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| Day 1 | **\*Selecting Books and Enjoying Silent Reading**  -Students learn how to maintain the organized classroom book collection.  -The routines of silent individual reading are established.  -share the way your class books are organized  -show how to return books  Write **Reading is Thinking** on a chart  -explain to students what this means and how SSR should look and sound in class | **\*Launch Read to Self**  -Make Anchor Chart: Three ways to read a book  -Read pictures  - Read words  Model first two ways (Pg 47)  **Read to Self**  -Begin teaching “10 steps to improve muscle memory”- pg 37  -Launching chart for RTS- pg 111  -Review and share lesson from the day |
| Day 2 | **\*How Readers choose books**  -Students use several different kinds of information to help them choose books  -Students think carefully about book choice  **-**create a “Way we choose books” chart  -students choose a book from their book basket and enjoy silent reading | **Focus Lesson:**  \*Review two ways to read a book and model third way-“Retell a familiar text” pg 47  **Read to Self**  -Review I chart  -Continue “10 steps to improve muscle memory”  -Add 1-2 minutes to stamina  **Closure, sharing and review of the lessons of the day** |
| Day 3 | **\*Making Good Book Choices**  -Readers have criteria to judge whether a book is just right for independent reading.  -Create a chart with three categories “easy, just right, challenging”  -add characteristics of each to the chart | **Focus Lesson:**  Create an I-Chart to teach and reinforce “Where to sit in the Room”  -1 minute review of “Three ways to read a book”  **Read to Self:**  Review I Chart  -Continue 10 steps to improve muscle memory  -Add 1-2 minutes to stamina  **Closure, sharing and review of the lessons of the day** |
| Day 4 | **\*Thinking and Talking about your reading**  **-**Readers are aware if their thinking and remember it in order to share with others  -Refer to “Reading is Thinking” chart started on first day  -Model how sticky-notes are used to help you remember the place you wanted to share  -Allow time for students to talk about their reading | **Focus Lesson:**  Review I-Chart “Where to sit in Room  -Practice  -1 minute review of “Three ways to Read a book”  **Read to Self:**  Review I chart  -Continue 10 steps to Improve Muscle Memory  -add 1-2 minutes of stamina  **Closure, sharing and review of the lessons of the day** |
| Day 5  Day 5 (cont.) | **\*How to Buzz with each other**  -Students learn how to listen to each other and share effectively as partners or in small groups.  -Create how to “Buzz” effectively chart  -Model buzzing after a short read aloud  -After reading, allow time for students to practice. | **Focus Lesson:**  Quick Review of anchor charts and I charts from each day:  -Three Ways to Read a Book  -Where to sit in Room  -Read to Self Behaviors  **Read to Self:**  “10 Ways to Improve Muscle Memory”  -Adding 1-2 minutes of stamina  **Closure, sharing and review of the lessons of the day**  **\*Writing:**  In your modeled writing, demonstrate “Underlining words you are not sure how to spell” |
| Day 6 | **\*Abandoning Books**  - Create “Why Readers Abandon books” chart  -Model giving a book a chance before abandoning it.  -Check in with students after reading to see if anyone has abandoned a book this year, or are considering. | **Focus Lesson:**  -Teach how to choose good fit books  -pg 29 Daily five  **Read to Self:**  -Quick Review of Read to Self chart  -Continue to follow “To ways in Improve Muscle Memory  -Add 1-2 minutes to stamina  **Work on Writing:**  -Introduce work on Writing  Refer to WOW launching chart pg 115-Daily 5 |
| Day 7 | **Distingiushing between Fiction and NF**  -Refer to “books we’ve shared chart”  \* this chart keeps up with the “read aloud books”  -Distinguish books between fact and opinion  -Make chart comparing the two  - | **Focus Lesson:**  Quick Review of “Choosing Good-Fit Books” chart  **Read to Self:**  **-**Quick review of Read to Self I-Chart  -Continue building stamina and developing independence  **Work on Writing:**  -review Work on Writing I-Chart  -Use 10 steps to improve muscle Memory  -add 1-2 minutes of stamina  -Refer to pg 37 – Daily Five |
| Day 8 | **Literary Analysis Minilesson: Different kinds of fiction/NF (genres)**  -use genre posters.  - You may want to spread these out and focus on two similar genres each day.  -Check out books from library that fall into each genre and spend some read aloud time introducing the books.  -Develop codes for each genre for students to refer to in responses or on book log. | **Focus Lesson:**  Quick Review of “Choosing Good-Fit Books” chart  **Read to Self:**  **-**Quick review of Read to Self I-Chart  -Continue building stamina and developing independence  **Work on Writing:**  **-**Create I-Chart for where to sit in room during WOW  -Review WOW I –chart  -Continue building Stamina and developing independence |
| Day 9 | **Keeping a record of your reading**  -introduce reading journals  -explain to them how you want them to keep a log of the books they are reading in their journal (pg 151 F&P)  -model on a chart how you want it to look  -present students with their reading journals!  -Have them practice logging books read in their journal | **Focus Lesson:**  Quick Review of “Choosing Good-Fit Books” chart  **Read to Self:**  **-**Quick review of Read to Self I-Chart  -Continue building stamina and developing independence  **Work on Writing:**  **-**brainstorm a list of topics children could write about, and then students write their own  -Review WOW I –chart  -Continue building Stamina and developing independence |
| Day 10 | **Guidelines for working together**  **-**“brainstorm” with students what working together should look like (guide them )  -pg. 152 F&P  -Model each guideline as it is presented  -Once chart is complete you may want to print and make one for each student to glue in their notebook. | **Focus Lesson:**  Quick Review of “Choosing Good-Fit Books” chart  **Read to Self:**  **-**Quick review of Read to Self I-Chart  -Continue building stamina and developing independence  **Work on Writing:**  **-**brainstorm a list of forms children could write about (letters, lists, narratives, expository, etc.) then students write their own  -Review WOW I –chart  -Continue building Stamina and developing independence |
| Day 11 | **Writing Responses to Your Reading**  -Explain to students that they will share their thoughts from reading through talking and writing  -Establish your expectations for the number of journal entries they are responsible for each week.  -Have a personal response letter ready to share with the class to model for them what you are expecting. Let them know that throughout the year, your expectations for what should be included in the letter may change.  -Pg. 152 F&P shares great ideas on how to stage this lesson  -Using tabs, have students mark their response section in their journal  -They will need to work to complete their first journal entry in class today  -Allow share time | **Focus Lesson 1:**  Quick Review of Charts  **Read to Self:**  -Continue building stamina and developing independence  **Focus lesson 2:**  Begin AKS writing curriculum for focus lessons  -These lessons are skills and/or strategies all of your students need  **Work on Writing:**  Continue building stamina and developing Independence  **Focus Lesson 3:**  Review how to sit during partner Reading (EEKK) pg 63- Daily Five  -Model and Practice “Check for understanding”- pg 64 Daily Five  **Read to Someone:**  -Introduce “Read to Someone” using 10 steps to Independence- Pg 37  -Also, refer to Launching chart on Page 112- Daily 5 |
| Day 12 | **Management: Writing letters in your reader’s notebook each week**  **-**have students bring their journals to the meeting place  -select a few students to share their entries  -Give each student a copy of a letter you have prepared for them sharing how they will be sharing their thinking about writing this year.  -Explain the purpose of this letter  -When students return to their seats have them paste this letter in the front cover of their journal  -Explain to students that yesterday they all started and completed their letters on the same day to get used to the assignment  -Let them know that this will not be the case for the rest of the year.  -Have a “letters due” calendar ready to share and explain to the students when they are each expected to finish and where they need place the journals when they are finished.  -They will begin their silent reading time reading this letter ,finishing their response from yesterday, and beginning a new book | **Focus Lesson1:**  -Quick Review of Charts  **Read to Self:**  Continue building stamina and developing independence  **Focus Lesson 2:**  Continue AKS curriculum in writing  **Work on Writing:**  Continue building stamina and developing Independence  **Focus Lesson 3:**  -Model and practice how partners read using the same book: “I heard you read…see page 64- Daily 5  **Read to Someone:**  Continue building stamina and developing independence |
| Day 13 | **Proofreading your letter**  -Share with students that you have enjoyed reading and responding to their letters  -Explain that you want to help them look for some things that can help make their responses their best work.  -Brainstorm with the students to develop a chart headed “ Proofreading your Letter”  -Refer to chart on pg 156 F&P  -Have students begin today’s independent time by proofreading their last letter | **Focus Lesson1:**  -Quick Review of Charts  **Read to Self:**  Continue building stamina and developing independence  **Focus Lesson 2:**  Continue AKS curriculum in writing  **Work on Writing:**  Continue building stamina and developing Independence  **Focus Lesson 3:**  **-**Model and Practice how partners read two different books- page 69- Daily 5  **Read to Someone:**  Continue building stamina and developing independence |
| Day 14 | **Topics for Your Reader’s Notebook**  -Work with students to make a list of all the different kinds of writing about books the students can/have used in their journal letters  -Label the chart “Topics for Reader’s Notebook”  -Great example on pg 157 F&P | **Focus Lesson1:**  -Quick Review of Charts  **Read to Self:**  Continue building stamina and developing independence  **Focus Lesson 2:**  Continue AKS curriculum in writing  **Work on Writing:**  Continue building stamina and developing Independence  **Focus Lesson 3:**  Brainstorm and practice “How to Choose Books”  “Let’s Make a Deal”  “Rock Paper Scissors”-Pg 70- Daily 5  **Read to Someone**  Continue building stamina and developing independence |
| Day 15 | **Using Sticky notes to prepare for letter writing**  -Model to students by using a read aloud how to stop one or two times and make notes about their thinking and place them on the pages they stopped in their book.  -Model how they can refer to these notes when they are journaling and how they can use these when you are conferring with them  -Explain that they are not REQUIRED to do this, but that this is another way to monitor their thinking | **Focus Lesson1:**  -Quick Review of Charts  **Read to Self:**  Continue building stamina and developing independence  **Focus Lesson 2:**  Continue AKS curriculum in writing  **Work on Writing:**  Continue building stamina and developing Independence  **Focus Lesson 3:**  Create I-Chart for where to sit in room during Read to Someone. See Page 70- Daily 5  **Read To someone**  Continue building stamina and developing independence |
| Day 16  Day 16 (Cont.) | **Creating a List of Your Reading Interest**  -Have students bring journals to meeting place  -Have students create another section in their journal, labeled “Reading Interests”  -Explain to them that this is the place their will make lists of topics, genres, authors, and titles that they want to read  -Refer to Appendix 14 F&P for reproducible version of this chart  -Work as a group to fill out sections of this chart in order to identify the purpose of this in their journal.  - During Independent time instruct students to write at least one item on each list to help them get started on collecting information on the books they want to read  -Share | **Focus Lesson 1:**  -Quick Review of Charts  Start transitioning from teaching Read to Self behaviors to teaching a reading lesson  **Read to Self:**  Continue building stamina and developing independence  **Focus Lesson 2:**  Start transitioning from teaching writing behaviors to writing lessons  **Work on Writing:**  Continue building stamina and developing Independence  **Focus Lesson 3:**  Quick Review of charts  -Model and Practice” How to Choose a Partner  -Create I-Chart – See Page 71- Daily 5  **Read To someone**  Continue building stamina and developing independence |
| Day 17 | **How to write book Recommendations**  -Establish a “must read” section within your class library (can consists of your personal collection of books or books checked from the library)  -Explain to the students what this section consists of  -Share with the students that if they come across a book that is a “Must Read” book and belongs in that section, they need to take an index card and note the following information:  -Model by writing a book recommendation on a book shared in class  -Review with the students the guidelines on the chard (already created) “Book Recommendations”  -Explain that the BR should sounds like a short commercial telling the good things about the book  -Share examples (pg 158-159 F&P)  -Instruct students to think of one of the best books they have ever read. Write a book recommendation on a white index card following the directions  -Bring their recommendations to group to share  -Use the same proofreading list they use for their journal  -Let them know that when they find a “Must Read” book candidate they need to write a recommendation and clip it to the inside cover of the book before putting it in the Must Read section | **Focus Lesson 1:**  Quick Review of Charts  -Teach Reading lesson  **Read to Self:**  Continue building stamina and developing independence  **Focus Lesson 2:**  Quick review of Charts  -Teach Writing lesson  **Work on Writing:**  Continue building stamina and developing independence  **Focus Lesson 3:**  Quick review of charts  -Model and Practice “Coaching or Time”- see pg 73- Daily 5  **Read to Someone:**  Continue building stamina and developing independence |
| Day 18  Day 18 (Cont.) | **Checking for Understanding as You Read**  -Ask the students, “When you are reading a book and something doesn’t make sense, what do you do? I’ll write your ideas on this chart  -Begin filling in chart labeled “How to Be Sure You Understand the Author’s Message”  -Refer to Figure 9-15 pg 160 F&P | **Focus Lesson 1:**  Quick Review of Charts  -Teach Reading lesson  **Read to Self:**  Continue building stamina and developing independence  **Focus Lesson 2:**  Quick review of Charts  -Teach Writing lesson  **Work on Writing:**  Continue building stamina and developing independence  **Focus Lesson 3:**  Quick review of charts  -Model and Practice “Coaching or Time”- see pg 73- Daily 5  **Read to Someone:**  Continue building stamina and developing independence |
| Day 19 | **Solving Unknown Words**  -Create a list with students labeled “ Ways Readers Solve Words”  -Guide them through this discussion  -Figure 9-16 pg 160 F&P | **Focus Lesson 1:**  Quick Review of Charts  -Teach Reading lesson  **Read to Self:**  Continue building stamina and developing independence  **Focus Lesson 2:**  Quick review of Charts  -Teach Writing lesson  **Work on Writing:**  Continue building stamina and developing independence  **Focus Lesson 3:**  Quick review of charts  -Model and Practice “Coaching or Time”- see pg 73- Daily 5  **Read to Someone:**  Continue building stamina and developing independence  **Focus lesson 4:**  Brainstorm anchor chart for how to **set up and cleanup** materials for Word Work and material placement  **Word Work:**  -Introduce Word Work  -Refer to WW launching chart on page 117- Daily 5 |
| Day 20  Day 20 (Cont.) | **Using Punctuation to Help You Understand**  **-**Discuss as a class ways the Punctuation helps us understand the Author’s message  -Read aloud excerpts from a favorite read aloud  -Stopping at each sentence and determining how the punctuation helped you understand the message  -Explain to students that after independent time, they need to have a paragraph from the book they are reading ready to share with a partner. They will read their paragraphs to each other, observing the punctuation marks | **Focus Lesson 1:**  Quick Review of Charts  -Teach Reading lesson  **Read to Self:**  Continue building stamina and developing independence  **Focus Lesson 2:**  Quick review of Charts  -Teach Writing lesson  **Work on Writing:**  Continue building stamina and developing independence  **Focus Lesson 3:**  Quick review of charts  -Start Transitioning from teaching Read to Someone behaviors to teaching reading lessons  **Read to Someone:**  Continue building stamina and developing independence  **Focus lesson 4:**  Quick Review of Charts  -Model setup and cleanup for WW  **Word Work:**  Continue building stamina and developing independence |
| Day 21 |  | **Focus Lesson 1:**  Quick Review of Charts  -Teach Reading lesson  **Read to Self:**  Continue building stamina and developing independence  **Focus Lesson 2:**  Quick review of Charts  -Teach Writing lesson  **Work on Writing:**  Continue building stamina and developing independence  **Focus Lesson 3:**  Quick review of charts  -teach reading lessons  **Read to Someone:**  Continue building stamina and developing independence  **Focus lesson 4:**  Quick Review of Charts  -Model setup and cleanup for WW  **Word Work:**  Continue building stamina and developing independence |
| Day 22 |  | **Focus Lesson 1:**  Quick Review of Charts  -Teach Reading lesson  **Read to Self:**  Continue building stamina and developing independence  **Focus Lesson 2:**  Quick review of Charts  -Teach Writing lesson  **Work on Writing:**  Continue building stamina and developing independence  **Focus Lesson 3:**  Quick review of charts  -teach reading lessons  **Read to Someone:**  Continue building stamina and developing independence  **Focus lesson 4:**  Quick Review of Charts  -Model setup and cleanup for WW  **Word Work:**  Continue building stamina and developing independence  **Listen To reading:**  -Introduce LR. Use “10 steps to improve muscle memory”- Page 37  -Launching Chart- pg 115- Daily 5  A few students practice at once. Because most classrooms have a limited supply of listening equipment, this daily Five is never practiced with all students at the same time. |
| Day 23 |  | **Focus Lesson 1:**  Quick Review of Charts  -Teach Reading lesson  **Read to Self:**  Continue building stamina and developing independence  **Focus Lesson 2:**  Quick review of Charts  -Teach Writing lesson  **Work on Writing:**  Continue building stamina and developing independence  **Focus Lesson 3:**  Quick review of charts  -teach reading lessons  **Read to Someone:**  Continue building stamina and developing independence  **Focus lesson 4:**  Quick Review of Charts  -Model setup and cleanup for WW  **Word Work:**  Continue building stamina and developing independence  **Listen To reading:**  Continue building stamina and developing independence a few students at a time |
| Day 24  Day 24 (Cont.) |  | **Focus Lesson 1:**  Teach Reading Lesson  -Blend Daily 5 together.  -Students have a choice over which Daily 5 to do first second, third, fourth, and fifth.  -Review I-charts  -Teach children how to Check-in (pg- 93- Daily 5)  **Student Independent Work 1:**  Children are reading, writing, partner reading, doing WW, and /or listening to reading, continuing to build stamina and develop independence  **Focus Lesson 2:**  Teach Writing Lesson  -Continue to teach children how to check in  -This session children choose a different daily from their first session  **Student Independent Work 2:**  Children are reading, writing, partner reading, doing WW, and /or listening to reading, continuing to build stamina and develop independence  **Focus Lesson 3:**  Teach Reading Lesson  -Continue to teach children how to check in  -This session children choose a different daily from their previous sessions  **Student Independent Work 3:**  Children are reading, writing, partner reading, doing WW, and /or listening to reading, continuing to build stamina and develop independence  **Focus Lesson 4:**  Teach a Word Work Lesson  --Continue to teach children how to check in  -This session children choose a different daily from their previous sessions  **Student Independent Work 4:**  Children are reading, writing, partner reading, doing WW, and /or listening to reading, continuing to build stamina and develop independence |
| Day 25 |  | **Focus Lesson 1:**  Teach Reading Lesson  **Student Independent Work 1:**  Children are reading, writing, partner reading, doing WW, and /or listening to reading, continuing to build stamina and develop independence  **Focus Lesson 2:**  Teach Writing Lesson  **Student Independent Work 2:**  Children are reading, writing, partner reading, doing WW, and /or listening to reading, continuing to build stamina and develop independence  **Focus Lesson 3:**  Teach Reading Lesson  **Student Independent Work 3:**  Children are reading, writing, partner reading, doing WW, and /or listening to reading, continuing to build stamina and develop independence  **Focus Lesson 4:**  Teach a Word Work Lesson  **Student Independent Work 4:**  Children are reading, writing, partner reading, doing WW, and /or listening to reading, continuing to build stamina and develop independence |