PROGRAM OVERVIEW

If the Book Fits...READ IT! provides a framework for management of literacy centers and provides tools needed to make reading a positive experience. Also, the program provides students the support they need to engage in books and practice reading skills at their independent reading level. Students are also given the opportunity to feel successful by taking ownership and responsibility of expected reading objectives, thereby allowing students to make reading gains on benchmark assessments.

The program consists of teaching the expectations and desired learning behaviors for four different literacy centers. In the activity Read to Someone, students are given the opportunity to practice expression and fluency with another student. Students are also taught “coaching” strategies to help their partner when they are struggling with a word. This reciprocal teaching is beneficial to both partners and helps teach students to support others’ learning. Comprehension activities are also included in Read to Someone. Students may use task cards, question cubes, or question spinners. Fluency practice is built into this activity with “Fluency Races” and students utilize sand timers along with highlighting tape to track their progress.

Another center used in this program is Listen to Reading. For students who have had limited “lap time” (being read to by an adult as a young child), listening to reading is beneficial in many ways. This activity gives the students exposure to text that may be above their independent reading level. Thus they are exposed to content-rich books, enriching vocabulary and are provided opportunities to hear modeled fluency and expression.

Read to Self is a center activity that helps students build stamina for independent reading. Students read from various items located in their individual reading boxes. Students are also taught three different ways to read a book, giving them tools they will need to be independent.

Work on Words is another center activity utilized in this program that gives students practice with manipulating and building words. Through word building, students are exposed to phonics patterns and rules, sight words (some of which do not follow phonics rules), and word families.

A key element in If the Book Fits...READ IT! is teaching students how to choose “good fit books”. Students are taught a specific method for choosing appropriately leveled books, called the “I Pick” method. When students use the “I Pick” method of selecting books, students interact with books at
their ability level and books of interest to them. This helps build their reading stamina to become more self-monitored and independent readers. This program helps improve the metacognition of students because they are more focused and aware of what they are reading. *If the Book Fits…READ IT!* is incorporated throughout the daily language arts block all year long. The program also provides students with the support they need to be actively engaged with books by practicing reading skills at their independent reading level during literacy centers and guided reading groups.

### OVERALL VALUE

*If the Book Fits…READ IT!* is an excellent program that provides authentic experiences and opportunities for students to become successful readers through the use of books that “fit” (books at students’ independent levels). The program helps strengthen students’ skills in fluency, word analysis, comprehension, vocabulary development, and builds reading stamina by ensuring students are exposed to many books at their respective levels.

When given positive experiences with books, students are more successful with reading, confidence in their reading abilities grows, and are thereby encouraged and motivated to read more. As a result of this program, students are given strategies for selecting books, self-correction, and self-monitoring as they become more aware of metacognition and understanding.

Not only does this program support individual learning, it is also a system for creating well-managed centers that are engaging for students. Students of any age or grade can benefit from this program as the activities, tasks, and book levels can be differentiated.

### LESSON PLAN TITLES

1. Read to Someone
2. Listen to Reading
3. Read to Self
4. Three Ways to Read a Book
5. Work on Words

These lessons are designed to teach behavior expectations for literacy center management. Developing these desirable on-task behaviors is the foundation of the program’s success. Doing so will allow for further implementation of reading skills and strategies. Students are given opportunities to practice skills through the four different types of activities.

### MATERIALS

Materials for each lesson are listed with each lesson plan. The overall materials budget including pricing and vendors follows the lesson plans. Other materials that can be helpful with this program that are not listed on the materials list but were provided through our school site included access to the use of computers, document cameras, classroom libraries (books), listening centers, chart paper, and a printer.

One key resource on the materials list is a one-year subscription to www.ReadingAtoZ.com (referred to in this program as “Reading A to Z”). This site provides leveled reading books with lesson plans, readers’ theaters, poems, assessments for determining reading levels, as well as many other resources to help differentiate reading instruction and practice.

### ABOUT THE DEVELOPERS

Joanna Moody holds a MA.Ed in Curriculum and Instruction as well as a B.A. in Elementary Education, both of which were earned through Warner University, Lake Wales, FL. She has taught in various grades from kindergarten to third grade in Polk County over the course of the past six years. Additionally, her experience includes teaching at undergraduate courses in curriculum and instruction as an adjunct professor. She currently teaches second grade at Spessard L. Holland Elementary.

Ashley Avery has taught in Polk County for nine years. She holds a MA.Ed in Reading from USF, Tampa, FL, and a B.A. in Elementary Education from Warner University, Lake Wales, FL. She is also Reading Endorsed. Ashley has taught undergraduate courses in reading and literacy as an adjunct professor. She currently teaches first grade at Frostproof Elementary School, the school in which she attended as a student.

Both Ashley and Joanna are recipients of several Teacher to Teacher Adapter grants, but this is their first developer grant.
SUBJECTS COVERED
Language Arts

GRADES
1st & 2nd (but could be adapted for any grade K-5)

OBJECTIVES
Students will be able to….
  • choose books at their independent reading level.
  • increase their oral reading rate, accuracy, and expression through repeated readings and listening to reading.
  • apply decoding and word analysis strategies when reading.
  • build stamina up to 20-30 minutes for reading.
  • apply reading comprehension skills and strategies to answer questions about what they have read.

SUNSHINE STATE STANDARDS
First Grade Standards
LA.1.1.5.3: The student will adjust reading rate based on purpose, text difficulty, form, and style.
LA.1.1.6.2: The student will listen to, read, and discuss both familiar and conceptually challenging text.
LA.1.1.7.9: The student will self monitor comprehension and reread when necessary.
LA.1.2.1.6: The student will select age and ability appropriate fiction materials to read, based on interest and teacher recommendation, to begin building a core base of knowledge.
LA.1.2.2.2: The student will select age and ability appropriate nonfiction materials to read, based on interest and teacher recommendation, to begin building a core base of knowledge.

Second Grade Standards
LA.2.2.1: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.
LA.2.2.2: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.
LA.2.1.5: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.
LA.2.1.7: The student uses a variety of strategies to comprehend grade level text.

DIRECTIONS
This program consists of four components: Read to Someone, Listen to Reading, Read to Self, and Word Work. There are five lessons that are taught for each of these literacy activities. On day five of each lesson, the teacher will determine if the students are independent with the activity, or if further re-teaching and modeling is needed (in which case the lessons will be extended).

EVALUATION/ASSESSMENT
We have included a rubric used to monitor student involvement and desirable “on task” or “active” reading behaviors during centers (“Cupcake Points”). Running records (benchmark assessments provided through an online subscription to the website www.ReadingAtoZ.com) are also given to individual students monthly to monitor reading levels and improvement. Fluency assessments are also used as a tool to measure student growth.
Lesson Plan No 1: READ to Someone

**Day One**

**Introduce how to Read to Someone**
- Create I-chart for Read to Someone. Include what this center looks like and why this activity will help make students better readers (helps improve fluency, gives students a chance to help and “coach” each other, and it if a fun way to enjoy books). Add to the chart throughout the lesson today.
- Model and practice “EEKK” (elbow to elbow or knee to knee) and voice level
- Fluency Races
  - Model Fluency Races (each Read to Someone session begin with Fluency races and then students continue reading other books):
    - Each student reads text from his/her book box on their independent reading level.
    - One student will read while the other follows along and keeps an eye on the timer.
    - After one minute, the reader marks their stopping point with highlighter tape or a Post-It note. Their goal is to read further the second time, racing only themselves, not their partner.
  - Have a student model the incorrect and then correct way to sit EEKK and complete a fluency race.
  - Have the whole class practice (pick partners for students today).
  - Check in as a whole class and review I-chart. Discuss what went well with the activity and brainstorm ways to improve.

**Day Two**

**Check for Understanding**
- Model how to use task cards, question cubes, or question spinners after every paragraph or page read.
- Practice checking for understanding as a whole class with a read aloud.

**Choosing a Book**
- Model and practice how to decide who will read first and which book will be read (“Let’s make a deal,” or “Rock, Paper, Scissors”).
- Practice the procedures beginning with fluency races to choosing a book and reading to someone (choose partners for students).
- Check in as a whole class and review I-chart. Discuss what went well with the activity and brainstorm ways to improve.

**MATERIALS**
- Leveled books and book boxes
- Sand timers
- Post It notes or highlighter tape
- Chart paper
- Checking for Understanding task cards, question cubes, or question spinner
- Coaching Bookmark for strategies

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2011 - 2012 IDEA CATALOG OF EXCELLENCE
Day Three

Ways to Read To Someone
(review I-chart and add to as needed)

- Model and practice each way to read to someone
  - "I Read, You Read" - students take turns reading a paragraph or a page or students echo read
  - Choral read - students read the same text together
  - Read the whole book: students take turns reading a whole book or chapter
- Model correct and incorrect ways
- Practice each type of reading for 2-3 minutes each (pick partners for students).
- Check in and discuss what went well and how to improve.
- Practice the procedures beginning with fluency races to choosing a book and reading to someone (choose partners for students).
- Check in as a whole class and review I-chart. Discuss what went well with the activity and brainstorm ways to improve.

Day Four

Coaching or Time
(review I-chart and add to as needed)

- Model and practice Coaching and Giving Time (students should have strategies on a bookmark).
- When a partner gets "stuck", count to three, ask if they want coaching or time. If they ask for coaching, use the coaching bookmark to help him/her find a strategy for figuring out the unknown word.
- Model incorrect and correct ways.
- Practice as a whole class.
- Check in as a whole class. Discuss what went well with the activity and brainstorm ways to improve.

Choosing a Good Spot
(refer back to the I-chart created during Read to Self)

- Model finding a good spot to read with a partner.
- Model incorrect and correct ways.
- Practice the procedures beginning with fluency races to choosing a book and reading to someone (choose partners for students).
- Check in as a whole class. Discuss what went well with the activity and brainstorm ways to improve.

Day Five

How to choose a partner
(review I-chart and add to as needed)

- Discuss what makes a good partner (not always your best friend).
- Model how to find a partner:
  - Raise your hand, look around quietly and make eye contact
  - Stand up when given the signal and move to the person you made eye contact with
  - Ask the student to be your partner; if asked to be someone’s partner the only answer is “Sure, I’d love to!”
- Practice just choosing a partner, then discuss what went well and what can be improved.
- Practice the procedures beginning with fluency races to choosing a book and reading to someone.
- Check in as a whole class. Discuss what went well with the activity and brainstorm ways to improve.
Day Two

Check for Understanding

- Review I Chart to go over why listening to reading is important, what the students are doing, and what is the teacher doing while students are listening to reading.
- Model and practice putting materials away orderly and neatly.

Day Three

- Model and practice listening to a short story, finishing it, and starting a new story.
- Model and practice what to do if work time is up before the story is finished.

Day Four

- Discuss the number of recorders/CD players, or computers available.
- Decide on a way that all students can participate. (this can be left up to individual teacher, some assign centers, some let the students choose)
- Model incorrect and correct ways of how to use the equipment and materials
- Practice as a small group several times so that all students are participating.
- Check in as a whole class after all the students have practiced listen to reading. Discuss what went well with the activity and brainstorm ways to improve.

Day Five and Beyond

- Review, practice, and model listen to reading daily.

MATERIALS

- Leveled books and book boxes
- computers
- headphones
- CD/Tape Player
- Books on tape or CD

Day One

Introduce Listen to Reading

- Create I-chart for Listen to Reading. Include what this center looks like and why this activity will help make students better readers (helps us be better readers, helps us learn and understand new words and stories, and it is a fun way to enjoy books). Add to the chart throughout the lesson today.
- Have a discussion about what we would listen to reading (brainstorming)
- Model and practice material setup of tape/CD recorder, book, and recorder use.
- Model and practice listening and following along with words and/or pictures.
Day One
Introduce Three Ways to Read a Book
- Introduce the first two ways to read a book: read the pictures, read the words. The same book can be used to model both of these concepts.
- Create I-chart for Three Ways to Read a Book
- Students can practice reading the words and reading the pictures.

Introduce Read to Self
- Create I-chart
- Model the correct way using a student. Make sure students are modeling the items on the chart: stay in one spot, read the whole time, and no talking.
- Model the incorrect way and then the correct way again.
- Let students practice for 3 minutes.
- Bring students back to the meeting spot to "check in". At this time review the I-chart to make sure students are following it.
- Have the students practice for 3 minutes again.
- Review I-chart

Day Two
Three Ways to Read a Book
- Introduce the third way that students can read a book: retell.
- Using a familiar book (in this lesson, the one day one) retell a familiar story.
- Review Three Ways to Read a Book
- Review the Read to Self I-chart.
- Pick a student to model the incorrect and correct ways to carry out Read to Self.
- Let students practice for 4 minutes.
- Check in by reviewing the I-chart
- Practice building stamina and check-in 2-4 times daily. You can increase one minute each time if students are successful.

Day Three
Choosing a Good Spot
- Discuss and brainstorm good spots within the classroom to read.
- Create an I-chart
- Practice choosing a good spot with only one student, then with a small group, and then again with the whole class choosing their spot.
- Review the three ways to read a book.
- Review the Read to Self I-chart.
- Practice Read to Self.
- Check-in and review I-chart.
- Practice building stamina and check-in 2-4 times daily. You can increase one minute each time if students are successful.

Day Four
Choosing Good Fit Books
- Show many different types of shoes and discuss the purpose for each; relate to choosing a book that "fits"
- Create IPICK chart (or show poster) and discuss
- Model choosing a book from the classroom library and procedures for exchanging books
- Practice choosing books in rotations and check-in
- Revisit frequently – especially before exchanging books

Day Five and Beyond
Continue to build stamina and check-in until students are successful at 15-20 minutes at a time. This will depend on the length of time that you expect them to independently read during your guided reading groups. When your class becomes successful, you no longer need to model the correct and incorrect ways.

★ ★ ★

MATERIALS
- Leveled books and book boxes
- Chart Paper
The **Work on Words** center is used to help students experiment with words while practicing spelling and/or phonics patterns. It will also allow students to memorize high frequency words, and build a curiosity for words that are interesting. There are many items or materials that could be used in this center. It is best to keep it at about 5 choices. Once the students learn the procedures and strategies for using these 5 activities, they can choose which material they will use in the **Work on Words** center.

### MATERIALS
- letter cards
- whiteboards
- magnetic letters
- markers
- letter stamps
- Various other letter objects

### Day One
**Introduce Work on Words**
- Introduce why we need work on words: It helps us become better spellers and writers.
- Teach students to care about their writing and who reads it.
- Create I –chart
- Model the correct way to use the materials. Make sure students know where to find materials and how to keep them stored in an organized way.
- Model the incorrect way and then the correct way again.
- Only use 2 choices the first day.
- Let students practice for 3 minutes.
- Bring students back to the meeting spot to “check in”. At this time review the I-chart to make sure students are following it.
- Have the students practice for 3 minutes again.
- Review I-chart

### Day Two
- Continue to show and model work on words options from the day before.
- Model what to do and practice what to do with the supplies when you are done with work on words.
- Introduce 2 or 3 more materials that could be used for work on words.
- Pick a student to model the incorrect and correct ways to carry out work on words.
- Let students practice for 4 minutes.
- Check in by reviewing the I-chart

### Day Three
- Review the I-Chart for work on words.
- Review what to do when you are done at the work on words center.
- Use students to model correct and incorrect ways.

### Day Four and Beyond
Continue to review, practice, and model work on words daily. This is usually practiced in small groups instead of whole groups because of the number of choices.
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<td>1 Year Subscription to <a href="http://www.ReadingAtoZ.com">www.ReadingAtoZ.com</a></td>
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Subtotal: $185.40
Tax if applicable: $12.97
Shipping if applicable: 

TOTAL BUDGET AMOUNT: $198.37

Teacher’s Name: **Joanna Moody**
School: **Spessard L. Holland Elementary**

Teacher’s Name: **Ashley Avery**
School: **Frostproof Elementary**
"If the Book Fits... READ IT!" Moody and Avery
Rubric

Fluency

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<td>1 level below grade level</td>
<td>On grade level</td>
<td>Above grade level</td>
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*Expected fluency rate will increase during the school year. This rubric reflects the end-of-year benchmark for second grade.
3 Ways to Read a Book:

* Read the Pictures: 🎨

(Once upon a time, there were three little pigs ...)

* Read the Words: 😁

* Retell the Story: 💡

I remember this story ...
Coaching Sheet

1. Count to three
2. "Do you need coaching or time?"

✓ What strategy have you used?
✓ Go back and reread
✓ Skip the word and come back
✓ Chunk sounds together
✓ What word makes sense?
✓ Look at the pictures
✓ "I am going to sound this word out with you."
✓ "I am going to tell you the word."

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I didn’t do what had to be done and that is why I earned a Level 1

I didn’t do what had to be done and that is why I earned a Level 1

I didn’t do what had to be done and that is why I earned a Level 1

I didn’t do what had to be done and that is why I earned a Level 1

I did all that I had to do and that is why I earned a Level 2

I did all that I had to do and that is why I earned a Level 2

I did all that I had to do and that is why I earned a Level 2

I did all that I had to do and that is why I earned a Level 2

I did all that was asked of me and that is why I earned a Level 3

I did all that was asked of me and that is why I earned a Level 3

I did all that was asked of me and that is why I earned a Level 3

I did all that was asked of me and that is why I earned a Level 3

I did all that was asked and more and that is why I earned a Level 4

I did all that was asked and more and that is why I earned a Level 4

I did all that was asked and more and that is why I earned a Level 4

I did all that was asked and more and that is why I earned a Level 4
I didn’t do what had to be done and that is why I earned a Level 1
I Pick “Just Right” Books!

I look at a book.

Purpose – Why do I want to read it?

Interest – Does it interest me?

Comprehension – Do I understand it?

Know – I know most of the words.
I can PICK Good Fit Books!
Reading & Retelling Bookmarks

Read

Let's talk about this story as we read it!

1. What happened at the beginning of the story?
2. Tell about the characters.
3. Where does this story take place? What is the setting?
4. Is there a problem? Is there a pattern?
5. Did the problem get solved? When did the pattern change?
6. What happened at the end of the story? How did the author wrap it up?

Understand
Predict

Based on the title, I predict this is going to be about ___.

I think the next part will be about ___.

Based on ___ (a clue), I predict ___.

Based on what ____ said/did, I predict ___.

Teacher-Like Question

Who is ____?
What is/does ___?
When is ___?
Where is ___?
Why is ____ important?
Why does ____ happen?
How is ____ like ___?
What caused ___ to ___?
Why does the author ____?
Which sentence best tells ___?
How is ____ an example of ___?

Clarify

1. Reread
2. Look for little words inside big words
3. Look for root words, prefixes or suffixes
4. Look for commas, parentheses, or bold-face type.
5. Think of a similar word
6. Substitute a word
7. Use a reference
8. Ask

Summarize

This story/paragraph is mostly about ___.
The topic sentence is ___.
The author is trying to tell me ___.
This is mostly about ___.

A FRAMED SUMMARY SENTENCE:
This story/paragraph about ______ begins with _______, discusses (or develops) the idea that ______ and ends with _______.

Make a Picture

When I read this, I imagine that _____.
As I read, in my mind I see _____.
I can see _____.
This must look like ___.
The colors are _____.

Teacher/Leader

1. Predict card?
2. Read aloud
3. Clarify card?
4. Make a picture card?
5. Teacher-like question card?
6. Summary card?