Good Reasons to Abandon Books

- The book is too easy – it doesn’t make me think
- The book is too hard – I don’t understand what is happening
  - I don’t like the topic
  - The book is boring
- I found another book I like better
  - I don’t like the genre
  - I don’t like the author
- I’m just abandoning it for now – I will read it later
Buzzing About Books

• Sit close.
• Listen actively.
• Whisper.
• Take turns talking.
• Ask questions.
• Pay attention.
• TALK! (ONLY about books!)
Fluency is...

• Reading smoothly, like you are talking
• Reading at a good pace
• Reading with expression

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What Good Readers Do

• Read every day.
• Read “just right” books.
• Reread some stories.
• Use reading strategies when they come to words they don’t know.
• Think about what they already know to help them understand.
• Take good care of books.
• Make connections to stories.
• Make pictures in their minds (visualize).
• Make predictions.
• Ask questions.
• Use pictures to help them understand what is happening.
• Think about what they have read.
• Refresh their memory from the day before by rereading a little bit.
What Independent Reading Looks Like . . .

• Read, think or write about your reading the whole time.
• Whispering voices only (& always about reading!)
• Stay in one spot
• Keep your eyes & mind on your book.
• Read “just right” books most of the time.
• The teacher is busy reading with students.
Biographies

• Tells about a person’s life.
• The book is not about the author.
• Includes facts about a person.
• Could have a timeline of their life.
• Tells why the person is important.
• Tells what the world learned from this person’s life.
• Might include real photographs.

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What we learn from biographies:

• Birthdate
• Birthplace
• Childhood Events
• Education
• Influences
  • Family
• Milestones
• Accomplishments
• Date of death
• Cause of death
• Impact

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Biographies

Text Features

- table of contents
- headings
- bold words
- photographs
- map
- diagram
- time line
- labels
- captions
- interesting facts
- glossary
- index

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Biographies

When will I take notes?

• When I learn an important fact about the person.
• When the person I am reading about does something important.
• When I am thinking: “I WONDER...?”
• When I find new vocabulary words.
• When I make a new picture in my mind that helps me understand what I am reading.
• When I feel something about what I am reading.
When I am reading independently in our small group and I get stuck, I can...

• reread once or twice to see if I understand better

• talk to a friend and ask a question

• try to make connections to see if it helps me understand

• highlight or underline words I don't know so that I can ask my teacher
Fluent Readers

Read with expression!
*Readers should think about a character’s feelings and pay attention to punctuation.*

Focus on rate.
*Readers should read like they talk.*

Read in phrases.
*Readers should not read word for word.*

Think about meaning.  *Does what I’m reading make sense?*
Informational Text

Noticings

• teach or inform
• has facts
• table of contents
• headings
• bold words (vocabulary)
• maps
• charts
• photographs
• fast facts
• labels
• captions
• glossary
• index

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Author’s Purpose
(for informational texts)

• to teach about a topic
• to explain how to do something
• to explain why something happens
• to show how things are alike and different
• to teach how to solve a real life problem

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<table>
<thead>
<tr>
<th>Text Structures</th>
<th>for informational text</th>
</tr>
</thead>
<tbody>
<tr>
<td>time order or sequence</td>
<td>the text tells a list of steps or events</td>
</tr>
<tr>
<td>problem/solution</td>
<td>the text gives information about a problem and then tells one or more solutions</td>
</tr>
<tr>
<td>cause &amp; effect</td>
<td>the text tells about an event (cause) and the effects that follow the event</td>
</tr>
<tr>
<td>compare/contrast</td>
<td>the text talks about similarities and differences between two subjects</td>
</tr>
<tr>
<td>description/list</td>
<td>the text gives details about something</td>
</tr>
</tbody>
</table>
Text Structures for informational text

- time order or sequence
- Problem and solution
- cause & effect
- compare and contrast
- description or list
<table>
<thead>
<tr>
<th>text structure</th>
<th>what it means</th>
<th>clue words</th>
<th>visual</th>
</tr>
</thead>
<tbody>
<tr>
<td>time order or sequence</td>
<td>the text tells a list of steps or events</td>
<td>before, followed by, finally, first, second, third, next, last, eventually</td>
<td><img src="" alt="time order sequence visual" /></td>
</tr>
<tr>
<td>problem and solution</td>
<td>the text gives information about a problem and then explains one or more solutions</td>
<td>concern, solve, prevent, so that, the answer, one reason is, challenge, help</td>
<td><img src="" alt="problem solution visual" /></td>
</tr>
<tr>
<td>cause and effect</td>
<td>the text tells about an event (cause) and the effects that follow the event</td>
<td>this led to, as a result, so that, due to, so, for this reason, in order to</td>
<td><img src="" alt="cause effect visual" /></td>
</tr>
<tr>
<td>compare and contrast</td>
<td>the text tells about similarities and differences between two subjects</td>
<td>like, unlike, also, similar, different, too, however, same as, although, as well as</td>
<td><img src="" alt="compare contrast visual" /></td>
</tr>
<tr>
<td>description or list</td>
<td>the text gives details about something</td>
<td>one example, also, another, to begin with, on top of, in addition</td>
<td><img src="" alt="description visual" /></td>
</tr>
</tbody>
</table>
When do I stop and take notes?

• When I learn something new.

• When I am thinking: “I WONDER...?”

• When I find new vocabulary words.

• When I make a new picture in my mind that helps me understand what I am reading.

• When I have a feeling about what I am reading.
<table>
<thead>
<tr>
<th>Character Traits (list 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>afraid</td>
</tr>
<tr>
<td>bored</td>
</tr>
<tr>
<td>calm</td>
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<tr>
<td>concerned</td>
</tr>
<tr>
<td>smart</td>
</tr>
<tr>
<td>embarrassed</td>
</tr>
<tr>
<td>fair</td>
</tr>
<tr>
<td>gentle</td>
</tr>
<tr>
<td>greedy</td>
</tr>
<tr>
<td>helpful</td>
</tr>
<tr>
<td>jealous</td>
</tr>
<tr>
<td>lucky</td>
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<tr>
<td>Character Traits</td>
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<tr>
<td>------------------</td>
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<tr>
<td>afraid</td>
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<td>babyish</td>
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<td>brave</td>
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<td>impatient</td>
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<tr>
<td>jealous</td>
</tr>
<tr>
<td>lucky</td>
</tr>
<tr>
<td>noisy</td>
</tr>
</tbody>
</table>
Fairy Tales

Noticings

- A make-believe story
- Has magic or spells
- Passed down by word of mouth over the years
- Animals act like humans
- Begin with once upon a time
- End with happily ever after
- Has a villain or trickster
  - Has good guys
- Might have princes and princesses
- Takes place in a castle or forest
  - Groups of 3 or 7
  - A kind character is mistreated
What is retelling?

Retelling is sharing a story in your own words.

A retelling has...

- characters
- setting
- plot (problem, events, solution)
- point of view

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What is retelling?

Retelling is sharing a story in your own words.

A retelling has...

- characters: Who is in the story?
- setting: Where does the story take place?
- plot: What are the events in the story? What is the problem and solution?
- point of view: Who is telling the story?
Who is in the story?

characters
Where does the story take place?

setting
<table>
<thead>
<tr>
<th>First Person</th>
<th>Second Person</th>
<th>Third Person</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I, me, my, us, we</strong></td>
<td><strong>you, you’ll, you, you’re</strong></td>
<td><strong>he, she, it, him, his, her, names</strong></td>
</tr>
<tr>
<td>told by a character involved in the story</td>
<td>the narrator speaks directly to the reader</td>
<td>the narrator knows the thoughts and feelings of 1 character or all characters</td>
</tr>
</tbody>
</table>
What is the message?

A message is the moral or lesson learned in the story.

- Never give up
- Be patient
- Be brave
- Never give up hope
- Work first, play later
- Actions have consequences
- Don’t judge others
- It is ok to make a mistake, as long as you fix it
- Listen to your leader
- Believe in yourself
- Two wrongs don’t make a right
- Practice makes perfect
- Beauty is only skin-deep

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HOW DO WE RESPOND?

Restate it!

Answer it!

Cite it!

Explain it!

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Words to help me cite the text because...
for instance...
for example...
according to what I read...
I knew the character felt ________ because...
on page _____ it said...
the character said...
the character’s actions were...
the author said...
from the book, I know that...
Explain Your Thinking

Tell WHY! Tell why you chose the evidence.

this shows....

this explains...

now I understand...

according to what I read...

this means...

this proves...

I believe...

now I know... I feel...
Response Checklist

- I restated the question
- I answered the question.
- I cited the evidence I found in the text.
- I explained how the evidence helped me.