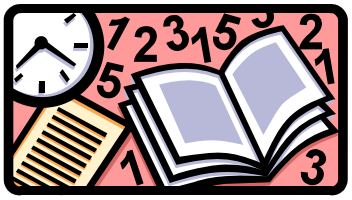

Clearlake's
21-Minute Literacy Period

Clearlake has a 21-minute period built into its schedule that devotes its time to literacy. All students are actively engaged in the reading process. During this time teachers and students spend time reading, writing, and discussing various types of literature.

Our major focus is to develop an author study. Arrangements are made for the author to come for a presentation in the month of April. We choose a different author each year and work on reading all his or her books. By the time the author arrives in April every student has had a chance to read at least 2 of his or her books.

Books are purchased as classroom sets and stored in the library. They are dispersed through teams. The teams decide who will read the book first and then it is passed to each team member. When the team has completed a book, it is returned to the library and checked out to another team. The team then checks out another book to share.

A shared reading approach is implemented, where the teacher is reading aloud while the students are following along with a book of their own. As the teacher models the reading, students are receiving fluency instruction.

Various reading strategies are taught during this time as well. Building background knowledge is done with a story impression before the reading begins. The teacher does think-alouds during the reading. Discussions are done through out the whole reading process.

When a class has completed a book and they are waiting for another book to read, there are several options available. We have a variety of novels in the library that can be checked out and used with the class. Newspapers are available in class sets and can be used. Teachers can choose

to work on school wide vocabulary development. Activities are provided and placed in the teacher's lounge near the copy machine.

Wednesday has been designated as *Writing Wednesday*. The Language Arts Department Chair chooses articles that lend themselves to persuasive and expository writing. She develops a graphic organizer and a prompt to go with the article. The teacher reads and discusses the article with the students. Then the students complete the organizer and write a paragraph that addresses the prompt. The writings are discussed and addressed by the teacher.

Every year our literacy team meets to address the 21-minute period. They try to find meaningful ways to work on our school-wide literacy problems. This year we will be working with Thinking Maps.

This program has been very successful. Teachers enjoy the time they spend reading aloud with their students. Students make text to self-connections and share these with the class. As a result, teachers get to know the students better.

Literacy Celebration

At the end of each 9 weeks our reading classes will have a Literacy Celebration!! During this party each student will receive pizza and a soda. Awards will be given to the top 3 readers and a special award will be given to the class that reads the most. A power point presentation will be shown that demonstrates students delivering book talks. A special guest speaker will be on hand to talk about the importance of Literacy. In order to attend the celebration, students must follow the guidelines as specified.

Guidelines

1. Students must read a required amount of pages and pass a reading counts test on each book read. ***(the reading must be independent)***
2. They will have to pass the test with a 70% or better.
3. If the book does not have a test, the teacher will provide a book review or give the student and opportunity to do an oral report.
4. All students are responsible for keeping a reading log with the required information and must have the teacher sign their reading log after each test is taken.

***Each 9 weeks the required number of pages will increase by 100.

1st 9 weeks ~ 500 pages
2nd 9 weeks ~ 600 pages
3rd 9 weeks ~ 700 pages
4th 9 weeks ~ 800 pages

Awards

1. The *three* students with the highest amount of pages read among all the reading classes will receive a gift certificate.
2. The top *three* students from *each* Reading Teacher's class will receive a certificate and a small surprise.
3. The class that has read the most books will be awarded the **"Golden Book"** award. Since some classes have more students than others, we will calculate an average by dividing the total pages read by the number of students in the class.

Scheduled dates for the Literacy Celebrations are:

1st 9 weeks – Oct. 23
2nd 9 Weeks – Jan. 11
3rd 9 Weeks – March 20
4th 9 Weeks – June 2

In order to help **motivate** the students to read, Mrs. Lopez will be visiting the reading classrooms on the following days.

Monday ~	Lacy
Tuesday ~	Hudleston
Wednesday ~	Lemieux
Thursday ~	Powers

On those days, she will be asking students to

- tell her about books they have read
- discuss books they might want to read
- ask questions about independent reading

Reading teachers will also notify Mrs. Lopez when a student has **completed** a book. She will then come to the class and present a *star reader ticket* to that student. Tickets will be placed in a basket to be drawn during the Literacy Celebration.

A chart will also be posted outside Mrs. Lopez's room that will display the number of pages read by each class.

Amazing Race to Read
Clearlake Gnomes Roam the World

The Amazing Race to Read is an independent reading project that will incorporate all content areas. It is fashioned off the television series "The Amazing Race". Our goal is to encourage more students to read independently.

Students will start out in Cocoa, Florida and travel to 8 different destinations around the world. Individuals will be asked to read books along the way in order to arrive at their designated pit stops. Once the student has completed his/her required reading and arrived at his/her 1st pit stop, he/she will receive a passport. In order to get his/her passport stamped he/she must complete a detour. When this detour is completed, he/she will get his/her passport stamped and he/she will then continue reading in order to move to his/her 2nd destination. This process is continued until the reader has his/her passport complete.

All books that are used in the race are assigned **points** by the reading counts program. Participants will be required to read books that total 12 points and pass a reading counts quiz on each book in order to arrive at their first destination. Each destination increases in points as the readers move around the world.

Detours will be housed in the media center. There will be a choice of 4 detours for each pit stop (destination). These detours will consist of reading challenges. Each one will have a short history of the city, a couple of questions to answer, and some sort of small project to do. Students **may** have assistance with the detour. The information that is given during these detours will be used again during the semester challenges.

Passports will be housed in the Language Arts classroom. When students complete their 12 points, they will be given their passport to fill out. If these passports are lost, the student will not be able to travel.

At the end of each semester, all students who have completed the assigned pit stops and detours will compete in a challenge. The challenge will be held outside and will include both physical and mental challenges. All students participating will receive prizes.

Destination Chart

Pit Stops	Destination	Required # of points
#1	San Francisco, California	12
#2	Fiji Islands	14
#3	Nepal	16
#4	Iraq	18
#5	Congo	20
#6	Wales	22
#7	Trinidad	24
#8	Cocoa	26

Directions for Participants

1. Read a book.
2. Take a test. The test will be taken in the Language Arts classroom.
3. When you have completed enough points to arrive at your pit stop, ask your L.A. teacher for a gnome pass to the media center.
4. Show the library clerk your gnome pass and choose a detour.
5. Return to class and complete your detour on your own time.
6. When the detour is complete, ask your L.A. teacher for a gnome pass to the media center and your passport.
7. Give the librarian your detour activity and she will stamp your passport.
8. You will also receive your personal gnome. Write your name on the gnome and it will be placed on the travel board in the media center.

Related Activities

Bulletin Boards

Each glass-enclosed bulletin board will have information about all the destinations such as population, religion, food, animals, native language, etc. A flag of the city/country will be displayed. And a travel gnome will be in the case!

Travel gnomes

Through out the year, travel gnomes will be placed in different classrooms. If a student spies the gnome, he or she will be asked a question about one of the destinations. If they can answer the question, they will receive some sort of prize.

Morning Show

Information about the destinations will be supplied on the morning show. References will be made to watch out for the gnomes! Book talks will be done in order to get students interested in books. When a student arrives at a destination and gets a passport stamped it will be announced.

Adopt a country

Every 3rd period reading class will adopt a country and create a flag to hang in the cafe or library. On this flag, you will list all books that you read during your 3rd period. Individuals **cannot** list these as their independent book, but we just thought it would help to promote geography.