

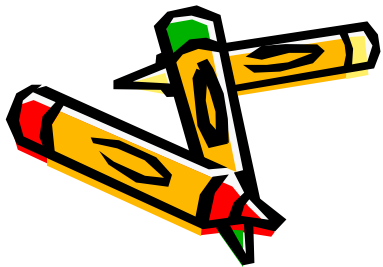
Utilizing your Classroom Library for Instruction

Presented by
Sandy Downes, Principal
Allison Brown, Reading Coach
Julie Jones, Literacy Staff Developer
Eisenhower Elementary
Clearwater, FL

Eisenhower Elementary Clearwater, Florida

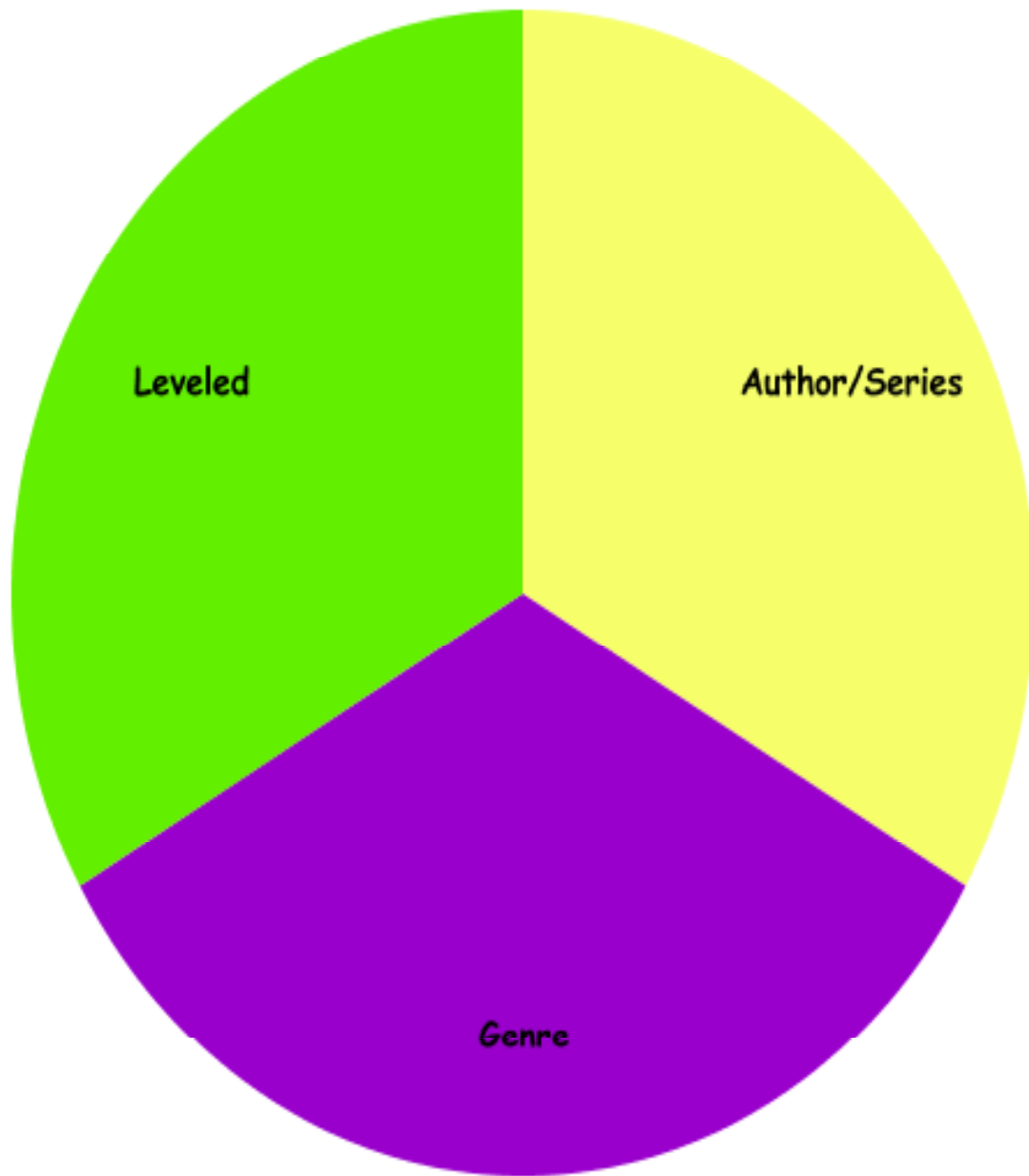


Review components of a Classroom Library



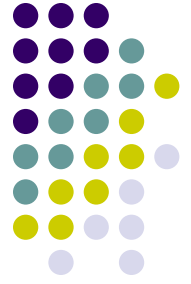


What types of books
should we have in our
classroom libraries?



- Author/Series
- Genre
- Leveled
-
-

Possible Book Choices



- Folktales
- Biographies
- Award Winners
- Historical Fiction
- Nonfiction (by topic)
- Series Books
- Authors
- Genre
- Sports



The Star-Spangled Banner

Orange Glow

Red

Yellow

Blue

Orange

Green

Blue

Black










Green Glow

- Insert pic of genre

- Insert pic of author

- Insert pic of series

Classroom Library Leveling Guide: K - 2nd Grade

F/P LEVEL	READING RECOVERY	LEXILE	COLOR DOTS
A,B	1,2	BR	
C,D	3,4	BR	
D,E	5,6,7,8	BR	
F,G	9,10,11,12	100-200	
H,I	13,14,15	200-300	
I,J	16,17,18	300-400	
J,K	19,20	400-500	
L,M		500-600	
N,O		600-700	
P,Q,R,S		700-800	
T,U,V		800-900	

Variation in the Amount of Independent Reading

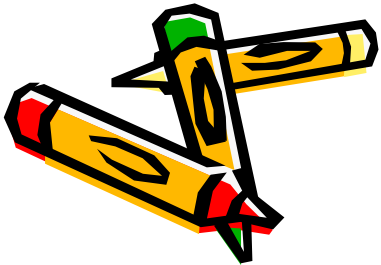
- o A student in the 20th percentile reads books **.7** minutes per day
- o This adds up to **21,000** words read per year.
- o A student in the 80th percentile reads books **14.2** minutes a day.
- o This adds up to **1,146,000** words read per year.

WHAT READING DOES FOR THE MIND

BY ANNE E. CUNNINGHAM AND KEITH E. STANOVICH. 1998

Sample Reading Workshop Schedule

- Grades 1-2
- 30 Minutes of Word work
- 60 Minutes of Mini-Lesson, Independent/Partner reading, conferences, guided reading, literacy centers, skill/strategy lessons



- Grades 3-5
- 15 Minutes of Word Work
- 60 Minutes of SBRR materials, Independent/Partner reading, conferences, guided reading, literacy centers, skill/strategy lessons



Stating a purpose for Reading

- Everyday

The Mini-Lesson/Teaching point

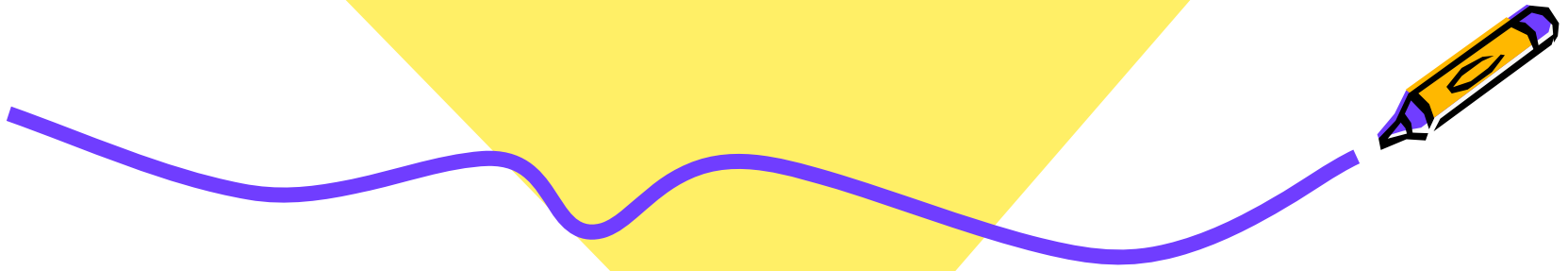
- Begin each workshop with a mini lesson that includes:
 - Teaching point
 - Demonstration
 - Practice with Teacher/Partner
 - Practice independently

Increasing Stamina

- Increasing the time student's read each day is also a benefit of independent reading in Just Right Books



Research- Decide-Teach
Conference

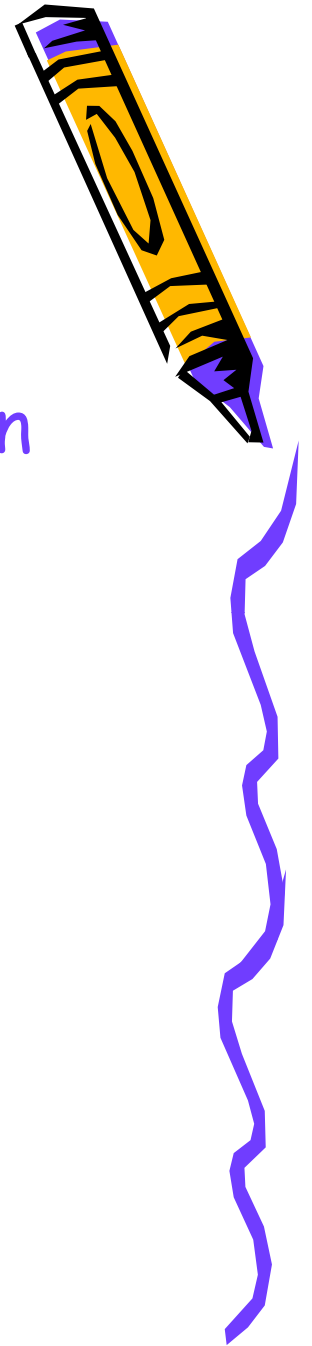


Conferring with young readers/writers first involves *research* in order to learn where the child is as a reader and understand the child's intention, *deciding* what we should teach, and then *teaching* in a way that can influence what the child does on another day with another book.

-*Lucy McCormick Calkins*

Having individual “Just Right” book boxes

- Enables teachers to help guide selection
- Ensures that students have books appropriate for their level
- Build reading stamina
- Encourages rereading (fluency and comprehension)
- Provides a scaffold to practice reading strategies





Tina

The Littles

Valen

Blacut

Allison

Joy Cowley

Jeremy

Henry and
Phoebe

Ariet

Joy Cowley

Elovanl

Angelina

Blacut

Holly

Blacut

Alanis

Joy Cowley

Matthew

Matthew

The Littles

Genevieve

Noah

Phoebe

Quandro

Henry and
Phoebe

Fernanda

Blacut

Diego

Sofia

Joy Cowley

Fernanda

Phoebe

Conferring

- Why? – Learn exactly what the students reading strengths are, what the areas of concern are, and help develop life long readers with confidence.
- What does it look like? - Teacher sitting with child, about 5-7 minutes, having a conversation about the book, and building the child's love of reading.

What does a conference look/sound like?

- Begin with a polite “excuse me” or “may I interrupt”
- Ask about their reading:
How is your reading going?
Tell me about your book?
What work are you doing as you read this book?
What made you choose this book?

- Listen to the student read the book

Take notes and observe something to compliment them on as well as something that they can work on as a reader

- Compliment the student on a strength

- Choose one teaching point:

Could come from the mini-lesson taught that day before independent reading or one taught previously

- Make note of the teaching point so you can refer back to it at your next conference

- Model and Demonstrate the teaching point

- Allow time for the student to practice

- Restate the teaching point before leaving student

Possible Conferring Questions

- What is the setting of the story?
- What is the work you are doing as you read this?
- Why do you think the author wrote this book?
- Is this a Just Right book for you?
- Would you recommend this book to other students? Why?

What exactly can a conference tell you about a student?

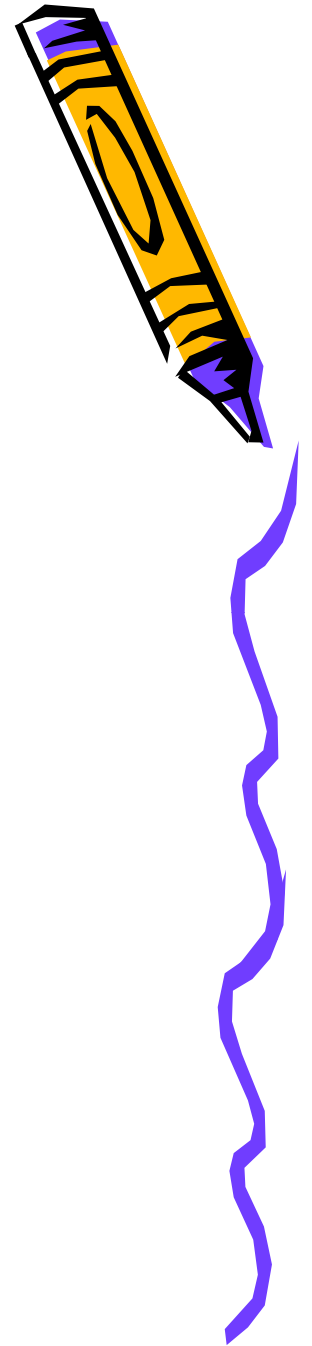
- Background Knowledge about subject
- Phonics
- Phonemic Awareness
- Vocabulary
- Fluency
- Comprehension

Key points for organizing conferring in your classroom

- Choose a method of **documentation** that works for you
- Make a **schedule**
- Be **consistent**
- **Relax and Enjoy** the Conversations

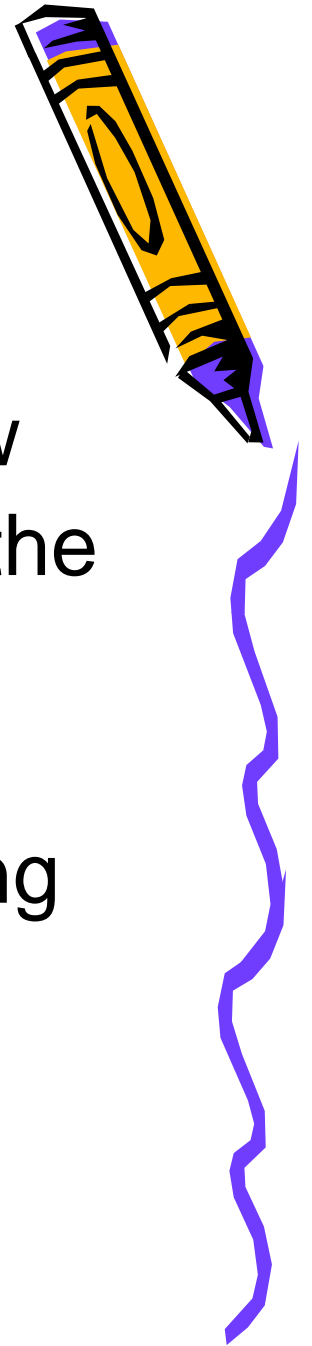


Insert video of Amy and Sarah about their conference organization

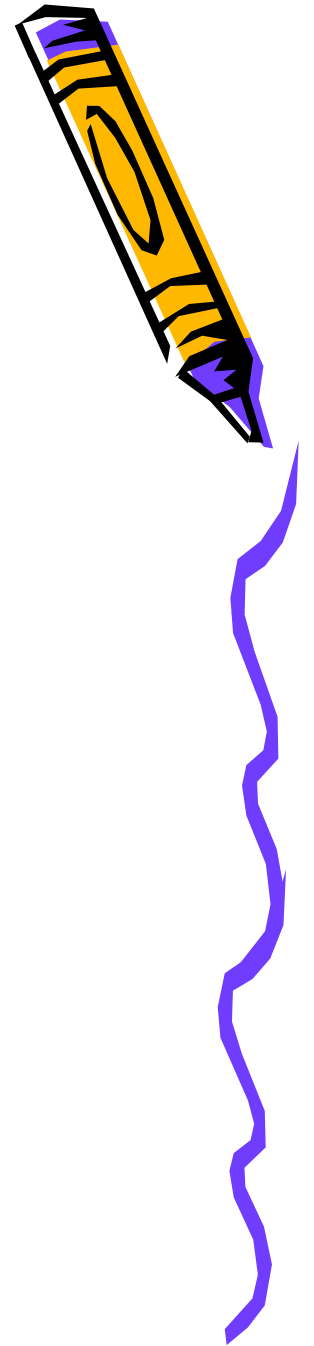


Conversations about books

- Having conversations about books is how we as adults choose books most of the time.
- Think of the power you will have to motivate a child to read by suggesting new books and authors to a student.

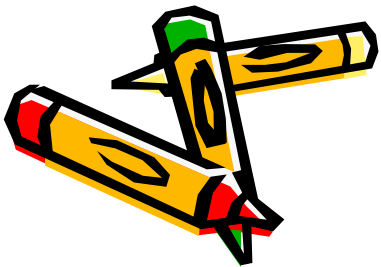
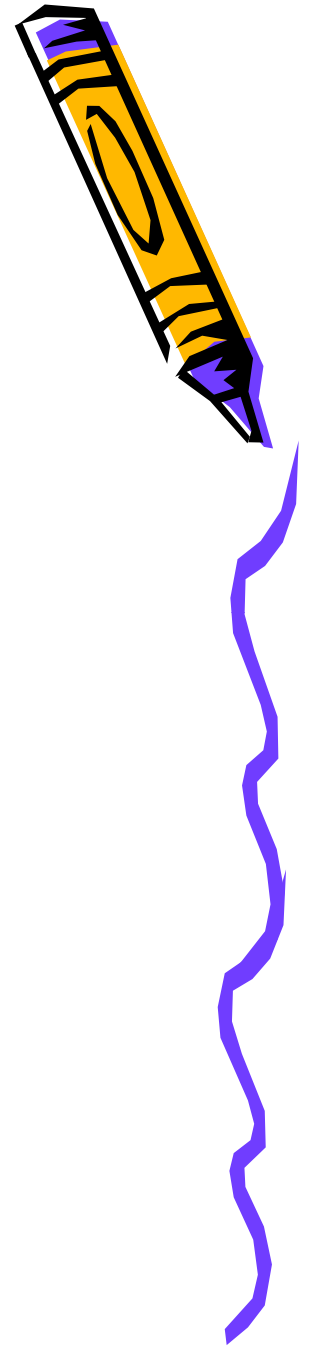


Previous conf. info



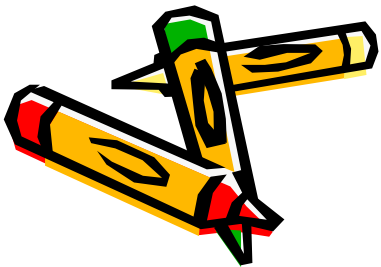
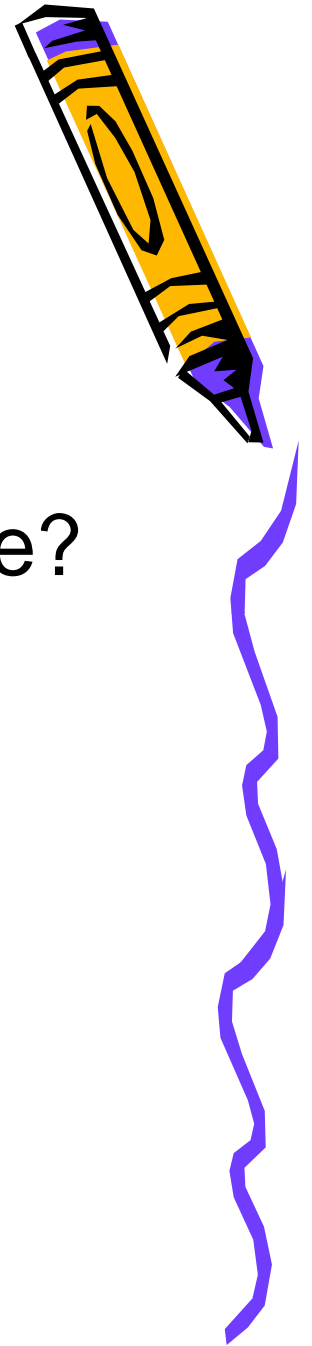
Insert video of conferring

1st

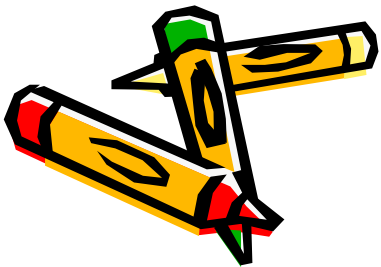
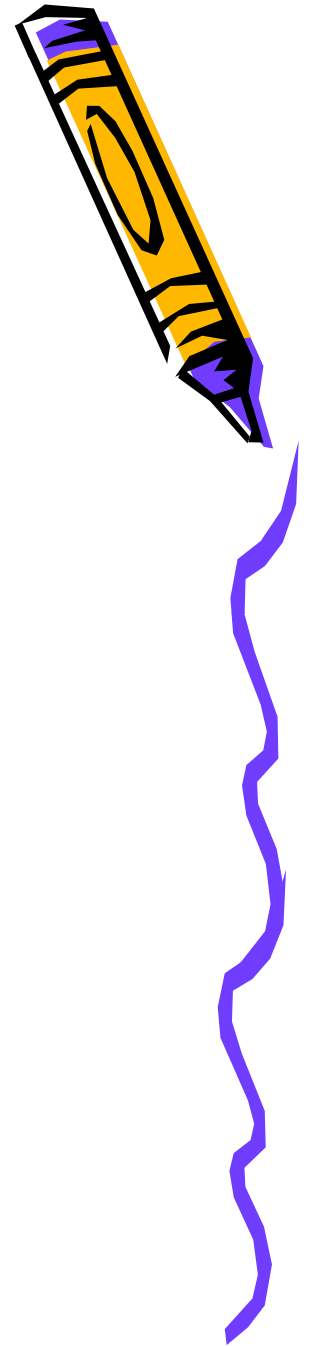


1st Grade

- What has Amy learned from this student during a 5 minute conference?

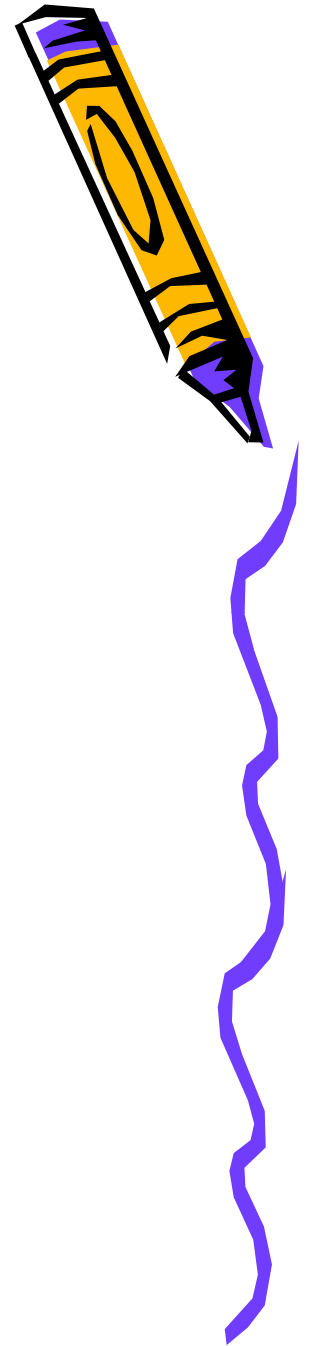


Previous conf. info



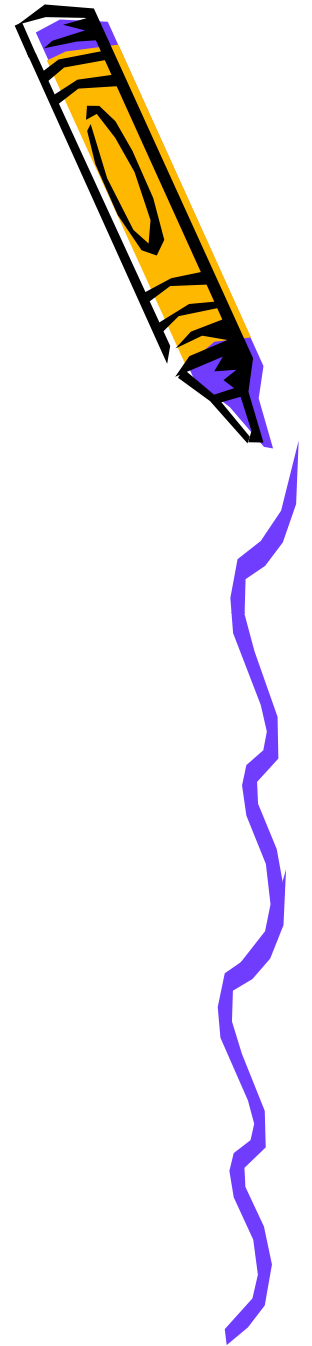
5th grade teacher conferring

- Insert Video



5th grade teacher conferring

- What has Sarah learned about her student that she has conferred with?

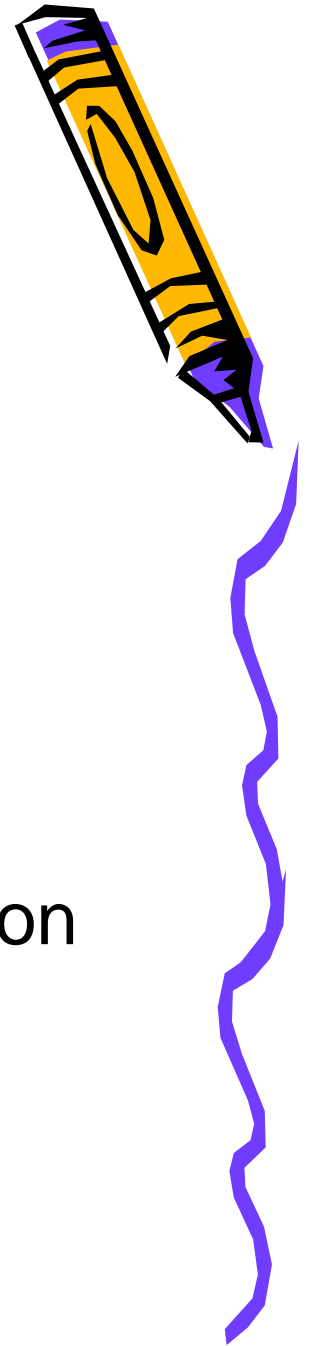


Conference information can help you...

- Insert Picture of conferring

Why should Principal's Confer

- Visible
- Knowledgeable
- Value the Teacher and the Students work
- Model
- Quick picture of what is going on with reading instruction in the classroom



Visitors Conference Sheet

Visitors Conference Sheet

Teacher:	Date:
Student:	Time:

Book: _____

Easy

Just Right

Challenging

Compliment:	Conversation:
-------------	---------------

Notes:

Professional Resources

Fountas, Irene and Gay Su Pinnell. *Guided Readers and Writers, Grades 3-6*. Heinemann.

Fountas, Irene and Gay Su Pinnell. *Leveled Books for Readers, Grades 3-6*. Heinemann.

Neuman, Susan B. *The Importance of the Classroom Library*, Scholastic.

Ruetzel, D. Ray and Parker C. Fawson. *Your Classroom Library*, Scholastic.

Sibberson, Frank and Karen Szymusiak. *Still Learning to Read*, Stenhouse Publishers.

Wolf, Michelle and Rory Cohen. *Literacy in Action: Building a Community of Readers (K-1, 2-3 or 4-5)*. Schoolwide.

Lucy Calkins, *The Art of Teaching Reading*, Longman, 2001

