

Reading Instruction

Presenters:

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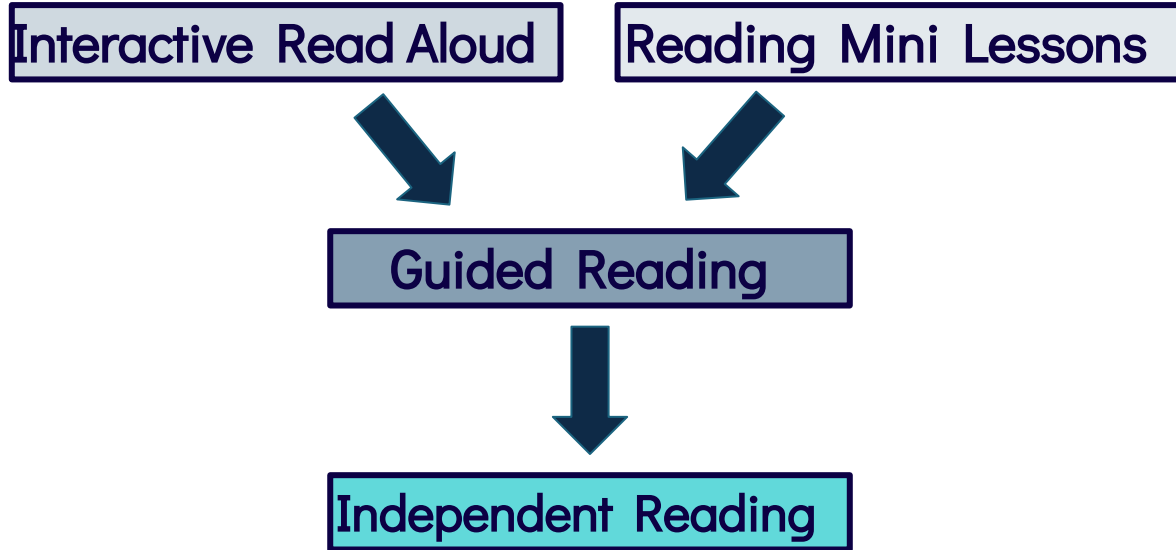




New Methodology Rationale:

- New Jersey ranks **#1 in education** , and the majority of districts across the state utilize this reading model.
- This model is built on the **gradual release of responsibility** .
I Do (watch me), We Do (try together), You Do (your turn)
- We already have a strong **phonics program (Super Kids)** in place. The goal now is to build on that foundation and shift toward **reading comprehension** —ensuring our students are not just decoding words but understanding and thinking **deeply** about what they read.
- The **mini-lessons** are intentionally short and standards-aligned. They support attention spans while fostering higher-level thinking by encouraging students to engage with **multiple texts and make meaningful connections** .

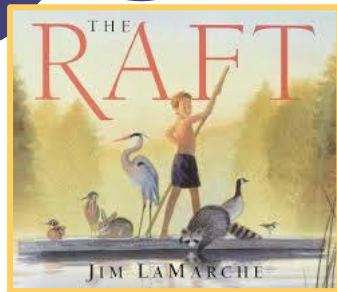
The Vision

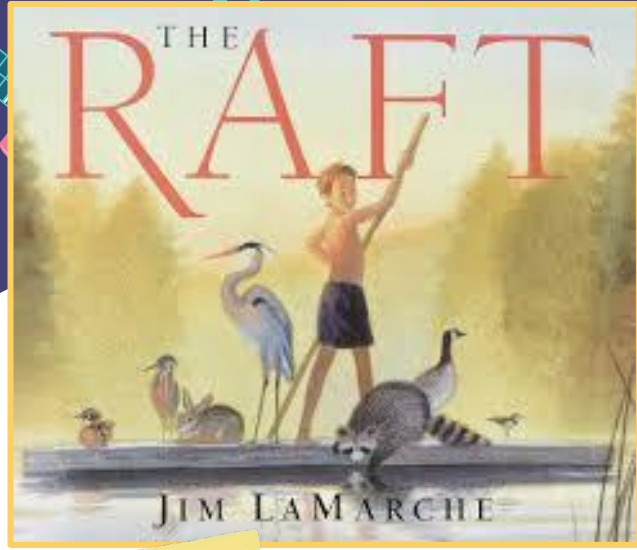


Various reading experiences supported by explicit instruction, leads to independent reading.



- Engage in discussion about a text the teacher reads aloud.
- Texts are organized in 25 Text Sets, all built around a theme/topic/ author/illustrator
- “Intentional/facilitated” talk
- Modeling opportunity—Thinking About Reading & Fluency
- Great way to build excitement in reading and help students think across different texts





The Raft by Jim LaMarche

Skill: Character Change

- Students have flexible seating opportunities and usually come to a carpeted area for easy listening.
- Engage in purposeful questioning provided as a whole group.
- Teachers model various reading strategies and comprehension skills by pausing strategically, asking questions, sharing their thoughts aloud, and engaging students in discussions. They also model fluency and expressiveness in their reading.
- Turn and talk opportunities for students as well as open dialogue conversations to drive the learning process.

A grandmother who calls herself a river rat is pretty unusual. What do you predict this grandmother will be like? -pg. 1

What has Grandma shown us about herself so far? Does she match your predictions from the beginning of the story? -pg. 17

Mini Lesson

Connected to New Jersey Student Learning Standards


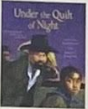

- Opportunity to build literacy experiences and skills & set up the framework for independent reading
- Each mini lesson focuses on a different aspect of a larger concept–15 minutes
 - I Do, We Do, You Do
- Whole group instruction- based around mentor texts/interactive read-alouds
- Create an anchor chart together --apply skill to independent reading






Mini Lesson

Large Concept: Think critically about characters.



Evaluate whether characters behave in ways consistent with the setting of the book.

Genre	Questions About Setting	Example
Realistic Fiction 	Do I know someone who acts like this? Could I imagine this happening today?	I could imagine a boy being sad and lonely when he is away from home and not used to nature.
Historical Fiction 	What was happening during that time? How would characters need to behave to live at that time?	The girl was fighting for her life and could be killed or hurt. Her worries seem real and it's believable that she was scared but brave.
Fantasy 	What kind of fantasy world is it? What is necessary to survive in the fantasy world?	Yasuhiro and Hiroko lived in a world where magic things happened. People could turn into cranes and cranes could turn into people. It was believable that Yasuhiro wanted to be a crane because he loved Hiroko.

Think critically about whether a character is believable and authentic.

Title	Are the characters believable and authentic?	Why or why not?
	Yes No	<ul style="list-style-type: none"> A kid leaving home would feel sad and upset the way Nicky felt. He seems real. It seems fake that he loved nature so suddenly and became excited.
	Yes Yes	<ul style="list-style-type: none"> Rikki-tikki acted like a loyal hero. The way he talked to the birds feels real. The things he did to save everyone matches his personality. It somehow feels normal that a mongoose was planning to save everyone from the cobras.
	Yes No	<ul style="list-style-type: none"> The letter sounded like how a son would write to his mom back then. The soldiers who sang carols seem real because both sides celebrated Christmas, but it doesn't seem likely they would have put up Christmas trees and traded things.

Sometimes writers show the perspective of more than one character.

Book	Situation	Primary Character	Secondary Character
	Nim wins the newspaper drive.	Nim is proud and excited. She wants to prove herself to be an American.	Nim's grandfather is mad at her for coming home late and worrying her family. He is very traditional.
	Rikki-tikki kills a snake.	Rikki-tikki doesn't see what the big deal is.	Teddy's mother is proud of Rikki-tikki for having "saved Teddy's life."

Guided Reading

Guided support in learning how to read and grapple with a “tougher” text

Within the Text: *literal understanding*

- Example: What did you learn about sea turtles from reading this book?

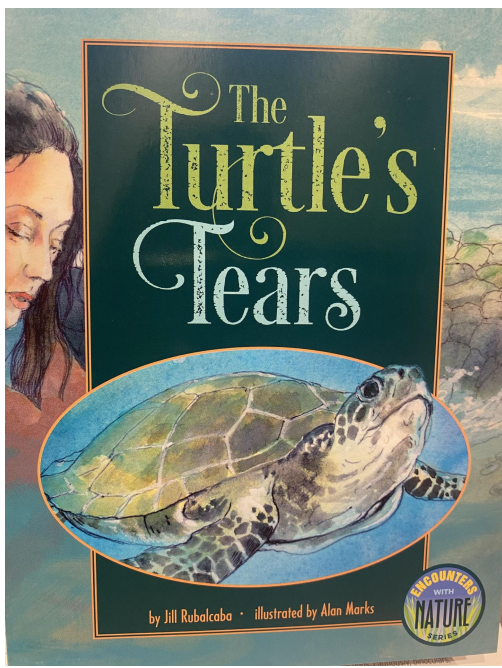
Beyond the Text: *synthesizing and inferring information*

- Example: Ruby was reluctant to help the ‘old man’ at first. Why do you think so?

About the Text: *analyzing and critiquing a text*

- Example: What sensory details and descriptive language are used to help the reader better understand the protagonist?



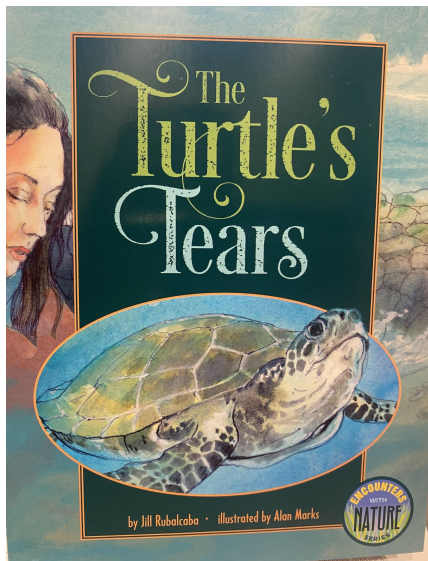


Guided Reading: The Turtle's Tears

Think about Ruby at the beginning of the story. What did the writer tell you about her? How was she different at the end of the story? Take us to a part of the story that shows why she changed.

What lesson did Ruby learn? How can you use that lesson and apply it to your own life?

DISCUSSION POINTS



Guided Reading Teaching Points: *The Turtle's Tears*

Stories are told from different perspectives or points of view. This effects the information you get about the characters' thoughts and feelings.

Read page 2. Who tells this story? Whose thoughts and feelings does this 3rd person narrator reveal? The narrator describes how Ruby feels about being outside without her phone. Use your voice to show Ruby's thoughts.

The Four Types of Point of View



First person

"I" am telling the story.
The character is in the story.



Third person, limited

The story is about "he" or "she."
The narrator is outside of the story.



Second person

The story is told to "you."
This POV is not common in fiction.



Third person, omniscient

The story is about "he" or "she."
The narrator has full access to the thoughts of all characters.

Independent Reading

- Choice based on interest (Classroom Libraries) Just Right Books
- Opportunity to talk and write about literature
- Great exposure to new authors, illustrators, genres, and topics
- Explicit connection to all other instructional contexts → interactive read-aloud, guided reading, & mini-lessons
- Reading as “low stress”






Independent Reading

Share: (partners, small group, whole group)

“Talk about what you noticed about characters when you read today. Were they authentic within the conditions of the story? What makes you think that?”

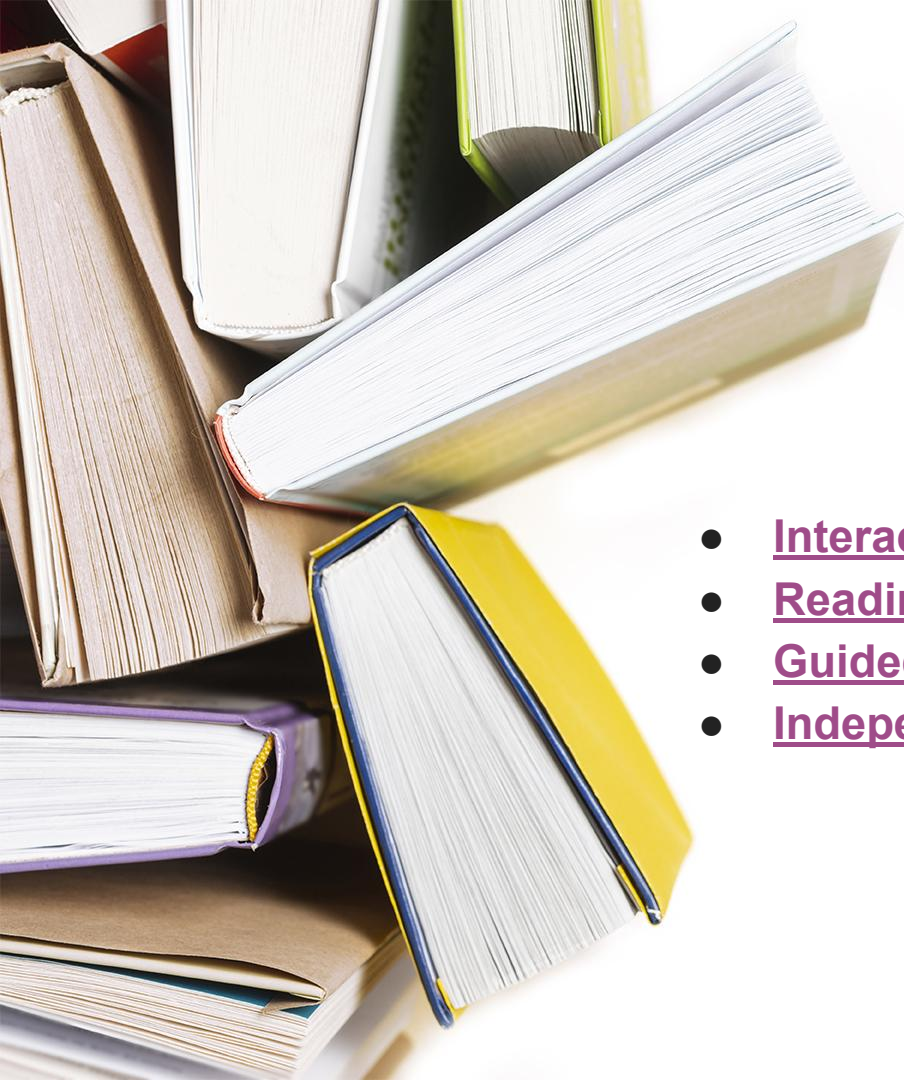
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Accountability

- *Post-its*
- *Graphic organizers*
- *Readers notebook*
- *Journaling*
- *Letter Writing*





- [Interactive Read Aloud – Fountas and Pinnell Video](#)
- [Reading Mini Lesson – Fountas and Pinnell Video](#)
- [Guided Reading – Fountas and Pinnell Video](#)
- [Independent Reading - Fountas and Pinnell Video](#)



Thank You!

Do you have any questions?

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