

Coaching Growing Thinkers with Formative Feedback: Conference Relationships, Rituals and Resources

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Conferring well with students requires that I have a vision of what I hope for them as writers.
Just as listening up close has everything to do with how to confer,
stepping back to see the big picture is equally important.

Joanne Hindley, *In the Company of Children*

Conference Notes with Responsive Lesson Plan Notes from *My Work With International Schools*

Pre-Kindergarten, Kindergarten, & 1 st Grade Teams	See pages 44; 46 - 61
2 nd & 3 rd Grade Teams	See pages 45; 62 - 67
4 th & 5 th Grade Teams	See pages 41- 43; 68 - 79
6 th Grade Team	See page 80 - 84
7 th Grade Team	See pages 85 - 96

*These conference record notes were also published in a book I co-authored, *Standards and Assessment: The Core of Quality Instruction* (2011).

Each person's life is lived as a series of conversations. Deborah Tanner

Writing is problem solving. Shelley Harwayne, *Lifetime Guarantees & Writing Through C*

What is a conference? What does conferring mean?

A conversation between two (or more) souls devoted to deepening thinking and their relationships with one another...An opportunity to coach and nurture another reader's process of understanding/writer's process of being understood...An essential form of feedback all readers and writers need and long for (Benson, 2009).

Rituals and Routines to Focus & Energize Our Conferring

Once you have established a basic pattern for conferring, then you can develop variations on a conference style. But only when you know and trust each other. And trusting yourself is absolutely essential!

Adapted from Donald Murray, 1989, and Patrick Allen, 2009

Rituals and routines structure and guide my conferring. They give my individual instruction predictability and focus. My conferences are not haphazard or random because I know what each student and I need to gain from our one-on-one collaborations. My decisions about why and how to engage in a conference with student are shaped by

- 1) my relationship with the child and**
- 2) by my instructional intentions or purpose for the conference.**

In the following pages, I will illustrate some my own conference structures to paint a portrait of possibility for your own.

*In new relationships, building trust with the reader/writer is paramount. Over time, I can nudge students in conferences to take more risks because they know that my suggestions are coming from unconditional caring and sincere inquiry. Maintaining connected and strong relationships with students is always at the heart of effective teaching and, thus, absolutely paramount in developing edifying conferences.

Conferences to Support Students' Use of Focus Thinking Strategies

© Benson, 1990; 2005



Listen



Name



Nudge

Listen for evidence of the reader's/writer's use of focus lesson(s), strengths, and/or needs.

I might begin with an invitation such as:

- *Tell me about your thinking/reading/writing.*
- *How can I be of help to you today?*
- *We've been studying why and how to make connections in our reading/writing. How can I be of help to you today in making connections as you read/write?*

As students get to know me, I often do not have to say anything because they know I am most interested in listening to them first. So, as I sit next to a student, he/she just begins to tell me about their literacy work.

As the student shares his/her reading/writing, I listen for and look for direct connections to our current learning focus and record the student's strengths and/or needs in implementing this focus effectively. If I am not sure about the reader's/writer's use of the focus lesson or if the child is very quiet, I might need to nudge my evidence gathering by saying something like

- *We've been studying how questions focus a writer's work. Tell me about how you are using questions to guide your writing.*
- *We've been studying how questions guide and energize a reader's thinking. Show me where/tell me how questioning is helping you understand what you read/this text.*

Name how the reader/writer is using the focus strategy(ies) effectively.

The naming may need to come from us first but students should be encouraged to name their strengths/effective practices as soon as possible and as often as possible. Encouraging metacognition is key. In this part of my conference, I might say something like the following to the student:

- *Your "I bet..." inferring really seems to be helping you understand the character's feelings. I might add, What are you noticing about your inferential thinking?*
- *Your thinking is much deeper because you are focusing on identifying the most important ideas as you read these nonfiction texts. I might add, What helps you know what is important in nonfiction text/this text?*
- *I noticed that you problem solved this part/this word so that you really understand section. I might add, How did you know to do this?*
- *Name something you are doing well here in your writing.*

- *What are you doing to help yourself think/understand as you read?/What is helping you understand what you are reading*

Leave the reader/writer with an assignment.

I might say something as simple and straightforward as:

- *Before I came to confer with you, you were working really hard. I know that you will continue to work hard in your writing/reading as I leave. Good job, Bud!*
- *You seem to really be in the habit of inferring in this book. Remember to stop and infer as you get the other texts in your box (collection of diverse genres developed for students' independent reading). Sound good?*

Or, I might provide more instructional support by saying something like:

- *We talked about how to figure out a new word (as you write) by using your visual memory – by having a go at it on this p of scratch paper so that you can see if it looks right. You are already in the habit of using your phonics to figure out new words. Hooray! So, when you want to use a new word in your writing, stay courageous and know that you now have a fe ways of problem solving or cross checking a new word – using your phonics to sound it out and writing it out to see if it l right to you. Keep using those two strategies as you continue to write today and when you are writing at home tonight, tc And let's check back in with each other tomorrow to see how this is working for you, okay?*

Or, I might offer the reader/writer some intriguing challenge or rigor by saying something like:

- *From what you shared about why and how you are summarizing as you read, you understand so much about this way of thinking. Would you be our focus lesson/mini lesson teacher tomorrow and teach the rest of our class about how they ca summarize?*
- *You have grown so much - I see that you are monitoring your understanding by stopping and talking to yourself. I wond you might stop a bit more often to understand more of the author's ideas here. I think you might be stopping to self-talk c many pages and that might be making it hard for you to remember all the great things that are happening and being said here. I think stopping after every paragraph or even after a few sentences might help you understand more deeply. What you think?...Let's tip in some sticky flags in your book to figure out a good stop and think pacing for your reading...Later today/tomorrow, let me know how this feels and if it is helping you understand more and enjoy your reading more – alwa cool, right?*

Types of Conferences

*There are an infinite number of possibilities, reasons, and purposes for engaging in conferences with our students. To provide a few here, I engage in the following conferences over the course of a school year to nurture students' reading, writing, learning, and confidence.

Getting to Know You Conference (360 style conference - family/live with information; passions; interests; like to read/write/do; dreams/hopes; like to eat; etc.)

Thinking Strategy Conference

Building Up Confidence Conference

Book Choice/Matching Conference

Focus Lesson Follow Up Conference

Individual Student Goal Follow Up Conference

Intervention/Extra Support Conference

Word Work Conference

Stamina Building Conference

Goal Setting Conference

Getting Started Conference (priming writing; generating questions for inquiry or project-based learning; etc.)

Revision Conference

Editing Conference

Publishing Conference

Differentiating Response/Tasks Conference (Conferences easily helps us customize the teaching support we give any student to tailor learning to his/her developmental level.)

...and...

Thinking Strategy-Focused Conference Models, Prompts & Nudges

How do proficient readers work to understand the texts they read, view, and hear?

As thinkers, how do we work to understand “outside of text” and inside of text?

<u>Connect</u> Use existing knowledge to make sense of new information	<u>Wonder</u> Ask questions before, during, & after reading	<u>Infer</u> Draw inferences from the text	<u>Check and Repair Understanding</u> Monitor their own comprehension and use fix up strategies when they get “stuck”	<u>Evaluate</u> Identify important ideas in text	<u>Synthesize</u> Integrate information to create new ideas and deeper understanding
<p>“This reminds me of...”</p> <p>“This is like...”</p> <p>“This is like ___ but not like ___ because...”</p> <p>“I am connecting ___ to ___ because...”</p>	<p>“I wonder...”</p> <p>“Why did they...?”</p> <p>“I am curious about...”</p> <p>“What...? How...? Where...? When...? Who...? Why?”</p>	<p>“I bet...”</p> <p>“I am guessing that ___ because...”</p> <p>“I predict...”</p> <p>“It seems like ___ and, so, I think that...”</p> <p>“I infer...”</p>	<p>“I think...”</p> <p>“I know...”</p> <p>“I don’t get it. I’d better read that again...”</p> <p>“This was about...”</p> <p>“I am confused...”</p> <p>“I know that I know...”</p>	<p>“I learned...”</p> <p>“This seems really important because...”</p> <p>“A big idea I am taking from this text is...”</p> <p>“The author wants me to consider...”</p>	<p>“Putting all this information together, I now know that...”</p> <p>“In the beginning...and at the end...”</p> <p>“Now I realize that...”</p> <p>“I feel that ___ because...So, now I will...”</p>

Please see my blog laurabensonopenbook.blogspot.com for additional examples of strategy conference prompts and se talk models.

Thinking Strategy Study Conferences

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Strategy conferences give me opportunities to further and monitor a student's learning about our focus thinking strategy. As a community of learners, we study one strategy for depth over a period of time or several strategies for many weeks. I teach and look for evidence of strategy / these strategies as I work with students throughout our day and across time. I want to link strategy learning in every setting I find to help children to help them:

- make connections between these learning experiences;
- witness the utility of this brain tool, our focus strategy /ies, as a critical way to construct understanding; and
- help students take greater strategic control over their thinking and engagement.

Through conferring, I am continually working to create a bridge of learning from our large and small group gatherings to the child's independent reading. Additionally, my conference conversations should help each child make connections between this conference and previous conferences. My intention is to deepen and refine each child's understanding and use of our focus strategy. And I know that conferences are essential in creating strong and connected relationships with my students.

I see every student several times a week for conferences. Usually, I see every student about 4 - 8 times a week. Please note that I am able to do this because I have been conferring with students for over thirty-six years now. I learned how to effectively engage in short conferences (most often) and why and how to orchestrate long conferences strategically in my students' learning lives. If you are new to conferring or getting back to conferring with a new group of students, give yourself permission to start with a goal of seeing each student once a week once over a period of two weeks. As I meet with students one-on-one, the key rituals of most of my strategy conferences are outlined for you below.

Listen for Strategic Thinking

Initially **monitoring and evaluating students'** use of our focus strategy /ies, I look for how, why, and if the kids are working to understand what they are reading, writing, and/or learning.

- Questions I ask myself:
 - How does the child talk to himself as he reads?
 - Do I hear the child using the self-talk from my modeling of this strategy? What innovations is he adding?
 - Is the child's use of our focus strategy contributing to the child's ability to understand this text/texts of this genre/all text?
- Take notes about student's use of strategy recording strengths, needs, and attempts
- Gauge whether child is reading appropriate level/interest texts. Monitor student's zone of work (ZAD? or ZPD?). If text is too hard for s/he can't employ and grow strategy use and understandings.

Name Thinking

Talking with a student, I may engage in the reader / writer in self-reflection, offer additional instruction, or both:

- Name one or a few of child's effective thinking strategies, behaviors, or skills. As soon as students can, encourage them to name thinking strategy/ies they use to support their understanding.
- If a student does not seem to be understanding what he is reading, is stuck writing, or if he is not implementing a strategy/ies you know would be beneficial to his understanding, encourage student to use/remember to use focus strategy.
- Provide additional modeling of focus strategy, if needed. Or, think/read/write collaboratively with student to give him some successful practice at working to understand/working to be understood.
- Ask authentic questions (questions I don't know the answer to) to vividly gain a picture of how the child works to understand what she is reading/how the child works compose and be understood as a writer.

Nudge Thinking

To deepen students' understanding, nudge their strategy employment by leaving a student with a practice assignment.

- Assign practice and/or extend use of strategy(ies) with options such as:
 - *As you read this book, put a post-it note on the page(s) where you use (our focus strategy)/where you hear yourself using the self-talk (our focus strategy).*
 - *Record your thinking in your writer's notebook. We'll be talking about our thinking/use of strategy at our talking circle/reader's share circle today.*
 - *Before you begin reading the next chapter, jot down your thinking/use of strategy on this bookmark.*
 - *While you read this poem, highlight your thinking about what seems most important. I'd love to hear your thoughts later, okay?*
 - *Flag the places where you are using the (focus) strategy*
- Or, remind child to practice the focus strategy with the assignment given to the class earlier during large group focus lesson.
- Side bar: I often give students a strategy assignment as they leave our large group modeling/focus lesson and move into their independent reading. At our talking circle at the close of our workshop, we talk about and share their practice assignments. If I don't follow through, my intermediate grade kids learned to blow me off and my primary grade students became frustrated or confused.

Encourage Self-evaluation

To wrap up conferences, it can be edifying to ask students something like one of the following. This is especially important if the student not yet self-initiating or describing how she is working to understand.

- *"What did/can you do well as a reader/writer?"*
- *"How is this strategy helping you understanding what you are reading/ writing?"*
- *"If you were asked to teach kindergartners about this, what could you share with them (that you do well)?"*
- *"What are you learning about yourself?"*

CHECKING for UNDERSTANDING: Assessing Students' Metacognitive Knowledge

The purpose of metacognitive strategy instruction is to increase students' awareness of themselves as learners and place students in control of their own learning activity (Palinscar & Ransom, 1988). Metacognition refers to knowledge of the factors that affect learning activity, including reading, as well as control of those factors (Baker and Brown, 1984). Three sets of factors that act and interact in reading are knowledge of oneself as a reader, the demands of reading tasks, and strategies one can employ in reading activity (Garner, 1987).

There are several ways in which teachers can become informed regarding their students' metacognitive knowledge and strategy use. One is simply to ask the children questions. For example:

- *What do you do when you want to be sure to understand and remember a chapter in your history book?*
- *Why is reading a science book sometimes difficult? What is the thing to do when you are having difficulty reading the science book?* (Wixson, 1984)

Another way of assessing this knowledge is by asking a student to tutor another child, particularly a younger child.

- *"If you were going to teach your kindergarten buddy about _____, what would you say?"*
- *"How can we teach our Pre-Kindergarten buddies about rereading?"*

A variation of tutoring is to share vignettes in which children are taking certain approaches to reading activities and ask the students to discuss in an evaluative manner these approaches.

Think-alouds are another practical and informative way to evaluate students' metacognition. Ask a student(s) to think aloud during, as, and/or after he/she reads text. Listen for how the student understands and works to repair confusions, too.

Affirm the child's success, growth, approximations, and /or attempts

And/or, it may be most supportive to close the conference by explicitly naming something the student did well, highlighting her growth, or by helping her value an approximation or attempt. Students are often pretty hard on themselves, especially if their current work does not match their hopes or grade level proficiency. Affirmations help students come to know themselves more clearly, see the hope of their progress over time, and gives us a warm, positive way to part.

Be kind to yourself

Give yourself time to become comfortable and effective with your conferring. As you add or deepen conferences to your teaching repertoire, be gentle with yourself. An old saying is a good thought to take along as you seek to become more effective at creating edifying conferences with your students: *Aim for Progress, Not Perfection.*

Caveat: We don't want strategy instruction to eclipse children's wonder and sense of self-discovery. Our strategy mentorship must be purposeful and practical for our students and, most of all, it must make literacy and learning theirs. We don't want our students to become parrots echoing back our modeling with empty words (like their universal "sound it out" when asked what they do when they come to a new word). Strategy instruction is primarily helping students become aware of the thinking tools they already have within themselves and strengthening those tools so that they can be independent and choosing readers and writers. Our work is to ensure that our students have the inner tools they need to make thoughtful decisions, take care of themselves, and be compassionate citizens.

A FRAMEWORK FOR INDIVIDUAL READING CONFERENCES

Regie Routman, *Reading Essentials*

- **Bring me a book that you can read pretty well.**
 - Is the child able to select books she can read and understand?
- **Why did you choose this book?**
 - Does the child take recommendations from peers?
 - Is this a favorite author or series?
 - Is he over relying on designated book levels?
- **What is the reading level of this book for you?**
 - Does the child know that understanding requires reading easy and “just-right” books?
 - Is she over relying on being able to read all the words?
- **Tell me what the book is about so far.**
 - Can the child give an adequate retelling that shows she understands the gist and main ideas of the text? If not, check oral reading to be sure she can read the text. If oral reading is a problem, help her select an easier text. If not, probe to find out why she cannot say what the book is about.
- **Read this part of the book for me.**
 - Have a younger student and developing reader read orally. However, once the child is a “reader.” Have her read silently, since most of the reading done in the world is silent. Ask her to read two or three pages while you read along silently.
 - Note the time she starts and finishes in order to approximate her reading rate per page.
 - Jot down difficult vocabulary words so you can check to be sure she is figuring them out.
 - Observe her as she reads silently. Does she sub vocalize, reread, use illustrations and visuals, get the humor, seem to skip over hard vocabulary?
- **Tell me what you remember about what you just read.**
 - If the child is reading fiction, does she understand character motivation and behavior?
 - If she is reading nonfiction, is she also using charts, photos, and graphs to get information?
 - Check whether difficult vocabulary is understood. Is the student going beyond literal events in her retelling?
- **Let’s discuss your strengths and what you need to work on.** (Always note first what the child has done successfully so she will continue to do it and affirm her efforts.)
 - STRENGTHS:** (Focus on what the child does well- selecting a “just-right” book, retelling appropriately, figuring out vocabulary, inferring meaning, rereading when necessary.)
 - GOALS:** (State, and have student restate, one or two goals that have resulted from the conference.) See pages 106-107 for goals.
- **How long do you think it will take you to complete this book?**
 - Has the student thought about it and set a realist goal? For example, if there are eighty pages left to read, and she allots one hour a day for reading thirty minutes at home and thirty minutes in school, at a rate of about one page a minute, she should easily be done with the book in two days or less.

READING CONFERENCE with _____ Date _____

Bring me a book that you can read pretty well. TITLE OF BOOK _____ GENRE _____

Why did you choose this book?

What is the reading level of this book for you? __hard __easy __just-right

Tell me what the book is about so far.

Read this part of the book for me.

Tell me what you remember about what you just read.

Let's discuss your strengths and what you need to work on.

Strengths:

Goals:

How long do you think it will take to complete this book?

**Reading Essentials by Regie Routman*

Reading Conferences Compass

Draw from the thinking of mentors Pat Hagerty, Carol Wilcox, Jane Hansen, and my own 30+ years of teaching - L. Benson

- Think of a conference as a genuine conversation about a book, not a question/answer session.
- Monitor student's disposition to "*live a literate life*" by noting and recording three key hallmarks:
 - Student's use of focus lesson (including metacognition)
 - Student's comprehension (always the goal)
 - "I see you're reading _____. Tell me about it."
 - Is the child working to make sense? If not, is he/she self-correcting and working to fix his/her confusion?
 - Student's unique needs such as word work, stamina, book choice, fluency, etc.
- Seize the opportunity to offer the student more instruction.
- Keep your conferences short.
 - Some will be 1-3 minutes; most will be under 5-8 minutes; and a few will need to be longer.
- The student should talk more than you do.
- Confer with individuals or small groups (2-4 students).

THINKING STRATEGIES CONFERENCE QUESTIONS

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Conference conversations help students *narrate* at least some of their thinking work so that we better know what they understand and *how* they are working to create understanding as readers and writers. To know how students are thinking as they read and write, ask students to name and verbalize their ways of creating understanding with one or a few questions such as the following. Noting the aptitude of students' thinking strategies over time can help you determine your student patterns of performance as comprehenders and composers. Here are a few reading conference narration *nudges*. Please note that this is not a comprehensive list but an invitation to create your own!

Connecting/Using Schema

- Did you hear yourself say “*This reminds me of...*” as you read this?/Where did you hear yourself say “*This reminds me of...*” as you read this
- Is there part of this story or piece that reminds you of something in your life or of something that has happened to you? Tell me about that!/What part of this text reminded you of...?

Questioning

- What were your “*I wonder...*” questions as you read this piece?
- Can you show me a part of the text where you have a question? What were you wondering here?

Sensory Imaging/Visualizing

- Were there places in the text where you made a picture in your mind? What did you see?
- What specific words or parts helped you create those images/create your mind movie of this text?

Inferring

- Share one of your “*I bet...*” inferences with me. (Possible follow up: What helped you infer that? or What made you infer/predict that?)
- Show me a place in the text where you found yourself making an inference.
- What do you predict will happen in this piece?/What do you predict will happen next?

Determining Importance

- What are you learning as you read this text?/What does the author want you to learn?
- What seems to be a big idea in this story? What helps you know this is really important?
- What is this story or piece mostly about?
- From reading this text, what ideas are striking you as most important? What makes you think that/know that these are important?/How is the author helping you know what is important?
- What do you think is most important to remember about this story/topic?/Themes? Messages?

- What text structure is the author using?/What are you noticing about how the author organizes this text?

Synthesizing

- Tell me what the piece is about in just a few sentences./How are you summarizing this?
- Can you show me a place in the piece where your thinking changed? How did your thinking change?
- Integrating everything you know from this entire book/these three books, what do you know now?
- What have you learned from your reading that you want to try in your writing?

Additional Possible Questions for Reading Conferences ~ Dr. Pat Hagerty, Professor Emeritus, University of Colorado

What is this book about?

I see you're reading _____. Tell me about it.

What's going on in this picture (or the picture on the cover)?

Can you show me a place where you used a picture to help you figure out a word?

If you could talk with the author, what would you want to ask him or her?

Why do you think the author gave the book this title?

Have you ever read any other books by this author? If so, how were they alike or different?

If you could be any character in the book, who would you choose and why?

Does this book remind you of any other books you have read? Which ones?

Tell a little about the setting of the book.

Who is telling the story in the book? Is the book written in 1st, 2nd, or 3rd person?

If the story took place somewhere else or in a different time, how would it be different?

What did you learn by reading this book that you didn't know before?

Tell about your favorite part.

Can you show me a word you didn't know but figured out? How did you figure it out?

Why did you choose this book?

Was there anything you were confused about or didn't understand?

Is this any easy, just right or challenge book for you? How do you know?

Are you like anyone in this book? If so, who?

What do you think is going to happen next?

Read aloud a part.

Is there anyone in the class you would recommend this to book to? Who and why?

Tell a little about the characters.

Have you made any connections from something in the book to something that happened to you?

Is there a part of the book that is special to you in some way? Tell about it or read it aloud.

Why do you think the author wrote this book?

Were there any words that "sounded like poetry" to you? See if you can find them and tell why.

Were there any words you didn't understand?

What's the problem that gets the story started?

Conference *Compass Questions* Prompts

Here are a few *compass questions* to steer and guide your formative assessment conferences with students.

Book Length & Stamina

How long is your book? Do you think it's too short, too long, or just right?

How long do you think it will take you to read it?

Are you sure you want to commit to this book?

Organization/Text Structure

How is this book structured? (or What supports does the author use to organize this text?)

Have you read other books organized this way?

Are the chapters too long?

Are you comfortable with the print size and number of words on a page?

Difficulty

Turn to any page and read aloud. Do you know most of the words?

How many words did you not know? (5 or more unknown words = text is too hard)

Do you think it flowed when you read that?

Did you understand what you just read? Tell me what that part was about.

Schema

Tell me about why you choose this book.

A great way to activate your schema/background knowledge is to read the title, view the cover, and read the summary (back blurb or back flap) first.

Have you read other books by this author?

Are you familiar with this topic? Are you interested in reading about this topic?

What is the genre of this book? What do you know about this genre?

Do you think you will be able to make personal connections to this book? Does this book/character/the opening lines remind you of anything or anyone?

“Show Me” Probes

- 📖 Show me how you get started with a book.
- 📖 Show me how you and your partner read together.
- 📖 Show me what you do when you reach the end of a book.
- 📖 Show me how your reading changes when you read a really hard text/word like this one.
- 📖 Show me how you talk/you two talk about a book.

Reflective Conference Conversations

- 📖 Tell me what you are thinking here.
- 📖 We have been studying why and how to (use a specific thinking strategy or multiple thinking strategies). How is this helping you understand you read/be motivated to read?
- 📖 Last time we talked about using (thinking strategy/word solving strategy). How is that going for you? Show me where you used this strategy
- 📖 I saw you stop and do some work on this page. What was going on in your head here/thinking here?
- 📖 How'd you like this book? What makes you say that?
- 📖 Did you encounter any tricky parts as you read this? Where? How did you solve the tricky part?
- 📖 Wow! You're reading is really growing! How have you grown?/Can I share with you what I notice about what you do now as a reader?
- 📖 What were you going to do next?
- 📖 I was just watching you and I noticed you were . . .Can you talk to me about that?
- 📖 What new work have you been doing lately as a reader?

Prompting Supports to Help Students Construct Meaning

<p><i>Self-Monitoring Prompts</i></p> <p>What are you thinking here? How are you talking to yourself to create understanding as you read? What did you do here to repair/fix-up your confusion? What do you do when you get stuck/don't understand? How do you work to understand?</p>	<p><i>Visual Prompts</i></p> <p>Does it look right? What would you expect to see at the beginning, middle, end? What did you notice? Do you know a word that starts/looks like that? Were you right? Try that again and get your mouth ready. Look at the picture. Does this sound right? Point to each word, make them match.</p>
<p><i>Meaning Prompts</i></p> <p>Does this make sense? Look at the pictures. What happened in the story when ___? Can you reread this and think what it might be?</p>	<p><i>Cross-Checking Prompts</i></p> <p>It could be, but look at the picture. It could be, but does that sound right? It could be, but look at the way the word begins. It could be, but look at the way the word ends.</p>
<p><i>Structure Prompts</i></p> <p>Did that sound right? Can you reread that? Can you say it that way? What other word might fit here? Go back and read it again.</p>	<p><i>Self-Corrections Prompts</i></p> <p>Can you find the tricky part? You read ____. Was that right? Could it be _____? How did you know that word was ___?</p>
<p><i>Directionality Prompts</i></p> <p>Where do we begin in reading this text?</p>	<p><i>One-to-One Prompts</i></p> <p>Read it with your finger. Did it match? Were there enough words?</p>
<p><i>Locating Known and Unknown Words Prompts</i></p> <p>Show me the word ____ Show me a word you know. Show me a word you problem solved/used your phonics to sound it out. What letter would you expect to see at the beginning of ____?</p>	<p><i>Please remember:</i> The energy and integrity of conferring comes from engaging in genuine conversations with students with the teacher as ch listener. I am offering examples of questions here to offer you some supportive considerations. But please don't feel any need or pressure to utilize these as a script. By actively listening to our students, they help know how to best respond to them to further their thinking work and understanding. By asking questions you do NOT know the answer to, students will come to view conferences as true inquiry and caring supp</p>

Nonfiction/Informative Text Questions

We have talked about expecting to learn things when we read nonfiction. What are you learning as you read this text?/What did you learn from this text?

Did you find any surprised as you read this?/What seemed most important as you read this text?/What fact (or facts) did you enjoy learning about the most?

Of the information you learned, which would you like to share with someone else?

Is there a craft you admire in this nonfiction author's work?...Tell me about that!/What craft do you admire in this writer's nonfiction writing?

How does the author help you know what is most important to remember here?

How are you working to understand this text/these texts?

Would you like to read more books about this topic? Why?

What else would you like to find out about this topic?

What pictures or illustrations did you find interesting? Why?

Is this book like any other book that you have read? If so, how are they alike? How are they different? Which one did you like better? Why?

What kind of research do you think the author had to do to write the book?

What questions would you ask the author if you ever met him/her?

How can you find out more about this topic?

Would the book be different if it had been written 10 years ago?

What did you discover that can help you outside of school?

Fiction/Literary Questions

<p>SETTING</p> <p>Tell me about the setting of this story./Tell me what this place was like. When did this story take place? What pictures do you have in your head about this setting/place time? How does the setting impact this story? Have you ever been to a place like this? If not, would you like to visit a place like this? Why? Why do you think the author choose this setting for this story?</p>	<p>PROBLEM / SOLUTION</p> <p>We've talked about problems as being a key aspect of fiction stories. What problem is the (main) character facing here?/Who has a problem in this story How is/did the character work to solve his/her problem? Describe the problem this character had. Was the problem solved? How? What would you have done to solve this problem?/When did this same probl happen to you? What happened? How did you solve it?</p>
<p>AUTHOR</p> <p>What do you know about the author? What's the author trying to tell you in the book? What makes you say that? What did the author have to know about to write this book? What do you think the author wants readers to think about or believe? What makes you say that?</p>	<p>PLOT</p> <p>Retell/Tell me about the plot of this story. How did the story begin? What happened in the middle of the story? How did this story end? Acting as the director of this story (as a movie), what alternative endings might you consider? What makes you say that?</p>
<p>STYLE</p> <p>What special words does the author use to help you hear/see in the story? What do you like about the way the author has crafted the story/text?</p>	<p>THEME</p> <p>Why do you think the author wrote the book? Do you think there is a message in the story? What is it? So, what is the embedded theme?</p>
<p>CHARACTERS</p> <p>What are the main characters in your story? Would you want this character to be your friend? Why or why not?/Do you like them? Do you dislike them? Why? Why is this (character's feeling or action) important in the story? How did/is the character changing?/Are any of the characters changing? Do you think it was right for the character to do this? Why or why not?/Tell me more about this./What makes you say that?</p>	<p>ILLUSTRATION</p> <p>Who's the illustrator? Share your thoughts/feelings about the illustrations (like/dislike – why/why not) How did/do the illustrations add to the text? If the illustrations weren't there, would there need to be more words? What would those words be? What do you think the illustrator needed to know in order to illustrate this story? What have you learned about craft from studying this illustrator's work?</p>
<p>POINT OF VIEW</p> <p>Who is telling the story? How can you tell?/What makes you say that? Which point of view is used? (1st person narrative; uses <i>I</i>) (3rd person narrative or 3rd person omniscient?)) Do you agree with the point of view? Why or why not? Why do you think the author crafted this story with this point of view?</p>	<p>CONFLICT / RESOLUTION</p> <p>Who has a problem in this story? How do you predict he/she will solve this? problem? Is there one problem or more than one? Which type of conflict is in your book? (man vs. nature; man vs. himself; man vs. man) What advice would you give the character/s as he/she battles this type of conflict?</p>

Writing Conference Compass

In *Of Primary Importance*, Ann Marie Corgill (2008) explains “While I may vary some part of my writing conferences, following parts are always included.”

- **Ask what the writer wants to talk about in his or her writing or how you can help.**
 - *“What do you want to talk about in your writing today?”* and/or
 - *“How can I help you?”*
- **Listen first and assess where the writer is in his or her process and what the writer needs.**
- **Applaud and affirm some part of the child’s writing or illustrating work.**
- **Decide on one teaching point.**
- **Assist the writer through teaching-point talk, support sheets, or demonstration.**
- **Ask the child to restate the teaching point or place of action in his or her own words as the conference closes.**
- **Optional:** Ask if the child is willing to teach the class and summarize the conference in the Talking Circle/Share.

NOTING STUDENTS' WRITING GROWTH

Adapted from Carol Avery

A few things to look for as you meet with students and note their growth and progress as writers include:

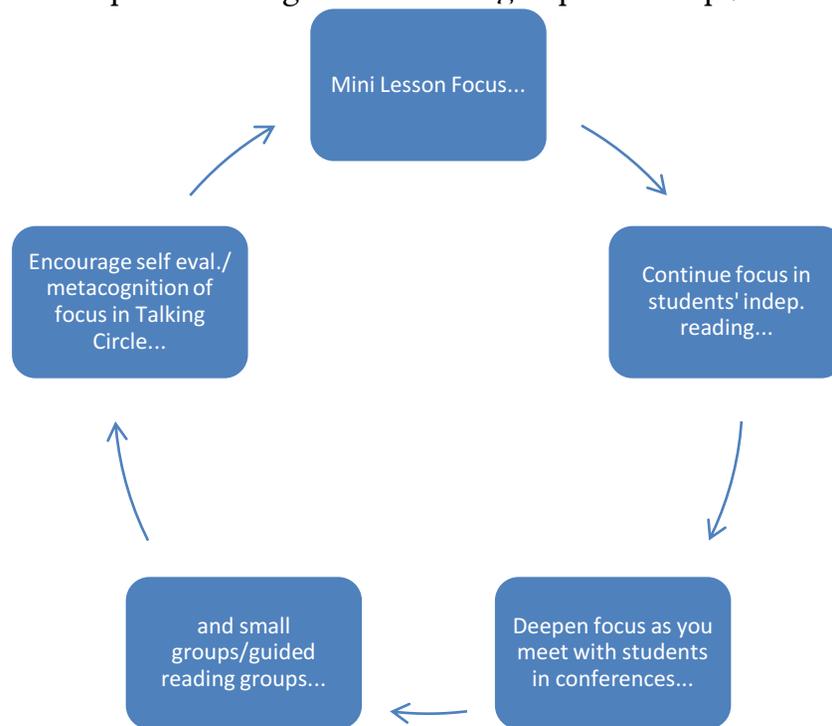
- ✓ **Length of pieces** – including added information/evidence of writer's revision thinking
- ✓ **Focused topics**
- ✓ **Development of topics** – i.e. shows rather than tells; creates a logical beginning, middle, and end; etc.
- ✓ **Ability to reread his/her own writing and identify** places where adding or deleting would bring more **clarity, completeness, accuracy, interest**, etc. to his/her writing
- ✓ **Range of topics and genres**
- ✓ **Concern with and growth in using mechanics and conventions in his/her writing**
- ✓ **Ability to periodically engage in a full process of writing**, perhaps even needing to manage the ups and downs of process
- ✓ _____
- ✓ _____

CONFERENCE RECORD NOTES

©Laura Benson

Following my demonstration lessons, I am often asked, “Laura, what did you write down when you were conferring with the kids? Can we see notes?” What to record can be a bit bewildering. After all, how can we meet with all 22-36 students and when are we going to have time to read our conference notes anyway? On the following pages, I offer a few ideas from my own teaching journeys to give you a lens into why and how to take my conference record notes.

First and foremost, focus is the key to creating informative conference record notes. My rule of thumb is focus. Rather than writing down the 5,789 things I could write down about any given student’s strengths or needs, my conference record notes are about and aligned to the focus of our focus lesson/model lesson (most often with the whole group) and collaborative learning (sometimes with the whole group and sometimes learning students practice and gain from small group fellowships).



Record Keeping

Record it! Maintain record of your conferences in a method which feels most comfortable and informative to you. You really can't remember each pearl or puzzle student shares in your one-on-one conversations. You will not see every child every day but, over time you will. Developing and using a straightforward and practical way of recording your observations of students and your suggestions to students will help you know how to pace your conferences (“Hmm, just looking at my

conference record notes, I see that I haven't met with Darius yet." or "Right! From the notes I took yesterday, I remember that I promised to get back to Veronica about her revisions today. "). Having accurate and easily accessible "notes to yourself" keeps you at the cutting edge of what your students most need right now to grow as writers/readers/thinkers. Your conference records may look like those I have shared with you or they may look very different. You may also utilize checklists, sticky notes, and/or flip book-index card note taking tools. It does not matter that we use the same template (all). It only matters that you develop and maintain a system of taking notes about individual students which works best for you.

Note it! One of the best things you can do to record your thoughts from your one-on-one conferences with students is to develop your own shorthand. Keep your notes focused and simple. These notes are for you. As the only audience (at least in most cases), the notes only have to make sense to you. Rather than writing every word down, I use codes such as:

- "R" for reading
- "W" for writing
- "M" when I ask a student to mentor the rest of the class by teaching an upcoming focus lesson and I put a circle around the "M" when the child has been our writing/reading teacher
- "PE" when students are writing from a personal experience and/or "BK" when students are using their background knowledge as writers/readers/learners
- "SC" for self corrects (in reading or in their writing)
- "p" when I prompted a student; the behavior is not yet independently initiated by the student (such as voicing why and how to use a focus strategy in their own writing/reading; using correct punctuation, remember to stop and self-talk to aid understanding)

Additionally, my rule of thumb is focus. Rather than writing down the 5, 789 things I could write down about any given student's strengths or needs, my conference record notes are about and aligned to the focus of our focus lesson/modeled lesson (most often with the whole group) and collaborative learning (sometimes with the whole group and sometimes learning as students practice and gain from small group fellowships).

Archive it! Keep all writing in the classroom. [See next notes.]

Zone it! In decorating, designers often talk about creating specific zones in a room so that each spot has a function and that the room is cohesive as a whole. This principle is also very helpful in creating a delightful and productive writers' workshop community. With your students, establish places and procedures for the kids to access and return their writing materials (including the materials and supplies they may need such as staplers, a collection of paper to choose from, markers, etc.).

Share it! As soon as students are able, invite them to take notes during your conferences. Kids can take their own conference records in small notebooks (much like Sharon Taberski's assessment notebooks) or on sticky notes or index cards. If having a copy of the student's notes would be helpful to, carry carbon paper on your clipboard to give to students (between

2 pieces of paper, of course) so that you both gain a record of the child's thoughts. The notes a student writer makes can serve as a compass to guide his/her efforts when the conference is over (and the writer returns to his/her independent writing).

There are a million ways to record your conference notes...

One-Pager Grid Box

- All students' notes are recorded on one page
- This tool is included on the following pages as it is how I most often record my conference notes.

"Record and Post" Tools

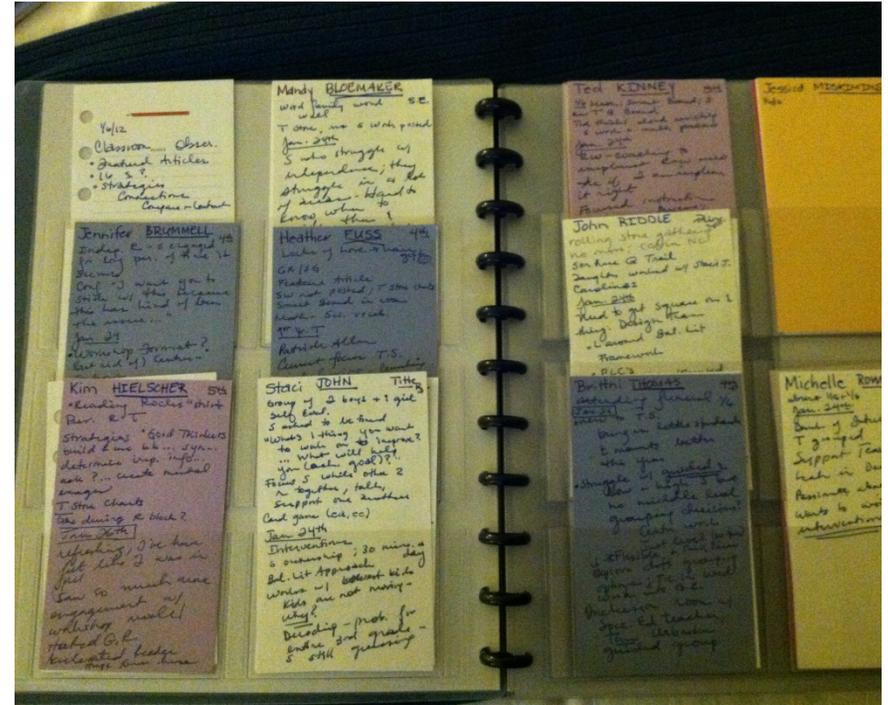
- Address Labels
- Sticky Notes

Electronic Tools

- Confer – an iPad and iPhone app created by a teacher (\$14.99); Confer Lite (the free but less resourced version of the above)
- iPad: Embed a record template on your iPad. Carry it around room as you would a clipboard to record your conference notes.

Index Cards

- Pocket-style (shown above; resource from Levenger's)
- Flip-style



TAKING NOTE: What I Record in My Conference Record Notes



-  Evidence of a reader's/writer's use of our focus strategy.
-  Key words which describe the child's successful literacy behaviors of this focus strategy and possibly 1-2 additional "in place" skills including previously studied strategies, word work/problem solving, applying vocabulary learning, etc.
 - I make note of student's strengths by recording them in blue ink or highlighting them in blue. This way patterns of performance stand out to me for each child and for my class.
-  Key words which describe his/her attempts, approximations, or struggles to apply our focus strategy and/or construct meaning including difficulty problem solving new words, using a previously studied and successful comprehension strategy, etc.
 - I make note of student's struggles by recording them in red ink or highlighting them in pink. Again, this helps me identify my student's/s' patterns of performance.
-  Usually in my own short hand such as "S.C." for "self-correct" and "R" for reading.

Meaningful verbs (and a few nouns) for writing formative anecdotal records

Strategies	Uses (strategies; cues)	Monitors Understanding	Rereads
Organizes	Generates	Self Corrects	Classifies
Compares	Contrasts	Matches	Infers/Predicts
Plans	Provides	Connects	Arranges
Supports	Confirms	Selects	Chooses
Demonstrates	Presents	Clarifies	Listening
Distinguishes	Determines	Recognizes	Identifies
Responds	Asks Questions	Clarifies	Discerns
Analyzes	Follows directions	Reacts	Points out
Points to	Gestures	Writing	Writes
Prints	Spells	Illustrates	Capitalizes
Defines	Indents	Describes	Summarizes
Organizes	Reading	Blends	Reads
Tracks	Decodes	Using Phonics Cues	Uses Punctuation
Follows words	Rereads	Uses references	Studies
Highlights	Speaking	States	Describes
Shares (information)	Recites	Represents	Relates
Recounts	Retells	Reports	Concludes
Quotes	Delivers	Requests	Asks
Indicates	Confirms	Synthesizes	Evaluates

Focus of Student Learning:

Date:

Unit of Study / Focus of Student Learning:

Date:

Conference Record

Student:

Date(s):

Text Title:

<u>Conference Focus:</u>	<u>Goals/Focus for Next Conference:</u>
<u>Observed Strengths:</u>	<u>Observed Needs:</u>

Reading Conference Record

Student:

Grade/Class:

Continuum Profile:

Reading Strategies	DATE & TITLE STRATEGY/BEHAVIOR OBSERVED	DATE & TITLE STRATEGY/BEHAVIOR OBSERVED	DATE & TITLE STRATEGY/BEHAVIOR OBSERVED
<p><i>Checks for Understanding</i> [stops to self-talk; rereads; problem solves not understanding; self-evaluates; evidence of metacognition]</p>			
<p><i>Connecting; Uses Background Knowledge</i></p>			
<p><i>Ask Questions</i></p>			
<p><i>Infers</i></p>			
<p><i>Identifies Important Ideas</i></p>			
<p><i>Visualizes</i></p>			
<p><i>New Word Problem Solving</i> [uses first/last letter; uses phonics; uses known chunks; uses picture clues; uses context clues; uses]</p>			
<p>Additional Comments</p>			

Reading Conference Record for _____

READING STRATEGIES	Date & Title Strategy Observed	Date & Title Strategy Observed	Date & Title Strategy Observed
CHECKS FOR UNDERSTANDING <i>"I understand..."</i> <i>"I don't understand..."</i> <i>"I'm thinking..."</i> <i>"I know..."</i> <i>"I didn't get this part...so I..."</i>			
CONNECTS <i>"This reminds me of..."</i> <i>"This is like..."</i> <i>"A connection I am making here is..."</i> <i>"This is similar to...but different than...because..."</i>			
QUESTIONS <i>"I wonder..."</i> <i>"Why did he/she...?"</i> <i>"I was curious about...and read to find answers to my questions...and I found out that..."</i> <i>"How come...?"</i>			
INFERS <i>"I bet...I found out..."</i> <i>"I'm guessing that...because..."</i> <i>"I predict..."</i>			
IDENTIFIES IMPORTANT IDEAS <i>"I learned..."</i> <i>"The most important idea is...because..."</i>			
SYNTHESIZES <i>"First...second...and last..."</i> <i>"Now I know that..."</i> <i>"In the beginning...end..."</i>			

Studying the Reader with Many Lenses

Name:	Text Title:
Date:	Genre:
<p>Oral and Affective Reading Dispositions</p> <p><input type="checkbox"/> Fluently</p> <p><input type="checkbox"/> Word-by-word</p> <p><input type="checkbox"/> Hesitantly</p> <p>Selection is/seems to be too hard</p> <p>Can sustain independent reading/SSR for duration of workshop/scheduled time</p> <p><u>Problem Solving New Words/Decoding Strategies</u></p> <p>Utilizes picture clues</p> <p>Draws upon contextual clues</p> <p>Employs phonics</p> <ul style="list-style-type: none"> • Uses only 1st sound • Combines 1st sound with word chunks • _____ • _____ <p>Looks for little words in big ones</p> <p>Uses word shape/length</p> <p>Self-corrects miscues with no prompting</p> <p>Skips unknown and keeps reading</p> <p>Skips unknown, reads to the end, goes back (backtracks and reads again)</p> <p>Recognizes high frequency words/focus vocab.</p> <p>With prompt, student utilizes word solving</p>	<p>Thinking Dispositions</p> <p>ANY TEXT</p> <p><input type="checkbox"/> Understands text</p> <p><input type="checkbox"/> Close reading of text questions reflect understanding</p> <p><input type="checkbox"/> Voiced purpose for reading text</p> <p><input type="checkbox"/> Monitoring understanding by</p> <p><input type="checkbox"/> Using self-talk to create understanding</p> <p><input type="checkbox"/> Generating “<i>I wonder...</i>” questions/Curious about text information</p> <p><input type="checkbox"/> Predicting from early text information</p> <p><input type="checkbox"/> Questions and predictions make sense/logical to text focus</p> <p><input type="checkbox"/> Inferring implicit text information</p> <p><input type="checkbox"/> Identifying important ideas</p> <p><input type="checkbox"/> Summarizes text or what he/she has read thus far</p> <p>NONFICTION</p> <p><input type="checkbox"/> Identifies important ideas</p> <p><input type="checkbox"/> Names/Identifies details</p> <p><input type="checkbox"/> Understanding of text structure demonstrated by</p> <p>FICTION</p> <p><input type="checkbox"/> Names/Understands main character(s)</p> <p><input type="checkbox"/> Identifies problem</p> <p><input type="checkbox"/> Understands setting</p>

Strategy	With Help	On My Own
I choose books I can read and understand.		
I choose to read and like to read.		
I am focused and work hard during Readers' Workshop.		
I check my understanding when I read.		
I make connections as I read.		
I ask questions when I read.		
I infer when I read.		
I identify important ideas when I read.		
I can summarize what I have read.		
I can...		
I use...		
I do...		

Please circle one or two thinking strategies you would be willing to teach our cl

Thinking About My Thinking!

My name is _____.

The date is _____.

Something I do well as a reader is...

Something that is hard for me as a reader is...

Something I would like to learn is...

A book I really want to read is...

Conference Recordkeeping Tool ~ Stacey Shubitiz

Unit of Study: _____

Name of Student:	Name of Student:	Name of Student:
Date:	Date:	Date:
Topic/Subject of Student's Writing:	Topic/Subject of Student's Writing:	Topic/Subject of Student's Writing:
Compliment:	Compliment:	Compliment:
Teaching Point:	Teaching Point:	Teaching Point:

Reading Assessment Notebook Entry

Name _____ Date _____

<p>Text Read _____ Level _____</p> <p>Running Record or Notes from Oral Reading</p> <p>Reading Strategies Observed during Reading (e.g., cross-check, self-monitor, self-correct, reread, use of visual information)</p> <p>Fluency</p>	<p>Phonemic Awareness and/or Phonics Strategies</p>
<p>Comprehension Notes (Retelling, Book Discussion, Comprehending Strategies, Genre Understandings)</p>	<p>Vocabulary/Language Issues</p> <p>Other Observations</p>
<p>Student Goal</p>	

Conference Record Checklist

Date	Title	Self - corrects	Fluency	Focus Lesson	Comp/ Und.	Strategies for figuring out unknown words	Comments

Examples of Conference Record Notes

The following conference record notes are from my demonstration lessons in a first grade and fourth class at United World College South East Asia/Singapore, with second and third grade students at the American School of The Hague, and with Kindergarten through seventh grade students at Canadian Academy in Kobe, Japan. To help you make sense of my notes, let me give you a lens as you study these examples:

- ❖ **Determine a format or vehicle which works best for you.** While you will see that I often use a one page, grid box conference record tool, I included other examples earlier in this resource to paint a portrait of possibilities in recording the insights you gain as you meet with your students one-on-one. These notes are for you. For that reason, explore a variety of note taking format and, then, pick the one which will be easy for you to use every day so that your notes can effectively inform your teaching work.
- ❖ **Develop Your Own Conference Record Short Hand:** On my clipboard, all of these notes actually fit on one page. I accomplish this by developing my own short hand or codes to take notes during or just after I meet with students in conferences. I also have my clipboard close by as I meet with students in whole group or small group gatherings so that I can add insights about a child. I typed up my conference record notes for you rather than giving you a copy of my handwritten notes so that they make sense to you. But, again, my own notes would not be this wordy because they would not have to be. As a classroom teacher, my conference notes are for me and, thus, I jot down comments which will help me know my students as individuals/human beings and academic learners best while keeping my work very efficient, too.
 - **Examples of my short hand or codes I use in taking conference notes quickly:**
 - W for the word “writing” and R for the word “reading”
 - b for “book/s” and tx for text
 - TC for Talking Circle
 - Meta for the word “metacognition”
 - REV when I witness a student revising independent or rev when I nudge revision in a conference
 - PE when students are writing from their own personal experience; bk for background knowledge or schema
 - Rather than writing out “What advice would you give to your kindergarten buddy about fiction writing?” with all these words, I simply write “Adv =” to remember what I asked a student and to make sense of the response I gain from each child.
 - Using a two headed colored pencil, I record student’s strengths in blue and his/her needs or goals in red.

Before you study the following conference record note examples...BE GENTLE and GIVE YOURSELF TIME TO GROW

While I want to draw attention to the quality (i.e. Building connected and trusting relationships are the engine of my own one-on-one conferences with students,) a quantity of my notes, I want to advocate for you and encourage you to develop conference rituals and rotations which feel worthy and plausible to you. In other words, please, please do not let my notes discourage you – I really want them to encourage you to engage in conference with your own students regularly and honor your own ways of developing these. When I first started teaching, my goal was to meet with each of my students at least once every 2-3 weeks. Over the years, as my conference expertise has grown, I grew into being able to see students more often. Now, having taught for over 32 years, when teaching a class of 27 – 32 students, I can and do meet with every student 4 – 7 times in a week. BUT, remember, I developed this ability over time and worked hard at becoming an effective conference partner for my students by watching learned colleagues, reading professional texts, observing mentors on videos/DVD’s, and studying my conferences via my notes, audio taping and videotaping myself periodically. Conferences are dynamic and require art and heart as well skill and study from us.

Unit of Study / Focus: **Fiction Writing** Helen's 4th Grader Writers ~ United World College South East Asia, Singapore *Date:* November 17-20

<p>Amanda: <i>The Outback</i> -she begins by writing, does not need planning tool or supports right now; "Ideas are spill out" - excellent flow and energy to her writing "I use a notebook for ideas that flow in my head...sometimes I (also) include doodles..."</p> <p>Adding her voice to our large group talking circles</p>	<p>Michael: Harry Potter inspiration in developing this scary story - boy lands on Mars; has a well-developed story in his head full of details and is able to transfer his thinking to paper with maturity and focus; "I did better than I thought I would (at writing fiction/as a fiction writer)!" self-evaluation; Encourage him to name his growth, effectiveness as writer, and set his own goal(s); Seems very confident and able to be absorbed/engaged as independent writer</p>	<p>Ally: Very passionate and focused on objects and place of story, she said - "Since I was young, I have been interested in fairies and castles..." "This is a twin story...about best friends..."</p>	<p>Andres: Draws inspiration and ideas the books he reads - "You can get a lot of ideas from books"; Developing a series Adventures of Handee Patoo (sp.?) What advice would you give a kindergarten (or a peer)? "It's your imagination which is important... daydreaming is important... (I offered many sophisticated insights about the value and power of daydreaming to inform and chisel a writer's thinking.) ...Think about the end...Watching the scene he writes it or thinks about it - he's visualizing which is evidence of a deep understanding of how to craft and hone possibilities!); *MENTOR: He could/should teach upcoming writing lessons - modeling his thinking would be very helpful to his classmates; Able to be metacognitive as he reflects on his writing (both his process and his products), seems very confident and comfortable adding voice to our talking circles and in conferences; Partnering w/ Darrin &</p>
<p>Ryan Super Dog! Retelling story when I asked him what he is saying inside his head - can summarize on the piece/product; Model and practice self-reflections and evaluations with him to grow his metacognition; Appropriately (to his development and age) focused on the action of the story; Seems to be drawn to developing not only action but humor, too. Growing understanding about character, support him in helping him develop his character(s) with a bit more detail and (over time) more awareness and articulation of internal attributes of his characters</p>	<p>Nicole: Thinking about her process and product effectively - self talk/ internal dialogue seems to help her think through her writing and explore thoughtful choices, too; Focused on "how everything changes - boy taking quiz/quizzes; character = girl; dogs</p>	<p>Jun Ho: The Ominous Mind (Not sure I have it spelled correctly - it sounds like such a cool title!); Character = Jim; Get ideas by writing (Too much planning or forcing him to plan his writing first may tank his energy for writing - monitor and support him on this); [NOTE to Observers: Please help me know if I recorded the following statement correctly and do I have the right child named here. I was writing quickly as this reflection was voiced during our talking circle on Monday]; "I've got doors in my ears..." (brilliant reflections on how he harvests ideas from his imagination) - Wow, so self-aware! Honor his think time/need to have time to formulate this thinking before he can transfer it into writing them down</p>	<p>Amelia: Drawing ideas from the books she reads; likes to "take the author's ideas and twist it a bit" Mentor: Ask her soon to model her thinking process - especially in identifying and developing her character(s), getting inspiration from favorite authors/text staying positive and energized when writing may be/is hard for you</p>

<p>Ian: "...Technology (helps me write)... especially long(er pieces...and when I have lots of thoughts/ideas)...I can write more (when I can use technology as a writer)..." Nurtured his descriptions, monitor and offer more instruction to help his fertile ideas "live on the paper"</p>	<p>Ohruv: Sounds like a really fun and creative story = millionaire and dollar duck is buried; working on crafting in suspense and intrigue I think Seems to have many ideas and details "ready to go"</p>	<p>Anoma: Daydreaming insights – very mature and effective in helping her generate ideas and stay playful in exploring possibilities for her writing; paying attention to how other authors describe characters in their stories; Draws ideas "dreams and nightmares" Advice to a younger students = "Put pencil on paper...I just get ideas (by writing); Working on using humor; Character = dog</p>	<p>Lea: "One idea (is enough)...to tunne thinking" (focus is what I think she is for here – lovely way of describing her thinking – just did not get all of her w written down); Encourage her to men classmates in modeling and in peer conferences, too, as I think she would compassionate listener and offer constructive feedback to fellow writer;</p>
<p>*S _____ : "I didn't know I was capable of writing so much....of writing such a (good) story!"</p>	<p>*S _____ : (My writing ideas...imagination...)goes inside my body....)</p>	<p>*S _____ : Writing about a monster, people (main characters) are trying to figure out if the monsters is real; encourage him to name and further develop the main character – may be focusing on the action or shock of his story more than character right now</p>	<p>Leah: Talked with her about using cu paste revision strategies when she needs/wants to change a part of her writing; her revision will most likely it adding right now</p>
<p>*So sorry - need to get this student's name I/We can turn anything into a story!</p>	<p>Arshya: <i>The Monkey in the Market</i> – incredibly detailed and seems to a very well developed story line; Passion for fiction as reader and writer; trying to use plot in her story(ies) – reads like a library book! Inspired by <i>Monkey in the Mountain</i>/her reading and showed me her mentor text, too! Student as Teacher/Mentor – her energy and enthusiasm in addition to her keen insights about fiction texts would be powerful modeling for her classmates and for younger students, too. Gave me a little book she created as I left – what a dear heart! Well-developed stories (seems like a pattern of performance for A)</p>	<p>Nicole L.: Worried about her story being boring – may be putting a bit too much pressure on herself that her writing has to/should match her reading – but also her awareness seems to be evidence of mature awareness of fiction elements; She has lots of ideas; working with great flow – getting her thoughts down, engaged, focused, and able to reflect on her process</p>	<p>*S _____ Values daydreaming as a way to gener ideas for writing</p>
<p>Joshua: Using his background knowledge to inform and shape his writing – football, fighting with his brothers – creating realistic fiction; seems to be visualizing , too; writes with vivid descriptions and really earnest and focused on descriptive writing – again evidence of visualizing, connecting /using his bk, and I think a solid sense of/regard for audience!</p>	<p>*S _____ Writing about animals – loves to write stories with animals as main characters</p>	<p>Noma: "...an author describes..." when asking her about what authors do and think about</p>	
<p>James: Fishy Crunch (name) One big dog adventure; planning to share with 2nd grade; "You can connect 3 stories..."</p>	<p>Avnar: Wants to join James & Logan with Big Dog story; "Write about your dreams" – advice to Kindergarten buddy (topic generation)</p>	<p>Sean: "I wrote more than I often do/thought I could..."</p>	<p>Logan: Fiction stories – "make up, g more memories, carry on writing as l as you can..." Big Dog Adventure</p>

Nik: “Sister is the main character; make a magic mushroom; (char.) feels kind of weird”; Writing parts on a page/paginating well it seems; “You can use your own stuff up... use (your own) memories...”
Reading his writing; Character – dog;
Making up my own movie

Toby: “My favorite parts” – seems to reflect thoughtful evaluation of his writing and considering or beginning to consider alternatives and options; “It’s not about me...I am not sure about the character (yet)...”; Needs think time to formulate and draft his ideas

Rhiannon: *Once* – using story language
Saving space for drawing /illustrations
Using a few words

Chase: “not sure” (about character y needed some think time to ponder/ cr his character
Character =” K.J. He’s going to do a exciting things”

Kim's First Grade Class ~AMERICAN SCHOOL OF THE HAGUE ~ Nov. 28 – Dec. 1

Focus of Student Learning: Inferring & Poetry

<p>George implicit inf. – strong BK; R on; encouraged stop sign <i>I bet</i>; loved Zoom; retell – details; use pictures to predict; saying <i>I bet</i>...LG; RR 100%</p>	<p>Jean <i>R I Want My Tooth; Meta: I can feel more confident w/ inf. & R...so many things to do w/ it; The Pelican – inf from TOC; stands – LG ?; attention & focus ? IR; RR 99-100%; I bet... Earth is Mostly Ocean; is focusing on predicting</i></p>	<p>Tanner Inf. what next - "<i>I bet that something will be little in here.</i>"</p>	<p>Anastasia <i>Whose Shoes – "I bet that they his mom asks him to make the shoes"</i> Inf – pic; detailed retell; becoming more confident to share; SC; RR 97%</p>	<p>Laurent <i>ESL</i>: dog – infer; engaged; earnest; meta; some bk; leaving off final consonants using b.k. to problem solve new words – shawl for scarves; phonics; willing to work hard to problem solve & und.</p>
<p>Giacomo inf- mom from pic.; Vocalizing; has 3 books open ?; repetitions; absent</p>	<p>Maya <i>I bet he's going to pretend...; pt. to text; I bet that he's going to get home; help her reflect & meta.</i></p>	<p>Samantha absent</p>	<p>Alya Absent; <i>The Seed – I bet the seed will grow...</i> using bk – needs to combine this w/ more phonics dark – darkness; track/rain/sc – train; likes Peter & Jane books; Hop on Pop – did not have <i>I bet</i>... T using rhyme to predict what will happen next</p>	
<p>Kai advice to K – say <i>what you know</i>; frisky, attentive? Meet 1-1; IR; strong ability to inf. implied messages – magic of <i>Fred Said</i></p>	<p>Johnny inf. beyond text info. from RA; frisky; fort of books; holding books upside down; IR; impulsive; meet 1-1; solid bk?</p>	<p>Maeve <i>I bet...I think that he puts stuff...that it over flows...; pt. to text; strong inf. in GR & solid meta.; growing SC</i></p>	<p>Key: inf = inferring RA = read aloud R = reading LG = large group TOC = table of contents RR = running record SC = self-corrections</p>	<p>Next Steps of Learning Continue study of inferring; Build upon students' self-talk</p>

David's Third Grade Class ~American School of the Hague ~ Nov. 27 to Dec. 1

**Student Learning Focus:
Identifying Important Ideas & Synthesizing; Reading & Writing Poetry**

<p>Michael RR 95 – 99%; <i>Popperton I do know this will happen...; predicting; III – poetry – not many words</i> motivation? – collaboration helps</p>	<p>Macrae inf. from cover; <i>Pigs go to the market – I learned...1st page...returned to text; title to help predict; nudge III; inf. word meanings: down -sick & light – air = float; monitor confi-dence? Bubble Map – feeling bad & mad</i></p>	<p>Borja Contributing LG; III Title – about the book; III poetry some rhyme @ end of line...; W – <i>blame</i> describe dog; unusual connections at times?</p>	<p>Miguel <i>Advice to K - R in your head; R to their selves; meta? M & M - inf. (x) confidence?</i> returned to text; monitor book matching & vocab.</p>	<p>Laura He hates trip – III char.; R = <i>learning lots of things; poems – don't have to rhyme; speaking more, softly;</i></p>
<p>Hannah <i>...that there is a missing mummy in sci museum-curse; synthesize R fast w/out stopping; swim-ming poem – symbolic lead</i></p>	<p>Meghan <i>I learned – char; pictures; Whenever you don't know... reread it...; swimming poem</i></p>	<p>Cecilie Arthur – III char; I learned...[Give her sticky flags to make char. III] <i>Advice to K – stop while R; II 1 place (text focus)</i></p>	<p>Dana confident talking in group; good insights; Sabrina; III – repeated words in poems...1 topic & action</p>	<p>Arnold R – imagination; III worry = thing go wrong; transfers letters/ text to pictures; creative & help-ful contributions to LG & mature vocab. - “rank” “elderly”</p>
<p>Charlie Picture III = <i>It looked like... predicting; engaged; inferring; using text words & his own to retell; III = hook & fast paced; absent</i></p>	<p>Matthew Text words; think like char. (relating); shy but wait time imp.; pictures; feelings; III– <i>interesting – apathetic – pictures III; hopes & dreams</i></p>			<p>Key Strengths = blue Needs or concerns = red III = identifying important ideas R = reading LG = large group bk = background knowledge</p>
<p>Next Steps of Learning → Continue study of Identifying Important Ideas; Add Synthesizing</p>	<p>Whole Class Read Alouds Add to Self-Talk Concept development -content area vocab. Author Study/Poets Compare “Story” w/ _____</p>	<p>Small Groups Student authored texts; nonfiction; Motivation & confidence focused groups Practice creating summaries together Create titles for chap. books</p>	<p>Individually Nudge self-talk but listen for it to be self-initiated; Identify like-minded behaviors & passions for book clubs</p>	

Unit of Inquiry/Student Learning Focus: *Monitoring/Checking Understanding* with Stop Sign Reading/stopping to think and self-talk “*I know...*”; Retelling

***PD Focus:** Managing balanced literacy instruction; small groups; differentiated instruction; running records and using data to make teaching decisions; high interest in Developmental Continuums

Teaching Partner Jan B. ~ **KINDERGARTEN STUDENTS** ~ Date: Sept. 23, 27, & 28 with Pre-K, K, & 1st Grade Teams

<p>DOHYUN: Reading on computer – car racing – From Prompt “<i>What do you know...? What are you thinking?</i>” He said – “<i>Maybe I could make one, too.</i>”</p> <p>Working to understand what he read by using his background knowledge/making connections from his own experiences and what he knows about the world; questioning; and predicting – at a very mature level!</p> <p>Dohyn & Riley are excellent book partners for one another; rare give and take between them →</p>	<p>RILEY: “<i>I can read books that are hard for grown-ups</i>”; Using “<i>I know...</i>” statements and working to understand; extraordinarily articulate and advanced in her ability to not only read but in making connections, identifying important ideas, and inferring; Sweetie and gentle with her peers; “<i>I know sea lions can walk on their back legs...</i>” Gaining new knowledge from her reading; able to revise earlier thinking when presented with more information; Very confident and self-assured – in a lovely Kindergarten way; Really into Table of Contents to guide her nonfiction reading, at least of <i>Life Size Zoo</i>, but seems to be something she has been doing for a while</p>	<p>ANU: Keep nudging cross checking of cueing systems – including modeling how when using them to problem solve new words and to trigger strong metacognition</p>	<p>KENSEL:</p>
<p>MATTHEW: Opening up more and more; Seems to be drawn to nonfiction and humor texts; “<i>She has stripes... She looks funny</i>” (points to text when responding; seems to return to text to strengthen understanding, especially when prompted); “<i>Shark opens his jaws...</i>”</p>	<p>YUCHONG: Seems to be using own experiences and background knowledge to understand what is read to him and what he can read from text (pictures; need to follow up on his capacity to read + understand text words)</p>	<p>MIHO: B-day Tues.; very sweet & friendly & open, esp. 1-1 Understands concepts of grow-doesn’t grow; seems to be using her background knowledge well in naming pictures</p>	<p>AYANE: Reading and naming pictures/deriving meaning from graphics Figured out “swings” “Think in your mind” (to figure new words; to understand text)</p>
<p>HANA: Friendly & affectionate Wait time is important in gaining her responses</p> <p>RR: At my School (for) In Our Classroom 1-1 Match???</p> <p>Seems to be over using her memory of text and/or background knowledge and</p>	<p>ZOE: Very comfortable sharing her thinking in whole group; seems self-assured and enthusiastic; Using texts words in developing her responses – good blend of author’s words and her own; “<i>Vanish</i>” – another way to say gone!; Predicted blocks would be in Toy book “<i>Toys Putting Away</i>” – Syntax???</p>	<p>NAHYUN:</p>	<p>AHBAY: RR: high percentage known words (over 95-957%); great book matching; pointing to text while he reads; pat/pater/SO some repetitions; predicting, especially with prompt insertions – put “to” in through book; encouraged “Let’s try that again”</p>

<p>not attending to print???</p> <p>Wait time seems important</p>			<p>Using text words for "I know... (concepts; "...sliding down..." using background knowledge to understand and/or connect with text concepts (text concepts presented straight forward); Seems to be strong at predicting "what next and connections from his background knowledge to text information/concepts; Thinking beyond text – "...can't throw train (toy) box..." RR: self-correct (self-initiated); Interesting: He talked about the boy in the <i>Play Outside</i> even though there is a girl with the boy in all the pictures – "He was going in the tunnel...N he's going to play with the swings..." – using his memory rereading this familiar text</p>
<p>ALLYSA: Using visual cues and grapho-phonetic cues to problem solve new words</p> <p>Understands concept of grow-doesn't grow</p> <p>"wave of sand"</p>	<p>DYLAN: "We know (there is a/this is about) a box..."</p> <p>"We know he cleaned up all by himself" – thinking beyond text and inferring; using his own words such as <i>playground</i> Maybe try sticky note flag to note when he understands and when he is confused</p>	<p>ANDREW: Loves to participate in whole group; need to follow up with him in conference to better understanding - some of his responses – some seem way off but he may have a clear reason or connection which he just can't yet clearly articulate</p> <p>"Crocodiles have blue feet..."; Seems confident and enthusiastic about learning; Writing Ayane's name at writing center</p>	<p>KARINA:</p>
<p>ISSAC: Oral responses seem to reflect understanding and he was voicing "I know..." unprompted</p>	<p>RICKY: Seems to be making unique connections at a high/mature level, especially when engaged in a collaborative learning experience or read aloud; Becoming more comfortable to share his thinking</p> <p><i>Baby</i> – monitor his und. work/self-talk</p>	<p><u>Small Group Options:</u></p>	<p>Abhay, Ayane, Dylan, Zoe, Miho: L Have 1-1; Und. Left to right; Gaining & working on basic sight words: <u>Need</u> problem solving strategies</p> <p>Riley & Dohyun: Level 15/16; retelling need to work on depth & pers. Connection: have studied nonfiction (TOC; don't have to every page; index)</p>

NEXT STEPS OF STUDENT LEARNING ABOUT WHY AND HOW TO MONITOR/CHECK UNDERSTANDING

First and foremost, keep doing what you have been doing 😊 because it is obviously helping your students make HUGE strides in their literacy development. I was so impressed as I read with your students! In honor of your brilliant efforts and hoping to be a collaborative colleague 😊, a few potential follow up lesson ideas follow.

In addition to the ideas offered on the following pages, please also refer to the many handout resources for more ideas and implementation support:

- 🌐 **“Stopbookmarks”** can be run as address labels and, then, placed on sticky notes to encourage students to practice self talk which know will help support their understanding.
- 🌐 **“Self-Talk Bookmarks”** reflect the thinking strategies we studied. I give these to students to help them remember to use the thinking strategy(ies) we are studying as they read independently. Additionally, sending these bookmarks home helps parents know the focus of our reading instruction and provides parents with models of the kind of thinking talk they can use when reading with their child. You can easily change the font of any of these bookmarks. Another way to make using these supports inviting to students is to embed their photographs into a bookmark or two 😊.
- 🌐 **“Instructional Strategies”** provides additional information about metacognition, the bedrock of monitoring understanding. Check out pages 18 – 20. I also utilize the strategy outlined on page 36, *Read Draw Talk Write*, with young students during Read Alouds as an Interactive Reading strategy (Students draw their thinking as I read to them. Mature primary grade students can use this strategy as they read text.).

***PLEASE NOTE: The above and following pages are included here to give you an idea of the follow up support and feedback I work to give each team/group of teachers.**

Practice Texts (for modeling, shared reading, interactive reading, guided reading/small groups, and independent reading practice):

- 📖 **Wordless picture books**
- 📖 **Student authored texts**
- 📖 **Pattern books**
- 📖 **Memoir texts** (such as texts by Cynthia Rylant, Mem Fox, Tomie dePaola, Donald Crews, Ezra Jack Keats, author web sites, etc.)
- 📖 **School-based texts**
- 📖 **Texts which reflect students' passions and "outside of school" lives**
 - Family based stories/texts
 - Passions texts such as sports, animals, pets, scouting, music, geography or travel, coin or stamp collections, etc.
 - Cultural and heritage texts
 - Holidays and celebration texts
- 📖 **Nonfiction texts (Kindergarten teacher Gail Saunders Smith writes excellent texts for young readers)**
- 📖 **Books in a series**
- 📖 **Books by the same author**
- 📖 **Rhymes**
- 📖 **Riddles**
- 📖 **Movies and video clips**
- 📖 **Rereading familiar texts**

Use Props to Illustrate and Describe the Thinking Proficient Readers Use to Understand What They Read:



Stop Sign: *Proficient readers stop to think. They talk to themselves to understand...*



Does that sound right?



Does that look right?

Emergent Readers

*Edifying lessons for students reading A–B texts (Fountas & Pinnell’s leveling system) or 1–4 leveled texts (Reading Recovery leveling system)

STRATEGY	TEACHER TALK TO FACILITATE STUDENT’S USE OF STRATEGY
Tracking print across two pages	<p><i>Where do you go after that?</i></p> <p><i>Which page do you read first?</i></p>
<p>One-to-one matching Readers at emergent level use one-to-one matching to help control visual attention to print.</p>	<p><i>Point and read.</i> <i>Did it match?</i></p> <p><i>I’m reading each word when I point to it.</i> <i>Read each word with your finger.</i> <i>Did it match?</i> <i>Did you run out of words?</i></p>
Using pictures to get the meaning	<p><i>I’m looking at the picture to help me figure out that tricky word.</i></p> <p><i>How did the picture help me figure out the tricky word?</i></p> <p><i>Did your reading make sense? Did you check with the picture?</i></p>
Using known words	<p><i>Reread the sentence up to the mistake and start the first sound of the word. Have the child predict what would make sense.</i></p> <p><i>Would ____ make sense?</i></p> <p><i>Would ____ fit there?</i></p> <p><i>Do you think it looks like ____?</i></p>
I would also draw lessons from Words Their Way for Emergent Readers, especially the concept sorts. 😊	

Developing Readers

*Edifying lessons for students reading C-D texts (Fountas & Pinnell's leveling system) or 5-6 leveled texts (Reading Recovery leveling system)

Please note that some schools associate C reading texts with Emergent Readers.

STRATEGY	TEACHER TALK TO FACILITATE STUDENT'S USE OF STRATEGY
<p>Attending to meaning cues</p> <p>Reading is supported to make sense. This is the semantic cue system.</p>	<p><i>Are you thinking about what's happening in the story while you're reading?</i></p> <p><i>You said _____. Does that make sense?</i></p> <p><i>Where can you look?</i></p>
<p>Attending to structure cues</p> <p>Structure is the knowledge of how language works. This is the syntactic cue system.</p>	<p><i>You said _____. Does that sound right?</i></p> <p><i>Do we say it that way?</i></p>
<p>Attending to graphophonic cues</p> <p>This is the understanding and using the sound/symbol relationship of language.</p>	<p><i>What would you expect to see at the beginning? At the end?</i></p> <p><i>Do we say it that way?</i></p>
<p>Self-correcting</p> <p>Self-correcting is the process of going back and accurately rereading text when it is not making sense. Self-correction does not take place unless there is an error.</p>	<p><i>I like the way you fixed that.</i></p> <p><i>Something doesn't make sense. Try that again.</i></p> <p><i>You made a mistake on that page. Can you find it?</i></p> <p><i>You're nearly right. Look for words you know. Try it again.</i></p>
<p>Cross-checking</p> <p>Cross-checking is checking one cue system against another.</p>	<p><i>It could be ____ but look at _____. (For example, it could be <u>Cyclops</u> but I the "m".)</i></p> <p><i>Check it! See if what you read looks right (<u>or</u> looks right and makes sense <u>or</u> sounds right and makes sense).</i></p> <p><i>Could it be _____? (Teacher inserts two possible words that need to be</i></p>

	confirmed using meaning and structure first, then checks on grapho-phonics
<p>Searching</p> <p>Searching is integrating all cue systems.</p>	<p><i>There is something wrong. Can you find it?</i></p> <p><i>What's wrong?</i></p> <p><i>How did you know? Is there any other way we could know?</i></p> <p><i>Where else can you look?</i></p>
<p>Self-Monitoring</p> <p>Self-monitoring is the student's ability to monitor his/her own reading by rereading.</p>	<p><i>Why did you stop? (*when student hesitates)</i></p> <p><i>What did you notice?</i></p> <p><i>I like the way you did that, but can you find the hard part?</i></p> <p><i>Are you right (after correct or incorrect words)? How did you know?</i></p> <p><i>Try that again.</i></p>
<p>Noticing when something isn't right</p>	<p><i>Cover the child's error: What do you expect to see at the beginning (insert correct word)?</i></p> <p><i>Show word: Does it look right and make sense?</i></p> <p><i>Why did you stop?</i></p> <p><i>What did you notice?</i></p> <p><i>Were you right?</i></p>
<p>Stopping at a New Word</p> <p>This strategy allows the student to problem solve.</p>	<p><i>What could you try?</i></p> <p><i>Do you know a word that starts like that?</i></p> <p><i>Is there a part of the word that can help you?</i></p> <p><i>What are you going to do?</i></p>

	<i>Go back and reread, think about the story and start to say the u</i>
<p>Fluency and Phrasing</p> <p>Reading is like talking. Encourage students to read text naturally, pausing appropriately with intonation.</p>	<p>Model fluent reading and have the child repeat. You may need model the same sentences several times: <i>See how your voice sounds just like a teacher's voice when you read like that.</i></p> <p>Model reading a sentence disfluently then rereading to improve fluency: <i>See how I had to reread that sentence because it didn't make sense to me the way I read it at first.</i></p> <p><i>Can you read this quickly?</i></p> <p><i>Put them all together so that it sounds like talking.</i></p> <p><i>Read the punctuation.</i></p> <p>Model fluent phrasing compared to how child read it: <i>Try to make your voice sound just like mine.</i></p>
<p>Rereading</p>	<p>Model rereading thinking of a word that would make sense.</p> <p>Model rereading a sentence putting in a blank for the tricky word.</p> <p>Encourage the child to reread the sentence putting in the beginning sound of the tricky word and reading to the end of the sentence.</p>
<p>Figuring out new/unknown words</p>	<p>Wait at least 5 seconds to give reader a chance to figure out unknown word.</p> <p>Model reading sentence putting in a blank for the tricky word: <i>word would make sense?</i></p> <p><i>Do you think it looks like _____?</i></p> <p><i>Could it be _____ or _____? Run your finger under the word and check.</i></p>

Get your mouth ready. or Start the word.

Model rereading a sentence after you have stopped to figure out unknown word.

I would draw lessons from **Words Their Way**. Students would be ready to begin the letter-sound sorts and the word sorts (according to the provided continuum this text offers).



MASKING QUESTIONS

Drawn from Bobbi Fisher's *Joyful Learning*

Who would like to mask/Who can mask...?

- ❖ a letter you know
- ❖ a word you know
- ❖ the first/last letter your name (begins with/ends with)
- ❖ a letter in your name (specific letter/focus)
- ❖ your favorite letter (including asking "Why is this your favorite letter?")
- ❖ the letter your friend's name begins
- ❖ the letter ___
- ❖ the letter with the sound ___
- ❖ the letter before ___
- ❖ the letter after ___
- ❖ the letter between ___ and ___
- ❖ a lowercase ___
- ❖ an uppercase ___
- ❖ a word with one (two, three...) letters
- ❖ a word that begins with ___
- ❖ a word that ends with ___

- ❖ a word with the blend ___
- ❖ the word ___
- ❖ a word that means about the same as ___
- ❖ a word that is the opposite of ___
- ❖ a compound word
- ❖ a color word
- ❖ an action word
- ❖ the name of a person, place, or thing
- ❖ a word with the ending -ing (-ly, -le, -ed...)
- ❖ a period (question mark, quotation marks, exclamation point..)
- ❖ the contraction for "I am"
- ❖ the first word on the page we are going to read
- ❖ the last word on the page we are going

When meeting with the whole class or small groups in **read alouds**, **interactive readings**, and/or **shared readings**, here are some metacognition prompts and discussion *nudges*:



SELF TALK STEMS

-  *I know...*
-  *I think/I am thinking...*
-  *This was about...*
-  *I understand this part...*
-  *I know that I know...*
-  *I do not understand this part... (Or, I don't really get this part...So, I will...to understand this part...)*
-  *This is a happy face part for me (a part I understand). I really get it! This means...*
-  *This is a frowning face part for me (a part I don't understand). Can you help me understand this part?*
-  *Here's what we/I know/understand from reading this text (or this part of the text)...*
-  *I wonder what this means . . .*
-  *I really don't understand this part . . .*
-  *I really like/dislike this idea because . . .*
-  *This character reminds me of somebody I know because . . .*
-  *This character reminds me of myself because . . .*
-  *This character is like (name of character) in (title of book) because . . .*
-  *I like/dislike (name of character) because . . .*
-  *I wonder why . . .*
-  *I wonder how . . .*
-  *I did/did not like the ending because . . .*
-  *If I were the main character, I would have _____.*
-  *A question I would like to ask is/I am wondering about is _____.*
-  *I would/would not recommend this book to someone else because _____.*

QUESTIONS TO STIR BOOK CLUB/READ ALOUD/SHARED READING DISCUSSIONS

-  Tell me about what you understand here.
-  I would love to hear your thinking about this part!
-  Can you retell me about this book?
-  I haven't read this book yet. That makes you the expert of this book!. Tell me about it please.
-  How would you describe (name of character)?

- 📖 What do you think made (name of character) behave that way?
- 📖 The character I most admire is _____ because . . .
- 📖 How would you describe (name of character) at the beginning of the book? At the end of the book?
- 📖 What do you wish had happened?
- 📖 What did you feel as you read this text?
- 📖 What did you learn from this text?
- 📖 What was the most important thing you learned about ___?
- 📖 What was the most interesting thing you learned about (the topic)?
- 📖 What else would you like to know about (topic)?
- 📖 (After reading a part of a text) Can you make any predictions on what may happen next? Why do you think these things will happen? What details in the text (that you've already read) would support your predictions?
- 📖 What surprised you?
- 📖 What did you like best about this book?
- 📖 (When children make comments about books, make sure you follow up their comments by asking questions like,) "What made you think of that? What clues did the author give to make you think that?"

Additional Nudges from Fountas and Pinnell:

As you read/I read this text to you, think about . .

- | | |
|---|---|
| <ul style="list-style-type: none"> • What you find interesting or surprising • How the author makes you feel • What you like/dislike about the writing • What the book makes you think/think about • Your reaction to the characters • How the book reminds you of your life • How the book reminds you of other books | <ul style="list-style-type: none"> • How the book is similar to or different from other books by this author or other books in this genre • What you don't understand, find confusing, or have questions about • What you notice about the illustrations • What you want to remember about the book • What you learned |
|---|---|

Story Telling Guidelines

*Adapted from Morrow, 1996; Morrow & Gambrel, 2004

1. Ask the child to retell the story.

📖 “A little while ago, I read the story (name of story). Would you tell the story as if you were telling it to a friend who has never heard it before?”

2. Use the following prompt only if needed.

📖 If the child has difficulty beginning the retelling, suggestion beginning with “Once upon a time...” or “Once there was...”

📖 If the child stops retelling before the end of the story, encourage continuation by asking “What comes next?” or “Then what happened?”

📖 If the child stops retelling and cannot continue with general prompts, ask a question that is relevant at the point in the story at which the child has paused. For example, “What was Agung’s problem in the story?”

3. When a child is unable to retell the story, or if the retelling lacks sequence and detail, prompt the retelling step by step. For example:

📖 “Once upon a time...” or “Once there was...”

📖 “Who was the story about?”

📖 “When did the story happen?” (Day or night? Summer or winter?)

📖 “What was the main character’s problem in the story?”

📖 “How did he or she try to solve the problem? What did he or she do first?...second?...next?”

📖 “How was the problem solved?”

📖 “How did the story end?”

Scaffolding Retelling

3-Step Synthesis Strategy

Laura Benson, Stephanie Harvey, & Debbie Miller (1996)

What to Include in Retelling Nonfiction

Gretchen Owocki (2007), *Literate Days*

Three steps to guide students in creating a synthesis (oral and/or written) of their reading:

1) Tell the important ideas/parts.



2) Tell them in order.

1,2,3/Beginning, Middle, End

3) Don't tell too much.



To retell/share your reading of *this* text, tell us about the title, topic, and the important information.

Title



[On The Go!]

Topic



[Transportation/How we get around]

Important Information



Fostering a **LOVE** of Reading

Benson (2010), Adapted from Landrigan & Mulligan, www.choiceliteracy.com and Boushey and Moser's *The Daily Five*

There is more than one way to read a book!

- **Just Right Reading:** Student reads books at his/her independent level (95-100% word accuracy with 93-95% comprehension). In school, we engage students in daily “*just right reading*” because it provides such vital, strengthening practice.
- **Book Looking/Reading the Pictures:** Student reads books which are interesting to him/her. Reading may be looking at or reading the pictures and this type of reading often reflects reading books/texts which are more mature than the child's current independent reading level.
- **Read Aloud:** Student listens to a book which is often a book he/she could not read on his/her own. This type of reading puts books language into the child's ears and grows his/her knowledge of literacy and the world. For learners of all ages, read alouds are a powerful and lovely way to marinate students in content area concepts and academic vocabulary.
- **Buddy Reading:** Student reads a book with a peer or adult most often sharing the actual reading of the text.
- **Books on Tape:** Student listens to a text on tape and often follows along with his/her own copy of the text. Audio books provide valuable experiences for students new or young in their development of English and are such a joy for all of us. My husband Dave and I always have books on tape in our car and on our iPods 😊.
- **3 Ways to Read a Book:** Boushey & Moser's framework reflects a supportive way we can encourage young children to pursue books on their own and grow their independent reading practice.
 - 📖 Read the pictures.
 - 📖 Read the words.
 - 📖 Retell the story/text.

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[*Please also see the bibliographies I put on my BLOG for you all. ☺](#)

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Unit of Inquiry/Student Learning Focus: **Connecting & Questioning** – “This reminds me of...” & “I wonder...” and “I would connect ___ & ___ because...” and (beginning to focus on in small groups) “Somebody wanted but so...” (fiction connections/making connections to key ideas in fiction); Migration & Movement

*PD Focus: Management of balanced literacy instruction; small group learning and teaching; differentiation

Teaching Partner: Jenny W. ~ 2nd & 3rd Grade Teams ~ Date: September 23, 27, & 28

<p>Jacob P. Using background knowledge</p> <p>Small Group: opposite concepts reflect effective connections & predicting</p>	<p>Reno “On the 1st page, I wonder what’s going to happen when he (wondering & predicting what next)...”</p> <p>Connect = so you can think; using self-talk;</p> <p>Text to text connections</p>	<p>Yujin “This part reminds me of being the fastest...” (self-connections & using memory/background knowledge effectively)</p>	<p>Philippa “Monsters” – making like/not like connections; able to compare characters; Stopping to think & connect – “It took their breath away...” Pausing really helps me understand, especially when I read mysteries/ feels like when I read mysteries...</p>
<p>Isabella</p>	<p>Aska “I wonder if...too much gas...spaces..” Questioning seems to reflect understanding and disposition to think inferentially;</p> <p>Monitor deep ?</p> <p>Small Group: math patterns to connect; Excellent Connect 2’s “the sum + addition” including explaining why/ because thinking maturely</p>	<p>Shawronna “It reminds me of an Indian festival of lights...” Can compare-contrast text concepts in mature ways; Using text words & her own lang. well to describe thinking and develop her understanding as she reads independently (“zoo” and “grandma’s house”) and during read alouds (“...our old librarian...” - Miss Brooks)</p>	<p>Chandrakrit “My brain told me.. Rereading helps me if I forget something; Summarizing nonfiction reading = reflects understand (nonfiction passion?)</p>
<p>Sofia Spanish speaker; Really willing to try and staying engaged; lovely attitude; Seems to be understanding some or much of what we were focusing on (worked to convey key concepts by speaking Spanish to her although I wish I knew more!); Can understand pictures of the texts she is reading independently but continue to monitor this closely, especially so that she never feels isolated or left out of our learning studies</p>	<p>Jacob B. Using background knowledge; Suggested books in a series, especially to strengthen his capacity to develop connections before, during, and after he reads and keep him motivated – “I get bored a lot...I like scary stories/ book...” We talked about how reading <i>Goosebumps</i> might be a good fit for him and discussed some of the questions he could bring to these texts (what to wonder about as one reads scary stories and mysteries)</p>	<p>Yutaro Small Group</p>	<p>Meena: Connected to read aloud <i>Miss Brooks</i> “This reminds me of library time..”; Could not name connections as she was reading independently??? Wondering about “Why is there a horse in her room?” Questions make sense but may be a bit literal or straight-forward to text illustrations; monitor depth of questions and her metacognition about how she is working to understand what she reads.</p>
<p>Ema Reading <i>Junie B. Jones</i> Small Group: <i>Somebody wanted but so...</i> Can identify main character/somebody and seems to</p>	<p>Karin Small Group: using background knowledge to determine connections between <i>Deep in the Woods</i> to <i>Goldilocks</i> &</p>	<p>Elie Small Group: “The cover looks like a book I know...” = seems to be making connections between text and using her</p>	<p>Tristan Small Group: “This is kind of like Goldilocks...”; Reading nonfiction and using zoo memories/background knowledge</p>

<p>understand central problem; Enthusiastic and seems to bring positive energy to her reading</p>	<p><i>The 3 Bears</i> Inferring "Mama's bed..." Syntax? Find out more about her understanding of English grammar and syntax cues</p>	<p>background knowledge to generate additional connections; Using her knowledge of fiction & knows the language of fiction/fairy tales "Once upon a time..."</p>	<p>to develop connections as he read "...sick..." seems to reflect making deeper connections + thinking beyond just literal text information (but find out more about this over time; eval.</p>
<p><u>Freesia</u></p>	<p><u>Iliun</u> Small Group: "This reminds me of graphs..." (math text); "Another way to say..." (from our discussion of Connect 2) – brilliant! "...triple...three..." and "...+ and add..." Seems to really love social learning contexts/groups</p>	<p><u>Young-Ah</u></p>	<p><u>Innes</u> Small Group: strong connections and seems to be working strategically to understand; support metacognition and reflecting on how he works to understand Enthusiastic, lovely spirit</p>
<p><u>Ava</u> "I think it's going to be about learning about hamsters..." connecting to memories of being at friend's house and inferring/predicting "Thinking about Mom & Dad"</p>	<p><u>Amelia</u> When the book said <i>whisker curling</i>, this reminded me of..." Seems to be making strong & effective connections from read alouds and her own indep. reading</p>	<p>Small Group/Book Club Possibilities</p> <ul style="list-style-type: none"> Fiction Reading Club/Fiction Connections Math Connections Club [Iliun & Aska] Revisit <i>Water Hole Waiting</i> Club 	<ul style="list-style-type: none"> Migration/Movement Inquiry Clubs (based on common questions students generate about their studies of migration/movement) Innes; Reno; Miho; Ema; & Chandrakrit

NEXT STEPS OF STUDENT LEARNING ABOUT WHY AND HOW TO MONITOR/CHECK UNDERSTANDING

To extend and deepen these students' studies and implementations of *connecting* and *questioning*, here are a few potential lesson ideas to take these growing readers forward. 😊

SELF TALK



Extend students' self-talk to trigger and "habitize" connecting and questioning.

Connecting	Questioning
<i>This reminds me of... and This reminds me of...because...</i>	<i>I wonder...</i>
<i>I am connecting ____ to ____ because...</i>	<i>Why did they...?</i>
<i>This is like because...not like because...</i>	<i>I am curious about...</i>
	<i>What...?</i>
	<i>How...?</i>
	<i>Where...?</i>
	<i>When...?</i>
	<i>Who...?</i>
	<i>Why?</i>

Use the above (as well as the examples on the next few pages) during *read alouds, interactive readings, shared readings, and guided readings/small group collaboratives* and as nudges when meeting with students in *one-on-one conferences*. After you model and collaboratively practice using a self-talk stem or question several times when discussing a shared reading or a read aloud, for example, may want to use this question or stem to prompt a student or students to write about their thinking.

O.W.L. Strategy

Since we were working to help students be multi-strategic in *making connections* AND *questioning*, it might be edifying to teach them to use the OWL strategy next ☺.

O.W.L.

- What do you observe or notice?
- What do you wonder?
- Link it to your life.



Twenty Questions that Teach Students to Think

1. Why?
2. If that is so, what follows?
3. How do you know that?
4. What is your point?
5. What is your reason for saying that?
6. Is it possible that....?
7. Are there other ways of....?
8. What are other ways we could view this?
9. Can you briefly summarize what you just read?
10. What/Who was important and why?
11. Can you explain your answer?
12. Can you state examples and explain why they are important?
13. Do you agree? Why or why not?
14. How did you arrive at your answer or solution?
15. What are your "thinking" steps?
16. What facts support your view?
17. Can you think of other facts not given? State these.
18. Can you apply these ideas to other situations or information? Explain.
19. Can you add information to the subject? Explain the information.
20. Contrast the information with what you already know.

2nd and 3rd Grade Teams, there are numerous additional resources for you in the handouts we provided before and during my site visit. Please see the following to support your lesson planning and implementations:

- 🌐 **“Stopbookmarks”** can be run as address labels and, then, placed on sticky notes to encourage students to practice talk which you know will help support their understanding.
- 🌐 **“Self-Talk Bookmarks”** reflect the thinking strategies we studied. I give these to students to help them remember to use the thinking strategy(ies) we are studying as they read independently. I often embed a photograph of each child with a relevant bookmark to nudge students to self-talk as they read on their own. Also, after utilizing these tools, kids get kick out of creating their own bookmarks. Additionally, sending these bookmarks home helps parents know the focus of our reading instruction and provides parents with models of the kind of thinking talk they can use when reading with their child.
- 🌐 The *Connect 2* strategy we began to explore during my site visit is included on page 82 of **“Instructional Strategies”**. This resource also includes numerous lesson ideas in extending your study of connecting and questioning such as the *Prayer Model* (pages 79 – 82) and *Strikes and Wonders* (page 65).
- 🌐 In cultivating students’ questioning and wonder, check out the following also in **“Instructional Strategies.”**
 - Compass Questions on page 51
 - Reciprocal Teaching on pages 61 – 62 (which can be an excellent structure for students as they engage in student-led book clubs and small group collaborations)
 - Strike and Wonders on page 63
 - Anticipation Guides on pages 42 - 46
- 🌐 Support students’ capacity to make connections by creating vocabulary taxonomies with them, especially in support of your current Unit of Inquiry. You can find information about and examples of taxonomies of pages 37 – 39 of **“Instructional Strategies”** and page 28 of “Putting All the Pieces Together.”
- 🌐 **“Nurturing Deeper Thinking”**

Practice Texts which help to trigger or highlight connections and/or which help to invite students' wondering (for modeling, shared reading, interactive reading, guided reading/small groups, and independent reading practice):

📖 **Wordless picture books**

📖 **Student authored texts**

📖 **Pattern books**

📖 **Nonfiction texts**

- Most, if not all, nonfiction texts grew from authors' questions. Thus, they make powerful *laboratories* to elicit students' questions and invite their wondering.

📖 **Memoir texts**

- Authors who write about their lives often make it easy for students to generate their own connections.

📖 **Texts which reflect students' school-based experiences and studies**

- Unit of Inquiry texts are essential in deepening students' connections and questioning and helping them see how flexible and necessary thinking strategies are in developing understanding not just as readers but as learners, too.
As a team, create a text set for each of your PYP Units of Inquiry (Remember all the free or inexpensive texts available to us such as brood newspaper articles, songs, poems, web site information, etc.)

📖 **Texts which reflect students' passions and "outside of school" lives**

📖 **Books in a series**

- By reading books in a series, students can and should make connections. The predictability of the same character and familiar writing styles are especially supportive to growing *connectors* and also help students develop deeper questions (although they often need us to model and nudge deeper questions such as "How is the character different at the end of the story/biography than he/she was at the beginning of this book/text?" and "Why...?" type questions).

📖 **Books by the same author**

📖 **Text sets [Books/Texts about the same topic]**

📖 **Multi-genre authors and series** (such as Mary Pope Osborne's *Magic Tree House* series which comes with corresponding nonfiction texts authored by her husband)

📖 **Science "texts"**

- Scientists begin and energize their work with questions. They look for patterns/connections. Thus, immersing students in science texts and science learning provide illuminating ways to strengthen students' dispositions to connect and wonder/question.

📖 **Math "texts"**

- Word Problems
- Patterning tasks or experiences

*For additional practice text ideas, please see the provided bibliographies in our handout resources such as pages 67 – 76 in *"Instructional Strategies"*

Unit of Inquiry/Student Learning Focus: **Inferring** with “*I bet...*” and Identifying Important Ideas (III) with “*I learned...*” and fiction framework for key ideas - “*Somebody want but so...*” and continuing Jeff’s lessons about attending to what person or character *say, act, do*; PYP Unit – Attitudes; PYP Unit - Electricity

PD Focus: differentiation; nonfiction (biographies, especially)

Teaching Partner: Jeff ~ **4TH & 5TH GRADE TEAMS** ~ Date: September 23, 27, & 28

<p>Amara Biography – paying attention to “what changed their lives” (evidence of III)</p>	<p>Oscar Using “<i>I bet...</i>” Inferring from the title; In the habit of writing down his thoughts</p>	<p>Maxine III to infer “...this part – I thought he dreamed of walking on the moon and I think he will accomplish that later in the book...” Seems to be in the habit of making “what next” inferences</p>	<p>Mika Tennis player ☺ - using her background knowledge to understand explicit & implicit information; “I bet that she was to play tennis a little more... I bet she’s going to win the tournament...”; Small Group: “Beds” (predicting in wordless encourage her to expand on her thinking/ responses; Monitor and to what detail she is able to identify important ideas; also could not give example of infer</p>
<p>Sneha “I bet Phil was very happy...inventing electricity...”</p>	<p>Prahlad “I wonder what Columbus will discover...where he will sail and find...I think he will find a new island...” Small Group: Dad’s chair – attending to the action of the story “I bet...” “(The character faced) many problems (such as) no place to live...”</p>	<p>Maria Going back to text to develop her response; “I bet...since the beginning... whole life, this was his passion...”; Water house (concepts? Eval.); “I learned how, if we don’t understand (we have to reread or go back to the book)...”; Took leadership of small groups in a lovely, compassionate way while still encouraging each member to engage in the required thinking work</p>	<p>Nathan Infer - putting himself into character’s position/shoes; Helping me understand better pointing to text “...gets me excited...”</p>
<p>Yu-en Emily “I bet...” = what happened summarizing but also predicting; Duck & Goose – III character and problem</p>	<p>Hyen Able to identify character and problem; seems to have gained some important details about character, too</p>	<p>Eugene “...inventing...I bet...”</p>	<p>Hyeon Maybe they’re arriving</p>
<p>Robert Advice to Kindergarten buddy = listen (so that they really know story/und.</p>	<p>Daeun “Looks yummy” (picture of food); Monitor his inferring & III beyond literal text info., especially the visuals</p>	<p>Fayaz (I am pretty sure but I have things a bit mixed up); Saying “I bet...” helps us understand what we are reading</p>	<p>Nagahiro “I bet...” “I wonder why...” Wait time very important</p>
<p>Konosuke “From what I have read so far, I bet he wouldn’t give up...”</p>	<p>Len How does the book need you? The book needs you to read it! Monitor his metacognition for additional insights and ways of</p>	<p>Jacqueline</p>	<p>Potential Small Group/Guided Read Collaboratives: Fiction Book Club Wordless Picture Books Character Development Club</p>

	<p>understanding Loves adventure books</p>		<p>Amora, Oscar, Eugene Mika, Prahlaad, Len Len, Daeun, Maria Prahlaad & Mika</p>
			<p>Advice to Kindergarten Buddy from Whole Group: Listen Ask questions about story Stop and think about what's going to happen Teacher should read a book to them ask the kids what's going to happen Talk about what they like to do (and books which reflect their "likes")</p>

NEXT STEPS OF STUDENT LEARNING ABOUT WHY AND HOW TO INFER AND IDENTIFY IMPORTANT IDEAS

To extend and deepen these students' studies and implementations of *inferring* and *identifying important ideas*, are a few potential lesson ideas to take these growing readers forward. ☺

Expand students' inferential thinking and capacity to evaluate texts (identify important ideas) by modeling and practicing self-talk of proficient readers.

SELF TALK

WHAT THINKER/READERS SAY IN THEIR HEADS AS THEY INFER	TYPES OF INFERENTIAL THINKING
	*Possible evidence of inference substrategy thinker/reader might be using to understand
<i>I bet...</i>	prediction; predicting what will happen next;
<i>I predict...</i>	monitoring understanding; connecting text clues with background knowledge
<i>Maybe...</i>	
<i>I guess...</i>	guess; guessing what is happening or being said or what already happened in the text;
<i>I am guessing that...</i>	monitoring understanding; connecting; questioning
<i>I sense...</i>	
<i>I think...</i>	
<i>I infer...</i>	hypothesizing what is not explicitly stated in
<i>I'm inferring that...</i>	the text(s); inferring from implicit information;
<i>From what I know so far, I bet...</i>	using text clues and reader's background
<i>Filling in the blanks here, I think the author means...</i>	knowledge to problem solve ideas which go beyond text information; filling in gaps/blanks
<i>This seems to be saying...</i>	
<i>I bet...I knew it...</i>	prediction and confirmation of prediction

<i>I bet...I was surprised to learn...</i>	prediction and refinement of prediction; additional text clues led to revision of prediction
<i>I think the author wants me to learn ...because...</i>	nonfiction inferring; identifying important ideas; drawing conclusions
<i>I'm inferring that this is really important because...</i>	nonfiction inferring; identifying important ideas; drawing conclusions
<i>The character seemed to...</i>	fiction inferring; interpreting
<i>The character might...</i>	fiction inferring; adding on
<i>The character might try...</i>	fiction inferring; predicting; visualizing; elaborating
<i>What I liked about this part/ character/book is...</i>	evaluation; opinion; interpreting meaning
<i>What I don't like about this part/ character/book is...</i>	evaluation; opinion; interpreting meaning
<i>I thought the solution was good/ not good because...</i>	opinion; judgment; assessing reliability; drawing conclusions

Inferring	Identifying Important Ideas
<p>“I bet...” “I sense...” “I guess...” “It feels like...” “I think...” “I predict...” “From these clues, I infer...” “I’m not sure but I think...”</p>	<p>“I learned...” “This is important because...” “This seems important because...” “The two/three most important ideas to remember about/from this text are...because...” “From the promise of the title, I thought...and now I know that...” “A surprise I gained/learned/heard was...” “_____ was/is significant because...”</p>

Furthering your study of inferential thinking, I am including the following pieces.

INFERENTIAL THINKING STUDY

© Laura Benson

- 1) **Help students see how they already infer - engage them "Out of Text" experiences first:** Wrapped Presents; Body Language/Faces; Art; Games and Play; Telephone Game; Music & Sounds; Movies & T.V.; Jokes & Humor
- 2) **Name inferential thinking by modeling self-talk.** *I bet...; I sense...; I guess...; I infer...; I predict...; I sense that...*
- 3) **Engage students in practicing inferential thinking with you, together, and collaboratively. Student practice can be differentiated by the level, length, and type of texts you provide them. Helpful practice texts and experiences include:** poetry; wordless picture books; jokes, riddles, and puns; idioms; mysteries; predicting from text titles or headlines (or other text features such as visuals, captions, etc.). Over the course of your multi-week (or throughout-the-year) study of inferring, engage students in reading texts of diverse genres.
- 4) **Assign students to practice inferring as they read independently. As they read on their own, students implement the skills and strategies profiled via your modeling and group practice. Their implementation practice can be differentiated by the tasks you give students.** For example, help all your students understand the power of priming their thinking before they begin reading by predicting the content of the text with an "I bet" prediction(s). More mature students (developmentally) can create more predictions and younger students can be asked to create just one or they may need extra support with you in creating one before they read. Or, you can assign more mature or gifted students' inferences about more implicit concepts and nudge your younger students' inferring to more explicit or text based concepts or, perhaps, even pronoun reference inferring.
- 5) **Monitor students' progress as inferential thinkers by meeting with them in one-on-one conferences, small group discussion, and evidence gained from their oral, written, and artistic responses.**
- 6) **As students create effective inferences/successful inferential thinking, enlist them to model and coach their peers about why and how inferences power our understanding.**

A Portrait of Studying Inferential Thinking

©Laura Benson

Inferring	Early Learning	Later Learning
<p>Inferences are the information readers supply. Proficient readers go beyond the author's explicit information; they make use of implicit information. Proficient readers infer by tapping into the vast store of knowledge gained from their lives which includes experiences with literature (Watson, 1997).</p> <p>Inferences are possible and necessary because no text is a complete representation of the meaning (Goodman, 1993).</p> <p>The difference between predicting and inferring is that predictions can be confirmed by reading and inferences are never explicitly stated in text (Lusche, 2003).</p> <p>As we read text of any genre, we must negotiate the meaning of the words. Sometimes the meanings are veiled with smoke or clouds. At other times, the words give us only part of the meaning like having sixteen pieces of a twenty piece puzzle (Benson, 2000).</p> <p>While your eyes go down the printed page, your mind will be going between the lines, in and out and under and beyond the words (Waldman, 2000).</p>	<p>Model, name, & explain inferring out of text first; move to easy texts next</p> <p>Infering Self-Talk: <i>"I bet..."</i> <i>"I bet...I knew it..."</i> <i>"I predict...I was surprised to learn/ find out..."</i> <i>"I guess..."</i> <i>"I think..."</i> <i>"Maybe..."</i></p> <p>Predicting using information in text to determine +what <i>this</i> will be about +what will happen next</p> <p>Guess ideas not stated in text</p> <p>Infer with text supports & features: +title +pictures/graphics +organization/format +font [bold print, italics, etc.] +repeated language/ideas</p> <p>Survey text to infer</p> <p>Draw on questioning & connections to create inference</p> <p>Connect inferring to previous literacy learning & content area studies: +cloze experiences +estimation (Math) +patterning (Math) +code/symbol (Math; Science) +hypothesize (Science)</p>	<p>Infering "<i>beyond the text</i>"</p> <p>Pronoun references</p> <p>Reading to confirm predictions; proving confirmatic</p> <p>Genre-Based Inferring → <u>Fiction:</u> +character (development, feelings, etc.) +problem +solution +setting</p> <p><u>Nonfiction:</u> +title; title & cover +read the last line/page first +main/big ideas</p> <p><u>Poetry:</u> +message +language +lines, stanzas +organization/structure/format</p> <p>Punctuation clues/cues</p> <p>Drawing conclusions</p> <p>Cause & effect</p> <p>Foreshadowing</p>

A Continuum of Learning for Our Study of Inferential Thinking

(I developed this for my own 5th grade students) © Laura Benson

Launching Lessons	Deepening Lessons
Naming Inferring with Self-Talk Modeling of “I bet...” and Circle Map/Chart	Reciprocal Teaching (teacher led)
Naming Inferring with <i>Out of Text</i> Inferring	Reciprocal Teaching (student led)
+ Telephone Game	Begin Prompting Students to Use Multiple Strategies
+ Face Game/Body Language	Key Word Prediction; Predicting Vocabulary
+ Wrapped Presents	Predicting and Confirming in nonfiction and fiction texts; chapter title inferring
+ Charades	Filling in the Blanks
+ Scent Game	Anticipation Guide
+ Art Game	Tree Map Predictions/Predicting with Graphic Organizer (some information provided)
Make Connections to Our Study of Questioning and Connecting	Connect Two (before reading)
Create an Inferring Taxonomy (other words for “infer” – e.g., predict, guess, think, maybe, sense, estimate, etc.)	Concept Clusters (before reading)
Picture Predicting	List Group Label (before reading; after reading)
Inferring During Read Aloud	<i>Maybe, Yes, No</i> Inferring
Stop Signing at Title to Predict Text Information	Elaborating on/from Text Information
“Where/When do you infer?” homework and mural discussions; self-evaluation	Short story book clubs/analysis of text(s)
Name Inferring with More Self-Talk Models: “I bet...I knew it...” and “I bet...(but) I was surprised to learn...”	Predict Causes & Effects with Double Bubble Map in Content Area Reading
Pronoun Reference Inferring	Expressions and Sayings; Polysemous Words
<i>In My Head</i> and <i>On the Page</i> Inferring	Foreshadowing in Novels
	Write the Next or Missing Chapter
	Metaphors; Analogies; Symbolism

Texts for Inferring Practice during Read Alouds, Think Aloud Modeling, Guided Practice, and Independent Reading:

Zoom & Rezoom - wordless texts; *King Who Reigned*; poetry; art books; humor texts; riddles; *Mad Libs*; math story problems; *View From The Cherry Tree*; James Van Pelt’s science fiction; *How It Works*; *Graven Images*; *The Giver*; *Rose Blanche*; science texts; *Time for Kids*

Fiction and Nonfiction Author Studies: Banyai Istavan; Ralph Fletcher; Walter Dean Myers; Andrew Clements; Joy Hakim; Chris Van Allsburg; Simon Seymour; Dav Pilkey; and/or Jean Fritz

Poets: Georgia Heard; Dean Koontz; Donald Graves; Paul Janezcko; Ralph Fletcher; Shelley Harwayne; Antone Fisher; Maya Angelou; Jane Yolen; Cynthia Rylant; Mattie Stepanek; Sara Holbrook; and Student Poets

Several of you asked about how we can help student develop or deepen their love of reading. Please see many of the hand resources, especially page 96 of “**Putting Al the Pieces Together**” and “**Books in Their Hands**” (ISS Open Book readers you can request these resources from me at lbenson@iss.edu). Two especially important answers to this question are choi and short and spirited texts. It is vital that we give our students choice in selecting the texts they read (More about this ir “Books in Their Hands”). Short and spirited texts offer us excellent and brief vehicles for modeling thinking for and with o students. Additionally, short and spirited texts make it possible for students to read widely, finish what they start in a tin fashion, and pursue a topic or theme from multiple lenses/points of view. A few examples of short and spirited texts can l found on pages 74 – 76 of “**Linking Literacy Learning**” and a full bibliography of short and spirited texts can be found ir article I wrote title “**The Long and Short of It**” (Tony and Kirsten have copies of my consulting portfolio where you can fir this article.).

Be very intentional in taking your studies of inferring and identifying important ideas to other content areas and context.

Explore small group collaboratives with some of the following ideas:

Options for Creating Small Group Collaboratives

- Teacher-assigned groups (homogeneous or heterogeneous)based on common need, strength, passion, and/or for social considerations
- Students reading the same book
- Students reading books by the same author
- Students reading books of the same genre
- Students writing texts of the same genre
- Students writing about the same/similar topic
- Students who share a love/admiration of common author (to inform their own writing)
- Student-generated to focus on a common passion/interest, question, or social issue
- Student-selected groups for a book club/writing club (students choose who they want to share with/meet with)
- Book talk-choice groups (teacher talks about 3-5 books, students identify 1st, 2nd, 3rd choices; teacher assigns students to choi based/good match groups)
- Cooperative learning groups

A few additional “*secrets*” for making flexibility possible and plausible.

- 📖 *Short & spirited texts* keep groups short, lively, and offer edifying practice.
- 📖 Effective teaching means that needs-based groups do NOT need to be together for more than a few days or weeks. As students learn “need,” group disbands.
- 📖 Students can lead many of the above options. Student led groups can also meet at the same time and teacher can “listen in” c each group.

4th & 5th Grade Teams, please also see the following handouts for additional lesson ideas and implementation support:

🌐 **“Knowing Nonfiction”**

🌐 **“Nurturing Deeper Thinking”**

- Pages 7 – 11 provide good extensions for the study of identifying important ideas we began together and also how students engage in text analysis and metacognition.

🌐 **“SG_SpeedLight”** and **“SG_HandbkLight”** reflect integrating Units of Inquiry for Science with the thinking strategies we have studied. This comes from Dr. P. David Pearson’s work at the University of California Berkeley.

🌐 **“Instructional Strategies”** illustrates numerous ideas to extend students’ understanding about why and how to identify and identify important ideas before, during, and after they read. In supporting students’ reading of nonfiction and/or research work, check out the following (which we would only engage students in independently after gaining modeling and collaborative practice from us):

- Key Word Notes on pages 26 – 28
- Cornell Notes on pages 22 – 25
- Thinking Logs on pages 29 – 31
- Bio Poems on pages 34 - 35

To cultivate more open type responses or personal responses, see:

- Response Logs on pages 32 – 33
- Responding to Reading Prompts ~ Adapted from the work of Dr. Carol Wilcox, Denver Public Schools

Fiction Prompts

I was surprised...

I wonder...

I know the feeling of...

My favorite character is...

I love the way...

I wonder why...

I can’t understand why...

I noticed...

Non-Fiction Prompts

I learned that...

I never knew....

I already knew that...

I was wrong to think...

I wonder...

I still don’t know...

An important date is...

I learned how to...

The main problem is that...

The setting is...

If I were...

I was confused when...

I predict...

I wish that...

I felt that...

I want to learn more about...

I wonder why the author ...

I see a picture of...

I would recommend this book to...

I had never thought about...

I can relate to....

know someone who reminds me of...

This made me think of...

I was surprised....

A great word is...

I felt sad when...

The confusing thing is...

This helped me explain...

I was surprised...

I also want to read...

A new thing I learned is...

I predict...

I'd like to know more about...

A question I have is...

In my mind I picture...

Some interesting facts are...

This chapter (book, article) answered my
questions about...

I can use this information for...

I used to think____, but now...

I would like to share my learning by...

I wonder.....

The most important thing I learned was...

Note: Model for students how to support their responses using “*because*” when appropriate.

Additional Nudges from Fountas and Pinnell

As you read/I read this text to you, think about . . .

- What you find interesting or surprising
- How the author makes you feel
- What you like/dislike about the writing
- What the book makes you think
- Your reaction to the characters
- How the book reminds you of your life
- How the book reminds you of other books
- How the book is similar to or different from other books by this author or other books in this genre
- What you don't understand, find confusing, or have questions about
- What you notice about the illustrations
- What you want to remember about the book
- Places where the author gives good descriptions
- Why you think the author wrote the book
- What the author is really trying to say
- What you notice about the author's craft
- How the author used time
- Examples of stereotypes or other biases
- What you notice about the author's language, word choice, or style
- What you learned

What We Might Ask to Build on Conversation

Franki Sibberson & Karen Szymusiak (2008), *Day-to-Day Assessment in the Reading Workshop*

What We Notice:	What We Might Ask:
Student makes prediction	What makes you think that?
Student agrees with someone	Are you building on what Brennen said?
Student makes new prediction	What made you change your thinking?
Student comments on character	What did the character do or say to make you think that?
Student comments on a character changing	When do you think he/she started changing?

Unit of Inquiry / Student Learning Focus: Personal Narratives: “Teaching your reader about you” (via Personal Landscape

Project/scrapbook writing); understanding the work and thinking of nonfiction writers – “I know why and how to write nonfiction because...” and “have read a lot of nonfiction and noticed...” (need to continue this focus over time); topic generation (brainstorming, memory writing); revision; going public with your ideas; Humanities

PD Focus: differentiated instruction; texts/book matching; primary sources vs. picture books

Teaching Partner: David ~ 6th Grade Team ~ Date: September 22 & 24

<p>Kaiki Skateboard memory/piece; learning/considering how to write to inspire; this text could be a “how to” for other skills Faced with challenges – Keep on going!</p>	<p>Lisa C. Writing about someone who inspired me = Dad...when he went to university in the US “There are many other places that we don’t know about...” (open yourself up to learning in new places from new people)</p>	<p>Nathan Writing about living in Japan; Only here for 6 months (so this will be a wonderful time capsule/ memoir of his time here); Seems to use lists as an effective tool for generating or detailing his topic</p>	<p>Thomas H. Noticed the word “note” in annotated; und. concept</p>
<p>Risa Star = change (reflects thoughtfulness about making piece stronger by adding more detail/s) “...trampoline...” to describe how her dreams grew (Wow!)</p>	<p>Takeharu Writing piece about Hawaii – learning new stuff..culture is very different in Hawaii (and opening self to another culture); voices and includes vivid detail for his pieces it seems</p>	<p>Alessandro/Alexi Landscape = where land is... picture...fields; Writing about ice hockey “First time on the ice...” seems to be using dialogue effectively</p>	<p>Se Gul</p>
<p>Lisa K. Adding more details; seems to be doing so effectively (getting specific; supporting readers’ visualizing)</p>	<p>Gum Bin Flute lesson writing</p>	<p>Yoshiki Writing about going to Ireland Like my writing (can identify strengths in writing such as working to make piece more clear); feeling excited about clarity of message</p>	<p>Thomas M.</p>
<p>Jahaku Then – changed to therefore because thought he was using then too much Asked how he know why/when to make changes and revise his writing = “best word that fits” Help him articulate his thinking and show other examples of revision</p>	<p>Jung Yeon Writing about riding a bike; writing about starting to speak English – “I changed my topic” Nudge him to name the places where his writing is clear and where (and why) he needs to work on clarity in his piece</p>	<p>Shina Writing about drawing contest “I was going to quit because I had not won any prizes here at CA...I (stuck with my art) and won a prize...” “My message is don’t give up... and you might win a prize...”</p>	<p>Jonathan I want to teach my reader to never give up!</p>
<p>Mami Writing about cooperation; “...teaching through examples – drama...”</p>	<p>Bobby Writing about going to/being in England alone Wants to teach his readers “not to be afraid of challenges”</p>	<p>Karan</p>	<p>Key Ideas David is Nurturing: Writing in the first person; Something that happen to you; Something that changed you; Experience or Person who made you what you are; Scrapbook + photos Memento; Natural Features</p>

NEXT STEPS OF STUDENT LEARNING ABOUT WHY AND HOW TO WORK TO UNDERSTAND AS READERS AND BE UNDERSTOOD AS WRITERS

To extend and deepen these students' studies and implementations of thinking as nonfiction writers and readers, are a few potential lesson ideas to take these growing readers forward. ☺

The focus of my site visit was reading. The focus of our collaborations was writing. ☺ To offer specific ideas about writing please see the numerous articles in my consulting portfolio (Tony and Kirsten each have a copy of this.). For example, I introduced David's class to the 3 Step Revision Ritual I created for my own students. In my consulting portfolio, you will find an article I wrote about the titled "The Write Word." Additionally, please see the handouts titled "**Linking Literacy Learning**" for more ideas about writing instruction as well as the provided resource "**Writing Next**" and the larger multi-file titled "**Instructional Strategies.**"

Continue idea of learning from **mentor texts**. Help students revisit admired pieces of nonfiction (or your focus genre). Ask them what they notice and what makes this text "good." Record what they identify. This anchor chart details key considerations your growing writers should include in their own writing (I would focus on one or two of these qualities at a time rather than expecting students to craft their writing with everything we named as "good.").

Several of you asked about how we can help student develop or deepen their love of reading and writing. Please see many of the handout resources, especially page 96 of "**Putting All the Pieces Together**" and "**Books in Their Hands.**" Two especially important answers to this question are choice and short and spirited texts. It is vital that we give our students choice in selecting the texts they read and write (More about this in "**Books in Their Hands**" and "**Linking Literacy Learning.**"). Short and spirited texts offer us excellent and brief vehicles for modeling thinking for and with our students. Additionally, short and spirited texts make it possible for students to read widely, finish what they start in a timely fashion, and pursue a topic or theme from multiple lenses/points of view. A few examples of short and spirited texts can be found on pages 74 – 77 of "**Linking Literacy Learning**" and a full bibliography of short and spirited texts can be found in an article I wrote titled "**Long and Short of It**" (Tony and Kirsten have copies of my consulting portfolio where you can find this article.).

Engage students in **Talking Circles** to help them reflect on their metacognitive work and purposes for reading. See pages 101 – 104 of "**Putting All the Pieces Together**" for more details and examples.

Add to students self-talk menus by modeling and practicing why and how we talk to ourselves as proficient, understanding readers and how nonfiction writers talk to themselves as they work to craft their pieces, too.

SELF TALK



"I found out..."

"I knew it..."

"I learned..." (as readers) / "I want to teach my readers..." (as writers)

"I was surprised to learn..."

"Pulling all this information together..."

"The most important ideas/information..."

"Okay, now I know that..."

"Comparing this information to...I now think that..."

"I didn't know that. That makes me think..."

"Here's what I know now/think now..."

"Wow, I never knew that..."

"Hmm, this seems really important because..."

"This is just like...but not like..."

"I am still wondering about..."

"I don't get this part..."

"I didn't really understand..."

"I'd better reread that...because I just don't get it!"

"I am not sure about..."

"What does this mean...?"

Explore small group *collaboratives* with some of the following ideas:

Options for Creating Small Group Collaboratives

- Teacher-assigned groups (homogeneous or heterogeneous) based on common need, strength, passion, and/or for social considerations
- Students reading the same book
- Students reading books by the same author
- Students reading books of the same genre
- Students writing texts of the same genre
- Students writing about the same/similar topic
- Students who share a love/admiration of common author (to inform their own writing)
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- 📖 Students can lead many of the above options. Student led groups can also meet at the same time and teacher can “listen in” on each group.

6ht Grade Team, please also see the following handouts for additional lesson ideas and implementation support:

- 🌐 “**Quote Book Study Group**” for an excellent protocol to guide students’ analysis of text and deepen their thinking. You would of course model and practice this with students before handing this activity over to them to utilize in their own student-led groups.
- 🌐 “**Knowing Nonfiction**”
- 🌐 “**The Case for Slow Reading**” (and several other articles embedded into this document which are especially relevant to our conversations)
- 🌐 “**SG SpeedLight**” and “**SG HandbkLight**” reflect integrating Units of Inquiry for Science with the thinking strategies we have studied. This comes from Dr. P. David Pearson’s work at the University of California Berkeley.

- 🌐 **“Stopbookmarks”** can be run as address labels and, then, placed on sticky notes to encourage students to practice talk which you know will help support their understanding.
- 🌐 **“Self-Talk Bookmarks”** reflect the thinking strategies we studied. I give these to students to help them remember to use the thinking strategy(ies) we are studying as they read independently. Additionally, sending these bookmarks home helps parents know the focus of our reading instruction and provides parents with models of the kind of thinking talk they can use when reading with their child.
- 🌐 **“Nurturing Deeper Thinking”** includes numerous ideas. Specifically, check out some of the important previewing strategies such as THIEVES, SQ3R, and POSSE (page 7) and the questions on pages 1-2 & 11 which echo some of our debriefing conversations.
- 🌐 **“Instructional Strategies”** provides ideas for cultivating any and all of the thinking strategies we studied. It might be especially meaningful to these students to learn more about questioning and inferring. With this focus in mind, check the following:
 - Reciprocal Teaching on pages 61 – 62 (which can be an excellent structure for students as they engage in student-led book clubs and small group collaborations)
 - Strike and Wonders on page 63
 - Anticipation Guides on pages 42 - 46
 - Question-Answer-Responses on pages 52 - 55

Unit of Inquiry / Student Learning Focus: Identifying Important Ideas in Specific Genre - Short Stories (character, problem, setting, solution – “I learned...”; How to Think as Understanding Readers – self talk & response to help students be multi-strategic readers (connecting, inferring, questioning, and evaluating/identifying important ideas);

PD Focus: Differentiated instruction and groupings; analyze vs. enjoy reading; Using short and spirited texts; Building vocabulary with read alouds and modeling

Teaching Partner: Lynn ~ 7th Grade Team ~ Date: September 22 & 24

<p>Manhar Bad reputation Thinking about characters and what’s happening (now and next) + Identifying Important Idea = character</p>	<p>Ishaan Rats – “I think the rats will dodge the reef...” (inferring effectively using good combination of text information and background knowledge) + Identifying Important Ideas = climax; twist</p>	<p>Mik I learned that the rats are really furious and angry...haven’t eaten in weeks = understanding Going back into text to confirm thinking Seems to inferring beyond the text, from the text, and make success connections + Identifying Important Ideas</p>	<p>Ray Important to think about what these people need to do abandon or not... I think it’s not true (supporting his because thinking we Loves twists and seems able to identify them + Identifying Important Ideas = climax; twist</p>
<p>Irene Prologue = reflects understanding “I didn’t really like it...” (evaluating text and can explain why) “It’s not that strong...not much entertaining (elements)...” + Identifying Important Ideas = fun and inviting piece “Attention passengers” ☺ (written with Tamanna)</p>	<p>Katie See crew coming...trying to board ship = seems to visualizing, connecting, and making logical predictions to understand what she is reading “Short stories are condensed versions!” + Identifying Important Ideas</p>	<p>Philip Thinking about how story will end and considering options – Supply boats? Rats? Someone will help them? Summarizing (but may be retelling too basically or from others - Eval her capacity to identify important ideas in multiple pieces of fiction) Title: Up All Night; seems to be using title to predict and expect text information + Identifying Important Ideas</p>	<p>Saifullah Inferring and wondering unprompted Rats are very (strong + angry) driving people out like tig Novel = likes the 2-3 Big problems, keeps her interest HC is main character because... (seems to be drawing logical conclusions and understand most important ide + Identifying Important Ideas</p>
<p>Leah Boy thought he was going to die Want more detail; (going to read to find out more); check in with her again to see if she can retell with more details + Identifying Important Idea = character</p>	<p>Madeline (Infer) – “They would see skeletons”; Predicting twist story from title and rat characters + Identifying Important Ideas</p>	<p>Simran Important ideas or features of fiction stories – Morale, climax, anticlimax, “falling off” Details from new novel reading – attending to problem Title – predicting hope - “Building up on each page...” + Identifying Important Ideas</p>	<p>Joseh Title = “He thought he was gonna die because in France temperature...” Seems to be inferring with “what next” predictions well + “...think about moral... predict...”</p>

<p>Preetpal Rats – “I’m thinking about if these are normal rats vs. ship rats..and if the rats are smart...” Encourage her to use the text to confirm and inform her understanding and support her responses– seems to be relying on memory too much “I remember...” + Identifying Important Ideas = climax; twist</p>	<p>Young-Jae Short story reading = cliff hanger; plot Really likes twist – ending, surprises How do you work to understand fiction? “I really think about and look at words to connect and (think about) details...” Ask Young-Jae to show 2- 3 places as evidence of the above (over time) to monitor deep understanding and determine what to teach next Shared some of the “unexpected” ideas from his reading of “A Day’s Wait” + Identifying Important Ideas</p>	<p>Chirag How did the people get driven off the ship? Wondering in this text and others + Identifying Important Ideas = climax; twist</p>	<p>Tamanna Probably there’s going to be a problem Inferring – what’s going to happen next on the island Thinking about the “resolution” “There is a sequel opportunity in novels...” + Identifying Important Ideas = fun and inviting piece “Attention passengers” ☺ (written with Irene)</p>
<p>+ means I received “How to Read Short Stories” advice/response from student</p>		<p>Key Ideas Lynn is Nurturing: Main character Plot Beginning, Middle, End Events Climax Hook & entertain Information to persuade Visualizing</p>	

NEXT STEPS OF STUDENT LEARNING ABOUT WHY AND HOW TO IDENTIFY IMPORTANT IDEAS IN FICTION

To extend and deepen these students' studies and implementations of *identifying important ideas*, here are a few potential lesson ideas to take these growing readers forward. 😊

Engage students in **Talking Circles** to help them reflect on their metacognitive work and purposes for reading. See pages – 104 of *Putting All the Pieces Together* for more details and examples.

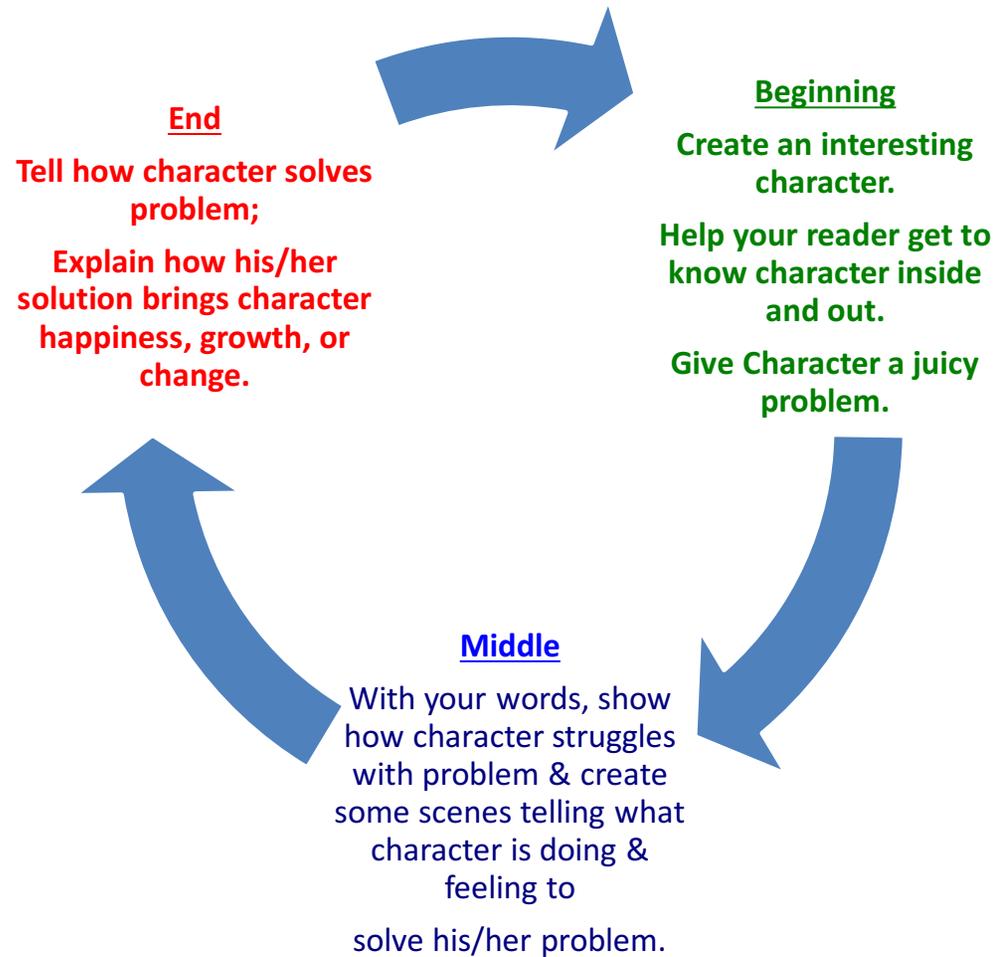
Furthering your study of Fiction, ask students to generate “master plots” or patterns of plot. Offer them new insights, too.

20 Master Plots

*From *20 Master Plots (And How to Build Them)* by Ronald B. Tobias, Writer's Digest Books

1. Quest
2. Adventure
3. Pursuit
4. Rescue
5. Escape
6. Revenge
7. The Riddle
8. Rivalry
9. Underdog
10. Temptation
11. Metamorphosis
12. Transformation
13. Maturation
14. Love
15. Forbidden Love
16. Sacrifice
17. Discovery
18. Wretched Excess
- 19 & 20. Ascension and Dissension

Text Structure Flow Map Game ~ Fiction Version ~ c) Laura Benson, 2005



Deepen students' understanding about the Important Ideas in Fiction with S.T.O.R.Y.

Illuminating Story Structure with the Picture It! Reading Strategy ~ Victoria M. Naughton in *The Reading Teacher*, 62(1), pp. 65-68.

S	What is the SETTING?
T	Who is/are the TALKING CHARACTER(S)?
O	What is the "OOPS" in this story?/Every good story is about an oops, a PROBLEM the Talking Character has to solve/is struggling with. What is the main/Talking Character's big problem/oops?
R	How did the Talking Character try to RESOLVE his/her problem (oops)?/What does the Talking Character attempt to resolve the big problem/oops of this story?
Y	YES! How did the oops/problem get resolved?/The Talking Character was able to resolve the problem with a big "Yes!" by....

S	
T	
O	
R	
Y	

S	T	O	R	Y

Several of you asked about how we can help student develop or deepen their love of reading. Please see many of the hand resources, especially page 96 of “**Putting Al the Pieces Together**” and “**Books in Their Hands.**” Two especially importa answers to this question are choice and short and spirited texts. It is vital that we give our students choice in selecting th texts they read (More about this in “Books in Their Hands”). Short and spirited texts offer us excellent and brief vehicles f modeling thinking for and with our students. Additionally, short and spirited texts make it possible for students to read widely, finish what they start in a timely fashion, and pursue a topic or theme from multiple lenses/points of view. A few examples of short and spirited texts can be found on pages 74 – 76 of “**Linking Literacy Learning**” and a full bibliograph short and spirited texts can be found in an article I wrote title “**The Long and Short of It**” (Tony and Kirsten have copies my consulting portfolio where you can find this article.).

Explore small group collaboratives with some of the following ideas:

Options for Creating Small Group Collaboratives

- Teacher-assigned groups (homogeneous or heterogeneous)based on common need, strength, passion, and/or for social considerations
- Students reading the same book
- Students reading books by the same author
- Students reading books of the same genre
- Students writing texts of the same genre
- Students writing about the same/similar topic
- Students who share a love/admiration of common author (to inform their own writing)
- Student-generated to focus on a common passion/interest, question, or social issue
- Student-selected groups for a book club/writing club (students choose who they want to share with/meet with)
- Book talk-choice groups (teacher talks about 3-5 books, students identify 1st, 2nd, 3rd choices; teacher assigns students to choi based/good match groups)
- Cooperative learning groups

A few additional “*secrets*” for making flexibility possible and plausible.

- 📖 *Short & spirited texts* keep groups short, lively, and offer edifying practice.
- 📖 Effective teaching means that needs-based groups do NOT need to be together for more than a few days or weeks. As students learn “need,” group disbands.
- 📖 Students can lead many of the above options. Student led groups can also meet at the same time and teacher can “listen in” c each group.

SELF TALK & Prompts



Continue the metacognitive self-talk we began:

I learned...(about character...problem...setting...etc.)...

Fiction Self-Talk

I was surprised...

I wonder...

I know the feeling of...

My favorite character is...

I love the way...

I wonder why...

I can't understand why...

I noticed...

The main problem is that...

The setting is...

If I were...

I was confused when...

I predict...

I wish that...

I felt that...

I want to learn more about...

I wonder why the author ...

Nonfiction Self-Talk

I learned that...

I never knew....

I already knew that...

I was wrong to think...

I wonder...

I still don't know...

An important date is...

I learned how to...

The confusing thing is...

This helped me explain...

I was surprised...

I also want to read...

A new thing I learned is...

I predict...

I'd like to know more about...

A question I have is...

In my mind I picture...

I see a picture of...

I would recommend this book to...

I had never thought about...

I can relate to....

know someone who reminds me of...

This made me think of...

I was surprised....

A great word is...

I felt sad when...

Some interesting facts are...

*This chapter (book, article) answered my
questions about...*

I can use this information for...

I used to think____, but now...

I would like to share my learning by...

I wonder.....

The most important thing I learned was...

Note: Model for students how to support their responses using “because” when appropriate.



Tell me what you are thinking.



Tell me what you were thinking here.

Tell me about the main character(s).

Would you like this character to be your friend? Why or why not.

7th Grade Team, please also see the following handouts for additional lesson ideas and implementation support:

- 🌐 “**Quate Book Study Group**” for an excellent protocol to guide students’ analysis of text and deepen their thinking. We would of course model and practice this with students before handing this activity over to them to utilize in their own student-led groups.
- 🌐 “**Knowing Nonfiction**”
- 🌐 “**SG_SpeedLight**” and “**SG_HandbkLight**” reflect integrating Units of Inquiry for Science with the thinking strategies we have studied. This comes from Dr. P. David Pearson’s work at the University of California Berkeley.
- 🌐 A specific goal I would have for these students would be to encourage and expect them to generate their own questions. To offer them some additional modeling of questioning and to get to know them more, please see page 11 of “**Nurturing Deeper Thinking.**” And, again, ask students to generate their own questions after previewing the text a bit. They could also PERIODICALLY respond to their own questions after reading a text.
- 🌐 “**The Case for Slow Reading**” (and several other articles embedded into this document which are especially relevant to our conversations)



Gradual Release of Responsibility References

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