Powerful Reading Instruction

#### ASSESS

- Know your students' reading habits and preferences
- Pinpoint each child's developmental word knowledge
- Understand whether a learner can comprehend in various reading (or listening) situations
- Determine the child's instructional reading level
- Identify the skills and strategies the student needs to learn in order to become a proficient independent reader

#### DECIDE

- Make data-based decisions
- Differentiate reading instruction

#### GUIDE

- Select texts that will compel readers to think
- Scaffold reading instruction to guide readers toward independence
- Incorporate word study and vocabulary instruction
- Connect reading and writing
- Motivate readers!

### Benefits of Collecting Whole Class Data

- Collect valuable data about EVERY child in the class.
- Identify students who are struggling or those who will benefit from enrichment.
- Obtain a more well-rounded view of each reader.
- Gather usable data to drive comprehensive, balanced literacy instruction.

# Next Step Guided Reading

## The Three Steps to Effective Guided Reading Lessons

- Pinpoint an instructional focus
- Select an appropriate text that is slightly challenging, matches students' interests, and helps students practice instructional focus
- Prompt, coach, and determine which teaching points will scaffold readers so they can take the next step in becoming more independent

## Pinpoint an Instructional Focus

**Monitoring**—First and foremost, if the reader is not monitoring for meaning, we scaffold, prompt, and teach this foundational skill.

**Decoding**—If the reader stops at a tricky word, then we prompt for decoding strategies and reinforce decoding as a teaching point.

**Fluency**—Fluency comes next because once a reader develops automaticity with words and decoding, he or she is ready to be prompted for fluency.

**Vocabulary**—It is common for skilled decoders to plow right through unknown words, decode them accurately, but not use the context clues to figure out the meaning of the word. Scaffolding vocabulary is an ideal teaching point for transitional and fluent readers!

**Comprehension**—Comprehension appears last in the sequence because it is the *goal of every guided reading lesson* and the previous scaffolds and teaching points will support readers' understanding of the text.

## Match the Text to Your Instructional Focus

Focus	Text Features	A Few of My Favorites
<b>Decoding</b>	Some challenging words to decode	Scholastic Guided Science Readers (Levels A-D)
<b>Fluency</b>	Dialogue, few decoding challenges	Elephant and Piggie, Fly Guy
<b>Vocabulary</b>	Unfamiliar words with text or illustration clues (context, known parts, glossary)	Scholastic Vocabulary Readers
<b>Retell</b>	Straightforward storyline, supportive illustrations	<i>Frog's Lunch</i> by Dee Lillgard, <i>My Lucky Day</i> by Keiko Kasza
<b>Main Idea</b>	Informational texts with supportive text features like headings, diagrams, or captions	<i>Critters in Camouflage</i> by Karen Alexander, <i>Hibernation</i> by Tori Kosara both from Scholastic Common Core Text Sets
<b>Infer</b>	Fables, short stories, poetry, texts with surprises	<i>Fables</i> by Arnold Lobel <i>Teaching Struggling Readers With Poetry</i> (Walther & Fuhler, 2010)

## Prompt and Coach

Focus	Sample Prompts
<b>Monitoring</b>	Reread and think about what would make sense and begins with that letter.
<b>Decoding</b>	Get your mouth ready to say the first sound.
<b>Fluency</b>	Reread it the way the character would say it.
<b>Vocabulary</b>	Look at the picture/text feature to help you better understand that word.
<b>Retell</b>	Tell me about what you just read.
<b>Main Idea</b>	What are the key ideas the author wanted you to learn?
<b>Infer</b>	How do you think the character feels about ____? What evidence/clues helped you to figure that out?

Source: *Next Step Guided Reading Assessment* (Richardson & Walther, 2013)

## Explore the W. O. R. L. D.

*For detailed description see: Walther, M. P., & Phillips, K. A. (2012). Month-by-Month Reading Instruction for the Differentiated Classroom. Scholastic. (pp. 65-70)*

## Be a Writer—The Writing Center

### Purpose

In the writing center students have an opportunity to write independently and apply what they are learning during writing workshop.

## Be an Observer—The Exploration Station

### Purpose

Do you occasionally run out of time for your science and social studies lessons? To solve this problem, Kathy and I created this center to enhance our content area instruction and provide time for students to observe and explore content-related books and materials. Observers are always excited to share their new learning, and we're amazed at how much they discover on their own when given time to observe, think, and learn together. It is best if you match the materials in this center to what you are studying in your classroom. Students can record their observations on individual recording sheets, on sticky notes to add to a chart posted nearby entitled "What I Noticed/What I Learned," or in a "Be an Observer" notebook that they only use in this center.

## Be a Reader—The Reading Center

### Purpose

The reading center is a place for students to practice reading self-selected books and apply the strategies they are learning during read aloud, shared reading, and guided reading. Through repeated reading, partner reading, discussion, and response they apply their newly learned skills to authentic reading situations.

## Be a Listener—The Listening Center

### Purpose

As students enjoy audio books, they hear fluent reading modeled. They can listen to books that are above their independent reading level.

## Be a Word Detective

### Purpose

To reinforce the skills learned during systematic word study. Include activities and games that review consonants, short vowels, long vowels, blends, digraphs, sight words, and so on.

## Enhancing Writing Workshop K-5

- Read Aloud Like a Writer
- Engage in Collaborative Conversations
- Share Effective Mini-Lessons
- Develop Engaging Genre Studies
- Guide Writers
- Share and Celebrate

### Read Like a Writer: Collaborative Conversations

*Reading aloud IS teaching writing, even if no writing activity follows the reading.*  
Vicki Spandel, *Creating Young Writers* (2008)

Turn and Talk Teaching Tips:

Before you begin, model "turn and talk" with another adult or student. Emphasize the importance of having a two-way conversation with one person speaking at a time. Assign students a "turn and talk" partner or small group.

During read aloud, stop several times at natural breaking points and pose the following queries for students to "turn and talk" about:

- **WHAT DO YOU NOTICE?**
- **WHAT ARE YOU WONDERING?**
- **HOW MIGHT YOU CHOOSE TO DO THIS IN YOUR OWN WRITING?**
- Where do you think this author got his/her ideas for this book?
- Listen to this! Let me reread the beginning of this book. Did the lead make you want to read the story?
- Did you hear any words that you want to remember and use in your writing?
- Can you picture this setting/character/event in your mind? How did the author help you do that? What words did he or she use?
- Notice the way the sentences flow. Talk about how the author did that.
- Does this writing have voice?
- Who is telling this story? How do you know that?

Source: Adapted from Routman, Regie. (2003). *Reading Essentials: The Specifics You Need to Teach Reading Well*. Portsmouth, NH: Heinemann.



<p><b>What to look for in the books you enjoy reading aloud</b></p> <ul style="list-style-type: none"> <li>• Various Text Structures</li> <li>• Sensory Language</li> <li>• Creative Conventions</li> <li>• Repetition</li> <li>• Word Play</li> <li>• Onomatopoeia</li> <li>• Interjections</li> <li>• Illustration Techniques</li> </ul>	<p><b>What to say. . .</b>  <i>Source: Choice Words by Peter H. Johnston (Stenhouse, 2004)</i></p> <p>"Oh, I love that line!"</p> <p>"Did anyone notice  *any interesting words?  *any new punctuation?  *any new ways of arranging  the words on the page?"</p> <p>"Are there any favorite words or phrases, or ones you wish you had written?"</p> <p>"Why would an author do something like that?" "How else could the author have done that?"</p> <p>"Why did the author choose that word?"</p>
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## A Few of My Favorite Mentor Texts

Byrne, R. (2014). *This book just ate my dog!* New York: Holt.

When Bella takes her dog for a "stroll across the page," he disappears into the gutter of the book along with her friend, the rescue squad, and Bella herself. Quick-thinking Bella writes a note to the readers telling them to shake the book and get everyone out.

**Teaching Ideas:** Parts of a Book—Gutter (See morning message in M-by-M Reading p. 40); Reading-Writing Connection

Byrne, R. (2015). *We're in the wrong book.* New York: Holt.

Bella and Ben, the characters from *This Book Just Ate My Dog* (2014), get bumped off the page and end up on a journey through books of different genres including comic books, fairy tales, and more.

**Teaching Ideas:** Read Like a Writer; Introduction to different writing genres

Dotlich, R. K. (2015). *One day, the end: Short, very short, shorter-than-ever stories*. (F. Koehler, Illus.). Honesdale, PA: Boyds Mills.

"For every story there is a beginning and an end, but what happens in between makes all the difference." So begins this one-of-a-kind book where the middle of each story is told solely with illustrations.

**Teaching Idea: CCSS Standard 7—Use illustrations to understand characters, setting, or plot; Launching Writing Workshop—Little Book Ideas**

## Professional Books That Have Shaped My Thinking

Atwell, N. (2007). *The Reading Zone: How to Help Kids Become Skilled, Passionate, Habitual, Critical Readers*. Scholastic.

Biggs-Tucker, K., & Tucker, B. (2015). *Transforming Literacy Teaching in the Era of Higher Standards, 3-5*. Scholastic.

Fuhler, C. J., & Walther, M. P. (2007). *Literature Is Back! Using the Best Books for Teaching Readers and Writers Across Genres*. Scholastic.

Fountas, I. C., & Pinnell, G. S. (1996). *Guided reading: Good First Teaching for All Children*. Heinemann.

Johnston, P. H. (2004). *Choice Words: How Our Language Affects Children's Learning*. Stenhouse.

Johnston, P. H. (2012). *Opening Minds: Using Language to Change Lives*. Stenhouse.

Keene, E. O. (2012). *Talk About Understanding: Rethinking Classroom Talk to Enhance Comprehension*. Heinemann.

Miller, D. (2013). *Reading With Meaning: Teaching Comprehension in the Primary Grades (2<sup>nd</sup> ed.)*. Stenhouse.

Ray, K. W., & Cleaveland, L. B. (2004). *About the Authors: Writing Workshop with our Youngest Writers*. Heinemann.

Richardson, J. (2009). *The Next Step in Guided Reading: Focused Assessment and Targeted Lessons for Helping Every Student Become a Better Reader*. Scholastic.

Richardson, J., & Walther, M. P. (2013). *The Next Step Guided Reading Assessment, K-2*. New York: Scholastic.

Richardson, J., & Walther, M. P. (2013). *The Next Step Guided Reading Assessment, 3-6*. New York: Scholastic.

Routman, R. (2005). *Writing Essentials*. Heinemann.

Spandel, V. (2007). *Creating Young Writers (2<sup>nd</sup> ed.)*. Allyn & Bacon.

Taberski, S. (2011). *Comprehension From The Ground Up*. Heinemann.

Walther, M. P. (2015). *Transforming Literacy Teaching in the Era of Higher Standards, K-2*. Scholastic.

Walther, M. P., & Fuhler, C. J. (2010). *Teaching Struggling Readers With Poetry*. Scholastic.

Walther, M. P. & Phillips, K. A. (2009). *Month-by-Month Trait-Based Writing Instruction*. Scholastic.

Walther, M. P., & Phillips, K. A. (2012). *Month-by-Month Reading Instruction for the Differentiated Classroom*. Scholastic.