

MORNING MESSAGE MENU

	Self-Monitoring/ Decoding Messages	Comprehension Messages	Vocabulary-Building Messages	Reading-Response Messages
September Launching Reading-Related Morning Messages (p. 38)	Picture Clues (p. 39)	Knock, Knock! Who's There? (p. 39)	Labeling the Parts of a Book (p. 40)	What Kinds of Books Do You Prefer? (p. 40)
October	Skip and Read Through (p. 80)	Can You Comprehend This Sentence? (p. 80)	Compound Words (p. 81)	Thinking About Books (p. 82)
November & December	Look for Chunks (p. 108)	Predict the Title (p. 109)	Using Adjectives to Describe Our Favorite Characters (p. 110)	Can You Guess the Character? (p. 110)
January	Get Your Mouth Ready (p. 132)	Story Elements (p. 132)	Familiar Words with New Meanings (p. 133)	Using Key Words and Phrases to Retell (p. 134)
February	Introducing Prefixes (p. 154)	Introducing Question Words (p. 155)	What Is Chronological Order? (p. 155)	A Timeline of Our Day (p. 156)
March	Decoding Two-Syllable Words (p. 178)	Words That Evoke Images (p. 178)	Quiet Words and Noisy Words (p. 178)	Creating List Poems (p. 179)
April & May	Decoding Multisyllabic Content-Related Words (p. 196)	Understanding Text Features (p. 197)	"Text Structure Signal Words (p. 197)	True or False (p. 198)

CD Resource I.1

MINI-LESSON MENU: LAUNCHING THE READING WORKSHOP

	Mini-Lessons for Creating a Community of Book Lovers	Procedural Mini-Lessons for Reading, Thinking, and Talking in a Whole Class Setting	Procedural Mini-Lessons for Establishing Independent Reading	A Menu of Mini-Lessons for Reading Response	A Guide for Exploring the W.O.R.L.D. Time
September: Setting the Stage	We Are Readers! (p. 43) Reading Makes Us Feel Good (p. 44) We Read to Laugh! (p. 44) We Read to Learn (p. 45) We Read to Ponder (p. 46) Readers Have Their Favorite Kinds of Books (p. 47) Have I Got a Book for You! (p. 48)	Are You Listening? (p. 50) You Talk While I Listen; I Talk While You Listen (p. 51) Let's Link Our Thinking (p. 52) How to Politely End a Conversation (p. 53)	Let's Read, Think, and Talk About the Pictures (p. 55) Let's Retell a Folktale, Fairy Tale, or Nursery Rhyme (p. 56) Let's Use Picture Clues to Help Us Read the Words (p. 56) Let's Read the Words (p. 57) Independent Reading—What Are You Doing? What Are You Learning? (p. 57) Independent Reading—Choosing Just-Right Books (p. 59)	What Do Readers Do? R-E-R-E-A-D, Reread, Reread (p. 61) What Do Readers Do? Read Book, After Book, After Book . . . (p. 62) What Do Readers Do? Read, Think, and Talk With a Friend (p. 63) What Do Readers Do? Read, Think, and Write (p. 64) Read-Alouds With Rich Vocabulary (p. 72) Words Introduced: <i>admiration, captivated companion, compromise, desperately, disturbed, immense, journey, mighty</i>	Be a Writer (p. 66) Be an Observer (p. 67) Be a Reader (p. 68) Be a Listener (p. 69) Be a Word Detective (p. 70) Genre Study: Read-Aloud Favorites for the Beginning of the School Year (p. 72) Sensible Strategies for Struggling Readers: The Reading Boost Bag (p. 75) Targeting Talented Readers: My Reading Autobiography (p. 76)

CHAPTER 1

Powerful Reading Instruction

It is midsummer in Illinois. We've been out of school long enough that the hectic days with our students are slowly becoming a distant memory. Every July, we meet to think, reflect, and plan for the upcoming school year. We spend hours creating the "perfect" daily schedule and revisiting all of the lessons that we wanted to teach last year (but ran out of time to complete). We synthesize our shared learning from graduate classes, professional reading, and presentations by leaders in the field, including Debbie Miller, Sharon Taberski, Peter Johnston, Regie Routman, Linda Hoyt, Dick Allington, and many more. Their wise words reaffirm what our research-guided experience has taught us about effective core literacy instruction for young readers. Then we envision all the ways we want to improve our classroom instruction for the upcoming school year. Do you do this too? If so, then you know what comes next . . . WHOOOSH! It's August, you're setting up your room, then the first bell rings and, once again, school begins.

We know from decades of experience that once we meet our kids and jump into the fast-paced routines that characterize primary-grade teaching, our best intentions sometimes get sidetracked and a hint of frustration begins to creep in. You may find yourself in the same boat. To combat this feeling, it is our goal to support you by sharing an extensive compilation of classroom-tested ideas organized in a month-by-month sequence. This suggested sequence is designed to serve as a scaffold to help you design the best reading instruction for the young learners in your classroom.

This is an ideal time to share our unwavering belief that there is neither one right way, nor one professional book or packaged program that will teach a youngster how to read. You are the only one who can meet your students' reading needs, armed with the expertise you gain from engaging in the following practices:



- meaningful, school-embedded, ongoing professional development
- frequent conversations with students
- student-focused collaboration with your colleagues
- professional conversations about books, articles, and other up-to-date information
- honest reflection on your own teaching practices
- rejuvenating time away from school

Therefore, if we had the pleasure of visiting your classroom, we would hope to find this book on your desk among several other professional resources, along with a stack of well-loved picture books, anecdotal notes about your students, some photos of fun times with your family and friends, and all the other essentials that you need to have a successful school year. Equipped with this collection of resources, and the willingness to adjust your plans and thinking based on your conversations with students, you are ready to implement powerful reading instruction.



Packaged programs and professional books don't teach a child how to read—you do!

What to Teach: Balancing Instruction

As you know, there is only so much time in a school day, and with the increased pressure to do more, more, more, it is critical that we make informed decisions about the learning that is taking place in our classrooms. We want kids to leave our classrooms with the ability to think critically, solve problems, and collaborate with others so that they can be successful and self-confident. To meet this goal, we must answer the following questions: How do we make the best decisions about what to teach to our young readers? What are the essential skills that students need in order to be

TYPES OF MINI-LESSONS

Inspiring and Motivating: Helping Readers to Love Books!

Self-Monitoring/Decoding Strategies: Helping Readers Figure Out Unknown Words

Comprehension Strategies: Helping Readers to Read and Think at the Same Time

Fluency Fun: Helping Readers Read With Style

Vocabulary Development: Helping Readers Expand Their Vocabulary and Uncover Word Meanings

Reading Response: Helping Readers Organize and Transform Thinking Into Conversations and Writing

Genre Awareness: Helping Readers Understand Different Types of Books

proficient, interested readers? In this chapter, we will draw from our research-guided teaching experience, coupled with the thinking of other experts, to answer those questions. To ensure that the lessons and ideas included in the remaining chapters reflect the essential aspects of literacy instruction, we will also weave in the K–2 standards that are outlined in the Common Core State Standards (CCSS) for English Language Arts (NGA Center/CCSSO, 2010) and the learning and innovation skills found in the *Framework for 21st Century Learning* (Partnership for 21st Century Skills, 2009).

INSPIRING AND MOTIVATING: HELPING READERS TO LOVE BOOKS!

It seems so simple: teach students to love books.

Think back for a moment. When was the last time you went to a professional development session that was focused on nurturing the *desire* to read or an RtI problem-solving meeting where you discussed the interventions you could implement to help a struggling reader find joy in the written word? In our conversations with teachers across the country, we hear more and more that the affective side of reading is being ignored. We can't let this happen.

What is the point of teaching a child how to read if he or she is never going to pick up a book? In *Igniting a Passion for Reading* (2009), Steven Layne urges us to “raise our voices in faculty meetings . . . and at parent nights, and educate people about aliteracy” (p. 13). Then, in our classrooms, carve out time to savor, promote, and celebrate books. You may be the one teacher who will instill the love of reading in a child for the rest of his or her life. How can you pass up that chance?

SELF-MONITORING/DECODING STRATEGIES: HELPING READERS FIGURE OUT UNKNOWN WORDS

Of course, students who love books are going to want to read books. Part of our role as teachers of young readers is to guide students to discover an array of strategies that they can flexibly apply as they read for meaning and figure out tricky or unknown words. As with all the instruction that we will discuss in this section, decoding strategy instruction can occur in targeted whole-group mini-lessons, while guiding readers during small-group or independent reading conferences, or as a thread that runs through conversations that occur while you and your students are reading aloud, thinking about, and enjoying books together. It only takes an extra second or two to stop and articulate your thinking when you've made a reading miscue. For example, let's say while you are reading aloud you accidentally skip a page. Instead of automatically



You may be the one teacher who will instill the love of reading.

going back to read the page you skipped, you might stop and say, “Wait! This isn’t making sense, is it, girls and boys? I need to stop and figure out why. Oh, look, I’ve skipped a page, let’s go back and read that page to see if it makes more sense—that’s what readers do!” In each chapter that follows, we’ve included mini-lessons for raising students’ awareness of the importance of self-monitoring and lessons that key in on the specific decoding strategies listed below.

You’ll notice that the strategy “Pause, Think, and Check for Understanding” appears as both a self-monitoring/decoding strategy and a comprehension strategy. Our thinking behind placing the strategy on both lists is that we want to continually remind readers to monitor their comprehension, whether it be at the word level when they are using picture clues and beginning sounds to figure out an unknown word, at the sentence level as they use context to determine the meaning of a word, or the text level, when they are reading to understand the big idea, lesson, or moral of the story.

To provide students with a visual reminder of each decoding strategy, we’ve included a resource called a Decoding Strategy Wheel (CD Resource 2.4). We enlarge this wheel and display it near our meeting area so that we can refer to it as we teach the self-monitoring/decoding strategy mini-lessons. You can also display it on your whiteboard using IWB_Decoding_Wheel (see CD). You can also make small copies for students to keep in their individual book boxes or to use as you guide readers in small groups. Another collection of resources that you may find helpful when teaching the strategies are the decoding strategy songs. For each decoding strategy you will find a strategy song. We wrote these songs to highlight the key ideas that readers need to remember about the strategy. In the preparation section of the mini-lessons, we’ve reminded you to locate and/or make copies of the song. We usually begin the mini-lesson by singing the song, and then review the song at the end of the lesson. In addition, we give students their own copy of the song to place in their poetry notebooks. Each song is written to a familiar tune so that you can easily sing it with your students. To assist you in singing, the tunes are also included on the CD. Be sure to practice before introducing the songs to your students!



Students who love books are going to want to read books.

SELF-MONITORING/ DECODING STRATEGIES

- Use Picture Clues**
- Get Your Mouth Ready**
- Skip and Read Through**
- Reread**
- Look Through the Word for Sounds You Know**
- Look for Chunks**
- Pause, Think, and Check for Understanding**

MINI-LESSON COMPONENTS

You will notice that the mini-lessons found in this book contain the following components. Here we explain the purpose of each component.

Preparation: Consult this section while creating your lesson plans to find any books or materials you may need to gather in order to do the mini-lesson. When possible, we've provided multiple book titles for the mini-lesson. You can use the additional titles to teach the same mini-lesson at a different grade level, to teach a follow-up lesson, or for guiding readers in small groups.

Explanation: The explanation that appears in this section is for you, not for your students. We will give you a glimpse into our thinking by answering the key questions: "What is the point of this mini-lesson?" and "What do I want my students to learn from it?"

Demonstration: A few tips for teacher modeling, including language and/or questions to spark readers' thinking, are included in the demonstration portion of the lesson.

Invitation: Students need time to apply what they have learned in mini-lessons with a partner, in a small group, or during independent reading. To this end, each mini-lesson concludes with an invitation. We write this invitation in kid-friendly language to help guide your teaching.

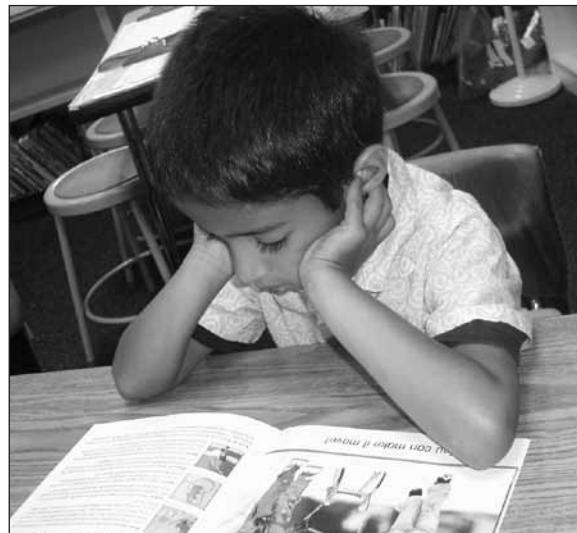
COMPREHENSION STRATEGIES: HELPING READERS TO READ AND THINK AT THE SAME TIME

Reading is a meaning-making process. We're guessing that you have met students who are skilled word callers, but when you ask them to have a conversation about what they just finished reading you realize that they are not comprehending the meaning of the text. When it comes to comprehension instruction, the works of Ellin Keane, Stephanie Harvey, Ann Goudvis, and Debbie Miller have steered us in the right direction. Proficient readers use strategies flexibly and interactively. Although we believe it may be helpful for some young readers to have the concept of the strategy introduced in isolation, it is also important that they see how that strategy connects to the others they are using. This understanding comes through teacher modeling when reading aloud and thinking aloud and also by giving descriptive feedback during one-on-one conferences or while guiding readers in small groups. To support you in this teaching, we've put together a collection of mini-lessons that target the comprehension strategies listed on page 14, so that children can meet the standard of comprehending increasingly complex fiction and informational text (NGA Center/CCSSO, 2010). To provide students with a visual reminder of each comprehension strategy, we've included a resource called a Comprehension Strategy Wheel (CD Resource 3.5). We enlarge this wheel and display it near our meeting area so that we can refer to it as we teach the comprehension strategy mini-lessons. You can also display it on your whiteboard using IWB_Comp_Wheel (see CD). You can also make small copies for students to

keep in their individual book boxes or to use as you guide readers in small groups. Another collection of resources that you may find helpful when teaching the strategies are the comprehension strategy songs. For each comprehension strategy, you will find a strategy song. We wrote these songs to highlight the key ideas that readers need to remember about the strategy. In the preparation section of the mini-lessons, we've reminded you to locate and/or make copies of the song. We usually begin the mini-lesson by singing the song, and then review the song at the end of the lesson. In addition, we give students their own copy of the song to place in their poetry notebooks. Each song is written to a familiar tune so that you can easily sing it with your students; the tunes are included on the CD.

FLUENCY FUN: HELPING READERS READ WITH STYLE

Not only do we want students to love reading, we also want them to be good at it. One of our goals for young readers is for them to be able to read fluently. Fluent readers can focus on the meaning of what they read because they are effortlessly decoding words that they understand. They read connected text at a conversational rate, accurately and effortlessly using the right phrasing and expression while drawing the intended meaning from that text. Children who do not read fluently are at a disadvantage because their comprehension suffers. For them, reading is a labor-intensive process as they sound out one word at a time (Walther & Fuhler, 2010). To help you boost students' fluency in a meaningful and joyful way, we've included a feature in each chapter called Fluency Fun that offers a quick suggestion for working on fluency with your students.



Proficient readers use strategies flexibly and interactively.

COMPREHENSION STRATEGIES

Activate, Build, and Change Your Schema

Use Your Schema to Make Text-to-Self Connections

Think About Books You've Read to Make Text-to-Text Connections

Use Your Schema and Make Connections to Predict

Make Mental Images as You Read

Use Your Schema and Mental Images to Infer the Author's Meaning or Big Idea

Ask Questions Before, During, and After Reading

Answer Questions to Determine Important Information

Synthesize New Understandings

Pause, Think, and Check for Understanding

VOCABULARY DEVELOPMENT: HELPING READERS EXPAND THEIR VOCABULARY AND UNCOVER WORD MEANINGS

Remember the readers we talked about a moment ago—those who are adept at reading the words but are lacking deep understanding of what the words mean?

This is where vocabulary development plays an important role. If you create a classroom environment where you and your students marvel at words, learners will soon be pondering aloud, “I wonder what that word means?” In addition to the types of mini-lessons found in chapters 3–8 that are listed on this page, targeting the keys to vocabulary development and promoting word wonder,

we’ve included a chart in chapters 2–8 entitled “Read-Alouds With Rich Vocabulary,” showcasing picture books with rich vocabulary. These books are ideal for an activity dubbed “Three Read-Aloud Words” by renowned literacy expert Patricia Cunningham (2009b). Cunningham suggests targeting three words from one read-aloud selection each week. She defines read-aloud words as “Goldilocks” words—words that are neither “too easy” nor uncommon, obscure or “too hard,” but rather words that are generally known or “just right.” Once you’ve selected the target words, follow the lesson sequence she’s created.

1. Read the text aloud for pleasure.
2. Show the target words to your students on index cards, one at a time. Teach your students to pronounce each word, but ask them not to share the meanings. This way you can demonstrate the strategies that readers use to acquire new word meanings during reading. Place the words where your students can see them.



Create a classroom where students marvel at words.

KEYS TO VOCABULARY DEVELOPMENT

Read and Discuss Books That Contain Rich Vocabulary

Predict Word Meanings Based on Picture Clues

Predict Word Meanings Based on Context Clues

Study Compound Words

Learn About Synonyms and Antonyms

Study Common Prefixes, Suffixes, and Root Words

Understand Figurative Language

Understand Multiple-Meaning Words

Understand the Language of Informational Writing

3. Reread the text and invite your listeners to yell “STOP!” when they hear a target word. At this point, stop reading and demonstrate for your readers how you use the context, illustrations, and word parts to figure out and explain the meaning of that particular word. Continue with the two other words.
4. After reading, ask questions to help readers connect the words to their own experience.
5. The next day, reread the text and ask students to retell the text to a partner using the target vocabulary words.
6. Display the words in your classroom next to the cover of the book or poem. Then, challenge students to be on the lookout for these words. Place a tally mark next to each word that a student reads, hears, or notices in print. Your challenge is to also try to use these words in your conversations throughout the week.

To help get you started with this in your classroom, the Read Alouds With Rich Vocabulary chart in each of chapters 2–8 lists three picture books and for each book highlights three “Goldilocks” words along with their kid-friendly definitions. Enjoy adding this vocabulary-building strategy to your weekly classroom routines.

READING RESPONSE: HELPING READERS ORGANIZE AND TRANSFORM THINKING INTO CONVERSATIONS AND WRITING

In a recent report published by the Alliance for Excellent Education (Graham & Hebert, 2010), research confirmed that writing is an effective tool for improving students’ reading ability and that writing about the texts they read enhances their comprehension. Asking our youngest readers to put their thinking into pictures or written words “engages students, extends thinking, deepens understanding, and energizes the meaning-making process” (Knipper & Duggan, 2006). When students are invited to respond to their learning, they make connections between new and known understandings, utilize recently acquired vocabulary, and articulate their latest knowledge. In short, they are writing to learn. Writing to learn differs from learning to write in the following ways: writing to learn serves as a catalyst for future

ASSESSMENT TIP: ASSESS VOCABULARY KNOWLEDGE

When you are administering an individual reading inventory or a running record, consider jotting a few challenging words from the text at the bottom of your recording sheet. Once the students have finished reading, ask them what each word means and record their answers. This is helpful information to share with parents and to guide your reading conferences or small-group teaching.



Writing about the texts they’re reading enhances students’ comprehension.