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Agenda

• Book Talk
• Review of guidelines regarding assignments
• Debriefing regarding second text-based discussions
• Evaluation of activities and resources
• Sharing experiences with vocabulary instruction lessons
• Independent Reading
Vocabulary instruction

- Get into groups of 4 (and not with your partner)
- Share *how* you selected your words
- Share the *assessment* you administered
- Describe the *activity* you conducted
- Discuss your *evaluation* of the lesson
A Closer Look at Independent Reading

- Literacy Framework
- SSR/DEAR vs. Independent Reading
- Literacy Library
- Text Leveling
- Enactment
Literacy Framework

PRIMARY

- Read Aloud
- Writing Workshop (Independent Writing)
- Guided Reading
- Literacy Center
- Shared Reading
- Word Study
- Reading Workshop (Independent Reading)
- Modeled/Shared/Interactive Writing
Literacy Framework  
INTERMEDIATE

- Reading Workshop - IR, Book Clubs
- Writing Workshop
- Read Aloud
- Word Study including Vocabulary
- Guided Reading w/ SR and SW as needed
SSR & Independent Reading

- Purpose
- Text
- Time
- Role of Students
- Role of Teacher
- Closing Activity
Independent Reading

- Differentiated instruction
- Stamina building
- “Just-right” books
- Mini-lessons/Conferences/Share
- Promotes independence (record keeping, responses, book choice)

(For more detail see page 117 of F&P)
Classroom Libraries

- Leveled Books
- Books Grouped Thematically (often relating to units of study from Science or Social Studies)
- Class Favorites/Recommendations
- Author Study Collections
Leveled Books

- Why do we level?
- How do we level?
- What resources might be helpful?

registration.beavton.k12.or.us/lbdb
www.fountasandpinnellleveledbooks.com
Leveled Book Activity

Working in groups of three, put your given books in order from easiest to hardest. Think about what informs your decisions and be prepared to share those thoughts with the class.
Sounds great…
but how do I do it?

- Time
- Ownership
- Demonstration
- Responsibility

- Instruction
- Modeling
- Purpose
Keys to Success

- Management (Routines/Environment)
- Environment
- High Expectations
Workshop Structure

- Mini-Lesson
- Independent Reading
  ~conferences
  ~strategy lessons
  ~partner reading
- Teaching Share
Important Routines

- Choosing and returning books
- Storing books
- Written responses
- Working with partners
As the year progresses...

• Start “book clubs”
• Split independent reading into two parts (student choice driven by genre & content area)
Reading Conferences

- RESEARCH
- DECIDE
- COMPLIMENT
- TEACH (demo, guided practice, state & explain, inquiry)
- LINK