**Middle School Quality Initiative**

**Strategic Reading Tutoring Tool-Kit**

**For Independent and Small Group Reading Instruction**

**D:\Documents and Settings\bhonoro\Local Settings\Temporary Internet Files\Content.IE5\FQOK7Y7J\MC900019306[1].wmf**

**MSQI Strategic Reading Tutoring Period Toolkit**

**What is the Strategic Reading Period?**

Each child, no matter what their current reading level, must make academic progress. Student progress thrives in a school that sets aside time during the school day to offer strategic reading tutoring to each student. These strategic reading periods are scheduled into the school day so students can be flexibly grouped based on their individual reading needs and can serve both as intervention for struggling readers and support or acceleration for students at, approaching, or above grade level.

**What does strategic reading tutoring look like in practice?**

Guaranteeing students' daily access to targeted reading instruction is the key to reading progress. Every child participates in small group strategic tutoring during the school day, whether it be intervention or acceleration. Student groups receive targeted reading instruction that is carefully designed to expand and deepen reading skills. Ongoing reading assessments inform teachers on which group best meets a student's support needs. These are flexible groups and as a student's needs change, he/she is moved to a new strategic tutoring group.

While all groups learn text analysis and reading comprehension, struggling readers must also receive enough direct, targeted reading instruction to build the foundational reading skills required for grade level reading. Research-based curriculum support student's development of the decoding and fluency skills necessary to become fluid readers.

**What does this toolkit provide?**

The purpose of this toolkit is to help schools launch Strategic Reading Tutoring Periods targeting fluent readers who struggle with comprehension and to help students build an independent reading identity. The toolkit begins with a Strategic Reading Period calendar for the 2013-2014 school year. There are six calendar blocks that repeat the three major cycles of work. These cycles include: CYCLE 1 - Building a Reader’s Identity/Independent Reading; CYCLE 2 - Small Group Reading Instruction; and, CYCLE 3 – Reading Clubs. The toolkit contains pacing guides, text sets, and other tools to help schools with planning, instruction, and assessment for all three cycles during this strategic reading tutoring period. In this way, teachers can provide a range of rich, targeted literacy instruction that effectively address the unique reading needs of their students, and support them in becoming independent readers.

**Note:** The resources in this toolkit are meant as a guide. Please feel free to pick and choose texts, supplement lesson sequences, and tailor these materials to meet your individual school needs.

**TABLE OF CONTENTS**

**Strategic Reading Period Calendar** …………………………………………………………………………… 4

**Section 1 - Building a Reader’s Identity: Becoming an Independent Reader 5**

Pacing guide and lesson suggestions ……………………………………………………… 6-25

**Section 2 - Small Group Reading Instruction and Independent Reading 26**

Pacing guide and lesson suggestions ……………………………………………………… 27-49

**Section 3 – Reading Clubs 50**

Pacing guide and lesson suggestions ……………………………………………………….………..51-64

**Section 4 – Reading Reflections and Summer Reading 65**

Pacing guide and lesson suggestions ……………………………………………………….………..66-70

**APPENDICES**

**Appendix A – Handouts for Building a Reader’s Identity: Becoming an Independent Reader**

**Appendix B - Text Sets (*for Use During Small Group Reading Instruction and Independent Reading)***

**Appendix C – Handouts and Teaching Resources for Implementing Reading Clubs**

**Appendix C – Handouts and Teaching Resources for Implementing Reading Club**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **September** |  |  |  |  |  | **Building a Reader’s Identity:  Becoming an Independent Reader** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **October** |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  | **Small Group Reading Instruction  and Independent Reading** |
|  |  |  |  |  |
| **November** |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **December** |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **January** |  |  |  |  |  | **Reading Clubs or  Whole Group Novel Study** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **February** |  |  |  |  |  | **Small Group Reading Instruction  and Independent Reading** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **March** |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **April** |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  | **Whole Group Novel Study or Book Clubs** |
|  |  |  |  |  |
| **May** |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **June** |  |  |  |  |  | **Assessing Independent Reading Growth  and Planning for Summer Reading** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Pacing Calendar for the Strategic Reading Tutoring Period for the School Year**

**Strategic Reading Tutoring Toolkit**

**SECTION ONE**

**Building a Reader’s Identity   
& Nurturing   
Independent Readers**

**- Cycle 1 -**

Establishing Classroom Practices to   
Nurture Independent Readers

**Building a Reader’s Identity  
Establishing Classroom Reading Practices to Nurture Independent Readers**

As important as it is to teach students the skills and strategies for decoding and comprehending text, it is equally important to help them to see the relevancy for reading and support them in building their own reading identify. Students must learn to see themselves as readers. In order to do that, they must begin to understand their own reading style, reading interests, and viewpoint of themselves as a reader. They must also begin to understand that we read to better understand the world around us as well to better understand ourselves. As students start to see themselves as readers, and learn and take ownership of reading for understanding, they will move towards becoming independent readers who can confidently apply a range of strategies to make sense of the texts that they read.

Goals:

* Students will be able to recognize and describe their individual reading tastes and interests.
* Students will identify themselves as readers who have unique preferences and practices.
* Students will be able to use a variety of comprehension strategies to make sense of what they read.
* Students will begin to self-monitor their own understanding and practice fix-up strategies when they are confused by what they’ve read.
* Students will be able to succinctly summarize text to show that they understand the text they’ve read.
* Students will be able to write a quality reading response and give and receive feedback.

Features of Cycle 1:

* Tips, ideas, and organizational strategies for supporting students in developing a reading identify and becoming an independent reader.
* Several lesson and activity ideas are provided to roll this out in a classroom. Many ideas have been adapted from the following texts:

# Beers, Kylene. 2003. *When Kids Can’t Read: What Teachers Can Do.* Portsmouth, NH. Heinemann.

# Harvey, Stephanie and Anne Goudvis. 2007. *Strategies that Work.* Portland, Maine. Stenhouse.

* + McLaughlin, Maureen and Mary Beth Allen. 2009. *Guided Comprehension in Grades 3-8*. Newark, DE. International Reading Association.
  + Oczkus, Lori D. 2005. *Reciprocal Teaching Strategies at Work: Strategies for Improving Reading Comprehension*. Newark, DE. International Reading Association.
  + Witter, Maddie. 2013. *Reading Without Limits: Teaching Strategies that Build Independent Reading for Life*. San Francisco, CA. Jossey-Bass.
* Resources, materials, and graphic organizers to support teaching and learning around building a reader’s identify and nurturing independent readers.
* Assessment tools.

**Grounding Text for Cycle 1**

Excerpt from**When Kids Can’t Read: What Teachers Can Do**,   
by Kylene Beers, pages 15-17.

**Independent and Dependent Readers**

I think about reading my VCR programming manual. With that text, I’m a struggling reader. I remember when I read *Beloved*; I certainly struggled my way through that text. I pick up the IRS tax booklet and I am not only a struggling reader but also a reluctant one. What separates me from many students who struggle is that if I really must get through the text, I can. That’s because I struggle as an *independent* reader. I know how, on my own, to make the text make sense. I have strategies I can rely on to help me recognize the author’s purpose, see biases, note an unreliable narrator, find the antecedents needed to navigate a maze of confusing characters, or make connections to my own life. I know how to use the context as a clue to help me define unknown words; I can analyze dense expository text so that little by little, that text makes sense.

Some readers, by contrast, can’t do those things. I call them *dependent* readers, for they depend on an outside-of-themselves source not only to tell them what to do but in many cases, to do it for them. They have strategies for moving through a difficult text, but those strategies look very different from the ones an independent reader would use (see Figure 2.2).

***When the text gets tough….***

**Independent Readers**

* Figure out what’s confusing them
* Set goals for getting through the reading
* Use many strategies for getting through the text
* Know how to make the mostly invisible process of comprehension visible

**Dependent Readers**

* Stop
* Appeal to the teacher
* Read on through
* Keep the mostly invisible process of comprehension at the invisible level.

Figure 2.2 *How independent readers and dependent readers struggle with a text*

My goal is to move dependent readers—whether that slumping sleepy one who sits at the back of the room or the quiet one who sits towards the middle or the class clown who enjoys the front row—toward independence. I’m not about to tell students they will never again struggle through a text. In fact, what I want to do is to teach them *how to struggle* with a text, how to develop the patience and stamina to stick with a text, how to figure out on their own what is separating them from success with the text, and what they should do to fix it. In short, I want to teach students how to struggle *successfully* with a text. That success is possible if we address not just the cognitive demands of reading but the other demands as well.

**Moving Dependent Readers Toward Independent Reading**

* MARK (a sixth grader): I can’t read that book.
* ME: Why not?
* MARK: It’s way too hard.
* ME: How do you know it’s too hard?
* MARK: Well, it’s thick. And the words, you know the print, it’s so little. And there’s not pictures [turning through the book]; hey, there are *no* pictures. Yeah, this book is hard.
* ME: You want to try reading a few pages to see if it really is a hard book?
* MARK: No need. It’s too hard. I can’t read it [handing the book back to me].

The night I looked over this transcript, I though that what Mark really lacked as a reader was confidence. He was convinced that the book was too difficult for him, and he couldn’t get past that perception to discover if it really was. This notion of confidence, or lack of confidence, stayed with me over the next several years as I continued to explore what readers did and didn’t do when they read. Over time, I saw that students’ reading problems could be grouped into three areas.

* First, dependent readers might lack the cognitive abilities to read independently. Without this cognitive confidence, they might struggle with comprehension, vocabulary, word recognition, or fluency and automaticity.
* Second, these readers might have negative attitudes toward reading. They might claim that reading is “boring” or a “do-nothing.” They have had so many moments of failure with reading that they not only dislike it but have come to believe that they cannot do it. They are disengaged from the reading process so that whether or not they have the cognitive abilities to read independently does not matter. Their attitudes toward reading keep them distanced from reading. These students lack social and emotional reading confidence.
* Third, dependent readers don’t know what types of books they might enjoy, which authors might excite them, or what range of genres exist for them to read. Our suggestions to “find a good book” are not helpful because, as one student said, “and just where would those books be?” Furthermore, they read their social studies textbook like their science book like the novel they read in their language arts class. Additionally, these readers lack the ability to stick with a difficult text. They lack the stamina to find a text or complete a text.

Figure 2.3 *An overview of the confidences dependent readers need to develop*

**Social and Emotional Confidence**

*Allows students to…*

* Be willing and active participants in a community of readers
* Read for enjoyment and information
* Have a positive attitude toward reading and other readers

Figure 2.3 offers a more detailed explanation of each area. What’s critical to note is that as one area improves, others do, too.

**Text Confidence**

*Allows students to…*

* Develop the stamina to continue reading difficult texts
* Find authors and genre that interest them

**Cognitive Confidence**

*Allows students to…*

* Comprehend texts
* Monitor their own understanding
* Determine the meaning of words
* Read with fluency

**Confidences Readers Need**

While it is possible to address each area in this book separately, the reality is that when we are working with students, the areas comingle, creating a ricochet effect—attending to one issue creates a momentum that ricochets to another confidence.

**Building a Reader’s Identify and Nurturing Independent Readers**

**Pacing Guide**

*\* This is a suggested guide. Teachers should augment and supplement this guide based on their own experiences and the needs of their class.*

**Day One:**

Objective: Students will be able to introduce themselves as readers

1. Introducing the survey: *“We all have different experiences with reading: some positive, some not so positive. Today I want to get to know your reading history so that I can understand more about your background and help you to choose texts that you will* ***love****.”*
2. Teacher models first few questions of reading survey.
3. Interest inventory (Handout A) completed in class.
4. Share in pairs/table/or class.
5. Closing: exit slip/ journal/ share (whole class or pair) - *“What is one new thing you learned about yourself as a reader from completing the interest inventory? At this point some of you think of yourself as readers and others don’t. Our work this year is for all of us to become readers. I will help you do this. There is a book out there for everyone!”*

**Day Two:**

Objective: Students will be able to describe *when*, *where*, *what* and *why* they read.

1. Introduction: *“Where, when, what and why we read become important parts of who we are as readers. Many people don’t think of themselves as readers but if you really pay close attention to all of the times in your life that you read each day, you may be surprised. ”*

*” I read \_\_\_\_\_\_\_*(describe **where** in vivid detail and the feelings associated with that spot)

*“I usually read\_\_\_\_\_\_\_*(describe **when /**time of day) *”because …”*

*“I read \_\_\_\_\_\_\_* (describe **what** you read on a regular basis. Don’t forget about websites, magazines, signs, etc.)

*“I read to\_\_\_\_\_\_\_” (*describe the many reasons **why** people read such as for entertainment, to learn, to communicate, etc. Show the diversity of reasons—from Facebook to tax forms to escape our problems)

1. Students write responses in reading journals. For students who don’t have answers to these questions, they should generate answers based on their goals/aspirations.
2. Students share in pairs/tables/class.
3. Closing: exit slip/ journal/ share (whole class or pair) - ***“****Where, when, what, and why we read is personal and based on our own life situations. If you ever struggle with the where, when, what, and why, reach out for help from a teacher. Being able to read well opens doors in life. It’s also fun and entertaining. Think of your future career goals. How is reading connected to these goals?”*

**Day Three:**

Objective: Students will be able to define a variety of genres so that they will be prepared to choose a text in the following days.

1. Introduction: *“texts can be categorized many different ways, but the most common method to sort texts is by genre. Each genre that we study will fall into one of the two buckets of fiction or non-fiction. Getting to know about the different genres will help make you better at choosing “just right” books for yourself. Today we are going to review the definitions of various genres.”*
2. Mini-lesson: Review genre definitions.
3. Activity: Have students work in groups of four. The teacher compiles as many different types of texts before the class comes as possible for each group (include books, magazines, pamphlets, newspapers, etc.). Students complete two sorts sharing with the class between each sort. The first sort is open for them to sort the texts any way they want creating a title for each category they create. The second sort they complete by genre with the category names as the genres.
4. Closing: exit slip/ journal/ share (whole class or pair) - *Genre is s a difficult concept that we all need to keep practicing. For now, remember the two big “buckets” of fiction- and non-fiction and the features of each. What’s your favorite type of fiction? Non-fiction?”* *Our knowledge of genre helps us get to know ourselves as readers better. As you become more familiar with your favorite genres, picking out just right books will become easier. What is a new genre that you learned about that you would like to explore during independent reading? ”*

**Day Four:**

Objective: Students will be able to choose a “just right” text.

Note: *Students will need access to texts on this day to choose independent reading books.*

1. Introduction: *“Choosing a just right text is like finding a shoe with a perfect fit. If a shoe is too small, it hurts and you can’t move easily. If you choose a text that is too easy for you, you will not improve your reading and you’ll be bored. If you choose a big, floppy shoe, you will be slow and trip and fall. A text that is too difficult won’t be enjoyable to read. You will get lost and feel bored. You will not learn much. A perfect shoe allows you to move comfortably. A perfect text is much the same, you will be able to follow along, and learn while keeping a good pace.”*
2. Mini-lesson: How to choose a “just right text.” As a class, brainstorm how you know when a text is too easy, too hard, or “just right.” *“Soon you will have your DRP score to help you make informed choices when choosing “just right” texts, but for now we will be focusing on the strategies we have on this list.”* Make sure these strategies for picking just right text are on the list: read the back, look at the cover, read reviews, pick an author you like, recommendations from friends, series you’ve enjoyed, read the first page and do the five finger rule, genres you enjoy, etc.
3. Review check-in/out procedures for classroom library/book bins (Handout B - Class Library Check-out List) and the expectations of independent reading (Handout C - Expectations of Independent Reading)
4. Brief teacher book-talk to sell a book - teacher models a book talk for a high interest book in the class library to the whole class using the criteria outlined in “Characteristics of a Book Talk” (Handout H- For your reference only. Do not distribute to class at this time).
5. Students select texts.
6. Closing: exit slip/ journal/ share (whole class or pair) - *“Think of a time you read a book/ text that was ‘just right’ what was the name of that text? How did you know it was ‘just right?’*

**Day Five:**

Objective: Students will be able to describe a classroom with a positive reading culture.

1. Introduction: *“Reading requires a lot of concentration and focus. Just like you don’t want to be distracted from your favorite movie or game, readers don’t want to be distracted when reading and thinking about their books. Today we are going to talk about how to create an environment in our class where 100% of the focus can be on reading.”*
2. Mini lesson: What does a reading classroom look like, sound like, feel like? (creating a silent space is really important so that later on readers can be independent and the teacher can confer and work with small groups.)
3. Review of independent reading rules and policies using “Expectations of Independent Reading” (Handout C).
4. Students read silently for 20 minutes.
5. Students turn and talk answering the questions: What helped you focus on your reading today? What distracted you?
6. Students fill out Student Reading Tracker (Handout D - Student Reading Tracker)
7. Closing: exit slip/ journal/ share (whole class or pair) - “*What did we do well with today? What do we need to work on next time?”*

**Day Six:**

Objective: Students will be able to reflect on their stamina as readers.

1. Introduction: *“How many of you play a sport, or exercise? When you work out, you have to build your endurance over time. Runners can’t just go out and run a marathon their first time out; they have to build up to it day by day, month by month. Reading is the same way; we have to build up our stamina or ‘staying power’ with a book. Initially we might find it hard to concentrate, sit still, or stay with a book. This will begin to get easier— the time will fly by and you’ll wish independent reading was longer.”*
2. Mini-lesson: Building stamina as readers: Tips and Tricks. (Handout E - Tips and Tricks for Building Reading Stamina) *“As we read today, pay special attention to your stamina. How many times do you get distracted? What distracts you? Are you able to bring yourself back? Choose two tips from today’s handout that you will use to help keep you on track during your independent reading time.”*
3. Read silently for 20-25 min (teacher circulates observing and documenting reading behaviors and patterns)
4. Students fill out self -reflection/tracker
5. Closing: exit slip/ journal/ share (whole class or pair) - *“Reflect on your stamina today. How long were you able to focus? What distracted you? What strategies did you use for bringing yourself back?”*

**Day Seven:**

Objective: Students will be able to share their thinking about their text with a classmate.

1. Introduction: “*When good readers read, they are constantly thinking about what they are reading. Today we are going to share some of our thinking aloud with a classmate.”*
2. Mini-lesson: Introduce reading response stems (Handout F - Reading Response Stems) and how to use them in a conversation through a think aloud or conversation with another student. Emphasize the use of text detail and elaboration of thinking. Remind students that a reading response is not simply a retelling of what they’ve read, but rather, it’s what they *think* about what they’ve read. Teacher models a conversation in which she shares her thinking. Students should choose a stem and be able to speak for a few minutes about their thinking using the stem they chose as a sentence starter. If they run out of things to say, they can move on to a new stem.
3. Read silently for 20-25 min (teacher circulates observing and documenting reading behaviors and patterns)
4. Students fill out self-reflection/tracker
5. Students share their responses.
6. Closing: exit slip/ journal/ share (whole class or pair) - “*When I listened to your responses I noticed that you think…\_\_\_\_\_\_\_\_\_.”*

*What about you? What did you notice? What went well with your responses? What was a challenge?”*

**Day Eight:**

Objective: Students will be able to explain when it makes sense to persist through a book and when it’s the right time to abandon a book.

1. Introduction: *“There are times when abandoning a text is the right thing to do and times when we need to struggle through a difficult or boring part of the text in order to get to a more enjoyable part. Today we’re going to figure out when we should stick with a book and when it’s time to abandon it. It is likely that if you continually find yourself abandoning books you will need to either revisit choosing ‘just right’ books or figure out some strategies for sticking it out.”*
2. Mini-Lesson: Class brainstorms a list of reasons they have abandoned texts in the past (book is too hard or too easy, the book is boring, you don’t understand, you’re not interested, etc.). The teacher shares some strategies students can use to help determine whether they should abandon the text or stick with it (for example: read the first 50 pages before making a decision to abandon, re-read text that was already read to gain a better understanding, ask the teacher or a friend who has read the book for a conference, if you begin to lose interest- skim the part that is less interesting to see if you can get back into the book, in non-fiction books refer to the table of contents to read chapters that are the most interesting to you and skip others). Explain that students should try these strategies before making the decision to abandon a text.
3. Read silently for 30 minutes (teacher circulates observing and documenting reading behaviors and patterns)
4. Students fill out self-reflection/ tracker.
5. Closing: *“What do you know about your own patterns as a reader when abandoning or sticking with a book? What can you do to make better decisions about when to abandon and when to stick with a book?”*

**Day Nine:**

Objective: Students will be able to describe the characteristics of a quality reading response.

1. Introduction: *“Today we are going to learn how to put some of our thoughts about the text into writing.”*
2. Mini lesson: Model a reading response using a response stem (Handout G - Criteria for a Successful Reading Response). Emphasize the use of text detail and elaboration of thinking. Remind students a reading response is not a summary, it’s what they think about what they’ve read that day.
3. Students read silently for 10-15 min (teacher circulates observing and documenting reading behaviors and patterns).
4. Students fill out self-reflection/tracker
5. Students write a reading response (3/4 -1 page) starting with a reading response stem in their reading journals (teacher circulates and finds a reading response to use as a model for the class).
6. Teacher shares student model. The class gives feedback on what went well and what they think the student can do better.
7. Closing: exit slip/ journal/ share (whole class or pair) - *“After reading your classmates reading response and Reviewing the criteria for a reading response (Handout G) go back and check yours. What needs to be revised? Go ahead and change it now.”*

**Day Ten:**

Objective: Students will be able to describe the characteristics of a quality reading response and provide feedback to their peers.

1. Introduction: “*Today we are going to share our reading responses and give each other feedback on our work.”*
2. Mini-lesson: Review criteria for a successful reading response (Handout G). Next introduce the concept of constructive feedback. *“Today we are going to share our work and give each other feedback. Useful feedback is kind, specific, and helpful* (Create Teacher chart).” Model helpful feedback and unhelpful, general, and overly personal feedback. Remind students that they are not looking for spelling and grammar mistakes, but that they are looking to see how their partner did at writing about what they *thought* about what they read that day.
3. Students read silently for 30 min (teacher conferences with students using comprehension rubric (Handout Q).
4. Students write a reading response and fill out self-reflection/tracker.
5. Students share their reading responses with a partner and then receive feedback. Students record that feedback to help guide their responses they write the next day.
6. Closing: exit slip/ journal/ share (whole class or pair)- *“What did we notice about reading responses? What went well? Where do we need to improve? We are also going to reflect on the feedback we gave and received. Can someone share some helpful feedback? What made that feedback helpful?”*

**Day Eleven:**

Objective: Students will be able to begin a “next reads” list in their reading journals.

1. Introduction: *“Strong readers always have a list of books they would like to read some time in the future. This list may be in our heads or it may be jotted down somewhere. This list keeps us reading and gives us something to look forward to.”*
2. Mini-lesson: Creating a ‘Next Reads’ list in journals. Teacher models his/hers with the class. Consider including reach texts, texts that are too difficult now but can be worked towards. Students open up to the last page of their reading journals and label a page “*Next Reads.”*
3. Teacher gives a short book talk using handout H as a reference to sell a book and asks students to add it to their lists if they find it interesting.
4. Students read silently for 30 min (teacher conferences with students).
5. Students share a short book talk about their book with a partner. They should add their partner’s book to their ‘next reads’ list if they find it interesting.
6. Students fill out self-reflection/tracker.
7. Closing: exit slip/ journal/ share (whole class or pair) - “*Did you add your partner’s book to your next read’s list? Why or why not?*

**Day Twelve:**

Objective: Students will be able to present quality book talks.

1. Introduction: *“One way that we can add to our ‘next reads’ lists is to hear about new titles from our classmates. Today we are going to learn how to give a quality book talk.”*
2. Mini-lesson: “*Think back to my book talk yesterday. What did you notice about the information I included in that book talk?*” Introduce “Characteristics of a Book Talk” (Handout H). Take a volunteer or two to give a book talk after the reading portion of the lesson.
3. Students read silently for 30 min (teacher conferences with students).
4. Students fill out self-reflection/tracker.
5. Student gives a book talk to the class.
6. Closing: exit slip/ journal/ share (whole class or pair)- *“Today’s focus was on giving quality book talks. Let’s give \_\_\_\_\_\_\_\_\_\_\_\_\_\_feedback on her book talk.”*  (Consider having the presenter choose the student who will give feedback. Remind students to add the title to their next reads list if it interests them.)

**Day Thirteen:**

Objective: Students will be able to begin self-monitoring for comprehension and practicing the back-up and re-read strategy.

1. Introduction: *“How many of you have ever gotten to the end of a page or chapter and realized you’ve been ‘reading’ but you have no idea what’s happening in the story? Today we are going to learn a strategy to deal with this called back up and re-read.”*
2. Mini-lesson: Teacher models reading part of a page of text but not comprehending what was read, realizing that he/she is lost and backing up and re-reading to get on track. Remind students to focus on this strategy today as they read.
3. Students read silently for 30 min (teacher conferences with students).
4. Students fill out self-reflection/tracker.
5. Students share in pairs/tables **where** and **how** they used the strategy today during reading.
6. Closing: exit slip/ journal/ share (whole class or pair) - “*This is probably going to be your most frequently used strategy. Monitoring whether or not you are comprehending makes reading more fun because when we are lost, and not understanding what’s happening reading can feel like a boring chore.”*

“*Today during* ***reading*** *I noticed that we did really well with\_\_\_\_\_\_\_\_\_\_\_ (ex: using today’s comprehension strategy while reading, staying focused for a longer period of time, etc.) We need to continue working on\_\_\_\_\_\_\_\_\_\_\_\_ \_(ex: backing up and re-reading, reducing distractions while reading, etc.).*

*“Today during* ***conferencing*** *I noticed that we did really well with\_\_\_\_\_\_\_\_\_\_ (ex: sharing the comprehension strategies we were using, showing where in the text we used the strategy, etc.). We need to continue working on \_\_\_\_\_\_\_\_\_\_(ex: explaining how the strategy helped with comprehension, expanding our thinking rather than giving very short general response, etc.).*

**Day Fourteen:**

Objective: Students will be able to succinctly summarize text to show that they understand the text they’ve read.

1. Introduction: “*We are going to continue our work with self-monitoring comprehension. Another great way to check for understanding is to see if we can clearly retell the story. Today we are going to be constructing clear summaries after we read.”*
2. Mini-lesson: Summarizing. Summarizing is retelling the main, most important events that occurred in the reading. Summarizing helps us to synthesize what we’ve read and to better comprehend/understand what’s happening in the text. Model aloud with a reading and show students how to summarize.
3. Create and display a T-chart for students to refer back to while writing their summaries.

|  |  |
| --- | --- |
| **Writing a Model Summary** | **Common Summary Mistakes to Avoid** |
| * Think about the information you are going to include before you start writing * Give information about the main, most important events and characters of the story * Give relevant details needed to understand the story * Keep it short | * Including details unrelated to the main topic of the reading * Including too many details * Including a summary of everything that’s happened in the story so far * Including details in a different order than they happened in the story making it difficult to follow |

1. Students read silently for 30 min (teacher conferences with students).
2. Students fill out self-reflection/tracker.
3. Students write a paragraph long summary of what they read today in their journals.
4. Students share summaries with a partner and give kind, specific, and helpful feedback noting one thing from the T-chart their partner did well and one thing they need to improve on.
5. Closing: exit slip/ journal/ share (whole class or pair) - “*Summaries can be written or can be simply in your head. Good readers summarize regularly during and after reading. Go back to your summary from today and fix one mistake your partner found in your summary. We are going to keep practicing this skill all year long. Remember, if you can’t write a summary, it’s a good indication that you aren’t comprehending text and that you need to go back and re-read.”*

**Day Fifteen:**

Objective: Students will be able to write a quality reading response and provide feedback to their peers.

1. Introduction: *“Today we are going to respond to our reading, share our reading responses, and give each other feedback on our work.”*
2. Mini-lesson: Review “Criteria for a Successful Reading Response” (Handout G). Model a response using a sentence stem.
3. Students read silently for 25 min (teacher conferences with students).
4. Students fill out self-reflection/tracker.
5. Students write their reading responses using a stem from the list provided.
6. Students share with a partner and then receive feedback on one characteristic of their response that the student did well and one area that the student could improve upon using Handout G “Criteria for a Successful Reading Response” as a guide. Explain each point and give suggestions on how they could improve.
7. Closing: exit slip/ journal/ share (whole class or pair)- *“What did you notice about reading responses? What went well? Where do we need to improve? Tomorrow we are going to be giving book talks at our tables. Be prepared to share!*

“*Today during* ***reading*** *I noticed that we did really well with\_\_\_\_\_\_\_\_\_\_\_ (ex: staying focused and on task the whole time, gave helpful feedback to our peers, etc.) We need to continue working on\_\_\_\_\_\_\_\_\_\_\_\_ \_(ex: reading the whole period and not getting started writing responses during reading time, staying on task during share/ feedback times etc.).*

*“Today during* ***conferencing*** *I noticed that we did really well with\_\_\_\_\_\_\_\_\_\_ (ex: asking helpful questions, not including too many details in my summary, etc.). We need to continue working on \_\_\_\_\_\_\_\_\_\_(ex: giving evidence from the text to back up statements I make, explaining the strategies I am using while I read, etc.).*

**Day Sixteen:**

Objective: Students will be able to add titles to their ‘Next Reads’ lists after hearing book talks from their classmates.

1. Introduction: *“Today we are going to give book talks at our tables to get each other excited about new texts.”*
2. Mini-lesson: Reviewing criteria of a high quality book talk (Handout H).
3. Students read silently for 20 min (teacher conferences with students)
4. Students fill out self-reflection/tracker
5. Students spend 5 minutes planning their book talks. Remind students that they should not read off their paper while giving their book talks.
6. Students give book talks at tables and update their must read lists.
7. Closing: exit slip/ journal/ share (whole class or pair) - *“We get a lot of great ideas of what to read from our friends and classmates. Would someone like to share a book they are excited about reading next? What makes you excited?”*

**Day Seventeen:**

Objective: Students will be able to ask “right there”/literal questions to gain deeper comprehension.

1. Introduction: *“Why do people ask questions?” (elicit student responses) Good readers are constantly asking questions. ‘Wait… why did that happen? Who is that person? Where are we?”* Asking and figuring out the answers to these questions helps us to deepen our understanding of the text.
2. Model asking and answering literal, “right there” questions with a snippet of text aloud with the class.
3. Students read silently for 25 min. As students read today they should write down 3- 5 “right there” questions and answer them in their notebooks (teacher conferences with students using comprehension rubric).
4. Students fill out self-reflection/tracker.
5. Students finish writing and answering their questions.
6. Students share one” right there” question that they answered with a partner. They should discuss how they answered this question, and how answering it helped them to better comprehend the text.
7. Closing: exit slip/ journal/ share (whole class or pair) - *“Sometimes we ask right there questions automatically when we are reading. Other times, we have to remind ourselves to do it. We are now going to add this to the list of strategies we use to help build comprehension. What other strategies are already on that list? (going back and re-reading, summarizing) As you read at home, make sure you are using these strategies to help you better comprehend.*

**Day Eighteen:**

Objective: Students will be able to infer and support with evidence to help improve their comprehension.

1. Introduction: *“When we read, we often have to act as detectives following clues, trying to solve puzzles. Today we are going to learn how to take clues from the text and put them together with what we already know so that we can build our comprehension. This is called inferring or making inferences. Following the clues authors give us makes reading fun and it gives us control of making meaning ourselves.”*
2. Mini lesson: Making inferences. Model making inferences using “Thank You Ma’am” by Langston Hughes. An inference is a conclusion that we are able to draw based on the clues/evidence presented in the text and what we already know about the world. Distribute copies of “Thank You Ma’am.” Teacher reads “Thank You Ma’am” aloud to the class then presents the following table as a model.

**Inference Table (Handout I)**

|  |  |  |
| --- | --- | --- |
| **What the text says** | **What we know about the world** | **What inferences/conclusions you can now make about the text** |
| “Mrs. Jones stopped, jerked him around in front of her, put a half-nelson about his neck, and  continued to drag him up the street.” | It takes strength to physically control a 14-year old boy, even if he did look scrawny. | This woman is tough! She grabs a stranger who tries to steal her purse rather than scream for help and starts to take him somewhere. She must have a plan in mind for what she is going to do with him. |

1. Students have 15 minutes to re-read “Thank You Ma’am” and complete 1-2 more entries on the inference table (Handout I). Students share their responses from the inference table in pairs/whole class.
2. Students fill out self-reflection/tracker
3. Closing: exit slip/ journal/ share (whole class or pair) - “*Doing the detective work of making inferences helps you to understand the text at a deeper level. Without inferring you are only catching part of the story. As you read at home, don’t forget to use inferences to help you better comprehend what you are reading”*

**Day Nineteen:**

Objective: Students will visualize/make mind movies based on evidence from the text.

1. Introduction: *“When strong readers read, they are able to visualize what they read. In other words, they can make mind movies based on information from the text.”*
2. Mini-lesson: *“When readers visualize what is happening in the story, they remember more of what they read or hear. In order to visualize you need to combine details from the text based on what you already know about the world/prior knowledge.”* Teacher models with “Thank You Ma’am” and describes what he/she sees or draws an illustration paying special attention to include what details in the text help him/her to paint the picture.

“*As you read today, locate a passage with a lot of details that help you to make a mind movie.”*

1. Students read silently for 20-30 min (teacher conferences with students).
2. Students fill out self-reflection/tracker
3. Students draw an illustration based on details from their reading today. At the bottom of the illustration, students include quotes from the story and prior knowledge they had that helped them create the mind movie.

|  |  |
| --- | --- |
| Illustration of Mind Movie | |
| Details from the text that helped me to visualize: | Prior knowledge I had about the topic that helped me know what to draw: |

1. Students share their work with a partner.
2. Closing: exit slip/journal/share (whole class or pair): *“The exciting thing about visualizing is that you get to take clues from what the author tells you, but then* ***you*** *get to decide what the character or place looks like in* ***your*** *mind. Sometimes these images can be even more detailed than scenes from your favorite movie. Work on visualizing tonight at home while you’re reading. Sometimes stepping away from a book for too long can result in forgetting what’s going on in it.”*

“*Today during* ***reading*** *I noticed that we did really well with\_\_\_\_\_\_\_\_\_\_\_ (ex: staying focused the whole period, staying focused while we practiced the strategy of visualizing, etc.) We need to continue working on\_\_\_\_\_\_\_\_\_\_\_\_ (ex: reducing distractions for others and ourselves etc.).*

*“Today during* ***conferencing*** *I noticed that we did really well with\_\_\_\_\_\_\_\_\_\_ (ex: explaining the strategies I’ve been using in my reading, summarizing my reading, etc.). We need to continue working on \_\_\_\_\_\_\_\_\_\_(ex: Using past comprehension strategies while reading, etc.).*

**Day Twenty:**

Objective: Students will be able to practice at least one comprehension strategy as they read.

1. Introduction: *“We have learned five reading comprehension strategies so far. Turn to a neighbor and see if you can name them. They are back up and re-read, summarize, ask questions, infer, and visualize. Today we are going to practice choosing an appropriate strategy for our text and practice using it.”*
2. Mini-lesson: Teacher reads a portion of a text aloud and uses one of the five comprehension strategies we have learned so far. Explain why the strategy was a good fit for that particular text.

*“As you read today you are going to be practicing using at least one of the five strategies we’ve learned. At the end of reading you are going to be asked to write about where and how you used the strategy.”*

1. Students read silently for 30 min (teacher conferences with students using the comprehension rubric).
2. Students fill out self-reflection/tracker.
3. Students use at least one strategy and write their thinking in their notebooks. They can either write a summary, create right there questions, use an inference chart, make a visualization illustration, or tell of a time they had to back up and re-read text. They should include a sentence or two explaining why they chose that strategy and why it was a good fit for that section of text.
4. Students share with a partner. Which strategy were they working on today? How did using that strategy help you with comprehending your text?
5. Closing: exit slip/ journal/ share (whole class or pair)-*“The more you practice these strategies the more automatic they become. Pretty soon you’ll be using them and not even realizing it. For now, as you read, remind yourself that you need to be using these strategies so that you can keep building your understanding of texts. “*

**Day Twenty-One:**

Objective: Students will be able to write a quality reading response and give and receive feedback.

1. Introduction: “Today we are going to respond to our reading, share our reading responses, and give each other feedback on our work.”
2. Mini-lesson: Review criteria for a successful reading response.
3. Students read silently for 25 min (teacher conferences with students)
4. Students fill out self-reflection/tracker
5. Students write their reading responses using a ***new*** stem from the list provided.
6. Teacher chooses a student response to share. Students give feedback on that response.
7. Students share with a partner and then give and receive feedback. “*Did your partner choose a stem that made sense in his or her response? Choose a line (or a few lines) from the response that shows where your partner was successful at showing thinking and/ or a line in the response where your partner does not show thinking. What did they do well and how can they improve?”*
8. Closing: exit slip/ journal/ share (whole class or pair)- *“What did you notice about reading responses? What went well? Where do we need to improve? Tomorrow we are going to be giving book talks at our tables. Be prepared to share!”*

**Day Twenty-Two:**

Objective: Students will be able to add titles to their ‘Next Reads’ lists after hearing book talks/shares from their classmates.

1. Introduction: *“Today we are going to be giving book talks/shares at our tables to continue to get each other excited about new texts and to help us think more about our own texts.”*
2. Mini-lesson: Reviewing criteria of a high quality book talk. Make mention of what you noticed that worked well and needed improvement the last time students gave book talks.
3. Students read silently for 30 min (teacher conferences with students)
4. Students fill out self-reflection/tracker.
5. Students prepare and give book talks/shares in different groups than the last time and update their must read lists.
6. Closing: exit slip/journal/share (whole class or pair) *“We get a lot of great ideas of what to read from our friends and classmates. Would someone like to share a book/text they are excited about reading next? What makes you excited?”*

“*Today during* ***reading*** *I noticed that we did really well with\_\_\_\_\_\_\_\_\_\_\_ (ex: staying focused the entire time, choosing just right texts, tracking our reading, etc.) We need to continue working on\_\_\_\_\_\_\_\_\_\_\_\_ \_(ex: choosing just right texts, tracking our reading, building stamina, using strategies when we read, etc.).*

*“Today during* ***conferencing*** *I noticed that we did really well with\_\_\_\_\_\_\_\_\_\_ (ex: sharing the comprehension strategies we were using, showing where in the text we used the strategy, etc. ). We need to continue working on \_\_\_\_\_\_\_\_\_\_(ex: explaining how the strategy helped with comprehension, expanding our thinking rather than giving very short general response, etc.).*

*“What about you? What did you notice? What went well? What do we continue to need to work on?”*

**Day Twenty-Three:**

Objective: Students will be able to practice at least one comprehension strategy as they read.

1. Introduction: *“We have learned five reading comprehension strategies so far. Turn to a neighbor and see if you can name them. Go over list as class (back-up and re-reading, summarizing, asking “right there” questions, inferring with evidence, and visualizing). Today we are going to practice choosing an appropriate strategy for our text and practice using it.”*
2. Mini-lesson: Teacher reads a portion of a text aloud and uses one of the five comprehension strategies we have learned so far. Explain why the strategy was a good fit for that particular text.

*“As you read today you are going to be practicing using at least one of the five strategies we’ve learned. At the end of reading you are going to be asked to write about where and how you used it.”*

1. Students read silently for 30 min (teacher conferences with students)
2. Students fill out self-reflection/tracker
3. Students use at least one *new* strategy and write their thinking in their notebooks. They can choose to either write a summary, right there questions, make an inference chart, make a visualization illustration, or tell of a time they had to back up and re-read text. They should include a sentence or two explaining why they chose that strategy and why it was a good fit for that section of text.
4. Students share their notebook entry with a partner and answer the question *“how did using this strategy help you to comprehend the text?”*
5. Closing: *“Do you find yourself using one strategy more than the others? Why do you think that is? “*

**Day Twenty-Four:**

Objective: Students will be able to write a quality reading response, share, and give and receive feedback.

1. Introduction: “*Today we are going to respond to our reading, share our reading responses, and give each other feedback on our work.”*
2. Mini-lesson: Address any area of concern you have noticed as you have been reviewing responses.
3. Students read silently for 30 min (teacher conferences with students)
4. Students fill out self-reflection/tracker.
5. Students write their reading responses using a ***new*** stem from the list provided.
6. A member of the class shares a response on document camera or verbally and class gives feedback.
7. Students share their responses with a partner and then give and receive feedback.
8. Closing: *“What did you notice about reading responses? What went well? Where do we need to improve? Tomorrow is the last day of our first independent reading unit. Tomorrow we’ll have a chance to look back, and reflect.”*

**Day Twenty-Five:**

Objective: Students will be able to reflect on their reading identities by reviewing and revising their Interest Inventories.

1. Introduction: *“We are now wrapping up our first reading unit. We have worked to build our reading identities, responded to our books through discussions, book talks, reading responses, and we’ve practiced five comprehension strategies, back up and re-read, summarize, question, infer, and visualize. You now have a lot of tools to use to deepen your understanding of text.”*
2. Mini-lesson. Model reflecting on how our reading identities have changed over time by rereading your Interest Inventory.

“I am looking my interest inventory and I see that I really didn’t have that many favorite books. Reading identities constantly change. This week I read the short story “Eleven” and I loved it. I really connected to the character, so I am going to update my list. I also want to add the author Sandra Cisneros to my list because her writing style really catches my attention. After we read today we are going to add to our Interest Inventories.”

1. Students read silently for 20-25 min (teacher conferences with students)
2. Students fill out self-reflection/tracker
3. Students update their Interest Inventories using a different color pen.
4. Students reflect on their reading behavior in their notebooks by choosing one comprehension strategy they , have been using a lot while reading and how it has helped lead to better comprehension and one strategy they have not used a lot and would like to use more while reading.
5. Share reflectionswith a partner.
6. Closing: exit slip/ journal/ share (whole class or pair)- *“You are becoming more independent as readers. I notice that the classroom looks\_\_\_\_\_\_\_\_\_\_\_\_ (example: like there is little movement during reading, few eyes roaming around the room), sounds\_\_\_\_\_\_\_\_\_\_\_\_ (example: silent during reading time, and on task talk during sharing) and feels\_\_\_\_\_\_\_\_\_\_\_\_\_ (example: calm and scholarly). Your independence is going to continue to grow because in the next unit I am going to be sitting with a group of students and reading with them. If you are not in the group with me you will be continuing the routines we’ve set up for independent reading alone. Would someone like to share some of the goals he/she has set?”*

**Day Twenty-Six:**

Objectives: Each student will set a DRP progress goal and select reading strategies for meeting his/her goal. Students will continue to practice comprehension strategies.

1. Introduction: *“Last class we spent some time thinking about and sharing reading strategies that have helped us get better at comprehension. Sometimes we end up relying on the same strategies over and over again and forget that we have five to choose from. This week we are going to focus on goal setting. I will be conferring with each of you individually to help you set goals, but I would like you to start the process on your own first.”*
2. Mini-lesson: Goal Setting- Students revisit the strategy they shared from the last class. Teacher explains how to set SMART goals. S= specific, M=measurable, A=attainable, R=realistic, T=time-sensitive. Teacher models setting a SMART goal of her own (Example #1: I would like to use the strategy of questioning while I read more. I will do this by asking myself at least four questions each time I read. I will record these questions in my reading journal. Example #2: I need to work on visualizing while I read. I will work on this strategy by stopping myself when I start to get confused and draw or write a representation of my “mental picture” in my reading notebook).
3. Students set one SMART goal related to a comprehension strategy they want to use more in their reading
4. Students read silently for 30 minutes. Teacher uses DRP scores and the Fall DRP Reading Comprehension Conference Letter (Handout J) to set a realistic DRP progress goal with individual students and the strategies they will use to attain their goals. *For example a teacher might have a conference with a student that results in something like this: it is typical to gain 4 DRPs of growth in a year. I am at a 46 DRP, which means I am below grade level and need to grow more than 4 DRPs this year. So, my DRP progress goal is to grow 4 DRPs by January. To accomplish this goal, I will visualize more when I read; even when I’m reading non-fiction or boring stories. I will also read for at least 30 minutes each night at home before going to sleep, and I’m going to ask my mom to take me to the public library once a month to check out books. Mrs. Jones is going to check in with my mom and I a couple of times between now and January to help me stay on track.*
5. Students fill out self-reflection/tracker
6. Closing: exit slip/ journal/ share (whole class or pair)- *“Everybody has set at least one goal by now. Some of you have conferred with me and have revised your goals based on our conference. If you haven’t yet, don’t worry we will all meet by the end of this week to revise your goals. For now just work off the goals you have set on your own. Re-read the goal you set for yourself. Did you begin to work towards that goal today? If so, how? If not, what do you need to do in order to start working toward your goal? How will achieving this goal improve your comprehension?”*

**Day Twenty-Seven:**

Objectives: Each student will set a DRP progress goal and select reading strategies for meeting his/her goal. Students will continue to practice comprehension strategies.

1. Introduction: *“Today we will continue to work towards our goals by practicing the reading strategies we have not been using enough.”*
2. Mini-lesson- revisit one strategy you have noticed many students haven’t been using and review the strategy along with how to use it to improve comprehension. Model using a short text from the text set.
3. Students read silently for 30 minutes. Teacher uses DRP scores and the Fall DRP Reading Comprehension Conference Letter to set a realistic DRP progress goal with individual students and the strategies they will use to attain their goals. *For example a teacher might have a conference with a student that results in something like this: it is typical to gain 4 DRPs of growth in a year. I am at a 46 DRP, which means I am below grade level and need to grow more than 4 DRPs this year. So, my DRP progress goal is to grow 4 DRPs by January. To accomplish this goal, I will ask more questions when I read; even when I’m reading non-fiction or boring stories. I will also turn off the TV between the hours of eight and nine to give myself a quiet place to read each night. Mrs. Jones is going to check in with my mom and I a couple of times between now and January to help me stay on track.*
4. Students share how they used the strategy for that day with a partner. Answer the question, “How did this strategy help you to comprehend something you didn’t understand in the text?”
5. Closing: exit slip/ journal/ share (whole class or pair) - *“I have noticed that many of you are stepping out of your comfort zone and trying strategies that you don’t normally use. I can see that it is helping you to better understand the texts you are reading. What did you notice about your comprehension when you used a different strategy? Did it help? Explain.*

**Day Twenty-Eight:**

Objectives: Each student will set a DRP progress goal and select reading strategies for meeting his/her goal. Students will continue to practice comprehension strategies.

1. Introduction: *“Today we will continue to work towards our goals by practicing the reading strategies we have not been using enough.”*
2. Mini-Lesson- revisit another strategy that you have not modeled recently. Use a short text or poem from the text set to model this strategy and reinforce its use with the students.
3. Students read silently for 30 minutes. Teacher uses DRP scores and the Fall DRP Reading Comprehension Conference Letter to set a realistic DRP progress goal with individual students and the strategies they will use to attain their goals. *For example a teacher might have a conference with a student that results in something like this: it is typical to gain 4 DRPs of growth in a year. I am at a 46 DRP, which means I am below grade level and need to grow more than 4 DRPs this year. So, my DRP progress goal is to grow 4 DRPs by January. To accomplish this goal, I will back up and reread more especially when I’m reading non-fiction or boring stories. I will also turn off my cell phone while I read for at least 30 minutes each night at home, and I’m going to ask someone at home to take me to the public library to get a library card. Mrs. Jones is going to check in with my mom and I a couple of times between now and January to help me stay on track.*
4. Student share with a partner. Answer the questions, “How have you grown as a reader since the beginning of this year? What strategies do you use more regularly than you used to? How has using new strategies helped you comprehend the texts you have been reading?
5. Closing: exit slip/ journal/ share (whole class or pair) - *“I have noticed tremendous growth amongst this group of readers. I see students using multiple strategies to help them comprehend text. I can see that it is helping you to better understand the texts you are reading. How have you changed as a reader since the beginning of this year? Has it helped you to comprehend text better than in the past?*

**Day Twenty-Nine:**

Objectives: Each student will set a DRP progress goal and select reading strategies for meeting his/her goal. Students will continue to practice comprehension strategies. Students will assess their reading progress by reviewing their self-reflection/ trackers.

1. Introduction: *“Today we will continue to work on our goals by practicing using our reading strategies. We will also have an opportunity to assess our reading progress and growth by reviewing our self-reflection trackers since September.*
2. Mini-Lesson- Teacher models how review, assess, and note any trends, areas of growth, or changes in reading patterns based on the self-reflection tracker. “*For example, I notice that since September, I have greatly increase my reading rate- I can read many more pages in a smaller period of time than before. Also, I had many more self-assessment scores of 1 and 2 when we first started using this tracker and now I have many more scores of 3 and 4 “*
3. Students review their self-assessment trackers. On a blank page in their reading journal, students should keep track of any trends, areas of growth, and changes in reading patterns. When finished taking notes based on their tracker, students can read silently. Teacher uses DRP scores and the Fall DRP Reading Comprehension Conference Letter to set a realistic DRP progress goal with individual students and the strategies they will use to attain their goals. *For example a teacher might have a conference with a student that results in something like this: it is typical to gain 4 DRPs of growth in a year. I am at a 46 DRP, which means I am below grade level and need to grow more than 4 DRPs this year. So, my DRP progress goal is to grow 4 DRPs by January. To accomplish this goal, I will visualize more when I read; even when I’m reading non-fiction or boring stories. I will also read for at least 30 minutes each night at home before going to sleep, and I’m going to ask my mom to take me to the public library once a month to check out books. Mrs. Jones is going to check in with my mom and I a couple of times between now and January to help me stay on track.*
4. Students share 2 things that they noticed about their self-assessment trackers with a partner. The teacher asks a few students to share with the whole class.
5. Closing: exit slip/ journal/ share (whole class or pair) - *“I am very proud of how far we have all come in building our independent reading identities. I’ve noticed \_\_\_\_\_\_\_\_\_ grow as a reader when \_\_\_\_\_\_\_\_\_\_\_\_\_\_. I’ve noticed \_\_\_\_\_\_\_\_\_\_\_\_ grow as a reader when \_\_\_\_\_\_\_\_\_\_\_\_\_ (I’ve noticed Jackie grow as a reader because she can read at a much faster rate and stay focused for longer periods of time while she reads) . Each and every one of you has made tremendous progress. Next week, we will begin small group reading instruction. You will still have the opportunity to read independently in class and you should still be reading for thirty minutes each night at home, but you will also get the chance to read with a group a few times a week. We will learn new routines and you may be in a different class, or reading group, but everyone will continue using the reading strategies we have learned as readers that help us comprehend texts.*

**Strategic Reading Tutoring Toolkit**

**SECTION THREE**

**Small Group   
Reading Instruction**

**and**

**Independent Reading**

**- Cycle 2 -**

Focus on Reciprocal Reading and Other Strategies for Small Group Reading Instruction

**Small Group Reading Instruction**

**Establishing Small Group Instruction to Scaffold Comprehension Instruction**

Goals:

* Students will be grouped based on individual needs.
* Students will receive the specific direct instruction and support they require to succeed.
* Mini-lessons will introduce reciprocal teaching strategies.
* Students will learn and be able to apply positive group work strategies.
* Students will begin to self-monitor their own understanding and self-assess their progress.
* Each small group reading session will have a specific skills objective.

Features of Cycle 2:

* Tips, ideas, and organizational strategies for supporting students where they are.
* Several lesson and activity ideas are provided to roll this out in a classroom. Many ideas have been adapted from the following texts:

# Beers, Kylene. 2003. *When Kids Can’t Read: What Teachers Can Do.* Portsmouth, NH. Heinemann.

# Harvey, Stephanie and Anne Goudvis. 2007. *Strategies that Work.* Portland, Maine. Stenhouse.

* + McLaughlin, Maureen and Mary Beth Allen. 2009. *Guided Comprehension in Grades 3-8*. Newark, DE. International Reading Association.
  + Oczkus, Lori D. 2005. *Reciprocal Teaching Strategies at Work: Strategies for Improving Reading Comprehension*. Newark, DE. International Reading Association.
  + Witter, Maddie. 2013. *Reading Without Limits: Teaching Strategies that Build Independent Reading for Life*. San Francisco, CA. Jossey-Bass.
* Resources, materials, and graphic organizers to support teaching and learning around small group instruction are included.
* Assessment tools.

**Grounding Text for Cycle 2**

Excerpt taken from**Comprehension Intervention:   
Small-Group Lessons for the Comprehension Toolkit**,   
by Stephanie Harvey, Anne Goudvis, & Judy Wallis, pages ix-x.

**Responsive Small-Group Instruction**

Children differ. They learn in fits and starts. What works for one may not work for another. For some, it’s a matter of time. For others, it’s a matter of interest. Some kids take these strategies and run with them after one whole-group Toolkit lesson. Others need additional time, guidance, and practice to internalize comprehension strategies and use them to make sense of what they read. The small-group session in *Comprehension Intervention* are specifically designed to support those kids. And small groups work. Pianta et al. (2007) found evidence that “opportunities to learn in small groups, to improve analytical skills, [and] to interact extensively with teachers…add depth to students’ understanding.” But small groups need to be flexible and needs-based so we can meet kids where they are and take them where they need to go.

The small-group reading and thinking strategy sessions in *Comprehension Intervention* are especially useful for kids who find comprehension problematic. We all need a quiver full of strategies to pull out when reading gets tough. Kids who have difficulty with comprehension need even more carefully scaffolded support from the teacher if they are to transfer these strategies to their own reading and thinking and turn them into tools they can use flexibly and at will….small-group sessions target a specific instructional focus, concentrating on critical aspects of….the lesson strategy to reinforce kids’ understanding, step by step….

These small-group sessions provide the perfect opportunity to:

* Scaffold comprehension instruction, providing guidance to kids and instant feedback to teachers
* Zero in on comprehension strategies as tools for understanding
* Provide flexible differentiated instruction based on individual needs
* Focus on key Toolkit goals in need of reinforcement
* Reinforce the strategy language and concepts of the Toolkit lessons
* Extend the time dedicated to guided practice, giving kids opportunities to read and use strategies with text at their level and the teacher right there
* Keep sessions child-focused and fast-paced with kids doing most of the work
* Break down strategy lessons in to smaller parts and teach those explicitly
* Use engaging text to promote new learning in the context of real reading
* Match texts to kids’ interests and reading levels
* Observe and assess individuals’ understanding of specific strategies
* Check children’s understanding of a variety of genre included in the Toolkits: nonfiction, poetry, realistic and historic fiction

**Grounding Text for Cycle 2**

Excerpt taken from**Causes & Cures in the Classroom:   
Getting to the Root of Academic and Behavior Problems**,   
by Margaret Searle, pages 159 and 162-163.

…we have focused on students who have a hard time shifting mental gears, planning, remembering, processing information quickly, focusing attention, controlling impulses, and self-monitoring. These students struggle not because they won’t ever be able to do these things, but because their executive thinking skills are still developing, so they find it difficult to manage without guidance. Threats and consequences stall these students rather than propel them, so…teachers need to provide support if they want to see maximum growth….

**Model, Model, Model and Then Practice, Practice, Practice**

Never assume that explaining the strategy once or twice will do the trick. Repeatedly teach the skill and practice ways to apply it. You need the right amount of guided practice as well as application with different problems in different settings and corrective feedback to get students to incorporate the new skills and routines into their thinking and behavior patterns. The saying that “only perfect practice makes perfect” is a good adage, so make certain you check and recheck student understanding. Teaching skills in small-group settings, where teachers can see and hear each student’s response to practice, helps catch errors and misconceptions.

**Deliver New or Difficult Skills in Small Groups**

Small-group instruction is especially important for students with weak executive functioning. Modeling and close monitoring of errors are needed because these students have a tendency to make the same mistakes over and over. Even when they have done well several times in a row, they often revert to old behaviors or make careless errors. Inconsistent performance is a hallmark of executive problems, so it is hard to know when to give guidance and when a kick in the pants would be more appropriate.

It is better to err on the side of caution and provide plenty of structure and practice than to assume the problem is due to poor effort. Only when students practice the skill, routine, or procedure so many times that it becomes automatic (not requiring conscious effort) can you count it as actually mastered. Practice followed by positive reinforcement is a winning combination.

**Small Group Reading Instruction**

**Pacing Guide**

|  |
| --- |
| **Summary** |
| The small group reading instruction pacing guide is a collection of lessons that roll out reciprocal teaching strategies and a collection of academic and social teaching points to help guide instruction in small groups. |

|  |
| --- |
| **The Teacher’s Role During Small Group Reading Instruction** |
| * Create groups based on assessment data (DRP). Consider group dynamics and personalities when creating groups. * Teach mini-lessons on reciprocal teaching strategies. * Teach positive group work strategies. * Create a plan for continued monitoring of independent reading during small group reading instruction. * Provide students with access to a variety of engaging articles on their reading level. * Give students the choice to choose the articles they would like to read. * Use the comprehension rubric to monitor groups during small group reading instruction. * Create a calendar of groups to work with. * Have an objective for each small group reading session. Sometimes the teacher will take a step back to allow students more independence in their groups. Other times, the teacher will use the tables at the end of this guide combined with observations of the groups to choose an academic or social teaching point. |

|  |
| --- |
| **Independent Reading During Small Group Reading Instruction** |
| * The teacher consults with one small group reading instruction per day while the rest of the class is doing independent reading. * The teacher works with the small group for the whole time they are reading the article. * Students continue to log their reading, write about their reading in their journals, and have student led discussions with their classmates about their reading. * When the group has completed the article, the teacher monitors the rest of the class in their independent reading by: checking that students are logging their reading, conferencing with students, helping students pick out books, reading student journals, and any other routines the teacher has set in their classrooms. |

**Day One:**

Objective: Students will learn how to make predictions.

1. Introduction: *You have all had some time to begin building your reading identities over the past several weeks. You have learned more about the types of books you enjoy reading, and you have learned five important strategies to draw upon when you are confused in your text. Those five comprehension strategies are back up and reread, summarize, question, infer, and visualize. You will continue to use those strategies in your independent reading and in all your classes when you encounter complex texts. Today we’re going to start small group reading instruction and we will be incorporating the strategies you already know with a few new ones into a different structure called reciprocal teaching. I’ll teach you all four of the comprehension strategies in reciprocal teaching, but we will only be focusing on the first one today which is ‘predict’.*
2. Teacher introduces the reciprocal teaching chart (create a poster with definitions before class and refer to poster). Handout \_\_\_\_\_\_\_\_\_
3. Mini-lesson: Making predictions.

Ask the class the following questions:

* *What is a prediction?* A statement about what you think is going to happen.
* *Why is it important to make predictions?* We comprehend more when we think about and revise predictions as we go along.
* *What text features/ information can you use to make initial predictions about a text?* Front and back cover, pictures, read the first page.
* *How do you revise your predictions as you read on?* As you get new information about the text, go back to what you originally thought and make corrections as needed.
* *What are the elements of a good prediction?* Contains evidence from the text to support your prediction, your prediction changes as you read more.

1. Activity: Students are grouped in fours. Each group has a few different types of books in front of them. They are asked to make predictions using the strategies we learned in class and then share with their group. Short whole class share of students’ predictions. When students share their answers, the teacher prompts them to give evidence if they haven’t by asking, “What makes you think that?” “What in text did you use to help you make that prediction?” “What evidence do you have that supports your prediction?”
2. Whole Class Read: Teacher distributes a short story the class will read together. Predicting will be easiest if there is a picture or a caption on the first page for students to use when making their predictions. *“Making a prediction is something we’re going to do each day before we read. While you’re reading, stop to revise your prediction as you learn new information and your prediction changes.”* Each student creates a reciprocal teaching chart in their notebook and students predict individually. Share predictions with a partner. Have a short whole class share. Teacher charts responses on a reciprocal teaching chart on the board. Begin reading the story aloud. Halfway through the story ask students to revise their predictions based on what has been read. Model a response using evidence, *“My prediction is \_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_”*
3. Closing: exit slip/ journal/ share (whole class or pair)- Choose two questions to answer: *How did predicting help give you a better understanding of the text? Why is it important to revise your predictions while reading? How was your prediction different from what actually happened in the story? Why do you think that is?*

**Day Two:**

Objective: Students will learn how to clarify words, phrases, and ideas.

1. Introduction: *Yesterday we learned how to predict, which is what we will be doing each day before we read. We will also go back and revise predictions while we’re reading. Today we will be focusing on the second box in our reciprocal teaching chart, which is ‘clarify’. Often we become confused when we are reading and need to take a break to clarify something. Today you will learn some strategies to help clarify words, phrases, and ideas.*
2. Mini lesson: How do you clarify?
   1. Define what needs to be clarified:
      * *Words-* unknown vocabulary necessary for comprehension
      * *Phrases-* confusing sentences, examples of figurative language, things that made you say, “what?” after you read them
      * *Ideas-* big ideas in present in the text, themes, connections the author is making, things that need to be inferred by the reader
   2. Give students strategies for clarifying
      * Make a prediction through discussion or thinking about what you think the meaning is
      * Use dictionaries as tools
      * Use clues in the text to help solve unknown words
      * Ask a classmate to help clarify literal questions
      * Back up and reread
      * Give sentence starters to help encourage students to check –in for understanding via discussion, thinking, or writing such as
        + What just happened?
        + What did she mean by that?
        + What’s going on? Do you get it?
        + Can we stop to clarify?
        + Is this part really saying…?
        + At first I thought\_\_\_\_\_\_\_, but now I think\_\_\_.
3. Modeling: Teacher distributes short text to class. Students create a reciprocal teaching chart in their notebooks and make predictions about what they think they’re going to read in today’s class. Share with a partner, short whole class share. Teacher reads the beginning of the story stopping to guide students as to what to write in their clarify box. The teacher stops at confusing words, phrases, ideas, and examples of figurative language to model clarifying while students are recording on their reciprocal teaching charts (see above strategies for modeling).
4. Independent or Partner read - After the teacher has modeled 2 items to clarify, students read the remainder of the story on their own or with a partner. They are instructed to stop to clarify words, phrases, and ideas and record on their reciprocal teaching chart. They must use one of the strategies introduced in class to help them clarify. Class share/ give correct meanings before resuming reading.
5. Closing: exit slip/ journal/ share (whole class or pair)- *Which strategies did you use to help you clarify today? How did those clarifying strategies help you to better understand the text?*

**Day Three:**

Objective: Students will learn four different types of questions.

1. Introduction: *“Today we’re going to focus on the third box of our reciprocal teaching chart ‘question’. Questioning is something that happens before, during and after you read. Today we’re going to learn about the four types of questions, which are “right there, putting it together, debatable, and researchable questions.”*
2. Mini-lesson: Good readers ask questions before, during, and, and after they finish reading. This helps them to understand more about the text that they are reading. Different types of questions leads to different types of thinking and understanding.

Have this chart visible in the class.

|  |  |  |
| --- | --- | --- |
| **Type of Question** | **Description of Type of Question** | **Example** |
| *Right there questions* | The answers to ‘*right there’* questions can be found by looking directly in the text. These questions help you clarify when you are confused. | What is the name of the town that the main character lives in? |
| *Putting it together questions* | Putting it together questions lead you to understand things the author didn’t write directly in the text, but they wrote in such a way that you could figure it out by inferring or using clues within the text. | Why did the main character cry when she got her test results back? |
| *Debatable questions* | Debatable questions help you to think about your own opinion or the opinion of others. The answers to these questions are opinion based. These are the best type of questions to have a discussion about. | Why do you think she chose to run away instead of working out the problems she had with her mom? |
| *Researchable questions* | Researchable questions will lead you to do more research on a topic related to the text. The answers to researchable questions can be found in outside sources. | Why did ancient Egyptians decide to mummify their dead? |

1. Modeling: Teacher distributes short text to class. Students create a reciprocal teaching chart in their notebooks and make predictions about what they think they’re going to read in today’s class. Short share of predictions in small groups or whole class. Start the reading whole class- stopping to practice clarifying.
2. Partner/ Independent Reading- Students complete reading the text in pairs or on their own. When students are finished reading, they record at least four questions that came up for them while they were reading and write them in the question box. Students share their questions in their small groups- give some time for them to answer each other’s questions and discuss. Tell students that the most interesting questions to have discussions about are debatable questions because you have the opportunity to express your opinion, which may be different from your classmates.
3. Closing: exit slip/ journal/ share (whole class or pair)- *Would your thinking of the text have been different if you hadn’t had a chance to discuss your questions with your classmates? How did the discussion with your classmates impact your comprehension of the text?*

**Day Four:**

Objective: Students will learn how to categorize different types of questions.

1. Introduction: Yesterday we learned about the four types of questions (see question chart above and in handouts) and you all read and asked some questions of your own. Today we will learn how to categorize those questions to determine what type of information you gain about the text when you ask the different types of questions.
2. Mini-Lesson- Categorizing Questions: Look back at the questions you recorded from yesterday’s reading. Categorize your questions by putting a RT next to right there questions, a P next to putting it together questions a D next to debatable questions and a R next to researchable questions. Have this guide of abbreviations up on the board for students to reference.

|  |  |
| --- | --- |
| **Type of Question** | **Abbreviation** |
| Right There | RT |
| Putting it Together | P |
| Debatable | D |
| Researchable | R |

* 1. Create four charts labeled with each of the four types of questions and hang them on the board (If you don’t have chart paper you can adjust by writing the four categories on the board or bulletin board). Each student gets four sticky notes. Students write one question on each sticky note and put it on the appropriate poster.
  2. After students have placed their sticky notes on the appropriate poster, they walk around a second time and read their classmate’s questions.
  3. If they see questions they believe are in the wrong category, they move them and initial the sticky note.

1. Whole class share. Students who have moved questions raise their hand. They read the question and explain where it was originally and where they moved it to and why. The student who wrote the question has an opportunity to agree with the person who moved it or explain why they believe their original category was right. Other students in the class can weigh in but the teacher makes the final decision of which category the question goes in.
2. Reading- Re-read yesterday’s text on your own. Create four new questions about the text. Record them in your notebook and categorize them.
3. Closing: exit slip/ journal/ share (whole class or pair)- *Why do you think asking questions helps you to comprehend more about what you’ve read? Have you noticed that you are asking more of one type of question? If so what is that type? Try to stretch your thinking to make sure you are asking all types of questions. Remember to ask questions while reading at all times, whether it is in ELA, science, SS, or at home when reading.*

**Day Five:**

Objective: Students will learn how to write complete, concise summaries.

1. Introduction: *“Today we will be learning how to complete the final box in the reciprocal teaching chart. Good readers summarize all throughout reading as a way to check for understanding. You will only be recording your summaries in the last box of the reciprocal teaching chart when you are finished reading, but remember to summarize all throughout the text.”*
2. Mini-lesson: Brainstorm: The class lists the characteristics of a good summary. These can include-

* Short and concise
* Includes only the most important information about events, ideas and characters central to the part of the text that you read that day
* Makes sense to someone who has never read the text before
* Teacher uses a previous story the class read (not the one from the day before) to model a good summary. The teacher models by discussing the thinking about this summary as it relates to the characteristics of a good summary. Keep the summary visible while students are writing their own.
* Teacher tells the students to look back on yesterday’s reciprocal teaching chart to remind you of what you read yesterday and what you thought about your reading from yesterday.
* Today you are going to skim yesterday’s reading and write a short two to three sentence summary of what you’ve read. Share with a partner and give feedback on the summary. Remind students that feedback is kind, specific, and helpful. Whole class share and feedback of summaries.

1. Whole class reading- Distribute short text to students. Students create a new reciprocal teaching chart for the text they will be reading. Predict and share. Read as whole class. Class practices completing the whole reciprocal teaching chart for the text they are reading. Share/discuss summaries with a partner or small group give feedback. Whole class share. Teacher chooses a student’s summary to share with the class on the projector. The class revises the summary by taking out any unnecessary information and adding any important information that was left out.
2. Closing: exit slip/journal/share (whole class or pair)- *Go back and revise your own summaries.* *What can you do to improve your summary? Add one piece of important information that you may have left out. Take out one piece of information that you may not need.*

**Day Six:**

Objective: Students will learn what makes a successful reading group in preparation for small group reading instruction.

1. Introduction: *For the past few days we have been learning how to use reciprocal teaching strategies. These strategies for comprehension will help you when you are reading with your small groups. Before we start working in groups lets figure out what we need to do to in order to be successful group members.*
2. Mini-lesson: What do successful groups look like, sound like, and feel like? Create a chart and record responses. Add any responses not said by students.

|  |  |
| --- | --- |
| A Successful Group… | |
| Looks Like… | * Alert body language * Eye contact * Texts open to correct page * All materials needed are out * Students writing and discussing * Focused attention on group members |
| Sounds Like… | * Students using academic language and evidence to discuss text. * Quiet discussions * One person speaking at a time |
| Feels Like… | * A scholarly environment * Students are working and engaged * Safe space to share ideas and opinions |

1. Activity: “What do I do when…?” Role play.

* Have students play different roles. Below are some suggestions for situations.
* A student isn’t working
* A student is disrupting the group
* Students are arguing a lot
* A student is dominating the conversation
* A student isn’t engaged in the discussion
* A student isn’t listening to their peers
* No one in the group is willing to lead the discussion
* All group members are quiet and no one is contributing
* After each role-play, ask the class for additional suggestions about what to do in those sorts of situations. Encourage students to try to work out problems on their own through communicating with their group, but if they try twice and a student or the group is still not being productive, ask a teacher for help.

1. Small group read- Teacher calls students to sit in their groups (teacher will have created those groups in advance based on DRP data). Teacher distributes a very short story or poem. All groups read the same text for this day Students create their reciprocal teaching charts. They will be using this text to go through all four of the reciprocal teaching strategies and to practice group work.

* Groups predict individually and record on their reciprocal teaching chart. They then share their predictions and the evidence that supports those predictions with their group.
* Groups decide how they much each student will read (paragraph, page, etc). Each student must read, but they can read different amounts.
* The group reads, stopping to revise predictions, clarify, question, and summarize. The teacher is circulating while the groups are reading and discussing. If groups are not stopping to clarify, question, or discuss the text, prompt them to do so.

1. Closing: exit slip/ journal/ share (whole class or pair)- *What are some things you will do to help make sure you’re supporting your group members? What is one thing you’re excited about working in small groups? What is one concern you have about working in small groups?*

**Day Seven:**

Objective: Students will learn the guidelines for working in small groups.

1. Introduction- *Today we’re going to continue to work in our groups from yesterday to make our small group reading even better.*
2. Mini-lesson- Set reading group work guidelines. Chart the following and review with the class:

* Set a signal for interrupting reading to clarify or question such as a knock on the table or a hand signal.
* Wait until the reader is at the end of the sentence to stop to clarify or ask a question.
* Don’t interrupt reading to ask to go to the bathroom or get water.
* Each group member reads aloud.

-I would like you to go back to the closing that you wrote yesterday and think about what you did well and what you committed to doing a better job on today. Think about how you’re going to support your own comprehension as well that of your group members.

-Distribute short text for students to read. Instruct students to create a reciprocal teaching guide, decide the order of reading, and predict with evidence.

1. Small group reading- The group reads, stopping to revise predictions, clarify, question, and summarize. The teacher is circulating while the groups are reading and discussing. If groups are not stopping to clarify, question, or discuss the text, prompt them to do so.
2. Closing: exit slip/ journal/ share (whole class or pair)- Did your group follow the guidelines for reading groups we discussed at the beginning of class? If yes, how did following the guidelines help with comprehension? If not, how did it affect your comprehension?

**Day Eight:**

The number of guided reading sessions will vary depending on the number of small groups in the class. You will be working with at least one group each day while the rest of the class is doing independent reading.

Objective: Students will either read independently or in small group with the teacher.

1. Introduction: *For the next few days most students will get the opportunity to use this time to do independent reading. One group will be working on small group reading and I will be working with that group for the period. I really want to be sure that I get to focus my full attention on the group that I am sitting with- and each of you will get a turn to work with me during the week. Please be sure that you are respecting this time by reading silently and independently, using the many reading strategies that we have learned this year so far. If you have a question, jot it down on a sticky note or in your notebook and ask a classmate or myself at an appropriate time. I will be working with the rest of the class when I am finished with the group. Please be sure that you have your independent reading book and notebook out. Today I will be working with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ group.* (
2. Activity: The first group begins small group reading. Be sure students know in advance when their group is meeting and that you have set up a system in advance for students to decide how and who will choose the text to read that day. Look at the suggestions for students to sign up for texts to read during guided reading. in the section below. The group creates a reciprocal teaching chart and predicts. Share. The group reads along and they read while going through the reciprocal teaching strategies and filling out their charts. The teacher lets the students run the group but stops to remind them of things they’ve forgotten- or to encourage them to clarify and/ or ask questions or revise predictions. Some days the teacher’s goal will be to let students develop their discussions independently- other days, the teacher will go in with a specific teaching point in mind (see academic and social teaching points). The teacher uses the comprehension rubric to record information about the comprehension of the group s/he is working with that day. The rest of class does independent reading while the teacher is with this group. When the teacher has finished working with the small group, s/he returns the monitor the rest of the class during independent reading by checking student logs, reading notebooks, facilitating student discussion and book talks.
3. Repeat daily until each group has had a chance to read in a small group with the teacher.
4. Closing: exit slip/ journal/ share (whole class or pair)- **Small groups**: Use the self assessment codes on the bottom of your reading logs, rate yourself 4, 3, 2, or 1 based on your small group reading today. *What was a highlight from today’s group? What will you do to make your group better next time?* Share with your group members.**Independent readers:** record on your log and choose a reading stem to respond to in your journals. Share with a partner.

**-Repeat-**

**TIPS – Organizing Your Classroom Article Collection**

**Having students sign up for articles can be organizationally tricky. Below are some different options for helping to make this process run smooth. Choose the option that works best for you**

* 1. Teachers have folders of articles organized by DRP level and separated by subject. Each group creates a schedule of who will choose each session’s article. All group members get the opportunity to choose an article that is on their group’s level. When a student chooses the article, they submit a form to the teacher indicating which article they have chosen. The teacher makes copies for the group ahead of time.
  2. Teachers have a binder of articles for each DRP level. Separate articles by subject using tabs. Students submit a form to the teacher after picking an article in the appropriate DRP level. The teacher makes copies of the articles for students. Teachers could also include multiple copies of each article in the binders.
  3. Teachers supply bins of magazines in a range of DRP levels. Students preview articles before choosing one for the group. The student brings the magazine to the teacher with a sticky note, and the teacher makes copies for the group.
  4. Monthly, teachers have a student sign up day where all students spend fifteen minutes to find their next article choice. They submit the name of the article and their group name to the teacher, who has a folder for each group (kept in the classroom). This folder has all articles that have been chosen for that group for that month.

**Teachers will alternate between small group reading instruction and independent reading for several weeks**

***What can the teacher be looking out for while students are starting their small group reading instruction?***

When students are just getting started in their groups, the teacher has a major role in looking out for any potential social and academic issues. During these first few days of the cycle while the whole class is involved in small group reading, the teacher is circulating and making observations about the groups. Once you feel comfortable with this structure, sit in briefly with each group and help to facilitate the discussion by asking questions and stopping to clarify.

*Look out for:*

* *Any potential issues with group dynamics*- Are there personalities that do not mesh? Are the group dynamics off: too many quiet students, too many dominating students?
* *Any issues with the levels of group members-* are all students more or less on the same level? Were there any errors in your creation of groups that you are noticing now that they are in groups?
* *Are the students picking appropriate texts for the group?*
* *Are there any students who are phasing into the next group level and need to be moved?*
* *Are there students in your group who are struggling with decoding?*
* *When listening to students discussing the text, are there signs that they comprehend what they are reading?*
* *Are students using the reciprocal teaching strategies to guide their reading? If not, which strategies do they need more support with? What supports will you be giving to that group? Are there trends indicating that a strategy needs more whole class practice?*
  + Are they stopping to clarify?
  + Are their questions going beyond ‘right there’ clarifying questions?
  + Are they predicting and then revising their predictions?
  + Can they summarize concisely?
  + Are students using the reciprocal teaching chart as a vehicle for structuring their discussions about the text? **If not, what supports do they need in order to get to this point?**

**Academic Teaching Points**

Once small group reading instruction is under way, and students are in their small groups, your role within individual groups will vary day by day.

During small group reading instructions teachers will:

* Take a step back and encourage the students to have as independent a discussion as possible while you offer support when needed.
* Have a specific teaching point in mind- usually determined by previous observations of areas of struggle within the group. (See the examples of Academic Teaching Points chart on pages 10-15 for and strategies to draw upon if you notice students struggling in these areas of comprehension).
* Use the comprehension rubric for individual students during group work to keep track of observations and notes. Organize these rubrics so that you can look back on student progress in specific areas over time.

The Academic Teaching Points charts offer a number of academic teaching points for you to use as a guide. They are broken down into five areas that students often struggle with around comprehension. The teaching points are not designed to be followed in order, rather, the appropriate teaching point and strategy are chosen based on areas of struggle or need within individual groups.

**Tracking and Fixing Confusion**

|  |  |  |  |
| --- | --- | --- | --- |
| **Tracking and Fixing Confusion** | | | |
| **Area of Need** | **Teaching Point** | **Behaviors that Indicate the Need for the Intervention** | **Intervention**  **(the teacher must model and conduct guided practice prior to asking students to try the intervention independently)** |
| Monitoring Comprehension | Good readers know it is their job to monitor their comprehension. They know when they are making sense of their reading, and they know when they are confused. Good readers don’t disguise or ignore their confusion. They acknowledge it so they can eliminate it. | * Difficulty summarizing the text. * Not clarifying while reading. * Cannot recall details about character, plot, or setting. * Cannot name comprehension strategies used. * Does not recognize when they are confused. | Help students understand when they are stuck in their reading by pointing out the six signs they are not comprehending what they’ve read.   * The voice inside your head isn’t communicating with you or the text. * The camera inside your head shuts off and is not helping you visualize. * Your mind begins to wander and you catch yourself thinking about something other than the text. * You can’t remember what you’ve read. * You can’t answer clarifying questions. * You are re-introduced to a character but you can’t remember when that character was introduced before. |
| Recognizing and Fixing confusion | Good readers know that when they get confused, it is time to stop and make a plan to fix confusion. | * Difficulty summarizing text. * Not clarifying while reading. * Cannot recall details about character, plot, or setting. * Cannot name comprehension strategies used. * Continues reading when confused. |
| Identifying Confusion | Good readers know how to identify their confusion so they can help themselves get unstuck. If they are unable to help themselves, they know they can ask an expert. | * Rarely asks for help. * Difficulty summarizing what happened in the text. * Not clarifying while reading. * Frequently abandons books. * Struggles to know what questions to ask. * Continues reading when confused. * Does not know when confusion began. | Give students strategies to isolate their confusion so they can break it down and repair meaning. Encourage them to use sticky notes and record confusing ideas in the clarify section of their reciprocal teaching chart so they can come back to it later with a group member or a teacher to try and clarify meaning. |
| Isolating and Fixing Confusion | Good readers isolate confusion and make a plan to fix it. They know that if they continue reading without doing anything to help themselves, their confusion will get worse. | * Rarely asks for help. * Difficulty summarizing what happened in the text. * Not clarifying while reading. * Frequently abandons books. * Struggles to know what questions to ask. * Continues reading when confused. * Cannot determine which fix-up strategies to use for which type of confusion. | Give students a list of fix-up strategies. Model the strategies using a familiar text. Encourage them to try at least two fix-up strategies before asking for help.   * Make a connection between the text and your life; your knowledge of the world; another text. * Make a prediction and continue to revisit and revise that prediction. * Stop and think about what you have already read. * Ask yourself a question and try to answer it. * Reflect in writing on what you have read. * Visualize * Retell what you have read. * Reread. * Adjust your reading rate: slow down or speed up. * Use text features (pictures, captions, charts, bolded/highlighted words, etc.) to help make predictions and clarifications. |
| Using Strategies to Fix-Up Confusion | Good readers don’t quit when they become confused. They use fix-up strategies to repair confusion. | * Frequently abandons books. * Not clarifying while reading. * Cannot determine which fix-up strategies to use for which type of confusion. |
| Using Multiple Fix-Up Strategies. | Good readers use fix-up strategies flexibly. When one doesn’t work, they try another one. | * Cannot determine which fix-up strategies to use for which type of confusion. * Tries one fix-up strategy then gives up. * Always tries the same fix-up strategies. |
| Understanding Author’s Choice | Good readers think about and understand that the author makes choices with language and structure that influence the text. | * Cannot answer questions about author’s choice. * Difficulty understanding the meaning and the effect of figurative language on a text. * Reads without thinking about the author. | Pick out examples of figurative language, unique vocabulary, imagery, and other areas where the author made particular choices that impact the text. Analyze through a group discussion by asking:   * “Why do you think the author made the choice to do this?” * “How is the story affected by this choice?” * “What impact does this choice have on the story?” * “How would the story have been different if the author had made a different choice?” |

**Making Connections**

|  |  |  |  |
| --- | --- | --- | --- |
|  | | | |
| **Area of Need** | **Teaching Point** | **Behaviors that Indicate the Need for the Intervention** | **Intervention**  **(the teacher must model and conduct guided practice prior to asking students to try the intervention independently)** |
| Looking for Patterns | Good readers look for patterns in text, author style, genres, and other content areas in order to help them better understand new information. | * Does not make connections while reading. * Does not go back and reread. * Does not consider or understand the characteristics of various genres while reading. | Provide example of text-to-self, text- to-world, and text-to-text connections. Teach students that linking memories, experiences, factual knowledge, and other texts in their reading can help them stay interested. Model the connections you make while reading a text. Help students see how their life experiences enrich their reading. Review the characteristics of different genres and that students can make predictions and look for patterns based on those characteristics.  Remind students that they are to be recording their questions on their reciprocal teaching charts during and after they’ve read. These questions help guide discussions with their classmates. These questions can be used to clarify, infer, debate, or spark an interest to seek outside information. Give students some sentence stems to help them get started asking good questions.   * “What drove the character to make the decision to \_\_\_\_\_\_\_\_\_\_? Why do you think s/he chose to do that?” * “How does this aspect of the setting affect the character? How do you think the character would have been different in a different setting?” * “How do you think the character felt when\_\_\_\_\_? Why?” * “Why do you think the author chose to include \_\_\_\_\_\_\_\_? Why? What affect does it have on the story?” |
| Using Background Knowledge | Good readers don’t wait for others to call up their background knowledge. They know that using this information before, during, and after they read will enhance their understanding. | * Does not make text-to- self connections while reading. * Does not access background knowledge while reading. * Struggles with confidence. |
| Using Connections | Good readers use many types of connections to help them relate and understand what they are reading. They recognize they have useful information inside their head that can help them understand a piece of text. | * Does not make connections while reading. * Does not access background knowledge while reading. * Struggles with confidence. |
| Asking Questions | Good readers ask questions when they learn something new or read something unfamiliar. Asking questions facilitates learning and new information often leads to more sophisticated questions. | * Does not ask questions. * Asks questions unrelated to the text. * Continually asks clarifying or literal questions about the text. * Does not ask questions that lead to a deeper understanding of the text. |
| Asking Questions to Learn New Things | Good readers are curious about the world around them. Asking questions and wanting more information gives them a reason to read. | * Does not ask questions while reading. * Does not make text to world connections while reading. * Continually asks surface level clarifying or literal questions. * Does not ask questions that lead to a deeper understanding of the text. * Asks questions while reading but does not seek the resources necessary to answer the questions. |
| Asking Questions Throughout Reading | Good readers ask questions before, during, and after they read. | * Does not ask questions while reading. * Does not know what questions to ask. * Is limited in the types of questions asked/ repeatedly asks the same type of questions. * Only asks clarifying/literal questions. * Only asks questions when prompted or at certain points in the text (ie. At the end but not throughout). |
| Searching for Answers to Questions Asked | Good readers know that sometimes the answers to their questions are not in the text and they need to go to other sources to find the answers. | * Asks questions but does not search for answers. * Does not know where to looks for answers to questions asked. * Does not make text-to- world or text-to-text connections. |
| Recording Questions | Good readers record questions so they can return to them later as they search for the answers. | * Does not record questions on reciprocal teaching chart. * Does not search for answers to questions asked. * Does not ask questions while reading. |
| Asking Different Types of Questions | Good readers ask a variety of questions that lead to deep discussions about the text. | * Does not ask questions while reading. * Is limited in the types of questions asked/ repeatedly asks the same type of questions. * Only asks clarifying/literal questions. * Cannot categorize questions. * Does not ask debatable questions. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Using Text Based Information to Make Inferences** | | | |
| **Area of Need** | **Teaching Point** | **Behaviors that Indicate the Need for the Intervention** | **Intervention**  **(the teacher must model and conduct guided practice prior to asking students to try the intervention independently)** |
| Using text based evidence to make inferences | Good readers expect the text to make sense. They search for text based evidence to support their conclusions. They trust the author has provided essential information for them to be able to construct meaning. | * Does not stop to clarify text. * Does not use text based information to support conclusions. * Does not make inferences while reading. * Cannot differentiate between inference and opinion. * Uses opinions rather than information from the text to back up thinking. | Explain the difference between opinions and inferences. An ***opinion*** is a belief or conclusion that isn’t necessarily based on facts or information. It is based on what a person thinks instead of what is proven by facts to be true. It is personal. An ***inference*** is a logical conclusion based on background knowledge and clues in the text. Inferences are confirmed by putting clues together from the text rather than what has been said explicitly in the text. Explain that opinions are driven by emotion and cannot be used to interpret text. Teach the following formula for making inferences: ***An Inference= what happens in the text + what you know about the world.*** Give some examples from a text of opinions and some examples of inferences and ask students to distinguish between the two. |
| Differentiating between Inference and Opinion | Good readers know the difference between an inference and an opinion. When inferring, they rely on information provided in the text to substantiate their thinking. | * Cannot interpret author intended inferences. * Uses opinions rather than information from the text to back up thinking. * Cannot differentiate between inference and opinion. |
| Using Prior Knowledge | Good readers aren’t afraid to use their background knowledge and personal experience to make sense of textual evidence. | * Does not draw on prior knowledge to interpret text. * Does not make text-to-self connections * Does not attempt to interpret text if they don’t get it at first. |
| Using the text to Answer Questions | Good readers wonder about their reading. They use textual evidence and background knowledge and experiences to help answer questions. | * Cannot express their own thoughts and opinions about what they have read. * Does not return to the text to help answer questions. * Does not draw on prior knowledge to answer questions. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Vocabulary: Making Meaning of Unknown Words** | | | |
| **Name** | **Teaching Point** | **Behaviors that Indicate the Need for the Intervention** | **Intervention**  **(the teacher must model and conduct guided practice prior to asking students to try the intervention independently)** |
| Clarifying Unknown Words | Good readers stop to clarify important unknown words. | * Does not record words in clarify box on the reciprocal teaching chart. * Does not look for meaning in unknown words. * Cannot determine which words need clarifying and which can be skipped. * Does not use any strategies to clarify unknown words. | Once students determine they need to clarify a word in order to understand the text they need to have a variety of strategies to help them clarify the meaning. Pick one or two applicable strategies and model them for students.   * Record the unknown word on a reciprocal teaching chart * Try to predict the meaning of the word using the context as a clue. Make sure that students understand that using the context often requires moving beyond the sentence in which the word appears. * Look for connections both in the text and to personal experiences to help figure out the meaning of the word. * Make inferences based on clues within the context. * Use prefix, suffix, and root knowledge to help understand the meaning of the word. * Discuss predictions and other ideas about word meanings with group members. * As a last step, use dictionaries and thesauri to look up definitions they are still confused about. |
| Using New Vocabulary | Good readers use the new vocabulary they encounter in writing and discussion. | * Does not record words in clarify box on the reciprocal teaching chart. * Does not look for meaning in unknown words. * Cannot use the words clarified in correct context. * Uses simplistic language during small group instructions. | Students need to have experiences using words in order to internalize their meaning. Encourage students to use new words in their writing and discussion about their text by:   * Reviewing the words they have clarified each day and make a goal to use X number of words in their discussions in class and with friends a day. * Making an effort to use new words in writing. * Have the group agree to use newly clarified words in their discussion that day. |

**Social Teaching Points**

Working with students in groups requires not only academic support on the part of the teacher, but a great deal of social support as well. Discussion is a necessary component of student comprehension. Below you will find teaching points related to social struggles that students might experience in the group work setting. Again, these are not in order, they should simply be used when the need arises within a group.

|  |  |  |  |
| --- | --- | --- | --- |
| **Social Teaching Points** | | | |
| **Name** | **Teaching Point** | **Behaviors that Indicate the Need for the Intervention** | **Intervention**  **(the teacher must model and conduct guided practice prior to asking students to try the intervention independently)** |
| Motivation | Good group members are motivated to read and learn with their group. | * Disengaged body language (head down, slumped in chair, lack of eye contact, distracted). * Refusal to read aloud with group. * Not participating in group discussion. | If you notice that there is an issue with motivation with members of a group, check to make sure the group is on the right reading level for that student. Students are more likely to disengage when things get too hard or are too easy. Learn more about the interests of the students in the group so you can recommend texts that may be of higher interest to that group. Check to be sure they are choosing texts at the appropriate level. You may find that a group is not a good fit for a student and some changes need to be made to the groups. |
| Problem Solving | Good group members problem solve in the face of challenge. | * Group dynamics are off. * Group members arguing with each other. * Group members saying mean things to each other. * Group members do not know how to communicate when problems arise. * Group members coming to the teacher with each problem before they try and solve it on their own. | Give students a toolbox of problem solving techniques to draw upon in difficult situations. Here are some suggestions that will help students communicate problems with each other in productive ways. If you notice groups struggling in this area, stop the group and model how to use some of these phrases to have a conversation about behaviors of the group members. Conduct a role play activity in which students are instructed to try out some of these difficult conversations.   * I have noticed that you are not participating in the discussion. It is important that all members discuss the text. Your input is valuable to us- can you try to make an effort to contribute more during our discussions? * You have been distracting me (us) during our group work. Please try to stay focused because you are taking away from the whole group’s learning process when you distract. * When you don’t make eye contact or you have your head on the desk, I feel like you aren’t listening. Can you try to be more aware of your body language to show the group that you are actively listening? * I noticed that you have been dominating the conversation. You do have very valuable contributions, but the rest of the group does as well. Can you please try to give other members of the group the opportunity to contribute too? |
| Listening | Good group members listen to their group carefully and respond by making connections and building on the ideas of their classmates. | * Disengaged body language (head down, slumped in chair, lack of eye contact, distracted looking). * Students do not build on the comments/ responses of their classmates. * Discussions don’t flow- students are just taking turns responding. * Discussions are superficial or mostly about clarifying literal information. | Explicitly model good listening and promotive body language (eye contact, posture, nodding, etc.). Show interest in student remarks by listening carefully, asking students to make connections between different students’ ideas and/ or repeat what they heard the student says and ask for confirmation. Ask what they notice about the way you listen and respond to comments and how they think it makes the speaker feel; let them know you expect the same behaviors from them in their small group discussions. |
| Engaged in Discussion | Good group members are mentally engaged in the reading and discussions of their group. | * Disengaged body language (head down, slumped in chair, lack of eye contact, distracted). * Students are not following along with the book (are on the wrong page or the book is closed). * There are students who are not contributing / not paying attention to the discussion. * Students are talking about things other than the text. | Provide students with the academic language needed to participate in discussions around text by using text based evidence to support their statements.   * When I read \_\_\_\_\_ on page \_\_\_\_\_\_\_ I wondered. * Do you think it made sense for \_\_\_\_\_ to do \_\_\_\_\_\_after what happened on page \_\_\_\_\_\_? * I don’t think \_\_\_\_\_\_ could be true because on page \_\_\_\_ it says\_\_\_\_\_\_\_. * I agree with your idea that \_\_\_\_\_\_\_\_\_ and I would like to add \_\_\_\_\_\_\_. * I like your idea that \_\_\_\_\_\_\_\_\_. Do you think that means \_\_\_\_\_\_\_\_\_\_? * Would you agree that there is a connection between \_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_? * After I read \_\_\_\_\_\_\_ on page \_\_, I got confused about \_\_\_\_\_\_ because. |
| Participation | Good group members participate in the reading and discussion of their group. | * Disengaged body language (head down, slumped in chair, lack of eye contact, distracted looking). * Students are not following along with the book (are on the wrong page or the book is closed). * There are students who are not contributing / not paying attention to the discussion. |
| Expressing Confusion | Good group members speak up when they are confused about something. | * Students have recorded words or phrases to clarify on their reciprocal teaching chart, but do not ask their group members for help. * It becomes evident through discussion that students have misunderstood elements of the text but have not asked for clarification from group members. * Students are not engaged in discussion. * Students are not asking questions of their peers. |
| Disagree Agreeably | Good group members disagree agreeably. | * Group dynamics are off. * Group members are arguing with each other in discussions about the text. * Group members are saying mean things to each other. * Students are interrupting or talking over each other. * Students are struggling over finding the language to politely disagree. | Provide students with some sentence starters to help them disagree without being mean or hurting the feelings of others. Do a fishbowl activity or watch a video of a group successfully working together.   * I beg to differ… * That is really interesting but I disagree… I believe \_\_\_\_\_\_\_\_. * That is one way to look at it, but I think \_\_\_\_\_\_\_\_\_\_. * I can understand why you think\_\_\_\_\_\_\_\_\_ but I believe\_\_\_\_\_\_\_\_\_. * I had a different understanding which was \_\_\_\_\_\_\_\_\_\_\_\_. |

\* Adapted from the following resources:

* Beers, Kylene *When Kids Can’t Read*: What Teachers Can Do. Portsmouth, NH: Heinemann, 2003.
* *Daniels, Harvey, & Harvey, Stephanie, Comprehension & Collaboration: Inquiry Circles in Action.* Portsmouth, NH: Heinemann, 2009.
* Schoenbach, Ruth, Greenleaf , Cynthia, & Murphy, Lynn *Reading for Understanding*: *How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms,* Second Edition. San Francisco, CA: Jossey-Bass, 2012.
* Tovani, Cris *I Read it, but I don’t get it: Comprehension strategies for adolescent readers*. Portland, ME: Stenhouse Publishers, 2000.

**Strategic Reading Tutoring Toolkit**

**SECTION THREE**

**Reading Clubs**

**- Cycle 3 -**

Students Read and Discuss Books,   
Short Stories, and Articles

**Reading Clubs**

Students Read and Discuss Books, Short Stories, and Articles

While reading is generally an individual activity, making literacy a social endeavor is an effective way to engage young adolescents and support their learning from one another. Books clubs can be an effective way to use middle school students’ natural inclination to talk and interact socially as a catalyst to engage them in reading. Reading clubs encourage students to share their ideas and understanding of a common text, which nurtures the type of habits and practices of effective readers. Research shows that when middle grades students engage in dialogue with one another it helps them to clarify new understanding and connect new information with existing ideas. Reading clubs help motivate middles school students to read because they are given autonomy, they have choice in what they read, and they work collaboratively to investigate a text and create common meaning. Teachers create the text menu that students select from, and they determine how groups will be organized (which may vary each day, week, month or other length of time). Groups can be heterogeneous, homogenous, or based on a common interest.

Goals:

* To deepen comprehension using a highly cooperative peer setting and reciprocal teaching and other reading comprehension strategies.
* To provide opportunities for students to practice reciprocal teaching and other reading strategies with a variety of texts and genres including: short-form fiction, nonfiction selections, and books of choice.
* To guide students in becoming metacognitive and independent in their use of reciprocal teaching and other reading comprehension strategies.
* To gradually release more responsibility to students so they are confident to select their own reading strategies and begin to take ownership of their understanding.
* To incorporate teacher-directed and student-led self-assessments that inform planning and instruction (primarily for mini-lessons and guided small-group reading).

Features of Cycle 3:

* Tips, ideas, and organizational strategies for initiating and maintaining student reading clubs, including how to embed student choice of books, short stories, nonfiction articles, and other texts.
* Several mini-lessons / guided instruction ideas organized around the four key areas of reading clubs including: Text Choice and Classroom Organization; Social Norms; Comprehension Strategies; and, Assessment. These mini lessons are adapted from the following texts:
  + Daniels, Harvey and Nancy Steineke. 2004. *Mini-Lessons for Literature Circles*. Portsmouth, NH. Heinemann.
  + McLaughlin, Maureen and Mary Beth Allen. 2009. *Guided Comprehension in Grades 3-8*. Newark, DE. International Reading Association.
  + Oczkus, Lori D. 2005. *Reciprocal Teaching Strategies at Work: Strategies for Improving Reading Comprehension*. Newark, DE. International Reading Association.
  + Witter, Maddie. 2013. *Reading Without Limits: Teaching Strategies that Build Independent Reading for Life*. San Francisco, CA. Jossey-Bass.
* Resources and graphic organizers to support teaching and learning around the implementation of reading clubs.
* Assessment tools.

**Grounding Text for Cycle 3**

Excerpt taken from**Mini-Lessons for Literature Circles**,   
by Harvey Daniels and Nancy Steineke, pages 3-5.

**Really Reading in Literature Circles**

So, as teachers who are trying to raise real readers, how can we more fully deliver on our commitment? Tens of thousands of teachers, from kindergarten through college, are now setting aside a regular portion of the week, the month, and the whole school year for genuine “lifelong reader” experiences. These experiences are not hybrids or compromises, but chunks of time that embody all the habits of true grown-up reading. And the most popular structure for delivering such experience is the literature circle or book club. Thanks to these committed teachers, today *millions* of American students are doing what real readers do, joining small, peer-led book discussion groups.

These groups are closely patterned after adult reading groups, those circles of friends who meet regularly in each other’s living rooms, in church basements, [in college study groups], or in the back rooms of bookstores to discuss a book they have chosen and read. Such book clubs have recently experienced quite a rebirth, sparked partly (and perhaps ironically) by television’s *Oprah Winfrey Show*, the *Today Show*, and other programs that promote reading as well as TV-watching. Some estimates say that the number of reading groups in America has doubled since Oprah started her first book club in 1996.

What happens when we translate this simple literacy practice of adult reading groups to the educational setting? In school, we define literature circles (interchangeably called book clubs or reading groups) as small, peer-led discussion groups whose members have chosen to read the same article, poem, book or novel and to talk about it with each other. These groups can be organized in a variety of ways, but we try to stay close to the adult reading group model. These are the consistent elements:

* Students choose their own reading materials.
* Small groups (three to six students) are formed, based upon [text] choice.
* Grouping is by text choices, not by “ability” or other tracking.
* Different groups choose and read different [texts].
* Groups create and meet on a regular schedule.
* Members write notes that help guide both their reading and their discussion.
* Discussion questions come from the students, not teachers or textbooks.
* Teacher-led mini-lessons serve as bookends, before and after meeting.
* The teacher does not lead any groups, but acts as a facilitator, fellow reader, and observer.
* Personal responses, connections, and questions are the starting point of discussion.
* A spirit of playfulness and sharing pervades the room.
* When books are finished, groups share highlights of their reading with classmates through presentations, reviews, dramatizations, book chats, or other activities.
* New groups form around new reading choices, and another cycle begins.
* Assessment is by teacher observation and student self-evaluation.

**What Do Book Clubs Look Like?**

That was a list of ingredients; now here’s a picture. If you walk into a classroom where literature circles are meeting, you’ll see maybe five or six groups of students gathered at tables or in tight clusters of desks, talking quietly. As you walk past, you’ll notice that each group is reading a different text, and every student has brought some kind of writing (a journal, some sticky notes, an annotated bookmark, reciprocal teaching chart) to remind them of points they want to raise with their friends. If you listen in on some discussions, you’ll find that the conversations are “leaderless,” meaning that every member has personal responsibility for contributing to a lively, productive, and on-track discussion.

In smoothly functioning groups, students take turns, share airtime, introduce meaty topics, follow up on each other’s ideas, and consistently anchor their comments in specific passages of the text. The conversation is free-flowing, spontaneous, back-and-forth, and natural. The young readers assert, question, hypothesize, argue, pause, ponder, and laugh. The activity looks, and is, enjoyable. In classrooms where teachers have implemented book clubs, students often call it their favorite part of their day.

And what is the teacher doing while all the students talk books? You’ll see the teacher roaming from group to group, sitting in briefly, perhaps making some notes, but talking very little and definitely not running the discussions. If you come early and stay late, you’ll notice that the literature circle session actually has three steps: a brief introductory mini-lesson led by the teacher; a long chunk of meeting time for the students, during which the teacher monitors and assists; and another short mini-lesson or debriefing session conducted by the teacher at the end. Typically, these discussions happen one to three times a week, with students using the “off days” to read ahead in their books and make notes for the next discussion. The teacher may also use those alternate days to provide mini-lessons aimed at improving the next round of meetings [and/or conducting guided reading groups]…

**Reading Clubs in Practice**

If you have been using this *Strategic Reading Tutoring Toolkit* regularly, you may have many of the ‘getting ready’ strategies outlined in this section already in place in your classroom. But, keep in mind that it is always best to assume that you will need to reteach key skills and procedures several times before students begin to take ownership of it. And, students must have multiple opportunities to practice the skills in a variety of settings with a range of different types of text. So, as you get ready for implementing reading clubs, be sure to think about what has been missing in student rituals and procedures, and what needs to be reinforced. If you have not been using this toolkit, you may want to go back and begin with activities from an earlier cycle of work so you can introduce the types of reading rituals and routines that will build the type of independence necessary for successful reading clubs. Or, please feel free to supplement this section with your own plans, materials, and favorite resources.

The reading clubs we outline in this cycle of work assume that you will vary the text focus between books, short stories, nonfiction articles, and other genres.

**Getting Ready for Implementation**

There are four main areas to consider when getting ready to implement book, short story and/or article clubs.

* Text Choice and Classroom Organization
* Social Norms
* Comprehension Strategies
* Assessment

The mini-lessons and Reading Club activities that are shared in this section of the Toolkit are organized according to these four areas.

Rather than use a narrative structure, or provide you with full-blown lesson plans to help prepare you for clubs, we have decided to share the Reading Club mini-lesson ideas in a matrix that provides you with the source that it came from, a rationale for doing this activity with students, and a brief description of how to roll this out with students. A wide range of tools and handouts are available in Appendix C of the Toolkit.

For more information, or a more thorough understanding of the resources we have compiled, we suggest further exploration of the books we have cited on the first page of this section.

**Text Choice and Classroom Organization**

We believe firmly in the power of choice. Students spend most of their day reading texts that were chosen for them. Reading clubs create the space and time for students to self-select the texts they wish to deeply engage with. There are several ways to streamline the ‘choice’ process. Some of the most practical and useful strategies are outlined in the section below.

|  |  |  |  |
| --- | --- | --- | --- |
| **Text Choice and Classroom Organization** | | | |
| **Activity** | **Source** | **Rationale** | **How-To** |
| Book / Story / Article Talks | *Mini-Lessons for Literature Circles*  *Guided Comprehension in Grades 3-8* | Generating engagement and privileging choice.  This strategy works particularly well for books. | Ahead of time, teachers select a range of texts for students to choose from. These texts can be thematic, aligned to content area topics, written by a set of authors or a particular author, etc. Hold up each choice and try to ‘sell’ it to the class. Distribute a sheet of paper with text options and brief summaries that allow students to rank the texts in the order they’d like to read them. Put students in groups based on one of their top 3 choices. |
| Watch Book Trailers | *Teachingbooks.net* | Generating engagement and privileging choice.  This strategy is only for books. | If you can’t find the trailers you’re looking for teachingbooks.net, many authors and publishers create book trailers that are easily accessible. Use Google to input the title of the book with the word ‘trailer’ and you should be able to find what you’re looking for. When you are ready for students to make book choices, follow the same routine as described above for Book Talks. |
| Book/Story/Article Pass | *All books referenced* | Generating engagement and privileging choice. | Several books, short stories or articles are passed among students. Each student peruses the text for a few minutes, noting the title, studying the cover/illustrations, and leafing through the opening chapter or first paragraph(s) of a short story/article. If the student finds the text selection appealing, they note the title and pass the text to the next person. To make sure there are an equal number of students in each group, ask students to rank their top 3 choices. |
| Summaries Rating Sheet | *All books referenced* | Generating engagement and privileging choice. | Display text selections in the classroom. Distribute a sheet with text summaries, reading levels, and any other additional information a student might need to know to make a good text selection. Have students rank text selections and place into groups. |
| Text Binder | *All books referenced* | Generating engagement and privileging choice.  This strategy works best with short stories and articles. | Maintain a binder with several copies of a range of short stories and articles (organized with dividers by topic or theme, level, etc). One member from each reading group selects the text for the day/week from the binder. Rotate the selection role so that each group member gets a chance to select the text the group will read and discuss. |
| Written Response Logs for Independent Practice/Preparation for Discussion | *All books referenced* | Managing student accountability/sources for assessment. | It is important for students to read and respond independently to text prior to engaging in the group discussion. Independent reading and writing gives students the opportunity to prepare for discussion, and it provides the teacher with additional student work to use for assessment purposes. Decide on a system(s) for student note taking (reciprocal teaching chart can be an option; there are also several other options available in **Appendix C**). Model and conduct guided practice that shows students how to use the particular note-taking system before asking them to use it/them independently. |
| Text Coding | *Mini-Lessons for Literature Circles* | Setting text routines. | Coding systems allow students to respond to text quickly and immediately without disrupting the reading process. One system for coding text can be found in **Appendix C**, although there are many systems out there. Hand out a copy of the system you are using and review all codes with students. Invite them to add new ones if they have ideas. Next, do a quick teacher demonstration with a short story or poem. Vocalize your thinking process as you model marking the text. Distribute a Code Definition sheet for students/groups to keep in a safe space (binder, in a plastic protector at the center of the table, etc.). |

**Social Norms**

During reading clubs, you’ll have several student-led groups operating simultaneously. Thus, whether or not you have been implementing the earlier cycles of work described in this Strategic Reading Period Toolkit, you will need to begin this cycle of work by setting clear expectations of how the reading clubs will work, and explicitly teaching how to execute the rituals and procedures required to run them. Students will need a great deal of support and structure to develop automaticity in turn-taking, being polite, practicing active listening skills, and building on others’ comments. Students can learn a great deal from their peers, but social skills must be modeled, taught, and reinforced by the teacher. Teachers will also need to make room for students to model for one and other, and allow time for the class to reflect, assess, and debrief group processes.

|  |  |  |  |
| --- | --- | --- | --- |
| **Social Norms** | | | |
| **Activity** | **Source** | **Rationale** | **How-To** |
| Conversational Warm-up: Membership Grid | *Mini-Lessons for Literature Circles* | Building group identity. | Once students are grouped by text selection, they can begin to form a group identity. There are several different icebreakers/community building routines that can be used. MSQI likes the ***Membership Grid*** because it’s engaging, quick, easy, and can be used repeatedly. Begin with a blank ***Membership Grid*** (**Appendix C**). Teacher points to a topic list and the group chooses the topic(s) they would like to work with (A list of possible topics is also available in **Appendix C**). Students take about 1 minute to interview each member on the chosen topic(s). A note-taker records each person’s answers. Encourage the interviewee to ask enough questions to elicit some interesting details. This grid can be used as a quick warm-up prior to each text-based discussion, or as a full activity at the start of each new text selection/group cycle. |
| Defining Discussion Skills | *Mini-Lessons for Literature Circles* | Using respectful dialogue. | Open to a clean page of paper and write ‘Friendliness and Support’ at the top. Then, draw a T-chart labeled with ‘Looks Like’ and ‘Sounds Like.’ Create your own with the class. Explain that in book clubs student groups are responsible for generating their own discussion. Also, treating people with friendliness and supportiveness is essential for good discussions. Think aloud about a group discussion you have been in recently and give students a few examples for each column of the T-chart based on your own prior experiences. Have students work in pairs to brainstorm additional items for both columns based on their prior experiences working in groups. Remind them to keep the list positive (avoid ‘No…’ statements). Listen as pairs brainstorm and note good ideas. Pull the class back together and share, creating a whole class chart. Elicit some of the ideas you heard as you walked around the room. Keep this chart posted and refer to it often as students begin meeting in groups. Work the listed discussion skills into group and self-assessments that students complete at the end of each discussion day. |
| Role Sheets | *All books referenced* | Ensuring equity of voice/participation | Use of roles is suggested when starting out/during the initial training phase of clubs; however, when roles are used for too long, they tend to limit authentic conversations and become mechanical, compliance oriented individual tasks.  Select roles most appropriate for your classroom. Some ideas for roles are: Discussion Director (asking questions), Connector (making connections), Illustrator (visualizing), Vocabulary Enricher (noticing author’s craft), Literary Luminary (determining importance), Summarizer, Predictor, Clarifier, Questioner, Facilitator, Recorder, Reporter… |
| Setting Ground Rules | *Mini-Lessons for Literature Circles* | Increasing group ownership | The best text-based discussions occur when groups own the discussion they are having. One way for groups to develop ownership is to set their own ground rules. Allot time for groups to set ground rules prior to the first text-based discussion. Set the tone by having a quick whole class discussion where you think about group behaviors for groups that succeed and behaviors for groups that are unproductive. After groups establish a set of their own ground rules, debrief as a whole class: Which rule will be the easiest for you to follow? Which rule is going to give you the most difficulty? What plans can you make now that will decrease the likelihood of your letting your group down? |
| Making a Reading Calendar | *Al books referenced* | Setting a timeline/increasing group ownership | Prior to beginning clubs, determine how often groups will be meeting (1xWeek, 2xWeek, everyday) and what group members will be responsible for during off-days (independent reading and writing about the group text, 1:1 conferencing with teacher, etc). Use a transparency, Smartboard or Elmo to model how to set a calendar. Mark the dates for meetings (for example, Tuesday and Friday), the dates when the teacher will sit with each group, a 1:1 conferencing schedule (optional) and the final due dates for reading and/or end projects. Schedule reading due dates for a ‘fake group’ to show a clear example. Then, allow student groups to get to work on setting their own group calendars based on lengths of text(s) and due dates. Be sure to check each calendar to ensure that it is realistic and doable. If not, sit down with the group, and make changes together. Sample calendars can be found in **Appendix C**. |
| Dealing with Unprepared Members | *Mini-Lessons for Literature Circles* | Managing disruptions/off-task behavior | Start with stating explicitly what you have noticed:   * Unprepared members slowing down groups   + Not bringing, looking at or using the book during discussion   + No notes   + Off-topic conversations…   To solve this, we must brainstorm ways to increase productivity (solutions and consequences). Groups/pairs have 5 minutes to brainstorm ideas and then the whole class creates a master list. Have each group highlight 3 areas from the master list that applies most to their own group and follow up with group self-assessments and/or additional mini-lessons and debriefs. |
| Sharing Airtime: Helping Dominant or Shy Members | *Mini-Lessons for Literature Circles* | Ensuring equity of voice/participation | Before going to group, have students independently list all of their group members and rank them according to how much they talk in the group (1-5) and reflect on whether or not the group is experiencing equal participation amongst all group memebrs. Next, ask students to go to their groups and tell them that they will be working on ensuring more even participation, and also practicing follow-up questions. Pass out 5 “chips” to each student. Each group should assign one member of the group to be the banker. Each time a student participates, s/he hands in a chip to the banker. Once all of a member’s chips are turned in, s/he can no longer give answers; however, they can still ask follow-up questions. When the banker has collected all of the chips, they are redistributed and the group begins this process again. After a few rounds, students begin to notice their discussion patterns and try to adjust. An end of class debrief is particularly important with this activity, and continuous group and self-assessments are also recommended. |
| Overcoming Off-Task Triggers | *Mini-Lessons for Literature Circles* | Managing disruptions/off-task behavior | Begin by describing off-task behaviors you have noticed and explain that a little of this is natural, but too much of it can get in the way of the work at hand. Have students independently create a 3-column chart with the labels of: ‘Off-Task Behavior,’ ‘Behavior Trigger,’ and ‘Solution.’ Model how to complete the chart using one off-task behavior you have noticed frequently. Then, put students into their groups and brainstorm to complete the chart. Once students have their plans, they can try them out in the day’s discussion. An end of class debrief is particularly important with this activity, and continuous group and self-assessments are also recommended. |
| Extending Discussion When You’ve Run Out of Stuff but the Clock is Still Running | *Mini-Lessons for Literature Circles* | Managing disruptions/off-task behavior | Before groups meet, explain what you have noticed. Have students independently respond to the question: When a group finishes early, what are some topics or questions members can discuss in order to keep talking about the text? Share ideas together and create a master list to keep in the classroom (have a list of discussion extenders that you have predetermined and want to make sure to include on the list – see **Appendix C** for some ideas). Refer groups to the chart when you notice the behavior. |

**Comprehension Strategies**

Reciprocal reading (predicting, clarifying, questioning, summarizing) is a great framework to begin student-led discussions; however, there are many more strategies we employ as we work to comprehend text, and there are other powerful protocols that can be used to discuss text. The chart below is not exhaustive, but does include the strategies we use most frequently when we read, along with some additional formats for text-based discussion.

|  |  |  |  |
| --- | --- | --- | --- |
| **Comprehension Strategies** | | | |
| **Activity** | | **Source** | **Explanation** |
| **Expanding on Reciprocal Reading** | Previewing | *Guided Comprehension in Grades 3-8* | Previewing is activating background knowledge, predicting and setting purposes for reading. The following strategies/ideas support previewing: anticipation guides and predicting. See an example of an anticipation guide in **Appendix C**. |
| Making Connections | *Guided Comprehension in Grades 3-8* | Making connections is thinking about the text in relation to ourselves, other texts, and the world. The ability to make connections provides the basis for learning, as students connect new information with their own experiences. Making connections, therefore, is necessary for understanding. The following ideas support making connections: coding the text (T-S, T-T, T-W), connection stems, double entry journals, save the last word for me protocol. See support charts and tools in **Appendix C**. |
| Visualizing | *Guided Comprehension in Grades 3-8* | Visualizing is creating pictures in our minds based on what is happening in the text and it is something all proficient readers do well. The following ideas support this strategy: open-mind portrait & photographs of the mind. See examples in **Appendix C**. |
| Word Work | *Guided Comprehension in Grades 3-8* | Proficient readers use three basic cueing systems to engage with text: **graphophonic cueing** – creating grapheme (written letter) and phoneme (sound) matches, **syntactic cueing** – deals with the structure of language, and **semantic cueing** – focuses on meaning. Ideas and strategies that support word work are: concept maps, context clues, vocabulary self-collection. See support charts and tools in **Appendix C**. |
|
| Asking Follow-up Questions | *Mini-Lessons for Literature Circles* | Good questions are great for starting discussions, but they don’t guarantee students will pursue a topic in depth. For extended discussion to occur, the groups must listen to members’ comments carefully and craft follow-up questions that will get people to explain their ideas more fully. See a full mini-lesson that supports students in asking follow-up questions in **Appendix C**. |
| Monitoring | *Guided Comprehension in Grades 3-8* | Monitoring our reading involves asking, “Does this make sense?” and clarifying by adapting strategic processes to accommodate the response. Monitoring is knowing if meaning is being constructed and what to do if it is not. When readers monitor, they are actively engaged in thinking while reading. The following strategies support the monitoring process: bookmark technique, text coding, patterned partner reading, say something, think-aloud. See support charts and tools for these strategies in **Appendix C**. |
| Evaluating | *Guided Comprehension in Grades 3-8* | When we evaluate, we make judgments about a text. The following ideas support evaluation: contrast charting, discussion web, evaluative questioning, journal responses, meeting of the minds. See support charts and tools in **Appendix C**. |
| Save the Last Word for Me Protocol | *Mini-Lessons for Literature Circles*  *National School Reform Faculty* | This is a protocol that asks group participants to pick an important passage to bring to the group and explain why the passage has meaning to the participant. A full protocol can be found in **Appendix C**. |
| Prove It! | *Mini-Lessons for Literature Circles*  *National School Reform Faculty* | Book groups tend to go off on tangents, or misinterpret text regularly. One answer to these issues is the ‘Prove It’ protocol, which directs readers back into the text in order to be more likely to be able and willing to defend an interpretation or point of view. There are many ways to introduce this mindset, but repeated practice and reflection is what gets students to anchor their ideas to text. A full protocol can be found in **Appendix C**. |
| Discussion Skill Table Cards | *Mini-Lessons for Literature Circles* | It turns out that even with amazing teacher modeling, well designed supports/scaffolds and routines, students will still forget to use the skills that lead to optimal discussions. This is because using a new skill requires us to reconstruct our patterns of interaction, and it is human nature to slip back into our old ways. Table cards offer a good solution to this problem. Create sets of table cards with students that have discussion starter prompts, accountable talk prompts, words of encouragement prompts, etc. Have a student from each group hand out cards as peers use the prompts during discussion. Collect discussion cards for points, candy, have a table competition around who can acquire the most cards… |
| **Low-level Readers** | Books on Tape/Audio Options for Articles | *All books referenced.* | For students reading far below grade level, independent reading can be a futile, stressful activity that often results in disengagement, behavior flair-ups, and feelings of inadequacy. Rather than asking these students to ‘slog’ through a text, a much better option is to listen to an audio version of the book or text. Most YA novels have an audio companion, and there are several websites that read short stories and articles aloud to students. The audio will take the pressure off students to ‘battle with the text’ and allow them to focus on the skill(s) and/or strategies you are asking them to use to comprehend the text. |
| **Author’s Craft** | Powerful Language | *Mini-Lessons for Literature Circles* | Young teens have a tendency to lean towards the dramatic, and because of this, they are especially drawn towards powerful language. We need vivid words, a unique voice, images we can see, taste, feel and smell. Readers want language that picks us up and puts us down in a whole other place. To help students take notice and think about examples of powerful language in the texts they read, go to **Appendix C** for more information. |
| Taking Note of Strong Verbs | *Mini-Lessons for Literature Circles* | Many writers will say that the foundation of good writing is the use of vivid verbs. What better way to get students to use vivid verbs in their writing than noticing vivid verbs in the texts they are reading with their groups. For a full mini-lesson, go to **Appendix C**. |
|
| Predicting Plot and Character | *Mini-Lessons for Literature Circles* | Good readers constantly predict. Our students; however, might not have an internal predictor that continuously speculates characters, plots, and motifs as they read. One great tool for becoming better predictors is Harvey Daniels’ ‘Envelope Please: Predicting Plot and Character.’ A fuller breakdown of this tool can be found in **Appendix C**. |
| Looking at Characterization | *Mini-Lessons for Literature Circles* | When reading a novel or short story, the biggest reason to like or dislike a text is the characters. If the author creates vibrant characters, we will want to continue to read. Since characterization plays such an important role in reading, how the author crafts a character makes for a great topic for group discussion. See **Appendix C** for more information. |
| **Non-Fiction Texts** | Anticipation Guides | *Guided Comprehension in Grades 3-8* | Anticipation guides help us activate prior knowledge, make connections to text, set purposes for reading and develop more accurate understanding of informational text. A sample anticipation guide, along with a blank anticipation guide, can be found in **Appendix C**. As always, the teacher must model and provide guided practice before students will be able to use this tool effectively. |
| Using Text Features | *All books referenced.* | Text features can help readers gain a much deeper understanding of informational text; however, students often do not use text features to their advantage/use them in a cursory way. We have created an alternative reciprocal teaching chart that calls attention to text features and asks students to deconstruct and question them. An alternative RT chart can be found in **Appendix C**. |

**Assessment Strategies**

We encourage teachers to balance multiple assessment strategies during book/short story/ article clubs. It is just as important for individual students, as well as student groups, to maintain ownership and feel accountable to their own learning, as it is for the teacher to keep a pulse on individual students and students groups to inform strategic planning and instruction. We have compiled a number of assessment options for clubs, and we feel that it is important for teachers to choose the assessments they feel will work best for themselves and their students.

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Strategies** | | | |
| **Type** | **Source** | **Rationale** |  |
| Student Self-Assessments | *All books referenced.* | Gives students ownership and leads to targeted goals. | **Appendix C** |
| Group Assessments | *All books referenced.* | Keeps group members accountable to one and other and leads to targeted goals. | **Appendix C** |
| Anecdotal Notes | *All books referenced.* | Provides a format for teachers to take low-inference notes on student behaviors and leads to informed and targeted plans/mini-lessons/conferences/etc. | **Appendix C** |
| Rubrics | *All books referenced.* | Names different levels of mastery and leads to targeted goals. | **Appendix C** |

**Strategic Reading Tutoring Toolkit**

**Reflecting on the Year’s Reading**

**- Cycle 4-**

Our Journey as Readers: Where we’ve been and the road ahead

**Reflecting on the Year’s Reading  
Our Journey as Readers: Where we’ve been and the road ahead**

Self-reflection is a critical component in one’s development as a reader. This year, students have been introduced to and have practiced various comprehension strategies. Students have also developed new interests, fallen in love with new authors, and perhaps started to look at the world through different lenses. In this last reading cycle of the school year, we will give students a chance to honor their successes as readers as well as to set next steps so that they can continue to grow.

Research shows that reading is a skill that needs to be consistently practiced. For our students who lack the means to access texts or the structure to read during the summer months, it is likely that they will experience summer reading loss. In other words, they will return to school in September reading at a lower level than they left at in June. This final reading cycle seeks to address this concern by providing structure for summer reading goal- setting, exposure to booklists, and assistance in text selection. Let’s work together to support summer reading and prevent the back-slide that so disproportionately affects our low-income students.

Goals:

* Students will be able to reflect on their reading (interests, strategy use, amount read, etc.) for the current school year.
* Students will be able to set goals with action steps around summer reading.
* Students will be able to prepare for reading conferences with teachers by sharing their reflection letters with a partner.
* Students will generate summer reading lists and begin to select book titles.

Features of this cycle:

* A framework for students to reflect on their strengths and areas of growth as readers.
* An activity for developing goals and action steps for their summer reading.
* Documents to support parent communication about DRP levels and summer reading.
* Resources for “advertising” new book titles to your students.

**Day One**

**Objective:** Students will be able to reflect on their reading during the current school year.

**Introduction:** “*Because it is the end of the year, we will be taking some time to reflect on our reading this year. We will be paying special attention to the successes we’ve had, the areas that we still find challenging, and to looking ahead to what we want to accomplish as readers over the summer and next year.*

**Mini-lesson:** “*We will be writing reflection letters that you will use to share information about yourselves as readers with your peers and then during a conference with your teacher. I took some time to write a letter about myself as a reader over the course of this year that I would like to share with you.*” Share previously written personal reflection letter. (Include really specific mention of explicit reading strategies such as: *A success I’ve had this year is backing up and re-reading when I got off track or going back to revise my predictions after I read, etc.*) “*Now you try.”*

**Activity:** Students complete the reflection letter template.

**Share/ Closing:** Turn to a partner and share: *“What is one thing you learned from writing this reflection letter about yourself and your reading over this year?”*

**Day Two**

**Objective:** Students will set summer reading goals with action steps.

**Introduction:** *“This year we have done a lot of work on our reading and many of you have greatly improved your reading by using skills and strategies we practiced together. It is really important that you keep your momentum going throughout the summer so that you don’t forget the skills and strategies that you have learned that have helped you to become a better reader. When students don’t read, we actually see something called “summer reading loss.” That is, in September, students have lost the skills they gained the year before and they fall behind. Like with anything— if you don’t practice it, you lose it. Think of an athlete, if they don’t train and practice, they will not perform to the best of their ability and likely, someone who does train will beat them. Reading requires the same training. Today we will set some goals for summer reading as well as think about what steps we will take to attain those goals.”*

**Mini-lesson*:*** *“Today we will be setting some goals centered on summer reading. The first thing you’ll be doing is brainstorming a list of reading accomplishments you would like to achieve over the summer. Start by giving an example of one. Can someone share something that comes to their mind?* Take one or two student shares and post. *Now add as many as you can to this list on your own*.” Give students a few minutes to complete the brainstorm on their own. Share out student responses and post the list. Tell students to add anything to their own lists that they find applicable*. “Now choose two items from your list that you would like to focus on and set your goals around. You should choose things that you think will be especially important in helping you improve your reading as well as things that get you excited about reading. Now we are going to take these two items and turn them into goals. Here are some examples of specific goals around summer reading.”* Have a list of example goals posted (See list of below). “*Now turn the items you decided you would like to focus on over the summer into a goal. Share your goal with your partner and make sure that it fits the criteria of an effective goal. In the last section on your goal setting worksheet, write in exactly what needs to happen in order for you to reach your goal.* Model this step. “*Example: I would like to read a book with a family member and discuss. 1. In order to make this happen, I must first decide who I would like to read with and make sure they also like the idea. 2. Next, we need to pick a book that we are both interested in reading. 3. We need to plan a day to go to the library or to a bookstore to get two copies of the book. 4. Finally, we need to set a schedule together of how many pages/ chapters we will read and when we will get together to talk about it. These are called action steps. Now you try.”*

**Example Summer Reading Goals:**

I would like to read at least one book in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ genre.

I will read \_\_\_\_\_\_\_ number of books between June and September.

I will read \_\_\_\_\_\_\_ number of pages each day of the summer.

I will keep track of my reading each day on a tracking sheet and review it regularly.

I will read an electronic magazine or blog for at least \_\_\_\_\_\_\_\_\_ minutes each day.

I will read the same book as a family member or friend and set aside time to discuss.

I will continue reading the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ series that I started this year.

I will read a book that also has a movie and compare the two (read the book first).

I will read another book written by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I will read \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ which is a book recommended by a classmate or teacher.

I will read a book about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because I am interested in learning more about this topic.

**Closing/ Share:** *Share one of your goals and the action steps that accompany it with a classmate.*

**Day Three**

**Objective**: Students will be able to prepare for teacher reading conferences by sharing their reflection letters with a partner. Students will gain new ideas for summer reading after listening to the book recommendations of their partners.

**Introduction:** *Over the next few weeks, I will be conducting reading conferences to help you reflect on your reading growth this year and to set summer reading plans. You will be taking the lead in these conferences. Since you are the reader, it’s important that you take charge of setting your next steps. To prepare, you are going to have a chance today to share your reflections with your peers. There is another purpose in sharing with your peers today. Hearing about others’ experiences helps us to think more deeply about our own. As students introduce their favorite authors and titles, ask yourself “does this sound interesting to me?” If the answer is “yes” take note and seek the book out this summer.*

**Mini-lesson:** Brainstorm a list of what makes an effective share/presentation with your class. Include (eye contact, not simply reading from the paper, some ad-libbing, positive body language, asking questions at appropriate times, etc.) Then model a share with another student or ask two students to share a portion of their letter. Debrief what made the share effective and what could have been included to make it stronger. Direct students to record the recommendations they gather from their classmates on the back of their reflection letter handouts.

**Activity**: Students share the content of their reflection letters with at least 2 people and record titles that interest them on the reverse side of their letters.

**Share*:*** *Share out a few answers from each of the categories that you heard your classmates share.* Teacher synthesizes what she hears and discusses with class. Make note of some of the next reads and verify that each student has at least 1-2 titles.

**Day Four (Recommended)**

**Objective:** Students will be able to be exposed to high interest texts and to select and check out books that they would like to read over the summer.

*Rationale: Many low income students suffer reading loss over the summer. In other words, they lose the some of the ground they gained throughout the year during summer months when they are not reading. Researchers attribute this loss to lack of access to texts during summer months.*

*Literacy specialist Richard Allington suggests that schools should “rethink access to school book collections. School libraries are typically the largest and nearest supply of age-appropriate books for low-income students, but in too many cases there is no access to school and classroom libraries during summer vacation.”*

**Introduction:** During the summer when you are out of school and don’t see teachers and friends as regularly, it is sometimes a challenge to figure out *what* to read. It can also be difficult to get your hands on books to read. Today we are going to work to try to solve both of those problems. What makes you want to watch a new movie? (recommendations from friends, seeing the preview on TV) Today in class we are going to get excited about new books in just the same way.

**Mini-lesson:** Choose a few book titles that are high interest and appropriate for your class and show the book trailer. (The link below has movie style book trailers for thousands of YA titles.) If you are going to allow students to check books out of the classroom/school library make sure to include some titles that they will have access to.

<http://www.teachingbooks.net/tb.cgi?go=1&resource=Booktrailer>

Provide students with electronic access or printed access to some recommended books lists. Highlight titles in your classroom/school library that they will be able to check-out.

<http://www.teachingbooks.net/tb.cgi?go=1&resource=List>

**Activity:** Ask students to add to their summer reads lists after watching book trailers and perusing book lists. Give students a chance to check books out of your library/the school’s library. (If that isn’t a possibility, consider taking a trip to the local library)

**Closing/share:** Share with a neighbor, two book titles that you are excited to read this summer and why you are attracted to these titles.

**Day Five and on**

* Conference with students using their reflection letters and any notes you have taken throughout the year.
* Help students revise their goals to fit the criteria of effective goals.
* Distribute the DRP letter and summer reading tips family letter for students to bring home.

**Appendix A**

**Handouts for Building a Reader’s Identity**

**TABLE OF CONTENTS FOR APPENDIX A**

|  |  |
| --- | --- |
| **RESOURCE/HANDOUT** | **PAGE** |
| **Interest Inventory** | A-2 |
| **Class Library Check-out List** | A-4 |
| **Expectations of Independent Reading** | A-5 |
| **Student Reading Tracker** | A-6 |
| **Tips and Tricks to Build Reading Stamina** | A-7 |
| **Reading Response Stems** | A-8 |
| **Criteria for a Successful Reading Response** | A-9 |
| **Characteristics of a Book Talk** | A-10 |
| **Inference Table** | A-11 |
| **Fall DRP Reading Comprehension Conference Letter** | A-12 |
| **Fall Parent DRP Letter** | A-13 |
| **Winter DRP Reading Comprehension Conference Letter** | A-14 |
| **Winter Parent DRP Letter** | A-15 |
| **Spring DRP Reading Comprehension Conference Letter** | A-16 |
| **Spring Parent DRP Letter** | A-17 |
| **Text Level Comparison Chart** | A-18 |
| **Comprehension Rubric** | A-19 |
| **Reciprocal Teaching Chart** | A-21 |
| **Four Types of Questions** | A-22 |
| **A Successful Group** | A-24 |

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reading Interest Inventory**

**D:\Documents and Settings\pramos3\Local Settings\Temporary Internet Files\Content.IE5\0HIZK1MN\MC900371050[1].wmf**

**Getting to know you:**

1. What are your favorite activities to do outside of school? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Do you enjoy sports? \_\_\_\_\_\_\_\_\_\_\_\_\_ If yes, which ones? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. What are some of your favorite movies? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. What subjects do you enjoy learning about? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Getting to know you as a reader:**

1. What authors do you like? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. What are some books that you like? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. How do you choose a book to read? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. How often do you read at home? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. If you had to estimate, how many books would you say that you have at home? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. Do you have a quiet place to read at home? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Where is it? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. In general, how do you feel about reading? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. What do you find most difficult when you read? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. Circle the genres you enjoy reading:

**Fiction**

realistic fiction fantasy horror graphic novels mysteries plays

myths poetry humorous adventure mystery science-fiction

historical fiction short story sports fiction animal fiction romance

**Non-fiction**

biography memoir science history sports teen interest

10. What reading goals do you have for yourself as you enter middle school?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_

CLASS \_\_\_\_\_\_\_\_\_\_\_ BOOK CHECK OUT LIST

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name | Book Title | Date Checked out | Date Returned | Teacher Initials |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Expectations of Independent Reading**

D:\Documents and Settings\pramos3\Local Settings\Temporary Internet Files\Content.IE5\NIQTYGW9\MC900390846[1].wmf

* Choose “just right” books
* Abandon books when they are too challenging, too easy, or you lose interest
* Sign books out of and into our library on the sign-out sheet
* Read silently and independently for the entire reading period given
* Read each night at home
* Record all reading on your reading tracker
* Reflect on your reading by sharing with your classmates and or responding in your journal
* Listen to and provide feedback to your classmates on their sharing and writing
* Use comprehension strategies while reading

Track It! A Record of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’s Independent Reading

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Date:** | **Text Title** | **Author** | **Home =H**  **School= S** | **Start time** | **End Time** | **Start Page** | **End Page** | **Self- assessment Score** |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

**Self- Assessment Codes**

|  |  |  |  |
| --- | --- | --- | --- |
| **4** | **3** | **2** | **1** |
| I was focused the entire time when I was reading. | I was mostly focused but had 2-3 brief periods of distraction. | I was distracted and unfocused about half of the time. | I was distracted and unfocused most of the time. |

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Tips and Tricks to Building Stamina as a Reader** *Stamina is one of the most important parts of reading. Stamina is the “staying power” or how long you can read in a focused way without getting distracted. Here are some tips and tricks to help you build your stamina as a reader.*

**D:\Documents and Settings\pramos3\Local Settings\Temporary Internet Files\Content.IE5\NIQTYGW9\MC900440424[1].wmf**

* **Self- Monitor**- Pay attention to what you’re doing during reading time. What are the things that distract you? How can you reduce those distractions?
* Keep your mind focused on your book not your friends
* Don’t look up or let your eyes wander around the room
* make sure you’re reading a book that interests you
* **Bring yourself back-** When you get distracted how can you quickly get your attention back into the reading?
  + - Reread the last paragraph to remind yourself what’s happening
    - Use a comprehension strategy to help your comprehension
    - Revisit your reading goals to help you stay on track
* **Start short and get longer-** gradually increase the length of your reading time.
  + - Make a competition with yourself and try to read more pages than you read the day before
* **Set reading goals-** before you start reading, set a goal for the number of pages you want to read that day. Make your reading goals more challenging as you build your stamina

Reading Response Stems

D:\Documents and Settings\pramos3\Local Settings\Temporary Internet Files\Content.IE5\6X2ILOH0\MC900352213[1].wmf

***Use the following list to help you respond in your reading response journal. Make sure your journal entry follows the correct format for reading responses, starts with a stem from this list, responds to a quote, event, character, or setting from the pages you read, contains specifics from the story, and is at least 150 words.***

* **I wonder…**
* **I think…**
* **I noticed…**
* **I realized**
* **I was reminded that…**
* **If­­­­­­­­­­ \_\_\_\_\_\_\_\_\_\_\_, then…**
* **I was surprised when…**
* **I would like to know…**
* **This is important because…**
* **One inference I can make about this character is…**
* **Next, I think… will happen because…**
* **A question I have about this is…**
* **I really like how the author…**
* **The main issue or problem here seems to be…**
* **One result of \_\_\_\_\_\_\_\_\_\_\_ might be that…**
* **A connection I can make to my own life is…**
* **A connection I can make to another story or movie is…**
* **If I were \_\_\_\_\_\_\_\_\_\_\_I would…**
* **I am confused about \_\_\_\_\_\_\_\_\_\_\_\_ because…**
* **I used the reading strategy of \_\_\_\_\_\_\_\_\_\_\_ to help me to**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Criteria for a Successful Reading Response**

**D:\Documents and Settings\pramos3\Local Settings\Temporary Internet Files\Content.IE5\DHYLNH4D\MC900217714[1].wmf**

*Keeping track of the thinking that goes on in your head while you read is an important part of being a good reader. Use these steps to help you write successful reading responses about the reading and thinking that you are doing.*

***Before*** you start writing your response make sure you record the following information on the top of your page:

1. Your name
2. Today’s date
3. Title of your book
4. Author of your book

***While*** you’re writing your reading response use the following tips to help make sure it is successful:

1. Start your response with a reading response stem from the list. Use only one stem for each response that you write.
2. Use the stem to respond to what you *thought* about the part of the book that you read that day. Remember, this is *not* a summary it is a record of what your reading made you think about.
3. Use specific details from the text in your response.
4. Try responding to an event, a character, the setting, or anything else that stuck out to you and made you think while you were reading.
5. Write a response that is ¾- 1 page long.

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Characteristics of a Book Talk**

**D:\Documents and Settings\pramos3\Local Settings\Temporary Internet Files\Content.IE5\DHYLNH4D\MC910217582[1].wmf**

**What is a book talk?**

A book talk is sort of like a movie preview. Think about how movie previews give you bits and pieces of information to make you want to see the movie without giving away too much information. Similarly, a book talk should help to build suspense without giving away any spoilers.

**Why give book talks?**

Giving a book talk is one way to share what you enjoyed about a book you’ve read with your classmates. One goal of your book talk is to inspire as many people as you can to add this book to their “next reads” lists so be sure to be engaging!

**Include the following information to help you prepare your own knockout book talk.**

* an exciting hook
* the title, author, and genre of the book
* you’ll enjoy reading this book if you like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* a *brief* summary of the plot (no spoilers)
* what you most enjoyed about this book
* topics or themes this book made you think about
* how many stars you would rate this book on a scale of 1-5
* any other necessary and/or interesting information about the book

**Inference Table**

|  |  |  |
| --- | --- | --- |
| **What the text says** | **What we know about the world** | **What inferences/conclusions you can now make about the text** |
| “Mrs. Jones stopped, jerked him around in front of her, put a half-nelson about his neck, and continued to drag him up the street.” | It takes strength to physically control a 14-year old boy, even if he did look scrawny. | This woman is tough! She grabs a stranger who tries to steal her purse rather than scream for help and starts to take him somewhere. She must have a plan in mind for what she is going to do with him. |
|  |  |  |
|  |  |  |

**Fall DRP Reading Comprehension Data**

Student: Teacher Conference Letter

Dear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

In September, you took the Degrees of Reading Power (DRP) assessment. This assessment provides information about your ability to read and comprehend text. Your DRP score is based on your **instructional reading level**. This is the level at which you can read and comprehend text with guidance from your teacher. The DRP also allows us to determine students’ **independent reading levels**, which are the levels at which children can read and understand text *on their own*.

Our goal this year is to make reading progress. Many students make between 3 and 6 levels of DRP progress in a school year. You can do that and even more!

**Here are some tips to become a better reader:**

* Find a quiet space to read at home for at least an hour each night.
* Find a friend to talk with about what you are reading.
* Ask a teacher for suggestions for books, magazines, and on-line reading materials.
* Apply for a public library card and use it to check out reading materials.

--------------------------------------------------------------------------------------------

Below is your September DRP result.

**Instructional Reading Level: \_\_\_\_\_\_\_\_\_\_**

**Independent Reading Level: \_\_\_\_\_\_\_\_\_\_**

--------------------------------------------------------------------------------------------

**Student Independent Reading Plan**

List 3 things you will do between now and January to become a better reader.

*Example:*

1. *I will turn off the television between 8 and 9 every night so that I can read in a quiet space for an hour.*

|  |  |
| --- | --- |
| 1 |  |
| 2 |  |
| 3 |  |

Dear Parent/Guardian of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

We all know that the ability to read is critical to our children’s success. In September, all of our students took the Degrees of Reading Power (DRP). The DRP is a reading test that assesses students’ **instructional reading levels**. In other words, the level at which students can read and understand a text with *the guidance of a teacher or parent*. The DRP also allows us to determine students’ **independent reading levels**, which are the levels at which children can read and understand text *on their own*.

Our goal this year is to make reading progress. Many students make between 3 and 6 levels of DRP progress in a school year. Your child can do that and even more!

Students will take the DRP two more times this year, once in January and once in June. The results of this test help us to understand our students’ strengths and weaknesses as readers. Knowing our students’ reading levels helps us to plan how to support their progress at school.

Based on the September DRP, your child’s current reading level is:

**Instructional Reading Level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Independent Reading Level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*To help your child make reading progress, it is critical for your child to read every day. At minimum, your child should be reading at home for 60 minutes each evening.*

***To help support your child’s reading growth, you can:***

* *make sure that your child has a quiet space without television, computer or cell phone access for reading*
* *take a trip to the local library, sign up for a library card, and check out some books, magazines or other reading materials*
* *arrange a phone call or meeting with your child’s English teacher to ask for suggestions for books, magazines and online reading materials*

There is a list of books on the following pages that can be found at any local library or bookstore. These books are aligned to your child’s independent reading level, which means that your child can read these on his/her own with little to no assistance.

If you have any questions about our reading program, or your child’s reading level, please contact:

We are looking forward to working together to ensure your child’s reading progress this year.

Sincerely,

**Winter DRP Reading Comprehension Data**

Student: Teacher Conference Letter

Dear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

In September, January and June, you took the Degrees of Reading Power (DRP) assessment. As a reminder, this assessment provides information about your ability to read and comprehend text. Your DRP score is based on your **instructional reading level**. This is the level at which you can read and comprehend text with guidance from your teacher. The DRP also allows us to determine students’ **independent reading levels**, which are the levels at which children can read and understand text *on their own*.

Our goal this year is to make reading progress. Many students make between 3 and 6 levels of DRP progress in a school year. You can do that and even more!

**Here are some tips to become a better reader:**

* Find a quiet space to read at home for at least an hour each night.
* Find a friend to talk with about what you are reading.
* Ask a teacher for suggestions for books, magazines, and on-line reading materials.
* Apply for a public library card and use it to check out reading materials.

Below are your September, January and June DRP results.

|  |  |
| --- | --- |
| **September Instructional Reading Level** | **January Instructional Reading Level** |
|  |  |
| **September Independent Reading Level** | **January Independent Reading Level** |
|  |  |

**Student Independent Reading Plan**

List 3 things you will do between now and June to become a better reader.

*Example:*

*I will finish reading the Maze Runner series at nights and over the weekends.*

|  |  |
| --- | --- |
| 1 |  |
| 2 |  |
| 3 |  |

Dear Parent/Guardian of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

We all know that the ability to read is critical to our children’s success. In September, all of our students took the Degrees of Reading Power (DRP). The DRP is a reading test that assesses students’ **instructional reading levels**. In other words, the level at which students can read and understand a text with *the guidance of a teacher or parent*. The DRP also allows us to determine students’ **independent reading levels**, which are the levels at which children can read and understand text *on their own*.

Our goal this year is to make reading progress. Many students make between 3 and 6 levels of DRP progress in a school year. Your child can do that and even more!

Students took the DRP in September and January and will take the DRP one more time this year in June. The results of this test help us to understand our students’ strengths and weaknesses as readers. Knowing our students’ reading levels helps us to plan how to support their progress at school.

Based on the September and January DRP, your child’s current reading level is:

|  |  |
| --- | --- |
| September Instructional Reading Level | *January Instructional Reading Level* |
|  |  |
| September Independent Reading Level | *January Independent Reading Level* |
|  |  |

*To help your child make reading progress, it is critical for your child to read every day. At minimum, your child should be reading at home for 60 minutes each evening.*

***To help support your child’s reading growth, you can:***

* *make sure that your child has a quiet space without television, computer or cell phone access for reading*
* *take a trip to the local library, sign up for a library card, and check out some books, magazines or other reading materials*
* *arrange a phone call or meeting with your child’s English teacher to ask for suggestions for books, magazines and online reading materials*

There is a list of books on the following pages that can be found at any local library or bookstore. These books are aligned to your child’s independent reading level, which means that your child can read these on his/her own with little to no assistance.

If you have any questions about our reading program, or your child’s reading level, please contact:

We are looking forward to working together to ensure your child’s reading progress this year.

Sincerely,

**Spring DRP Reading Comprehension Data**

Student: Teacher Conference Letter

Dear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

In September, January and June, you took the Degrees of Reading Power (DRP) assessment. As a reminder, this assessment provides information about your ability to read and comprehend text. Your DRP score is based on your **instructional reading level**. This is the level at which you can read and comprehend text with guidance from your teacher. The DRP also allows us to determine students’ **independent reading levels**, which are the levels at which children can read and understand text *on their own*.

Our goal this year is to make reading progress. Many students make between 3 and 6 levels of DRP progress in a school year. You can do that and even more!

**Here are some tips to become a better reader:**

* Find a quiet space to read at home for at least an hour each night.
* Find a friend to talk with about what you are reading.
* Ask a teacher for suggestions for books, magazines, and on-line reading materials.
* Apply for a public library card and use it to check out reading materials.

Below are your September, January and June DRP results.

|  |  |  |
| --- | --- | --- |
| **September Instructional Reading Level** | **January Instructional Reading Level** | **June Instructional Reading Level** |
|  |  |  |
| **September Independent Reading Level** | **January Independent Reading Level** | **June Independent Reading Level** |
|  |  |  |

**Student Independent Reading Plan**

List 3 things you will do between over the summer to become a better reader.

*Example:*

*I will ask my grandma to take me to the library before school ends so I can check out a stack of summer reading materials.*

|  |  |
| --- | --- |
| 1 |  |
| 2 |  |
| 3 |  |

Dear Parent/Guardian of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

We all know that the ability to read is critical to our children’s success. In September, all of our students took the Degrees of Reading Power (DRP). The DRP is a reading test that assesses students’ **instructional reading levels**. In other words, the level at which students can read and understand a text with *the guidance of a teacher or parent*. The DRP also allows us to determine students’ **independent reading levels**, which are the levels at which children can read and understand text *on their own*.

Our goal this year was to make reading progress. Many students make between 3 and 6 levels of DRP progress in a school year. Your child can do that and even more!

Students took the DRP in September, January and June. The results of this test help us to understand our students’ strengths and weaknesses as readers. Knowing our students’ reading levels helps us to plan how to support their progress at school.

Based on the September, January, and June DRP, your child’s current reading level is:

|  |  |  |
| --- | --- | --- |
| September Instructional Reading Level | *January Instructional Reading Level* | **June Instructional Reading Level** |
|  |  |  |
| September Independent Reading Level | *January Independent Reading Level* | **June Independent Reading Level** |
|  |  |  |

*To help your child make reading progress, it is critical for your child to read every day. At minimum, your child should be reading at home for 60 minutes each evening, throughout the summer months.*

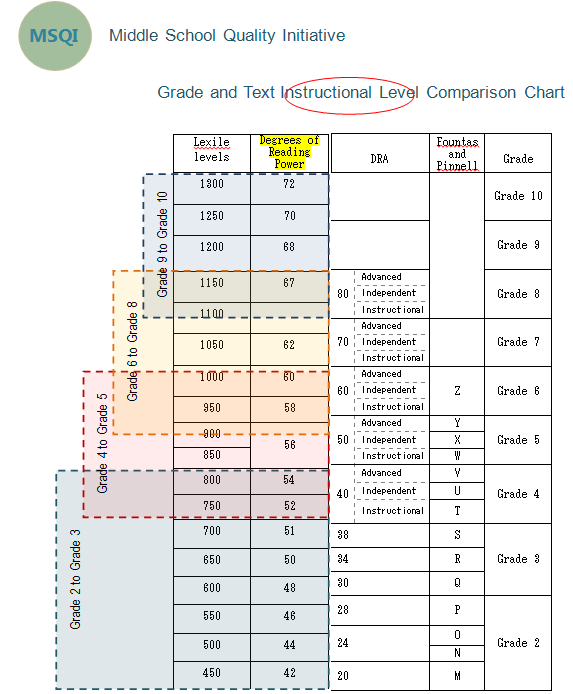
***To help support your child’s reading growth, you can:***

* *make sure that your child has a quiet space without television, computer or cell phone access for reading*
* *take a trip to the local library, sign up for a library card, and check out a summer stack of books, magazines or other reading materials*
* *arrange a phone call or meeting with your child’s English teacher to ask for suggestions for books, magazines and online reading materials*

There is a list of books on the following pages that can be found at any local library or bookstore. These books are aligned to your child’s independent reading level, which means that your child can read these on his/her own with little to no assistance.

Thank you for your collaboration and partnership throughout this year. We are excited to continue our work together as your child steps up into the next grade.

Sincerely,



Comprehension Rubric

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Text Title: |  | Level: |  | Date: | Oct 12 |
| Text Title: | The Real Hero | Level: |  | Date: | Jan 4 |
| Text Title: |  | Level: |  | Date: |  |
| Text Title: |  | Level: |  | Date: |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Level 1 | Level 2 | Level 3 | Level 4 |
| Predicting | * Beginning to use relevant prior knowledge to predict | * Uses relevant prior knowledge to form predictions | * Uses relevant prior knowledge to form predictions and beginning to justify these | * Uses relevant prior knowledge to form and justify predictions |
| * With support is beginning to monitor predictions | * Beginning to monitor predictions and compares them with the text | * Monitors predictions, and compares them with the text | * Confirms and/or modifies predictions in light of new information |
| * Not yet able to explain how forming and justifying predictions helps own comprehension | * With support can explain how forming and justifying predictions helps own reading comprehension | * Explains how forming and justifying predictions helps own reading comprehension | * Critically reflects on how forming and justifying predictions helps own reading comprehension |
| Questioning | * With support is beginning to generate questions before, during and after reading | * Beginning to generate questions before, during and after reading | * Is able to generate questions to focus the reading and or make several predictions. | * Actively generates questions to focus the reading and adjusts questions in light of evidence from the text. |
| * Beginning to use questioning to monitor comprehension | * Beginning to use questioning to monitor comprehension | * Uses questioning to monitor comprehension and begins to make inferences | * Uses questioning to monitor comprehension and make inferences |
| * With support can describe how questioning helps with comprehension | * With support can explain how questioning helps with comprehension | * Explains and demonstrates how questioning helps own reading comprehension | * Critically reflects on how questioning helps own reading comprehension |
| Clarifying | * With support is beginning to stop to clarify words, but has difficulty determining when to stop and clarify phrases and ideas. | * Is able to stop to clarify words, but has difficulty determining when to stop to clarify phrases and ideas independently. | * Is able to stop to clarify words, phrases, and ideas while reading. | * Regularly stops to clarify words, phrases, and ideas while reading. |
| * Beginning to use clarifying to monitor comprehension. | * Beginning to use clarifying to monitor comprehension. | * Uses clarifying to monitor comprehension and begins to make inferences. | * Uses clarifying to monitor comprehension and make inferences. |
| * With support can describe how clarifying helps with comprehension. | * With support can explain how clarifying helps with comprehension. | * Explains how clarifying helps own reading comprehension. | * Critically reflects on how clarifying helps own reading comprehension. |
| Summarizing | * Partially recounts including some relevant information | * Adequately summarizes including some evidence from the text | * Objectively summarizes the text | * Concisely summarizes the text |
| * Gives several important ideas | * With support states the central idea and provides some evidence | * identifies the central ideas and analyzes their development over the course of the text | * Identifies the central idea and critically reflects on its development over the course of the text |
| * With support makes some links through the texts | * Makes some links through the texts. Includes some supporting evidence | * Connects important ideas to each other and uses textual evidence to support comments | * Makes connections by analyzing, evaluating, and synthesizing ideas within and between texts |
| * When prompted uses post-its, jottings, highlights or underlines text to document important sections | * Uses post-its, jottings, highlights or underlines text to document important sections. | * Uses range of ways of summarizing throughout the text and reflects on their effectiveness | * Selectively uses range of ways of summarizing throughout the text and reflects on their effectiveness |
| Thinking Aloud Metacognition | * Can identify one or more of the strategies used (visualizing, re-reading, using text features & structures) when reading when prompted | * Can identify one or more of the strategies used (visualizing, re-reading, using text features & structures) when reading | * Identifies and discusses strategies used (visualizing, re-reading, using text features & structures) with examples from the text | * Selects and uses appropriate comprehension strategies (visualizing, re-reading, using text features & structures) with confidence and discrimination; |
| * Beginning to support thinking with evidence from the text with prompting | * Beginning to support thinking with evidence from the text | * Supports thinking with evidence from the text | * Changes direction of thinking during reading according to text evidence |
| * With support is beginning to identify how the strategies used helped comprehension | * Is beginning to identify how the strategies used helped comprehension | * Identifies how the strategies used helped with comprehension | * Reflects on and explains the effectiveness of the strategies used in deepening comprehension |

**Comprehension Rubric Continued**

***Conference Notes***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Text Title: |  | Level: |  | Date: | Oct 12 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Text Title: |  | Level: |  | Date: | Oct 12 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Text Title: |  | Level: |  | Date: | Oct 12 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Text Title: |  | Level: |  | Date: | Oct 12 |

|  |
| --- |
| : |

**Reciprocal Teaching Chart**

|  |  |
| --- | --- |
| **Predict** | **Clarify** |
| **Question** | **Summarize** |

**Reciprocal Teaching Chart**

|  |  |
| --- | --- |
| **Predict**  When predicting, you will:   * Use the language of predicting to determine what you think you’ll be reading about such as: * I predict... * I think... * I’ll bet... * I wonder if… * I suppose… * I think I will learn because… * Use clues from the text to help form predictions and evidence from the text and/or illustrations to support predictions * Use prior knowledge about the topic or from experience to help make logical predictions | **Clarify**  When clarifying, you will:   * Use the language of clarifying such as: * I didn’t get \_\_\_\_\_\_\_\_\_\_\_ (confusion), so I \_\_\_\_\_\_\_\_\_\_\_ (strategy used to repair confusion) * I didn’t understand the part where… * This doesn’t make sense… * Identify words, phrases, or ideas that need clarifying. * Use a variety of strategies to clarify including rereading, talking to someone, and predicting meaning of unknown words. * Identify confusions (words, parts, or ideas) and the strategies used to repair comprehension. |
| **Question**  When questioning, you will:   * Use the language of questioning with question words such as who, what, when, where, why, or how. * Ask a variety of types of questions including higher level questions which lead to discussion. | **Summarize**  When summarizing, you will:   * Use the language of summarizing. * This part is about... * The most important ideas in this text are... * Reread to summarize main events or important ideas from the text. * Include only main events or important ideas. * Tell main events or important ideas in order. |

**Four Types of Questions**

|  |  |  |
| --- | --- | --- |
| **Type of Question** | **Description of Type of Question** | **Example** |
| *Right there questions* | The answers to ‘*right there’* questions can be found by looking directly in the text. These questions help you clarify when you are confused. | What is the name of the town that the main character lives in? |
| *Putting it together questions* | Putting it together questions lead you to understand things the author didn’t write directly in the text, but they wrote in such a way that you could figure it out by inferring or using clues within the text. | Why did the main character cry when she got her test results back? |
| *Debatable questions* | Debatable questions help you to think about your own opinion or the opinion of others. The answers to these questions are opinion based. These are the best type of questions to have a discussion about. | Why do you think she chose to run away instead of working out the problems she had with her mom? |
| *Researchable questions* | Researchable questions will lead you to do more research on a topic related to the text. The answers to researchable questions can be found in outside sources. | Why did ancient Egyptians decide to mummify their dead? |

|  |  |  |
| --- | --- | --- |
| A Successful Group… | | |
| Looks Like… | * Alert body language * Eye contact * Texts open to correct page * All materials needed are out * Students writing and discussing * Focused attention on group members |
| Sounds Like… | * Students using academic language and evidence to discuss text. * Quiet discussions * One person speaking at a time |
| Feels Like… | * A scholarly environment * Students are working and engaged * Safe space to share ideas and opinions |

**APPENDIX B**

**Text Sets for Use During Small Group Reading Instruction and Independent Reading**

**We encourage teachers to:**

* Pick and choose from texts based on individual students.
* Align the text with the unit of study where it best belongs.
* Allow students to choose their own text based on interest.

**TABLE OF CONTENTS FOR APPENDIX B**

|  |  |
| --- | --- |
| **RESOURCE/HANDOUT** | **PAGE** |
| **Short Stories for Independent Reading, Modeling, and Reciprocal Teaching** | B-2 |
| **Recommended Anthologies of Short Stories** | B-4 |
| **Stretch Texts to Supplement Word Generation Topics** | B-4 |
| **Word Generation Series 1** | B-5 |
| **Word Generation Series 2** | B-7 |
| **Word Generation Series 3** | B-9 |
| **Social Studies Articles (Ancient Civilizations)** | B-13 |
| **Additional Social Studies Resources** | B-15 |
| **Science Articles (Aligned with 6th Grade Curriculum)** | B-15 |
| **Additional Science Resources** | B-16 |
| **General Nonfiction** | B-17 |
| **CODE X SUPPLEMENTAL TEXTS** | B-18 |
| **- Unit 1 - Stories of Survival: How are people shaped by the challenges they face?** | B-18 |
| **- Unit 2 – Live Your Dream: What does a dream reveal about the dreamer?** | B-20 |
| **- Unit 3 – Word Wonders: Do we have a duty to preserve world wonders…** | B-21 |
| **- Unit 4 – Coming to America: What do experiences with others teach people…** | B-21 |
| **- Unit 5 – Cities of Gold: Why does place matter?** | B-22 |
| **- Unit 6 – History Lost and Found: How can ancient history teach us about our world…** | B-22 |
| **- Unit 7 – The Big Give: What can one person do to make a difference?** | B-22 |
| **EXPEDITIONARY LEARNING SUPPLEMENTAL TEXTS** | B-23 |
| **- Reading Closely and Writing to Learn: Myths – not just long ago** | B-23 |
| **- Working with Evidence: Rules to live by** | B-23 |
| **- Research Decision Making and Forming Positions: Insecticides: Costs vs. Benefits** | B-24 |
| **High Interest Fiction for Young Adults** | B-25 |

**Short Stories for Independent Reading, Modeling, and Reciprocal Teaching**

**Title:** “The Other Side“

**Author:** Jacqueline Woodson

**Genre:** Short story  
**DRP:** 42 **Lexile:** 400 **Grade:** 3-4

**Link:** <http://k262.org/moodle/sitefiles/retolit/TeacherResource.pdf>

**Title:** “Fly Away Home”

**Author:** Eve Bunting

**Genre:** Short Story/Picture Book

**DRP:** 46 **Lexile:** 480 **Grade:** 3-4

**Link:** <http://angela-wisemanwiki.wikispaces.com/file/view/Lucy+3_5book5+Literary+Essays+One+pagers.pdf>

**Title**: “Fortune Cookie" in *What do Fish Have to do with Anything?*

**Author:** Avi

**Genre:** Short Story

**DRP:** 50  **Lexile:** 500 **Grade**: 5

**Link:** <http://k262.org/moodle/sitefiles/retolit/TeacherResource.pdf>

**Title:** “Deportation at Breakfast” in *Unscheduled Departures: The Asylum Anthology of Short Fiction*

**Author**: Larry Fondation

**DRP:** 52 **Lexile:** 750 **Grade:** 4

**Link:** <http://fc.vucaarhus.dk/flexengelsk/modul4/deportation_at_breakfast.pdf>

**Title:** “Little Brother”

**Author:** Bruce Holland Rogers

**DRP:** 52 **Lexile:** 850 **Grade:** 5

**Link:** <http://www.strangehorizons.com/2000/20001030/little_brother.shtml>

**Title:** The Gift of the Magi

**Author:** O’ Henry

**DRP:** 53 **Lexile:** 870 **Grade:** 5

**Link:** <http://readmeastoryink.com/stories/the_gift_of_the_magi.pdf>

**Title:** “Seventh Grade” in *Baseball in April*

**Author:** Gary Soto

**DRP:** 53 **Lexile:** 760 **Grade:** 4

**Link:** <http://tinyurl.com/lo54ev5>

**Title: “**Birthday Box”

**Author:** Jane Yolen

**DRP:** 53 **Lexile:** 760 **Grade:** 4

**Link:** <http://angela-wisemanwiki.wikispaces.com/file/view/Lucy+3_5book5+Literary+Essays+One+pagers.pdf>

**Title: “**Little Things are Big”

**Author:** Jesus Colon

**DRP:** 53 **Lexile:** 760 **Grade:** 4

**Link:** <http://www.choosingtoparticipate.org/explore/exhibit/stories/littlethings/hear-read>

**Title:** “Mother and Daughter” in *Baseball in April*

**Author:** Gary Soto

**Genre:** Short Story

**DRP:** 55 **Lexile:** 830  **Grade:** 5.8

**Link:** <http://tinyurl.com/n5crxdo>

**Title:** Taco Head

**Author:** Viola Canales

**DRP:** 55 **Lexile:** 830 **Grade:** 5

**Link:** <http://tinyurl.com/nlc6exs>

**Title: “**Marble Champ” in *Baseball in April*

**Author:** Gary Soto

**DRP:** 56 **Lexile:** 850 **Grade:** 5

**Link:** <http://angela-wisemanwiki.wikispaces.com/file/view/Lucy+3_5book5+Literary+Essays+One+pagers.pdf>

**Title:** “Inside Out” in *The Circuit*

**Author:** Francisco Jimenez

**Genre:** Short Story

**DRP:** 56 **Lexile:** 890 **Grade:** 5

**Link:** <http://tinyurl.com/m3z8oef>

**Title**: “No Speak English” in *The House on Mango Street*

**Author:** Sandra Cisneros

**Genre:** Memoir

**DRP:** 56 **Lexile:** 870 **Grade:** 5

**Link:** <http://redheadsrock.us/Library/PDF/No%20Speak%20English.pdf>

**Title:** “The Great Rat Hunt” From *When I was Your Age*

**Author:** Yep, Laurence

**DRP:** 56 **Lexile:** 960 **Grade:** 5.*7*

**Link:** <http://teachers.henrico.k12.va.us/short_pump/douthit_c/Site/Rat_Hunt.html>

**Title**: “Fish Cheeks”

**Author:** Amy Tan

**Genre:** Memoir

**DRP:** 57 **Lexile:** 960 **Grade**: 5-6

**Link:** <http://www.whsd.k12.pa.us/userfiles/1751/Classes/12208/fish-cheeks-ws.pdf>

**Title:** “Rose”

**Author:** John Biguenet

**DRP:** 59 **Lexile:** 970 **Grade:** 6

**Link:**  <http://www.randomhouse.com/boldtype/ohenry/0900/biguenet.1.html>

**Title:** “Eleven” in *Woman at Hollering Creek*

**Author:** Sandra Cisneros

**DRP:** 60 **Lexile:** 1170 **Grade:** 6

**Link:** <https://docs.google.com/document/d/1MeKLK-DrL680E2cJ_W6iSNSYSlpVDvIeYSg15OHRqoA/edit?hl=en_US>

**Title: “**The Landlady”

**Author:** Roald Dahl

**DRP:** 60 **Lexile:** 1000 **Grade:** 6

**Link:** <https://sites.google.com/a/westsacprep.org/middle-school-english/short-story-downloads>

**Title:** “Thank You Ma’am”

**Author:** Langston Hughes

**Genre:** Short Story

**DRP:** 60 **Lexile:** 1210 **Grade: 6**

**Link:** <http://staff.esuhsd.org/danielle/english%20department%20lvillage/rt/Short%20Stories/Thank%20You,%20Ma'am.pdf>

**Title:** “Accident”

**Author:** Dave Eggers

**DRP:** 62 **Lexile:** 1050 **Grade:** 7

**Link:** <http://www.theguardian.com/books/2005/apr/16/shortshortstories.fiction>

**Title:** “The Horror”

**Author:** Dave Eggers

**DRP:** 62 **Lexile:** 1050 **Grade:** 7

**Link:** <http://www.watchnewspapers.com/view/full_story_film_watch/20117444/article-The-Horror?instance=film_top_story>

**Title:** “The Container”

**Author:** Deb Olan Unferth

**DRP:** 62 **Lexile:** 1050 **Grade:** 7

**Link:** <http://www.heinemann.com/shared/companionResources/E04435/18_The%20Container.pdf>

**Title: “**All Summer in a Day”

**Author:** Ray Bradbury

**DRP:** 65 **Lexile:** 1130 **Grade:** 8

**Link:** <https://sites.google.com/a/westsacprep.org/middle-school-english/short-story-downloads>

**Recommended Anthologies of Short Stories:**

**Title:** *Stories from 145th Street*

**Author:** Walter Dean Myers

**Title:** What they Found: Love on 145th Street

**Author:** Walter Dean Myers

**Title:** *The Circuit*

**Author:** Francisco Jimenez

**Title:** *Baseball in April*

**Author:** Gary Soto

**Title:** *Tequila Worm*

**Author:** Viola Canales

**Title:** *Every Living Thing*

**Author:** Cynthia Rylant

**Title:** *You Don’t Even Know Me: Stories and Poems about Boys*

**Author:** Sharon Flake

**Stretch Texts to Supplement Word Generation Topics**

**Word Generation Series 1**

**WG Topic:** Where are the women in math and science? (Series 1 – Week 2)

**Title:** “A Chat With Sally Ride”

**Source:** *Time for Kids*

**DRP:** 57 **Lexile:** 930 **Grade:** 6

**Link:** <http://www.timeforkids.com/news/chat-sally-ride/10901>

**WG Topic:** Cloning: Threat or opportunity? (Series 1, Week 4)

**Title:** “Animal Clones: Double trouble?”

**Source:** *Science News for Kids*

**DRP:** 56 **Lexile:** 910 **Grade:** 5

[**Link:**](Link:%20http://www.sciencenewsforkids.org/2004/01/animal:clones:double:trouble:2/)<http://www.sciencenewsforkids.org/2004/01/animal-clones-double-trouble-2/>

**WG Topic:** Global warming what should be done? (Series 1 – Week 8)

**Title:** “The Gassy Dinosaur Effect”

**Source:** *Time for Kids*

**DRP:** 58 **Lexile:** 950 **Grade:** 6

[**Link:** http://www.timeforkids.com/news/gassy:dinosaur:effect/38946](http://www.timeforkids.com/news/gassy-dinosaur-effect/38946)

**WG Topic:** Global Warming: what should be done? (Series 1 – Week 8)

**Title:** “Drinking Water: Bottled or from the tap?”

**Source:** *Kids National Geographic*

**DRP:** 61 **Lexile:** 1020 **Grade:** 6

**Link:** <http://kids.nationalgeographic.com/kids/stories/spacescience/water-bottle-pollution/>

**WG Topic:** Global Warming: What should be done? (Series 1 – Week 8)

**Title:** *“*Young Voices for the Planet”

**Source:**  *Time for Kids*

**DRP:** 63

**Lexile:** 1070

**Grade:** 7

[**Link:** http://www.timeforkids.com/news/young:voices/36206](http://www.timeforkids.com/news/young-voices/36206)

**WG Topic:** School dress codes: Not strict enough? (Series 1 – Week 9)

**Title:** “Japanese Students’ Opinions on Dress Codes”

**Source:** *Topics Online Magazine*

**DRP:** 51 **Lexile:** 680 **Grade:** 3

**Link:** <http://www.topics-mag.com/edition01/dress-opinions.htm>

**WG Topic:** Steroids: Substance abuse or an innocent boost for athletes? (Series 1 – Week 10)

**Title: “**The End of the Steroid Era”

**Source:** *Sports Illustrated for Kids*

**DRP:** 60 **Lexile:** 990 **Grade:** 6

**Link:** <http://www.sikids.com/kid-reporter-blogs/2011/04/19/the-end-of-the-steroid-era>

**WG Topic:** Mummies: Who owns the dead? (Series 1 – Week 11)

**Title:** “The Origins of Mummies”

**Source:** *Science News for Kids*

**DRP:** 62 **Lexile:** 1050 **Grade:** 7

[**Link:** http://www.sciencenewsforkids.org/2012/08/south:american:mummies/](http://www.sciencenewsforkids.org/2012/08/south-american-mummies/)

**WG Topic:** Junk food: Should schools sell it? (Series 1 – Week 12)

**Title:** “Need Milk? Is Milk the Best Way to Get Calcium?”

**Source:** *Time for Kids*

**DRP:** 62 **Lexile:** 1050 **Grade:** 7

[**Link:** http://www.timeforkids.com/news/need:milk/42511](http://www.timeforkids.com/news/need-milk/42511)

**WG Topic:** Junk food: Should schools sell it? (Series 1 – Week 12)

**Title:** “So Long, Sweets”

**Source:** *Time for Kids*

**DRP:** 62 **Lexile:** 1050 **Grade:** 7

**Link:** <http://www.timeforkids.com/news/so-long-sweets/95126>

**WG Topic:** Asthma: More than a medical problem? (Series 1 – Week 14)

**Title:** “Bad for Breathing”

**Source:** *Science news for Kids*

**DRP:** 60 **Lexile:** 990 **Grade:** 6

[**Link:**](http://www.sciencenewsforkids.org/2013/03/study-connects-pollution-to-several-common-diseases-that-affect-the-lungs-and-airways/)<http://www.sciencenewsforkids.org/2013/03/study-connects-pollution-to-several-common-diseases-that-affect-the-lungs-and-airways/>

**WG Topic:** Teen Smoking: Who is responsible? (Series 1 – Week 16)

**Title:** “What Do Kids Know About Health?”

**Source:** *Time for Kids*

**DRP:** 55 **Lexile:** 830 **Grade:** 5

**Link:** <http://www.timeforkids.com/news/what-do-kids-know-about-health/11691>

**WG Topic:** Politics and privacy: Do we need to know everything about a potential candidate? (Series 1 – Week 22)

**Title:** “Hamil: Anthony Weiner Should Keep Running for New York City Mayor”

**Source:** *New York Daily News*

**DRP:** 58 **Lexile:** 940 **Grade:** 6

**Link:** <http://www.nydailynews.com/new-york/hamill-weiner-nyc-city-2nd-chances-article-1.1408170>

**WG Topic:** Dating violence: Who is responsible? (Series 1 – Week 24)

**Title:** Slain Teen’s Parents Talk About Dating Violence

**Source:** *Boston Globe*

**DRP:** 62 **Lexile:** 1050 **Grade:** 7

**Link:** <http://www.bostonglobe.com/metro/2013/03/09/slain-teen-parents-talk-about-dating-violence/JteDLkqoDzyy4ZKHeuFBSM/story.html>

**Word Generation Series 2**

**WG Topic:** Should passing a standardized test be a high school graduation requirement? (Series 2 – Week 1)

**Title:** “Kids Tell All: I am more than a standardized test (with video)

**Source:** *Take Part*

**DRP:** 60 **Lexile:** 1010 **Grade:** 6

**Link:** <http://www.takepart.com/article/2013/06/25/kids-tell-all-i-am-more-standardized-test-video>

**WG Topic:** Should colleges use affirmative action? (Series 2 – Week 2)

**Title:** “Then to Now: Black history month timeline”

**Source:** *Time for Kids*

**DRP:** 62 **Lexile:** 1050 **Grade:** 7

**Link:** <http://www.timeforkids.com/news/1972/5481>

**WG Topic:** Health issues in education: What is appropriate for our schools? (Series 2 – Week 3)

**Title:** “Should Schools Require Kids to Bring Eco-friendly Lunches?”

**Source:** *Time for Kids*

**DRP:** 58 **Lexile :** 950 **Grade:** 6

**Link:**  [http://www.timeforkids.com/news/debate/14111](%20http://www.timeforkids.com/news/debate/14111)

**WG Topic:** Do professional athletes deserve multi-million dollar salaries? (Series 2 – Week 4)

**Title:** “Baseball Needs More Balance”

**Source:** *Sports Illustrated for Kids*

**DRP:** 62 **Lexile:** 1050 **Grade:** 7

[**Link:** http://www.sikids.com/kid:reporter:blogs/2011/03/23/baseball:needs:more:balance](http://www.sikids.com/kid-reporter-blogs/2011/03/23/baseball-needs-more-balance)

**WG Topic:** Should students be paid to do well in school? (Series 2 – Week 5)

**Title:** “Should College be Cheaper for Science Students?”

**Source:** *Time for Kids*

**DRP:** 62 **Lexile:** 1050 **Grade:** 7

**Link**: <http://www.timeforkids.com/news/should-college-be-cheaper-science-students/72381>

**WG Topic:** Title IX: Preventing discrimination against women and girls in sports and education? (Series 2 – Week 6)

**Title:** “Should Women Compete Against Men in Sports?”

**Source:** *Time for Kids*

**DRP:** 58 **Lexile:** 950 **Grade:** 6

**Link:** <http://www.timeforkids.com/news/should-women-be-allowed-compete-against-men-sports/81246>

**WG topic:** Should the government fund stem cell research? (Series 2 – Week 7)

**Title:** “What is a Stem Cell?”

**Source:** *Science News for Kids*

**DRP:** 62 **Lexile:** 1050 **Grade:** 7

[**Link:** http://www.sciencenewsforkids.org/2013/06/what:is:a:stem:cell/](http://www.sciencenewsforkids.org/2013/06/what-is-a-stem-cell/)

**WG Topic:** Who is responsible for children’s health? (Series 2 – Week 8)

**Title:** “Keeping Food Safe”

**Source:** *Time for Kids*

**DRP:** 62 **Lexile:** 1050 **Grade:** 7

[**Link:** http://www.timeforkids.com/news/keeping:food:safe/70801](http://www.timeforkids.com/news/keeping-food-safe/70801)

**WG Topic:** Nuclear power: Our energy future, or danger to society? (Series 2 – Week 9)

**Title:** Crisis in Japan

**Source:** *Time for Kids*

**DRP:** 56 **Lexile:** 840 **Grade:** 5

**Link:** <http://www.timeforkids.com/news/crisis-japan/11371>

**WG Topic:** Should the Pledge of Allegiance say “one nation, under God”? (Series 2 – Week 10)

**Title:** “NBC Apologizes for Cutting ‘One Nation, Under God’ from Pledge of Allegiance During US Open Telecast”

**Source:** *New York Daily News*

**DRP:** 62 **Lexile:** 1050 **Grade** 7

**Link:** <http://www.nydailynews.com/entertainment/tv-movies/nbc-apologizes-cutting-nation-god-pledge-allegiance-open-telecast-article-1.129884>

**WG Topic:** How should schools prevent bullying? (Series 2 – Week 12)

**Title:** “Kindness Counts”

**Source:** *Time for Kids*

**DRP:** 56 **Lexile:** 880 **Grade:** 5

**Link:** <http://www.timeforkids.com/news/kindness-counts/15141>

**WG Topic:** How should schools prevent bullying? (Series 2 – Week 12)

**Title:** “Students Come Up With Bullying Ideas”

**Source:** *Topics Online Magazine*

**DRP:** 56 **Lexile:** 860 **Grade:** 5

**Link:** <http://www.topics-mag.com/edition25/bullying/student_ideas.htm>

**WG Topic:** Should American students be required to learn a second language (Series 2 – Week 14)

**Title:** “America’s Foreign Language Deficit”

**Source:** *Forbes*

**DRP:** 62 **Lexile:** 1060 **Grade:** 7

**Link:** <http://www.forbes.com/sites/collegeprose/2012/08/27/americas-foreign-language-deficit/>

**WG Topic:** Are green technologies worth it? (Series 2 – Week 15)

**Title:** “Weaving with Light”

**Source:** *Science for Kids*

**DRP:** 62 **Lexile:** 1050 **Grade:** 7

[**Link:** http://www.sciencenewsforkids.org/2007/10/weaving:with:light:2/](http://www.sciencenewsforkids.org/2007/10/weaving-with-light-2/)

**WG Topic:** Are green technologies worth the investment? (Series 2 - Week 15)

**Title:** “Hot Technology: A new device that harvests energy that would otherwise go wasted”

**Source:** *Science News for Kids*

**DRP:** 62 **Lexile:** 1050 **Grade:** 7

[**Link:** http://www.sciencenewsforkids.org/2012/07/a:new:device:harvests:energy:that:would:otherwise:go:wasted/](http://www.sciencenewsforkids.org/2012/07/a-new-device-harvests-energy-that-would-otherwise-go-wasted/)

**WG Topic:** Violence and media: are ratings systems necessary? (Series 2 – Week 16)

**Title:** “Is a Rating System Censorship?”

**Source:** *Topics Online Magazine*

**DRP:** 62 **Lexile:** 1050 **Grade:** 7

**Link:** <http://www.topics-mag.com/edition12/media-ratings.htm>

**WG Topic:** Should voting be compulsory in local and national elections in the United States (Series 2 – Week 19)

**Title:** ”The Fight to Vote: Woman suffragists changed the United States”

**Source:** *Time for Kids*

**DRP:** 59 **Lexile:** 980 **Grade:** 6

**Link:** <http://www.timeforkids.com/news/fight-vote/81911>

**WG Topic:** Should there be amnesty for undocumented immigrants? (Series 2 – Week 20)

**Title:** “The Dream Act”

**Source:** *Dream Act Portal*

**DRP:** 56 **Lexile:** 910 **Grade:** 5

**Link:** <http://dreamact.info/>

**WG Topic:** Should middle and high school students have to meet a grade requirement to participate in sports? (Series 2 – Week 22)

**Title:** “Headers and Memory Loss”

**Source:** *Science News for Kids*

**DRP:** 61 **Lexile:** 1040 **Grade:** 6

**Link:** <http://www.sciencenewsforkids.org/2013/06/soccer-players-who-frequently-use-their-heads-score-worse-on-memory-tests/>

**WG Topic:** Are after school jobs helpful or harmful for middle and high school students? (Series 2 – Week 23)

**Title:** “Money Matters: Kids learn about finance in schools”

**Source:** *Washington Post- KidsPost*

**DRP:** 60 **Lexile:** 970 **Grade**: 6

[**Link:** http://www.washingtonpost.com/lifestyle/kidspost/money:matters:kids:learn:about:finance:in:school/2013/01/24/727a8fba:38c5:11e2:a263:f0ebffed2f15\_story.html](http://www.washingtonpost.com/lifestyle/kidspost/money-matters-kids-learn-about-finance-in-school/2013/01/24/727a8fba-38c5-11e2-a263-f0ebffed2f15_story.html)

**Word Generation Series 3**

**WG Topic:** Should school be a place for debate? (Series 3 – Week 1)

**Title:** “The Power of Middle School Debate”

**Source:** *The Examiner*

**DRP:** 54 **Lexile:** 800 **Grade:** 4

**Link:** <http://exa.gmnews.com/news/2013-04-18/Columns/The_power_of_middle_school_debate.html>

**WG Topic:** Should our use of paper or plastic bags be an individual choice or be regulated by the government? (Series 3 – Week 2)

**Title:** “Swirling Seas of Trash”

**Source:** *Science News for Kids*

**DRP:** 58 **Lexile:** 990 **Grade:** 6

[**Link:** http://www.sciencenewsforkids.org/2011/06/swirling:seas:of:plastic:trash/](http://www.sciencenewsforkids.org/2011/06/swirling-seas-of-plastic-trash/)

**WG Topic:** Should our use of paper or plastic be an individual choice or be regulated by the government? (Series 3 – Week 2)

**Title:** “Are Reusable Bags Dangerous?”

**Source:** *Time for Kids*

**DRP:** 62 **Lexile:** 1050 **Grade:**7

[**Link:** http://www.timeforkids.com/news/are:reusable:bags:dangerous/11841](http://www.timeforkids.com/news/are-reusable-bags-dangerous/11841)

**WG Topic:** Should our use of paper or plastic be an individual choice or be regulated by the government? (Series 3 – Week 2)

**Title:** “New Bag Keeps Food Fresh Longer”

**Source:** *Science News for Kids*

**DRP:** 62 **Lexile:** 1050 **Grade:** 7

[**Link:** http://www.sciencenewsforkids.org/2013/05/new:bag:keeps:food:fresh:longer/](http://www.sciencenewsforkids.org/2013/05/new-bag-keeps-food-fresh-longer/)

**WG Topic:** Do the benefits of renting a pet outweigh the potential harm it can cause the animals? (Series 3 – Week 3)

**Title: “**Fangs Bared Over Rent-A-Dog”

**Source:** *Worcester Telegram*

**DRP:** 57 **Lexile :** 920 **Grade:** 6

**Link:**  <http://www.telegram.com/article/20080305/NEWS/803050661/1116>

**WG Topic:** Do the benefits of renting a pet outweigh the potential harm it can cause the animals? (Series 3 – Week 3)

**Title: “**Rent-A-Pup”

**Source:** *Willamette Week*

**DRP:** 64 **Lexile:** 1080 **Grade:** 7

**Link:** <http://www.wweek.com/portland/article-19896-rent_a_pup.html>

**WG Topic:** Should adoption information be kept private or made public? (Series 3 – Week 4)

**Title: ‘**Adoption Records Should Be Open”

**Source:** *Times Union*

**DRP:** 57 **Lexile:** 920 **Grade:** 5

**Link:** <http://www.timesunion.com/opinion/article/Adoption-records-should-be-open-914411.php>

**WG Topic:** Should secret wiretapping be illegal? (Series 3 – Week 5)

**Title:** “Top Secret?”

**Source:** *Time for Kids*

**DRP:** 62 **Lexile:** 1050 **Grade:** 7

**Source:** <http://www.timeforkids.com/news/top-secret/95951>

**WG Topic:** When should the U.S. Government send troops to another region of the world? (Series 3 – Week 6)

**Title: “**Holiday Homecoming”

**Source:** *Time for Kids*

**DRP:** 62 **Lexile:** 1050 **Grade: 7**

**Link:** <http://www.timeforkids.com/news/holiday-homecoming/23161>

**WG Topic:** Should the government impose a national year of service? (Series 3 – Week 7)

**Title:** “A Time to Serve”

**Source:** *Time*

**DRP:** 63 **Lexile:** 1070 **Grade:** 7

**Link:** <http://www.time.com/time/specials/2007/article/0,28804,1657256_1657317_1657570,00.html>

**WG Topic:** Should the United States support the development of more biotechnology to genetically modify food? (Series 3 – Week 9)

**Title:** “Voices In Favor of Genetically Modifying Foods”

**Source:** *Topics Online Magazine*

**DRP:** 57 **Lexile:** 930 **Grade:** 6

**Link:** <http://www.topics-mag.com/edition6/genetic-eng-pros.htm>

**WG Topic:** Should the United States support the development of more biotechnology to genetically modify food? (Series 3 – Week 9)

**Title:** “Fears About the Genetic Manipulation of Foods”

**Source:** *Topics Online Magazine*

**DRP:** 55 **Lexile:** 830 **Grade:** 6

**Link:**  <http://www.topics-mag.com/edition6/genetic-eng-against.htm>

**WG Topic:** Should the United States support the development of more biotechnology to genetically modify food? (Series 3 – Week 9)

**Title:** “New Source for Healthy Fats”

**Source:** *Science News for Kids*

**DRP:** 62 **Lexile:** 1050 **Grade:** 7

**Link:** <http://www.sciencenewsforkids.org/2011/04/new-source-for-healthy-fats/>

**WG Topic:** Considering the possible benefits and risks, is becoming a vegetarian a smart decision? (Series 3 – Week 10)

**Title:** “Luiz Anonio, Adorable Child, Sums Up Moral Argument for Being a Vegetarian as Only a Kid Can” (with video)

**Source:** *Huffington Post*

**DRP:** 52 **Lexile:** 750 **Grade:** 4

**Link:** <http://www.huffingtonpost.com/2013/05/31/luiz-antonio-vegetarian-where-meat-comes-from_n_3366242.html>

**WG Topic:** Should single gender education be an option for families or should all public schools be co-ed? (Series 3 - Week 12)

**Title:** “Do Boys and Girls Learn Better Together or Apart?”

**Source:** *Time for Kids*

**DRP:** 56 **Lexile:** 860 **Grade:** 5

**Link:** <http://www.timeforkids.com/news/debate/16621>

**WG Topic:** Should there be a Kid Nation 2? (Series 3 – Week 14)

**Title:** “’Kid Nation’: Reality TV gone too far?”

**Source:** *ABC News*

**DRP:** 62 **Lexile:** 1050 **Grade:** 7

**Link:** <http://abcnews.go.com/GMA/story?id=3514473&page=1>

**WG Topic:** Who is responsible for protecting teens from online predators? (Series 3 – Week 15)

**Title:** “Keeping Kids Safe Online”

**Source:** *Scholastic*

**DRP:** 61 **Lexile:** 1030 **Grade:** 7

**Link:** <http://www.scholastic.com/parents/resources/article/your-child-technology/keeping-kids-safe-online>

**WG Topic:** Who is responsible for protecting teens from online predators? (Series 3 – Week 15)

**Title:** “Cyberbullying is a Growing Problem”

**Source:** *Topics Online Magazine*

**DRP:** 62 **Lexile:** 1050 **Grade:** 7

**Link:** <http://www.topics-mag.com/edition25/bullying/internet.htm>

**WG Topic:** Should schools protect students from cyber-bullying? (Series 3 – Week 16)

**Title: “**Students Create World’s Longest Friendship Chain”

**Source:** *Tween Tribune*

**DRP:** 51 **Lexile:** 700 **Grade:** 3

**Link:** <http://tweentribune.com/tween/elementary-students-create-world%E2%80%99s-longest-friendship-chain>

**WG Topic:** How should schools prevent bullying? (Series 3 – Week 16)

**Title:** *“*Kids Share Their Experiences Being Bullied”

**Source:** *Recordnet*

**DRP:** 70 **Lexile:** 1050 **Grade:** 7

[**Link:** http://www.recordnet.com/apps/pbcs.dll/article?AID=/20110703/A\_NEWS/107030317/:1/A\_NEWS07](http://www.recordnet.com/apps/pbcs.dll/article?AID=/20110703/A_NEWS/107030317/-1/A_NEWS07)

**WG TopicWG Topic:** How should doctors choose recipients for organ transplants? (Series 3 – Week 18)

**Title:** “Kidneys Fail – True Friend Comes Through”

**Source:** *New York Daily News*

**DRP:** 62 **Lexile:** 1050 **Grade:** 7

**Link:** <http://www.nydailynews.com/new-york/brooklyn/kidneys-fail-true-friend-article-1.342142>

**WG Topic:** Should the use of transfats in food be regulated? (Series 3 – Week 19)

**Title:** “Fats Encourage Overeating”

**Source:** *Science News for Kids*

**DRP:** 58 **Lexile:** 950 **Grade:** 6

**Link:** <http://www.sciencenewsforkids.org/2011/07/fats-encourage-overeating/>

**WG Topic:** Should the use of transfats in food be regulated? (Series 3 – Week 19)

**Title:** “Obesity Rates Falling”

**Source:** *Time for Kids*

**DRP:** 60 **Lexile:** 1000 **Grade:** 6

[**Link:** http://www.timeforkids.com/news/obesity:rates:falling/67931](http://www.timeforkids.com/news/obesity-rates-falling/67931)

**WG Topic:** Should the use of transfats in food be regulated? (Series 3 – Week 19)

**Title:** “Fat Weighs Heavy on the Brain”

**Source:** *Science News for Kids*

**DRP:** 62 **Lexile:** 1090 **Grade:** 7

**Link:** <http://www.sciencenewsforkids.org/2011/04/new-study-shows-obesity-interferes-with-memory-thinking-and-reasoning/>

**WG Topic:** Should handguns be illegal? (Series 3 – Week 20)

**Title:** “Guns Killing Children: an American epidemic”

**Source:** *New York Daily News*

**DRP:** 52 **Lexile:** 750 **Grade:** 4

**Link:** <http://www.nydailynews.com/news/national/guns-120-kids-newtown-article-1.1391208>

**WG Topic:** Should people be able to trademark phrases? (Series 3 – Week 21)

**Title:** ”Chicken and Waffle Feud”

**Source:** *L.A. Times*

**DRP:** 62 **Lexile:** 1050 **Grade:** 7

**Link:** <http://latimesblogs.latimes.com/dailydish/2008/04/chicken-and-waf.html>

**WG Topic:** Should people be able to trademark phrases? (Series 3 – Week 21)

**Title:** “Kids Seek Invention Protection”

**Source:** *Science News for Kids*

**DRP:** 62 **Lexile:** 1070 **Grade:** 7

[**Link:** http://www.sciencenewsforkids.org/2013/03/teens-seek-invention-protection/](http://www.sciencenewsforkids.org/2013/03/teens-seek-invention-protection/)

**WG Topic:** If you were a parent, would you buy a doll that misrepresented your values? (Series 3 – Week 22)

**Title:** “Artist Recreates Barbie with Real Life Proportions”

**Source:** *New York Daily News*

**DRP:** 62 **Lexile:** 1060 **Grade:** 7

**Link:** <http://www.nydailynews.com/life-style/artist-barbie-real-proportions-article-1.1388333>

**WG Topic:** Should shopping malls be allowed to institute teen curfews? (Series 3 – Week 23)

**Title:** “Malls Nation Wide Are Setting Curfews for Unaccompanied Teens”

**Source:** *USA Today*

**DRP:** 62 **Lexile:** 1050 **Grade:** 7

**Link:** <http://usatoday30.usatoday.com/news/nation/2004-09-17-teens-malls_x.htm>

**WG Topic:** Should it be mandatory to get a license to be a parent?

**Title:** “Jose Raul Perez: Raising his voice”

**Source:** *Safe Horizons*

**DRP:** 56 **Lexile:** 850 **Grade:** 5

**Link:** <http://www.safehorizon.org/index/what-we-do-2/our-stories-82/jose-raul-perez-raising-his-voice-169.html>

**Social Studies Articles (Ancient Civilizations)**

**52-58 DRP Units**

**Region:** Egypt

**Title:** “Hatshepsut”

**Source:** *Ducksters*

**DRP:** 52 **Lexile** 740 **Grade:** 4

L**ink**<http://www.ducksters.com/history/ancient_egypt/hatshepsut.php>

**Region:** Egypt

**Title:** “Ramses II”

**Source:** *Ducksters*

**DRP:** 56 **Lexile** 870 **Grade:** 5

L**ink**: <http://www.ducksters.com/history/ancient_egypt/ramses_ii.php>

**Region:** Egypt

**Title: “**Tombs Discovered in Egypt”

**Source:***Time for Kids*

**DRP:**56 **Lexile:**910 **Grade:** 5

**Link:**<http://www.timeforkids.com/news/tombs-discovered-egypt/11861>

**Region:** China

**Title:** “Digging into China: Archaeologists discover 110 new warrior statues in China”

**Source:** *Time for Kids*

**DRP**: 56 **Lexile**: 850 **Grade:** 5

**Link:** <http://www.timeforkids.com/news/digging-china/41096>

**Region:** China

**Title: “**Measuring a Mountain”

**Source:***Time for Kids*

**DRP**:56 **Lexile:**900 **Grade**: 5

**Link:**<http://www.timeforkids.com/news/measuring-mountain/6416>

**Region:** China

**Title:** “Peeking into the Past”

**Source:***Time for Kids*

**DRP:**58 **Lexile:**950 **Grade:** 6

**Link:**<http://www.timeforkids.com/news/peeking-past/9671>

**59-61 DRP Units**

**Region:** Greece

**Title: “**Icarus andDaedalus”

**Source:** *Engage NY Common Core Sample Questions (pg. 17)*

**DRP**: 60 **Lexile:** 1000 **Grade:** 6

**Link**: [http://www.engageny.org/sites/default/files/resource/attachments/ela: grade: 6: sample: questions.pdf](http://www.engageny.org/sites/default/files/resource/attachments/ela-grade-6-sample-questions.pdf)

**Region:** India

**Title:** “Roaring Return”

**Source:***Time for Kids*

**DRP:**60 **Lexile:**1000 **Grade:** 6

**Link**:<http://www.timeforkids.com/news/roaring-return/10946>

**Region:** Greece

**Title:** A History of Gymnastics: From ancient Greece to modern times

**Source:** *Scholastic*

**DRP:** 61 **Lexile:** 1030 **Grade:** 6

**Link:** <http://www.scholastic.com/teachers/article/history-gynastics-ancient-greece-modern-times>

**62-Above DRP Units**

**Region:** Greece

**Title:** “The Horse of Wood”

**Source:** *Engage NY Common Core Sample Questions (pg. 2)*

**DRP**: 62 **Lexile:** 1050 **Grade:** 7

L**ink:** [http://www.engageny.org/sites/default/files/resource/attachments/ela: grade: 6: sample: questions.pdf](http://www.engageny.org/sites/default/files/resource/attachments/ela-grade-6-sample-questions.pdf)

**Region:** Egypt

**Title:** “Mystery of the Tattooed Mummy”

**Source:** *National Geographic*

**DRP:** 62 **Lexile:** 1050 **Grade:** 7

L**ink:** [http://kids.nationalgeographic.com/kids/stories/history/tattooed: mummy/](http://kids.nationalgeographic.com/kids/stories/history/tattooed-mummy/)

**Region:** India

**Title:** “Diwali, India's Festival of Light”

**Source:** *National Geographic Kids*

**DRP:** 62 **Lexile:** 1050 **Grade:** 7

L**ink:** <http://kids.nationalgeographic.com/kids/stories/peopleplaces/diwali/>

**Region:** Greece

**Title:** “Demosthenes”

**Source:** *Engage NY Common Core Sample Questions (pg. 15)*

**DRP:** 61 **Lexile:** 1030 **Grade:** 7

L**ink:** [http://www.engageny.org/sites/default/files/resource/attachments/ela: grade: 6: sample: questions.pdf](http://www.engageny.org/sites/default/files/resource/attachments/ela-grade-6-sample-questions.pdf)

**Additional Social Studies Resources**

**Library of Congress -**[http://www.loc.gov/teachers/standards](http://www.loc.gov/teachers/standards/index.php)

Access print, pictorial and audio-visual collections and library catalogs.Search by Common Core Standard, Ask a Librarian, and classroom materials.

**National Archives -** <http://docsteach.org/>

Choose from thousands of documents from the national archives with teaching and reading activities. Tips for teaching document analysis, activities to support the development of historical thinking skills.

**Stanford History Education Group *-*** <http://sheg.stanford.edu/rlh>

Links to document-based Lessons in U.S. and World History. *Read Like a Historian*, *Historical Thinking Skills*, and *Beyond the Bubble Assessments.*

**Teaching History.org *-*** <http://teachinghistory.org/>

Offers a clearinghouse of history education with middle and high school resources. Reviews of websites and primary sources and *Beyond the Textbook* resources.

**Science Articles (Aligned with 6th Grade Curriculum)**

**52-58 DRP Units**

**Unit 3 – Diversity of Life**

**Title:** “Gain for Gorillas: The total world population of gorillas is rising”

**Source:** *Time for Kids*

**DRP:** 53 **Lexile:** 780 **Grade:** 4

**Link:** [http://www.timeforkids.com/news/gain: gorillas/59721](http://www.timeforkids.com/news/gain-gorillas/59721)

**Unit 2 – Weather**

**Title:** “Storm on Saturn: NASA images reveal a massive hurricane on Saturn’s north pole”

**Source:** *Time for Kids*

**DRP:** 56 **Lexile**: 860 **Grade:** 5

**Link:** [http://www.timeforkids.com/news/storm: saturn/91856](http://www.timeforkids.com/news/storm-saturn/91856)

**Unit 2 – Weather**

**Title:** “Ahead of the Wave: Scientists are working to predict — and tame — the tsunamis that can threaten some coastal communities”

**Source:** *Science News for Kids*

**DRP**: 58 **Lexile**: 950 **Grade:** 6

**Link:** [http://www.sciencenewsforkids.org/2013/02/scientists: are: working: to: predict: and: tame: the: tsunamis: that: can: threaten: some: coastal: communities/](http://www.sciencenewsforkids.org/2013/02/scientists-are-working-to-predict-and-tame-the-tsunamis-that-can-threaten-some-coastal-communities/)

**Unit 3 – Diversity of Life**

**Title:** “Brain to Brain: Rat brains signaled each other through computers”

**Source:** *Science News for Kids*

**DRP**: 58 **Lexile:** 950 **Grade:** 6

**Link:** [http://www.sciencenewsforkids.org/2013/03/brain: to: brain/](http://www.sciencenewsforkids.org/2013/03/brain-to-brain/)

**59-61 DRP Units**

**Unit 3 – Simple and Complex Machines**

**Title:** “Invisibility Cloaks and Other New Materials that Play with Light Are in the Works - the Science of Disappearing”

**Source:** *Science News for Kids*

**DRP:** 59 **Lexile**: 1000 **Grade:** 6

**Link:** [http://www.sciencenewsforkids.org/2010/02/the: science: of: disappearing: 2/](http://www.sciencenewsforkids.org/2010/02/the-science-of-disappearing-2/)

**Unit 4 – Interdependence**

**Title:** “Predators as Climate Helpers: In lakes and streams, fish and insects protect aquatic plants that gobble up greenhouse gas”

**Source:** *Science News for Kids*

**DRP:** 59 **Lexile:** 990 **Grade:** 6

**Link:** [http://www.sciencenewsforkids.org/2013/02/predators: as: climate: helpers/](http://www.sciencenewsforkids.org/2013/02/predators-as-climate-helpers/)

**Unit 3 – Diversity of Life**

**Title:** “The Buzz on Bees: A new study finds that caffeine can help improve the memory of honeybees”

**Source:** *Time for Kids*

**DRP**: 60 **Lexile:** 1000 **Grade:** 6

**Link:** [http://www.timeforkids.com/news/buzz: bees/83886](http://www.timeforkids.com/news/buzz-bees/83886)

**62-Above DRP Units**

**Unit 1 – Simple and Complex Machines**

**Title:** “Solar Powered Plane: An aircraft takes off for a cross-country flight—with no fuel required”

**Source:** *Time for Kids*

**DRP:** 62 **Lexile:** 1050 **Grade:** 7

**Link:** [http://www.timeforkids.com/news/solar: powered: plane/92296](http://www.timeforkids.com/news/solar-powered-plane/92296)

**Additional Science Resources**

**National Digital Science Library** - <http://nsdl.org/browse/collections/All>

The NSDL does offers access to text resources, focusing on the sciences, technology, engineering, and mathematics (STEM) content.

**National Geographic for Kids** - <http://kids.nationalgeographic.com/kids/>

The kids’ version of National Geographic. For texts, go to the news section of the site. *Lexile Range: 1050-1150*

**Natural Inquirer-** <http://www.naturalinquirer.org/>

A school science journal with Common Core Standards alignment to lessons and links to other helpful web resources.

**Popsci -** <http://www.popsci.com/archives>

View the 140-year archive of science and technology resources. Categories include the future of the environment, health and energy.

**Science.gov** - <http://www.science.gov/index.html>

Search over 55 databases and 2100 websites from 13 federal agencies, offering [**authoritative U.S. government science information**](http://www.science.gov/searchdbs.html)**.** Reports include agencies’ research and development results and data sets.

**Science News** - <http://www.sciencenews.org/>

This is the adult version of Science News for Kids, also coming from Society for Science and the Public.

*Lexile Range: 1050-1260*

**Science News for Kids** - http://www.sciencenewsforkids.org

A publication by the Society for Science and the Public. *Lexile Range : 870-1100*

**Science, New York Times** - <http://www.nytimes.com/pages/science/index.html>

Science section of the New York Times. *Lexile Range: 1150-1350*

**General Nonfiction**

**45-51 DRP Units**

**Title: “**Robot Replaces Girl at School”

**Source:** *Tween Tribune*

**DRP:** 51 **Lexile:** 700 **Grade:** 3

**Link:** [**http://tweentribune.com/tween/robot-replaced-girl-school**](http://tweentribune.com/tween/robot-replaced-girl-school)

**Title:** “Penguins Are Cool”

**Source:** *Tween Tribune*

**DRP:** 48 **Lexile:** 600 **Grade:** 3

**Link:** [**http://tweentribune.com/tween/penguins-are-coolest-thing-florida**](http://tweentribune.com/tween/penguins-are-coolest-thing-florida)

**Title:** “My Dog Ate My $500”

**Source:** *Tween Tribune*

**DRP:** 50 **Lexile:** 650 **Grade:** 3

**Link:** [**http://tweentribune.com/tween/%E2%80%9Cmy-dog-my-money%E2%80%9D**](http://tweentribune.com/tween/%E2%80%9Cmy-dog-my-money%E2%80%9D)

**52-58 DRP Units**

**Title: “**FTC Fact Sheet— Identify Yourself”

**Source:** *Engage NY Common Core Sample Questions (pg. 10)*

**DRP:** 56 **Lexile:** 860 **Grade:** 5

**Link:** <http://www.engageny.org/sites/default/files/resource/attachments/ela-grade-7-sample-questions.pdf>

**Title: “**Dino-sized Poop”

**Source:** *Science News for Kids*

**DRP:** 56 **Lexile:** 930 **Grade:** 5

**Link:** <http://www.sciencenewsforkids.org/2013/01/dino-sized-poop/>

**Title:** “An American Hero: The biography of Caesar E. Chavez”

**Source:** *Engage NY Common Core Sample Questions (pg. 8)*

**DRP:** 58 **Lexile:** 960 **Grade:** 6

**Link:** <http://www.engageny.org/sites/default/files/resource/attachments/ela-grade-5-sample-questions.pdf>

**59-61 DRP Units**

**Title:** “The Story of My Life”

**Source:** *Engage NY Common Core Sample Questions (pg. 16)*

**DRP:** 59 **Lexile:** 970 **Grade:** 6

**Link:** <http://www.engageny.org/sites/default/files/resource/attachments/ela-grade-8-sample-questions.pdf>

**Title:** “Anniversary at Everest: A new record helps mark 60 years since the first ascent of Mount Everest”

**Source:** *Time for Kids*

**DRP:** 60 **Lexile:** 1000 **Grade:** 6

**Link:** <http://www.timeforkids.com/news/anniversary-everest/94621>

**Title:** “Happy Fourth of July!Get the History Behind this Star-spangled Celebration”

**Source:** *Time for Kids*

**DRP:** 60 **Lexile:** 1000 **Grade:** 6

**Link:** <http://www.timeforkids.com/news/happy-fourth-july/41766>

**62+ DRP Units**

**Title:** “Tornado Caught Storms Chasers: Tim Samaras died doing what he loved—collecting tornado data for science”

**Source:** *Science News for Kids*

**DRP:** 62 **Lexile:** 1040 **Grade:** 6-7

**Link:** <http://www.sciencenewsforkids.org/2013/06/storm-chaser-tim-samaras-died-doing-what-he-loved-collecting-tornado-data-for-science/>

**Title:** “Pee is for Power: The water in urine can be a source of hydrogen for electrical generators”

**Source:** *Science News for Kids*

**DRP:** 62 **Lexile:** 1050 **Grade**: 7

**Link:** <http://www.sciencenewsforkids.org/2013/05/the-water-in-urine-can-be-a-source-of-hydrogen-for-electrical-generators/>

**Code X Supplemental Texts**

**Unit 1- Stories of Survival: How are people shaped by the challenges they face?**

**Title:** “The Other Side “

**Author:** Jacqueline Woodson

**Genre:** Short story  
**DRP:** 42 **Lexile:** 400 **Grade:** 3-4

**Link:** <http://k262.org/moodle/sitefiles/retolit/TeacherResource.pdf>

**Title:**  “Survival”

**Author:** John M. Floyd

**Source:** *Read Write Think*

**Genre:** Short Story

**DRP:** 54 **Lexile:** 800 **Grade:** 4

**Link:** [**http://www.readwritethink.org/files/resources/lesson\_images/lesson796/survival2.pdf**](http://www.readwritethink.org/files/resources/lesson_images/lesson796/survival2.pdf)

**Title:** “Mother and Daughter” in *Baseball in April*

**Author:** Gary Soto

**Genre:** Short Story

**DRP:** 55 **Lexile:** 830  **Grade:** 5.8

**Link:** <http://tinyurl.com/n5crxdo>

**Title:** “Inside Out” in *The Circuit*

**Author:** Francisco Jimenez

**Genre:** Short Story

**DRP:** 56 **Lexile:** 890 **Grade:** 5

**Link:** <http://tinyurl.com/m3z8oef>

**Title:** “Woman Work”

**Author:** Maya Angelou

**Genre:** Poetry

**DRP:** 57 **Lexile:** 1000 **Grade:** 5

**Link**: <http://www.poemhunter.com/poem/woman-work/>

**Title**: “A Poison Tree”

**Author**: William Blake

**Genre**: Poetry

**DRP**: 57 **Lexile:** 610 **Grade**: 6

**Link:** <http://www.poets.org/viewmedia.php/prmMID/15524>

**Title:** “Thank You Ma’am”

**Author:** Langston Hughes

**Genre:** Short Story

**DRP:** 60 **Lexile:** 1210 **Grade: 6**

**Link:** <http://staff.esuhsd.org/danielle/english%20department%20lvillage/rt/Short%20Stories/Thank%20You,%20Ma'am.pdf>

**Title:** “The Rose that Grew from Concrete”

**Author:** Tupac Shakur

**Genre:** Poetry

**DRP:** 60 **Lexile:** 1000 **Grade:** 6.3

**Link:** <http://www.poemhunter.com/poem/the-rose-that-grew-from-concrete-2/>

**Title:** “Kitty and Mack: A Love Story” in *145 Street: Short Stories*

**Author:** Water Dean Myers

**Genre:** Short story  
**DRP:** 60 **Lexile:** 760 **Grade:** 6

**Title:** “In the Time I Get” in *Athletic Shorts: Six Short Stories*

**Author:** Chris Crutcher

**Genre:** Short story  
**DRP:** 61 **Lexile:** 1010 **Grade:** 7

**Title:** “Sympathy”

**Author:** Paul Laurence Dunbar

**Genre:** Poetry

**DRP:** 61 **Lexile:** 1020 **Grade:** 6

**Link:** <http://www.poemhunter.com/poem/sympathy/>

**Title:** “Goin’ Fishin” in *Athletic Shorts: Six Short Stories*

**Author:** Chris Crutcher

**Genre:** Short story  
**DRP:** 61 **Lexile:** 1010 **Grade:** 7

**Title:** “Mother to Son”

**Author:** Langston Hughes

**Genre:** Poetry

**DRP:** 62 **Lexile:** 10 **Grade:** 7

**Link:** [**http://www.poetryfoundation.org/poem/177021**](http://www.poetryfoundation.org/poem/177021)

**Title:** “Caged Bird”

**Author:** Maya Angelou

**Genre:** Poetry

**DRP:** 62 **Lexile:** 1050 **Grade:** 7

**Link:** <http://www.poetryfoundation.org/poem/178948>

**Unit 2- Live Your Dream: What does a dream reveal about the dreamer?**

**Title:** “Dreams”

**Author:** Langston Hughes

**Genre:** Poetry

**DRP:** 60 **Lexile:** 1040 **Grade:** 6

**Link:** <http://www.poets.org/viewmedia.php/prmMID/16075>

**Title:** “A Dream Deferred”

**Author:** Langston Hughes

**Genre:** Poetry

**DRP:** 54 **Lexile:** 460 **Grade:** 4-5

**Link:** <http://www.poetryfoundation.org/poem/175884>

**Title:** “Fly Away Home”

**Author:** Eve Bunting

**Genre:** Short Story/Picture Book

**DRP:** 46 **Lexile:** 480 **Grade:** 3-4

**Link:** <http://angela-wisemanwiki.wikispaces.com/file/view/Lucy+3_5book5+Literary+Essays+One+pagers.pdf>

**Title:** “If We Must Die”

**Author:** Claude McKay

**Genre:** Poem

**DRP:** 60 **Lexile:** 1000 **Grade:** 6

**Link:** <http://www.poets.org/viewmedia.php/prmMID/15250>

**Unit 3 - World Wonders: Do we have a duty to preserve world wonders   
for future generations?**

**Title: “**Only One Third of China's Great Wall Still Stands as Tourists Take Their Toll”

**Source**: *The Guardian*

**DRP:** 62 **Lexile:** 1070 **Grade**: 7

**Link:** <http://www.guardian.co.uk/world/2004/jan/27/china.arts>

**Title:** “Taj Mahal Could Collapse within Five Years Because Wooden Foundations are Rotting”

**Source**: *Mail Online*

**DRP:** 62 **Lexile:** 1060 **Grade**: 7

**Link:** <http://www.dailymail.co.uk/news/article-2045183/Taj-Mahal-collapse-5-years-wooden-foundations-rotting.html>

**Title: “**Disappearing Wonders: 10 world heritage sites in danger”

**Source**: *USA Today*

**DRP:** 63 **Lexile:** 1070 **Grade**: 7

**Link:** <http://www.usatoday.com/story/travel/destinations/2013/05/16/disappearing-wonders-10-world-heritage-sites-in-danger/2163883/>

**Unit 4 – Coming to America: What do experiences with others   
teach people about themselves?**

**Title**: “Fortune Cookie" in *What do Fish Have to do with Anything?*

**Author:** Avi

**Genre:** Short Story

**DRP: 5**0 **Lexile:** 500 **Grade**: 5

**Link:** <http://k262.org/moodle/sitefiles/retolit/TeacherResource.pdf>

**Title**: “TFK Talks to Julia Alvarez”

**Source:** *Time for Kids*

**Genre:** Interview

**DRP:** 58 **Lexile:** 940 **Grade**: 6

**Link:** <http://www.timeforkids.com/news/tfk-talks-julia-alvarez/13376>

**Title**: “Relive a Boy’s Journey”

**Author:** Seymour Rechtzeit

**Source:** Scholastic

**Genre:** Article

**DRP:** 56 **Lexile:** 860 **Grade**: 5

**Link:** <http://www.scholastic.com/teachers/article/relive-boys-journey>

**Title**: “Fish Cheeks”

**Author:** Amy Tan

**Genre:** Memoir

**DRP:** 57 **Lexile:** 960 **Grade**: 5-6

**Link:** <http://www.whsd.k12.pa.us/userfiles/1751/Classes/12208/fish-cheeks-ws.pdf>

**Title**: “No Speak English” in *The House on Mango Street*

**Author:** Sandra Cisneros

**Genre:** Memoir

**DRP:** 56 **Lexile:** 870 **Grade:** 5

**Link:** <http://redheadsrock.us/Library/PDF/No%20Speak%20English.pdf>

**Unit 5 – Cities of Gold : Why does place matter?**

**Title:** “Tornado caught storm chasers”

**Source:** *Science News for Kids*   
**DRP:** 52 **Lexile:** 720 **Grade:** 4

**Link:** <http://www.sciencenewsforkids.org/2013/06/storm-chaser-tim-samaras-died-doing-what-he-loved-collecting-tornado-data-for-science/>

**Title:** “Nothing Gold Can Stay”

**Author**: Robert Frost

**Genre**: Poem

**DRP**: 54 **Lexile**: 730 **Grade:** 5

<http://www.poets.org/viewmedia.php/prmMID/19977>

**Title:** “The House on Mango Street” in *The House on Mango Street*

**Author:** Sandra Cisneros

**Genre:** Memoir  
**DRP:** 56 **Lexile:** 870 **Grade:** 5

**Title:** “Animals under Antarctica”

**Source:** *Science News for Kids*

**DRP:** 56 **Lexile:** 860 **Grade:** 5

**Link:** [**http://www.sciencenewsforkids.org/2013/07/animals-under-antarctic-ice/**](http://www.sciencenewsforkids.org/2013/07/animals-under-antarctic-ice/)

**Unit 6 - History Lost and Found: How can ancient history teach us about our world today?**

\*See Social Studies (Ancient Civilization) section and/or “Reading Closely and Writing to Learn” in the Expeditionary Learning section.

**Unit 7- The Big Give: What can one person do to make a difference?**

**Title:** *Martin Luther King*

**Genre:** Biography  
**DRP:** 62 **Lexile:** 1050 **Grade:** 7

**Link:** <http://www.bbc.co.uk/history/historic_figures/king_martin_luther.shtml>

**Title:** *When Marian Sang*

**Author:** Pam Munoz Ryan

**Genre:** Biography  
**DRP:** 50 **Lexile:** 760 **Grade:** 3-4

**Expeditionary Learning Supplemental Texts**

**\*\*\*\*Note:** Expeditionary Learning provides a list of recommended texts (both literary and informational) with lexiles to support each unit. To access these lists, go to <http://www.engageny.org/resource/grade-6-english-language-arts>.

**Reading Closely and Writing to Learn: Myths – not just long ago**

**Title:** “Cesar Chavez”

**Source:** *Ducksters*

**DRP:** 50 **Lexile:** 670 **Grade:** 3

**Link:** <http://www.ducksters.com/biography/cesar_chavez.php>

**Title:** “Anne Frank”

**Source:** *Ducksters*

**DRP:** 52 **Lexile:** 740 **Grade:** 4

**Link:** <http://www.ducksters.com/biography/women_leaders/anne_frank.php>

**Title:** “Nelson Mandela”

**Source:** *Ducksters*

**DRP:** 55 **Lexile:** 870 **Grade:** 5

[**Link:**](Link:%20http://www.sciencenewsforkids.org/2004/01/animal:clones:double:trouble:2/) <http://www.ducksters.com/biography/nelson_mandela.php>

**Title:** “Martin Luther King”

**Source:** Ducksters

**DRP:** 56**Lexile:** 920**Grade:** 5

**Link:** <http://www.ducksters.com/biography/martin_luther_king_jr.php>

**Title:** “Barack Obama”

**Source:** *Ducksters*

**DRP:** 58 **Lexile:** 960 **Grade:** 6

**Link:** <http://www.ducksters.com/biography/uspresidents/barackobama.php>

**Title:** “Mother Teresa”

**Source:** *Ducksters*

**DRP:** 58 **Lexile:** 950 **Grade:** 5

**Link:** [**http://www.ducksters.com/biography/mother\_teresa.php**](http://www.ducksters.com/biography/mother_teresa.php)

**Title:** “Mohandas Ghandi”

**Source:** *Ducksters*

**DRP:** 60 **Lexile:** 1000 **Grade:** 6

[**Link:**](Link:%20http://www.sciencenewsforkids.org/2004/01/animal:clones:double:trouble:2/) <http://www.ducksters.com/biography/mohandas_gandhi.php>

**Working with Evidence: Rules to live by**

**Title**: “Florida School Allows Cell Phones in Class”

**Source**: *Tampa Bay*

**DRP:** 56 **Lexile:** 870 **Grade:** 5

**Link:** <http://www.tampabay.com/news/education/k12/some-tampa-bay-high-schools-allow-cell-phones-to-be-used-in-class/1041399>

**Title:** “If Dress Code Doesn’t Suit Teens, School Districts Will: Parents say the inmate jumpsuit is too extreme for attire offense.”

**Source**: *Houston Chronicle*

**DRP**: 62 **Lexile:** 1050 **Grade**: 7

**Link**: <http://www.chron.com/news/houston-texas/article/If-dress-code-doesn-t-suit-teens-school-district-1654337.php>

**Understanding Perspectives: The land of the golden mountain**

**Title: “**Asian American Pacific Heritage: Li Keng Wong’s story” (chpt 1-8, Interview)

**Source:** *Scholastic*

**DRP:** 53 **Lexile:** 610 **Grade:** 4

**Link:** <http://teacher.scholastic.com/activities/asian-american/angel_island/interview.asp>

**Title:** “The Great Rat Hunt” From *When I was Your Age*

**Author:** Yep, Laurence

**DRP:** 56 **Lexile:** 960 **Grade:** 5.*7*

**Link:** <http://teachers.henrico.k12.va.us/short_pump/douthit_c/Site/Rat_Hunt.html>

**Title:** Poem #32, #8, #7, #10

**Source:** *Poems from Angel Island: Poetry and History of Chinese Immigrants on Angel Island, 1910-1940*

**Author:** Unknown

**DRP:** 56 **Lexile:** 880 **Grade:** 5

**Link:** <http://www.kqed.org/w/pacificlink/lessonplans/poems.pdf?trackurl=true>

**Title: “**Poem from Angel Island”

**Source:** *Houghton Mifflin Social Studies*

**Author:** Anonymous

**DRP:** 58 **Lexile:** 950 **Grade:** 6

**Link:** <http://www.eduplace.com/ss/hmss/4/unit/act4.1blm.html>

**Title: “**Angel Island: Immigrant Stories of Chinese Americans”

**Author:** Lydia Lum

**DRP:** 62 **Lexile:** 1100 **Grade:** 7

**Link:** <http://www.angel-island.com/history.html>

**Research Decision Making and Forming Positions: Insecticides: Costs vs. benefits**

**Title**: “Home Plastic Home: Some ocean life some ocean life is moving into floating piles of plastic trash”

**Source**: *Science News for Kids*

**DRP**: 56 **Lexile**: 880 **Grade:** 5

**Link:** [htt5p://www.sciencenewsforkids.org/2013/07/home-plastic-home/](http://www.sciencenewsforkids.org/2013/07/home-plastic-home/)

**Title:** “Suffocating Waters: Coastal animals around the world are spending more time in or around waters with too little oxygen”

**Source:** *Science News for Kids*

**DRP:** 56 **Lexile:** 970 **Grade:** 5-6

**Link:** <http://www.sciencenewsforkids.org/2012/03/suffocating-waters/>

**Title:** “Water Pollution”

**Source:** *Kids Ecology Corps*

**DRP:** 56 **Lexile:** 860 **Grade:** 5

**Link:** <http://www.kidsecologycorps.org/our-environment/natural-cycles/water-pollution>

**Title:** “Puffins in Peril: Scientists warn that the seabird’s population is at risk in the U.S.”

**Source:** *Time for Kids*

**DRP:** 64 **Lexile:** 1100 **Grade:** 7- 8

**Link:** [http://www.timeforkids.com/news/puffins: peril/95516](http://www.timeforkids.com/news/puffins-peril/95516)

**Title: “**Less Ice, More Seawater”

**Source:** *Science News for Kids*

**DRP:** 65 **Lexile:** 1110 **Grade:** 7- 8

**Link:** [http://www.sciencenewsforkids.org/2012/12/shrinking: ice: sheets: in: antarctica: and: greenland: contribute: to: rising: sea: levels/](http://www.sciencenewsforkids.org/2012/12/shrinking-ice-sheets-in-antarctica-and-greenland-contribute-to-rising-sea-levels/)

**High Interest Fiction for Young Adults**

**45-51 DRP Units**

**Title:** *Trapped*

**Summary:** David and his parents move to a new town with a huge storm drain that would be perfect for skateboarding, and in spite of hearing warnings about a terrible accident that occurred there, David is determined to try it out.  
**Author:** Moloney, James  
**DRP:** 45 **Lexile:** 500L **Grade Level:** 3 **Guided Reading:** T

**Title:** *Smiles to Go*

**Summary:** Will Tuppence's life has always been ruled by science and common sense but in ninth grade, shaken up by the discovery that protons decay, he begins to see the entire world differently and gains new perspective on his relationships with his little sister and two closest friends.   
**Author:** Spinelli, Jerry  
**DRP:** 45 **Lexile:** 490L **Grade Level:** 4.3 **Guided Reading:** T  
**Text Preview:** <http://www.barnesandnoble.com/sample/read/9780064471978>

**Title:** *Bang*

**Summary:** Thirteen-year-old Mann lives in a dangerous world. People in his neighborhood are being shot and killed. After his brother is murdered, his family changes. Mann's father abandons Mann while on a camping trip thinking that it will toughen him and force him to become a man. Mann then struggles to discover the man who he wants to become.  
Author: Flake, Sharon  
**DRP:** 48 **Lexile:** 590L **Grade Level**: 3 **Guided Reading:** S  
**Text Preview:** <http://www.barnesandnoble.com/sample/read/9780786849550>

**Title:** *The Test*

**Summary:** Liselle Mason is in trouble. For weeks, she ignored the changes in her body and tried to forget her brief relationship with Oscar Price, her moody classmate at Bluford High. But when Liselle's clothes stop fitting, and her brother notices her growing belly, she panics. A pregnancy test confirms her biggest fears. Unwilling to admit the truth, Liselle suddenly faces a world with no easy answers. Where will she turn? Who will she tell? What will she do?  
**Author**: Langan, Paul  
**DRP**: 48 **Lexile:** 570L **Grade Level:** 4  
**Text Preview**: <http://www.barnesandnoble.com/sample/read/9780545395526>

**Title:** *Sadako and the Thousand Paper Cranes*

**Summary:** Based on a true story, Hiroshima-born Sadako is told that she has the "atom bomb disease," leukemia; thus she turns to her native beliefs by making a thousand paper cranes so the gods will grant her one wish to be well again.  
**Author:** Coerr, Eleanor  
**DRP**: 50 **Lexile:** 630L **Grade Level:** 4 **Guided Reading:** R

**Title:** *Mexican Whiteboy*

**Summary:** Sixteen-year-old Danny searches for his identity amidst the confusion of being half-Mexican and half- white while spending a summer with his cousin and new friends on the baseball fields and back alleys of San Diego County, California.

**Author:** De La Pena, Matt

**DRP:** 50 **Lexile:** 630 **Grade Level:** 4 **Guided Reading:** R

**Title:** *Double Dutch*

**Summary:** Three eighth-grade friends, preparing for the International Double Dutch Championship jump rope competition cope with Randy's missing father, Delia's inability to read, and Yo Yo's encounter with the class bullies. Great for reluctant readers.

**Author:** Draper, Sharon

**DRP:** 50  **Lexile:** 650 **Grade Level:** 3 **Guided Reading:** R

**Title:** *Money Hungry*

**Summary:** Determined never to be homeless again, Raspberry cares only about getting her hands on money. But money can't solve the problems that keep her awake at night.  
Author: Flake, Sharon  
**DRP:** 50 **Lexile:** 650L **Grade Level**: 5 **Guided Reading:** T  
**Text Preview:** <http://www.barnesandnoble.com/sample/read/9781423103868>

**Title:** *Whatever!* Series: The Complicated Life Of Claudia Cristina Cortez

**Summary:** It seems as if the Whatever Club is doomed when Adam insists on joining, then wants to play baseball or video games instead of reading magazines and doing other things thirteen-year-old Claudia and her girlfriends are used to doing.  
**Author:** Gallagher, Diana

**DRP:** 50 **Lexile:** 650 **Grade Level:** 3 **Guided Reading:** S

**Title:** The Merchant of Death

**Summary:** Reluctant hero Bobby Pendragon discovers his special talent forcing him to battle evil by entering different parallel worlds. Bobby's resourcefulness and nobility continue drawing boy readers back to the series.

**Author:** MacHale, D.J.

**DRP:** 50 **Lexile:** 650 **Grade Level:** 3 **Guided Reading:** S

**Title:** *Bystander*

**Summary:** After arriving at his new school and developing a fast friendship with a boy named Griffin, seventh-grader Eric adjusts to his surroundings with ease; but when he decides to pull back after noticing Griffin's darker side as a vicious bully, things take a turn for the worse when Eric becomes Griffin's next victim.  
**Author:** Preller, James  
**DRP:** 50 **Lexile:** 600L **Grade Level:** 4.4 **Guided Reading:** U  
**Text Preview**: <http://www.barnesandnoble.com/sample/read/9780312547967>

**Title:** *Who Am I Without Him? A Short Story Collection About Girls and the Boys in Their Lives*

**Summary:** A collection of short stories about teenage girls and the issues they must deal with in their relationships with boys.  
**Author:** Flake, Sharon  
**DRP:** 50 **Lexile:** 650L **Grade Level:** 3-4 **Guided Reading:** S **Text Preview:** <http://www.barnesandnoble.com/sample/read/9781423132530>

**Title:** *Rules*

**Summary:** Having always tried to manage her autistic brother's embarrassing behavior, Catherine is excited about her new relationship with Jason and the girl next door.  
**Author:** Lord, Cynthia  
**DRP:** 51 **Lexile:** 780L **Grade Level:** 4 **Guided Reading:** R

**Title:** *Seedfolks*

**Summary:** One by one, a number of people of varying ages and backgrounds transform a trash-filled inner-city lot into a productive and beautiful garden, and in doing so, the gardeners are themselves transformed.  
**Author:** Fleischman, Paul  
**DRP:** 51 **Lexile:** 710L **Grade Level:** 3-4 **Guided Reading:** S

**Title:** *How to Steal a Dog*

**Summary:** Desperate to hold her struggling family together, Georgina persuades her younger brother to help her in an elaborate scheme to get money by stealing a dog and then claiming the reward that the owners are bound to offer.  
**Author:** O'Connor, Barbara  
**DRP:** 51 **Lexile:** 700 **Grade Level:** 4 **Guided Reading:** T  
**Text Preview**: <http://www.barnesandnoble.com/sample/read/9780312561123>

**52-58 DRP Units**

**Title:** *Joey Pigza Swallows the Key*

**Summary:** To the constant disappointment of his mother and his teachers, Joey has trouble paying attention or controlling his mood swings when his prescription medications wear off.  
Author: Gantos, Jack  
**DRP:** 52 **Lexile:** 970 **Grade Level:** 5 **Guided Reading:** T  
**Text Preview:** <http://www.barnesandnoble.com/sample/read/9780312623555>

**Title:** *Joey Pigza Loses Control*

**Summary:** Joey, who is still taking medication to keep him from getting too wired, goes to spend the summer with the hard-drinking father he has never known, and tries to help the baseball team he coaches win the championship.  
**Author:** Gantos, Jack  
**DRP:** 52 **Lexile**: 800 **Grade Level:** 5 **Guided Reading:** T  
**Text Preview:** <http://www.barnesandnoble.com/sample/read/9780312661014>

**Title:** *Pictures of Hollis Woods*

**Summary:** A troublesome twelve-year-old orphan, staying with an elderly artist who needs her, remembers the only other time she was happy in a foster home, with a family that truly seemed to care about her.

**Author:** Giff, Patricia Reilly

**DRP:** 52 **Lexile:** 800 **Grade Level:** 5 **Guided Reading:** T

**Title:** *Tangerine*

**Summary:** Though legally blind, Paul Fisher can see what others cannot. He can see that his parents' constant praise of his brother, Erik, the football star, is to cover up something that is terriblywrong. But no one listens to Paul--until his family moves to Tangerine. In this Florida town, weird is normal: Lightning strikes at the same time every day, a sinkhole swallows a local school, and Paul the geek finds himself adopted into the toughest group around: the soccer team at his middle school.

**Author:** Bloor, Edward

**DRP:** 53 **Lexile:** 900 **Grade Level:** 4 **Guided Reading:** U

**Title**: *Rosa*

**Summary:** Provides the story of the young black woman who refused to give up her seat to a white passenger in Alabama, setting in motion all the events of the Civil Rights Movements that resulted in the end of the segregated south, gave equality to blacks throughout the nation, and forever changed the country in which we all live today. A Caldecott Honor Book & Coretta Scott King Medal Book.  
**Author:** Giovanni, Nikki  
**DRP:** 53 **Lexile:** 900 **Grade Level:** 4 **Guided Reading:** U

**Title:** *Diary of a Wimpy Kid*

**Summary:** Greg records his sixth grade experiences in a middle school where he and his best friend, Rowley, undersized weaklings amid boys who need to shave twice daily, hope just to survive.   
**Author:** Kinney, Jeff  
**DRP:** 53 **Lexile:** 950 **Grade Level:** 4 **Guided Reading:** T

**Title:** *The Gun*

**Summary:** After being publically humiliated in school by Darrell Mercer, Tyray Hobbs seeks revenge to gain back respect.  
**Author:** Langan, Paul  
**DRP:** 53 **Lexile:** 730 **Grade Level:** 4 **Guided Reading:** S  
**Text Preview:** <http://www.barnesandnoble.com/sample/read/9780944210048>

**Title:** *Life as We Knew It*

**Summary:** Miranda's disbelief turns to fear in a split second when a meteor knocks the moon closer to the earth. How should her family prepare for the future when worldwide tsunamis wipe out the coasts, earthquakes rock the continents, and volcanic ash blocks out the sun? As summer turns to Arctic winter, Miranda, her two brothers, and their mother retreat to the unexpected safe haven of their sunroom, where they subsist on stockpiled food and limited water in the warmth of a wood-burning stove.

**Author:** Pfeffer , Susan Beth

**DRP:** 53 **Lexile:** 770 **Grade Level:** 4.3 **Guided Reading:** S

**Title:** *Hoops*

**Summary:** 17-year-old Lonnie Jackson sees the city-wide basketball Tournament of Champions as a possible escape from Harlem but fears the pressures that have sidelined his coach, Cal.

**Author:** Myers, Walter Dean  
**DRP:** 54 **Lexile:** 740 **Grade Level:** 4 **Guided Reading:** X

**Title:** *Running Loose*

**Summary:** During his final year of high school, 18 year old Louis Banks discovers the meaning of love, sportsmanship, and death as he grows into manhood.

**Author:** Cutcher, Chris  
**DRP:** 54 **Lexile:** 870 **Grade Level:** 4 **Guided Reading:** T

**Title:** *What happened to Goodbye?*

**Summary:** Since her parents' bitter divorce, Mclean and her dad, a restaurant consultant, have been on the move - four towns in two years. Estranged from her mother and her mother's new family, Mclean has followed her dad in leaving the unhappy past behind. And each new place gives her a chance to try out a new persona: from cheerleader to drama diva. But now, for the first time, Mclean discovers a desire to stay in one place and just be herself - whoever that is. Perhaps her neighbor Dave, an academic superstar trying to be just a regular guy, can help her find out.

**Author:** Dessen, Sarah

**DRP:**54  **Lexile:** 870 **Grade Level:** 4 **Guided Reading:** T

**Title:** *Inside Out and Back Again*

**Summary:** Through a series of poems, a young girl chronicles the life-changing year of 1975, when she, her mother, and her brothers leave Vietnam and resettle in Alabama.  
**Author:** Lai, Thanh ha  
**DRP:** 54 **Lexile:** 800 **Grade Level:** 4 **Guided Reading**: U  
**Text Preview:** <http://www.barnesandnoble.com/sample/read/9780061962790>

**Title:** *The Underneath*

**Summary:** An old hound that has been chained up at his hateful owner's run-down shack, and two kittens born underneath the house, endure separation, danger, and many other tribulations in their quest to be reunited and free.  
**Author:** Appelt, Kathi  
**DRP:** 54 **Lexile:** 830L **Grade Level:** 5 **Guided Reading:** W

**Title:** *If a Tree Falls at Lunch Period*

**Summary:** Kirsten and Walk, seventh-graders at an elite private school, alternate telling how race, wealth, weight, and other issues shape their relationships as they and other misfits stand up to a mean but influential classmate, even as they are uncovering a long-kept secret about themselves.

**Author:** Choldenki, Gennifer

**DRP:** 54 **Lexile**: 800 **Grade Level:** 4 **Guided Reading:** U

**Title:** *Blood Fever*

**Summary:** During a summer holiday in Italy, the teen-age James Bond tangles with an underground empire of criminals as he attempts the rescue of a kidnapped young girl.

**Author:** Higson, Charles; Fleming, Ian

**DRP:** 54 **Lexile:** 800 **Grade Level:** 4 **Guided Reading:** U

**Title:** *Among the Hidden*

**Summary:** In a future where the Population Police enforce the law limiting a family to only two children, Luke has lived all his twelve years in isolation and fear on his family's farm, until another "third" convinces him that the government is wrong.  
**Author:** Haddix, Margaret  
**DRP:** 54 **Lexile:** 800 **Grade Level:** 5 **Guided Reading:** Z  
**Text Preview:** <http://www.barnesandnoble.com/sample/read/9780689824753>

**Title:** *Esperanza Rising*

**Summary:** Describes a thirteen-year-old Mexican girl's fall from riches, her immigration to California and her growing awareness of class and ethnic tensions.  
**Author:** Ryan, Pam Munoz  
**DRP:** 54 **Lexile:** 750 **Grade Level:** 5 **Guided Reading:** V  
**Text Preview:** <http://www.barnesandnoble.com/sample/read/9780439120425>

**Title:** *Holes*

**Summary:** As further evidence of his family's bad fortune, which they attribute to a curse on a distant relative, Stanley Yelnats is sent to a hellish correctional camp in the Texas desert where he finds his first real friend, a treasure, and a new sense of himself.  
**Author:** Sachar, Louis  
**DRP:** 54 **Lexile:** 660 **Grade Level:** 4 **Guided Reading:** V

**Title:** *Locomotion*

**Summary:** Through poetry, Lonnie expresses the heartbreak of losing his parents and being separated from his sister in different foster homes. His teacher shows him ways to put his jumbled feelings on paper and regain determination to reunite with his sister.  
**Author:** Woodson, Jacqueline  
**DRP:** 54 **Lexile:** 800 **Grade Level:** 5 **Guided Reading:** V

**Title:** *If You Come Softly*

**Summary:** Despite their strong love for one another, Ellie and Jeremiah quickly realize that they are going to experience great difficulties in life because of their different religious and racial backgrounds.  
**Author**: Woodson, Jacqueline  
**DRP:** 54 **Lexile:** 570 **Grade Level:** 6 **Guided Reading:** Y

**Title:** *Yummy the Last Days of a Southside Shortie*

**Summary**: A graphic novel based on the true story of Robert "Yummy" Sandifer, an eleven-year old African American gang member from Chicago who shot a young girl and was then shot by his own gang members.  
**Author:** Neri, Greg  
**DRP:** 54 **Lexile:** 510 **Grade Level:** 5 **Guided Reading:** T

**Title:** *Double Dutch*

**Summary:** Three eighth-grade friends, preparing for the International Double Dutch Championship jump rope competition, cope with Randy's missing father, Delia's inability to read, and Yo Yo's encounter with the class bullies.  
**Author:** Draper, Sharon  
**DRP:** 54 **Lexile:** 760 **Grade Level:** 6 **Guided Reading:** Y  
**Text Preview:** <http://www.barnesandnoble.com/sample/read/9780689842313>

**Title:** *Mexican Whiteboy*

**Summary:** As a child of a Mexican father and blonde, blue-eyed mother, Danny finds it difficult that everyone thinks they know who and what he is just by the color of his skin and so goes to spend time with his father in Mexico in the hopes of getting in touch with his roots and the person he believes himself to be.  
**Author:** De La Pena, Matt  
**DRP:** 55 **Lexile:** 680 **Grade Level:** 5 **Guided Reading:** T  
**Text Preview:** <http://www.barnesandnoble.com/sample/read/9780440239383>

**Title:** Skeleton Key

**Summary:** Hounded by the police that have never helped him, but driven by his desire to save his mother, Jarett is exhausted by life. Robbie encourages him to try to build a future from the bones of his past. But wouldn't it be easier to just stay in this peaceful place of the dead forever?

**Author:** Mowry, Jess

**DRP:** 55 **Lexile:** 680 **Grade Level:** 5 **Guided Reading:** T

**Title:** *Crash*

**Summary**: Seventh-grader John "Crash" Coogan has never had a problem with his tough, aggressive behavior, until an unusual Quaker boy and his grandfather's stroke make him consider the meaning of friendship and the importance of family.  
**Author**: Spinelli, Jerry  
**DRP:** 55 **Lexile:** 560 **Grade Level:** 5 **Guided Reading:** V  
**Text Preview**: <http://www.barnesandnoble.com/sample/read/9780679885504>

**Title:** *Bamboo People*

**Summary:** Two Burmese boys, one a Karenni refugee and the other the son of an imprisoned Burmese doctor, meet in the jungle and must learn to trust each other in order to survive. Jr. Lib Guild Selection.  
**Author:** Perkins, Mitali  
**DRP**: 55 **Lexile**: 680 **Grade Level:** 5 **Guided Reading:** X

**Title:** *Shooting Kabul*

**Summary:** Unable to forget his missing six-year-old sister back in Kabul and the risks his family took to move to the United States, Fadi struggles to adjust to a new life and school where, in the wake of September 11, he aspires to win a photography competition that offers the winner a trip to India.  
**Author:** Senzai,   
**DRP:** 55 **Lexile:** 800 **Grade Level:** 6 **Guided Reading:** X  
**Text Preview:** <http://www.barnesandnoble.com/sample/read/9781442401952>

**Title:** *Jimi & Me*

**Summary:** After his father's tragic death, twelve-year-old Keith James moves from Brooklyn to a small Midwestern town where his mixed race heritage is not accepted, but he finds comfort in the music of Jimi Hendrix and the friendship of a white classmate.

**Author:** Adoff, Jaime

**DRP:**56 **Lexile:**900 **Grade Level:**5 **Guided Reading:** X

**Title:** Dark Sons

**Summary:** Alternating poems compare and contrast the conflicted feelings of Ishmael, son of the Biblical patriarch Abraham, and Sam, a teenager in New York City, as they try to come to terms with being abandoned by their fathers and with the love they feel for their younger stepbrothers.

**Author:** Grimes, Nikki

**DRP:** 56 **Lexile:**900 **Grade Level:** 5 **Guided Reading:** X

**Title:** *Night John*

**Summary:** An adult slave named Nightjohn teaches 12-year-old Sarny, also a slave, how to read, in spite of the grim consequences that could result if they are discovered.  
**Author:** Paulson, Gary  
**DRP:** 56 **Lexile:** 770 **Grade Level:** 5 **Guided Reading:** Z

**Title:** *Maniac Magee*

**Summary:** The classic award-winning story about a young boy who finds himself when he escapes an unbearable situation.  
**Author**: Spinelli, Jerry  
**DRP:** 56 **Lexile:** 820 **Grade Level:** 5 **Guided Reading:** W

**Title**: *Life in Prison*

**Summary:** Williams, co-founder of the notorious Los Angeles Crips gang, knows that prison "is no place you'd ever want to be." It is a sobering personal view of life behind bars.  
**Author:** Williams, Tookie  
**DRP:** 56 **Lexile:** 1020 **Grade Level:** 5 **Guided Reading:** Z

**Title:** *What my Mother Doesn't Know*

**Summary:** Composed entirely of short poems in free verse, What My Mother Doesn't Know captures the ups and downs of Sophie's freshman year of high school and her first real romance.  
**Author:** Sones, Sonya  
**DRP:** 56 **Lexile:** 920 **Grade Level:** 56 **Guided Reading:** Z  
**Text Preview:** <http://www.barnesandnoble.com/sample/read/9781442493858>

**Title:** *Copper Sun*

**Summary:** A 15-year-old Ashanti girl endures physical torture and unspeakable sorrow as she is torn away from her homeland and transported to the Carolinas as a slave.  
**Author:** Draper, Sharon  
**DRP:** 56 **Lexile:** 820 **Grade Level:** 4.8 **Guided Reading:** V  
**Text Preview:** <http://www.amazon.com/Copper-Sun-Sharon-M-Draper/dp/1416953485/ref=sr_1_1?ie=UTF8&qid=1373554825&sr=8-1&keywords=copper+sun#reader_1416953485>

**Title:** *The Skin I'm In*

**Summary:** 13-year-old Maleeka, uncomfortable because her skin is extremely dark, meets a new teacher with a birthmark on her face and makes some discoveries about how to love who she is and what she looks like.  
**Author:** Flake, Sharon  
**DRP:** 56 **Lexile:** 670 **Grade Level:** 4 **Guided Reading**: W  
**Text Preview:** <http://www.barnesandnoble.com/sample/read/9781423132516>

**Title:** *Trash*

**Summary:** Fourteen-year-olds Raphael and Gardo team up with a younger boy, Rat, to figure out the mysteries surrounding a bag Raphael finds during their daily life of sorting through trash in a third-world country's dump.  
**Author:** Mulligan, Andy  
**DRP**: 56 **Lexile:** 860 **Grade Level:** 5.5 **Guided Reading:** X  
**Text Preview:** <http://www.barnesandnoble.com/sample/read/9780385752169>

**Title:** *Hatchet*

**Summary:** Headed for Canada to visit his father for the first time since his parents' divorce, 13-year-old Brian is the sole survivor of a plane crash, with only the clothes he has on and a hatchet to help him live in the wilderness. A Newbery Honor Book.  
**Author:** Paulson, Gary  
**DRP:** 56 **Lexile:** 1020 **Grade Level:** 5 **Guided Reading:** R  
**Text Preview:** <http://www.barnesandnoble.com/sample/read/9781416936473>

**Title:** *Waiting for Normal*

**Summary:** Addie is waiting for normal. But Addie's mother has an all-or-nothing approach to life, and all-or-nothing never adds up to normal. But Addie never stops hoping that one day, maybe, she'll find normal.  
Author: Connor, Leslie  
**DRP:** 56 **Lexile:** 570 **Grade Level:** 5 **Guided Reading:** X

**Title:** *Maximum Ride Series: The Angel Experiment*

**Summary:** After the mutant Erasers abduct the youngest member of their group, the "Bird Kids," who are the result of genetic experimentation, take off in pursuit and find themselves struggling to understand their own origins and purpose.  
**Author:** Patterson, James  
**DRP:** 56 **Lexile:** 740 **Grade Level:** 4.7 **Guided Reading:** X

**Title:** *Cruise Control*

**Summary:** It's hard to be a brother to someone who doesn't even know you're there. How can you talk to him when he can't understand a thing you say? How can you listen to him when he can't speak a word?   
**Author:** Trueman, Terry  
**DRP:** 57 **Lexile:** 810L **Grade Level:** 5.8 **Guided Reading:** Z  
**Text Preview**: <http://www.barnesandnoble.com/sample/read/9780064473774>

**Title:** *Let's Pretend This Never Happened* Series**:** Dear Dumb Diary  
**Summary:** Jamie Kelly confides to her diary her experiences in middle school with a boy who likes to give insulting nicknames, cafeteria food, and gorgeous, perfect Angeline, the girl with the long blonde hair who sets all the trends.  
**Author:** Benton, Jim

**DRP:** 56 **Lexile:** 1120 **Grade Level:** 5 **Guided Reading:** X

**Title:** *The Boy in the Striped Pajamas*

**Summary:** Bored and lonely after his family moves from Berlin to a place called "Out-With" in 1942, Bruno, the son of a Nazi officer, befriends a boy in striped pajamas who lives behind a wire fence. The story of The Boy in the Striped Pajamas is very difficult to describe. Usually we give some clues about the book on the jacket, but in this case we think that would spoil the reading of the book. We think it is important that you start to read without knowing what it is about. If you do start to read this book, you will go on a journey with a nine-year-old boy called Bruno. (Though this isn't a book for nine-year-olds) And sooner or later you will arrive with Bruno at a fence. Fences like this exist all over the world. We hope you never have to encounter such a fence.

**Author:** Boyne, John

**DRP:** 56 **Lexile:** 1120 **Grade Level:** 5 **Guided Reading:** X

**Title:** *Copper Sun*

**Summary:** When pale strangers enter fifteen-year-old Amari's village, her entire tribe welcomes them; for in her remote part of Africa, visitors are always a cause for celebration. But these strangers are not here to celebrate. They are here to capture the strongest, healthiest villagers and to murder the rest. They are slave traders. And in the time it takes a gun to fire, Amari's life as she's known it is destroyed, along with her family and village. Beaten, branded, and dragged onto a slave ship, Amari is forced to witness horrors worse than any nightmare and endure humiliations she had never thought possible — including being sold to a plantation owner in the Carolinas who gives her to his sixteen-year-old son, Clay, as his birthday present. Now, survival and escape are all Amari dreams about. As she struggles to hold on to her memories in the face of backbreaking plantation work and daily degradation at the hands of Clay, she finds friendship in unexpected places. Polly, an outspoken indentured white girl, proves not to be as hateful as she'd first seemed upon Amari's arrival, and the plantation owner's wife, despite her trappings of luxury and demons of her own, is kind to Amari. But these small comforts can't relieve Amari's feelings of hopelessness and despair, and when an opportunity to escape presents itself, Amari and Polly decide to work together to find the thing they both want most...freedom.

**Author:** Draper, Sharon

**DRP:** 56 **Lexile:** 1120 **Grade Level:** 5 **Guided Reading:** X

**Title:** *New Boy*

**Summary:** Rob, age 16, has left Virginia to come to Draper, a Connecticut boarding school, to get the kind of education denied to African Americans in the segregated South of the late 1950s. The first student of color at Draper, the year is an education for him in all kinds of ways. Rob sees an acne-ridden Italian American classmate bullied and ostracized at school, visits Harlem and a jazz club, and gradually becomes more aware of the pervasiveness of prejudice."

**Author:** Houston, Julian

**DRP:** 56 **Lexile:** 840 **Grade Level:** 5 **Guided Reading:** W

**Title:** *Tales From A Not-So-Fabulous Life Series: Dork Diaries*

**Summary:** Through journal entries, sketches, and drawings, the complicated life of eighth grader Nikki Maxwell is presented through revelations about her relationship with her mother, secret crushes, dealings with her biggest rival at school, passion in pursuing art as a career, and overall views on the world in which she lives.  
**Author:** Russell, Rachel Renee  
**DRP:** 56 **Lexile:** 840 **Grade Level:** 5 **Guided Reading:** W

**Title:** *Tuck Everlasting*

**Summary:** The Tuck family is confronted with an agonizing situation when they discover that a 10-year-old girl and a malicious stranger now share their secret about a spring whose water prevents one from ever growing any older.  
**Author:** Babbit, Natalie  
**DRP:** 57 **Lexile:** 770 **Grade Level:** 6 **Guided Reading:** W  
**Text Preview:** <http://www.barnesandnoble.com/sample/read/9780312369811>

**Title:** *Out of My Mind*

**Summary:** Possessing a photographic memory in spite of an inability to walk or speak, Melody is mistaken as mentally challenged by those who cannot see beyond her cerebral palsy, impelling her to discover a way to communicate.  
**Author:** Draper, Sharon  
**DRP:** 57 **Lexile:** 700 **Grade Level:** 5 **Guided Reading**: S  
**Text Preview:** <http://www.barnesandnoble.com/sample/read/9781416971719>

**Title:** *We Could Be Brothers*

**Summary:** Two eight- graders from very different backgrounds, Robeson “Crease” Battlefield and Pacino Clapton, discover in after school detention that they have a great deal in common.

**Author:** Barnes, Derrick

**DRP:** 58  **Lexile:** 950  **Grade Level:**6 **Guided Reading:** Z

**Title:** *The Rock and The River*

**Summary:** In 1968 Chicago, fourteen-year-old Sam Childs is caught in a conflict between his father's nonviolent approach to seeking civil rights for African Americans and his older brother, who has joined the Black Panther Party.

**Author:** Magoon, Kekla

**DRP:** 58 **Lexile:** 950 **Grade Level:** 6 **Guided Reading:** Z

**Title:** *Wonder*

**Summary:** Born with a facial deformity that initially prevented his attendance at public school, Auggie Pullman enters the fifth grade at Beecher Prep and struggles with the dynamics of being both new and different, in a sparsely written tale about acceptance and self-esteem.  
Author: Palacio, R.J  
**DRP:** 58 **Lexile:** 790 **Grade Level**: 6 **Guided Reading:** Y  
**Text Preview:** <http://www.barnesandnoble.com/sample/read/9780375869020>

**Title:** *A Long Walk to Water: Based on a True Story*

**Summary**: When the Sudanese civil war reaches his village in 1985, 11-year-old Salva becomes separated from his family and must walk with other Dinka tribe members through southern Sudan, Ethiopia, and Kenya in search of safe haven.  
**Author:** Park, Linda Sue  
**DRP:** 58 **Lexile:** 720 **Grade Level:** 5 **Guided Reading**: W  
**Text Preview:** <http://www.barnesandnoble.com/sample/read/9780547577319>

**Title:** *The Lightning Thief*

**Summary:** After learning that the father he never knew is an ancient Greek god, Percy Jackson is transferred from boarding school to Camp Half-Blood, a summer camp for demigods, and becomes involved in a quest to prevent a war between the gods.  
**Author:** Riordan, Rick  
**DRP:** 58 **Lexile:** 950 **Grade Level:** 5 **Guided Reading:** W  
**Text Preview:** <http://www.barnesandnoble.com/sample/read/9780786838653>

**Title:** *Amy and Roger's Epic Detour*

**Summary:** After the death of her father, Amy, a high school student, and Roger, a college freshman, set out on a carefully planned road trip from California to Connecticut, but wind up taking many detours, forcing Amy to face her worst fears and come to terms with her grief and guilt.  
Author: Matson, Morgan  
**DRP:** 58 **Lexile:** 790 **Grade Level:** 6 **Guided Reading:** X  
**Text Preview:** <http://www.barnesandnoble.com/sample/read/9781416990666>

**Title:** *Bronx Masquerade*

**Summary:** When Wesley Boone writes a poem for his high school English class, some of his classmates clamor to read their poems aloud too. Through the poetry, they share narratives in which they reveal their most intimate thoughts about themselves and one another.  
**Author:** Grimes, Nikki  
**DRP:** 58 **Lexile:** 670 **Grade Level:** 6 **Guided Reading:** Z+

**Title:** *Romiette and Julio*

**Summary:** Like Shakespeare's famous star-crossed lovers, Romiette Cappelle and Julio Montague face strong opposition to their budding romance, in their case, a dangerous gang's disapproval of their interracial relationship puts the two in mortal peril.  
**Author:** Draper, Sharon  
**DRP:** 58 **Lexile:** 610 **Grade Level:** 6 **Guided Reading:** W  
**Text Preview:** <http://www.barnesandnoble.com/sample/read/9780689842092>

**Title:** *A Graphic Biography of Malcolm X*

**Summary:** A graphic novel that shows Malcolm Little's transformation from a black youth beaten down by Jim Crow America into Malcolm X, the charismatic and controversial national spokesman for the Nation of Islam.

**Author:** Hefler, Andrew

**DRP:** 58 **Lexile:** 610 **Grade Level:** 6 **Guided Reading:** W

**Title:** *Stuck in Neutral* (*Cruise Control* is sequel)

**Summary:** Shawn McDaniel's life is not what it may seem to anyone looking at him. He is glued to his wheelchair, unable to voluntarily move a muscle—he can't even move his eyes. For all Shawn's father knows, his son may be suffering. Shawn may want a release. And as long as he is unable to communicate his true feelings to his father, Shawn's life is in danger.  
**Author:** Trueman, Terry  
**DRP:** 58 **Lexile:** 820 **Grade Level:** 6.1 **Guided Reading:** Y  
**Text Preview:** <http://www.barnesandnoble.com/sample/read/9780064472135>

**Title**: *Cruise Control* (Sequel of Stuck in Neutral)

**Summary:** It's hard to be a brother to someone who doesn't even know you're there. How can you talk to him when he can't understand a thing you say? How can you listen to him when he can't speak a word? How can you love him when he's so messed up, he can't love you back? And how can you have a life of your own when your father bailed on the family, leaving you to be the "man of the house"?

**Author:** Trueman, Terry

**DRP**: 58 **Lexile**: 810 **Grade Level:** 6.3 **Guided Reading:** Y

**Text Preview:** <http://www.barnesandnoble.com/sample/read/9780064473774/>

**Title:** *The Graveyard Book*

**Summary**: Raised since he was a baby by ghosts, werewolves, and other residents of the cemetery in which he has always resided, Bod wonders how he will manage to survive amongst the living with only the lessons he has learned from the dead.  
Author: Gaiman, Neil  
**DRP:** 58 **Lexile:** 960 **Grade Level:** 5-6 **Guided Reading:** X

**Title:** *Legend*

**Summary:** What was once the western United States is now home to the Republic, a nation perpetually at war with its neighbors. Born into an elite family in one of the Republic's wealthiest districts, fifteen-year-old June is a prodigy being groomed for success in the Republic's highest military circles. Born into the slums, fifteen-year-old Day is the country's most wanted criminal. But his motives may not be as malicious as they seem. From very different worlds, June and Day have no reason to cross paths - until the day June's brother, Metias, is murdered and Day becomes the prime suspect. Caught in the ultimate game of cat and mouse, Day is in a race for his family's survival, while June seeks to avenge Metias's death. But in a shocking turn of events, the two uncover the truth of what has really brought them together, and the sinister lengths their country will go to keep its secrets.

**Author:** Lu, Marie

**DRP:**58  **Lexile:** 960 **Grade Level:** 5-6 **Guided Reading:** X

**Title:** *Prodigy*

**Summary:** June and Day arrive in Vegas just as the unthinkable happens: the Elector Primo dies, and his son Anden takes his place. With the Republic edging closer to chaos, the two join a group of Patriot rebels eager to help Day rescue his brother and offer passage to the Colonies. They have only one request—June and Day must assassinate the new Elector. It’s their chance to change the nation, to give voice to a people silenced for too long. But as June realizes this Elector is nothing like his father, she’s haunted by the choice ahead. What if Anden is a new beginning? What if revolution must be more than loss and vengeance, anger and blood—what if the Patriots are wrong?

**Author:** Lu, Marie

**DRP:**58  **Lexile:** 960 **Grade Level:** 5-6 **Guided Reading:** X

**Title:** All of the Above

**Summary:** Five urban middle school students, their teacher, and other community members relate how a school project to build the world’s largest tetrahedron affects the lives of everyone involved.

**Author:** Pearsall, Shelly

**DRP:** 58 **Lexile:** 960 **Grade Level:** 5-6 **Guided Reading:** X

**59-61 DRP Units**

**Title:** *The Hunger Games*

**Summary:** In a future North America, where the rulers of Panem maintain control through an annual televised survival competition pitting young people from each of the twelve districts against one another, 16-year-old Katniss's skills are put to the test when she voluntarily takes her younger sister's place.  
**Author:** Collins, Suzanne  
**DRP:** 59 **Lexile:** 810 **Grade Level:** 7 **Guided Reading:** Z

***Title:*** *Monster*

**Summary:** While on trial as an accomplice to a murder, 16-year-old Steve Harmon records his experiences in prison and in the courtroom in the form of a film script as he tries to come to terms with the course his life has taken.  
**Author:** Myers, Walter Dean  
**DRP:** 59 **Lexile:** 670 **Grade Level**: 7 **Guided Reading:** Z  
**Text Preview:** <http://www.barnesandnoble.com/sample/read/9780064407311>

**Title:** *Bad Boy*

**Summary:** A Coretta Scott King Award winning author tells young readers what it was like being raised in Harlem, the town of Sugar Ray Robinson and Langston Hughes, in the 1940s and 1950s.  
**Author:** Myers, Walter D  
**DRP:** 60 **Lexile:** 970 **Grade Level:** 6-7 **Guided Reading**: Z  
**Text Preview:** <http://www.barnesandnoble.com/sample/read/9780064472883>

**Title:** *Tears of a Tiger*

**Summary:** The death of high school basketball star Rob Washington in an automobile accident affects the lives of his close friend Andy, who was driving the car, and many others in the school  
**Author:** Draper, Sharon  
**DRP:** 60 **Lexile:** 700 **Grade Level:** 6 **Guided Reading**: Z

**Title:** *Rules of Attraction*

**Summary:** Rejecting his brother's plans for his American education after spending a year in Mexico, Carlos pursues an edgy lifestyle before meeting Kiara, whose quiet and intimidated responses make Carlos question his wild behavior.  
**Author:** Elkeles, Simone  
**DRP:** 60 **Lexile:** 680L **Grade Level:** 5.2 **Guided Reading:** Z  
**Text Preview:** <http://www.barnesandnoble.com/sample/read/9780802722904>

**Title:** *The Breadwinner*

**Summary:** Pravana, whose father was arrested by the Taliban--the radical religious faction controlling Afghanistan--and whose family lives in one room of a bombed-out apartment building, must disguise herself as a boy to work and support her family.  
**Author:** Ellis, Deborah  
**DRP:** 60 **Lexile:** 630L **Grade Level:** 6 **Guided Reading:** Z

**Title:** *The First Part Last*

**Summary:** Bobby is your classic urban teenaged boy – impulsive, eager, restless. On his sixteenth birthday he gets some news from his girlfriend, Nia, that changes his life forever. She’s pregnant. Bobby’s going to be a father. Suddenly things like school and house parties and hanging with friends no longer seem important as they’re replaced by visits to Nia’s obstetrician and a social worker who says that the only way for Nia and Bobby to lead a normal life is to put their baby up for adoption.

**Author:** Johnson, Angela

**DRP:** 60 **Lexile:** 630 **Grade Level:** 6  **Guided Reading:** Z

**Title:** *The Fifth Wave*

**Summary:** After the 1st wave, only darkness remains. After the 2nd, only the lucky escape. And after the 3rd, only the unlucky survive. After the 4th wave, only one rule applies: trust no one. Now, it's the dawn of the 5th wave, and on a lonely stretch of highway, Cassie runs from Them. The beings who only look human, who roam the countryside killing anyone they see. Who have scattered Earth's last survivors. To stay alone is to stay alive, Cassie believes, until she meets Evan Walker. Beguiling and mysterious, Evan Walker may be Cassie's only hope for rescuing her brother—or even saving herself. But Cassie must choose: between trust and despair, between defiance and surrender, between life and death. To give up or to get up.

**Author:** Yancey, Rick

**DRP:** 60 **Lexile:** 630 **Grade Level:** 6 **Guided Reading:** Z

**62 and above DRP Units**

**Title:** *From the Notebooks of Melanin Sun*

**Summary**: Fourteen-year-old Melanin Sun's comfortable, quiet life is shattered when his mother reveals she has fallen in love with a woman.  
**Author:** Woodson, Jacqueline  
**DRP:** 62 **Lexile**: 690 **Grade Level**: 6 **Guided Reading:** Z

**Title:** *The Outsiders*

**Summary:** A revealing account of the tensions, fears, and frustrations of gang life from a teenage boy's point of view  
**Author:** Hinton, S.E  
**DRP:** 62 **Lexile:** 750 **Grade Level**: 6 **Guided Reading:** Z

**Title:** *From the Notebooks of Melanin Sun*

**Summary:** At age 13, Melanin Sun, an African American boy growing up in Brooklyn with his single mother, finds his comfortable, quiet life shattered when his mother explains that she is gay and in love with Kristin, the white woman whom she has recently invited home.

**Author:** Woodson, Jacqueline

**DRP:** 62 **Lexile:** 750 **Grade Level:** 6 **Guided Reading:** Z

**Title:** *Ender’s Game*

**Summary:** In order to develop a secure defense against a hostile alien race's next attack, government agencies breed child geniuses and train them as soldiers. A brilliant young boy, Andrew "Ender" Wiggin lives with his kind but distant parents, his sadistic brother Peter, and the person he loves more than anyone else, his sister Valentine. Peter and Valentine were candidates for the soldier-training program but didn't make the cut young Ender is the Wiggin drafted to the orbiting Battle School for rigorous military training.

**Author:** Card, Orson Scott

**DRP:** 62 **Lexile:** 750 **Grade Level:** 6 **Guided Reading:** Z

**Title:** *Yummy: The Last Days of a Southside Shorty*

**Summary:** A graphic novel based on the true story of Robert "Yummy" Sandifer, an eleven-year old African American gang member from Chicago who shot a young girl and was then shot by his own gang members

**Author:** Neri, G

**DRP:** 62 **Lexile:** 750 **Grade Level:** 6 **Guided Reading:** Z

**Title:** *Uglies*

**Summary:** Tally’s adventures begin in Uglies, where she learns the truth about what life as a Pretty really means. She rebels against the surgery that will make her a Pretty, but ultimately succumbs. In Pretties, Tally has forgotten all about her Ugly life, and when she’s reminded, she has a hard time listening. And what little’s left of the old Tally is further compromised in Specials, because Tally has been transformed into a fierce fighting machine. But when she’s offered a chance to forever improve civilization, will she be able to overcome her brainwashing? The answer is evident years later in Extras, after the Pretty regime has ended. Boundless human creativity, new technologies, and old dangers have been unleashed upon the world. But fame and popularity can be just as dangerous as extreme beauty….

**Author:** Westerfield, Scott

**DRP:** 62 **Lexile:** 750 **Grade Level:** 6 **Guided Reading:** Z

**Title:** *145th Street Short Stories*

**Summary**: These stories focus on pivotal moments of truth for particular individuals on a single block in Harlem.  
**Author:** Myers, Walter Dean  
**DRP:** 63 **Lexile:** 760 **Grade Level:** 5 **Guided Reading:** Z+  
**Text Preview:** <http://www.barnesandnoble.com/sample/read/9780307976109>

**Title:** *Chains*

**Summary:** After being sold to a cruel couple in New York City, a slave named Isabel spies for the rebels during the Revolutionary War  
**Author:** Anderson, Laurie Halse  
**DRP:** 64 **Lexile:** 780 **Grade Level:** 5 **Guided Reading:** Z  
**Text Preview:** <http://www.barnesandnoble.com/sample/read/9781416905868>

**Title:** *Marcelo in the Real World*

**Summary:** Marcelo Sandoval hears music no one else can hear--part of the autism-like impairment no doctor has been able to identify--and he's always attended a special school where his differences have been protected. But the summer after his junior year, his father demands that Marcelo work in his law firm's mailroom in order to experience "the real world." He learns about competition and jealousy, anger and desire. But it's a picture he finds in a file -- a picture of a girl with half a face -- that truly connects him with the real world: its suffering, its injustice, and what he can do to fight.  
**Author:** Stork, Francisco  
**DRP:** 64 **Lexile:** 700 **Grade Level:** 7 **Guided Reading:** Z  
**Text Preview:** <http://www.barnesandnoble.com/sample/read/9780545056908>

**Title:** *Pull*

**Summary:** After his father kills his mother, seventeen-year-old David struggles to take care of his two sisters—and himself—while dealing with his grief, guilt, and trying to fit in at a tough new school while hiding his past.

**Author:** Binns, B.A.

**DRP:** 65 **Lexile:** 1100 **Grade Level:** 8 **Guided Reading:** Z+

**Title:** *The Book Thief*

**Summary:** Trying to make sense of the horrors of World War II, Death relates the story of Liesel, a young German girl whose book-stealing and story-telling talents help sustain her family and the Jewish man they are hiding, as well as their neighbors. An unforgettable novel about the ability of books to feed the soul.  
**Author:** Zusack, Markus  
**DRP:** 65 **Lexile:** 730 **Grade Level:** **Guided Reading**: Z+  
**Text Preview:** <http://www.barnesandnoble.com/sample/read/9780375842207>

**Title:** *The Absolutely True Diary of a Part-Time Indian*

**Summary:** Budding cartoonist Junior leaves his troubled school on the Spokane Indian Reservation to attend an all-white farm town school where the only other Native American is the school mascot.

**Author:** Alexie, Sherman

**DRP:** 67 **Lexile:** 1150 **Grade Level:** 8  **Guided Reading:** Z

**Title:** *Will Grayson, Will Grayson*

**Summary:** One cold night, in a most unlikely corner of Chicago, Will Grayson crosses paths with … Will Grayson. Two teens with the same name, running in two very different circles, suddenly find their lives going in new and unexpected directions, and culminating in epic turns-of-heart and the most fabulous musical ever to grace the high school stage.

**Author:** Green, John; Levithan, David

**DRP:** 67 **Lexile:** 1150 **Grade Level:** 8 **Guided Reading:** Z+

**Title:** *Autobiography of My Dead Brother*

**Summary:** Jesse pours his heart and soul into his sketchbook to make sense of his life in his troubled Harlem neighborhood and the loss of a close friend.

**Author:** Myers, Walter Dean

**DRP:** 67  **Lexile:** 1150 **Grade Level:** 8 **Guided Reading:** Z

**Title:** *Black and White*

**Summary:** Two star high school basketball players, one black and one white, experience the justice system differently after committing a crime together and getting caught. Rather than exploring the issue of race by pretending it doesn't exist, Volponi points directly at it, illustrating at every turn that the race of the various characters influences events as well as whether Marcus, the Black teen, will end up in prison alone.

**Author:** Volponi, Paul

**DRP:** 67 **Lexile:** 1150 **Grade Level:** 8 **Guided Reading:** Z

**Additional Multi-Genre Resources**

**New York Online Virtual Electronic Library -** <http://www.novelnewyork.org/>

Access public, school, academic and specialty libraries throughout NY State. Full text of hundreds of journals, newspapers, encyclopedias, business guides and other references.

**The Learning Network -** <http://learning.blogs.nytimes.com/>

Lesson plan ideas based on current New York Times content.

**The NYC High School Choice Process**

<http://schools.nyc.gov/NR/rdonlyres/6C650E9E-C2B6-4B78-9D4F-927DF94E4012/0/Introduction.pdf>

[http://schools.nyc.gov/NR/rdonlyres/1EF8D314-4E63-432B-9EF3](http://schools.nyc.gov/NR/rdonlyres/1EF8D314-4E63-432B-9EF3234231870BB0/126496/HighSchoolEnrollmentOnePager.pdf)

[234231870BB0/126496/HighSchoolEnrollmentOnePager.pdf](http://schools.nyc.gov/NR/rdonlyres/1EF8D314-4E63-432B-9EF3234231870BB0/126496/HighSchoolEnrollmentOnePager.pdf)

**Appendix C**

**Handouts and Teaching Resources**

**for Reading Clubs**

This appendix contains resources to support the type of student reading clubs described in Cycle 3 of the Strategic Reading Tutoring Toolkit. The following resources and handouts are designed to support your implementation of these reading clubs in your classroom as students read and discuss books, short stories, and articles.

**TABLE OF CONTENTS FOR APPENDIX C**

|  |  |
| --- | --- |
| **RESOURCE/HANDOUT** | **PAGE** |
| **Membership Grid** | C-3 |
| **Membership Grid** Sample | C-4 |
| **Membership Grid** Possible Topics | C-5 |
| **Reading Calendar** | C-6 |
| **Reading Calendar –** Book Clubs Sample | C-7 |
| **Reading Calendar –** Short Story Clubs Sample | C-8 |
| **Extending the Discussion:** Run Out of Stuff but the Clock is Still Running | C-9 |
| **Text Coding** | C-10 |
| **Previewing: Anticipation Guide** | C-11 |
| **Making Connections with Text:** Text Stems | C-12 |
| **Making Connections:** Double Entry Journal | C-13 |
| **Making Connections:** Save the Last Word for Me Protocol | C-14 |
| **Visualizing:** Open Mind Portraits and Photographs of the Mind | C-15 |

**TABLE OF CONTENTS FOR APPENDIX C CONTINUED**

|  |  |
| --- | --- |
| **RESOURCE/HANDOUT** | **PAGE** |
| **Word Work:** Concept Map | C-16 |
| **Word Work:** Vocabulary Self-Selection | C-17 |
| **Word Work:** Vocabulary Context Clues | C-18 |
| **Asking Follow Up Questions – Mini Lesson** | C-19 |
| **Reading Comprehension Strategy Book Marks** | C-20 |
| **Reciprocal Teaching Bookmark** | C-23 |
| **Say Something Protocol** | C-24 |
| **Contrast Charting** | C-25 |
| **Steps to Discussion Web** | C-26 |
| **Discussion Web** | C-27 |
| **Meeting of the Minds** | C-28 |
| **Expanded Reciprocal Teaching Chart** | C-29 |
| **Prove It!** | C-30 |
| **Powerful Language Protocol** | C-31 |
| **Taking Note of Strong Verbs** | C-31 |
| Predicting Plot and Character: **The Envelope Please** | C-32 |
| **Characterization Lesson Tips** | C-33 |
| **Reading Club Group Assessment** | C-34 |
| **Reading Club Self-Assessments** | C-35 |
| **Reciprocal Reading Self-Assessment** | C-36 |
| **Reciprocal Teaching Reflection** | C-37 |
| **Comprehension Profile Summary** | C-38 |
| **Reading Club Observation Sheet** | C-39 |
| **Reciprocal Teaching Checklist Rubric** | C-40 |
| **Reciprocal Teaching Student Checklist** | C-42 |
| **Strategic Reading Planning Template** | C-44 |

**Membership Grid**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | GROUP MEMBERS | | | | |
| Name: | Name: | Name: | Name: | Name: |
| Date:  Topic: |  |  |  |  |  |
| Date:  Topic: |  |  |  |  |  |
| Date:  Topic: |  |  |  |  |  |
| Date:  Topic: |  |  |  |  |  |

Adapted from 2004 by Harvey Daniels and Nancy Steineke from *Mini-Lessons for Literature Circles:* Portsmouth, NH: Heinemann

**Membership Grid** *SAMPLE*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | GROUP MEMBERS | | | | |
| Name:  Kimberly | Name:  Amanda | Name:  Michael | Name: Derrick | Name:  Asia |
| Date:  9-24  Topic:  All time favorite food | Corn  -big family gatherings  -I know lots of recipes | Ice Cream  -Ben and Jerry’s  -Hot, summer days on the playground | Mac & Cheese  -Easy to make  -Creamy  -Add meat and veggies | Tootsie Rolls  -all flavors (especially chocolate, vanilla and orange) | Bread and Butter  -Butter melted on a roll  -Butter on bread with Jelly |
| Date:  10-3  Topic:  Halloween |  |  |  |  |  |
| Date:  11-15  Topic:  Place in the world I most want to visit |  |  |  |  |  |
| Date:  12-5  Topic:  Favorite TV Show |  |  |  |  |  |

**Membership Grid: Possible Topics**

* Places you’ve traveled/want to travel to
* Plans after high school
* Worst/favorite school subject
* Type of music you listen to
* Things you do on the weekend
* Favorite amusement park rides
* Favorite restaurant
* Favorite fast food
* Favorite cookies
* Favorite movie/tv show
* Favorite store at the mall
* Most embarrassing moment
* Plans for spring break
* Coke vs. Pepsi
* Favorite pizza
* Favorite sports: to play, to watch
* Hobbies
* If you were stuck on a desert island, what would you bring
* Best presents ever received
* Celebrity you’d like to date
* Favorite book
* Favorite place to hang out with your friends …

From 2004 by Harvey Daniels and Nancy Steineke from *Mini-Lessons for Literature Circles:* Portsmouth, NH: Heinemann

**Reading Calendar** Group: \_\_\_\_\_\_\_\_\_\_

**Month:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | | | | |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Weekend** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Adapted from 2004 by Harvey Daniels and Nancy Steineke from *Mini-Lessons for Literature Circles:* Portsmouth, NH: Heinemann

**Reading Calendar** Group: \_\_\_\_\_\_\_\_\_

Book Clubs SAMPLE

**Month: January**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | | | | |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Weekend** |
| 1  pgs 3-9 | 2  Mtg #1  pgs 10-15 | 3  pgs 16-26 | 4  Day Off | 5 Mtg #2  Pgs 27-34 | 6, 7  Pgs 35 - 48 |
| 8  Pgs 49-59 | 9  Mtg #3  Pgs 60-73 | 10  Pgs 74-89 | 11  Pgs 90-102 | 12  Mtg #4  Pgs 103-121 | 13, 14  Day Off |
| 15  Pgs 121-137 | 16  Mtg #5  Pgs 138-149 | 17  Pgs 150-162 | 18  Pgs 163-177 | 19  Whole Book Due  Mtg. #6 | 20, 21  Day Off |
| 22 | 23 | 24 | 25 | 26  Projects Due & Presentations | 27, 28 |
| 29 | 30  Ind. Essay Due |  |  |  |  |

**Reading Calendar** Group: \_\_\_\_\_\_\_\_\_

Short Story Clubs SAMPLE

**Month: January**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | | | | |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Weekend** |
| 1  Select story as a group.  Independent Reading and Response. | 2  Mtg #1  Group Discussion (reciprocal teaching) | 3  Re-read story. Identify Powerful Language | 4  Mtg. #2  Powerful Language protocol | 5 Extended written response. | 6, 7 |
| 8  Select story as a group.  Independent Reading and Response. | 9  Mtg #3  Group Discussion (reciprocal teaching) | 10  Re-read story. Identify passages that we want to disucss further with group. | 11  Mtg. #4  Save the Last Word for Me protocol | 12  Extended written response. | 13, 14 |
| 15  Select story as a group.  Independent Reading and Response. | 16  Mtg #5  Group Discussion (reciprocal teaching) | 17  Re-read story. Extended reciprocal teaching chart. | 18  Mtg. #6  Group Discussion. Extended reciprocal teaching chart. | 19  Extended written response. | 20, 21 |

**Extending the Discussion…**

When You Have Run Out of Stuff but the Clock is Still Running

List of Ideas

* What other stories, tv shows or movies does this text remind you of? How so?
* What’s your favorite part from the text so far? Why?
* Based on what we’ve read so far, how do you think it’s going to end?
* Who is your favorite character? Why? Least favorite? Why?
* Everyone rereads a page and finds a new passage or vocabulary word to share/discuss.
* What do you think the author thought about or experienced in order to write this?
* How do you feel about the story now compared to when we first started reading it?
* Look through the text for literary devices: simile, metaphor, irony, symbolism, alliteration. After everyone finds one, discuss them.
* What advice would you give to each of the characters? Why? Do you think they would take your advice?
* If this story were made into a movie or tv show, how would it need to change? Why?
* If this story were made into a movie or tv show, who would you pick to play the characters? Why?
* If you could change the ending, how would you change it and why?

Adapted from 2004 by Harvey Daniels and Nancy Steineke from *Mini-Lessons for Literature Circles:* Portsmouth, NH: Heinemann

**Text Coding**

**Insert *If a section:***

√ Confirms what you thought

X Contradicts what you thought

? Raises a question

?? Confuses you

Seems important

! Is new or interesting

------------------------------------------------------------

***If a section of text…***

* Gets repeated
* Seems important
* Is unknown

Word

Box it:

From 2004 by Harvey Daniels and Nancy Steineke from *Mini-Lessons for Literature Circles:* Portsmouth, NH: Heinemann

**Previewing: Anticipation Guide**

**Teacher fills in text-based statements.**

Directions: Working independently, read each statement below. If you believe the statement is true, put an ‘X’ in the ‘Agree’ column. If you think a statement is false, put an ‘X’ in the ‘Disagree’ column. After reading the text, you’ll discuss if what you anticipated about the topic was correct.

|  |  |  |
| --- | --- | --- |
| **AGREE** | **Statement** | **DISAGREE** |
|  | 1. |  |
|  | 2. |  |
|  | 3. |  |
|  | 4. |  |
|  | 5. |  |
|  | 6. |  |
|  | 7. |  |

**Making Connections with Text**

**Connection Stems**

Text-to-Self

* That reminds me of…
* I’m remembering…
* I have a connection to…
* I can relate to…
* An experience I’ve had like that…
* I felt like that character when…
* If I were that character, I would…
* If that happened to me, I would…

Tex-to-Text

* This reminds of another text I read…
* This is different from…
* This reminds of the character/person from…
* This is different from the character/person from…
* A similar event took place in…
* This is like the setting in…
* This is like the plot in…
* The same thing happened in…

Text-to-World

* This reminds of a story I saw on the news when…
* This is like when…happened because…
* This is similar to \_\_\_\_\_\_\_\_ event in history because…
* This is similar to\_\_\_\_\_\_\_\_\_ person in history because…
* This reminds of \_\_\_\_\_\_\_\_ event that recently took place because…
* This reminds of \_\_\_\_\_\_\_people today because…

**Making Connections**

**Double Entry Journal**

|  |  |
| --- | --- |
| Idea/Text Selection | My Connection |
|  |  |

**Making Connections**

**Save the Last Word for Me Protocol**

**Purpose**: To clarify or deepen our thinking about text we read

**Total Time**: Approximately 30 minutes

**The Protocol**:

1. Each participant silently identifies 2 passages of text s/he considers to be the most important idea in the text, or an idea they s/he connected to. Passages are selected prior to the group discussion (2 passages are selected so that if participants select the same passage, group members that go last have an additional passage to choose from).
2. One group member reads aloud 1 of the passages s/he selected and explains why s/he chose that passage to share.
   1. All of the other group members get to respond to the passage that was just read aloud
   2. The group member that originally shared the passage summarizes the whole group’s thoughts on it.
3. Repeat the above until each group member shares one of the passages s/he selected.

**Reflection**: Ask the group to pick out the most interesting passage of the day and then jot down the different ideas that came out of its discussion.

**VISUALIZING**

**Open Mind Portraits & Photographs of the Mind**

Allow students to select a story element, or a section from a piece of writing that has vivid language and good descriptions. Ask students to visualize what they read, or create a picture in their mind. Then, ask students to illustrate picture they created in their mind.

An adaptation to this visualizing exercise for students resistant to drawing can be to have students pair up and pinpoint a portion of a text they were able to visualize in their mind and either explain what they saw, or what it was similar to. For example, let’s say a student points to a portion of text describing a playground setting. The student might share with a partner that they imagined the school playground, but instead of a hard ground, they imagined grass in its place. And, instead of basketball courts, they pictured a soccer field. They also may have imagined a set of bleachers on the side of the soccer field that looked like the bleachers in ‘X’ movie during ‘X’ scene. A group of girls were pushing each other on the swings while the boys were tossing around a football or chasing one and other. A few girls tried to interrupt the game of catch but the boys just got annoyed and walked away.

**Word Work: Concept Map**

A comparison:

What are some examples?

**Word**

What is it?

**Word Work: Vocabulary Self-Selection**

Name of text source: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This list contains **words** our group encountered that we would like to clarify.

|  |  |  |
| --- | --- | --- |
| **Word** | **How will we get clarification?**  ask a student, ask a teacher, use context clues, look it up, look up other examples of the word being used in a sentence | **What we think the word means** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Word Work: Vocabulary Context Clues**

Name of text source: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This list contains **words** our group encountered that we would like to clarify.

|  |  |  |  |
| --- | --- | --- | --- |
| **Word** | **Sentence in which it appears** | **What we think the word means** | **How we know we are correct** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Asking Follow-Up Questions – Mini-Lesson**

This lesson should be done multiple times with reading club, since learning how to ask good follow-up questions is one of the most difficult, but important, discussion skill students need to master.

**Step 1: Create a Follow-Up Question Graphic Organizer**

Create a sheet that looks like the following, or have students create their own version on loose-leaf:

|  |  |
| --- | --- |
| **Starter Questions** | **Follow-Up Questions** |
|  |  |
|  |  |
|  |  |

**Step 2: Model the Follow-Up Question Protocol**

* Pass out a short story or article and have students read it carefully.
* As students read, they should come up with 3 starter questions that they think would work well for a group discussion (they’ll record their questions on their graphic organizer).
* Ask a student to present a starter question to the class while you record it at the front of the room. Explain that while you answer the question, they need to develop a follow-up question based on your response (in the right-hand column).
* The student then asks you the follow-up questions and you respond.
* Repeat 2-3 times.

Be sure to think aloud about what makes a good follow-up question (open response that: make you go back to the text, make you think before responding, etc.).

**Step 3: Switch Roles**

Switch roles. The teacher becomes the questioner and the student answers the starter question and the follow-up questions.

**Step 4: Students Pair and Share**

* Have students pair with another student to try out the process on their own.
* Circulate the room.
* Encourage students not to answer too quickly. They should stop and think before responding.
* If you hear students asking yes or no questions, help them to rephrase as open-ended questions.

**Step 4: Whole Class Debrief and Next Steps**

* Debrief the process as a whole class.
* Ask reading clubs to spend the next week focusing on crafting and answering follow-up questions.

**Reading Comprehension Strategy Bookmarks #1**

Adapted from 2004 by Harvey Daniels and Nancy Steineke from *Mini-Lessons for Literature Circles:* Portsmouth, NH: Heinemann

**Questioning Bookmark**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pages: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Create questions that help to identify important information and connect prior knowledge with new ideas.

Questions:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Question Prompts:

Who is…? What if…?

I wonder why…?

I wonder how…? Why did…?

What do I think…?

**Predicting Bookmark**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pages: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Make a prediction about what you think might happen next in the text.

My prediction is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I think this because: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Prediction Prompts:

I think… I predict…

I bet… I anticipate…

I wonder… I hypothesize

I imagine… I suppose…

Based on…I predict…

Adapted from 2009 by Maureen McLaughlin and Mary Beth Allen from *Guided Comprehension:* Newark, DE: IRA

**Reading Comprehension Strategy Bookmarks #2**

Adapted from 2009 by Maureen McLaughlin and Mary Beth Allen from *Guided Comprehension:* Newark, DE: IRA

**Summarizing Bookmark**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pages: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Identify the **key ideas** in the reading.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Then **summarize** them**.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Summary Prompts**

The important ideas so far…

New facts I have learned…

The main character(s) is…

The problem is…

**Clarifying Bookmark**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pages: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Identify words or concepts that are difficult to understand. Share how you figured it out.

**Word or concept:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I figured it out by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Word or concept:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I figured it out by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Clarifying Prompts**

I did not understand…

The confusing part was…

I need to know more about…

A difficult word/phrase is…

**Reading Comprehension Strategy Bookmarks #3**

Adapted from 2009 by Maureen McLaughlin and Mary Beth Allen from *Guided Comprehension:* Newark, DE: IRA

**Bookmark 4**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pages: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A text feature (illustration, picture, map, or graph) that helped me understand what I was reading was…

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

It helped me to understand because…

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Bookmark 3**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pages: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A word my group should talk about is:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I think it means: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A word my group should talk about is:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I think it means: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Reciprocal Teaching Bookmark**  **Predict**  **Use the language of predicting**  -I predict... -I think this will happen...because…  -I’ll bet... -I wonder if…  -I suppose… -I think I will learn… because…  **Use the following to guide your predictions before, during, and *after* reading.**   * Review text features (*titles, illustrations, captions, tables, bold text)* * Skim the text * Use your prior knowledge * Reflect on what you’ve read * Consider how the text is organized   **Confirm/adjust predictions based on what you’ve read and set new ones!** | **Reciprocal Teaching Bookmark**  **Predict**  **Use the language of predicting**  -I predict... -I think this will happen...because…  -I’ll bet... -I wonder if…  -I suppose… -I think I will learn… because…  **Use the following to guide your predictions before, during, and *after* reading.**   * Review text features (*titles, illustrations, captions, tables, bold text)* * Skim the text * Use your prior knowledge * Reflect on what you’ve read * Consider how the text is organized   **Confirm/adjust predictions based on what you’ve read and set new ones!** |
| **Clarify**  **Use the language of clarifying**   * I didn’t get this word… * I didn’t understand the part where… * This (word, chapter, sentence) doesn’t make sense…   **Use these strategies to clear up confusion:**  -rereading -reading on -replacing the word  -predicting meaning of unknown words  -looking at word parts -talking to a friend  -visualizing -thinking about your prior knowledge | **Clarify**  **Use the language of clarifying**   * I didn’t get this word… * I didn’t understand the part where… * This (word, chapter, sentence) doesn’t make sense…   **Use these strategies to clear up confusion:**  -rereading -reading on -replacing the word  -predicting meaning of unknown words  -looking at word parts -talking to a friend  -visualizing -thinking about your prior knowledge |
| **Question**  **Use the language of questioning**  - who -what -when -where -why -how -what if  **Question the text to connect with what you read.**  -Do you agree that… ? - Why do you think…?  -What would you do if? -Why did the author?  -What is the author’s perspective on this topic?  -How can you connect to this text?  -What does this text make you think about? Why? | **Question**  **Use the language of questioning**  - who -what -when -where -why -how -what if  **Question the text to connect with what you read.**  -Do you agree that…? - Why do you think…?  -What would you do if? -Why did the author?  -What is the author’s perspective on this topic?  -How can you connect to this text?  -What does this text make you think about? Why? |
| **Summarize**  **Use the language of summarizing**   * This part is about... * The most important ideas in this text are... * First… next… finally…   **Summarizing helps you find the main ideas of a text.**   * Reread text to identify main events and important ideas. * Include only big ideas in a summary. * Tell main events or important ideas in sequential order. | **Summarize**  **Use the language of summarizing**   * This part is about... * The most important ideas in this text are... * First… next… finally…   **Summarizing helps you find the main ideas of a text.**   * Reread text to identify main events and important ideas. * Include only big ideas in a summary. * Tell main events or important ideas in sequential order. |

**Say Something Protocol**

# Say Something Protocol:

1. Pair up for partner discussion.
2. Read silently to the designated “stopping point”.
3. When each partner has finished reading up to the “stopping point”, stop and “Say Something”\*\* to one another.
4. Continue the process until you have completed the process of stopping to “Say Something” to one another at each stopping point throughout the entire reading selection.
5. As partners, find one main point in the reading that you want to highlight to the group. Be prepared to share the information and formulate conversation around the topic.
6. When everyone is done reading, each team will share their special learning with the group. Group discussion around these points should occur.
7. Continue the process of team sharing and discussion until each group has had a time to share.

## What does this protocol do?

* Supports individual learning by promoting short dialogue points throughout the reading, as well as at the end through whole group dialogue. This protocol offers these short periods of dialogue with partners in non-threatening manner.
* Structure minimizes off-task comments and non-essential elaboration.
* Requires attentive listening and respect for the ideas of others.
* Slows the pace of the response, providing individuals with time for reflection as well as a protected space within which to offer comments.

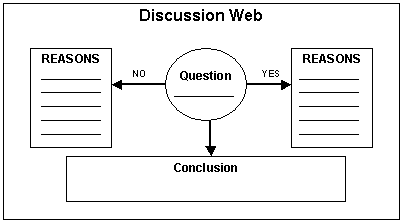
\*\* “Say Something” might be a question, a brief summary statement, a key point, an interesting idea or a personal connection.

**Contrast Charting**

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1.  2.  3.  4.  5. | 1.  2.  3.  4.  5. |

**Steps to Discussion Webs**(from ReadWriteThink.org)

1. Distribute a selected reading to the class. Be sure to select a controversial document that elicits clearly defined opposing viewpoints.
2. Ask the class to identify the main question of the text. Once consensus is reached, post the question for quick reference.
3. Divide the class into small groups of 3 or 4 students. Provide the groups with the Discussion Web graphical organizer (see below and on the next page).
4. Ask the groups to write down at least 3 reasons for answering the question "Yes" and 3 reasons for answering the question "No."
5. On a simple "T-chart," record students' positive and negative responses. Use this list to promote discussion. Have students evaluate each reason ("pro" and "con") objectively and fairly.
6. After discussing the individual reasons, encourage each student to decide on a position on the general question. Point out that understanding both sides of an argument does not preclude taking a stand.
7. Have each student write his final conclusion on an index card. Collect the cards and tally the responses. Share the results with the class and list the most common reasons ("pro" and "con") for these decisions on a shared Discussion Web form.



**Discussion Web**

**Conclusion**

Meeting of the Minds

Yes

**Question**

No

**REASONS**

**REASONS**

Who is to blame for the plight of the three little pigs—the wolf or the pigs themselves? Students ask themselves questions like this as they read multiple versions of a familiar fairy tale. In this lesson, students use the *Meeting of the Minds* technique, a comprehension strategy that teaches them to act out the opposing views of two or more characters in an oral debate or interview format. Students begin with teacher-directed, whole-group instruction for using this strategy. As students read various versions of The Three Little Pigs, they assume the role of the characters and respond to questions in character. Students then work in small groups to complete various activities, including using *Meeting of the Minds*, focusing on character or people in the stories, books or articles they are currently reading. Students reflect on how the reading strategy helps improve their comprehension.

|  |  |  |
| --- | --- | --- |
| **Questions** | **Responses**  Character 1 Character 2 | |
|  |  |  |

\*Adapted from ReadWriteThink.org

**Expanded Reciprocal Teaching Chart**

Connections

Text-to-text, Text-to-world

Predicting

Clarifying

Visualizing

Places in the text I was able to create a picture in my mind

Questioning

Summarizing

Evaluating

Judgments I made about the author or text

**Prove It!**

*Prove It!* begins with kids writing notes about important passages using any of the note-taking strategies/graphic organizers in this Toolkit Appendix. When the students gather for clubs with these specific passages flagged, they are more likely to be able (and willing) to defend an interpretation or point of view. One idea for how to introduce *Prove It!* to students is described below.

1. Hand out copies of a short story, poem, news article, or common tale and read it aloud while students take notes.
2. Begin asking questions:
   1. What do you think…was like?
   2. What kind of relationship do the…have?
   3. Was…evil?
   4. Who was the most clever character…?
   5. How could this conflict have been avoided?
   6. Why wasn’t this conflict avoided? Whose fault…?
   7. What lesson can we learn from…?
3. When students offer an answer, ask them to ‘prove it’ and require them to go into the text and point to specific passages, words, phrases, etc. You will need to allow for wait time, but it will get you the best responses.

Encourage students to *‘Prove It!’* when they meet in their clubs and ask questions, or need further information to make a point.

Adapted from 2004 by Harvey Daniels and Nancy Steineke from *Mini-Lessons for Literature Circles:* Portsmouth, NH: Heinemann

**Powerful Language Protocol**

Find a passage from a book, short story or article with great language, and read it aloud to the class. After reading, ask the class, “What did you notice about the language in this passage? What struck you, or spoke to you?”

When the whole class discussion has finished, send students into their clubs and direct them to look for great language in the text that they have been reading. Allow time for individual students to re-read and locate possible text selections and take notes on what makes the language powerful, beautiful, and/or unique. Within their clubs, students share their powerful language selections and explain why they selected the text.

Come back together as a whole class and have each club share one passage.

Adapted from 2004 by Harvey Daniels and Nancy Steineke from *Mini-Lessons for Literature Circles:* Portsmouth, NH: Heinemann

**Taking Note of Strong Verbs**

Review parts of speech: verb, noun, adjective, adverb. Introduce the use of vivid verbs by showcasing an excerpt from a favorite text. Read the text aloud to the class while students listen. Then, pass out copies of the text and ask students to reread it silently, circling verbs that vividly show movement and make it easy for readers to visualize. After several minutes have passed, allow students to share one of the verbs they selected and explain why they chose that particular verb.

Ask students to regroup into their clubs. Play a game like charades with verbs from the class read aloud and/or search for vivid verbs in the club’s text selection.

Come back to the whole group and share some of the verbs students found in their club texts. Reinforce the idea that well-chosen verbs create specific pictures that help to tell a better story.

Place a vivid verb chart up in the room for students to refer to while writing. Many examples can be found online.

Adapted from 2004 by Harvey Daniels and Nancy Steineke from *Mini-Lessons for Literature Circles:* Portsmouth, NH: Heinemann

Group Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Book Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Predicting Plot and Character

**The Envelope, Please…**

**Record the page you are on right now \_\_\_\_\_\_\_\_ and the total book pages \_\_\_\_\_\_\_\_\_**

**Part I – Character**

Based on what you have read so far, which character do you think will experience the greatest change by the end of the book? Describe what you think is going to happen to this character by the time the story is over (physically, lifestyle, relationships, thinking/values). Be sure to name the details/events from the story that make you think this.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part II – In the End**

Based on what you have read so far, how do you think the book will end? What conflicts will be resolved? What will happen to the main characters? Be sure to name the details/events from the story that make you think this.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Adapted from 2004 by Harvey Daniels and Nancy Steineke from *Mini-Lessons for Literature Circles:* Portsmouth, NH: Heinemann

**Characterization Lesson Tips**

\*from ReadWriteThink.org

Three Elements of Characterization

***Physical appearance***

* What does the character look like?

***Actions, speech, and behavior***

* What does the character do? How does the character behave? What does the character say?

***Interactions with others***

* How other characters in the story react to this character

Other vocabulary terms useful in developing characters:

**Protagonist** - The main character in a story. The protagonist experiences the conflict in the story. The protagonist does not have to be “good.”

**Antagonist** - The cause of the conflict. The antagonist doesn’t have to be a person.

**Dialogue** - The words a character uses in conversation and how they are used gives the reader insight into the character.

**Stereotype** - A character that is over simplified. Lacks originality or individuality.

*We suggest keeping a list of character traits available to students when they are asked to think, write or discuss different character elements.*

**Reading Club Group Assessment**

Group Members

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |

**Rating Scale:**  **4 = Excellent 3 = Good 2 = Fair 1 = Poor**

1. Our group worked well together: **4 3 2 1**

Write about one specific thing your group did to earn this score: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Our group used its time wisely: **4 3 2 1**

Explain:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. We completed all of our work: **4 3 2 1**

Explain:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Our group deserves an overall score of: **4 3 2 1**

Explain why your group deserves this score. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Text: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reading Club Self-Assessment**

1. How would you rate your participation in today’s group discussion?

a. Just right b. Too much c. Too little d. Not at all

1. What did you do to prepare for clubs that was helpful? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. What is something helpful that you contributed to the group discussion? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. What is something you learned with your group today? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. How would you rate your group’s discussion?

a. Lively b. Average c. Boring

1. How helpful was today’s discussion in helping you to better understand the text?

a. Very helpful b. Somewhat helpful c. Not helpful

1. What worked well today that you would want to do again next time? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. What will you to do improve your group work for next time? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Text: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reciprocal Reading Self-Assessment**

1. How would you rate your participation in the discussion?

a. Just right b. Too much c. Too little d. Not at all

1. What did you figure out about the text from Reciprocal Reading? What insights did you make? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. What is the main message or theme of the text? What makes you think this (use evidence)? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. How did the comprehension strategies you used help you read the text? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. What is one thing you contributed to the discussion? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. How would you rate your group’s discussion? a. Lively b. Average c. Boring
6. How helpful was today’s discussion? a. Very helpful b. Somewhat helpful c. Not helpful
7. What worked well today that you would want to do again next time? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. What will you to do improve your group work for next time? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reciprocal Teaching Self-Reflection**

1. I frequently used the 4 reciprocal teaching strategies when reading and discussing.

**Do Not Agree Strongly Agree**

1 2 3 4 5

2. Each time I didn’t understand a word, idea, or what was happening in the text, I stopped to clarify and jot down my notes on the chart.

**Do Not Agree Strongly Agree**

1 2 3 4 5

3. I positively contributed to my group by asking follow-up questions, encouraging others to participate, or elaborating on others’ ideas.

**Do Not Agree Strongly Agree**

1 2 3 4 5

4. My group remained on task throughout the reading and discussion.

**Do Not Agree Strongly Agree**

1 2 3 4 5

5. All group members participated in the discussion.

**Do Not Agree Strongly Agree**

1 2 3 4 5

6. Which of the 4 strategies did you use the most? Circle your selection.

Predicting Clarifying Questioning Summarizing

7. GOALS

|  |  |
| --- | --- |
| **Describe your GOAL for next time:** | **How will you accomplish this goal?** |
|  |  |

8. Respond to **one** of the following prompts. *Write your response on the back of this paper.*

* What was the best question you asked today?
* What was one prediction you made today? Did it come true or did you have to change it?
* What is one word you clarified? What do you think it means?

9. On the back of this paper, write an effective 2-3 sentence summary of the text you read today.

**Comprehension Profile Summary**

**for teacher use**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Reading Levels:** | **September** | **January** | **June** |
| Independent |  |  |  |
| Instructional |  |  |  |
| **Strategy Used:** |  |  |  |
| Previewing/Predicting |  |  |  |
| Questioning |  |  |  |
| Clarifying |  |  |  |
| Making Connections |  |  |  |
| Visualizing |  |  |  |
| Knowing How Words Work |  |  |  |
| Monitoring |  |  |  |
| Summarizing |  |  |  |
| Evaluating |  |  |  |
| Other: |  |  |  |
| Not Observed (NO) – Student does not use the strategy.  Emerging (E) – Student attempts to use the strategy.  Developing (D) – Student is using the strategy on some occasions.  Consistent (C) – Student effectively uses the strategy to make meaning from multiple types of texts. | | | |

**Comments/Notes/Goals:**

**Reading Club Observation Sheet**

**(for teacher use)**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**RECIPROCAL TEACHING CHECKLIST RUBRIC**

**Note Taking Form for Group of Four Students**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **When predicting students…**   |  | | --- | | **Coding:** Write the number of the skill in the boxes rather than re-write. By each skill number assign a quick score.  √+ student shows mastery  √ student shows general  understanding of strategy  √- student shows only partial  understanding of strategy |  1. Use the language of predicting (I think…because…I suppose, I’ll bet…) 2. Use text features to predict. 3. Use what they know (from the text and prior knowledge). 4. Stop to make predictions during reading. 5. Continue to make logical predictions based on clues from the text. 6. Tell how predicting helped them understand the text. 7. Describe which strategies they used and why. | | | | | | |
| **Student Name** | **Observations** | | | **Teaching Points** | | **Student Goals** |
|  |  | | |  | |  |
|  |  | | |  | |  |
|  |  | | |  | |  |
|  |  | | |  | |  |
| **When clarifying students…**   |  | | --- | | **Coding:** Write the number of the skill in the boxes rather than re-write. By each skill number assign a quick score.  √+ student shows mastery  √ student shows general  understanding of strategy  √- student shows only partial  understanding of strategy |  1. Express confusion about portions of the text, ideas/concepts in the text. 2. Point out words that are difficult to understand or pronounce. 3. Use strategies for clarifying such as re-reading, reading on for clues, checking parts of the words, replacing the word, using context clues, visualizing, and using prior knowledge. 4. Explain the strategies they are using to help others understand the text. | | | | | | |
| **Student Name** | | **Observations** | **Teaching Points** | | **Student Goals** | |
|  | |  |  | |  | |
|  | |  |  | |  | |
|  | |  |  | |  | |
|  | |  |  | |  | |

**Page 2 of 2**

**RECIPROCAL TEACHING CHECKLIST RUBRIC**

**Note Taking Form for Group of Four Students**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **When questioning students…**   1. Explain how clarifying helped to comprehend.  |  | | --- | | **Coding:** Write the number of the skill in the boxes rather than re-write. By each skill number assign a quick score.  √+ student shows mastery  √ student shows general  understanding of strategy  √- student shows only partial  understanding of strategy |  1. Ask literal questions with answers found directly in the text. 2. Ask inferential questions. 3. Ask debatable/discussion questions. 4. Ask researchable questions. 5. Can reflect on which types of questions they ask the most. 6. Describe how asking questions helps them to understand the text. 7. Engage in discussion with groupmates by responding to questions. 8. Elaborate on others’ ideas and ask follow-up questions to groupmates. | | | |
| **Student Name** | **Observations** | **Teaching Points** | **Student Goals** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **When summarizing students…**   1. Retell the story in their own words including setting, characters, problem, key events, and resolution (fiction). 2. *OR….*Retell the story/article succinctly in few sentences.  |  | | --- | | **Coding:** Write the number of the skill in the boxes rather than re-write. By each skill number assign a quick score.  √+ student shows mastery  √ student shows general  understanding of strategy  √- student shows only partial  understanding of strategy |  1. Give only key points/main ideas in a succinct summary. 2. Summarize in logical order. 3. Leave out unnecessary details. 4. Summarize throughout reading to check understanding. 5. Re-read to remember main ideas 6. Explain how summarizing helps with comprehension. 7. Uses transition words such as first, next, then, finally. | | | |
| **Student Name** | **Observations** | **Teaching Points** | **Student Goals** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**RECIPROCAL TEACHING STUDENT CHECKLIST**

|  |  |  |
| --- | --- | --- |
| **When predicting students…**   1. Use the language of predicting (I think…because…I suppose, I’ll bet…). 2. Use text features to predict. 3. Use what they know (from the text and prior knowledge). 4. Stop to make predictions during reading. 5. Continue to make logical predictions based on clues from the text. 6. Tell how predicting helped them understand the text. 7. Describe which strategies they used and why. | | |
| Observations | Teaching Points | Student Goals |
| **When clarifying students…**   1. Express confusion about portions of the text, ideas/concepts in the text. 2. Point out words that are difficult to understand or pronounce. 3. Use strategies for clarifying such as re-reading, reading on for clues, checking parts of the words, replacing the word, using context clues, visualizing, and using prior knowledge. 4. Explain the strategies they are using to help others understand the text. | | |
| Observations | Teaching Points | Student Goals |

**Page 2 of 2**

**RECIPROCAL TEACHING CHECKLIST RUBRIC**

**WITH NOTES**

|  |  |  |
| --- | --- | --- |
| **When questioning students…**   1. Explain how clarifying helped to comprehend. 2. Ask literal questions with answers found directly in the text. 3. Ask inferential questions. 4. Ask debatable/discussion questions. 5. Ask researchable questions. 6. Can reflect on which types of questions they ask the most. 7. Describe how asking questions helps them to understand the text. 8. Engage in discussion with groupmates by responding to questions. 9. Elaborate on others’ ideas and ask follow-up questions to groupmates. | | |
| Observations | Teaching Points | Student Goals |
| **When summarizing students…**   1. Retell the story in their own words including setting, characters, problem, key events, and resolution (fiction). 2. ***Or……..***Retell the story/article succinctly in few sentences. 3. Give only key points/main ideas in a succinct summary. 4. Summarize in logical order. 5. Leave out unnecessary details. 6. Summarize throughout reading to check understanding. 7. Re-read to remember main ideas 8. Explain how summarizing helps with comprehension. 9. Uses transition words such as first, next, then, finally. | | |
| Observations | Teaching Points | Student Goals |

**Strategic Reading Planning Template**

**Teacher-Directed Whole-Group Instruction (5-10 minutes)**

Explain

Demonstrate/model

Guide

Practice

Reflect

**Student-Facilitated Groups**

**(25-35 minutes)**

**Teacher-Guided Small-Group Instruction/Conferencing**

**(25-35 minutes)**

**Independent Reading/Student Work**

**(25-35 minutes)**

Assess

Review

Guide

Practice

Reflect

Reciprocal Teaching

Book/Article Clubs

Literature Circles

Reading

Written Response

Self-Assessment & Goal Setting

**Teacher-Facilitated Whole-Group Reflection (5-10 minutes)**

Share

Reflect

Set new goals

**Appendix D**

**Handouts for Reading Reflections and Summer Reading**

This appendix contains resources to support the type end of year reading reflections and summer reading planning described in Cycle 4 of the Strategic Reading Tutoring Toolkit. The following resources and handouts are designed to support your implementation of these lessons in your classroom.

**TABLE OF CONTENTS FOR APPENDIX D**

|  |  |
| --- | --- |
| **RESOURCE/HANDOUT** | **PAGE** |
| **Reflection Letter Template** | C-2 |
| **Summer Goal Setting Worksheet** | C-4 |
| **Summer Reading for Families** | C-5 |



**Reflecting on my Reading**

Dear Reader,

In this letter I will reflect on my reading throughout this year. Two successes I have experienced around reading this year are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Two challenges I have experienced in reading this year are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A few titles and authors I would recommend that I have read this year are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I enjoyed reading \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (book or author’s name)

because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I have grown as a reader in the specific area of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ this year. Two things that have

helped my reading improve this year are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I have learned \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

about myself as a reader this year. Some things I will continue to work on over the summer and

next year are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

I hope you have enjoyed learning about me as a reader.

Sincerely,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



Summer Reads List (Titles I am looking forward to checking out this summer):

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

C:\Users\pramos3\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\99OJ0HXN\MC900383640[1].wmf

**Summer reading Goal-Setting**

* **Brainstorm:**Some summer reading accomplishments that I would like to achieve are:
* **Get Specific:** Of the items listed above, which two would you like to focus on? Choose these two based on what makes you most excited and what you think will be most helpful in improving your reading over the summer.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* **Set Goals/ Action Steps:** Create two specific goals based on your answer to the question above. What steps will you take to make sure you reach this goal?

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Step #1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Step #2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Step #3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Step #1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Step #2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Step #3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TIPS FOR SUPPORTING YOUR MIDDLE SCHOOL READER DURING THE SUMMER

Reading is a really important habit for all kinds of people – and especially for middle

schoolers. Reading for 30-60 minutes a day is probably the most important academic habit a child can

develop to prepare for high school and college. Students will learn new words, get faster, learn about the

world, have interesting things to talk about all the time, and (we hope) have fun! Summer reading is

especially important because it helps students maintain the progress they’ve made the previous year in

school.

Here are some tips:

* **Schedule regular trips to the library to choose new books.** Your child will look forward to these outings and he/she will always have new books to choose from.

Your nearest local library branch is:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* **Let your child read what he/she is interested in reading.** This helps your child build his/her reading identity. *Any* reading is better than *no* reading and forcing titles might be unsuccessful.
* **Help to find a quiet, well-lit, and comfortable place to read.** Turn off the tv, the games, and the phone. Once a child is able to focus 100%, he/she will realize that reading is entertaining too.
* **Try to keep track of what he/she is reading.**  Checking in on your child’s reading may be the encouragement he/she needs to keep reading. Consider reading along with your own copy!
* **If your child doesn’t want to finish a book, let him/her give it up.** If a book isn’t a good fit, don’t force it. Reading the “wrong” books can discourage reading altogether.
* **Make reading social.** Reading aloud to younger children builds fluency— plus it’s fun. Also encourage their participation in book-clubs, library activities, or school events.
* **Model reading the newspaper, books, or magazines.** Make reading a family affair.
* **Ask about his/her book. Try some of the following questions:**

-Do you like what you are reading? Why or why not?

-What does this book/article make you think about?

-What do you think will happen next? Why?

-What connections can you make with what you are reading?