

## 1. Reading the Words and Sentences

- ◆ Write each word and sentence on the board.
- ◆ Have students read each word together.
- ◆ Have students read each sentence in natural phrases and chunks.
- ◆ Discuss the features and review the words in Word Structure.

## 2. Words with Prefixes and Suffixes

- ◆ Tell students that words can be made up of several different meaningful parts.
- ◆ Examine the word for meaningful parts, including roots, prefixes, and suffixes.
- ◆ Identify the root or base word, and discuss its meaning.
- ◆ Break the word down into its meaningful parts by underlining and discussing the meanings of any prefixes and suffixes. If the word has both a prefix and suffix, begin with the prefix.
  - Explain that a prefix is a group of letters attached to the beginning of a base or root word and these letters have a specific meaning. For example, the prefix *un-* means “not” or “the opposite of,” *mis-* means “wrong” or “bad,” and *re-* means “again.”
  - Explain that a suffix is a group of letters attached to the end of a base or root word and changes the meaning of the word. For example, *-ful* changes a noun to an adjective and means “to be full of,” as in *beauty* and *beautiful*. The suffix *-ness* changes an adjective to a noun and means “state of being,” as in *sick* and *sickness*.
- ◆ Reassemble the word by thinking about the meaning of its parts: the root word and any prefixes or suffixes. Give the meaning of the word.
- ◆ Read the word again.
- ◆ Have students use the word in sentence.
- ◆ Review the words in the activities provided.

## 3. Selection Vocabulary

### Before Reading

- ◆ Have students read the Vocabulary Warm-Up in their **Student Reader**.
- ◆ Have the students explain any highlighted selection vocabulary words that they know or figured out from context clues, word structure, or apposition. Have students explain how they figured out the meaning of the word.
- ◆ Display the selection vocabulary transparency. Then have the students read the words and definitions. Give the students sentences and have them fill in the appropriate vocabulary word from the list. “The fish \_\_\_\_\_ through the water.” (glides)
- ◆ Discuss the concept vocabulary word and its connection to the theme.

### During Reading

- ◆ Point out the selection vocabulary words during the first read, checking for meaning.
- ◆ Encourage students to ask for the meaning of unfamiliar words. Clarify the words for the students.
- ◆ Introduce expanding vocabulary during the second read of the selection by providing students with definitions and examples.

### After Reading

- ◆ Review vocabulary by having students give examples that explain the meaning of the word.

## 4. Clues, Problems, and Wonderings

- ◆ Have students browse the selection before reading.
- ◆ Ask students to identify and share clues, problems, and wonderings as they find them.
- ◆ Possible sources for clues include: content, author or illustrator, genre, illustrations, charts, graphs, and so on.
- ◆ Possible problems include: words with unknown meanings, long or difficult sentences, confusing illustrations, charts, graphs, unfamiliar content, unusual format, unfamiliar style of writing, and so on.
- ◆ Possible wonderings include: content of pictures, unusual author techniques (such as flashback), connection to the theme, connection to other books written by the same author, and so on. Wonderings help determine the purposes for reading.
- ◆ Have students continue to add to their clues, problems, and wonderings while reading.
- ◆ Then have students review and discuss clues, problems, and wonderings after reading.

## 5. Know, Want to Know, Learned

- ◆ Have students browse the selection.
- ◆ Before reading the selection, ask students to identify and share what they know and what they want to know.
- ◆ Possible things students might know include background information about the topic or the selection.
- ◆ Possible things students might want to know include questions about the topic, the content itself, words with unknown meanings, confusing photographs or charts, and so on. What students want to know helps determine the purposes for reading.
- ◆ Have students read the selection and tell them to continue to add to their KWL charts while reading.
- ◆ After reading, have students review what they know and what they wanted to know. Then ask students to discuss what they learned as they read the selection.
- ◆ Possible things that students might learn include content-specific information, connections to the theme, connections to other books written by the same author, and so on. Students might learn what they wanted to know, or they might learn something unrelated to what they wanted to know.

## 6. Reading the Selection

### Before Reading

- ◆ Build background by activating prior knowledge and sharing relevant information.
- ◆ Browse the selection and set purposes (Clues, Problems, and Wonderings).
- ◆ Develop understanding of key selection vocabulary.

### During Reading

- ◆ Model strategies (early in the year); prompt use of strategies (after strategies are taught); have students use strategies independently.
- ◆ Have students stop periodically, and check to see whether the text makes sense. Use Comprehension Strategies like Clarifying and Summarizing to support comprehension.
- ◆ Reread the text applying Comprehension Skills and Reading with A Writer's Eye.

### After Reading, Have Students

- ◆ Discuss the selection using “handing-off.”
- ◆ Make connections to other selections in the unit as well as to selections in other units.
- ◆ Discuss what new information they have learned.
- ◆ Respond to the selection through writing.

## 7. Modeling Writing Strategies

- ◆ Describe the strategy.
- ◆ Tell why the strategy is important.
- ◆ Tell students when they should use the strategy.
- ◆ Model how to use the strategy when writing by saying aloud your thoughts and by describing each thing you do.
- ◆ Make sure students understand why the strategy is important, when to apply it, and how to use it.
- ◆ Provide students with assistance in applying the strategy until they can do it on their own.
- ◆ Remind students to use the strategy when they write.

## 8. Graphic Organizers and Revising, Editing/Proofreading, and Publishing Checklists

- ◆ Explain the purpose of the graphic organizer or the revising, editing/proofreading, and publishing checklists.
- ◆ Describe how students are to use the graphic organizer or the revising, editing/proofreading, and publishing checklists.
- ◆ Model aloud how to carry out the basic activities on the graphic organizer or the revising, editing/proofreading, and publishing checklists.
- ◆ Make sure students understand each part of the graphic organizer or the revising, editing/proofreading, and publishing checklists.

### 9. Presenting Writing

#### Before Presenting

- ◆ Have the author decide what will be shared.
- ◆ Have the author practice what will be shared.

#### During Presenting

- ◆ Have the author tell what is to be shared and why.
- ◆ Have the author read his or her writing or idea aloud.
- ◆ Remind students in the audience to listen carefully.

#### After Presenting

- ◆ Have students tell what they like about the piece of writing or idea.
- ◆ Have students offer helpful suggestions.
- ◆ The teacher takes notes of students' comments to share with the author.
- ◆ The teacher and author conference about students' comments.

### A. Handing-Off

- ◆ Students are seated so they can see each other.
- ◆ Take a seat and be part of the group.
- ◆ Students have their **Student Readers** and are encouraged to refer back to any selection to make a point.
- ◆ Students take responsibility for the discussion.
- ◆ Students choose to hand-off the discussion to others in the class.
- ◆ Getting Started
  - Model handing-off by offering comments on the selection, the style of the writer, or the connection to the unit theme.
  - Use discussion starters such as "I didn't know that . . ." or "This selection made me think of . . ." or "I think this connects to the theme because . . ." or "Your idea made me think of . . ."
  - Participate in the discussion by raising your hand.
  - Seed new ideas as you participate in the discussion. For example, "As I was reading this selection, I was reminded of . . ." "What did that part remind you of?" or "This part of the selection gave me a whole new idea about the unit. It . . ."
  - Wait for students to respond to each other; don't feel the need to jump in if there are a few moments of silence. Think time is good.
- ◆ Use handing-off periodically to check understanding of the text and concepts, at the end of a section of the text or at the end of the reading for the day.
- ◆ Build the idea of handing-off into all classroom discussions.

### B. Writing Conference

- ◆ Have a student read his or her work aloud.
- ◆ Review any feedback the student has received.
- ◆ Identify positive elements of the student's work.
- ◆ Use one or more of the following strategies to help the student improve his or her work.
  - Have the student explain how he or she got his or her ideas.
  - Have the student think aloud about how he or she will address the feedback he or she has received.
  - Ask the student to help you understand any confusion you may have about his or her writing.
  - Have the student add, delete, or rearrange something in the work, and ask how it affects the entire piece.
  - Think aloud while you do a part of what the student was asked to do. Then ask the student to compare what you did to what he or she did.
  - Have the student prescribe as if to a younger student how to revise the work.
- ◆ Ask two or three questions to guide the student through revising (see below).
- ◆ Conclude the conference by having the student state his or her plan for continuing work on the piece of writing.

#### Writing Conference Questions

##### Ideas

- ◆ Who is your audience?
- ◆ What is your purpose for writing?
- ◆ How does the reader know your purpose?
- ◆ Do you provide enough information about the topic?
- ◆ Do you like one part of your writing more than another part? Why?
- ◆ Is your main idea clear?
- ◆ Is there a better way to express this idea?
- ◆ Is this a good topic sentence?
- ◆ Is your introduction engaging?
- ◆ Are any important details left out?
- ◆ Are any not-so-important details left in?
- ◆ Do you use specific, vivid details and examples to support your ideas?
- ◆ Are your ideas accurate and, if necessary, supported by research?
- ◆ Does your conclusion sum up or restate your purpose for writing?
- ◆ What might be another way to end your piece of writing?

##### Organization

- ◆ Have you organized your writing in a way that makes the most sense based on the main idea you have chosen?
- ◆ Is your structure clear so that reader can follow it? Is there a clear beginning, middle, and conclusion?
- ◆ Are supporting details ordered in the most logical way?
- ◆ Do you include strong transitions to move the reader smoothly from one paragraph to the next?
- ◆ Can you combine any smaller paragraphs or any separate larger paragraphs?

##### Voice

- ◆ Do you sound confident and knowledgeable about the subject or topic?
- ◆ Does the voice you use reflect the purpose of your writing? Does your writing sound funny or serious when you want it to?
- ◆ Is your voice appropriate for your audience?
- ◆ Do you sound interested in the subject or topic?
- ◆ Have you confidently stated your opinion, if necessary? Have you used the pronoun *I*, if appropriate?
- ◆ Does your writing sound like you? Change any overly complex words to simple words whenever possible.
- ◆ Is your voice too formal or too informal?
- ◆ Will this writing get a strong reaction from the reader?
- ◆ Does your writing make the reader care about your subject or topic?

##### Vocabulary

- ◆ Do you use the same word or phrase over and over again?
- ◆ How could you use different words to say the same thing?
- ◆ Have you defined words your audience may not understand?
- ◆ Have you used precise words to describe or explain your ideas?
- ◆ Are there better words to express these ideas?
- ◆ Have you used your own words and phrases when summarizing information from another text?
- ◆ Do you use time-order words such as *first*, *next*, *then*, and *last* to help the reader understand when events take place?
- ◆ Have you used original and memorable words in some places?