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

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Buzzing About Books

• Sit close.
• Listen actively.
• Whisper.
• Take turns talking.
• Ask questions.
• Pay attention.

• TALK! (ONLY about books!)

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Fluency is...

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

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Biographies

Noticings

• 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.
What we learn from biographies:

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

- table of contents
- headings
- bold words
- photographs
- map
- diagram
- time line
- labels
- captions
- interesting facts
- glossary
- index
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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Text Structures
for informational text

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

- Time order or sequence
- Problem and solution
- Cause & effect
- Compare and contrast
- Description or list

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<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="first" alt="visual1" />, <img src="second" alt="visual2" />, <img src="last" alt="visual3" /></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="problem" alt="visual4" /> → <img src="solution" alt="visual5" /></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="cause" alt="visual6" /> [effect 1], ![visual7](effect 2), ![visual8](effect 3)</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>![visual9](compare and contrast)</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>![visual10](description or list)</td>
</tr>
</tbody>
</table>

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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>Afraid</th>
<th>Angry</th>
<th>Annoyed</th>
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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

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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
# Point of View

<table>
<thead>
<tr>
<th>First Person</th>
<th>Second Person</th>
<th>Third Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, me, my, us, we</td>
<td>you, you’ll, you, you’re</td>
<td>he, she, it, him, his, her, names</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>

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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
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...

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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.