

# CONTENTS

About This Book . . . . .	vii
About the Authors . . . . .	ix
Acknowledgments . . . . .	xi
How This Book Maps to Standards . . . . .	xxv

## Chapter 1

### BALANCED LITERACY IN THE CLASSROOM—1

<i>Balance and the Challenges of Reaching and Teaching</i>	
<i>Diverse Readers and Writers</i> . . . . .	1
<i>Components of Balanced Literacy</i> . . . . .	2
Balancing Quality Literature and Other Resources in Our Libraries . . . . .	3
Balancing Reading, Writing, Speaking, Listening, and Word Study . . . . .	3
Integrating Content in the Literacy Block . . . . .	3
<i>Balancing Instructional Approaches</i> . . . . .	4
Balancing Learning Style Preferences of Students . . . . .	4
Balancing Grouping in the Classroom . . . . .	5
Balancing Teacher Talk and Student Talk . . . . .	5
Balancing Teacher-Directed and Student-Directed Activities . . . . .	6
Balancing Formal and Informal Assessments . . . . .	6
<i>Establishing a Community of Learners</i> . . . . .	6

## Chapter 2

### SETTING UP A BALANCED LITERACY ENVIRONMENT—11

<i>The Look of the Classroom Library Today</i> . . . . .	12
<i>Selecting Books</i> . . . . .	12
Choosing Quality Books . . . . .	12
Newbery Award Books . . . . .	12
Picture Books and the Caldecott Award Winners . . . . .	13

Young Readers Choice Awards . . . . .	13
Choosing Books that Are “Just Right” . . . . .	13
Involving Students in Book Selection . . . . .	16
Obtaining More Books for Your Library . . . . .	16
A Classroom Visit to a Bookstore . . . . .	17
Making Space for Reluctant Readers’ Needs. . . . .	17
<i>Organizing the Classroom Library</i> . . . . .	18
Categorizing Books . . . . .	18
Enlisting Student Help for Categorizing . . . . .	19
Labeling Books That Fit . . . . .	20
Keeping Books for Yourself . . . . .	20
Knowing Thy Books . . . . .	21
Displaying Books . . . . .	21
Lending and Keeping Track of Books. . . . .	21
Introducing New Books. . . . .	22
Marking Books . . . . .	22
Protecting Books. . . . .	23
Keeping a Fresh Look to the Library . . . . .	23
Dealing with a Tired-Looking Library . . . . .	23
<i>Checking Up on What Students Are Reading</i> . . . . .	23
Tips for Parents. . . . .	23
Not-So-User-Friendly Public Libraries or Bookstores. . . . .	24
<b>Reproducibles</b>	
Activity 2.1. Independent Reading Books:	
Selection and Evaluation . . . . .	25
Activity 2.2. Reading Log . . . . .	26
Activity 2.3. Home Reading Log . . . . .	27

### Chapter 3

## READING IN THE LITERACY WORKSHOP—29

<i>Setting Up the Reading Workshop</i> . . . . .	30
Setting Goals for Reading . . . . .	30
Managing the Literacy Workshop . . . . .	30
Assessment in the Literacy Workshop. . . . .	30
<i>Selecting Quality Books</i> . . . . .	31
<i>Strategies for Reading</i> . . . . .	32
Whole-Class Instruction. . . . .	32
A Deeper Look at the Read-Aloud. . . . .	32
A Deeper Look at Shared Reading . . . . .	33
Guided Reading . . . . .	34
<i>Literacy Stations</i> . . . . .	35
<i>Strategies to Help Students Improve Literacy</i> . . . . .	37
Accountable Talking . . . . .	37

<b>Contents</b>	<b>xv</b>
Graphic Organizers . . . . .	38
Conferring with Students . . . . .	38
Conferring Baskets . . . . .	39
<b>Reproducibles</b>	
Activity 3.1. Conferring Notes for Reading . . . . .	41
Activity 3.2. Book Recommendation Form . . . . .	42

*Chapter 4*  
**WRITING IN THE LITERACY WORKSHOP—43**

<i>Setting Up the Writing Workshop</i> . . . . .	44
The Six Traits of Writing and How They Help Direct a Writing Program . . . . .	47
<i>Balancing Teacher-Directed and Choice Writing</i> . . . . .	47
Developing Writing Stamina . . . . .	48
<i>Writing Essentials</i> . . . . .	48
Establishing Audience . . . . .	48
Writing in Different Genres . . . . .	49
Helping Students with Topic Sentences . . . . .	49
Conventions: How Important Are They? . . . . .	49
Wall Reading . . . . .	50
Word Banks . . . . .	50
Spelling Difficulties . . . . .	51
<i>Demonstration of Writing</i> . . . . .	51
The Writing Conference: The Importance of Talk . . . . .	51
Writing Conference Guidelines . . . . .	52
Tips for Volunteers . . . . .	53
Use of the Rubric . . . . .	53
Publishing . . . . .	54
Student Reading and Writing Portfolio . . . . .	55
Raising the Bar . . . . .	56
<i>Keeping Parents Informed</i> . . . . .	56
<i>Celebrating Writing</i> . . . . .	57
<i>Handwriting for Older Students</i> . . . . .	58
<b>Reproducible</b>	
Activity 4.1. Conferring Notes for Writing . . . . .	59

*Chapter 5*  
**NONFICTION AND ITS PLACE IN BALANCED  
LITERACY—61**

<i>What Is Nonfiction?</i> . . . . .	61
Why Teach Nonfiction Explicitly? . . . . .	62

Entry Points for Nonfiction . . . . .	62
<i>Learning About Text Structures</i> . . . . .	64
What Are Common Text Structures? . . . . .	64
Teaching Text Structures . . . . .	65
A Deeper Look at Description . . . . .	66
Sequence or Time Order Through Biographies . . . . .	66
The Structure of Cause and Effect . . . . .	68
<i>Text Features</i> . . . . .	69
Delving into Text Features. . . . .	69
Instructional Activities to Ensure Understanding of Text Features . . . . .	70
<i>Skills and Strategies for Accessing Nonfiction.</i> . . . .	70
Vocabulary in Nonfiction . . . . .	70
Skimming and Scanning. . . . .	71
Highlighting and Using Sticky Notes . . . . .	72
Technology: Benefits and Challenges . . . . .	73
<i>Supporting Struggling Readers and Writers During This Study.</i> . . . .	73
<i>Nonfiction Assessment Practices: Baseline and Finale</i> . . . . .	74
<b>Reproducibles</b>	
Activity 5.1. Text Feature Activity . . . . .	75
Activity 5.2. Do You Know Your Text Structures? . . . . .	76
Activity 5.3. Feature and Structure Search . . . . .	77
Activity 5.4. Text Structure or Text Feature for a Children’s Book . . . . .	79

## Chapter 6

### STRENGTHENING WORD KNOWLEDGE AND FLUENCY—81

<i>What Is Word Study?</i> . . . . .	81
<i>The Teacher’s Role in Word Study</i> . . . . .	82
<i>Spelling.</i> . . . .	83
Developmental Stages of Spelling . . . . .	83
Characteristics of Proficient Spellers. . . . .	84
High-Frequency and Commonly Misspelled Words. . . . .	85
Instructional Activities. . . . .	86
<i>Vocabulary</i> . . . . .	90
Instruction: The Big Picture . . . . .	90
Strategies, Activities, and Scaffolds. . . . .	91
Vocabulary Charts and Lists . . . . .	93
<i>Reading Fluency</i> . . . . .	94
Factor That Contribute to Fluency . . . . .	94
Strategies to Build Fluency. . . . .	95

*Interventions* . . . . . 96

**Reproducibles**

Activity 6.1. A Study in Homophones . . . . . 97

Activity 6.2. Vocabulary Detective Work . . . . . 99

*Chapter 7*  
**MAKING ORAL LANGUAGE A PRIORITY—101**

*Speaking and Listening: Natural Skills?* . . . . . 102

Communication Skills as Part of the Core Curriculum . . . . . 102

The Whole Group: A Scary Place . . . . . 102

The Magnificent Seven . . . . . 103

Start Small, with Opportunities for Students to Speak . . . . . 103

*Strategies for Practicing Oral Language* . . . . . 104

Quick Talks . . . . . 104

Prompts for Talking with Partners or Small Groups . . . . . 104

One-on-One Conferencing . . . . . 105

Accountable Talk . . . . . 105

Book Talks and Book Clubs . . . . . 105

Commercials . . . . . 106

Fishbowl for Peer Modeling . . . . . 106

Talking *Before, During,* and *After* Writing . . . . . 106

Use of a Microphone in the Classroom . . . . . 107

Writer’s, Author’s, or Reader’s Chair . . . . . 107

Storytelling or Acting Out A Scene . . . . . 107

Hot Seat . . . . . 108

Tongue Twisters . . . . . 108

Performing Poems . . . . . 108

Guidelines for Performing a Poem . . . . . 109

Group Poetry . . . . . 109

Newscast Creation . . . . . 110

Interviews to Build Confidence in Speaking . . . . . 110

Oral Language with Puppetry . . . . . 111

Reader’s Theater for Literature and History Presentations . . . . . 111

Fun with Role Playing . . . . . 112

Teaching Board Games to Peers . . . . . 112

Demonstrating Science Experiments . . . . . 112

*Formal Speeches* . . . . . 112

*Accommodations for Reluctant Speakers* . . . . . 114

*Oral Language Assessment* . . . . . 114

*An After-School Speakers’ or Drama Club* . . . . . 114

**Reproducibles**

Activity 7.1. Cereal Box Book Report and Persuasive Commercial . . . . . 115

Activity 7.2. Interview Planning Sheet . . . . . 116

Activity 7.3. Science Experiment Planning Sheet: Oral Presentation . . . . .	117
Activity 7.4. Speech Plan Sheet . . . . .	118
Activity 7.5. Monthly Oral Language Presentations . . . . .	119
Activity 7.6. Oral Language Presentation: A How-to Speech . . . . .	120
Activity 7.7. Oral Language Teacher Evaluation . . . . .	122

## Chapter 8

### USING A THEMATIC APPROACH: SURVIVAL—123

<i>Establishing a Theme</i> . . . . .	123
Getting Help from Other Teachers . . . . .	124
Involving Parents . . . . .	124
Modifying to Meet the Needs of Students . . . . .	124
Getting Started . . . . .	124
<i>Survival as a Theme</i> . . . . .	125
Why Survival? . . . . .	125
Fitting Survival into the Curriculum . . . . .	125
Getting Started with Grade-Level Novels . . . . .	125
<i>Comparing Books to Movies</i> . . . . .	126
<i>Island Survival: A Sample Plan</i> . . . . .	127
Supplementary Activities . . . . .	129
Using Fact Cards . . . . .	130
Organizing a Survival Book Club . . . . .	130
<i>Keeping a Response Journal</i> . . . . .	130
<i>Incorporating Nonfiction</i> . . . . .	131
<i>Using Audiobooks and Compact Discs</i> . . . . .	131
<i>Tying In Other Subject Areas</i> . . . . .	131
<i>Other Resources for a Survival Theme Study</i> . . . . .	133

#### Reproducibles

Activity 8.1. A Group Newspaper About Brian Robeson's Adventure in <i>Hatchet</i> and <i>The River</i> . . . . .	134
Activity 8.2. A Letter from Character to Character . . . . .	136
Activity 8.3. Prejudice and Discrimination Based on <i>The Cay</i> . . . . .	137
Activity 8.4. The Perfect Island . . . . .	138
Activity 8.5. World War II Project Based on <i>Number the Stars</i> by Lois Lowry . . .	140
Activity 8.6. World War II Project Teacher or Student Evaluation . . . . .	143
Activity 8.7. Survival Theme: Critical Reading and Interviewing . . . . .	144

*Chapter 9*  
**SPECIAL UNITS OF STUDY—145**

*Author Studies to Produce Stronger Readers and Writers* . . . . . 145

Chris Van Allsburg, Author and Illustrator. . . . . 145

Avi: A Versatile Writer . . . . . 147

Katherine Paterson: Comparing and Contrasting . . . . . 148

*Digging Deeper into Story Elements*. . . . . 148

Character Study . . . . . 149

Developing Character Sketch Cards . . . . . 152

*Symbolism in Because of Winn Dixie* . . . . . 153

*Similes in The Thirteenth Floor* . . . . . 155

*Genre Studies* . . . . . 155

**Reproducibles**

Activity 9.1. Creating a Flip Book: Story Elements . . . . . 156

Activity 9.2. Flip Book for Charlotte Doyle:  
Story Element Response to Literature. . . . . 157

Activity 9.3. Compare and Contrast Two Books by the Same Author . . . . . 158

Activity 9.4. Just a Few Reading and Writing Terms You Should Know . . . . . 159

Activity 9.5. Character Chart. . . . . 163

Activity 9.6. Character Sketch Card (Front) . . . . . 164

Activity 9.7. Character Sketch Card (Back). . . . . 165

Activity 9.8. Author’s Writing Tools and Story Elements . . . . . 166

Activity 9.9. Monthly Genre Study Schedule. . . . . 168

Activity 9.10. Book Jacket . . . . . 169

Activity 9.11. Picture Book Study:  
Caldecott Books Recording and Information Sheet . . . . . 170

*Chapter 10*  
**BOOK CLUBS AND LITERATURE CIRCLES—173**

*“Literature Circles” or “Books Clubs”: What Shall We Call Them?* . . . . . 173

What Is a Book Club? . . . . . 174

The Benefits of Book Clubs . . . . . 174

*Putting Book Clubs into Practice* . . . . . 175

Timing for Book Clubs . . . . . 175

Ideas for Grouping . . . . . 175

Choosing Materials to Read. . . . . 176

Getting Started . . . . . 177

Setting the Schedule. . . . . 177

Student Roles in Book Clubs . . . . . 178

<i>Managing Book Clubs</i> . . . . .	178
Rules of Etiquette . . . . .	178
Book Club Folders . . . . .	179
Questions to Bring Out the Voices . . . . .	179
Keeping the Discussion Moving . . . . .	180
Using Sticky Notes . . . . .	180
Response Journals and Literature Logs . . . . .	180
Charting . . . . .	181
Troubleshooting . . . . .	182
Accommodations for Special Needs . . . . .	182
Culminating Activities and Assessment . . . . .	183
<i>Variations of Book Clubs</i> . . . . .	183
<i>Building a Schoolwide Reading Community</i> . . . . .	184
Buddy Classes . . . . .	186
One Big Book Club . . . . .	186
<b>Reproducibles</b>	
Activity 10.1. Book Club Reading Schedule . . . . .	187
Activity 10.2. Book Club Roles . . . . .	188
Activity 10.3. Book Club Daily Evaluation Sheet . . . . .	190
Activity 10.4. Book Club Discussion Notes . . . . .	191
Activity 10.5. Book Club Group Planning Sheet . . . . .	192
Activity 10.6. “Fat Questions” to Keep Your Book Club Conversation Going . . .	193
Activity 10.7. Book Club Culminating Activities . . . . .	194
Activity 10.8. Rubric for Book Club Presentation and Project . . . . .	198
Activity 10.9. Book Club End-of-Unit Student Evaluation Sheet . . . . .	199

## Chapter 11

### READING AND WRITING DIFFICULTIES IN STUDENTS—201

<i>Reading Problems and Research</i> . . . . .	202
Struggling Older Readers . . . . .	203
Learning Disabilities and Other Brain-Based Reading Problems . . . . .	204
Dyslexia . . . . .	204
Attention Deficit/Hyperactivity Disorder (AD/HD) . . . . .	205
The Gender Gap in Reading . . . . .	206
Strategies for Working with Struggling Readers . . . . .	206
<i>Struggles with Writing</i> . . . . .	207
Planning and Organization . . . . .	208
Memory . . . . .	208
Language Processing . . . . .	208
Graphomotor Skills . . . . .	209
Spelling . . . . .	210
Other Mechanics . . . . .	210

<b>Contents</b>	<b>xxi</b>
Editing . . . . .	210
Self-Monitoring . . . . .	211
Speed of Processing . . . . .	211
The Teacher’s Role . . . . .	211
<i>Strategies for Bypassing and Accommodating Writing Difficulties</i> . . . . .	211
<i>Research-Based Literacy Intervention Programs</i> . . . . .	213

Chapter 12  
**READING COMPREHENSION STRATEGIES AND  
SCAFFOLDS—217**

<i>Characteristics of Good Readers</i> . . . . .	217
<i>Metacognitive Readers</i> . . . . .	218
<i>Prereading Comprehension Strategies</i> . . . . .	219
Prereading Instructional Strategies . . . . .	219
Prereading Metacognitive Strategies . . . . .	219
<i>During-Reading Comprehension Strategies</i> . . . . .	220
During-Reading Instructional Strategies . . . . .	220
During-Reading Metacognitive Strategies . . . . .	221
<i>After-Reading Comprehension Strategies</i> . . . . .	224
After-Reading Instructional Strategies . . . . .	224
After-Reading Metacognitive Strategies . . . . .	225
<i>Cognitive Reading Comprehension Strategies</i> . . . . .	226
<i>Graphic Outlines or Graphic Aids</i> . . . . .	227
<i>Text Structure</i> . . . . .	228
Expository or Informational Text Structure . . . . .	228
Narrative Text Structure . . . . .	228
<i>Active Reading and Discussion Formats and Activities</i> . . . . .	229

**Reproducibles**

Activity 12.1. Mapping What I Read . . . . .	230
Activity 12.2. Narrative Text Organization Chart . . . . .	231
Activity 12.3. Narrative Text Organization Script . . . . .	232

*Chapter 13*  
**WRITING STRATEGIES, SCAFFOLDS,  
 AND ACCOMMODATIONS—233**

<i>The Importance of Modeling</i> .....	234
<i>Guided Writing</i> .....	234
<i>Strategies to Help with Writing</i> .....	234
Prewriting .....	234
Checklists .....	236
Planning Forms and Graphic Organizers .....	236
Drafting .....	237
Revising .....	237
Editing .....	239
Publishing .....	239
 <i>Formats and Genres</i> .....	 239
Paragraphs .....	239
Powerful Leads and Closings .....	240
Summaries .....	240
Response to Literature .....	241
Letters .....	241
Narrative .....	241
Story Grammar .....	241
The Narrative Organizer Chart .....	242
Expository Writing .....	242
Research Papers .....	243
Persuasive Letters and Essays .....	243
 <i>The Use of Rubrics</i> .....	 244
<i>Note Taking</i> .....	244
Lecture Notes .....	245
Textbook Notes .....	246
 <b>Reproducible</b>	
Activity 13.1. Persuasive Five-Paragraph Essay Rubric .....	247

*Chapter 14*  
**TEACHING AND ENHANCING LITERACY THROUGH  
 TECHNOLOGY—249**

<i>Programs for Use in the Classroom</i> .....	250
Prewriting Software .....	250
Word Processing .....	250
Desktop Publishing .....	251

Multimedia . . . . .	251
Uses for PowerPoint in Balanced Literacy . . . . .	252
PowerPoint Web Sites . . . . .	256
<i>Audiobooks</i> . . . . .	256
<i>Electronic Books (E-Books)</i> . . . . .	257
<i>Electronic Mail (E-Mail)</i> . . . . .	257
<i>The Internet</i> . . . . .	258
<i>Online Instruction (E-Learning)</i> . . . . .	258
<i>Handheld Devices</i> . . . . .	259
<i>Visual Technology</i> . . . . .	259
Digital Cameras . . . . .	259
Digital Video . . . . .	260
Video Streaming . . . . .	260
Document Cameras . . . . .	261
Interactive Whiteboards . . . . .	262
<i>Sound-Field Classroom Amplification</i> . . . . .	262
<i>Assistive Technology</i> . . . . .	266
Portable Word Processors . . . . .	266
Word Predictors and Spell-Checkers . . . . .	266
Text-to-Speech Software . . . . .	267
Scanned Books . . . . .	267
Speech Recognition Systems . . . . .	267
Software for Students with Reading and Writing Disabilities . . . . .	267
Scanner Pens . . . . .	268
Sources for Assistive Technology . . . . .	268
<i>Appendix A Sixty Recommended Web Sites for Teachers and Students, Grades 3 Through 8: A Wealth of Resources for Enhancing Literacy</i> . . . . .	269
<i>Appendix B Building Community: A Two-Week Unit of Study</i> . . . . .	275
<i>References</i> . . . . .	287
<i>Name Index</i> . . . . .	299
<i>Subject Index</i> . . . . .	303

