

Launching the Reading Workshop

Grades 2-5 (can be scaffolded)

Outline

Week 1			
Day/ Date	Topic	Teaching Point	Read Aloud Focus
1a	First Day of School Activities: (Ideas) <ul style="list-style-type: none"> • Decorate Reader's Notebook • Tour of Classroom Library (brief) • 3 Things • Reading survey 		Theme for Week 1: Building a reader and writer's identity
			Possible Titles: <ul style="list-style-type: none"> ➤ <i>Thank You Mr. Falker</i> ➤ <i>The Librarian of Basra</i> ➤ <i>Richard Wright and the Library Card</i> ➤ <i>Nothing Ever Happens on 90th Street</i> ➤ <i>Tómas and the Library Lady</i> ➤ <i>More Than Anything Else</i> ➤ <i>Read for Me, Mama</i> ➤ <i>The Color of Home</i>
1b	Reading: Best and Worst Times (Calkins Launch, Session 1)	Good readers live lives where reading matters-A LOT! In order to understand how to make their reading lives the best they can be, they ask themselves "What's working for me? What's NOT working for me?"	T models making a list/sketch of best and worst times in a reader's life. S make their own lists/sketches.
2	Reading Resolutions (Calkins Launch, Session II)	Wise readers look backwards, to their past reading lives, and also forward, to plan what they want for their future reading lives.	S complete reading survey and afterwards will paste into reader's notebook
3	How I Learn (Growing Readers and Writers)	Thoughtful readers reflect on times in their lives when they <u>wanted</u> to learn something new. They look back to see what made it a successful experience, and do the same as they learn to become better readers.	T models using the RN to record 3 Things... 3 favorite books 3 things I like to read about 3 favorite TV shows or games S do the same

4	Recording and Researching Our Reading Lives (Calkins Launch, Session II, p.36)	Curious readers keep records and research the ways their reading changes.	T models to how record How I Learn. S do the same.
Week 2			
Day/Date	Topic	Teaching Point	Read Aloud Focus
5	Creating an I-Chart Reviewing Reading Log <i>See Beaudet lessons Day 2</i>	Strong readers think about how they can make the most of their independent reading time each day.	T models stopping and jotting thoughts on a post-it <i>Use previous read aloud titles or new titles with same theme.</i>
6	-Good readers build stamina (incremental time on task) -How readers choose good books (3 rules) (GRaW lesson) <i>See Beaudet lessons Day 3</i>	Serious readers think about how they can build stamina to increase the amount of time they can read independently	T models stopping and jotting thoughts on a post-it
7	-Good readers build stamina (incremental time on task) -How readers choose Just Right Books (Shoe Lesson) (GRaW) <i>See Beaudet lessons Day 4</i>	Smart readers think carefully about which books are best and which books may be too difficult.	T models stopping and jotting thoughts on a post-it
8	-Good readers build stamina (incremental time on task) -How readers think and talk about their books (Reading is Thinking lesson from GRaW) <i>See Beaudet lessons Day 5</i>	Good readers think as they read.	S bring reader's notebook to rug; guided practice to stop and jot
9	-Good readers build stamina (incremental time on task) -Good readers think and talk about their	Cooperative readers share their reading with partners.	S bring reader's notebook to rug; guided practice to stop and jot

	books. (How to share with partners lesson <i>GRaW</i>) <i>See Beaudet lessons Day 6</i>		
Week 3			
Day/ Date	Topic	Teaching Point	Read Aloud Focus
10	-Good readers build stamina (incremental time on task) -Good readers choose Just Right books (teacher models 3 rules) <i>See Beaudet lessons Day 7</i>	Good readers think about the 3 rules as they look for Just Right books.	S bring reader's notebook; jot thoughts as T reads; exchange post-it with a partner
11	-Good readers build stamina (incremental time on task) -Good readers choose Just Right books (teacher models 3 rules) <i>See Beaudet lessons Day 8</i>	Good readers think about the 3 rules as they look for Just Right books.	S bring reader's notebook; jot thoughts as T reads; exchange post-it with a partner
12	-Good readers build stamina (incremental time on task) -Good readers choose Just Right books (guided practice) <i>See Beaudet lessons Day 9</i>	Good readers think about the 3 rules as they look for Just Right books.	S bring reader's notebook; jot thoughts as T reads; exchange post-it with a partner
13	-Good readers build stamina (incremental time on task) -Good readers choose Just Right books (guided practice) <i>See Beaudet lessons Day 10</i>	Good readers think about the 3 rules as they look for Just Right books.	S bring reader's notebook; jot thoughts as T reads; exchange post-it with a partner
14	-Good readers build stamina (incremental time on task)	Good readers think about the 3 rules as they look for Just Right books.	S bring reader's notebook; jot thoughts as T reads; exchange post-it with a partner

	-Good readers choose Just Right books (guided practice) <i>See Beaudet lessons Day 11</i>		
Week 4			
Day/Date	Topic	Teaching Point	Read Aloud Focus
15	Recording our thinking on post-its, teacher model (Calkins Lesson 5, p.77)	Good readers use Post-its to mark places in their books where the text REALLY matters; They respond to the reading with their own thoughts and feelings	Partner Talk: Reviewing How to Talk With a Partner
16	Recording our thinking on post-its, teacher model (Calkins Lesson 5, p.77)	Good readers use Post-its to mark places in their books where the text REALLY matters; They respond to the reading with their own thoughts and feelings	Partner Talk: Reviewing How to Talk With a Partner
17	Recording our thinking on post-its, teacher model (Calkins Lesson 5, p.77)	Good readers use Post-its to mark places in their books where the text REALLY matters; They respond to the reading with their own thoughts and feelings	Partner Talk: Reviewing How to Talk With a Partner
18	Recording our thinking on post-its, teacher model (Calkins Lesson 5, p.77)	Good readers use Post-its to mark places in their books where the text REALLY matters; They respond to the reading with their own thoughts and feelings	Partner Talk: Reviewing How to Talk With a Partner
19	Recording our thinking on post-its, teacher model (Calkins Lesson 5, p.77)	Good readers use Post-its to mark places in their books where the text REALLY matters; They respond to the reading with their own thoughts.	Partner Talk: Reviewing How to Talk With a Partner

Phase 1: Independent Reading

Day 1: Getting Ready for Independent Reading

Materials

- Copies of a Reading Attitude Survey (see Appendix) - optional
- On hand at the ready: Fiction Nonfiction books or stories that the class is familiar with
- For upper grade: Chart of Different Kinds of Fiction and Nonfiction (See Appendix)

Note: there is no Independent Reading today!

1. Administer Reading Attitudes Survey by reading aloud each question and giving children time to respond. (15-20 min)
2. Review your classroom library's organization. Most likely, books will be organized into Fiction and Nonfiction Categories. To go further, books can be organized into genres.
 - α. Refer to books read together during Read Aloud or during Book of the Month in times past. We read some fiction books, like Amos and Boris and Whatever Wanda Wanted. Fiction books are no true stories, though the ideas may have come from experiences that really happened. We've also read some informational books, like The Librarian of Bazra and Ranger Rick Magazine. All of these books are Nonfiction. That means they are true stories and should contain accurate information.
 - β. Review the different kinds of Fiction books (Realistic Fiction, Historical Fiction, Traditional Literature, Fantasy, Science Fiction), explaining what each is and showing an example of each. If you do not have an example, no need to discuss that subgenre in depth
 - χ. Review the different kinds of Nonfiction books (Informational, Autobiography, Biography)
3. Engage children in an activity to link their schema about how one acquires new learning and what we will do in the classroom: How We Learn. This works best for grades 3 and over
 1. Have each student think of something they love to do that they learned outside of school.
 2. Ask them to think about how they learned that activity and to jot notes about the following questions:
 - What got you interested?
 - Why did you want to learn?
 - Who helped you learn?
 - What did they do to help you?
 - What did you do to get better?
 - What kept you going or made you want to keep learning?
3. Share answers for one question at a time and ask students what they're hearing over and over. Chart themes that have emerged.
4. Make a new chart of what we'll do in this class that corresponds to their chart of themes. (This could be presented the next day so the teacher has time to choose words thoughtfully.)

Example:

In This Class on Reading, Writing, and
Talking, We Will . . .

Check out other people's writing to get
inspired and find techniques to try.

Read and write and talk a lot every day
(practice)

Get help from a mentor (Ms. ___) who is
more advanced than we are

Our mentor (Ms. ___) will tell us and show us
how to do it and how not to do it

Start with what we can do, not with things that
are way too hard for us

Get feedback on what we're doing well and
what we can do better

Have fun

Become experts

Remember to refer to chart constantly throughout year. "We're doing this because you told me that this is how you learn."

Phase 1: Independent Reading

Day 2: Good Readers Read A Lot/Build Stamina

Materials

- Book baggies/boxes for EACH child with 3-6 books that are about at that child's estimated level

1. Book talk
2. Mini-lesson

Connection:

- Today we're going to begin our very first day of Independent Reading. We know that the most important thing we can do to become better readers who love to read is to spend a lot of time **READING**. Because a key word there "read," and actually, **reading a lot means we have to build up our ability to do that. That's called building stamina.**
- Stamina is the ability to do something for a long period of time. Athletes work really hard to develop stamina. And they build stamina by doing a little more each day until they can do a lot. (Give examples.) And readers do too. In reading, stamina is being able to keep your eyes on the words and your mind in the story for a long time.

Teach:

- Let's begin by making an I-chart, with our ideas of why it is so important that we read to ourselves independently.
- Create I-chart: draw a large I and then head it "Independent Reading" or "Reading Workshop" and underneath: "Why: to become a better reader."
- Ask: why else do we read to ourselves? Write their responses on the chart.
- On the I-chart left side, write "students" and the right "teacher." Brainstorm appropriate Independent Reading (IR) BEHAVIORS.
- Make sure that important ideas are included, even if you have to write them, like:
 - Read the whole time
 - Build stamina
 - Get started immediately
 - Eyes on the words & mind on the book
- Ask: What would the teacher be doing? Add things like
 - Work with small groups
 - Listen to students read
 - Conduct conferences
 - Help students with reading
- Teacher models the incorrect way. Debrief
- Ask someone to model reading the right way. Point out exactly what they're doing. [*The daily 5* recommends that the teacher has child #1 Model the correct way, then child #2 model the incorrect way, and then child #2 models the correct way. I have found that when we have children model the wrong way, they often do not demonstrate the kinds of behaviors that I wish to highlight. Also, I don't want to plant a seed unintentionally!]

Active Engagement, Link:

- **Practice session 1** (3 minutes). Practice for THREE minutes. Sit off to the side. Do NOT manage by proximity. Try not to look at students directly.
- Check back in. bring students to the rug and review the I-chart, item by item. Have students give

thumbs up, down, or sideways in front of their heart, rating themselves on their performance.

- Ask: *Is there anyone who would like to share a celebration of what went well during our first practice?*
- **Practice session 2 (most likely 4 min)** review I-chart and ask if there's anything we can do to make IR even better. THREE minutes or possibly FOUR on task.
- **Debrief session 2** with thumbs up and I-chart.
- Review the lesson. We just learned about how to read independently. What did you learn about why we do IR and how we do IR? Take responses.

Notes/Helpful Hints

- Review the I-chart, practice, and debrief, as previously outlined. Increase time reading by **one or two minutes** every practice session until students are able to read independently for the desired time allotment. Practice 2-3 times per day until time on task grows
- It may be very tempting to rush and skip five or ten minutes to have students read more time more quickly, but building stamina takes time. Just like a runner needs to build up to running a marathon, so do our students. Taking this time in the beginning ensures strong habits.
- If someone gets off task, STOP the session and bring everyone back to the rug to debrief. Do this without frustration or judgment. Some children may require a private conference at another time if they continue to hold the class back
- Modeling repeatedly-the right way and the wrong way-can be very helpful in helping children to move forward and increase their time on task
- Remain at your teaching station during practice sessions; **do not circulate or manage by proximity** for the first several days. Then, you may begin to conference in a whisper voice.

Phase 1: Independent Reading

Day 3: Good Readers Make Good Reading Choices (part 1)

Materials

- Chart paper, markers
- Children's same book baggies
- One of your favorite books

1. Book talk
2. Mini-lesson

Connection:

- We choose books in many different ways and for many different purposes/reasons. Today I want to hear from you about how you choose books, and tomorrow I'll share with you how we're going to choose books in our classroom.

Teach:

- When I go to the library or the book store, I always seem to find myself in the mystery section because I love mysteries. Here's one of my favorites (hold up a favorite book)

Active Engagement:

- Ask: What do you think about when you're choosing a book?
- Chart the answers. Some probably answers: Front cover/inside jacket; back cover information; characters we've read about in other books' another book in a series' interesting title; great illustrations, author we have and like; book recommendations from teachers, friends, and critics; books that are movies; genres we like; sequel to a book we've read; heard it read aloud; ect.

Link:

- Today we listed many things we think about when we choose books. In a few days, you'll have a chance to choose your own books, and I want you to keep these things in mind, in addition to the new ways we'll discuss tomorrow

- Post the chart.

3. Review I-chart

4. Practice session 1 (most likely, 5 min*)

5. Debrief session 1

6. Review I-chart

7. Practice session 2 (most likely, 6 min*)

8. Debrief session 2

*If children are not at 5 minutes, THAT'S OKAY! Increase minutes to reflect the needs of your class. Do not rush them through this process.

Phase 1: Independent Reading
Day 4: Good Readers Choose Just Right Books (part 2)
OPTION 1 (better for primary grades)

Materials

- Book baggies/boxes (same books)
- Bag of a variety of shoes: one of another size, several of different type (e.g. a ski boot, a dress shoe a running shoe etc.)

1. **Book talk**
2. **Mini-lesson**
See lesson from The Daily 5 on good fit books p. 29-33 (attached)
3. **Review I-chart**
4. **Practice session 1 (7 min?)**
5. **Debrief session 1**
6. **Review I-chart**
7. **Practice session 2 (8 min?)**
8. **Debrief session**

REMINDER: If children are on less than the proposed number of minutes, THAT'S OKAY! Increase minutes to reflect the needs of your class. Do not rush them through this process.

Phase 1: Independent Reading

Day 4: Good Readers Choose Just Right Books (part 2)

OPTION 2 (better for upper grades)

Materials

- Book baggies/boxes (same books)
- Chart with Three Tests

1. Book talk

2. Mini-lesson

Connection:

- *Readers yesterday w talked about how we choose books- what we think about when we are deciding what to read. Today, we are going to talk about how to choose the perfect book for you, one that you will start reading and won't want to stop because you love it so much!*

Teach:

- *If you want to get better at reading really fast, it matters a lot which books you read*
- *The first thing that matters is what you like the book. You get better at reading faster if you read a book that is really interesting to you. So when I look for a book to read, that is the first think I look for. (Demonstrate.)*
- *The second thing that matters is that the book is book is easy for you to read. There are two parts to it being easy: 1) it should not have more then five speed bumps, or words that slow you down, on a page. 2) It should make good sense to you.*
- *Let me show you how I test for these two things.*
- *You know how in parking lots or small streets there are sometimes bumps in the road that force you to slow down and take your time? Well, I call words that force me to slow down "speed bumps." if there are too many speed bumps on a page, then the book is too hard for me. So to test a book, I read a page and put up a finger every time I come to a speed bump. If I get five fingers up, it's too hard. (Demonstrate.)*
- *To test whether a book makes good sense to me, I read a page and then close the book and try to say what happened on that page. If I can't really remember or I'm not really sure, the book is too hard. (Demonstrate.)*

Active Engagement:

- *Readers, I'm handing out each of you a book from our classroom library. I want you to practice by testing this book to see if it's just right for you.*
 - First test: Is it interesting to you? Look at it and what it's about and decide.
 - Second test: are there less tan five speed bumps per page? Read a page and put up one finger for each word that slows you down.
 - Third test: does it make sense? Read a page, close the book, and try to say what happened
- Tell your partner which tests your book passed and which tests it failed

Link:

- *We are all going to be at different levels in this class, and that means we'll all be reading different books. Now let me tell you something I see every year that just makes me shake my head. There are always a couple kids who think everybody is going to think they're really smart if they carry around some big long book that looks super hard. And so they choose a book like this (hold up Harry Potter), even though it's way too hard for them, and they think they're really cool. But really,*

that's about the dumbest thing you can do if you want to become a better reader. Because if you spend your time stumbling through this book, instead of reading something that's just right for you, you're going to keep reading at your same level and never get better.

- *So I don't ever want to hear anyone act like someone isn't smart because they're reading a book that seems easy. **Reading a book that's easy for you is the smartest thing you can do.***
- *Today, I want you to sort through the books in your book baggie to check and see if they are Just Right for you. I should see people reading, putting up fingers, closing books and trying to say what happened. When you find a book that passes all three tests, then you can begin to read. If you finish that book, take another book out of your baggie and find another book that passes all three tests.*

3. Review I-chart

4. Practice session 1 (9 min?)

5. Debrief session 1

6. Practice I-chart

7. Practice session 2 (10 min?)

8. Debrief session 2

9. Optional: ask 1-2 students to share how they knew their book was a Just Right book

REMINDER: If children are on less than the proposed number of minutes, THAT'S OKAY! Increase minutes to reflect the needs of your class. Do not rush them through this process.

After children's stamina is built to approximately 10-12 minutes, you may wish to consider reducing the practice sessions to just one

Phase 1: Independent Reading

Day 5: Good Readers Think While They Are Reading

Materials

- Chart entitled “Reading is Thinking”

1. Book talk

2. Mini-lesson

Connection:

- *Readers, today I want to talk with you about what you’re meant to be doing AS you’re reading*

Teach:

- *I’m always reading when I’m thinking. For example, when I read Amos and Boris, it made me wonder what friendship really means. I wondered if I had any friends like that, and I thought of my friend Kerry. She moved to Seattle nine years ago, but we are still extremely close. I think the message of the book was trying to say that you can still be great friends with someone, even if you’re not around them all the time, because friendship is about the closeness you share and how that friend makes you feel.*

Active engagement:

- *You think as you read, too. You may be thinking about what you like or don’t like, things the book reminds you of in your life or other books, or questions you have. You might be making predictions, or noticing something about the way the author wrote the book.*
- *Write those ideas on a chart entitled “Reading is Thinking”.*
- *Ask students for other kinds of things they think about as they’re reading and char those too. (Some examples: connections, mind movie, confusions, etc.)*

Link

- *When you return to your seat and read, I want you to keep these kinds of thinking in mind.*

3. Review I-chart

4. Practice (most likely, 11-13?min)

***Once your class has reached 10 minutes, then you can spend more time on refining the sharing that the students do. Explicitly teach how you want them to share and then debrief it in the same way you have with IR. You may also begin conferring with students as they are reading*

5. Debrief

- #### 6. Optional Share: Ask students to share what kinds of things they were thinking today as they read

Phase 1: Independent Reading

Day 6: Good Readers Talk about Their Books

Option 1

Materials

- Chart entitled “How to Think-Pair-Share Effectively”

1. Book talk

2. Mini-lesson

Connection:

- *Yesterday we talked about how readers think while they read, and you shared the thinking you were doing as you read. When we talk with a partner or a in a small group, we are going to refer to our talking with each other as Think-Pair-Share (or _____ whatever you use in the classroom).*
- *Let’s talk a little bit about how we can think-pair-share with each other well so that we can do our best talking and learning.*

Teach:

- *I’ll write our thoughts on this chart. On thing that I know is very important in a pair share is making sure to make eye contact with the person who’s speaking.*
- *Any other ideas of things we should keep in mind when we’re pair-sharing?*

Active Engagement:

- Elicit children’s ideas about what an effective pair-share looks like, sounds like, sounds like, etc.
- Some possible responses: one person talks at a time; all members of the group can see each other; we talk about books the whole time; etc

3. Review I-chart

4. Practice (most likely, 13-15? Min) with conferences

5. Debrief

6. Partner share: Ask students to share with their partners what they were reading today.

Phase 1: Independent Reading

Day 6: Good Readers Talk About Their Books

Option 2

Materials

- Chart with steps of a pair share with drawings

1. Book talk

2. Mini-lesson

Connection:

- *Yesterday we talked about how readers think about their books. Today I want to show you how readers talk about their books.*

Teach:

- *Most of this mini-lesson will actually happen after you read today, because I am going to show you how to talk with your partner about your thinking. Right now I'm just going to show you how to prepare for that talking as you read today.*
- *If I know I'm going to talk to a partner when I stop reading, I want to plan for that as I read. Today we are going to share a place in our reading where our mind movies were really great. So as I read along and make my movie, I am going to look for a part I'd like to share with my partner. I'm going to take my post-it and just place it next to that place so I can find it later.*

3. Review I-chart

4. Practice (most likely, 14-16 min?) with conferences

Teach, cont'd:

- *Each of you has marked a part you'd like to share with your partner. I'm going to show you how that sharing will go. When I share, I will do three steps:*
 - *Tell my partner the title, author, and one sentence about what's going on in the part I'm about to share.*
 - *Read the sentences the thought I'm going to share is about.*
 - *Tell my partner my thought.*

(Demonstrate.)

Then we'll switch jobs and I'll listen as my partner shares.

Active Engagement:

- *Try that now with your partner.*

5. Debrief the IR session with the IR anchor chart.

6. Share: Ask students to share a celebration or something that needs to go better in the partner share.

Phase 1: Independent Reading

Day 7: Good Readers Choose “Just Right” books

Materials

- Anchor chart from Day 4 OR some other way of systematically choosing a book with a t least 95% accuracy (e.g. just “The Five Finger Rule”)

NOTE: Today’s model will feature your having chosen a book that is too challenging because it has to many words you can’t pronounce or don’t know. Find this ahead of the time or practice reading with errors. I use the union contract or a college textbook on statistics or physiology; I have also modeled this by reading in Spanish, a second language I am learning.

1. Book talk

2. Mini-lesson

Connection:

- *Readers, we’ve already discussed Just Right/Good Fit Books and I’ve seen some of you using this when you’re reading at the books in your book baggie. Most of those books are Just Right because I picked them for you.*
- *But today is an exciting day, readers, because today you’re going to be choosing your own books. It’s very important that you’re always reading, and in our class, we read the whole time during Independent Reading!*

Teach:

- *I’m going to remind you how we use the Five Finger Rule to find a book that is Just Right for us.*
- Review the anchor chart.
- In the library or a book area, think aloud: “Hmm...I really like books on animals, so I’m going to look in that basket.”
- Choose a book either from the library or one that is genuinely difficult for you that you have brought in from home.
- Put your hand up and begin to read aloud-slowly. Whenever you come to a “speed bump,” put up a finger, at the same time thinking aloud WHY you put up your finger. For example, “Even though I eventually got this word” or “I know how to say this word, but I had no idea what it meant” etc.
- Make sure you get to at least five speed bumps before the end of your passage!
- *Wow, that was a lot of work! And look how many fingers I have up! I’m reading a chapter book and that’s five speed bumps in just one paragraph!*
- Begin a chart Ways Books Can Be challenging or something similar and add as the first bullet: there are too many words I don’t know how to pronounce (simplify the language as you see fit).
- *I want to have fun when I read! I want to make mind movies! I’m going to find something that is a little easier for me.*

Active engagement:

- *Turn to your neighbor and explain to them what the Five Finger Rule is and how you’ll use it.*
- *Now it’s your turn! I’ll be calling you over in groups while the class is reading to exchange your books. We’ll normally do this once a week. I’ll be helping you to find your Just Right Book.*

3. Review I-chart

4. Practice (most likely, 15-17 Minutes?).

During reading time, teacher stays in library and calls one group at a time to assist them in finding books that are at their Just Right Level. It is more important to ensure that each child is using the Five Finger Rule in each group than getting through all the groups in one day. This may take several days and that's okay.

Once children are reading chapter books, they really only need one or two books in their book baggie. If children are still reading picture books, depending on the length, they would have 3-4. The goal is that children read entire books. If they have too many books in their book baggie, sometimes they do not stay with books long enough to finish even one. Also, with regard to the stringency of "5" speed bumps: if they're at 5, still have children retell. If they have excellent comprehension, the book IS Just Right for them. Comprehension is most important, but we do not ever want children's reading to be labored (because often they will not want to finish the book).

5. Debrief

6. Partner share -as you've taught, or you can ask students to share with their partner. How they knew if their book was Just Right to reinforce those concepts.

Phase 1: Independent Reading

Day 8: Good Readers Choose “Just Right” Books

Materials

- Anchor chart from Day 4 OR some other way of systematically choosing a book with a t least 95% accuracy (e.g. just “The Five Finger Rule”)
- Chart entitled Ways Books Can Be Challenging

NOTE: Today’s model will feature your having a chosen a book that is too challenging because you don’t know what it means. Find a book ahead of time that is hard for you to understand; I have also modeled this be reading Spanish, a second language I’m learning.

1. Book talk

2. Mini-lesson

Connection:

- *Readers, we will continue discussing how we can make sure that we are reading Just Right books so that you can always have fun when you read and make mind movies.*

Teach:

- *I am going to remind you how we use the Five Finger Rule to find a book that is Just Right for us*
- Review the anchor chart.
- In the library or book are, think aloud “hmm...I really like books on animals, so I am going to look in that basket.”
- Choose a book either from the library or one that is genuinely difficult for you that you have brought in from home.
- Put your hand up [and ask the class to put up their hands so they can count with you!] and begin to read aloud. Read with a good pace but plan to miss one or maybe two words. Whenever you come to a “speed bump,” put up a finger, at the same time thinking aloud WHY you put up your finger. For example, “even though I eventually got this word, it really made me stumble” or “I had a hard time pronouncing that word” or “ I know how to say this word, but I had no idea what it meant” etc.
- Do NOT get to five before the end of the selected passage.
- *Wow, look at me! This may be a Just Right book because I didn’t get to five before the end of the page!*
- *But now there’s another thing I have to make sure of...Did it make sense. Let me check! You help me. I’m going to close the book and try to tell you what it was about. If I can do that, its Just Right. If not, maybe not a good fit for me.*
- Close the book and give a very general recounting. Demonstrate POOR comprehension by hesitating o guessing or even saying, “I don’t know.”
- *Hmm, even though I had really great fluency, turns out this book really did not make sense to me. I was just kind of saying the words and not really thinking about what I was reading.*
- Add to the chart ways books can be challenging something like “I might know all the words, but it didn’t make sense to me” or “I didn’t make a mind movie as I was reading.”
- *I want to have fun when I read! I want to make mind movies! I’m going to find something that is a little easier for me.*

Active Engagement:

- *Turn to your neighbor and explain to them what the Five Finger Rule is and how you’ll use it.*
- *Now it’s your turn! I’ll be calling you over in groups while the class is reading to exchange your*

books. We'll normally do this once a week. I'll be helping you to find your Just Right book.

3. Review I-chart

4. Practice (most likely, 16-19? Min).

During reading time, teacher stays in library and calls one group at a time to assist them in finding books that are at their Just Right level. It is more important to ensure that each child is using the Five Finger Rule in each group than getting through all the groups in one day. This may take several days and that's okay.

5. Debrief

6. Partner share -as you've taught, or you can ask students to share with their partner how they knew if their book was Just Right to reinforce those concepts.

Phase 1: Independent Reading

Day 9: Good Readers Choose “Just Right” Books

Materials

- Anchor chart from Day 4 OR some other way of systematically choosing a book with at least 95% accuracy (e.g. just “The Five Finger Rule”)

NOTE: today’s model will feature your having chosen a book that is Just Right

1. Book talk

2. Mini-lesson

Connection:

- *Readers, we will continue discussing how we can make sure that we are reading Just Right books so that you can always have fun when you read and make mind movies.*

Teach:

- *I am going to remind you how we use the Five Finger Rule to find a book that is Just Right for us.*
- Review the anchor chart.
- In the library or book are, think aloud: “Hmm...I really like books on animals, so I’m going to look in that basket.”
- Choose a book either from the library or one that is genuinely difficult for you that you have brought in from home
- Put your hand up [and ask the class to put up their hands so they can count with you!] and begin to read aloud. Read with a good pace but plan to miss one or maybe two words. Whenever you come to a “speed bump,” put up a finger, at the same time thinking aloud WHY put up your finger. For example, “Even though I eventually got his word, it really made me stumble” or “I had a hard time pronouncing that word” or “I know how to say this word, but I had no idea what it meant” etc.
- Do NOT get to five before the end of the selected passage.
- *Wow, look at me! This may be a Just Right book because I didn’t get to a give before the end of the page!*
- *But now there’s another thing I have to make sure of. Did it make sense? Let me check! You help me. I am going to close the book and try to tell you what it was about. If I can do that, its Just Right. If not, maybe not a good fit for me.*
- Close the book and give detailed retelling. Demonstrate HIGH comprehension by not only telling about what you read, but also some other kinds of thinking you were doing, like describing the mind movie you made, making connections, inferences and questions you had.
- *Did you see that? I really GOT that book! I had a mind movie going in my brain like I was IN the book!*
- *That means it’s Just Right for me! I’m going to keep reading!*

Active Engagement:

- *Turn to your neighbor and explain to them what the Five Finger Rule is and how you’ll use it.*
- *Now it’s your turn! I’ll be calling you over in groups while the class is reading to exchange your books. We’ll normally do this once a week. I’ll be helping you to find your Just Right book.*

3. Review I-chart

4. Practice (most likely, 18-21? Min).

During reading time, teacher stays in library and calls one group at a time to assist them in finding books that are at their Just Right level. It is more important to ensure that each child is using the

Five Finger Rule in each group than getting through all the groups in one day. This may take several days and that's okay.

5. Debrief

6. Partner share -as you've taught, or you can ask students to share with their partner how they knew if their book was Just Right to reinforce those concepts.

Phase 1: Independent Reading

Day 10-11: good readers choose “Just Right” books

Materials

- Anchor chart from Day 4 OR some other way of systematically choosing a book with at least 95% accuracy (e.g. just “The Five Finger Rule”)
- Any random book from the classroom library or from your home

1. Book talk

2. Mini-lesson

Connection:

- *Readers, we will continue discussing how we make sure that we are reading Just Right books so that you can always have fun when you read and make mind movies.*

Teach:

- *I’m going to remind you how we use the Five Finger Rule to find a book that is Just Right for us.*
- Review the anchor chart.
- Hold up a book and think aloud the process of determining whether the book is Just Right
- Focus on your interest, and then put up your hand and begin reading aloud. Decide ahead if you will encounter many speed bumps or just a few, but with every speed bump, put up a finger, at the same time thinking aloud WHY you put up your finger.
- If you had more than five, remark that the book is probably not a good fit and that I should probably find one that’s better.
- If you had more than five, remark that the book is probably not a good fit and that I should probably find one that’s better.
- If you had less than five, close the book and give a retelling.
- Note whether you understood the book. If not, remark that you must choose a different book. If yet, note that you can’t wait to get started reading.

Active Engagement:

- *Turn to your neighbor and explain to them what the Five Finger Rule is and how you’ll use it.*
- *Now it’s your turn!*

3. Review I-chart

4. Practice (most likely, 20-25? Min).

Continue assist small groups in their book choices. If everyone has a chosen a Just Right book, you may resume conferences.

5. Debrief

6. Partner share -as you’ve taught, or you can ask students to share with their partner how they knew if their books was Just Right to reinforce those Concepts

Phase 1: Independent reading

Day 12-17: Good Readers Choose “Just Right” books

Materials

- Anchor chart from Day 4 OR some other way of systematically choosing a book with at least 95% accuracy (e.g. just “The Five Finger Rule”)
- Any random book from the classroom library

1. Book talk

2. Mini-lesson

Connection:

- *Readers, we will continue discussing how we can make sure that we are reading Just Right books so that you always have fun when you read and make mind movies.*

Teach/Active Engagement:

- *I am going to remind you how we use the Five Finger Rule to find a book that is Just Right for us.*
- Review the anchor chart.
- Ask a student to come up and model the process, with think aloud, of finding a Just Right book by reading a passage aloud. Prompt the child when necessary.
- Have the class put up hands and to count on their fingers as the child reads.
- If the child had more than five, ask the class what they deduce.
- If the child had less than five, ask the class what comes next (to close the book and give a retelling).
- Have the child close the book and retell.
- Ask the class whether they believe the reader understood what was read.
- Ask what to do next. (Keep reading or exchange books)

3. Review I-chart

4. Practice (most likely, 20-25?min) with conferences.

5. Debrief

6. Partner share

NOTE: students usually exchange books once per week. This can be on the same day or on a rotating schedule (e.g. Group 1 on Monday, Group 2 on Tuesday, ect.). Upper grade students reading at grade level generally take between 1-2 weeks to complete a grade level chapter book and therefore should not have to exchange books every week necessarily. For the next several weeks, try to bring the library with students as they choose their books, especially with high needs students. ALSO: After 25 minutes of stamina has been reached, the review of the anchor chart is not needed every day (perhaps as a refresher periodically).

Appendix

Types of Genre

Fiction		
Code	Genre	Description
TL	Traditional Literature	Traditional literature includes folktales, fairytales, myths, legends, and epics. Traditional literature originated in the stories passed down orally throughout history.
F	Fantasy	Fantasy is fiction that contains unrealistic or unworldly elements. It includes modern fantasy and science fiction.
SF	Science Fiction	Science fiction is a special division of fantasy that involves or is based on scientific principles.
RF	Realistic Fiction	Realistic fiction is drawn from the writer's imagination but is true to life in some period of the past
HF	Historical Fiction	Historical fiction is drawn from the writer's imagination but is true to life in some period of the past
Nonfiction		
Code	Genre	Description
I	Informational	Informational texts provide ideas, facts, and principles that are related to the physical, biological, or social world.
B	Biography	A biography is an account of the life of an individual.
AB	Autobiography	An autobiography is an account of an individual written by the subject
M	Memoir	A memoir is the account of a personal or historical event