

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

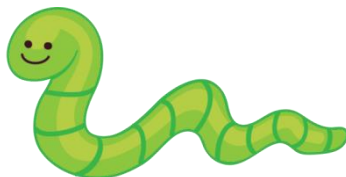
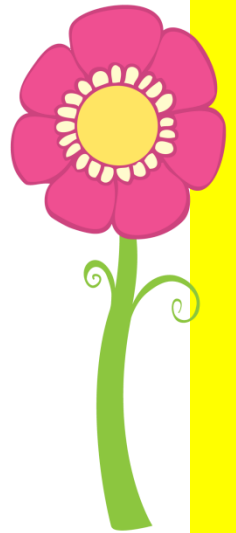
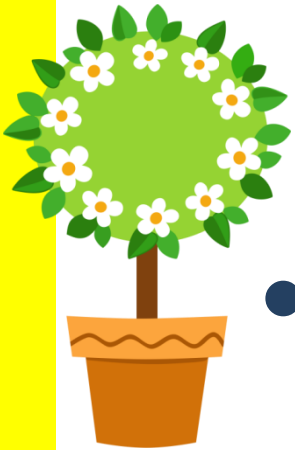


- Sit close.
- Listen actively.
- Whisper.
- Take turns talking.
- Ask questions.
- Pay attention.
- TALK! (ONLY about books!)

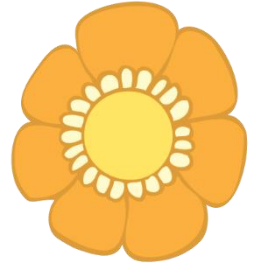


Fluency is...

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



What Good Readers Do



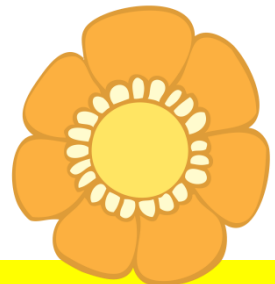
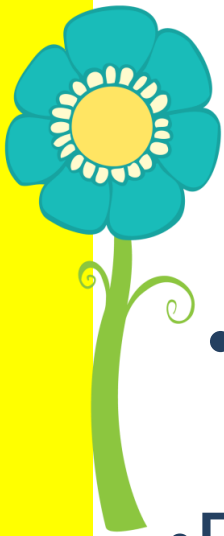
- Read every day.
- Read “just right” books.
- Reread some stories.
- Use reading strategies when they come to words they don’t know.
- Think about what they already know to help them understand.
 - Take good care of books.
 - Make connections to stories.
- Make pictures in their minds (visualize).
 - 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

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

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

Text Structures

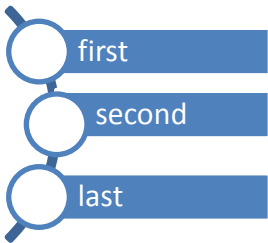
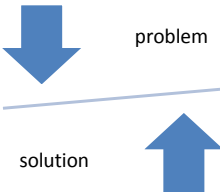
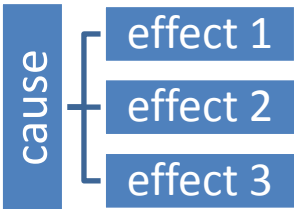
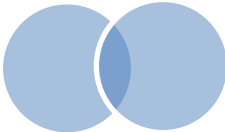
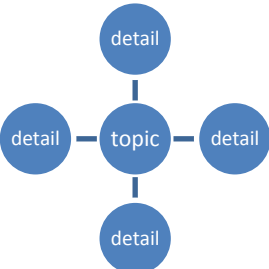
for informational text

- **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

text structure	what it means	clue words	visual
time order or sequence	the text tells a list of steps or events	before, followed by, finally, first, second, third, next, last, eventually	
problem and solution	the text gives information about a problem and then explains one or more solutions	concern, solve, prevent, so that, the answer, one reason is, challenge, help	
cause and effect	the text tells about an event (cause) and the effects that follow the event	this led to, as a result, so that, due to, so, for this reason, in order to	
compare and contrast	the text tells about similarities and differences between two subjects	like, unlike, also, similar, different, too, however, same as, although, as well as	
description or list	the text gives details about something	one example, also, another, to begin with, on top of, in addition	

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.

Character Traits

(list 1)

afraid	angry	annoyed
bored	bossy	brave
calm	careful	clumsy
concerned	curious	dishonest
smart	excited	silly
embarrassed		disrespectful
fair	friendly	funny
gentle	giving	grateful
greedy	grouchy	happy
helpful	honest	hopeful
jealous	lazy	lonely
lucky	mean	noisy

Character Traits

(list 2)

afraid	angry	annoyed
babyish	bored	bossy
brave	brilliant	calm
careful	cheerful	clever
clumsy	concerned	confident
confused	curious	daring
dishonest	disrespectful	excited
fair	fearless	foolish
friendly	funny	gentle
giving	grateful	greedy
grouchy	happy	helpful
honest	hopeful	imaginative
impatient	independent	intelligent
jealous	lazy	lonely
lucky	mean	mysterious
noisy	smart	embarrassed

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

What is retelling?

Retelling is sharing a story in your own words.

A retelling has...

characters Who is in the story?

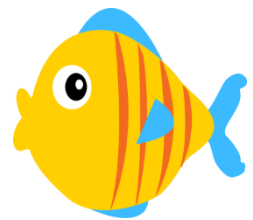
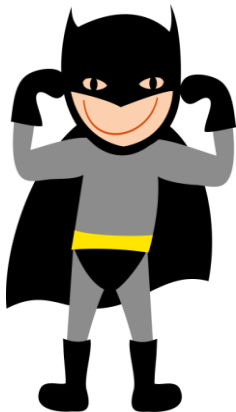
setting Where does the story take place?

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?

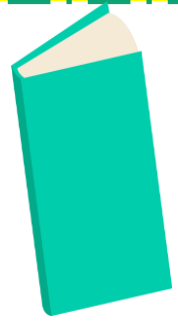


setting





Point of View



First Person

Second Person

Third Person

I, me, my,
us, we

you, you'll,
you, you're

he, she, it,
him, his, her,
names

told by a
character
involved in
the story

the narrator
speaks
directly to
the reader

the narrator
knows the
thoughts and
feelings of 1
character or
all characters



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!





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.

