

Grades 2-6



LAURA CANDLER'S

POWER READING WORKSHOP

A STEP-BY-STEP GUIDE

INCLUDES

- **Getting started—your first ten days**
- **Power tools to improve reading performance**
- **Ready-to-use activity pages**
- **Customizable online forms**



LAURA CANDLER'S
**POWER
READING
WORKSHOP**
A STEP-BY-STEP GUIDE



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Acknowledgments

Writing *Laura Candler's Power Reading Workshop* has truly been an act of collaboration. I couldn't have written this book without the help and inspiration of the teachers below and many others who did not choose to be acknowledged. I knew that the reading workshop approach worked in my own classroom, but I wanted to create a guide that would work in virtually any upper elementary classroom. The strategies I shared during the development of this book were tested and adapted by hundreds of teachers, and they were tweaked to make them work in classrooms all over the world. I received many excellent suggestions to improve the content and wording of the original manuscript. I feel blessed to have had the opportunity to work with these teachers. I know that if I were to walk into any of their classrooms, I would find kids who love to read and who are empowered by that love.

—Laura Candler



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preview

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INTRODUCTION



Do your students love to read? If they're like many kids today, they spend far more time watching TV, texting their friends, and playing video games than they do reading. It's not that they can't read—they just choose not to do so. With today's accountability laws, we have done a commendable job of teaching reading skills. However, we've fallen far short of instilling a passion for reading.

What if you had the power to change your students' attitudes about reading? Believe it or not, the task isn't difficult, but it does require a willingness to abandon methods that aren't working in favor of more effective strategies. Thousands of teachers have experienced success using a simple yet powerful model called Reading Workshop. This method uses a combination of mini-lessons, independent reading time, and individual conferences to inspire and motivate students.

After researching this approach for several years, I began implementing the basic model that was described in many books and on numerous websites. However, I sensed that something more was needed to produce exceptional results. I loved the idea of students reading their own books, but I also wanted to be sure that they were continually challenged to improve as readers. To address these needs, I adapted a few strategies, and I created a number of my own techniques. I began referring to these extra components as my "Power Reading Tools" and the entire program as the "Power Reading Workshop."

Almost from the beginning, I began to see the impact of Reading Workshop on my students. Not only did they love to read, it was clear that they were becoming better readers as well. I knew I had to write a book to share these strategies with others. *Laura Candler's Power Reading Workshop: A Step-by-Step Guide* offers an easy, step-by-step plan for effective reading instruction. First, I'll show you how to set up a basic Reading Workshop in your own classroom. Then I'll describe how to turn the basic program into a Power Reading Workshop by adding strategies that motivate and challenge your students to take responsibility for their personal growth as readers. Along the way, I share the reproducible activity pages and resources I've developed to make the program easy as well as effective.

Are you ready to start your own Power Reading Workshop? With this step-by-step guide, you can jump in and get started right away, tweaking the program along the way to make it perfect for your own students. When you do, you'll be amazed at how quickly you can empower your students with a love of reading!

Comprehensive Manual or Step-by-Step Guide?

When I decided to write this book, I realized that the market is saturated with excellent comprehensive books on how to implement Reading Workshop, but nowhere did I find a simple step-by-step guide. Through conversations with other teachers, it became clear to me that a resource to guide teachers through their implementation of the Reading Workshop program was desperately needed. Use this guide to help you get started, and then explore the wealth of additional books and resources on this topic. You'll find a list of additional resources in the Appendix, and they are definitely worth the time you'll invest in reading them.

Assumptions

I'm going to make some assumptions before we begin. If these assumptions aren't true regarding your classroom or your school environment, you may need to make some modifications to your Reading Workshop program.

YOU AS A READER ● First and foremost, I'm going to assume that you enjoy reading for pleasure and want to share your love of reading with your students. If you don't love to read, please explore your own feelings about reading before you attempt to influence your students. Read children's literature and talk with other educators to discover what types of books they enjoy. Perhaps your own experiences in school caused you to dislike reading. Take heart—it's not too late to change! Think you can fool your students into believing that you like to read when you don't? Think again!

COMPUTERIZED TEST PROGRAMS ● For the purposes of this book, I'm assuming that you will not be using a computerized test program such as Accelerated Reader or Reading Counts. If you do use one of these programs, please allow students to read other books as well and offer a way for students to earn "points" for books that are not on the list. Don't emphasize the rewards and the points when you talk to your students about their books; instead, focus on their growth as readers and the variety of genres in their reading choices. Teach kids to find pleasure in reading rather than in achieving external rewards and recognition.

ACCESS TO READING MATERIAL ● For this method, your students will need regular access to a variety of books and other reading material. If you don't have a full classroom library, your students will need to be able to visit the school library as needed, starting on the first day you introduce Reading Workshop.

BASAL READING PROGRAMS ● It will be difficult to fully implement a Reading Workshop if you are required to teach from a basal reading text. If you are required to use a basal reader, you'll need to get permission to try this alternate approach to reading instruction. Ask your administrator to let you try this approach for one grading period. Offer to review the results together to determine the program's effectiveness.

CLASSROOM MANAGEMENT ● If your classroom lacks an effective management system, now is not the time to begin using Reading Workshop. First, enlist the help of a mentor to work out an effective management system. Before allowing students the freedom inherent in Reading Workshop, they must consistently demonstrate respect for you, their classmates, and their classroom. Two excellent books on this topic are *The First Days of School* by Dr. Harry Wong, and *Tools for Teaching* by Dr. Fred Jones.

COOPERATIVE LEARNING ● Many of the activities described in the mini-lessons require students to work in cooperative learning teams or pairs. I have found partners or teams of four to be the most effective arrangement. If you are new to cooperative learning, I suggest that you obtain training on these strategies. Check out Dr. Spencer Kagan's *Cooperative Learning*, a comprehensive manual of specific and very effective techniques.

GUIDED READING INSTRUCTION ● After you set up your basic Reading Workshop, you'll probably want to add small guided reading groups as needed. Because there is a wealth of information on this topic, *Laura Candler's Power Reading Workshop* does not provide detailed instructions for this component. If you need specific, step-by-step instruction in how to use guided reading groups, I recommend the book, *Guided Reading in Grades 3-6: Everything You Need to Make Small-Group Reading Instruction Work in Your Classroom*, by Mary Browning Schulman. The book definitely fulfills the promise of its title.

READING PROFICIENCY ● Because this book is designed for grades two through six, I'm going to assume that most of your students can read on a minimal level or better. The Reading Workshop approach seems to be most effective with students who have mastered basic phonics skills but who need work in the areas of vocabulary, fluency, and comprehension. If most of your students are non-readers, use more explicit methods of reading instruction before starting a Reading Workshop.





CHAPTER 1

.....
**What Is the
Power Reading
Workshop?**

WHAT IS THE POWER READING WORKSHOP?



If you're not familiar with the Reading Workshop approach, you may be wondering what it looks like. Step into my room for a "virtual visit" and take a look. You might see me reading aloud, or see my students scattered around the room deep into their own books. Whether they are under desks or snuggled up with a pillow in the corner of the room, they'll scarcely notice as you step into the room. You might see me conferring with a few students as they make predictions or describe connections they made with their books. Small groups of students might be discussing a book or working on a graphic organizer together.

You might think that reading instruction isn't taking place. But a closer look will reveal that students are becoming more proficient readers in measurable ways. More importantly, as these students experience the joys of reading, they are becoming lifelong readers.



Parts of the Power Reading Workshop

The heart of Reading Workshop involves students choosing their own books and reading at their own pace for extended periods of time. But in order to be most effective, the Power Reading Workshop includes reading instruction as well as time to confer with students.

Where do you start? How do you create a program that's just right for your students? Don't worry! Just follow this simple "equation":

Basic Reading Workshop

+ Power Reading Tools

POWER READING WORKSHOP

Basic Reading Workshop includes:

- Whole Class Read Alouds
- Strategy Mini-lessons
- Self-Selected Reading Time
- Individual Reading Conferences
- Response to Reading

Power Reading Tools include:

- Goal Setting
- Assessment and Reflection
- Guided Reading Groups
- Extended Literary Response
- Strategic Planning

The step-by-step methods described in this book will guide you through the first ten days of implementing the Basic Reading Workshop. Then you'll learn a variety of strategies to add more depth after the basic components are in place. As you implement each step, you will adapt the model to fit your own classroom, creating your own unique Power Reading Workshop.

Basic Reading Workshop Components

Whole Class Read Alouds

Do you read aloud to your students? If not, be prepared to discover the joy of reading aloud and sharing great books with your students. Students from kindergarten through high school treasure the moments when their teachers read aloud to them.

In the Reading Workshop program, sometimes you'll read a short book and finish it that day. Other times you'll select a longer book that may take weeks or even months to complete. The times you spend reading and sharing great books will be some of the most special times of your day.

Reading aloud is much more than a “story time” in a Reading Workshop classroom. You'll use this time to teach the strategies and skills needed for students to become better readers.

Mini-lessons on Reading Strategies or Skills

Short mini-lessons provide the instructional heart of the Reading Workshop. Each mini-lesson targets a specific instructional objective—for example, making predictions, analyzing character traits and motives, inferring word meaning from context clues, or rereading to clarify understanding. Often, mini-lessons are based on the book you are reading aloud, but sometimes you'll use a supplementary text such as a news article, poem, or biography as the focus of your mini-lesson.

You'll find a list of reading strategies and skills on [page 126](#). This list is not organized in a sequential manner; use it as a checklist to keep track of the skills you are teaching throughout the year.

Many of the books in the Professional Reading section on [page 135](#) offer ideas to help you develop great mini-lessons.

Self-Selected Independent Reading

Allowing students to choose their own books and giving them time to read independently are the most critical elements of the Reading Workshop. They distinguish the Reading Workshop from other instructional models such as basal reader programs, whole class novel studies, or literature circles.

Let's examine how each element works in the Reading Workshop:

BOOK CHOICE ● In a true Reading Workshop, students may choose from a wide variety of fiction, nonfiction, poetry, and even magazine or newspaper articles. Furthermore, they are not required to select Accelerated Reader books or read books from a given list. Yes, students are guided to choose appropriate books, but they are not restricted from entire genres or specific reading levels.

Don't confuse book choice or "self-selected reading" with the method known as "SSR" or "sustained silent reading." In that SSR model, students read for a long period of time, and the teacher is often encouraged to pick up a book and read during this time as well. Many studies have concluded that SSR time is not particularly effective. Perhaps SSR's ineffectiveness is due to a lack of accountability and the fact that teachers are reading silently instead of working with students. What's different about Reading Workshop is that teachers spend the self-selected reading time conferring with students, and students often produce written or oral responses to what they read.



TIME TO READ • Many reading programs devote large blocks of time to instruction and require numerous activities to be completed in centers throughout the week. But they don't give kids time to read, read, read! Research studies have established a direct correlation between time spent reading and improvement in reading skills, yet most classrooms seldom provide even a twenty-minute block of time during the day for silent reading. The Reading Workshop approach gives students at least thirty minutes each day to read independently in the classroom.

Individual Reading Conferences

Another key component of Reading Workshop is the individual teacher-led reading conference. Each day you'll confer with five or six students individually for about five minutes each. You'll ask them questions about what they're reading at home and in the classroom, and you'll guide them to choose a variety of increasingly more challenging books. During the reading conference you become a coach and connect with your students as readers.

Response to Reading

Responding to reading can take many forms, oral and written. It can be a simple book chat with a reading buddy. At other times, the reading response can take the form of a letter, a journal entry, or a graphic organizer. On rare occasions, students may respond with a project or a skit.

But beware of “projectitis”—the tendency to assign so many exciting activities that students spend more time creating projects than they do reading books! Don’t forget that every hour spent working on a project is one less hour your students will spend reading. Find a balance that feels right.

Resist the urge to assign book reports and reading projects with the intention of having students “prove” they are reading. Instead, let the response to reading be a genuine attempt to deepen understanding or explore new concepts and connections.

The One-Hour Reading Workshop Session

How do these five components fit together in an hour of reading instruction?

Usually the first fifteen to twenty minutes are spent reading aloud to the class, and the mini-lesson is often part of that read-aloud session. Then students take out their books for self-selected reading time, and they are encouraged to use the mini-lesson strategy in their own reading. One by one, they grab a pillow or folding chair and find a cozy spot in the room to read. For the next thirty to thirty-five minutes, students become immersed in their books and the teacher conducts whispered conferences. After they read, the Reading Workshop closes with students responding to what they have just read by jotting comments in a journal or completing part of a graphic organizer.

READING WORKSHOP SESSION:

- 15 - 20 minutes: Read aloud and mini-lesson
- 30 - 35 minutes: Independent reading and teacher conferences with students
- 10 minutes: Closure activity for responding to reading

Power Reading Tools

Once you have established the basic Reading Workshop, it's time to add the Power Reading Tools. These twelve tools add new components that give focus, direction, and individual accountability to the Reading Workshop program. They are designed to motivate and challenge your students and will empower them to become better readers.

Whether or not you describe strategies as “Power Reading Tools” to your students is up to you. However, if you refer to them this way, make sure your students understand that “power reading” is not synonymous with “speed reading.” Reading faster won't necessarily make you a better reader. The objective is not to read faster, but rather, to read more carefully and with greater depth of insight and understanding. They will become power readers, but they won't necessarily become speed readers.

Goal Setting, Record Keeping, and Assessment

In a Power Reading Workshop, you'll challenge your students to set reading goals for themselves and to track their own progress. As a result, they'll become conscious, deliberate readers who take responsibility for reading increasingly more difficult books in a wider variety of genres.

To manage the goal-setting component, each student will need to set up a Power Reading Log. This is as simple as a pocket folder with pages inserted in the middle, and it serves as the organizational system for the whole program. Students will use the Power Reading Log to store their reading response journals, graphic organizers, book genre records, and other literacy materials.

Your students will also evaluate their own progress every few weeks to ensure that they are on track to achieve their goals. In addition, you can administer your own reading assessments, such as quarterly benchmark tests, to make sure that they are making adequate progress according to grade level standards and expectations.

Flexible Guided Reading Groups

Individual conferences are extremely important in the beginning stages of the program, but they have one serious drawback: time constraints. When you confer with each student individually, your conferences must be brief or you will never have time to confer with everyone. Many students need more explicit, small-group reading instruction. To provide this level of reading support, the Power Reading Workshop includes flexible guided reading groups that meet regularly to work with you on specific skills and strategies.

Extended Literary Response

Another way to add depth to the basic Reading Workshop is to offer more reading response options. Several Power Reading Tools offer ways for your students to respond to what they are reading, such as journals, book sharing letters, and graphic organizers. Adding special events such as the Book Buzz and the Magazine Power Hour also increase opportunities for sharing and discussing literature.

Strategic Planning

The first ten days to implement a basic Reading Workshop are completely outlined for you in a step-by-step manner. In addition, the Power Reading Tools are described in detail for you to include as your students become proficient with Reading Workshop. But then what?

Never fear! The Strategic Planning Tool describes how you, the teacher, can take your Reading Workshop to the next level. It provides a clear, easy-to-implement plan for creating powerful reading lessons.

Now you're ready to launch your own Reading Workshop. Start with the basic program, then add the Power Reading Tools. I'll be with you every step of the way...

Preview



CHAPTER 2

Teacher
Preparation

Preview

TEACHER PREPARATION



Similar to planning a trip, starting a Reading Workshop requires some advance teacher preparation. Before you start your vacation, you read travel guides, gather important materials, and map out your journey. Implementing your Reading Workshop will also involve several steps to get ready. Consider this guide the “GPS” that will make your journey through Reading Workshop easier.

Here are the three steps you need to do to prepare for your Reading Workshop:

- **STEP 1:** Prepare Reading Workshop materials
- **STEP 2:** Set up your Conference Notebook
- **STEP 3:** Locate and preview Read-Aloud selections



STEP 1 Prepare Reading Workshop Materials

Duplicate the forms you need to get started. At first, students can keep the worksheets in a plain manila file folder, but in a few weeks you'll want to create a more permanent Power Reading Log, using a plastic pocket folder with paper fasteners. This folder will be used for storing reading logs, graphic organizers, and self-assessment materials. It's a critical management component.

The items below are listed in the order you might want to introduce them to your students. After students complete them, be sure to save them for their Power Reading Logs. You can find each of these forms on the pages noted below. Refer to the Materials for the First Ten Days chart on [page 29](#) to determine when you'll need each item.

Student Activity Pages for the First Ten Days:

- **READING INTEREST SURVEY** ([page 42](#)) – one for each student
- **MY READING RECORD CHART** ([page 48](#)) – start with one for each student—you'll need more later
- **BOOK NOTES** ([page 57](#)) – four for each student for the first month of Reading Workshop
- **BOOK GENRE RESPONSE CARDS** ([page 66](#)) – one set for each team
- **BOOK GENRE QUESTIONNAIRE** ([page 69](#)) – one for each student



TEN DAYS OF READ ALOUDS

DAY LESSON TOPIC READ-ALoud OPTIONS*

- 1** Getting to Know Your Students
- *Thank You, Mr. Falker* ~ Polacco
 - *Teacher from the Black Lagoon* ~ Thaler

- 2** What's Reading Workshop?
- *Crickwing* ~ Cannon
 - *The Rainbow Fish* ~ Pfister

- 3** Learning to Choose Books
- *Goldie Socks and the Three Libearians* ~ Hopkins
 - *We're Going on a Book Hunt* ~ Miller

- 4** Conferring with Students
- *Chrysanthemum* ~ Henkes
 - *Have You Filled a Bucket Today?* ~ McCloud

- 5** Reading Is Thinking
- *The Train to Somewhere* ~ Bunting
 - *The Wretched Stone* ~ Van Allsburg

- 6** Written Response to Reading
- *The Diary of a Worm* ~ Cronin
 - *Enemy Pie* ~ Munson

- 7** More Thinking about Reading
- *The True Story of the Three Little Pigs* ~ Scieszka
 - *Tuesday* ~ Weisner

- 8** Fiction or Nonfiction?
- *Stellaluna* ~ Cannon
 - *Bats* ~ Gibbons

- 9** Identifying Book Genres
- *A Writing Kind of Day* ~ Fletcher
 - *Random House Book of Poetry for Children* ~ Prelutsky

- 10** Identifying Genre Preferences
- *Wilma Unlimited* ~ Krull
 - *The Kid Who Invented the Popsicle* ~ Wulffson

◆ Choose one of these books for each lesson or another book that is appropriate for the lesson topic. Each title is followed by the author's last name. Preview books to determine grade level suitability. A full annotated bibliography of these books starts on [page 137](#).



CHAPTER 3

**Basic Reading
Workshop**

Preview

BASIC READING WORKSHOP



How you introduce the Reading Workshop approach to your students will depend on how long you have been working with them. The plan described below assumes that you are starting on the first day of school; it may need to be adapted if you are starting in the middle of the school year. It may also need to be adapted according to your own comfort level with this approach. This section explains how to get started with a very basic Reading Workshop model; you'll add the "power" components as your students become ready for them.

Daily Reading Workshop Structure

Begin by establishing a regular Reading Workshop routine in your classroom. Many teachers use the following structure:

- Read aloud and mini-lesson: 15 to 20 minutes
- Independent reading and conferring: 30 to 35 minutes
- Closure or response to reading: 10 minutes

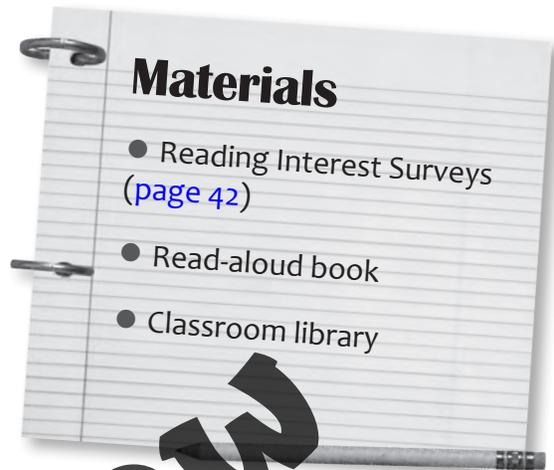
The ten lesson ideas in this chapter will help you establish this structure over the next two weeks. The Reading Workshop approach may be completely foreign to your students, so they may need time to adjust to each part of the workshop. The first few lessons won't adhere to this format because it takes time to introduce the individual parts of the Reading Workshop, but over the next few weeks you will work toward establishing the three-part structure described above.

Remember that for each of the first ten lessons, you'll need to choose a book that can be read aloud in one sitting. Carefully select each book for the particular purpose described in the lesson. Each lesson includes two suggested book titles that would work well, and you can find the entire list of suggestions on [page 35](#). Later you can begin reading chapter books aloud and creating your own mini-lessons based on the content of those books.

Please note that while this section is organized into ten individual days, you might actually spend as much as a month establishing your basic Reading Workshop. Take as much time as you need. Since it's important to allow students time for independent reading every single day, you may need to take several days to teach some mini-lessons. Don't worry! Quality instruction is more important than sticking to a timeline, and rushing through a lesson will only leave you and your students feeling stressed. Relax and enjoy the journey!

DAY 1 Getting to Know Your Students

As you implement a Reading Workshop in your classroom, you'll connect with your students in amazing ways. The Reading Interest Survey will help you assess their feelings about reading before they embark on the Reading Workshop journey with you. It's also important to give them time to read on their own the very first day. Finally, end by reading aloud one of your favorite books. Following these simple steps will give your students a taste of the Reading Workshop experience, leaving them eager for more.



Suggested Read Alouds

- *Thank You, Mr. Falker* ~ Polacco
- *Teacher from the Black Lagoon* ~ Thaler

Reading Survey

Begin by asking your students to take a survey that will help you understand their reading preferences. Be sure to administer it before discussing your reading program with them. If you wait too long, your students may not respond honestly if they dislike reading. Simply pass out the survey and tell them you want to learn more about each of them as readers. If you're planning to allow students to check out books from your classroom library on Day 1, briefly review your guidelines for doing so. Then, as the class completes the survey, allow small groups of students to visit your classroom library to select a book.

READING INTEREST SURVEY	
Name: _____	Date: _____
How do you feel about reading? Be honest! Explain your feelings.	

What do you like about reading?	

What don't you like about reading?	

Do you have a favorite series? If so, what is it and why do you like it?	

Do you ever read at home just for fun, even when you aren't required to read? If so, what types of things do you enjoy reading?	

What topics would you like to read about this year?	

Do you like to read newspapers or magazines? Explain.	

Independent Reading

Encourage students to read silently until everyone finishes their surveys. Limit movement around the room on Day 1 since you haven't yet discussed guidelines for choosing a location in the room to read. The students will finish their surveys at different times, so some will have more time for independent reading than others, but try to make sure they all have a little time to read on the first day. While they are reading, start to notice your students' preferences. Who heads for the fiction books? Who grabs a nonfiction book? What are they reading about? Are they engrossed in their books or do they seem to have difficulty concentrating?

Read Aloud

After you collect the surveys, introduce your students to the joys of listening to a great book. One of my favorite read alouds for the first day is *Thank You, Mr. Falker* because it's short enough to be read in one setting and it touches on important issues. The author, Patricia Polacco, writes from her own experience about having trouble learning to read and the humiliation of being bullied. By introducing this theme on the first day of school, you set a positive expectation for success in reading. Once again, use this as an opportunity to learn about your students as readers and listeners. Do they seem to enjoy the read-aloud session? Who participates actively by asking questions or making connections with their own experiences? Does anyone seem disinterested or disengaged? No need to take any other action right now; just observe and begin to learn about your students.

Closure

Wrap up Day 1 by explaining that tomorrow you'll have some exciting news for them about how they will learn to become better readers in your classroom. If they haven't found a good book to read from your classroom library, ask them to bring a book from home.

LAURA'S Tips

For a more detailed interest survey, use the Activities and Interests chart found in the Appendix on [pages 130 and 131](#). This two-page chart allows students to rate several dozen activities from 1 to 5 to indicate their preferences.

READING INTEREST SURVEY

Name _____ Date _____

How do you feel about reading? Be honest! Explain your feelings.

What do you like about reading?

What don't you like about reading?

Do you have a favorite series? If so, what is it and why do you like it?

Do you ever read at home just for fun, even when you aren't required to read?
If so, what types of things do you enjoy reading?

What topics would you like to read about this year?

Do you like to read newspapers or magazines? Explain.

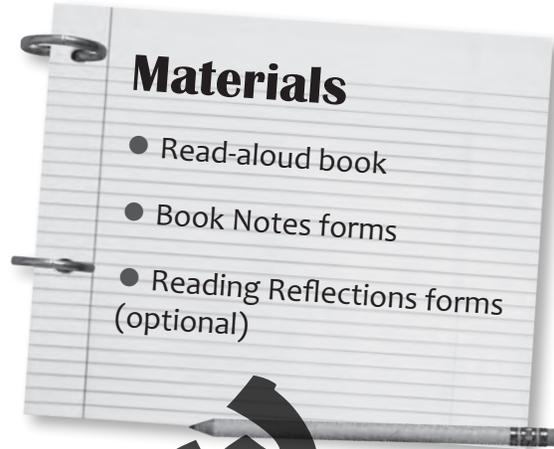
Preview

DAY 6 Written Response to Reading

Having students jot down a few notes about what they are reading each day provides the teacher with a rich source of information about their reading habits. However, many students are turned off by writing lengthy journal responses every day. The Book Notes form is a perfect response tool. It's concise, yet provides important data about your students' reading habits.

Suggested Read Alouds

- *The Diary of a Worm* ~ Cronin
- *Enemy Pie* ~ Munson



Read Aloud & Mini-lesson

Introduce the Book Notes form to students by explaining that it's a simple way for them to record a little bit about what they are reading each day. You can ask students to respond on their Book Notes form in a variety of ways, but at first you may want them to begin with a simple summary of what they have read. To model that skill, read aloud a short book that's easy to summarize. Then ask students to practice writing a short summary of the book's plot. Move about the room so you can see what they are writing, and choose a few clear examples to read aloud to the class.

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
Page _____	to _____								
Title _____		Title _____		Title _____		Title _____		Title _____	
_____		_____		_____		_____		_____	
_____		_____		_____		_____		_____	
_____		_____		_____		_____		_____	

BOOK NOTES

Name _____

Week Of _____

Independent Reading & Conferring

Distribute one copy of the Book Notes form to each student and have each complete the name and date information. Then have each student write his/her book title and starting page number in today's block. Students may only move to their reading location after they have completed this step each day.

Closure

Allow five or ten minutes for students to write their ending page number and a few sentences about what they have just read. Collect the Book Notes each day and review them before returning them to your students the next day. You'll be amazed at the insights you'll glean from this simple process!



LAURA'S Tips

You may want to use the Book Notes form as a way to hold students accountable for their participation during Independent Reading. If so, consider the assessment ideas that follow on [page 58](#).

BOOK NOTES

Name _____

Week Of _____

MONDAY Page _____ to _____

Title _____

TUESDAY Page _____ to _____

Title _____

WEDNESDAY Page _____ to _____

Title _____

THURSDAY Page _____ to _____

Title _____

FRIDAY Page _____ to _____

Title _____

Preview

Assessment Ideas for Book Notes

Should you use the Book Notes form to assess performance during reading? That's a decision only you can make. Many teachers like using the form without having to assign a grade; others are required to obtain weekly grades and find that the Book Notes form is a quick and easy assessment tool.

One way is to have students assess their own performance. Post the Reading Reflections questions (page 59) and ask students to secretly jot down the answer to each question. By counting the number of yes and no responses, they can obtain a score for that day's performance. Ask them to jot down the appropriate letter (E, S, N, or U) in the block for that day on their Book Notes form. Then ask them to think about the reflection questions at the bottom of the page. For students who earned an N or a U, it might help to have them respond to those questions in writing on the back of the Book Notes form.

Collect the forms to make sure you agree with their self-assessment scores. If not, discuss your own assessment with those students. Be sure to note on the form why you don't agree with their assessment. At the end of the week, review each student's overall performance and assign an appropriate letter grade as shown below.

You can also convert the responses to a point system. Simply have each student record the number of yes answers each day on their Book Notes form. With 5 points possible each day, they can earn a maximum of 25 points for the week. Multiply the total by 4 to convert this score to a 100-point scale. For example, a student who earned 23 points would earn 92 for the week.

MONDAY		BOOK NOTES	
Page _____ to _____	E	Name _____	
Title _____		Week Of _____	
TUESDAY		THURSDAY	
Page _____ to _____	S	Page _____ to _____	E
Title _____		Title _____	
WEDNESDAY		FRIDAY	
Page _____ to _____	E	Page _____ to _____	S
Title _____		Title _____	

LAURA'S Tips

Sometimes students who move away from their desks to read have trouble focusing. They are easily distracted by other students or items in the classroom. If this is true in your classroom, establish a rule that students must earn a minimum score of 4 points in order to be granted this freedom the following day.

READING REFLECTIONS

How did you do during Reading Workshop today?

- 1** Were you ready with your books and/or materials at the start of the workshop?
- 2** Did you select reading materials that are just right or challenging?
- 3** Did you move quickly to your reading spot and stay in it the whole time?
- 4** Were you reading the entire time?
- 5** Did you complete your Book Notes form or written response correctly?

Find your score:

All Yes	=	E (Excellent)
4 Yes/1 No	=	S (Satisfactory)
3 Yes/2 No	=	N (Needs improvement)
Mostly No	=	U (Unsatisfactory)

Reflect:

Do you need to improve?

If so, what will you do differently next time?

DAY 10 Identifying Genre Preferences

Your students should now have a better understanding of the many types of books available, but do you know what they prefer? This lesson will help you help them identify their book preferences. Ultimately, this will assist you in guiding them to find “just right” books.

Materials:

- Book Genre Response cards
- Book Genre Questionnaires
- Two read-aloud books of different genres

Suggested Read Alouds

- *Wilma Unlimited* ~ Krull
- *The Kid Who Invented the Popsicle* ~ Wulffson

Before You Begin

Find two books of different genres that you can use for demonstration purposes. *Wilma Unlimited* is a biography and *The Kid Who Invented the Popsicle* is informational, but you can choose any two books you like. A science fiction book and a science informational book on a similar topic would be a particularly effective pair. Students frequently confuse science fiction with informational books on science topics.

Read Aloud & Mini-lesson

1 Begin with a quick review of the previous day’s genre lesson. Hold up each Book Genre Response card one at a time. Ask students to turn to a partner and discuss the characteristics of that genre. If time allows, ask them to name at least one familiar example of that genre.

2 Next, read aloud a few pages from the two books of different genres you selected earlier. Ask students to identify the genre of each book and discuss any text features that served as clues to that genre.

3 Then distribute the Book Genre Questionnaire and explain that you would like to learn more about the kinds of books your students enjoy. Guide them through the questionnaire, one genre at a time.

4 For each genre they select on the list, they should give at least one example of a book they’ve read or a topic in that genre that interests them. For example, under *Nonfiction – Science* they might list animals, rocks, chemistry, or robots.

Independent Reading & Conferring

As students finish their surveys, allow them to move to their favorite reading spots. If some students have difficulty completing the genre survey on their own, tell them you'll work with them to complete it during their next conference. Continue conferring with individual students and discussing their genre preferences with them throughout the week.

Closure

After students finish reading for the day, have them discuss their surveys with a book buddy. They can talk over their favorite genres and books they've read from those genres. Collect the surveys and save them to read and discuss during your next conference with each student.

BOOK GENRE QUESTIONNAIRE	
Name _____	Date _____
Which of the following types of books do you like? For each type of book that you like, try to think of an example or a specific topic. This will assist me in helping you find more great books!	
Nonfiction	Examples of Topics or Books You Like
<input type="checkbox"/> Biographies	_____
<input type="checkbox"/> Science	_____
<input type="checkbox"/> History	_____
<input type="checkbox"/> Poetry	_____
<input type="checkbox"/> Supernatural	_____
<input type="checkbox"/> How To	_____
<input type="checkbox"/> Folklore	_____
<input type="checkbox"/> Travel	_____
<input type="checkbox"/> Other	_____
Fiction	
<input type="checkbox"/> Mystery	_____
<input type="checkbox"/> Adventure	_____
<input type="checkbox"/> Fantasy	_____
<input type="checkbox"/> Realistic Fiction	_____
<input type="checkbox"/> Historical Fiction	_____
<input type="checkbox"/> Science Fiction	_____
<input type="checkbox"/> Humor	_____
<input type="checkbox"/> Animal Stories	_____
<input type="checkbox"/> Other	_____

LAURA'S **Tips** Preview

When students have trouble finding a book, examine their Reading Interest Survey and Book Genre Questionnaire to help you identify new books they might enjoy. The Activities and Interests chart on [page 130](#) is also helpful when determining student interests.

BOOK GENRE QUESTIONNAIRE

Name _____ Date _____

Which of the following types of books do you like? For each type of book that you like, try to think of an example or a specific topic. This will assist me in helping you find more great books!

Nonfiction

Examples of Topics or Books You Like

- Biographies
- Science
- History
- Poetry
- Supernatural
- How To
- Folklore
- Travel
- Other

Fiction

- Mystery
- Adventure
- Fantasy
- Realistic Fiction
- Historical Fiction
- Science Fiction
- Humor
- Animal Stories
- Other

Preview



CHAPTER 4

.....
Preview
.....

**Power Reading
Tools**

Power Reading Tools



Reading Workshop will have a powerful impact on your classroom. As your students learn to select books they enjoy and develop the stamina to read for long periods of time, you'll notice a subtle change in the energy level in your classroom. Reading will become a treasured time in the day, and your classroom will become a calm oasis of contented readers.

A quiet classroom of happy readers is nice, but will these methods actually boost reading achievement? The basic Reading Workshop alone might not be enough to transform poor readers into proficient ones. Without adding strategies to motivate and challenge your students, they might learn to love reading, but not actually become better readers.

How is that possible?

Undoubtedly, there are many reasons for this discrepancy, but some may relate to school requirements or student choice. What we require them to read at school, and even what they choose to read on their own, might not help them become better readers.

Fiction versus Nonfiction

Historically, schools have required students to read massive amounts of fiction, yet we've given little attention to nonfiction. Many kids choose fiction when given the choice. Without guidance from a teacher, most kids head straight to the fiction section of the library. If students do pick up a nonfiction book, they often browse the pages and look at pictures instead of reading and connecting with the ideas presented in the text.

However, most reading tests are heavily weighted with nonfiction selections. Informational articles, biographies, recipes, how-to articles, and poems make up the largest percentage of reading tests, with a few stories sprinkled in for good measure.

Why are tests designed this way?

One reason might be that most of what we read is nonfiction. Living in the information age requires reading and sifting through massive amounts of information on a daily basis, from learning new skills to searching the Internet for information. Today's reading tests measure functional literacy. Presumably, the results will provide the diagnostic data we need to prepare our students for reading later in life.

Power Up Your Reading Workshop

Understanding the importance of nonfiction reading is a step in the right direction, but in order to excel, your students must also accept responsibility for their own development as readers. Using the Power Reading Tools in this section, you will guide your students to gain more from all of their reading. They will explore a variety of genres, set personal reading goals, respond to literature in meaningful ways, and reflect on their own learning.

These twelve Power Reading Tools will power up your basic Reading Workshop and take it to the next level. Each Power Reading Tool includes directions for how to implement it in your Reading Workshop, as well as any reproducible forms needed for the lesson.

When to Add the Power Reading Tools

You'll have to decide when the time is right to begin adding each Power Reading Tool to your Reading Workshop. Be sure you and your students are comfortable with the basic Reading Workshop format before you start adding the tools. Age and maturity are important factors. Younger students may not be ready for some aspects of a more advanced Reading Workshop, so you'll need to select the components that meet your students' needs.

These lessons should be integrated into the normal flow of your basic Reading Workshop. When you introduce each new Power Reading Tool, you can use the suggested strategies in place of your regular mini-lesson for that day. In order to preserve the daily time for independent reading and conferring, you may need to stretch the Power Reading Tool instruction out over several days, perhaps introducing just one new tool each week.

From Reading Teacher to Reading Coach

As you implement the Power Reading Tools and students accept more responsibility for becoming better readers, reading instruction in your classroom will become student-centered rather than teacher-centered. You'll become a reading coach instead of a reading teacher. In so doing, you'll empower your students to love reading and to grow as readers.



POWER READING TOOLS

The Power Reading Tools are listed in the order that many teachers like to introduce them in the classroom. However, feel free to review the strategies and implement them in any order you feel is appropriate.

1 Power Reading Logs (Page 77)

Help students get organized by setting up an individual Power Reading Log. Each student will use this folder to store graphic organizers, goal forms, and other items related to Reading Workshop.

2 Everyday Reading: Fiction or Nonfiction? (Page 78)

Explore the different types of reading we do in everyday life to raise awareness about the difference between reading for pleasure and reading for life. Students will discover that about ninety percent of the reading we actually do in our everyday lives is nonfiction.

3 Flexible Guided Reading Groups (Page 81)

Meet with small groups of students during the independent reading time. Groups can be formed according to reading level or reading interest. They can also be formed to work with selected students on specific reading skills and strategies.

4 Book Challenges (Page 84)

Challenge your students to read a specific number of books across a variety of genres. Establish the challenge and use the record-keeping procedures needed to track their progress toward their goals.

5 Personal Goal Setting (Page 93)

Encourage students to set their own meaningful reading goals. Teach them how to set weekly reading goals and evaluate their progress.

6 Extended Written Response (Page 96)

Introduce journaling and letter writing as more complex forms of written response, which will help students deepen their understanding of texts.

7 Audio Books (Page 102)

Show students how they can improve both fluency and comprehension by listening to audio books as they follow along with the printed text.

8 Book Buzz (Page 105)

Students love to talk about what they are reading. Book Buzzes allow them to get together in small discussion groups to discuss their current books.

9 Magazine Power Hour (Page 109)

Magazines are fun to read and provide opportunities for students to read nonfiction. Add a Magazine Power Hour to your Reading Workshop once a month to supercharge it!

10 Graphic Organizers (Page 113)

Graphic organizers include both flat and folded methods for organizing and mapping information. Introduce graphic organizers to students and use a sample lesson based on *Jack and the Beanstalk* to help them understand the value of graphic organizers.

11 Self Assessment (Page 120)

Help students take responsibility for their growth as readers by encouraging them to reflect on their progress. You'll find specific strategies and rubrics for students to assess their own progress.

12 Strategic Planning (Page 124)

This tool is for you, rather than your students. Now that you've learned a variety of Power Reading Tools and strategies, you will need to create and write your own lesson plans. A planning form will help you organize future Reading Workshop lessons.



POWER READING TOOL 1

Power Reading Logs

Before you can introduce the Power Reading Tools, each student needs to set up a Power Reading Log to keep track of forms and records. Since this may take ten or fifteen minutes, you may not be able to teach your regular mini-lesson today. Be sure to allow time for independent reading, conferring with students, and closure.

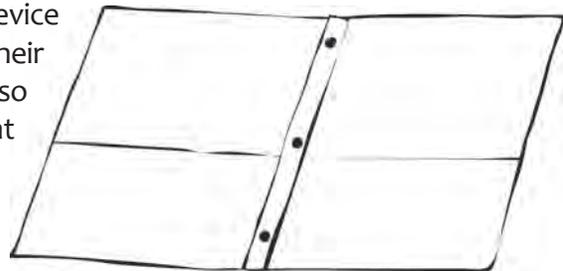
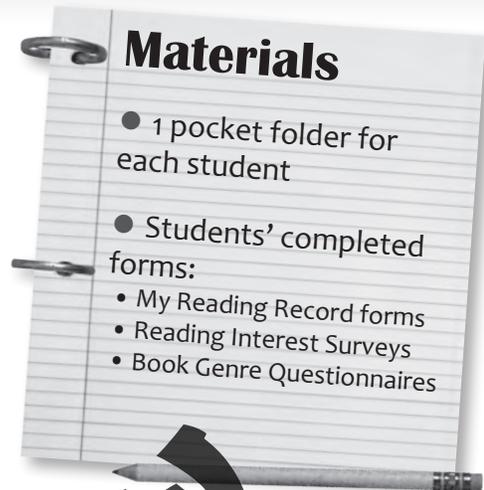
Setting Up Power Reading Logs

By now each student should have a pocket folder, preferably plastic, that will be used to create their own Power Reading Log. Explain that now that they have settled in to the Reading Workshop routine, they are going to learn some additional strategies to become better readers. Setting up a Power Reading Log is the first step.

Have students place the following into their folders:

- My Reading Record forms ([page 48](#))
- Reading Interest Survey ([page 42](#))
- Book Genre Questionnaire ([page 69](#))

It's helpful to invest in a three-hole punch device so that students can easily punch holes in their forms and fasten them into the folder. You can also have them add about ten sheets of lined paper at the back for notes and other forms of written response. You may also want them to include a blank copy of the Reading Wish List ([page 92](#)).



Using Power Reading Logs

As you introduce more organizers and record-keeping forms, have students add those forms to their logs. They can store their weekly Book Notes form in the front pocket of the folder. From now on, when you confer with students, ask them to bring their Power Reading Logs with them. You'll learn a great deal from each student's Log about what they are reading and how they are progressing toward their goals.

POWER READING TOOL 2

Everyday Reading: Fiction or Nonfiction?

Now that your students have set up their Power Reading Logs, it's time to introduce them to the importance of nonfiction reading in our everyday lives. These activities should be completed in the suggested order, but it may take you more than one day to complete all three.



Activity 1: What Are We Reading Now?

- 1** Ask students to take out what they are currently reading and consult with a partner about whether it is fiction or nonfiction.
- 2** Designate two different areas of the room, one for fiction and one for nonfiction. Ask students to move to one area depending on whether their current reading material is fiction or nonfiction.
- 3** Count the number in each group and display the result as a fraction or percentage. If your classroom is like most, the fiction side will far outnumber the nonfiction side.



Activity 2:

What Do We Read in Everyday Life?

1 After students return to their seats, ask them what kinds of reading they think most people do in everyday life. Ask everyone to jot down at least three types of reading they do outside of school.

2 If they have trouble thinking of everyday examples, give them a few ideas to get started. Mention examples similar to the ones on the Everyday Reading Examples cards, but don't actually show the cards yet.

3 Do a quick "popcorn share" by having each student, in turn, pop up and state one type of reading. Ask them to say whether each example is fiction or nonfiction. Some will share examples of fiction, but as they begin to think more deeply they will realize that most of what they read is actually nonfiction.

Activity 3:

Sorting Everyday Reading Examples Cards

1 Group your students in teams of three or four.

2 Give each team a set of the Everyday Reading Examples cards and have them place the cards face down in a pile in the middle.

3 Each team member takes turns flipping over a card and classifying it as fiction or nonfiction. Team members must discuss and agree on the classification of each card.

4 After all the cards are classified, discuss the fact that about ninety percent of what people read every day is nonfiction. (*Mystery novel* is the only fiction example in the set of cards.)

EVERYDAY READING EXAMPLES	
Ingredients and directions in a recipe	Directions for assembling a product (i.e. bike, bookcase, etc.)
Biography of a celebrity	Mystery novel
Internet search results	Nutrition information on a food package
Headline story in a local newspaper	Terms of agreement for software or websites
Travel guides and information	Magazine article about how to be a good friend

Extension Activity: Home Interviews

Ask students to interview at least one adult at home to find out what types of reading that person has done that day. Allow your students to share their results at your next Reading Workshop.

EVERYDAY READING EXAMPLES

Ingredients and directions in a recipe	Directions for assembling a product (i.e. bike, bookcase, etc.)
Biography of a celebrity	Mystery novel
Internet search results	Nutrition information on a food package
Headline story in a local newspaper	Terms of agreement for software or websites
Travel guides and information	Magazine article about how to be a good friend

Preview

POWER READING TOOL 5

Personal Goal Setting

After introducing a Book Challenge to your students, you can engage them in setting weekly reading goals. Book Challenges are long-term goals set by the teacher, but weekly goals are short personal goals that students set for themselves as they begin to take responsibility for their own learning. Since this lesson works best on Monday, feel free to skip it and return to it later.



Create Your Own Goal

Before you begin this lesson, take a few moments to create your own weekly reading goal and be prepared to use yourself as an example during the lesson. Personal goals should be short and focused, and they should be something that can be completed in a week. Consider the following possible reading goals:

- Read a nonfiction book
- Finish 50 pages of the book I'm currently reading
- Start reading a book by _____ (author)
- Start a book from a particular genre (biography, science fiction, historical fiction, folklore, etc.)
- Read a magazine or newspaper article
- Start reading a challenging book
- Find a really good book on _____ (topic)
- Write more thoughtful reading responses each day
- Remember to stop and reread when I don't understand the story

Introduce the Lesson

To begin the lesson, explain to your students that while completing the Book Challenge is a worthy goal, they need smaller goals along the way to keep them motivated. Point out that the Book Challenge is not a personal goal because it's a challenge you have issued to them. Now you would like them to set personal goals for what they want to accomplish themselves.

Distribute the My Weekly Reading Goals form and discuss the characteristics of a personal goal. According to Dr. Steven Layne in *Igniting a Passion for Reading*, a strong goal will stretch

you and motivate you, but it will also be reasonable. While your students watch, fill out the top section of the goal-setting form by writing a simple weekly goal for yourself. Tell them that at the end of the week you will review your goal and decide whether or not you achieved it.

Brainstorm and Write Weekly Goals

Ask your students to share their ideas for weekly goals. Write their goal suggestions on chart paper to keep for future reference. If your students can't think of any weekly goals, prompt them by suggesting some of the ideas above. Then give your students a few minutes to complete the top sections of their own forms. If you have started your flexible guided reading groups, you can teach one small group at a time how to write simple yet effective goal statements. Have your students store the My Weekly Reading Goals forms in their Power Reading Logs.

Evaluate Progress

At the end of the week, take out your own form and show it to your students. Tell your students whether or not you achieved your goal. Then circle yes or no and model how to write a brief comment. A comment could explain why you didn't make the goal or perhaps how you exceeded your goal. For example, if you planned to read fifty pages and you read seventy-five, you could make a note of that in the comment area. Then ask your students to take out their forms and complete the evaluation section. Right after they complete that section, they may write a new goal for the coming week, or they may wait until Monday to write a new goal.

Personal Goal Conferences

Throughout the next week, meet with several students each day to discuss and review their goals. Be sure to check in with every student before the end of the week. Remind students to store their goal forms in their Power Reading Logs and keep them from week to week so you can observe their progress over time. Encourage them to set different goals each week, and to write goals that will help them improve their reading skills.

LAURA'S Tips

If you don't want to duplicate the My Weekly Reading Goals form, you can have students record their goals on the backs of their weekly Book Notes forms. Be sure to have them review their goals at the end of the week and write whether or not they were accomplished.

Name _____



My WEEKLY READING GOALS



Week of _____

My reading goal for this week is _____

Achieved? Yes No Comment _____

• • • • • • • •

Week of _____

My reading goal for this week is _____

Achieved? Yes No Comment _____

• • • • • • • •

Week of _____

My reading goal for this week is _____

Achieved? Yes No Comment _____

• • • • • • • •

Week of _____

My reading goal for this week is _____

Achieved? Yes No Comment _____

Preview

POWER READING TOOL 8 Book Buzz

Book Buzz is based on a discussion strategy in Steven Layne's *Igniting a Passion for Reading*. In a Book Buzz, unlike other book discussion groups, everyone is reading something different. To give the group a focal point for meaningful discussion, Layne suggests having the students rate their books and respond to a question prior to meeting with their group.



What to Do:

1 TEACHER PREPARATION – Divide your class into semi-permanent teams of three to five students. You want some variety in each group, but you also want students to feel comfortable with their Book Buzz buddies. These groups will meet once or twice a week and will stay together for several months at a time. Duplicate one copy of the Book Buzz Notes on [page 107](#) for each student.

2 INDEPENDENT READING – On the day you plan to introduce the Book Buzz strategy, skip your usual mini-lesson and give students at least twenty to thirty minutes of independent reading time at the beginning of class. Then have them return to their seats to prepare for their meetings. Allow a total of at least thirty minutes for meeting preparation time and the Book Buzz discussions.

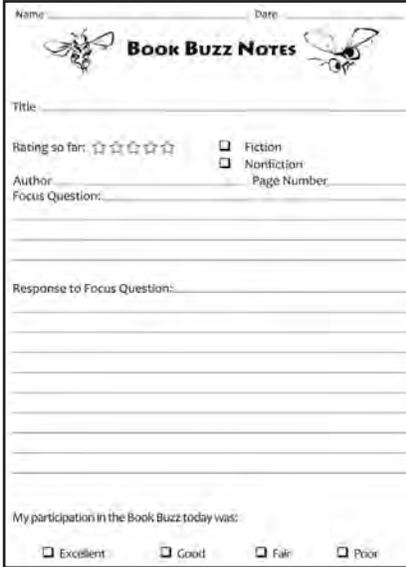


3 MEETING PREPARATION – After students return to their seats from reading, give them each a copy of the Book Buzz Notes form and post two questions from the Book Buzz Focus Questions, one for fiction and one for nonfiction (see examples on the bottom of [page 108](#).) Students complete the top portion (title, author, page number, rating) and record whether their books are fiction or nonfiction. Then give them about five minutes to jot down the question and their responses.

4 STUDENTS CIRCLE UP – Assign each group a location in the room to circle up for their discussion. They can sit on the floor, move desks, or bring a chair to the location, but they should all be on the same level, looking at each other eye-to-eye.

5 BOOK BUZZ MEETINGS – Now the fun begins as students discuss their books and responses to the question! Each person begins by sharing the title, author, and their rating. Then they explain their response to the focus question. After they take turns sharing, the remaining time can be used for open discussion about all of their books. If you're concerned that team members are not participating equally, you may want to provide more structure. For example, you could set a timer and allow each person on the team two or three minutes for sharing.

6 REFLECTION – At the end of the activity, have students rate their participation on the day's Book Buzz Notes. You can also have them turn their papers over and write a reflection about the Book Buzz activity and how their group worked together.



The form is titled "BOOK BUZZ NOTES" and features two bee illustrations. It includes fields for "Name" and "Date" at the top. Below the title is a "Title:" field. The "Rating so far:" section has five stars and checkboxes for "Fiction" and "Nonfiction". There are also fields for "Author" and "Page Number". A "Focus Question:" field is followed by several lines for writing. A "Response to Focus Question:" section has more lines for writing. At the bottom, a section titled "My participation in the Book Buzz today was:" includes checkboxes for "Excellent", "Good", "Fair", and "Poor".

Name _____ Date _____



BOOK BUZZ NOTES



Title _____

Rating so far: ☆☆☆☆☆

Fiction

Nonfiction

Author _____ Page Number _____

Focus Question: _____

Response to Focus Question: _____

My participation in the Book Buzz today was:

Excellent

Good

Fair

Poor

BOOK BUZZ FOCUS QUESTIONS

Fiction Question _____

Nonfiction Question _____



Suggested Book Buzz Questions



Fiction

- What is the problem in this book? How do you predict that it will be solved?
- What kind of connections can you make between characters and events in this book and your own life?
- What character is the most interesting? Describe the character and explain why you find him or her to be fascinating.
- If you could meet the characters in this book, would you be friends with any of them? Why or why not?
- Explain why you rated the book with the number of stars you gave it.
- Would you recommend this book to others? Why or why not?

Nonfiction

- Why did you choose this book? Did it prove to be a good choice? Explain.
- How does the information in this book compare to information you already know about this topic?
- What have you learned from this book that might impact your life?
- What is the most interesting thing you have learned from this book?
- Would you recommend this book to others? Why or why not?

POWER READING TOOL

9

Magazine Power Hour

Most students love to read magazines. Did you know that reading magazines might actually boost reading performance? Most passages on standardized reading tests are very similar to magazine articles. Unlike fiction novels, articles are short and focused on a particular topic. They introduce challenging vocabulary using topics that interest kids. Magazine Power Hour taps into this natural affinity for magazines. To complete this activity in one day, you'll need to skip your usual mini-lesson to provide plenty of time for buddies to read and chat about their magazines.



Where to Find Reading Material

Before attempting this activity, take stock of the resources available to you:

- If your students have subscriptions to kids' magazines, you can send home the Magazine Power Hour letter ([page 112](#)) and have them bring in their magazines for that day.
- See what your media center has available. You might be able to borrow a variety of recent and old issues to take back to your classroom.
- If you plan in advance, you might be able to obtain grants or funding for magazine subscriptions to be delivered to your classroom.
- In addition to magazines, you can use newspapers. Do you have *Kidsville News* (www.kidsvillenews.com) delivered in your area? How about *Scholastic News* or *Weekly Reader*? You can certainly include them in your Magazine Power Hour.

MAGAZINE POWER HOUR

Dear Parents,

Magazines are fun to read, but did you know that reading them also improves comprehension and fluency? Soon our class is going to hold a Magazine Power Hour reading session. On this day, your child is invited to bring in age-appropriate magazines* to read during class and to share with others. In addition, students will be allowed to check out magazines from the library. Examples include *Ranger Rick*, *National Geographic for Kids*, *Sports Illustrated for Kids*, *American Girl*, and so on. Students aren't required to bring a magazine from home, but I wanted you to be aware of this option. Thanks for your support! We are looking forward to our Magazine Power Hour!

Magazine Power Hour Date and Time _____

Name _____

Parent Signature _____

* Note: I will need to approve all magazines brought from home.

What to Do:

1 ANNOUNCE MAGAZINE BUDDIES – Pair your students with a Magazine Buddy before the activity and announce them when the session begins. They will keep the same buddy throughout the activity.

2 READ INDEPENDENTLY – Ask your students to move to their special reading spots to read for about ten to twelve minutes. They may want to stay close to their reading buddies, but they shouldn't be reading the same magazine or reading together.

3 SHARE AND DISCUSS – When it appears that most students have finished at least one article, ask students to meet with their buddies for about five minutes. Have them complete the first sections of their Magazine Power Hour forms with information about their own articles. Then ask them to share and discuss what they learned while reading. On a signal from you, students return to their reading spots and read a new article.

4 SWAP MAGAZINES – If you have enough magazines, allow students to choose a new magazine or swap with their partner after each chat session.

5 REPEAT STEPS – Have students repeat these steps two more times so that they read and discuss a total of three articles.

6 WRITE REFLECTIONS – Near the end of the hour, provide time for them to write a reflection at the bottom of the page about their favorite article.

Name _____ Date _____

MAGAZINE POWER HOUR

Magazine Buddy _____

Magazines and Article Titles

1 Magazine _____ Issue _____
Article _____ pp. _____

2 Magazine _____ Issue _____
Article _____ pp. _____

3 Magazine _____ Issue _____
Article _____ pp. _____

Which article was your favorite? What did you learn or what did you enjoy about reading it? What do you still want to know?

LAURA'S Tips

Because it may be difficult to find enough magazines to do the activity every week, you may want to limit Magazine Power Hour to special occasions or once a month.

Name _____ Date _____

MAGAZINE POWER HOUR



Magazine Buddy _____

Magazines and Article Titles

- 1** Magazine _____ Issue _____
Article _____ pp. _____
- 2** Magazine _____ Issue _____
Article _____ pp. _____
- 3** Magazine _____ Issue _____
Article _____ pp. _____

Which article was your favorite? What did you learn or what did you enjoy about reading it?
What do you still want to know?

MAGAZINE POWER HOUR

Dear Parents,

Magazines are fun to read, but did you know that reading them also improves comprehension and fluency? Soon our class is going to hold a Magazine Power Hour reading session. On this day, your child is invited to bring in age-appropriate magazines* to read during class and to share with others. In addition, students will be allowed to check out magazines from the library. Examples include *Ranger Rick*, *National Geographic for Kids*, *Sports Illustrated for Kids*, *American Girl*, and so on. Students aren't required to bring a magazine from home, but I wanted you to be aware of this option. Thanks for your support! We are looking forward to our Magazine Power Hour!

Magazine Power Hour Date and Time _____

Name _____

Parent Signature _____

♦ Note: I will need to approve all magazines brought from home.

Preview

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Magazines are fun to read, but did you know that reading them also improves comprehension and fluency? Soon our class is going to hold a Magazine Power Hour reading session. On this day, your child is invited to bring in age-appropriate magazines* to read during class and to share with others. In addition, students will be allowed to check out magazines from the library. Examples include *Ranger Rick*, *National Geographic for Kids*, *Sports Illustrated for Kids*, *American Girl*, and so on. Students aren't required to bring a magazine from home, but I wanted you to be aware of this option. Thanks for your support! We are looking forward to our Magazine Power Hour!

Magazine Power Hour Date and Time _____

Name _____

Parent Signature _____

♦ Note: I will need to approve all magazines brought from home.

POWER READING TOOL

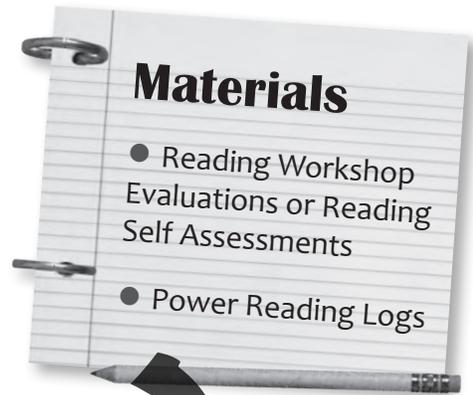
11

Self Assessment

Self Assessment is one of the most powerful tools to motivate and encourage students. It is not designed to replace objective, skill-based tests; rather, it is a way to encourage students to take responsibility for their own learning.

Self-assessment tools should be introduced only after you've been using the Reading Workshop model regularly for at least a month. Younger children may not be ready for this step for many months, and you would have to adapt the assessment forms to make them simpler.

There are two different self-assessment forms as part of this Power Reading Tool. Choose the form that works best for your students. [Page 121](#) is a Reading Self Assessment in which the student rates his/her progress with Reading Workshop on a scale from 1 to 5. [Page 122](#) shows a Reading Workshop Evaluation with maximum total points of 100. [Page 123](#) shows a more customizable version of this same form. You can reproduce these pages or download these forms from my website (www.lauracandler.com/prw).



What to Do:

- 1** When you feel the time is right, choose the evaluation form that best meets your needs. Distribute the form and ask students to open their Power Reading Logs.
- 2** Ask your students to examine their Book Challenge charts and My Weekly Reading Goals forms for evidence of reading progress. Have they met their goals? Are they making progress?
- 3** Talk them through every section of the assessment form, explaining how to complete each part and where to look in the Power Reading Log for evidence of progress. Be very specific about what you want them to write in each section. You might even display a copy of the form and model the kinds of things to write, but beware of writing so much that your students just copy your model.
- 4** Collect the forms and use them as the basis for individual conferences. Whether or not you assign a grade to the self assessment is a decision for you to make. I see nothing wrong with grading this assessment, as long as each student understands what he or she needs to do to improve. Self assessment is instrumental for celebrating successes, as well as encouraging students to refocus their efforts to improve.

READING SELF ASSESSMENT

Name _____ Date _____

Rate yourself from 1 to 5 in each of the following areas of the Power Reading Workshop.

	Low					High
Listening to read alouds and participating in mini-lessons	1	2	3	4	5	
Being prepared with book when RW begins	1	2	3	4	5	
Staying focused and reading for the entire SSR time	1	2	3	4	5	
Use of reading strategies to understand the text	1	2	3	4	5	
Length and/or difficulty of reading selections	1	2	3	4	5	
Variety of genres including fiction and nonfiction	1	2	3	4	5	
Quality and quantity of written responses	1	2	3	4	5	
Evidence of accurate and timely record-keeping	1	2	3	4	5	

Write a paragraph analyzing your recent progress as a reader. Be sure to give specific examples to support your analysis. Include the books you've been reading and the strategies you've been using since your last assessment.

Teacher Comments

READING WORKSHOP EVALUATION

Name _____ Date _____

Criteria	Max Points	My Points
<p>Reading Workshop Participation (Choosing a book before Reading Workshop, staying in one spot, staying on task, completing Book Notes, not bothering others)</p> <p>I think I deserve _____ points because _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	60	
<p>Book Selection (Book difficulty, total number of pages read, grade level appropriateness, variety of genres, fiction and nonfiction, etc.)</p> <p>I think I deserve _____ points because _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	20	
<p>Written Response and Record-Keeping (Filling out Reading Log accurately, quality of written response, completing Book Notes, etc.)</p> <p>I think I deserve _____ points because _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	20	
	100	

Teacher Comments _____

READING WORKSHOP EVALUATION

Name _____ Date _____

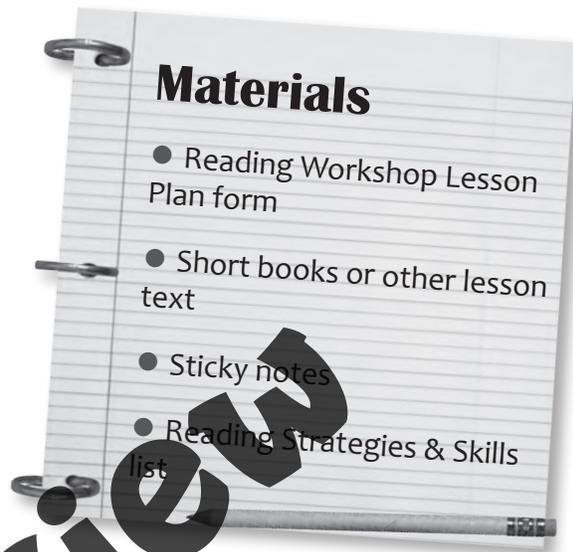
Criteria	Max Points	My Points
I think I deserve _____ points because _____ _____ _____ _____		
I think I deserve _____ points because _____ _____ _____ _____		
I think I deserve _____ points because _____ _____ _____ _____		

Preview

Teacher Comments _____

POWER READING TOOL 12 Strategic Planning

The key to an effective Reading Workshop is planning. The first several months of your workshop will be organized around the basic introduction to Reading Workshop and the Power Reading Tools, but then what? Observe your students as you interact with them, and you'll discover exactly what they need in the way of skill or strategy instruction. For example, if your students are reluctant to read nonfiction books, perhaps they need additional work recognizing and using nonfiction text features. If they take weeks to finish a single book, perhaps they need additional support for choosing appropriate books that interest them. Take notes as you interact with your students during small group instruction and conferences, and you'll have more mini-lesson ideas than you have time to teach!



What to Do:

Take time to plan your mini-lessons in advance, so you focus on your objectives for each lesson. The form on [page 127](#) will help you organize your plans.

- 1 Use the list of suggested skills and strategies on [page 126](#) to help you select a focus for your lesson.
- 2 Identify a short text that offers an opportunity to teach that particular objective. (See sample plan on [page 128](#).)
- 3 Teach the mini-lesson using the vocabulary, concepts, or information found in that text.

READING WORKSHOP LESSON PLAN	
Date _____	Mon Tues Wed Thurs Fri
Objective _____	
Skill or Strategy Focus _____	
Book and/or Materials Needed _____	
Mini-Lesson Description _____	
Independent Reading Focus and Response _____	
Individual Conference Plans (Who and What) _____	
Other Notes _____	

4 Follow up by challenging students to use the skill or strategy as they read their own books that day. Ask them to record evidence of their learning on a sticky note, in a journal, or on their Book Notes form.

5 Discuss the focus skill with your students when you meet with them individually or in small groups.

Sample Lesson Plan

The character trait mini-lesson described in Power Reading Tool 10, Graphic Organizers, can be further developed to follow this general format. First, teach the character trait lesson using *Jack and the Beanstalk* and the Character Map graphic organizer. After the mini-lesson, challenge students to think about the characters in their own books. Tell them that after they finish reading for the day, you want them to mark two passages that show a particular character trait. They should place the sticky notes in the book where they found the supporting details. Use these as a focus for your next conference with them. [Page 128](#) shows this lesson as you might write it on the Reading Workshop Lesson Plan.

READING WORKSHOP LESSON PLAN	
Date: January 18, 2011	Mon (Tues) Wed Thurs Fri
Objective: Students will develop a deeper understanding of characters and their traits by making inferences from the character's thoughts, words, and actions.	
Skill or Strategy Focus: Analyzing Character Traits	
Book and/or Materials Needed: Jack and the Beanstalk, Character Map graphic organizer, Character Trait list, sticky notes	
Mini-Lesson Description: Read aloud Jack and the Beanstalk. Ask students to jot down character traits and supporting details from the story. Discuss the fact that we can learn about a character through his or her thoughts, words, and actions. At the end of the story, discuss the character traits students wrote down and use several examples to demonstrate how to complete the Character Map.	
Independent Reading Focus and Response: Ask students to think about the characters in their stories as they read. Have them jot down 2 character traits on separate sticky notes and place them on the page with supporting details.	
Individual Conferences Plans (Who and What)	
Review	
Resources	
Method	Discuss character trait sticky notes
Entry	
Exit	
Other Notes: Remind students to bring a magazine from home for Magazine Power Hour.	

Writing Your Own Lesson Plans

Create your own mini-lessons by following this basic structure and adapting it to your needs. Use the form on [page 127](#) as an outline of the basic lesson components. If you need ideas for mini-lessons, there are numerous resources available to you in print and on the web. *Revisiting the Reading Workshop* by Barbara Orehovec and Marybeth Alley is an excellent resource with loads of mini-lessons. *Reading Power* by Adrienne Gear is another wonderful resource.

As you use Reading Workshop concepts and Power Reading Tools with your students, you'll undoubtedly develop your own power tools to motivate and challenge your class. If you create a new twist on Reading Workshop, please email me at laura@lauracandler.com and let me know what's working for you. Until then, keep sharing the joy of reading!

READING STRATEGIES & SKILLS

- Summarizing
- Making predictions
- Making inferences
- Sequencing events
- Determining cause and effect
- Finding the problem and solution
- Distinguishing between fact and opinion
- Recognizing elements of fiction (plot, setting, characters, theme, mood)
- Recognizing various genres (folklore, autobiographies, mysteries, biographies, fantasies, historical fiction, science fiction, fables, etc.)
- Using context clues to infer word meanings
- Recognizing figurative language (similes, metaphors, personification, etc.)
- Analyzing character goals and traits
- Finding topic, main idea, and supporting details
- Determining the author's purpose
- Recognizing propaganda

READING WORKSHOP LESSON PLAN

Date _____

Mon Tues Wed Thurs Fri

Objective _____

Skill or Strategy Focus _____

Book and/or Materials Needed _____

Mini-lesson Description _____

Independent Reading Focus and Response _____

Individual Conference Plans (Who and What) _____

Other Notes _____

preview

READING WORKSHOP LESSON PLAN

Date January 18, 2011 Mon Tues **Wed** Thurs Fri

Objective Students will develop a deeper understanding of characters and their traits by making inferences from the character's thoughts, words, and actions.

Skill or Strategy Focus Analyzing Character Traits

Book and/or Materials Needed Jack and the Beanstalk, Character Map graphic organizer, Character Traits list, sticky notes

Mini-lesson Description Read aloud Jack and the Beanstalk. Ask students to jot down character traits and supporting details from the story. Discuss the fact that we can learn about a character through his or her thoughts, words, and actions. At the end of the story, discuss the character traits students wrote down and use several examples to demonstrate how to complete the Character Map.

Independent Reading Focus and Response Ask students to think about the characters in their stories as they read. Have them jot down 2 character traits on separate sticky notes and place them on the pages with supporting details.

Individual Conference Plans (Who and What) _____

Randy

Suzanne

Jerrold

Cindy

Julio

} Discuss character trait sticky notes

Other Notes Remind students to bring a magazine from home for Magazine Power Hour.