Sam shaved seven shy sheep.

Nat's knapsack strap snapped.

A proper copper coffeepot.

Fred's friend Fran flips fine flapjacks fast.

She sells seashells by the seashore.

If Peter Piper picked a peck of pickled peppers, How many pickled peppers would Peter Piper pick?

A skunk sat on a stump. The stump thunk the skunk stunk. The skunk thunk the stump stunk.

A tutor who tooted a flute Tried to tutor two tooters to toot. Said the two to their tutor, "Is it harder to toot or To tutor two tooters to toot?"
Am I Reading Fluently?

**Pausing**
- Do I take a short breath at a comma? (pause)
- Do I stop at a period with my voice going down?
- Do I stop at a question mark with my voice going up?

**Phrasing**
- Does my reading sound like I talk, but a little more formal?

**Stress**
- Do I make some words louder---as a speaker would do in order to show the meaning of the text?

**Intonation/Expression**
- Do I change the tone, pitch and volume of my voice to show meaning?

**Rate**
- Is my reading at a good pace---not too fast and not too slow?
<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Appropriately stresses and rate with only a few slowdowns. Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation.</td>
</tr>
<tr>
<td>2</td>
<td>Appropriately stresses and rate with some slowdowns. Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation of some word-by-word reading.</td>
</tr>
<tr>
<td>1</td>
<td>Inappropriately stresses, with slow rate most of the time. Reads primarily in two-word phrases with some three- and four-word groups and almost no stress or pausing guided by author's meaning and punctuation. Almost no smooth, expressive interpretation or regular pausing and not phrasing; no smooth or expressive interpretation.</td>
</tr>
<tr>
<td>0</td>
<td>Slow rate. Attention to author’s meaning or punctuation; no stress or inappropriate stresses, and reads primarily word-by-word with occasional but infrequent or inappropriate phrasing.</td>
</tr>
</tbody>
</table>
Link to independent practice

Restating what you hope the children have learned

Think Pair Share

Thumbs Up / Thumbs Down

Pick and Point

Stop and Jot

Turn and Talk

„Now you try it“

Active Involvement

Teaching point stated as a complete thought

Examples: Demonstration, Guided practice, Explicitly telling and showing, Inquiring

Concise, concise, Student-friendly „point” of the teaching

Explicit Teaching

Connect today’s teaching to the work the class has been doing

Predictable Structure of a Mini-Lesson
# Reading Rubric

<table>
<thead>
<tr>
<th>Real Reading</th>
<th>Fake Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Chooses just right books</td>
<td></td>
</tr>
<tr>
<td>- Uses metacognition</td>
<td></td>
</tr>
<tr>
<td>- Stays in one spot to read</td>
<td></td>
</tr>
<tr>
<td>- Finishes assignments</td>
<td></td>
</tr>
<tr>
<td>- Stays on task</td>
<td></td>
</tr>
<tr>
<td>- Does their best</td>
<td></td>
</tr>
<tr>
<td>- Picks just any old book</td>
<td></td>
</tr>
<tr>
<td>- Doesn't stop and think</td>
<td></td>
</tr>
<tr>
<td>- Walks around and talks</td>
<td></td>
</tr>
<tr>
<td>- Doesn't finish work</td>
<td></td>
</tr>
<tr>
<td>- Plays around</td>
<td></td>
</tr>
<tr>
<td>- Doesn't try to do their best</td>
<td></td>
</tr>
</tbody>
</table>

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http://1.bp.blogspot.com/-uPed-dAMQs0/VDqTBoh_Opl/AAAAAAAAMFtg/IWJ0oZCPePQ...  1/6/2017
### Directions:
Draw pictures representing the beginning, middle, and end of the story. Write a sentence or sentences under each picture telling what is happening in the picture.

### Title of the Story:

________________________________________

__________________________  _______________________
Name                                      Date
<table>
<thead>
<tr>
<th>What Happened in the <strong>beginning</strong> of the story?</th>
<th>Who was in the story? Where did the story take place?</th>
<th>Interesting Words or Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td>Character(s)</td>
<td></td>
</tr>
<tr>
<td>•</td>
<td></td>
<td></td>
</tr>
<tr>
<td>•</td>
<td>Setting(s)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What happened in the <strong>middle</strong> of the Story?</th>
<th>Who was in the story? Where did the story take place?</th>
<th>Interesting Words or Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td>New Character(s) in the Middle</td>
<td></td>
</tr>
<tr>
<td>•</td>
<td></td>
<td></td>
</tr>
<tr>
<td>•</td>
<td>New Setting(s) in the Middle</td>
<td></td>
</tr>
<tr>
<td>Problem:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What happened at the <strong>end</strong> of the story?</th>
<th>Who was in the story? Where did the story take place?</th>
<th>Interesting Words or Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td>New Character(s) at the End</td>
<td></td>
</tr>
<tr>
<td>•</td>
<td></td>
<td></td>
</tr>
<tr>
<td>•</td>
<td>New Setting(s) at the End</td>
<td></td>
</tr>
<tr>
<td>Solution:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Theme: __________________________________________ (On the back of the paper, write why you believe this is the theme of the story. Give evidence (reasons) from the text. You can draw your answer.)
sticky note bookmarks
in black and white

READING NOTES
My Predictions

Story Summary
I like / don't like because

I learned because

This is like because

In my mind I see because

I wonder because

I think because

This reminds me of

Reading Response Starters... Cite the Text
# Common Themes in Books

You will find that many books include a theme, or lesson, that is revealed as you read the story. Below are common themes you will find in your books.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acceptance</td>
<td>These books have characters who respect &amp; accept others’ differences and beliefs.</td>
</tr>
<tr>
<td>Courage</td>
<td>These books have brave characters who have the strength to overcome a fear or accept a risk.</td>
</tr>
<tr>
<td>Perseverance</td>
<td>These books have characters who never give up even when facing difficult times.</td>
</tr>
<tr>
<td>Cooperation</td>
<td>These books have characters who work together to solve a problem or achieve a goal.</td>
</tr>
<tr>
<td>Compassion</td>
<td>These books have characters who want to make those who are suffering feel better.</td>
</tr>
<tr>
<td>Honesty</td>
<td>These books have characters who find that it is best to always tell the truth.</td>
</tr>
<tr>
<td>Kindness</td>
<td>These books have friendly characters who are generous and considerate of others.</td>
</tr>
<tr>
<td>Loyalty</td>
<td>These books have characters who trust each other and never turn their backs on their friends.</td>
</tr>
</tbody>
</table>
When coding a reading record, ask yourself these questions in order to determine which cueing system(s) a student is using.

**Visual (V)**
Does it look right?

**Structure (S)**
Does it sound right?

**Meaning (M)**
Does it make sense?
Some Points to Consider as We Move Forward with Our Focus on Reading Comprehension Instruction

Are children being taught to:

- identify their purpose for reading?
- preview texts before reading?
- make predictions before and during reading?
- activate relevant background knowledge?
- think aloud while reading?
- use text structure to support comprehension?
- create visual representation to aid comprehension and recall?
- determine the important ideas?
- summarize what they read?
- generate questions for text?
- handle unfamiliar words?
- monitor their comprehension?
- use appropriate fix-up strategies?

Does instruction about strategies include:

- explicit description of the strategy and when it should be introduced?
- modeling of the strategy in action?
- collaborative use of the strategy in action?
- guided practice using the strategy, with gradual release of responsibility to the child?
- independent practice using the strategy?

Other questions to ponder:

- Are children being helped to orchestrate multiple strategies, rather than to use only one strategy at a time?
- Are texts used for instruction being carefully chosen to match both the strategy and children being taught?
- Is there an active concern with children's motivation to engage in literacy activities and apply newly learned strategies?
- Are the comprehension skills of children being assessed on an ongoing basis?
Vocabulary Instruction
Choosing Words to Teach

**Tier III**
Tier III words are low-frequency words and are limited to a specific "domain". They often pertain to a specific content area. These words are best learned within the context of the lesson or subject matter.
Examples: atom, molecule, metamorphic, sedimentary, continent

**Tier II**
Tier II words are high-frequency words that occur across contexts. These words are used by mature language users and are more common in writing than in everyday speech. Tier II words are important for students to know to enhance comprehension of a selected text. Tier II words are the best words for targeted explicit vocabulary instruction.
Examples: hilarious, endure, despise, arrange, compare, contrast

**Tier I**
Tier I words are the words we use everyday in our speech. These words are typically learned through conversation. These are common words that rarely require direct instruction.
Examples: come, see, happy, table

Source: Bringing Words To Life (Beck, McKeown, & Kucan 2002)
Rate a Vocabulary Word

1 = I have never heard this word before. I do not know it at all.

2 = I have heard this word, but I do not know what it means.

3 = I have heard this word and know what it means, but I am not sure how to use it in a sentence.

4 = I have heard this word, I know what it means and I can use it in a sentence.