



Community:

Creating a Culture and a Climate for Thinking

August 2003

Early September

- Build community.
- Establish trust.
- Create a literate working environment.
- Anchor lessons about reader's workshop.
- Set tone and establish procedures.
- Remain diligent and calm.
- Rigorous environments do not have to be restrictive.
- Gradual release of responsibility as students move towards small groups and independent reading.



Mini-Lessons Are:
 15 to 20 minutes

The mini-lesson provides teachers with opportunities to think aloud and show how strategies are used to make sense of text.

Time to read, respond, and confer
 45 to 50 minutes

Allows children to practice strategies in small groups, in pairs, and independently.

Gives teachers time to teach, learn, and see how children are applying what they've been taught.

Give children the gift of time, choice, response, community, and structure.

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- Mini-Lessons**
- ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★
- ★ Book discussion (large group) regarding **BEHAVIOR** lessons on pages 19 and 20.
 - ★ **BUILDING MUTUAL TRUST** discussion pages 21-23
 - ★ **WHAT READERS DO & WHY** mini-lesson on pages 29-31
 - ★ **Procedural mini lesson** page 32 (pencils)
 - ★ **Reading and conferring** discussion pages 33-35
 - ★ **Sharing** discussion 36-38 (procedure)
 - ★ **Book selection** by children page 40
 - ★ **Mini-lessons on pages 45 and 46:** *book talks, sticky notes, read-aloud, recommending charts, go looking together, pick one, conferring.*
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Mini-lessons on pages 29-31
 Students make lists:

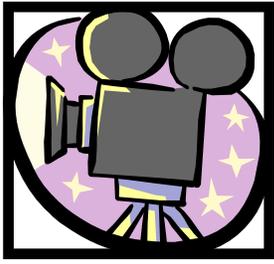
What do readers look like?

What do readers do?

Where do readers read?

Gradual Release of Responsibility:

1. Teacher modeling and explanation of strategy.
2. Guided practice, where teachers gradually give students more responsibility for task completion.
3. Independent practice accompanied by feedback.
4. Application of the strategy in real reading situations.



Schema by Any Other Name

August 2003

From Debbie Miller's *Reading With Meaning*

Schema

Thinking aloud:
Showing Kids How

Model the process with genuine think-alouds, precise language, and thoughtful responses.

Ask children to recall the words or point out the pictures to provide the rest of the class with a point of reference.

Thinking through the text together: Children and the teacher sharing connections to enhance understanding and construct meaning. This type of discussion allows for real opportunities for construction meaning, reflection, and insight.



Basic Framework

Mini-lesson 15 to 20 minutes

Large block of time to read, respond and confer, 45 to 50 minutes

Time to share, 15 to 20 minutes

The basic readers' workshop format is a framework for both strategy instruction and the gradual release of responsibility.

Suggested books:

The Relatives Came by Cynthia Rylant.

Fireflies by Julie Brinkloe

My Grant-Aunt Arizona by Gloria Houston

Koala Lou by Mem Fox

The Snowy Day by Ezra Jack Keats

Chrysanthemum by Kevin Henkes

Hazel's Amazing Mother by Rosemary Wells

Ira Sleeps Over by Bernard Waber

Amazing Grace by Mary Hoffman

Oliver Button is a Sissy by Tomie dePaola

I Know a Lady by Charlotte Zolotow

Roxaboxen by Alice McLerran

Mini-Lessons

Schema mini-lessons:

1. **Text-to-self connections.** Thinking about what you already know is called *using your schema*, or using your background knowledge. **Pg. 57** using *The Relatives Came* by Cynthia Rylant.
2. **Make meaningful text-to-self connections, Pg. 59** (gently redirect)
3. **Anchor Chart** using *Hazel's Amazing Mother* by Rosemary Wells. (text-to-self connections) **Pg. 60-61**
4. **Releasing responsibility: Small group work Pg. 61** using *Ira Sleeps Over* by Bernard Waber.
5. **Text-to-Text Connections** using a Venn Diagram and *Amazing Grace* by Mary Hoffman and *Oliver Button is a Sissy* by Tomie dePaola. **Pg. 63**
6. **Second text-to-text mini-lesson** using *Now One Foot, Now the Other* by Tomie dePaola and *The Two of Them* by Alikei. **Pg. 65**
7. **Text-to-World Connections Pg. 66** using *Smokey Night* by Eve Bunting.
8. **MENTAL FILES lesson Pg. 67-68** to activate, build, and revise schema. (See anchor chart on Pg. 68)

Strategies

Eye-to-eye and knee-to-knee discussions.

“When I’m holding the book up like this, I’ll be reading. When the book is down on my lap like this, I’ll be thinking out loud.”

Be explicit and show children how.

Anchor Charts

Make the thinking permanent and visible.

Allow connections from one strategy to another.

Help to clarify a point.

Builds on earlier learning and “holds” thinking.

Remember a specific lesson in future discussions.



Mental Images & Reading Comprehension

August 2003

A Creating
Mental Images
Strategy:
**Coffeehouse
Poetry
Day**
Pages 74-77

When readers create mental images, they engage with text in ways that make it personal and memorable to them alone. Anchored in prior knowledge, images come from the emotions and all five senses, enhancing understanding and immersing the reader in rich detail (Keen and Zimmerman).



Images from reading frequently become part of the reader's writing.

Readers adapt their images as they continue to read.

Anchor Mini-Lessons

Page 80

Images are created from readers' schema and words in the text. (poems)

Page 81

Readers create images to form unique interpretations, clarify thinking, draw conclusions, and enhance understanding (dramatic response). *The Zoo at Night* by Martha Robinson

Page 82-83

Readers' images are influenced by the shared images of others (artistic response). (poems) "Ducks on a Winter Night" by Georgia Heard (see pg. 89)

Page 83-84

Images are fluid; readers adapt them to incorporate new information as they read (artistic response). *Greyling* by Jane Yolen

Page 84-86

Evoking vivid mental images helps readers create vivid images in their writing (artistic/written response). *Mountain Streams* music CD

Suggested Books

Close Your Eyes

by Jean Marzolo

Color Me a Rhyme

by Jane Yolen

Creatures of Earth, Sea, and Sky

by Georgia Heard

Footprints and Shadows

by Anne Westcott Dodd

Goodnight to Annie

by Eve Merriam

Greyling

by Jane Yolen

I Am the Ocean

by Suzanna Marshak

Mountain Streams

(compact disc)

The Napping House

by Audrey Wood

Night in the Country

by Cynthia Rylant

Night Sounds, Morning Colors

by Rosemary Wells

Putting Sheep to Sleep

by Shelley Moore Thomas

Quiet, Please

by Eve Merriam

The Salamander Room

by Anne Mazer

Say Something by Mary Stolez

What Does the Rain Play?

By Nancy White Carlstrom

When I'm Sleepy

by Jane R. Howard

Wild, Wild Sunflower Child

by Nancy White Carlstrom

The Zoo at Night

by Martha Robinson

In the Beginning: Thinking Aloud

A favorite book about creating mental images is *Night Sounds, Morning Colors* by Rosemary Wells.

"Look. Listen. Open all your senses."

Question:

What text is best when children begin to become more adapt at making mental images on their own?

Answer: POETRY

Poetry is short, thought-provoking, and full of images.



Asking Questions & Reading Comprehension



August 2003 Adapted from Debbie Miller's Reading for Meaning

Anchor Mini-Lessons for Asking Questions

Page 125

Readers purposefully and spontaneously ask questions before, during, and after reading. *Grandfather Twilight* by Barbara Berger.

Page 126

Readers ask questions for many reasons. (See list of reasons on page 126)

Pages 127-129

Readers determine whether the answers to their questions can be found in the text or whether they will need to infer the answer from the text, their background knowledge, and/or an outside source. *The Lotus Seed* by Sherry Garland.

Page 130

Readers understand that many of the most intriguing questions are not answered explicitly in the text, but are left to the reader's interpretation. *All I See* by Cynthia Rylant. Questioning webs are a useful strategy.

Pages 131-133

Readers understand that hearing others' questions inspires new ones of their own; likewise, listening to others' answers can also inspire new thinking. *An Angel for Solomon Singer* by Cynthia Rylant (see questions listed on page 133).

Pages 134-135

Readers understand that the process of questioning is used in other areas of their lives, both personal and academic. WONDER BOXES (3-by-5-inch file box filled with "wonder cards" on which to record their questions.) *The Wise Woman and Her Secret* by Eve Merriam.

Suggested Books

All I See

by Cynthia Rylant

Amelia's Road

by Linda Jacobs Altman

An Angel for Solomon Singer

by Cynthia Rylant

Fly Away Home

by Eve Bunting

Grandfather Twilight

by Barbara Berger

The Lotus Seed

by Sherry Garland

Monarch Butterfly

by Gail Gibbons

The Stranger

by Chris Val Allsburg

The Trumpet of the Swan

by E. B. White

Why is the Sky Blue?

by Sally Grindley

The Wise Woman and Her Secret

by Eve Merriam

Yanni Rubbish

by Shulamith Levey Oppenheim

CODE QUESTIONS

B for before reading

D for during reading

A for after reading

CODE ANSWERS

T for rereading and looking for clues in the text

I for inferring

OS for using an outside source

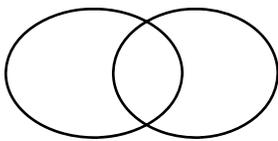


Determining Importance in Nonfiction & Reading Comprehension

August 2003 Adapted from Debbie Miller's *Reading for Meaning*

Key for Kids

- utilize text features to distinguish important and relative parts from unimportant information
- learn the important and relevant information
- distinguish differences between fiction and non-fiction
- use knowledge of narrative and expository text features to make predictions and text organization and content
- use knowledge of text to answer questions and synthesize text for themselves and others



Venn Diagram on Pg. 146



Questions naturally arise, and out come the Wonder Boxes.

Anchor Mini-Lessons

Pages 144-147

Modeling Differences Between Fiction and Nonfiction using:

Bugs, Bugs! Bugs! by Jennifer Dussling

Grandfather's Journey

Nature Watch Spiders by Barbara Taylor

Page 147-148

Noticing and Remembering When We Learn Something New

National Geographic

Page 148-150

Convention Notebooks

Help build background knowledge for text features encountered in reading, and are resources when children are asked to synthesize information in order to answer research questions.

Page 150-152

Locating Specific Information: Ask Jeeves & Online Encyclopedias

Suggested Books

See Page 155 for complete information and addresses of publishers.

Bugs, Bugs! Bugs!

by Jennifer Dussling

Grandfather's Journey

by

Nature Watch Spiders

by Barbara Taylor

National Geographic

Ask Jeeves

World Book Online

First Connections: The Golden Book Encyclopedia

Dorling Kindersley Readers

I can Read About . . . , Troll

First Discovery Books, Scholastic

Eyewitness Books, Knopf

Newspapers

Weekly Reader

Time for Kids

National Geographic for Kids

Time for Kids/Big Picture Edition

Ranger Rick

Zoo Books

Calliope: World History for

Young People

Kids Discover

Cobblestone: The History Magazine for Young People

When readers read nonfiction, they make predictions about the text, but not about the *kinds of things they expect will happen*. They make predictions about the *kinds of things they expect to learn*.

Anchor Chart for Nonfiction conventions:

- Labels
- Photographs
- Captions
- Comparisons
- Cutaways
- Maps
- Types of Print
- Close-ups
- Tables of Contents
- Index
- Glossary



Digging Deeper & Reading Comprehension

Book Clubs and Discussion

August 2003 Adapted from Debbie Miller's *Reading With Meaning*

January

Students are ready to listen actively and respond thoughtfully to others in order to understand another's point of view and/or inform one's own.

A perfect way to get started is to ask the children to choose a burning question from a chart the class has created together, or pose an open-ended question yourself and work with them to infer meaning.



The strategies of questioning and inferring are particularly helpful in teaching children how to take conversation deeper.

Children need to observe adults in a book club discussion and observe the following:

- 1) Working together to figure out answers to questions
- 2) Taking turns talking
- 3) Asking questions
- 4) Laughing
- 5) Rereading parts of the book
- 6) Making connections from the book to our lives and other books
- 7) Inferring
- 8) Working together to understand

Debbie Miller's students sit in a bigger circle around the adult circle, and pass around a snack as they watch the adults discuss a book.

Am I Ready for Real Book Conversation?

- Does what I have to say connect to the question or topic?
- Can I connect what I have to say to what someone else has said?
- Can I support what I have to say? What evidence or personal experiences do I have to make my point?
- Has someone else already said what I am about to say?
- If I am speaking to disagree, can I state what I heard the other person say and explain how and why my thinking is different in a nice way?
- Does what I want to say enrich the conversation?

And also think about this:

- Am I ready to act like the adults who modeled book discussions for the class?

First book club for children:

Children choose books from those they have already read aloud and discussed previously.

Knowing how to read the book is not a requirement.

The book must be sophisticated enough to warrant thoughtful conversation.

A question serves to focus the dialogue; showing children how to collaborate to infer answers, solve problems and construct meaning comes next.



Inferring & Reading Comprehension

So, what's everybody thinking?

August 2003 Adapted from Debbie Miller's *Reading With Meaning*

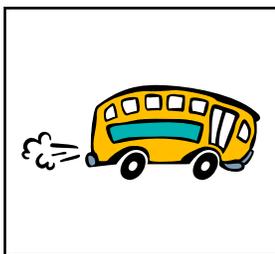
USEFUL SKILLS:

- *Rereading
- *Paying attention to the words
- *Looking closely at the pictures
- *Using schema
- *Taking time
- *Thinking really hard

Infer the meaning of new words in a book.
Make a 3-column word chart.

1. What do you infer it means?
2. What helped us?
3. Put a "c" if confirmed.

*Note: See page 109.



Anchor Mini-Lessons

Page 107

Readers determining meanings of unknown words by using their schema, paying attention to textual and picture clues, rereading, and engaging in conversations with others. *Where Are You Going, Manyoni?* By Catherine Stock is perfect for teaching children about inferring at the word level.

Page 109

Readers make predictions about text and confirm or contradict their predictions as they read on. *The Royal Bee* by Frances and GingerPark is a good choice for this lesson.

Page 111

Readers use their prior knowledge and textual clues to draw conclusions and form unique interpretations of text. *Creatures of the Earth, Sea, and Sky* by Georgia Heard is suggestion. Debbie Miller selects six of the poems.

Page 114

(The poem on page 114 is on a student worksheet)

Readers know to infer when the answers to their questions are not explicitly stated in the text. *How Many Days to America?* By Eve Bunting. (See questions on page 115)

Page 115

Readers create interpretations to enrich and deepen their experience in a text. Books can help people think about important things in new ways.

Suggested books:

- Flag of our Fathers* by James Bradley
- Miss Maggie* by Cynthia Rylant
- Fireflies* by Julie Brinkloe

Postscript: Check out the sticky notes show in Figure 8.3 on page 109.

Suggested books:

Where Are You Going, Manyoni?
by Catherine Stock

The Royal Bee
by Frances and GingerPark

Creatures of the Earth, Sea, and Sky
by Georgia Heard

How Many Days to America?
By Eve Bunting

Flag of our Fathers
by James Bradley

Miss Maggie
by Cynthia Rylant

Fireflies
by Julie Brinkloe

Fly Away Home
by Eve Bunting

For the Good of the Earth and Sun
by Georgia Heard

Grandfather Twilight
by Barbara Berger

If You Listen
by Charlotte Zolotow

Mother Earth, Father Sky
selected by Jane Yolen

Oliver Button Is a Sissy
by Tomie dePaola

Something Beautiful
by Sharon Dennis Wyeth

Winter Fox
by Catherine Stock

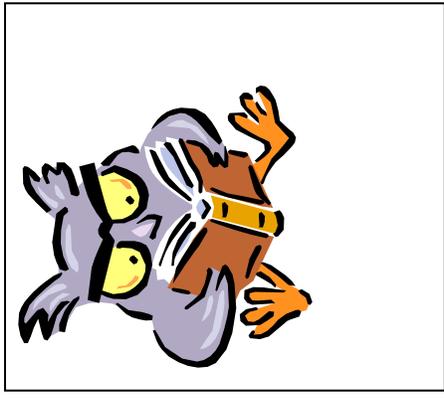
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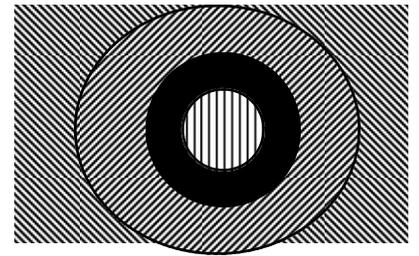
- rereading
- paying attention to words
- looking closely at pictures
- using my schema
- taking my time
- thinking really hard



Readers retell what they have read
as a way of synthesizing:

- **tell what's important**
- **in a way that makes sense**
- **without telling too much**





August 2003 Adapted from Debbie Miller's *Reading With Meaning*

Synthesizing Anchor Lessons

Pages 160-163

Readers monitor overall meaning, important concepts, and themes as they read, understanding that their thinking evolves in the process. *Smokey Night* by Eve Bunting (see chart on page 160, Figure 11.2)

The Alphabet Tree by Leo Lionni

A Color of His Own by Leo Lionni

Pages 163-164

Readers retell what they have read as a way of synthesizing. Suggested books include familiar picture books and fairy tales. Readers should:

- *tell what is important
- *in a way that makes sense
- *without telling too much

Page 164

Readers capitalize on opportunities to share, recommend, and criticize books they have read. See photo at start of Chapter 4.

Pages 164-168

Readers extend their synthesis of the literal meaning of a text to the inferential level. *The Story of Jumping Mouse* by John Steptoe.

Suggested books:

Smokey Night

by Eve Bunting

A Color of His Own &

Frederick's Fables &

The Alphabet Tree

by Leo Lionni

Charlie Anderson

by Barbara Abercrombie

Fables

by Arnold Lobel

Oliver Button Is a Sissy

by Tomie dePaula

The Rag Coat

by Lauren Mills

See the Ocean

by Estelle Condra

The Story of Jumping Mouse

by John Steptoe

The Table Where Rich People Sit

by Byrd Baylor

Tea with Milk

by Allen Say

Synthesizing Thoughts...

I'm thinking the story is about ...

At first I thought it was going to be about ...

This is really different than I thought it was going to be ...

At first I thought....

OK, I'm getting it now ...

Ripple in the pond...

as synthesis catches on and moves through the children in the class.

