

DAY 21: What to Do When You Lose Track of Meaning

Goal	Help students notice when they lose understanding of a text. They need to search for information.
Mini-lesson Statement/ Sample Anchor Chart	<p>Readers notice when a text isn't making sense and they look for information to help them understand the writer's message.</p> <ul style="list-style-type: none">• Go back to the part that did make sense and reread through the tricky part• Look for a part of the word that you know to solve an unknown word• Slow down a bit• Look carefully at photos, illustrations, charts, graphs, etc.
Language to Support Goal	<p><i>Readers, have you ever had this happen? You're reading a text and all of a sudden you stop and think WAIT, WHAT? Something just doesn't make sense. Maybe you don't understand what just happened in the story. Maybe you can't make sense of some information or an idea that was shared. Maybe you come across a word that's unknown or confusing. Maybe the language is unfamiliar and doesn't sound like sentences you've read before in a text.</i></p> <p><i>If you pause when something like that happens, you are monitoring or "checking up" on your reading. That is something that all readers, including me, do when they are reading. It is every reader's job to make sure that what they are reading is making sense. Some texts may cause us to monitor more than others.</i></p> <p><i>Today, we are going to talk about what we can do if we realize something isn't making sense. Again, it's the reader's job to try something to make it make sense.</i></p> <p><i>Let's make a list of the things we can do when the text isn't making sense.</i></p> <p>Generate a list of actions readers can take to help make meaning. You can add to this list after students make their contributions.</p> <p><i>So, as readers we understand that it is our job to pause when something doesn't make sense in our reading and try one or more actions, like the ones on our list. While you're reading during Independent Reading time today, notice when you need to monitor and take actions to help you make meaning. Place a sticky note in your book at that spot so that you can share with us what action or actions you tried at that spot in your reading. We can all learn from each other. Reading is all about making meaning, and we enjoy our reading when we understand it.</i></p>
Share Reiterate the goals of the mini-lesson. Debrief the effectiveness of readers taking on independent reading behaviors.	<p>Readers share "spots" in their texts where they recognized that meaning was breaking down and what action(s) they took to make meaning. This sharing should be authentic, not contrived, so if there isn't a clear example, you may want to share one of your own to reinforce understanding. However, encourage students to share over the next few days when they monitor and take an action to make meaning.</p> <p>Behaviors and understandings you might notice and note:</p> <ul style="list-style-type: none">• Students identify the point where they realized meaning was breaking down and took actions• Students describe the action(s) they took• Students discuss multiple attempts to use information• Students share how they use their knowledge of syntax• Students share how they use a part of an unknown word to solve the word (e.g., roots, affixes)• Students share how they use connections (text to self, text to text, text to world)

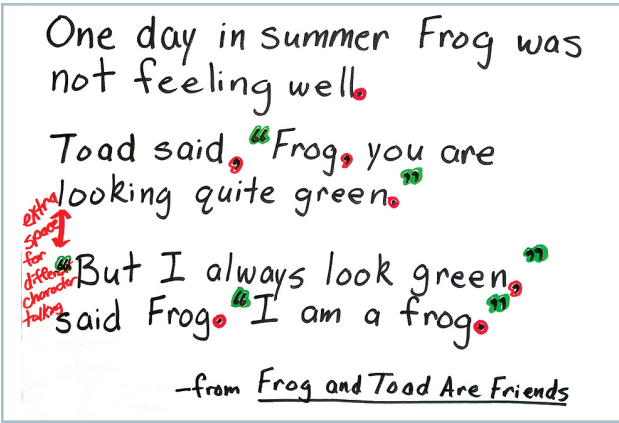
DAY 22: Word-Solving Strategies

Goal	Teach students strategies for solving unknown words (decoding).
Mini-lesson Statement/ Sample Anchor Chart	<p>Readers use a variety of strategies to solve a new word:</p> <ul style="list-style-type: none">• Take it apart by syllables• Connect it to a word you already know• Look at the letter clusters and think about their sounds• Think about what would make sense and then check with the letters
Language to Support Goal	<p><i>As readers, we sometimes come to words we don't know, or have trouble reading. When that happens, there are lots of ways to figure them out.</i></p> <p><i>For example, remember when we read _____? Here's an example of a sentence from a page in that text (display an example with a difficult word in the sentence). What are some ways you might figure this word out?</i></p> <p><i>What are some other ways you solve or decode words when they are new to you?</i></p> <p>Elicit responses to create a chart. See examples above.</p> <p><i>Today, as you're reading, if you come across a word that you don't know and you have to figure it out, I want you to think about the strategy you use to solve it. Use a sticky note to save the place and to write down the strategy you used so you may share it when we come back together.</i></p>
Share Reiterate the goals of the mini-lesson. Debrief the effectiveness of readers taking on independent reading behaviors.	<p>Readers share their own examples of words (in the context of a sentence) they encountered that they had to solve, along with the ways they solved them. Record new strategies on the chart.</p> <p>Behaviors and understandings you might notice and note:</p> <ul style="list-style-type: none">• Students' ways of solving words related to decoding• Students' articulation of word-solving• Students' use of context to help solve words• How students used parts of words or connections with other words to solve new words• Students' familiarity with syllables

DAY 23: Cracking Open the Meaning of New Words

Goal	Teach students strategies for deriving the meaning of new vocabulary words.
Mini-lesson Statement/ Sample Anchor Chart	<p>Readers use strategies to derive meaning from new vocabulary words in a variety of ways:</p> <ul style="list-style-type: none">• Use the context of the sentence or paragraph• Take words apart by syllables• Notice units of meaning within words• Use tools such as a glossary or dictionary
Language to Support Goal	<p>Today, let's think about strategies we can use to understand the meaning of new vocabulary. Even if you can say, or decode, a word, you may not know what it means.</p> <p>Here's an example from the book we read called _____. (Share a sentence from the text with difficult vocabulary—related to meaning. Guide students in deriving the meaning of the vocabulary word.)</p> <p>So, what are some strategies you might use to help you learn the meaning of another new word?</p> <p>(Elicit responses to chart. See above examples.)</p> <p>Today, as you're reading, if you come across a word for which you don't know the meaning, I want you to think about the strategy you use to figure out what it means. Use a sticky note to save the place and to write down the strategy you used so you may share it when we come back together. You may problem-solve in a way we haven't listed on our chart, and we can add it to our chart when we share.</p>
Share Reiterate the goals of the mini-lesson. Debrief the effectiveness of readers taking on independent reading behaviors.	<p>Readers share their own examples of vocabulary (in the context of a sentence) they encountered for which they had to derive meaning, along with the ways they problem-solved. Record new strategies on the chart.</p> <p>Behaviors and understandings you might notice and note:</p> <ul style="list-style-type: none">• Students' ways of deriving meaning from vocabulary• Students' articulation of problem-solving• Students' use of context to help derive meaning• How students used parts of words (morphemes—meaningful units) or made connections with other words to derive meaning

DAY 24: Punctuation Helps Frame Meaning

Goal	Help students understand how punctuation helps them understand a text.
Mini-lesson Statement/ Sample Anchor Chart	<p>Readers use punctuation to help them understand the writer's message within a text.</p>  <p>One day in summer Frog was not feeling well. Toad said, "Frog, you are looking quite green." But I always look green. said Frog. "I am a frog." -from <u>Frog and Toad Are Friends</u></p> <p><i>Annotations:</i> - Red arrow pointing to the period in the first sentence: "extra space for different character talking" - Green circles around the opening and closing quotation marks in the second sentence. - Green circles around the opening and closing quotation marks in the third sentence.</p>
Language to Support Goal	<p>When you read, the punctuation marks help you in lots of ways. For example, when you see a period, it lets you know when a thought has ended. Let's read this page together from the text _____.</p> <p>(Share a page with a variety of punctuation from a mentor text you've already experienced together during interactive read-aloud.)</p> <p>What does your voice do when you reach a period? (goes down, drops)</p> <p>What do you do when you see a comma? (pause)</p> <p>Quotation marks? (know when the characters are talking)</p> <p>Exclamation point? (show excitement or anger)</p> <p>Indentations? (show new paragraphs)</p> <p>Italics? (emphasize words, possibly showing dialogue, conveying meaning)</p> <p>Authors use punctuation to guide us in reading so that we better understand the message they are trying to convey. Today, while you're reading, I'd like you to think about the punctuation, and to notice when punctuation is used in a unique way to signal for you to read it in a certain way. Jot it on a sticky note. We'll plan to share those when we come back together again.</p>
Share Reiterate the goals of the mini-lesson. Debrief the effectiveness of readers taking on independent reading behaviors.	<p>Readers share examples of punctuation used in unique ways to signal for them to read it in certain ways.</p> <p>Behaviors and understandings you might notice and note:</p> <ul style="list-style-type: none">• Students pausing or slowing down as necessary• Students using fluency through stress, pausing, or intonation based on the punctuation• Students adjusting their oral reading to reflect an awareness of punctuation

DAY 25: Improving the Quality of Our Reader Response Letters

Goal	Teach students how to improve their letters in the reader's notebook.
Mini-lesson Statement/ Sample Anchor Chart	<p>Readers look at examples of other reading response letters in order to improve their own reading responses.</p>
Language to Support Goal	<p>(Prior to this lesson, choose 2 or 3 quality examples of letters written by students. Ask their permission to share them, make a photocopy, and be ready to display them for the whole class to see.)</p> <p><i>You've had an opportunity to write a couple of reading response letters in your reader's notebooks thus far, and I've been writing back to you as well. We've gotten off to a good start with our written conversations about books, but today we're going to think about how we might make our letters even better.</i></p> <p><i>Let's take a look at an example of a letter written by someone in our class. As I read it aloud, follow along, and be thinking about how he shared his thinking.</i></p> <p>(Read letter aloud. Lead discussion to analyze how the reader is describing their thinking. Depending on your readers, generate ideas for ways they might improve their letters.)</p> <p><i>As you get started with or continue your letter to me this week, be mindful of the ways you plan to improve your own letter. When we come back together to share today, let's discuss ways you were able to incorporate some of these ideas into your letter writing. If you haven't started your letter yet this week, you'll just be thinking about what your plans will be.</i></p>
Share Reiterate the goals of the mini-lesson. Debrief the effectiveness of readers taking on independent reading behaviors.	<p>Readers who have started writing their reading responses may share ways they are working to improve their letters. Others may articulate their plans for improvement as well.</p> <p>Behaviors and understandings you might notice and note:</p> <ul style="list-style-type: none">• Students' articulation of plans that actually improve the quality of the response• Students' understanding of what a quality response includes• Students' opportunities to clarify misunderstandings

DAY 26: Inferring a Writer's Message

Goal	Help students infer the writer's message from the texts they are reading.
Mini-lesson Statement/ Sample Anchor Chart	<p>Readers infer a writer's message by thinking about why the writer wrote the book and what he is really trying to say.</p>
Language to Support Goal	<p>Every time we read a text, we should be thinking about the writer's message. Since most authors don't come right out and tell us what their message is, we have to infer this by what is implied. We do this by thinking about why the writer wrote the book, and by wondering about what the writer is really trying to say. Since we all have different experiences in life, a text might speak to each of us in different ways. We all may have our own interpretation of a story because of our differences in backgrounds and in experiences, and that's ok. The writer also has an intended message for us and we want to be thinking about that as well.</p> <p>Remember when we read _____? (Share a mentor text and lead the discussion.) Why do you think the author wrote this book? What do you think he was really trying to say? So, we could say that the author's message is ...</p> <p>(You may demonstrate this with a few different texts that have been shared within the context of Interactive Read-Aloud.)</p> <p>Today, during independent reading, I'd like you to be inferring your author's message. Remember to ask yourself why you think the author wrote the book, and what the author was really trying to say. Then jot down what you think or infer the author's message is, and be ready to share it when we come back together.</p>
Share Reiterate the goals of the mini-lesson. Debrief the effectiveness of readers taking on independent reading behaviors.	Readers share what they've written on their sticky notes to express what they have inferred as the author's message of their independent reading texts. <p>Behaviors and understandings you might notice and note:</p> <ul style="list-style-type: none">• Students' inferring of the author's message• Students' understanding of an implied, rather than an explicit message• Evidence of students having thought about why the author wrote the book and what the author was really trying to say• Misunderstandings related to inferring the message (while being aware that the transaction between a reader and text produces various interpretations)

DAY 27: Note-Taking in Our Readers' Notebooks

Goal	Teach students to make notes in the reader's notebook to help in sharing time.
Mini-lesson Statement/ Sample Anchor Chart	<div data-bbox="432 317 1358 575" style="border: 1px solid #ccc; padding: 10px; background-color: #f9f9f9;"><p>Readers may record thoughts in the reader's notebook to refer to during sharing time.</p></div>
Language to Support Goal	<p><i>Lots of times during our reading mini-lessons, I ask you to jot down some of your thinking while independently reading. Then, during our share time, you refer to those sticky notes to share your thinking. Well, we have another tool where that thinking may be recorded, and that's in our reader's notebooks. Take a look at the section titled mini-lessons. There may be times when I ask you to write the big idea from our mini-lessons down on these pages. Then, you may jot your thinking down underneath the mini-lesson statement to show how your thinking related to that idea. Or, if you write your thoughts on a sticky note, you could also stick that sticky note right onto the page in your reader's notebook.</i></p> <p><i>I think having those thoughts there could also be helpful when you go to write your reading response letters. You could always check those comments to see if there's something there you would want to include in your reading response letter.</i></p> <p><i>Today, as you're reading, I'd like you to jot down a few of your thoughts about what you're reading in your reader's notebook. When we come back to share, you'll be able to reference those notes to tell a partner something about your thinking today. Be sure to bring the book you're reading to our share time as well.</i></p>
Share Reiterate the goals of the mini-lesson. Debrief the effectiveness of readers taking on independent reading behaviors.	Readers bring their books and their reader's notebooks to the group share. They may share the notes they jotted down about their thinking today with a partner to discuss their texts. <p>Behaviors and understandings you might notice and note:</p> <ul style="list-style-type: none">● Students' use of the reader's notebook to jot down thinking● Quality of the thinking students recorded● Depth of conversations based on the notes they've recorded● Opportunities to reference language to build conversation if needed

DAY 28: Writing About Our Reading: Expanding Our Options

Goal	Help students expand the ways they can write about their reading in the reader's notebook.
Mini-lesson Statement/ Sample Anchor Chart	<p>Readers create reading responses using a variety of forms:</p> <ul style="list-style-type: none">• Letters• Double-column entries (T-chart)• Lists• Graphic organizers (webs, Venn diagrams, story maps, timelines)• Sketches• Book recommendations• Book reviews• Poems• Blogs
Language to Support Goal	<p><i>You've been writing your reading responses in the form of a letter, but there are other forms we could use in order to write responses to our reading. As you continue to think deeply about your reading, I'd like you to have some other options for ways you might respond in writing. Today, I'm going to share the double-column entry—or T-Chart—with you. We'll look at the other options on other days.</i></p> <p><i>A double-column entry is a great way to show two pieces of information that relate. For instance, I could think about the problem and solution in a text and write about each in a T-Chart. (Demonstrate with a mentor text that was shared during an interactive read-aloud, eliciting student help.)</i></p> <p><i>Or, I could use a double-column entry—or T-Chart—to write about cause and effect in a nonfiction text. (Model an example, eliciting student help.)</i></p> <p><i>Another possibility for a T-Chart is to pull out a quote from the text and write it in one column, and then write a response to it in the second column.</i></p> <p><i>For your next reading response entry, I'd like to invite you to try using the double-column entry instead of the letter form. During independent reading today, you may get started with that so you'll have something to share when we come back together.</i></p> <p>(Note: Plan to introduce the other options for reading response forms on other days—perhaps every few weeks. You may allow students to choose which forms best represent their thinking over time.)</p>
Share Reiterate the goals of the mini-lesson. Debrief the effectiveness of readers taking on independent reading behaviors.	Readers share the responses they've completed within T-Charts. Reiterate uses for the double-column entry as a form for writing a reading response. Behaviors and understandings you might notice and note: <ul style="list-style-type: none">• Students' understandings of using the T-Chart to record responses to reading• Students' understanding of what a quality response includes• Opportunities for students to clarify misunderstandings

DAY 29: Learning About Genre

Goal	Help students understand the characteristics of genres.
Mini-lesson Statement/ Sample Anchor Chart	<p>Readers think about genre characteristics in order to better understand texts.</p> <p>Example: Characteristics of Biography</p> <ul style="list-style-type: none">• Tell a real story about a person's life or events in a person's life• Narrative (like fiction stories)• Includes factual info• Tells about the setting and culture that person lived in• Might include direct quotes• Tells why person's life is important enough to be written about• Conveys a larger message
Language to Support Goal	<p><i>We often talk about the genres of the texts we've read during interactive read-aloud. It's also important for us as readers to think about the books we're reading independently. When we understand the characteristics of a particular genre, it helps us to better understand texts from that genre.</i></p> <p><i>If we believe a book is a biography like this one that we read together, for instance, we might better understand the text. Understanding the characteristics of biography helps us to have some expectations when we're reading it. What would you expect to find in a biography?</i></p> <p>(Discuss other genres, such as historical fiction, fantasy, traditional literature, and realistic fiction, as well as memoir, and informational or explanatory/expository, and the ways that knowledge of the characteristics of the genre helps us to better understand it.)</p> <p>(Note: Help readers understand that determining the genre of a text is not always clear, and they may narrow it down to two genres. Being able to talk about their rationale for their determination is important. Also, a text that includes both elements of fiction and nonfiction may be considered a hybrid.)</p> <p><i>As you read today, think about the genre of the book you're reading. Once you decide what the genre it is, think about how knowing the genre helps you to read and better understand it. Jot down some of your thoughts to share when we come back together.</i></p>
Share Reiterate the goals of the mini-lesson. Debrief the effectiveness of readers taking on independent reading behaviors.	<p>Readers share the books they are reading and tell what genre they think they are. Also, they tell how knowing the genre helped them to better understand it.</p> <p>Behaviors and understandings you might notice and note:</p> <ul style="list-style-type: none">• Students' understanding of the characteristics of various genres• Students' ability to identify genres appropriately (based on solid rationales)• Opportunities for students to clarify misunderstandings

DAY 30: Exploring Genre Characteristics

Goal	Teach students to describe the characteristics of genres.
Mini-lesson Statement/ Sample Anchor Chart	<div style="border: 1px solid #ccc; padding: 10px;"> <p>Readers describe the characteristics of a genre after reading several examples.</p> <p>(Note: If teaching through the lens of a genre study approach (see <i>Genre Study: Teaching With Fiction and Nonfiction</i> books by Fountas & Pinnell, 2012), this lesson would be synthesized with the inquiry work done in that context.)</p> <p>Example: Memoir</p> <p>Texts</p> <ul style="list-style-type: none"> • Saturdays and Teacakes • Pink and Say • Star of Fear, Star of Hope • When I Was Young in the Mountains <p>Characteristics</p> <ul style="list-style-type: none"> • Memory of a significant time, place, person, or event in a subject's life • Tells why the time or event is important enough to be written about • Often evokes emotional response </div>
Language to Support Goal	<p><i>Yesterday we really thought about the genres of our books, and I'd like for us to continue thinking about genres. The more books you read within a particular genre, the better you'll be able to think about the characteristics that are common to that genre.</i></p> <p><i>Take a look at our chart of Books We've Shared so far this year during interactive read-aloud. We've read a lot of the genre _____. Let's think about those texts together and see if we can start to create a list of characteristics of that genre that we've noticed.</i></p> <p><i>(Lead students in thinking about the characteristics most often noticed in the genre you're discussing. Be sure it is a genre from which you've shared multiple texts. Create a list on a chart.)</i></p> <p><i>We know we can categorize books according to genres as well, based on the characteristics. Many of our baskets of books in our classroom library are organized according to genres.</i></p> <p><i>Today, I'd like you to think about the genre of the book you're reading independently. Then, in your Reader's Notebook, create a list of the characteristics of that genre based on what you've noticed in the books you've read. If you haven't read many books in that genre yet, you may not have noticed too many characteristics of the genre yet. You can continue to add to it as you read more. Be ready to share your list when we come back together.</i></p>
Share Reiterate the goals of the mini-lesson. Debrief the effectiveness of readers taking on independent reading behaviors.	Readers share the books they are reading and tell what genre they think they are. They then share their lists of noticings related to the characteristics of that genre. Behaviors and understandings you might notice and note: <ul style="list-style-type: none"> • Students' understanding of the characteristics of various genres. • Students' ability to identify genres appropriately (based on solid rationales) • Opportunities for students to clarify misunderstandings