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ED 403
Week 9



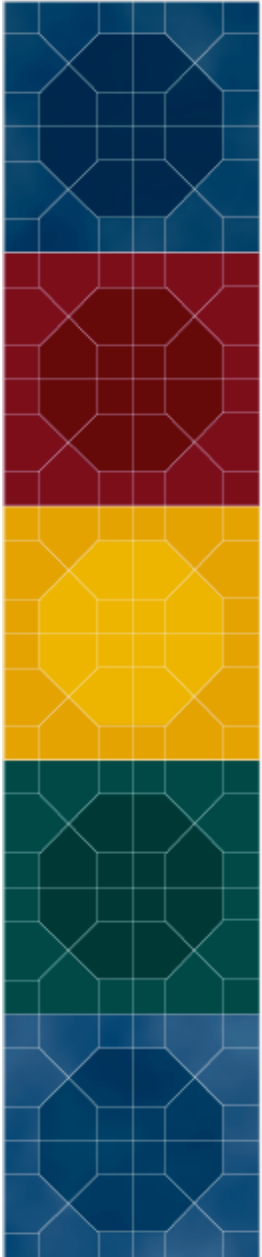
Agenda

- 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.fountasandpinnelleveledbooks.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