

The First 20 Days of Reading: Grades K-2

Creating and Supporting a Successful Year of Literacy Instruction in a Balanced Literacy Classroom

The goal of The First 20 Days is to establish classroom systems and lay the groundwork for the thinking strategies we want readers to use throughout the year. This document will help you organize and implement the components of Balanced Literacy you are required to address during your Language Arts Block. Keep in mind that initially, many of these daily activities will take considerable time to model and for students to learn. However, once this is accomplished these activities can be completed quickly allowing you time to address more content. It is recommended that you read the entire document first before planning your daily activities.

This guide is intended to be extended, condensed, or modified according to your students' needs. Please continue to revisit and support all skills and concepts that are introduced in the first few weeks through the balanced literacy model. Our ultimate goal is for students to become proficient in using these skills independently.

As you prepare to implement the First 20 Days of Reading, please keep in mind that it will be necessary to be flexible with your 90-minute reading block. Based on each day's lessons, you may find you need extended time for one component as you put systems in place. Use your judgment, based on your students' needs to adjust instructional time dedicated to each balanced literacy component.

***The ultimate goal is to establish these systems and procedures so that you are able to begin guided reading and conduct small group instruction successfully by the end of the first 20 days.*

Goals of a Balanced Literacy Classroom:

The goals of a successful BL classroom include:

- 1. Student Self-Management:** Students learn to plan their work, manage time, problem-solve, self-evaluate, and cooperate.
- 2. Cooperation:** Students learn to respect others' time and space and to support each other as a community of readers, writers, and learners.
- 3. Organization:** Students learn to keep class resources as well as their own books, notebooks, folders, and papers in order.
- 4. Student Choice within Limits:** Students choose topics of personal interest to them to read and about which to write. Allowing students to choose their own topics motivates them to build from their own background knowledge and to experiment with new topics when they are ready.

Classroom Environment

A balanced literacy classroom requires a place for groups (large and small) to meet as well as places for students to work independently to practice learned skills.

Whole Group Space	Designate an area where children can comfortably sit on the floor for a whole group read aloud, shared reading, minilesson, or debriefing meeting. Teachers will want to have all the supplies that will be needed for these types of lessons (e.g., easel, chart paper, markers, document camera, projector, screen, etc.) stored near this whole group space for easy access.
Small Group Space	<p>Teachers should have a table designated for working with a small group of 4-6 students. This may be a place to meet with a guided reading group, conduct targeted small group instruction lessons, re-teaching a lesson, a place to hold Reading or Writing Conferences, or a table to help struggling writers get started on a writing task. Small group supplies that teachers will want to have close at hand at this table include student books, anecdotal notes, pencils, post-it notes, chart paper.</p> <p>In addition, you will want to have several small group meeting places in mind for the times when all students will work with a small group at the same time. Generally groups of desks or areas on the floor that are spread out work well for groups of 3-4 students to talk quietly without interrupting the other groups near them.</p>
Space for Quiet, Independent Work	We need to make sure we provide space (away from where groups are meeting) for individual reading, writing, and thinking. In every class there are students who need quiet to concentrate and work productively. Teachers should designate a “Quiet Zone” such as the student desks, the classroom library area, or one half of the room for meeting and the other half of the room for a quiet reading, writing and thinking space.

Getting your Literacy Classroom Off to the Right Start:

During the first few weeks of school, much of your time will be spent familiarizing your students with their new classroom and establishing the expectations, procedures and routines that they will use for the rest of the school year.

The following mini-lessons will help establish these systems and habits of mind. **Remember to modify the lessons according to the needs of your class, re-teaching and reviewing previous lessons as needed.** You will notice that there are not 20 lessons for each topic, as some will be a focus for several days. You may want to choose some of these lessons as well as incorporate your own or suggestions from The Daily Five if you are using that in your classroom. **The goal is to accomplish lessons appropriate for your class and launch the components of balanced literacy completely by the end of the first 20 days.**

Mini-lessons to establish Modeled Reading:

Your modeled reading block will be the foundation for establishing your classroom community in the first few weeks of school. You may find you need to read aloud several books throughout the day, making literature based connections to create class expectations (rules), get to know your students and build community. Choose books with themes to support community building concepts such as respect, responsibility, caring, friendship, accepting differences, safety, and cooperation. After your read aloud, plan hands-on, engaging activities that connect to the text and focus on getting to know individuals as well as making a community identity. Dual Language teachers should pre-plan for Bilingual Pairs Activities to use during this time. Using literature in this way (as a touchstone text) will provide a powerful connection for children to reference and identify with throughout the entire school year.

Building Classroom Community through Literature

It is important to explicitly explain to students how you would like them to move to the whole group area, model this expectation, and allow students to practice the transition. Be specific about how you will call students to the carpet, how they should push in chairs, how they should walk purposefully to the area, where they should sit, and how they should sit once they get there. Explain the purpose of the whole group area and the importance of the thinking and learning that will take place there. This is also a good time to begin using Bilingual Pairs and strategies such as turn and talk to your neighbor. The bilingual pair process has to be taught and reinforced consistently every day. By doing that, students will understand that this is the way we do things in our classroom. Once this routine is introduced, practice, praise and provide corrective feedback as needed.

Mini-Lesson 1	Key Concepts	Learning Outcomes	Materials
<p><i>We are all Members of a Community of Readers</i></p> <p>*This makes an excellent mini-lesson on the first day of school, before reading your favorite welcome back to school book.</p>	<p>Readers read and share their thinking about their reading. Good listeners have habits that help them do their best thinking and learning.</p>	<p>Students learn the ritual, routines, and schedule of their reading workshop so they can establish consistent meeting procedures and habits</p>	<p>Chart (Blank): <i>Good Listeners</i> <i>Look Like/Sound Like</i> Chart: <i>Our Reading Classroom Schedule</i> Text Selection</p>
<p>Explicit Instruction Begin by sharing your reading schedule. Explain to students that every day they will meet together on the carpet to do the exciting and important work of enjoying reading and growing as readers. To do this important work, readers also need to be excellent thinkers and listeners. Have students help you brainstorm what good listening looks like and sounds like as you record their ideas on the chart. Tell students that as you read today, and every day they should practice these habits. During and after the read-aloud, refer back to the chart to reinforce excellent listening skills</p>			
Mini-Lesson 2	Key Concepts	Learning Outcomes	Materials
<p><i>Readers make their thinking public in a Reading Community: Turn and Talk</i></p> <p>*Teaching this mini-lesson on the second or third day of school will support all of your future read- alouds, allowing you to plan thoughtful stopping points where students can engage with the text and share their thinking productively.</p>	<p>Readers have many different thoughts as they read.</p> <p>Readers can talk about their thinking.</p>	<p>Students will learn how to respectfully and productively share thinking with others.</p>	<p>Chart: <i>Thinking and Talking with a Partner</i></p> <p>Text Selection</p> <p>*Your completed anchor chart might include:</p> <p>*Partners talk about the topic * Partners use quiet voices * Partners take turns talking * Partners listen to one another * Partners respect each other’s thinking</p>
<p>Explicit Instruction Explain that sometimes as we are reading together on the carpet, we will need to talk and discuss some ideas with someone. We need a way to do this, which shows respect for everyone and helps us do our best work. One way to do this is to “turn and talk” to someone sitting next to you or Bilingual Pair (DL). When you are asked to “turn and talk,” you will be asked to discuss something which we have just been thinking about together as part of our lesson. When you turn and talk, you will be talking to your partner about whatever I have asked you to talk about together. It is important that you talk about the topic I ask you to discuss, and not to talk about other things, like what you had for dinner last night (or some other silly example). When you turn and talk, it is also important that you use your best manners for talking to someone else. You should face the person you are talking to, and you and your partner should look at each other as you pay attention to what you are saying to each other. When you turn and talk you should take turns with your partner as you talk, without interrupting each other. When you turn and talk you should use a quiet voice, since you are sitting right next to the person you are talking to, and you don’t want to disturb other students who are talking to their partners. Finally, when turn and talk is finished and you are asked to stop talking so that you can go back to listening to the focus lesson, you should do so right away so that we can all go on with our learning. Add these expectations to the anchor chart. Model how to “turn and talk”. After modeling, allow time for students to practice the strategy several times. During your read-aloud, plan 1-2 stopping points for students to practice the skill. Asking one or two students to share what their PARTNER said after turn and talk will further encourage good listening and allow a few ideas to be shared out without bogging down the lesson. You will continue to use turn and talk during your preplanned stopping points throughout the year.</p>			

Mini-Lesson 3	Key Concepts	Learning Outcomes	Materials
<i>Good readers use anchor charts</i>	Anchor charts help readers remember important learning. We can go back to these charts to help us remember to do our best learning.	Students learn to revisit anchor charts to establish and maintain good habits as well as remember important learning concepts.	Several anchor charts from previous lessons, particularly those giving instructions or procedures on how to do something Text Selection

Explicit Instruction Today we are going to think about something that has been a part of many of our conversations. You know that often, while we have been learning something, I have been making a chart from your ideas. I record the ideas you share while we are talking about whatever it is we are learning. Here are some of the charts we have made together.

Reread some of the titles of the charts out loud.

These charts help us remember what we were thinking when we made them. For example, I remember what we were thinking about and learning about when we made this chart.

Choose one of the charts and review the concepts that you talked about when the chart was created.

By going back and looking at this chart and reading this chart again, it reminds me of the important learning we did that day. In fact, that's why we have these charts in our room. When you need to remember something we learned, you can go back and look at the chart we created about that learning. These charts are called "anchor charts" because as we go sailing through Reading Workshop (RW) this year, they can always be an "anchor" to us to hold us steady on some learning we did earlier. They are a great tool to remember to use when you are reading or working in RW.

As you read aloud today, revisit one or more anchor charts previously made, particularly "Good Listeners" and "Turn and Talk."

Mini-Lesson 4	Key Concepts	Learning Outcomes	Materials
<i>Thinking about our reading: Making and Adjusting Predictions</i>	Making and confirming or revising predictions as we read helps us understand the story	Students will learn that readers naturally make and adjust predictions as they read	Predicting Anchor Chart: <i>"Thoughts that Come to Mind When I Predict"</i> Text Selection

Explicit Instruction: Explain to students that as good readers read, they listen to their “reader voice” inside their head to think about what they are reading. This helps us understand the text. Readers can think about a lot of different things, and one is making predictions. Share the anchor chart and model your own reader voice making a prediction during the read-aloud. (You may choose to spend two or more days on this skill.) During turn and talk stopping points, allow students to practice the skill by using the sentence stems. After reading, ask students to confirm or revise predictions based on actual story event.

Some example stems on the chart might be:

I think...

I predict that...

Oh no!...

I wonder if...

I know what’s going to happen!...

Mini-Lesson 5	Key Concepts	Learning Outcomes	Materials
<p><i>Thinking about our reading:</i></p> <p><i>Making Connections</i></p>	<p>Readers can make connections as they read to help them understand the story.</p> <p>Readers can talk about their connections</p>	<p>Students will learn that readers naturally make connections to their own lives or to other texts as they read.</p>	<p>Connecting Anchor Chart:</p> <p><i>Thoughts that Come to Mind</i></p> <p><i>When I Connect</i></p> <p>Text Selection</p>

Explicit Instruction: Other way good readers think about and understand their reading is to make connections. They might think about something from their own life, something from the world around them, or even another book.

Their reader voice might say:

That reminds me of... I remember when...

That’s like

I felt that when...

This story is like...

During read aloud, model making a connection. Plan a stopping point to ask students to make a connection using the anchor chart and then share their connection during a turn and talk. Again, this mini-lesson might continue for two or more days.

Mini-Lesson 6	Key Concepts	Learning Outcomes	Materials
<i>Thinking about our reading: Asking Questions</i>	Readers ask questions as they read to help them understand the story	Students will learn that readers ask and answer questions as they read	Asking Questions Anchor Chart: <i>Thoughts that Come to Mind When I Ask Questions</i> Text Selection
<p>Explicit Instruction: We’ve already talked about 2 ways our reader voice might help us think about reading; predicting and connecting. Today, we’re going to talk about another way good readers think about text; asking questions.</p> <p>Model how and why you might ask a question, adding sentence stems to the chart such as:</p> <p>I wonder...</p> <p>Why...</p> <p>What if...</p> <p>I’m confused because...</p> <p>During modeled reading, plan a stopping point for students to turn and talk using one of the asking question sentence stems from the anchor chart.</p>			

Mini-Lesson 7	Key Concepts	Learning Outcomes	Materials
<i>More Suggestions for Thinking about our reading</i> *These are strategies that may be introduced later in the year as your students are ready.	Readers use their reader voice to think about their reading and understand the text in many different ways.	Students will learn that readers use many additional strategies to stop to think about and understand text.	Anchor chart for each introduced strategy Text Selections
<p>Explicit Instruction: Following are suggestions for more advanced “Stop to Think” strategies. You might choose to introduce them as they appear in the curriculum or as students are ready to integrate more in their reading habits. Introduce, model and practice each new strategy extensively while always revisiting previously taught strategies. In addition to Predicting, Connecting, and Asking, other skills include:</p> <ul style="list-style-type: none"> • Define a new word by using clues in the text and what you know (One word I don’t understand is..., I’ll keep reading to get more information..., etc.) • Reread to check your understanding (I need to check..., My mind wandered..., I got distracted..., etc.) • Describe the picture the words paint in your mind (I visualize..., I see..., The picture in my mind is..., etc.) 🖼️ Retell the important parts in sequence (First...) • Summarize what the text is mostly about (In the story..., the story is mostly about..., 			

Mini-Lesson 8	Key Concepts	Learning Outcomes	Materials
<p><i>Good readers respond to reading: Reading Response Journals</i></p> <p>*This is especially appropriate for 2nd grade beginning the second or third week of school. First grade and Kindergarten, instead of Response Journals, see Star of the Day routine below. Kindergarten teachers may want to begin Star of the Day later in the year. First Grade teachers may wish to begin response journals a bit later in the school year. (This depends on the writing abilities of your students).</p>	<p>One of the ways readers think about their reading and make their reading public is writing about the books they read.</p>	<p>Students learn basic elements of a quality reading response so they can think critically and write about the books they are reading.</p>	<p>Text Selection Reading Response Template Model (On a chart, on sentence strips in a pocket chart or on a projector) Chart/Checklist: <i>A Quality Reading Response...</i> Student Reading Response Journals (Some teachers choose to also use these reading journals for literacy center accountability.)</p>
<p>Explicit Instruction: After the modeled reading of your selected text, explain to students that today they will have a new way of sharing their important thinking about the books they read; their reading response journal. Distribute journals and display the response journal template. It is critical that for the entire first week of response journals, you model writing a response WITH students about a book you read aloud. (This can be done on a projector or on chart paper.) Explicitly explain the quality and content you expect in each response. Focus on correct spacing, punctuation, capitalization and format, as well as content. Response journals can take a variety of formats, one of which is a letter to you. Show students where and how to write the date, the greeting, the body, the closing, and their signature. The first week, ask students to write the title of the book they read and a sentence about their favorite part. The following week, you might add a sentence using a stem from the predicting anchor chart. After several weeks, include sentence stems that reflect the weekly comprehension focus. For example, if the comprehension focus is sequence, students might include sentences that begin First, Next, Then, and Last. The last sentence can change depending on the “Stop to Think” strategy you want to focus on. An example format might be:</p> <p>Date Dear M. _____, I read _____ by _____. I like the part when _____. Sincerely,</p>			
<p>When students finish their letter, explain how they should reread their work and check the Response Journal Checklist. (Consider typing the checklist and having students glue it in the front of their notebook.) Some students may enjoy adding a picture to their response as well.</p> <p>After the first few weeks of responding to the modeled reading text, students can also choose to respond to a text they read during independent reading.</p> <p>Determine a system for storing and checking response journals. Also determine the frequency students will complete a response. Some teachers require students to complete a response journal daily at their seats before heading to their literacy center. Others may only have students complete a response every other day or once a week as part of a literacy center.</p>			

Interactive Writing: Star of the Day Routine for Kinder/1st grade:

(Note: Second grade will instead use Reading Response Journals, see above lessons)

Star of the day is a daily, multi-level interactive writing activity that builds classroom community and promotes differentiated literacy instruction. It begins at first as a modeled writing, and then moves quickly to shared writing, and finally to interactive writing. This pacing will be determined by your individual class needs as you choose the appropriate scaffold and gradually release responsibility.

Mini-Lesson 8a	Key Concepts	Learning Outcomes	Materials
<p><i>I am a Star!:</i> <i>Introducing the Routine</i></p>	<p>Everyday we will interview a new star of the day.</p> <p>I can help my teacher write. We can write what we say, and we can read what we write.</p> <p>I can write a special letter to the star of the day with pictures and words.</p> <p>When I'm Star of the Day, I will get my own special book to read.</p>	<p>Children with very little understanding of what reading and writing are and how they work are going to learn to...</p> <ul style="list-style-type: none"> •Track print •Left to right progression •Return sweep •Read some of their classmates names •Write many of their classmates names in a fashion that can be read by others •Name some letters of the alphabet •Stretch words and blend sounds together to form a words <p>Children who are moving into literacy, but are not reading are going to learn to...</p> <ul style="list-style-type: none"> •Read most of their classmates names •Write most of their classmates names •Name all of the letters that occur in these names •Look for patterns and relationships between letters and sounds •Read several words in the Star of the Day chart <p>Children who come to school already reading are going to learn to...</p> <ul style="list-style-type: none"> •Read all of the Star of the Day chart fluently •Write several sentences about a classmate •Read and spell high frequency word •Understand that letters can have a variety of sounds •Learn on their own, patterns not yet taught because they are used to looking at new words and trying to figure out why the letters do what they do 	<p>Chart paper</p> <p>"Oops" tape (White correction tape)</p> <p>Markers</p> <p>Student paper (blank or lined with space for a picture)</p> <p>Student names written on craft sticks and placed in a jar for random star selection.</p> <p>Teaching Tip:</p> <p>Keep track of students names that have already been called by:</p> <ul style="list-style-type: none"> •Coloring one end of the student name stick red and one end blue. <p>Turn over the stick once a student has been called.</p> <ul style="list-style-type: none"> •Placing a smaller cup within the larger cup. After a student is selected, put their stick into the smaller cup <p>Chart "Interview Questions" created <i>with</i> students (see sample chart below)</p> <p>Start of the Day Questions</p> <ol style="list-style-type: none"> 1. What is your favorite food? 2. What is your favorite hobby? 3. What is your favorite color?

Explicit Instruction: Gather students on the carpet in front of the chart paper.

Explain that every day we will celebrate and get to know one special student, the star of the day. Show the craft sticks with student names and explain how we will use the sticks to randomly choose the star each day.

Tell students that we will interview the star, or ask them questions that they will answer. Together, we will write down their answers on our chart paper. Sometimes the teacher will write, and sometimes students will come up to the chart to write.

After the interview, students will get to write a letter to the star of the day using pictures and words. the letters will be collected and bound together in a special book for the star of the day The star will get to make the cover for their book. Show students the special writing paper with a place for words and a place for a picture.

After explaining the routine, brainstorm and record a list of questions for the interview on chart paper. As a class, decide on the three best questions that all students will answer during their interview. Record these three questions on a separate chart. Tell students that tomorrow, you will choose and interview the very first star of the day!

Mini-Lesson 8B	Key Concepts	Learning Outcomes	Materials
<i>Establishing the Routine: Our First Star of the Day!</i>	I can help my teacher write. We can write what we say, and we can read what we write. I can write a special letter to the star of the day with pictures and words.	Students learn a variety of skills such as spacing, letter formation, and letter sound relationships through teacher modeling and explicit minilessons. Students “share the pen” to help record information about the star of the day. Students write independently using pictures and words as the teacher circulates to conduct one on one writing conferences and individualized minilessons.	“Oops” tape (White correction tape) Markers Student paper (blank or lined with space for a picture) Student names written on craft sticks and placed in a jar for random star selection Chart “Interview Questions” Chart Paper for the Star of the Day (See sample below) Teaching Tip: Draw a line on the bottom of the chart paper to create a “practice” area where students can practice forming a letter or writing a word before they put it on the main chart. Use correction tape to quickly and easily cover mistakes and provide a “do-over” opportunity. The practice area then may be cut off before the chart is posted in the classroom. Sample chart: (Picture at the top) Monica is the star of the day. She likes pizza. She likes to play baseball. She likes the color red.

Explicit Instruction:

1. Gather students on the carpet in front of the chart paper.
 2. Pull a name from the jar to choose the star of the day.
 3. Model drawing a picture of the student, adding labels and details to the picture.
 4. Ask the star the interview questions established the day before. (This is a great shared reading opportunity.) Require students to answer in complete sentences.
 5. Record the student answers in complete sentences on chart paper. This will begin as a modeled writing, but quickly transition to shared and interactive writing as the week progresses. Call students to help write letters or words on the chart. Students who are watching may trace the letter or word on the carpet or in the air to remain actively engaged.
 6. After the interactive writing, give students paper to draw a picture and write their letter to the star of the day.
Give the star a blank piece of paper to make the cover for their book. Students may use information they learned from the interview in their writing (i.e. “I like pizza too), but may not copy the chart.
 7. As students write, circulate to conduct writing conferences with students.
 8. Allow time for one or two students to share their letter. Mark student accomplishments to encourage others to try the same skill. (i.e. “I like how you added detail to your picture so we can really tell that it is Monica.”)
 9. Collect all letters and staple or bind into a book for the star. Unfinished work or additional letters can be worked on during center time at the writing center.
 10. Post the chart paper in the room.
- Repeat for each student throughout the month until all students have been the star of the day.

Mini-lessons to support Shared Reading.

Shared reading at the beginning of first and second grade may include big books, charts, songs, poems, or other enlarged text big enough for the entire class to see at the same time. It may also include text for each student, such as a Time for Kids article or a poem. Keep helpful shared reading tools such as pointers, sticky notes, wiki sticks, a fly “word” swatter and frames (made of card stock or fly swatters with holes cut to frame a letter or word) near your whole group area for easy access. Establish your procedure early for sharing text with students as well as expectations for using shared reading tools. Where modeled reading lessons use text above student reading level and focuses on comprehension and vocabulary instruction, shared reading provides an opportunity for students to develop concepts of print, build fluency, discover text structures and features, and practice reading strategies they will internalize and use in their own problem solving as independent readers. It is also possible and helpful to integrate shared reading with the weekly phonics skill focus. Consider using the same shared reading text for a variety of purposes throughout the week to help build fluency and reduce planning! The skills introduced and practiced in shared reading should be reinforced in guided practice and independent reading.

Each of the following mini-lessons should be reviewed for several days before moving introducing the next strategy

Mini-Lesson 9	Key Concepts	Learning Outcomes	Materials
<i>Sharing text together: Enjoying rereading text and building fluency</i>	Readers reread text to build fluency	Students will learn the value of rereading familiar text	Shared reading text selection Optional: Poetry Folders
Explicit Instruction: The first few weeks of shared reading, choose a favorite back to school poem or song written on a chart or on sentence strips in a pocket chart to read for enjoyment and fluency. Model using the pointer and reading with expression. Establish a system for choosing readers to lead as well, such as pulling popsicle sticks printed with student names. Consider also beginning a poetry folder for each student. One or two poems and/or songs can be copied each week and kept in a special poetry folder. (Some teachers will add one phonics poem and one poem for enjoyment.) When introducing a new poem, model reading it with expression, have students echo read the poem after you in chunks, and then read together chorally several times. The first reading should always be for enjoyment, with subsequent days focusing on brief teaching points on fluency, phonics, or other topics. The poetry folder can be kept in each student’s book box for independent reading to build fluency.			
Mini-Lesson 10	Key Concepts	Learning Outcomes	Materials
<i>Good Readers use strategies to solve unknown words: Using beginning sounds (This lesson is for first grade students.)</i>	Readers use strategies to solve unknown words, such as using beginning sounds	Students will learn a problem solving strategy when they encounter a reading roadblock	Text Selection (with one word masked) Chart (blank): <i>What do good readers do when they come to a reading roadblock?</i>
Explicit Instruction: Explain to students that sometimes readers might come across a word that they don’t know. Good readers stop and use strategies to help them figure out the tricky word so that they can keep reading. Today, we will practice one way readers figure out the tricky word; using beginning sounds. Add this strategy to the chart. Read the selected text together and stop when you encounter the masked word. Uncover the first part of the word and model “getting your mouth ready” to say the beginning sounds. Reveal the word and discuss how looking at the beginning sounds first and then all of the other letters helped to solve the word. Practice this skill often throughout shared reading, reinforcing that students should try the skill on their own as they read independently. Periodically ask students to share instances when they used the skill successfully on their own.			

Mini-Lesson 11	Key Concepts	Learning Outcomes	Materials
<i>Solving unknown words: Thinking about meaning</i>	Thinking about meaning helps readers solve unknown words.	Students will learn another problem solving strategy when they encounter a reading roadblock	Text Selection (with one word masked) Chart: <i>What do good readers do when they come to a reading roadblock</i>
Explicit Instruction: Remind students that sometimes readers might come across a word that they don't know. Refer to the chart and the previous strategy "Get your mouth ready". Today, we will practice another way readers figure out the tricky word; thinking, "Does that make sense? Add this strategy to the chart. Read the selected text together and stop when you encounter the masked word. Ask students, "What might make sense here?" Record suggestions. Next, uncover the first part of the word and model "getting your mouth ready" to say the beginning sounds. Cross check with the words that might make sense with this new information. Reveal the word and discuss how looking at the beginning sounds first, (then all of the letters in the word) AND thinking about meaning helped to solve the word. Practice this skill often throughout shared reading, reinforcing that students should try the skill on their own as they read independently. Periodically ask students to share instances when they used the skill successfully on their own.			
Mini-Lesson 12	Key Concepts	Learning Outcomes	Materials
<i>Solving unknown words: Looking for familiar parts</i>	Readers use strategies to solve unknown words, such as looking for familiar parts	Students will learn another problem solving strategy when they encounter a reading roadblock	Text Selection (with one word masked) Chart: <i>What do good readers do when they come to a reading roadblock</i>
Explicit Instruction: Remind students that sometimes readers might come across a word that they don't know. Refer to the chart and the previous two strategies introduced. Today, we will practice another way readers figure out the tricky word. "Looking for parts I know." (a)" Add this strategy to the chart. Looking for known parts can include previously taught vowel sounds or pairs, word endings, or a familiar word family. Read the selected text together and stop when you encounter the masked word. Ask students, "What might make sense here?" Record suggestions. Next, uncover the first part of the word and model "getting your mouth ready" to say the beginning sounds. Cross check with the words that might make sense with this new information. Finally, look at a known or previously taught word part. (Use your curriculum documents to reinforce currently taught skills.) Reveal the word and discuss how looking at the beginning sounds, thinking about meaning, and looking at the known parts helped to solve the word.			
Mini-Lesson 13	Key Concepts	Learning Outcomes	Materials
<i>Solving unknown words: Rereading</i>	Readers use strategies to solve unknown words, such as rereading to maintain meaning	Students will learn to monitor their reading by rereading to maintain meaning when meaning breaks down.	Text Selection Chart: <i>What do good readers do...</i>
Explicit Instruction: Begin by discussing all of the previously introduced strategies. Remind students that good readers should always go back and reread if they get lost, distracted or blocked by a tricky word. Sometimes, just going back and getting a running start will solve the tricky word. Model the new strategy and add it to the chart. Practice this skill often throughout shared reading, reinforcing that students should try the skill on their own as they read independently. Periodically ask students to share instances when they used the skill successfully on their own			

Mini-lessons to support Independent Reading:

Independent reading is a critical component of the balanced literacy framework, providing time for readers to do the important work of applying previously modeled and shared skills to their own reading. This time should be regularly scheduled daily and increased as students build stamina. Teachers engage with readers during independent reading to conduct small group instruction or individual reading conferences. Students may keep a reading record.

Mini-Lesson 14	Key Concepts	Learning Outcomes	Materials
<i>Introducing the Classroom Library</i>	<ul style="list-style-type: none"> •Our classroom library is organized in a specific way to help us select a variety of books for reading •We are all responsible for taking care of our library. 	Students will explore and learn how to maintain their organized classroom library	Classroom library, organized in a variety of ways, by genre, by author, by subjects, etc.
Explicit Instruction: As you look around our classroom library you might notice some things about the way it is organized. Today I want to show you some of the ways I decided to organize all of our books in our library so that they are easy to find and to put away in the right place. Show the class how the library is organized (author, genre, topic, level, language, etc.) and discuss how the books are stored and/or labeled (bins, colored dots, stickers, etc.). Model how you would choose a book and use the organization system to help you. Model how you would put a book away, demonstrating what you would think of/look for to know where the book should go when finished. Allow time for groups of students to explore the library while the rest of the class is engaged in another activity.			
Mini-Lesson 15	Key Concepts	Learning Outcomes	Materials
<i>Choosing a “just right” book</i>	<p>Readers choose books in many different ways</p> <p>Books can be “easy”, “just right” or “challenging” for a reader</p> <p>Readers should choose mostly “just right” books during independent reading time.</p>	<p>Students use several different kinds of information to help them choose books.</p> <p>Students think carefully about book choices.</p> <p>Readers have criteria to judge whether a book is “just right” for independent reading.</p>	<p>Chart (Blank): <i>Choosing a Book that is Just Right</i></p> <p>Browsing Boxes with 10 or more books that represent various reading levels, interests, and genres</p> <p>Examples of an easy, just right, and challenging book in your own real life (Think a beach read or old childhood fav, a current book you are reading perhaps professionally, and a book of no interest and/or difficult topic or even an easy book in another language you don’t know.)</p> <p>Provide each student with a bookmark that state criteria for choosing a “Just Right Book”</p> <p>Link to bookmark</p>

Explicit Instruction: Begin the mini-lesson by reading “Leo the Late Bloomer” by Robert Kraus (during modeled reading) or retelling the story of Goldilocks. Tell students that today, we’re going to talk about how important it is to choose books that are just right for you so that you can do your best thinking during independent reading. Good readers know how to choose books that are just right for them. They find books that are interesting and that make them feel strong as a reader. You can choose a book that is an old favorite or a new book that you are interested in reading. Once you choose your book, read a few pages. Could you read it smoothly? Did you “read it like you talk?” Did you get stuck on more than three words on one page? Let me show you how good readers choose a just right book. Show your own examples and discuss why each book is “easy” “just right” or “challenging” for you as a reader. Record these ideas on the criteria chart.

The sample chart might read:

Easy:

I have read this book many times before I understand the story well

I know every word I

can read it smoothly

Just Right:

The book is new or I have only read it a few times

I understand a lot of the book

There are just a few words I don’t know

When I read, sometimes I read smoothly, sometimes choppy

Challenging:

There are more than 5 words on a page I don’t know

I’m confused about what’s happening I

sound like a robot when I

Encourage students to read some “easy” books and mostly “just right” books during independent reading. Explain that there are times (like after finishing work) when it is fun to look at challenging books, especially enjoying the pictures!

Assign small groups a browsing box and let students practice using the criteria to look through and choose books that are just right for them. Remember to emphasize that we are all different (thank goodness!) so what is just right for one reader may not be just right for another. Over time, just right books will become easy, and as we bloom as readers, challenging books will become just right.

Mini-Lesson 16	Key Concepts	Learning Outcomes	Materials
<i>Enjoying Independent reading in our classroom</i>	Readers have specific ways of reading during independent reading time.	Students will establish criteria for quality independent reading	Chart (Blank): <i>How do you know you’re doing a good job in independent reading?</i> Browsing boxes A sample chart might include: I... •read with a fish mouth (or a whisper voice) •read the whole time •chose only easy and just right books
			•stayed in my book nook •stopped to think •enjoyed reading!

Explicit Instruction: Explain that during independent reading, we practice our reading by reading. It is your job to read and practice what we have learned. It is my job to come around and listen to you read, to talk to you about reading and to teach you some more things about reading. Today, we're going to discuss how important it is to respect other readers during independent reading. Good readers practice reading every day. Athletes practice, musicians practice, and readers practice. We practice reading to become the best readers we can be. We need a quiet time in our classroom for all of us to do our reading work. Independent reading is a time to sit quietly and read our books. Everyone will have a special spot or book nook that you can get to quickly and quietly. (You might choose to keep students at their seats at first until the routine is established.) Once independent reading time begins, we should just be reading and thinking about our reading. Let me show you how.

I am going to pretend it is independent reading time and I am going to show you how I practice reading and thinking about my reading. I want you to watch me and think about what I am doing and how I am working. After, I am going to ask you to describe what I did. Model moving quickly to an assigned independent reading spot. Sit down, organize your books, and begin reading. Demonstrate slowly turning the pages, looking at the picture, and reading the words. Once you "read" the first book, model how you would reread the book or begin a new book.

Have students turn and talk about what they noticed, and record their thinking on a criteria chart. Finally, send students off to practice independent reading for a short period of time. Students can choose books out of the browsing boxes at their tables. After reading, ask students to use the chart to reflect and share how they used the criteria to enjoy reading.

Mini-Lesson 17	Key Concepts	Learning Outcomes	Materials
<i>Evaluating Independent Reading in our Classroom</i>	Readers can self-evaluate during independent reading so that we are always doing our best	Students will learn that they will be held accountable for their text selections and behavior during independent reading	Chart: <i>How do you know you're doing a good job in independent reading?</i> Browsing Boxes

Explicit Instruction: Refer students to the criteria chart as a tool for self-evaluation. Ask them to reflect as they engage in independent reading today and ask themselves, "How did I do as a reader today?" After reading, ask students, "How did the criteria chart help you develop your reading habits?" Invite a few students to share out.

*This self-evaluation should continue daily after independent reading.

Mini-Lesson 18	Key Concepts	Learning Outcomes	Materials
<i>Introducing our individual book bags/book boxes</i>	We have an organizational system we use to store and maintain our independent book choices.	Students learn how to manage their own independent reading materials	Independent book boxes/bags (one per student) Chart: <i>How do you know you're doing a good job in independent reading?</i>

Explicit Instruction: Good readers always have a book that they are reading and a few new books waiting for them. Your book bag is a place to keep these books safe and organized.

Model how to select books for a book bag. Think aloud while browsing through one of the book baskets. Include book selection strategies such as: reading the title and looking at the picture on the cover, finding a familiar author/series/genre, choosing an old favorite, reading a few pages to see if the book can be read smoothly, etc.

Briefly discuss how to put the books in the book bag and special classroom procedures for handling and storing book bags. Distribute book boxes/bags. During independent reading, call groups of students to visit the classroom library to choose about five books for their book bag. Assist students and monitor book choices. Encourage students to use the “just right” criteria to think about themselves as a reader so that they can make good choices. *Remember to also consider and teach your routine for when and how (and how often) students will exchange books in their book boxes.

After independent reading, allow time to reflect and share. Ask, “How did it go when you chose the books for your book bag? Was it easy? Was it hard? Why?”

Mini-Lesson 19	Key Concepts	Learning Outcomes	Materials
<i>Good readers build stamina</i>	Readers exercise their reading muscles to build stamina to read for increasingly longer periods of time.	Students will learn about stamina and strive for reading for increasingly longer periods of time.	Student book boxes Independent Reading Charts

Explicit Instruction: We have talked about how you will all be growing as readers and thinkers this year. The best way to grow in your reading is to do more and more reading. Just like athletes have to practice their sport lots and lots in order to grow better and better, it is the same with reading. In order to grow as a reader, you have to read more and more, building your reading strength. One thing that athletes have to do as they get stronger at their sport is that they have to build their stamina. Stamina means the ability to stay with something, even though it might be hard and even if your body and brain are getting tired. Stamina is a part of strength. Not only does an athlete need to be good at their sport, but they also have to be able to stick with it and keep going with it and trying at it harder and harder over longer and longer periods of time. They keep track of how they are doing and how they are progressing and how their stamina is going. They watch how they are doing so they can continue to improve and get stronger. Reading is like this too. This year we are going to be building our reading stamina. We are going to need to be able to stick with our reading and our thinking about our reading, even when it is hard, even when our brains get tired. We are going to stick with our reading, practicing harder and harder for longer periods of time. We will keep track of how we are doing so that we can continue to improve and get stronger. This is how we will get better and better at our reading.

Over the next few weeks and months, gradually increase independent reading time until you reach your desired goal (20-30 minutes). Celebrate their increasing stamina!

Mini-Lesson 20	Key Concepts	Learning Outcomes	Materials
<p><i>We are all readers!(Another lesson most appropriate for Kinder and first grade.)</i></p> <p>*If you are using Daily 5, this lesson is similar to “3 Ways to Read a Book”</p> <p>(See Daily 5 mini-lessons to cover in the First 20 Days here.)</p>	There are 3 ways readers can read books	Students will learn 3 ways of reading.	Chart (Blank): <i>I am a reader!</i> Completed chart might include: I am a reader! I can read words. I can read pictures. I can remember the story.

Explicit Instruction: There are lots of ways that readers can read books. When I read you a book in school or your family reads you a book, we usually read the words on the page and show you the pictures. So one way readers read books is by reading the words. I'll write that on our anchor chart. Write "I can read the words" on your chart. But sometimes, a reader can't read the words. Sometimes the words are too hard. Sometimes a reader just wants to enjoy the pictures. Has that ever happened to you? Let's add that to our anchor chart; "I can look at the pictures." Add that to anchor chart. Another way readers sometimes read books is by telling a story with the pictures. I'll show you. I am going to pretend that I am a first grader and I don't know how to read the words in this book. Hold up a book with a familiar fairy tale in it. Demonstrate telling the story by using the picture... not the words. So you see that readers can also TELL the story by remembering and using pictures, so let's add that to our chart. Write "I can remember the story." This is a good way for nonreaders to build story sense and build oral language!
(Encourage students to choose books during independent reading that they can read the words.)

Mini-Lesson 21	Key Concepts	Learning Outcomes	Materials
<i>Good readers preview books</i>	Readers have specific ways of previewing books before reading to activate prior knowledge, gather information, and make connections. Readers also preview texts to determine if they are interested in reading the book.	Students will learn that previewing a book before reading will support their understanding of the text. Students will learn how to use specific strategies for previewing a book prior to selecting it for independent reading.	Sample books for modeling

Explicit Instruction: Let's think about how readers choose the books they read and how good choices can help you become a better reader.

When readers go to a bookstore or to the library, there are certain things they can do to find books which look interesting to them, books they might want to read. They can look at certain features the authors and publishers put in the books to make readers interested. By looking at these features, you can get a pretty good picture of what the story will be about and whether or not you might want to read it. Let's look at these features together. (Look at the title, front illustration, back blurb, excerpts of reviews, awards, etc., and discuss how each helps a reader know a little more about the story.)

From now on when you are choosing books to read, try previewing them and figuring out what the stories might be about in order to see whether or not you're interested in them.

Mini-Lesson 22	Key Concepts	Learning Outcomes	Materials
<i>What kind of reader are you?</i>	Readers know what kinds of books they like to read.	Students will reflect on the types of books they enjoy as readers.	Sample books for modeling

Explicit Instruction: Good readers know what kinds of books they like to read and they know why they want to read. Knowing yourself as a reader helps you to make good choices when it is time to pick out books to read. These are some books that I am reading. What do these books tell you about me as a reader? Briefly show and discuss the books that you are currently reading. Now I want you to think about yourself as a reader. What kinds of books do you like to read? Why do you like to read? Turn and talk to a partner about what kind of reader you are. Try to start your conversation with the words, "I am a reader who..." [Allow about 1 - 2 minutes for partners to share ideas.]

Mini-Lesson 23	Key Concepts	Learning Outcomes	Materials
<i>Good readers balance their reading diets</i>	Readers chose a variety of genres and read widely to practice many different kinds of reading.	Students explore a variety of genres as choices for independent reading	Collection of examples of various types of texts (fiction, non-fiction, magazines, poetry, etc...)
<p>Explicit Instruction: Reading is a lot like eating, taking in words and ideas instead of taking in food. And just like we need to eat a variety of foods to keep us strong and healthy, we need to read a variety of different kinds of texts to help us become better and stronger readers. We need to have a balanced reading diet just like we need to have a balanced nutritional diet. If we only ate bread all the time, we would be missing out on the good things that other kinds of foods provide. If we only read one particular series of books, or one particular type of books, we are missing out on practicing the kinds of reading we need to do in other kinds of texts. Let's look at some different kinds of texts and see what we might be missing out on if we never read those kinds of texts. If we only choose our favorites, we aren't really helping ourselves grow as readers.</p> <p>Show various texts from the collection you have assembled for the lesson. Demonstrate a few characteristics of each which are unique to that particular genre. For example, show that if one only reads fiction, one might miss out on gaining factual information from nonfiction. If one reads only prose, one misses out on the beauty and imagery of poetry. Etcetera.</p> <p>Think about how you usually choose books, what kind of reader you are. What types of texts are the ones which you usually choose? Also think about what types of texts you rarely or never choose. How can you balance your reading diet? What kinds of texts should you add to your reading diet so that it is balanced and you are practicing many kinds of reading?</p>			

Mini-Lesson 24	Key Concepts	Learning Outcomes	Materials
<i>Good readers track their thinking</i> *This mini-lesson might enter in the second half of the year, especially in first grade	Readers can keep track of their thinking as they read.	Students will learn how to use sticky notes to keep track of their thinking as they read.	Sticky notes Anchor charts
<p>Explicit Instruction: When you read this year you will be having so many ideas and be doing so much thinking. You need to keep track of your ideas. You will be sharing your thinking with other students and teachers so you need a way to remember what you were thinking at different parts of the book and where in the book some of your ideas came from. One way to keep track of your thinking is by writing your ideas down on sticky notes and then sticking the note right to the page where you had a particular idea. Let me show you. Demonstrate reading a few pages of a short book. Stop and discuss some thoughts at various points, perhaps using a "Stop to Think" sentence stem. Write each thought on a sticky note as you briefly discuss it. Stick the sticky note on the page corresponding to that thought. (Set up "rules" about using sticky notes (such as not for notes to one another) and set up procedures for getting and storing notes within the classroom. Another important consideration is taking sticky notes out when the book is finished.)</p> <p>Distribute one or two sticky notes to each student for use during independent reading. Refer students to the anchor charts for sentence stems. Share a few after reading time</p>			

Mini-Lessons to support Word Wall:

A word wall is a systematically organized collection of words displayed in large letters on a wall or other large display place in the classroom (Cunningham, 1995). It is a powerful resource to help students accurately spell high frequency words that often defy regular phonetic patterns. A word wall also strengthens students' ability to quickly and fluently read high frequency words (Wagstaff, 1999). Your word wall should be an interactive and often-referenced tool in the classroom

Begin the year with a blank word wall, with just the letters of the alphabet displayed in order. In Dual Language classrooms, the Student-Generated Alphabet may be used After introducing the word wall at the end of the first week of school, you will add words (written in large, clear print) **with students each Monday**, continuing throughout the entire school year. (Use the Sitton Word List as well as the Fry Word list to determine which words to add. Remember, the word wall is reserved only for high frequency words **we want all students to be able to automatically read and spell by the end of the school year**. Create a separate word bank for student names and other content related words.) On Tuesday through Friday, plan short, interactive activities to practice the new and previously added words. Keeping a ring of word wall activities for easy reference can help ensure daily interaction, even during quick breaks or transition times. See links to suggested activities below.

Mini-Lesson 25	Key Concepts	Learning Outcomes	Materials
<i>Introducing the Word Wall</i> *Plan on teaching this quick mini-lesson at the end of the first week of school. This will allow you to teach the next mini-lesson the following Monday.	<ul style="list-style-type: none">•Our word wall is a resource of words that all authors use. These are words we can read and spell easily by the end of second grade.•Our word wall is organized to help us easily find words. The heading letters are displayed in alphabetical order. Vowels and consonants are in different colors.•Words are organized on the word wall by their first letter.	Students become familiar with the organization and purpose of the word wall Students recognize and utilize the word wall as a resource for spelling common words in their writing.	Empty Word Wall with letter headings. Vowels and Consonants should be different colors.

Draw students' attention to the big, blank word wall. Explain the purpose of their word wall and how they will be using it throughout the school year. Encourage students to share what they remember about their word wall from the previous school year. Draw attention to how the word wall is organized, asking students to share what they notice. Tell students that each Monday they will add special words to the word wall, and with practice, they will be able to read and spell ALL of them without looking by the end of the year! Words will be organized alphabetically by their first letter to make them easy to find. Reveal that the following Monday, they will get to add their very first words to the word wall.

Mini-Lesson 26	Key Concepts	Learning Outcomes	Materials
<p><i>Adding words to the word wall: Learning our routine</i></p> <p>Today you will be establishing your weekly word wall routine and introducing the first 5 high frequency words to the word wall.</p>	<p>I can use the word wall to help me easily read and spell important words that all authors use. I must spell the words on the word wall correctly in my writing.</p>	<p>Students learn the routine for adding high frequency words to the word wall. Students will spell the new word wall words correctly in their writing and after practice, read the words instantly and automatically.</p>	<p>5 word wall words (each printed large and clear on a sentence strip, index card, or construction paper.) Student word study notebooks or journals for recording word wall words and daily practice activities. Teaching Tip: Using handwriting paper folded and stapled into student notebooks is an affordable way to create word study journals that also serve as opportunities to practice legible handwriting.</p>

Explicit Instruction: Introduce each new word wall word:

1. Students number paper 1-5
2. Show and read the word, students repeat the word
3. Discuss the word meaning and use it in a sentence.
4. Model how to snap the vowels and clap the consonants.
5. Snap Clap the word together (and/or add a kinesthetic movement such as doing a jumping jack for each letter)
6. Have students identify where the word will be placed on the wall.
7. Add the word to the word wall
8. Students write the word in their word study notebooks
9. Repeat routine for all 5 words.

This same routine will be used each Monday throughout the entire school year.

Mini-Lesson 27	Key Concepts	Learning Outcomes	Materials
<p><i>Reviewing and Practicing Word Wall Words</i></p>	<p>When I practice reading and writing our word wall words, I can remember them easily and automatically.</p>	<p>Students practice new and previously taught word wall words to improve fluency and automaticity. (There are only 5 words at this point on the word wall)</p>	<p>Student Word Study Notebooks or dry erase boards</p>

Explicit Instruction: Review the 5 new words introduced on Monday by snap clapping and chanting the words. (Repeat this routine Tuesday through Friday). In addition, plan a quick 5 minute practice activity that may include any word wall words previously taught. (See sample activities below.) Add kinesthetic movements to make the activities engaging and fun! (When pressed for time, chant word wall words during transitions, stomp them when lining up or review words while waiting in the hallway.) “Language of the Day” is a great time to practice and revisit these words (DL).

Remind students that as they are writing, they should reference the word wall to always spell the words correctly.

Sample Practice Activity Day 2: Rhyme Time

1. Review (clap snap) new words
2. Students number paper 1-5
3. Teacher gives word clue and students write the word wall word that rhymes with the word you give.

•Number 1 begins with a “t” and rhymes with walk. •Number 2 begins with /m/ and rhymes with by

•Number 3 begins with an “l” and rhymes with bike

•Number 4 begins with /g/ and rhymes with stood

•Number 5 begins with an “s” and rhymes with head

Sample Practice Activity Day 3: Fill in the Sentence (Cross Checking)

1. Review (clap snap) new words
2. Students number paper 1-5
3. Students write the word that fills in the sentence the teacher says:

•The first word begins with a “t” and fits in the sentence: Carlos likes to ___ on the telephone. **Sample**

Practice Activity Day 4: Be a Mind Reader

1. Review (clap snap) new words
2. Students number paper 1-5
3. Teacher will think of a word on the word wall and give 5 clues to that word
 - Clue #1: I’m thinking of a word, and it’s on the word wall
 - Clue #2: My word has 4 letters
 - Clue #3: My word has 2 vowels
 - Clue #4: My word begins with the same sound as “love”, “listen”, and “ladybug”
 - Clue #5: My word completes the sentence, “I ___ to read books.”
4. After each clue, students write down their guess. They may write a different guess after each clue is revealed.
5. The answer is revealed and the clues are checked

Sample Practice Activity Day 5: Assessment (Can be combined with weekly phonics assessment)

1. Review (clap snap) new words
2. Students number paper 1-5
3. Say a word, put it in a sentence, and have students write the word
4. Check assessments to provide immediate and corrective feedback as well as additional practice opportunities for words

Mini-Lessons to support Literacy Centers:

A literacy center is an area within the classroom where students work independently or interact with one another, using instructional materials to explore and expand their literacy. It is a place where a variety of activities reinforce and/or extend learning, without the assistance of the classroom teacher (independent practice.) It is a time for children to practice reading, writing, speaking, listening, and working with letters and words. (Diller, 2003) Investing time at the beginning of the year planning, organizing, explaining, practicing and reinforcing your expectations for this time of day will be invaluable as you begin guided reading. Literacy centers provide a time for students to engage in differentiated independent or group activities so that you are completely available to conduct guided reading/small group instruction. Training students well now will afford you the precious uninterrupted instructional time you need to conduct quality small group lessons.

Mini-Lesson 28	Key Concepts	Learning Outcomes	Materials
<p><i>Establishing procedural guidelines and expectations for our literacy centers</i></p> <p>This mini-lesson can begin the second week of school. Tomorrow, you will begin introducing one center per day until all centers are covered; culminating in a center grand opening. This will then allow one or two weeks of practice before you begin pulling small groups. The goal is to create a well-oiled center machine by the end of the first 20 days so that you can begin guided reading.</p>	<p>Readers and writers follow specific guidelines to work together and help one another do our best learning in literacy centers.</p> <p>Our literacy centers are organized in a specific way to help us do our best learning and thinking. We are all responsible for taking care of our literacy centers.</p>	<p>Students learn to refer to and follow the classroom guidelines for literacy centers.</p>	<p>Chart-<i>What do Literacy Centers Look Like/Sound Like?</i></p> <p>Center Management Board (Rotation wheel, pocket chart, work board or other display to organize and direct students)</p> <p>Sample chart:</p> <p>Centers look like</p> <ul style="list-style-type: none">•Sts. reading•Sts. writing•Sts. thinking•Sts. staying in their center•Sts. enjoying learning <p>Centers (sound like)</p> <ul style="list-style-type: none">•Sts. “buzzing” quietly•Polite, helpful words•Sts. talking about their reading, writing, and thinking

Explicit Instruction: Explain to students that every day they will have an opportunity to practice their reading, writing, and thinking skills in literacy centers. Emphasize that this time of day is very special because while they are working in centers, you will be able to do the important work of reading with small groups at the guided reading table. Assure students that you will train them on exactly what they should do in each center so that they can be successful on their own. Briefly overview each center and tell students that over the next week, they will learn about and practice one center a day. After all centers are introduced, there will be a center grand opening. Set high expectations for

Share the center management board and explain how students will know where to go. Describe how students will keep track of and store their work.

Discuss what the classroom should look like and sound like during literacy center time. Record the expectations on the chart with students. Brainstorm ideas on how you can help students monitor their noise level. Discuss what students should do if they have a question or problem. (Consider assigning one or two reliable “center experts” to assist.) Model and practice each expectation.

Tell students that tomorrow, they will get to learn about and explore the first center.

Mini-Lesson 29	Key Concepts	Learning Outcomes	Materials
<p><i>Introducing Literacy Centers</i> This lesson will be repeated daily for each literacy center until all centers are introduced.</p>	<p>Readers collaborate and/or work independently in specific ways in each center in order to do their best learning and thinking.</p> <p>Readers and writers keep track of their work in literacy centers.</p>	<p>Students will learn the expectations and procedures for working successfully in one or more literacy centers. Students learn that they are held accountable for doing their best work in literacy centers.</p>	<p>Chart-<i>What do Literacy Centers Look Like/Sound Like?</i> Center Management Board (Rotation wheel, pocket chart, work board or other display to organize and direct students) Blank “I Can” “ Chart (See sample Center Chart below) *Begin with just a few “I Can” activities for each center and add to the chart as new activities and skills are introduced.</p>

Explicit Instruction: Gather students around the center you will introduce.

For each center:

1. Explain the purpose of the center and the literacy activity.
2. Show the materials in the center and how they are used and organized.
3. Provide clear expectations. Create a reference chart for the center with students. The top should be a Looks Like/Sounds Like T-Chart, with “I Can...” at the bottom. Hang the chart at the center for easy reference.
4. MODEL, MODEL, MODEL how to engage in the center.
5. Allow a few students to role play working in the center.
6. Later, while students are working independently on another activity, call pairs or small groups over to the new center for guided practice. This will allow all students to explore and practice the center with your guidance.
7. As more centers are introduced, pairs or small groups can continue guided and independent practice while the rest of the class is working on a different activity. (Note that not all students will be in centers at the same time until the grand opening.)

Mini-Lesson 30	Key Concepts	Learning Outcomes	Materials
Grand Opening! After all center are introduced, celebrate your grand opening!	We are ready to be independent learners in our literacy centers.	Students celebrate the grand opening of literacy centers and work independently in their center/centers while the teacher monitors.	Chart- <i>What do Literacy Centers Look Like/Sound Like?</i> Center Management Board (Rotation wheel, pocket chart, work board or other display to organize and direct students) “I Can” charts posted at each center Student center journals/folders

Explicit Instruction: Today students will have an opportunity to practice centers independently while you monitor. Before sending students off to their center, review the Centers Look Like/Sound Like charts and the Center Management Board.

Transition to centers and monitor students as they work. Resist allowing students to approach you for help! Instead, circulate to give specific praise and corrective feedback. Reinforce the idea that you will be unavailable and should not be interrupted during centers. (One way to cut down on interruptions is to “take a walk” to visit each center briefly between guided reading groups. This allows time for students to ask questions while your guided reading groups are transitioning and getting settled. You may even train your small groups to reread books from their book box while waiting for you to return to begin the lesson.)

After centers are cleaned up, conduct a brief whole group meeting to debrief and reflect on what went well and what needs improving. Ask students to refer back to the charts to talk about their work as readers, writers and thinkers during centers. Continue to reinforce center expectations over the next week.

Sample “I Can Chart: Big Books”

Looks Like:

- Kids are reading
- Kids are pointing
- Kids talk quietly about the book
- Kids use highlighter tape and wiki sticks in the book to find words
- Kids write about the books they read

Sounds Like:

- Quiet voices reading
- Rereading the good parts
- “This is a great book because...”
- “Can you help me with this word?”
- Kids using reading strategies
- Respectful and helpful words

I Can...

- Read a big book with a partner
- Use a pointer as I read
 - Use highlighter tape to find word wall words
 - Talk to a partner about my favorite part
- Write and draw about my book in my center journal
- Cover up words using sticky notes and use strategies to solve

