

Summer School Literacy Pacing Guide

Using *The Comprehension Toolkit*, Second Edition

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This pacing guide is designed to be used in conjunction with *The Primary Comprehension Toolkit* (grades K–2) and *The Comprehension Toolkit* (grades 3–6).

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provides a professional orientation to establishing a successful summer school program

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Getting Started

Curriculum Resources for Instruction

The *Comprehension Toolkit* is an excellent, high-quality resource that forms the foundation for creating a robust summer school program. Along with a well-stocked classroom library, periodicals, and other tools for learning, these provide the resources teachers need to ensure student success. The lessons have been carefully selected to prepare students to become successful and strategic readers who read for a variety of purposes.

The Primary Comprehension Toolkit: Language and Lessons for Active Literacy, Second Edition (K–2)

The Comprehension Toolkit: Language and Lessons for Active Literacy, Second Edition (3–6)

Both by Stephanie Harvey and Anne Goudvis

The *Toolkit* provides everything teachers need to ensure that learners successfully understand what they view, hear, and read. Building on five decades of research in comprehension, Harvey and Goudvis offer enjoyable and focused lessons to develop and extend students' ability to gain meaning. Both the K–2 and the 3–6 *Toolkits* focus on a wide range of nonfiction reading. Not only does this approach support students in the language arts classroom, it also extends across the curriculum into the content areas with lessons specifically designed to engage students in using a repertoire of strategies throughout the school day to further their thinking and actively use their knowledge. There is no more important context for this than in students' summer school experience. Summer school offers a unique opportunity to support students' growth as literate thinkers.

The Teacher's Guide in both the primary and intermediate resources offers a comprehensive approach to successful classroom organization. Further, it offers a thorough overview of the six key cognitive strategies readers need to acquire to become proficient readers, as well as the Comprehension Continuum showing how knowledge and comprehension interact from literal understanding to actively using knowledge. Be sure to use all the resources for professional development and ongoing support for creating an active classroom and supporting students as they acquire a deeper understanding of the comprehension process and build new knowledge.

For more high-quality texts in English and Spanish, consider the *Toolkit Texts*, also available from Heinemann at www.comprehensiontoolkit.com. For excellent content support, there are

two additional American History resources: *Short Nonfiction for American History: Colonial Times* and *Short Nonfiction for American History: The American Revolution and Constitution*.

In addition, teachers will find two additional resources helpful: *Comprehension Intervention: Small-Group Lessons for The Primary Comprehension Toolkit* and *Small-Group Lessons for The Intermediate Comprehension Toolkit*. Some students need the additional time, guidance, and practice in small groups to internalize comprehension strategies and use them to make sense of what they read. The small-group lessons in *Comprehension Intervention* are specifically designed to support those kids, while the small-group lessons reinforce the original lesson in the *Toolkit*.

Frequently Asked Questions

How were the lessons selected?

We selected lessons that focus on strategies teachers tell us students most need. These lessons seem well suited for summer instruction. Since the time for summer school is abbreviated and goes very quickly, we selected “high-yield” lessons to maximize student learning.

What if I would like to use one of the other lessons in the strategy cluster instead of the one suggested in the plans?

If other lessons seem more appropriate for a specific group of students, teachers should feel encouraged to match the lessons to their students' needs. In fact, teachers will want to read through the entire strategy booklet each week to be sure students' background knowledge is adequate to ensure success. In addition, teachers may find the content included in other lessons within the strategy clusters useful for small-group instruction.

What if I don't finish the lesson planned for the day?

Consider both the time and the instructional activities flexible. Rather than rush through a lesson, we encourage you to shift some of the instruction to the following day. This is especially true of the Monday and Tuesday lessons. You may also extend the lesson time by 5–10 minutes. Because lessons are planned to provide deep engagement with text, slowing the pace may be better than rushing through the content. Remember, too, that small-group instruction is actually an extension of the whole-group experience. You may extend the reading or reread the whole-group text in small groups or support students as they respond to text. The Comprehension Intervention lessons

are designed specifically to support the whole-group lesson and offer students scaffolded opportunities to deepen their learning.

What if my students have little experience with nonfiction text?

If students have read mostly narrative text, you may want to spend extra time developing students' understanding of nonfiction text structures and its features. Be sure to look closely at the Toolkit. There are many instructional suggestions about how to teach students to notice and understand nonfiction features. You may also use the time allocated for opening, transition, and closing for short minilessons and modeling. These times are intended to build continuity and help students make the necessary connections in their learning. Building reading flexibility across the genres is critical, and the Toolkit texts offer a variety of nonfiction text structures and features to help students develop expertise.

What if I see students aren't quite ready for a lesson?

We believe that it is crucial to follow students. If you find you need to build students' background knowledge before moving to the next lesson, do so. The Toolkit is rich with resources to help you in planning. The strategy books have been designed around the gradual release model and organized to build one lesson on the next. We believe teachers make two very important decisions in every lesson: where to begin instruction and how much support to offer students so they are successful.

My students are not familiar with practices, such as using Think Sheets and sticky notes, that are included in the lessons. What should I do to help them?

If students are unfamiliar with any of the practices, we encourage careful modeling coupled with generous amounts of supported practice before expecting independent use. Using a fishbowl to model a practice is an ideal way to scaffold for student success. Also, small-group time may offer further opportunities for this modeling and guided support.

My kids are not used to so much time talking to each other, how do I help them do it, and how can I be sure they stay on task when they are turning and talking?

Helping students learn how to turn and talk takes modeling and practice. There are really two parts to the modeling and both are important. The first part is procedural—or how to do it. The second part is substantive—or how to ensure quality in what kids say to one another. There are a couple of ways to help students learn both. Ask a confident student to help you model, using a fishbowl in which the other students watch to learn the “turn and talk” practice. Play both the role of participant and discussant, explaining to the kids what is happening

in the conversation between the two of you. The other way is to use a fish bowl. Have two students in the middle of a circle and others gathered around the outside. Read part of a short text, stopping several times to have the students turn and talk. Be sure to coach the students so others see both the process and the substance. As students become more skilled in the process, continue to work on the quality of the conversations. In time, children “borrow” the language of the teacher and use it in their own conversations. We are learning more and more about the important role talk plays in learning.

Some of my primary students aren't reading yet. How should I handle the small-group time?

For emergent readers, small-group instruction may look more like shared reading rather than guided reading. The most important benefit of meeting in small groups is the opportunity to individualize for learners' unique needs. If students are not yet reading, offer them greater support by using shared reading. The level of text is also a very important consideration. Make sure the support offered students matches the demands of a selected text. It is critically important to offer young students opportunities to share their thinking. Teachers may handle the “decoding” task so that emergent readers have all their resources for thinking.

Do you have other suggestions for differentiating according to students' needs?

Be sure to take full advantage of moving among students when they are engaged in peer groups. You will gain helpful insights as you stop to confer or offer on-the-spot support. Giving just enough, rather than too much, support will help you notice what students have already learned and guide you in identifying the areas in which they still experience confusion.

I haven't used anchor charts before. What suggestions do you have?

There are many suggestions in the *Toolkit* resources that will guide you. Keep in mind that anchor charts are artifacts of classroom learning communities. This means that both the teacher and the students are actively involved in the construction of the anchor chart. Just as an anchor is an object used to hold something firmly in place, anchor charts displayed in a classroom learning community anchor student thinking while offering a source of visual reminder for continued support. Classrooms with rich anchor support leave little doubt about what a student is expected to learn and offer a “public trail” of thinking—or a collection of learning. Anchor charts typically fall into the following categories:

- ◆ **Strategy charts** capture the language that demonstrates strategic thinking so that kids know when, how, and why to use a strategy in their reading.

- ◆ **Content charts** record the interesting and important information that readers discover when reading.
- ◆ **Genre charts** serve as a record of what students learn about the features or distinctive attributes of that genre.

Do you have any final tips for a successful summer experience?

Yes, we have a few final suggestions. The most important tip we can offer is to plan well, but always follow the kids! Help students notice and name their learning. Model everything you want students to do, and then offer ample guided practice to support them. Be ready with frequent and specific feedback, and always take time to celebrate learning. Nest the summer experience within an attractively arranged classroom with a well-stocked classroom library. Refer to the Teacher's Guide in the *Toolkit* for excellent suggestions about classroom setup. Last, but not least, have fun. Summer offers a wonderful opportunity to extend children's learning. Enjoy every minute!

Classroom Environment for Literacy Learning

Just as during the school year, attention to setting up the classroom, organizing materials, planning, and using sound instructional practices are essential ingredients for a successful summer school. Well-organized classrooms invite students into learning. Our classrooms include increasingly diverse learners, making careful planning even more important.

Room Arrangement

When setting up the room, consider arrangement. Generally, a space for whole-group instruction is created to accommodate all the students comfortably. A key organizational feature of this area is creating a meeting space that is comfortable and provides ample room for all students to participate. Next, think about the classroom library area, and attractively arrange books by genre for easy access. Finally, decide where small-group instruction will occur. Once these three areas are set up, the rest of the space can be arranged around them. The teacher's guide, *Tools for Teaching Comprehension*, found in the *Toolkit*, has many excellent suggestions for arranging the room and designing the space for active learning.

It is helpful to have wall space to accommodate Anchor Charts, the instructional charts that teachers and students create to record important learning. If space isn't available, teachers may use coat hangers to display charts. The Anchor Charts are made on large pieces of paper so that students and teachers may integrate them as an on-going resource into teaching and learning. Read more about Anchor Charts in the *Teacher's Guide*.

Texts for Independent Reading

A classroom library plays a particularly important role in summer school. Research suggests that one of the most robust remedies for summer reading loss is access to books and wide reading. There are many ways to build a classroom library. Many schools provide libraries during the school year but often pack them away for summer. Make sure they are available. If there are no classroom libraries available, the school library is a source for books. To ease check-out and check-in, use a laundry basket with an index card and ring to identify the teacher, grade level, and classroom in which the books will be used. Media specialists might help in identifying appropriate titles. A general rule of thumb for summer is at least 50% below grade level and the rest at grade level. Much of the independent reading students do should be at a "comfortable" level. Arranging the books in an inviting way helps students locate the books with ease. Small baskets are frequently used to categorize by genre, topic, and author. Students may be encouraged to help in deciding how to arrange the books.

Texts for Small-Group Reading

Many schools have leveled libraries or collections available to use for small-group reading. These texts are selected based upon students' instructional reading levels. *Keep Reading! A Source Book of Short Text* in the primary kit and the *Source Book of Short Text* in the intermediate kit offer more short texts. Ordering multiple copies of the *Toolkit* trade book packs may also provide small-group reading texts. In addition, you'll find even more short, nonfiction texts are available in the *Toolkit Texts* and *American History* collections.

Other Supplies

Materials and resources that are easily accessible promote independent work. Clipboards act as portable desks when students are gathered for whole-group instruction. Other tools, such as markers, pencils, and sticky notes, should be available so that students have easy access to what they need. Sticky notes play an important role in strategy instruction. They offer students a place to capture thinking and give teachers insight about students' evolving understanding.

Support for English Language Learners

English Language Learners (ELLs) come to school with a first language other than English. Their cultural experiences and opportunities to have "school-like" experiences are diverse and varied. Summer school can offer these students extra academic English language exposure as well as prevent the erosion in

achievement that summer breaks often create. Providing a classroom environment that is welcoming and honors students' language, ideas, and experiences is the first step in ensuring their success. While the very same rich, meaning-based opportunities to learn should be offered to all students, a few additional practices offer ELLs needed support. Jim Commins (2011) suggests that what makes a difference for English learners is how information is presented and how students are given access to the ideas in texts and materials. One of the resources developed to support the *Comprehension Toolkit* is an extensive guide to support ELLs. *Scaffolding for English Language Learners* is available for both the primary and the intermediate *Comprehension Toolkit* (Goudvis, Harvey, Buhrow, and Upczak-Garcia 2012). In addition, the small-group lessons *Comprehension Intervention* (Goudvis, Harvey, and Wallis, 2010) offer extra support. Ultimately, nonfiction is the perfect medium for teaching reading, thinking, and learning strategies for all students, but it is especially well-suited for engaging ELLs and supporting their learning a new language by anchoring language to concepts.

- ◆ Offer examples. When using terms and ideas, provide context. "The text we are reading today is about a long journey, or *trip*, to a new country. The people had to cross the ocean—that means a *very big body of water* to get to the new land." Make thinking visible.
- ◆ Use language as a tool to learn *something*. Language anchors around big ideas and concepts. Your *Toolkit* lessons can help ELLs see those connections or networks of ideas.
- ◆ Help children see the differences in informal or social language and academic or content language. Being explicit with students helps. For example, teachers might say something like, "We call this shape a *circle* in everyday talk, but when we talk like a scientist, we call it a *cycle*."
- ◆ Notice attributes of concepts or ideas and then name them to help students form rich vocabularies.
- ◆ Be more conscious of linking new information to what is known. Connections may need to be more explicit.
- ◆ Include additional time for student talk in large and small groups. ELLs are much more likely to use their new language in pairs or small groups.
- ◆ Notice students' engagement by monitoring their expressions. When confusion exists, take time to clarify them or confer with students later.
- ◆ Teach a common language for learning. For students learning a new language, having a clear, consistent language that describes thinking and learning routines is essential.

- ◆ Call attention to syntax. Remember that English word order is very different from other languages. When reading, stop and say, "Listen to that part again. Isn't it interesting the way the author said that? Turn and talk with your neighbor about what the author means."
- ◆ Collaboration is key. We believe it is essential to create one instructional plan that is responsive to the learning and language needs of all the kids in the school (Commins and Miramontes 2005). This requires that teachers make a deliberate and sustained effort to collaborate. If ELLs have support teachers, plan to work together to develop instruction.

Note: for students who are not quite ready for independent strategy, use after whole-class instruction. There are follow-up sessions for each strategy lesson in *Comprehension Intervention: Small-Group Lessons for the Comprehension Toolkit* (Harvey 2010). For children learning English, use *Scaffolding the Comprehension Toolkit for English Language Learners* (Goudvis, Harvey, Buhrow, and Upczak-Garcia 2012), which scaffolds *Toolkit* instruction for English language learners (ELLs).

Visit www.comprehensiontoolkit.com for more details.

Schedules for the Literacy Block

Ideas for Adjusting the Daily Schedule

The daily schedule is an important part of planning. It establishes the framework necessary for students' successful summer experience. Making sure students have large blocks of interruption-free time for talking, reading, and responding will increase students' learning and their achievement. The lesson plans in this resource reflect the basic daily schedules presented below. The time is flexible to accommodate the literacy block schedule within a school. It is designed to include large-group work, small-group work, and independent work. There are suggestions for engagement at the opening and closing of each day.

If your school has a full-day summer school schedule, literacy might be woven into a second block of time for inquiry where students explore areas of interest. Teachers often find having baskets of books organized around age-appropriate topics allows students to apply their reading and writing in authentic ways. (Note: The "Organization of the Lessons" section in **Guiding Student Reading** suggests ways to adjust the weekly schedule for 5-day weeks and up to 8-week summer school courses.)

Primary Schedule

TIME	ACTIVITY
5–10 minutes	Opening and Organization of the Day — Pull students up close. Use this time to review the schedule for the day and build engagement and motivation. Often teachers use this time to connect to previous learning, providing a quick assessment of students’ understanding.
20 minutes	Read Aloud / Shared Reading (explicit instruction) — This is where teachers connect and engage students’ interest and activate and build their background knowledge, to find out what they know. Teachers use this time to think aloud, modeling and demonstrating the “inside” story of reading. Students enter in by turning and talking and “holding” their thinking on sticky notes.
45–80 minutes	Small Group Instruction / Independent Learning and Reading / Conferring — Often students move into pairs or small groups to deepen and apply their learning. Engaging other students in independent work that has previously been taught and practiced with support offers the teacher an opportunity to work with small groups. Each strategy book in the Toolkit offers resources that may be used for independent work. When not meeting with small groups, the teacher confers with individual students for side-by-side teaching and assessing learning. During this time, students also engage in supported independent reading. The teacher supports the readers in the selection of texts and monitors through conferring. However, Allington (2012) reminds us the experience of choosing books creates motivation. Offering some choice makes it more likely that every reader is matched to a text that he or she can read well. Students may need support in choosing texts that match their ability level and interest. Teachers can provide limited choices for students by creating book bags or boxes of previously read texts. This will guide them toward successful reading experiences. This is also the perfect time to include “researcher’s workshop” within the reading workshop. See the teacher’s guide for more information on how to offer students opportunities to engage in reading about and investigating current topics.
5–10 minutes	Sharing / Closing – Use this time to reflect on the day and how students might use their new learning. This is a good time to preview the next day, to suggest ways students can share their learning at home, to read a short poem or interesting text, and to share their own literacy by talking about what they are planning to read at home. Sending books and/or short articles from <i>Toolkit Texts</i> ensure that students continue to apply their learning at home.

Intermediate Schedule

TIME	ACTIVITY
5–10 minutes	Opening and Organization of the Day — Pull students up close. Use this time to review the schedule for the day and build engagement and motivation. Often teachers use this time to connect to previous learning, providing a quick assessment of students’ understanding.
20 minutes	Read Aloud / Shared Reading (explicit instruction) — This is where teachers connect and engage students’ interest and activate and build their background knowledge to find out what they know. Teachers use this time to think aloud, modeling and demonstrating the “inside” story of reading. Students enter in by turning and talking and “holding” their thinking on sticky notes.
45–60 minutes	Small Group Instruction / Independent Learning — Often students move into pairs or small groups to deepen and apply their learning. Engaging other students in independent work that has previously been taught and practiced with support offers the teacher an opportunity to work with one to two small groups each day. This is also the perfect time to include a “researcher’s workshop” within the reading workshop. See the teacher’s guide for more information on how to offer students opportunities to engage in reading about and investigating current topics.
30 minutes	Independent Reading / Conferring with Students — This is a very important time for students. It is during this time they select books based upon interests. Teachers guide students in selecting texts at a “comfortable” reading level. They arrange regular, short conferences with students to tap thinking and collect evidence of learning. Access to a wide range of books in the classroom library is essential. Teachers may use students’ interests in organizing books. Allington (2012) reminds us the experience of choosing books creates motivation. Small baskets with index card labels are attractive ways to display. The teacher (or students) may also routinely “bless” books through 1-2 minute book talks in the opening or closing of the day. In addition, each strategy book in the Toolkit offers resources that may be used for independent work and with students’ independent reading.
5–10 minutes	Sharing/Closing — Use this time to reflect on the day. This is a good time to preview the next day, to suggest ways students can share their learning at home, to read a short poem or interesting text, and to share their own literacy by talking about what they are planning to read at home. Sending books and/or short articles from <i>Toolkit Texts</i> ensure that students continue to apply their learning at home

Guiding Student Reading

Organization of the Lessons

To fit the limited instructional time summer school offers, one high-yield lesson and an extension lesson have been strategically selected from four of the six strategy booklets in each of the *Toolkits*. The four strategy clusters targeted are those that typically present extra challenges for students: *Monitor Comprehension*, *Infer Meaning*, *Determine Importance*, and *Summarize and Synthesize*. The lessons outlined in the summer school plan are dependent on the teacher's careful study of the *Toolkit* lessons to ensure students' needs are addressed. Reading through the entire strategy book from which the *Toolkit* lesson has been selected is essential and will provide critical background in planning and teaching the chosen lesson. The *Toolkit* lessons always suggest a text. However, if teachers want to use an alternate text, there is a two-page "frame" provided for each lesson.

Because schools have different schedules for summer school, the lessons in this resource are designed to be flexible enough to fit any schedule. For example, some schools have four-day programs, while others meet all five days. Some have only four weeks for summer school, while others have longer programs. To accommodate the various schedules, the lessons are planned as a four-day block, but there is always an extension for another day. At the end of each week, there is also a suggestion for extending the instruction to a second week in which you would either continue working on the same strategy or introduce another strategy.

Students are most likely to learn when the gradual release model is used; that is, demonstrations are provided before asking students to perform and teachers use language to scaffold and support students' learning. (The *Toolkit* teacher's guides offer a thorough discussion of how the gradual release model and talk support learning.) The lesson plans in this summer school resource are structured to provide optimal support for students through explicit teaching followed by modeling and demonstration. Students are invited to contribute, but the teacher provides a high level of support to ensure students' initial learning. Learning is extended through small-group instruction in which the student has further opportunities for guided practice with a group of peers and as-needed support from the teacher. Finally, the lesson plan suggests ways for students to apply new learning in independent work. This model ensures that students have "just right" support throughout the learning process—from initial learning to independent use. In

launching a new strategy, teachers use ample modeling and demonstration in a supportive text before students practice with support, and finally apply new learning within peer collaboration and independent work.

Whole Group Instruction

Whole-group instruction is primarily characterized by teacher modeling where the teacher explains the strategy but quickly begins to model and demonstrate the application of the strategy within a text. Teachers support students by thinking aloud, which makes what is occurring inside the reader's head visible, but they also have students turn and talk with one another, inviting discussion that increases students' understanding. Since learning occurs through active engagement, the teacher co-constructs meaning *with* students—not *for* students. A key feature of whole-group instruction is recording the discussion and thinking on Anchor Charts. These charts serve as a tangible reminder for students when displayed in the classroom. After the lesson, teachers refer back to the charts as a way to reteach and review. Students consult them for reminders about strategies and proficient reader practices. These charts are supportive for all students, but they are particularly supportive for ELLs as they serve as visible reminders.

Small Group Instruction

Small-group instruction extends and supports explicit, whole-group instruction. Maximize the time by noticing what students are using and what they are confusing. Being well organized for small-group instruction ensures efficient use of time. By keeping groups small (4-6 students), all students have an opportunity to participate. Planning with a few guidelines in mind makes small-group work productive.

- ◆ Establish a warm environment where students feel comfortable "trying on" new learning.
- ◆ Use conversational language, but encourage and model "accountable" talk.
- ◆ Take the "short turn" to ensure that students' thinking is the focus.
- ◆ Link new learning to known to connect to students' background knowledge.
- ◆ Be positive and accepting, but be honest! For example, "You are close; look back at the text to be sure."
- ◆ Refer back to whole-group instruction and Anchor Charts during small-group time.

- ◆ Provide examples and be specific. “Remember when we read . . . This is similar, isn’t it?”
- ◆ Coach students while they are reading or responding. Offer “just right” and “just enough” help. Too much support makes students dependent. Scaffold only as much as needed.
- ◆ Know when to quit.

Small Groups: Primary Students

Small-group instruction often takes a more supportive form. The responsibility for the reading is shared between the teacher and the students. Reading may be more supported when a text is introduced and when new learning is being initially applied and less supported during student reading. In some cases, small-group instruction may look more like shared reading and in other cases more like guided reading. The key is to ask, “How much support do the students need from me to be successful?” Asking and answering that question will ensure “just right” support. Support often looks more like coaching than explicit instruction. Keeping the gradual release model in mind is key in small groups, too. For example, the whole-group lessons provide high levels of support; the small-group lessons increase student responsibility through mid-level support; and the independent work requires students’ clear understanding of prior learning to ensure productive practice and application of learning. Teachers may utilize level-appropriate texts in the form of guided reading books and periodicals; The *Toolkit* has a variety of other sources for texts. See the *Lesson Text Poster Pack* and *Keep Reading! A Source Book of Short Text*, found in the *Toolkit*. The *Toolkit Texts* are also terrific for shared reading and minilessons within the small group. Text selections must be matched to readers’ needs. Texts that are too easy provide no challenge. In contrast, texts that are too difficult create frustration. To maximize small-group time, select texts carefully. Well-equipped classroom libraries and campus leveled libraries and collections provide sources from which to select interesting and appropriate texts.

Small Groups: Intermediate Students

Small-group instruction is a time to offer further demonstrations and modeling, but it is primarily a time to get students to read. Reading responsibility is shared between the teacher and the students. It may be more supported when a text is introduced and when new learning is being initially applied and less supported during student reading. However, in most cases, it might best be described as coaching support. Just as the tennis coach helps refine the game of tennis by coaching a smaller part of the game like serving, so the teacher supports

students in refining reading by coaching the strategies readers use in proficient reading. Keeping the gradual release model in mind is key. For example, the whole-group lessons provide high levels of support; the small-group lessons increase student responsibility through mid-level support; and the independent work requires students’ clear understanding of prior learning to ensure productive practice and application of learning. Teachers may utilize level-appropriate text in the form of non-fiction and fiction texts, picture books, short novels, periodicals, the *Source Book of Short Text*, and *Toolkit Texts*, grades 4–5. The selected text, however, must be matched to readers’ needs. Texts that are too easy provide no challenge. In contrast, texts that are too difficult create frustration. To maximize small-group time, select texts carefully. Well-equipped classroom libraries and campus leveled libraries and collections provide sources from which to select interesting and appropriate texts.

Independent Learning

To ensure teachers have time for small-group learning, it is important to have meaningful opportunities for students to engage in independent learning or student-led learning. The most important attribute of this type of learning is that it can occur with minimal support from the teacher.

In the primary grades, this may be done through centers that offer students time to work to listen to a book-on-tape, read independently, write for self-selected purposes, and work on alphabet knowledge and word study. There are many resources for setting up centers. However, students should never be asked to engage in a center that has not been introduced; independent work should always offer an opportunity to practice and deepen prior learning.

For intermediate students, independent reading offers the very best way to engage students independently. However, the teacher may also help establish and model inquiry or literature circles in which students meet to discuss their reading. The reading that occurs independently may also extend into the small-group reading so the teacher can focus on coached use of strategies. Again, students should never be asked to engage in an activity that has not been introduced; independent work should always offer an opportunity to practice and deepen prior learning.

The Teacher’s Guide in the both the primary and the intermediate *Toolkit* have excellent suggestions for content suggestions and researcher’s workshop. The “Inquiry Framework” is a great support for planning, and summer offers a unique opportunity for students to engage in inquiry that is fueled by their own curiosity and passion.

Overview of the Lessons

	PRIMARY TOOLKIT	INTERMEDIATE TOOLKIT
Week 1	<i>Monitor Comprehension: Lesson 1</i> "Think about the Text"	<i>Monitor Comprehension: Lesson 1</i> "Follow Your Inner Conversation"
Extension	<i>Monitor Comprehension: Lesson 2</i> "Notice and Think about Nonfiction Features"	<i>Monitor Comprehension: Lesson 2</i> "Notice When You Lose Your Way"
Week 2	<i>Infer & Visualize: Lesson 12</i> "Infer Meaning"	<i>Infer & Visualize: Lesson 11</i> "Infer With Text Clues"
Extension	<i>Infer & Visualize: Lesson 13</i> "Learn to Visualize"	<i>Infer & Visualize: Lesson 12</i> "Tackle the Meaning of Language" or Lesson 13 "Crack Open Features"
Week 3	<i>Determine Importance: Lesson 16</i> "Figure Out What's Important"	<i>Determine Importance: Lesson 17</i> "Record Important Ideas"
Extension	<i>Determine Importance: Lesson 17</i> "Paraphrase Information"	<i>Determine Importance: Lesson 18</i> "Target Key Information"
Week 4	<i>Summarize & Synthesize: Lesson 19</i> "Summarize Information" See also <i>Determine Importance: Lesson 18</i> "Organize Your Thinking as You Read"	<i>Summarize & Synthesize: Lesson 26</i> "Read, Write, and Reflect"
Extension	<i>Summarize & Synthesize: Lesson 20</i> "Read to Get the Big Ideas"	<i>Summarize & Synthesize: Lesson 24</i> "Read to Get the Gist"

Primary Grades: Week 1

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY/FRIDAY				
Opening	<p>Use this time to introduce students to the goals for summer school, encouraging them to be part of the goal setting. Create a chart that can be added to and revisited throughout the summer program to track and celebrate learning.</p> <p>Share the daily schedule. Tell the students what the day will hold. Explain the importance of each part of the day. Introduce yourself and then offer students some guidance about introductions or do a quick fishbowl to model; then have them make small groups of three or four to introduce themselves to one another.</p>							
Lesson Focus	<i>The Primary Comprehension Toolkit, Monitor Comprehension: Lesson 1</i> — “Think about the Text” pp 4–19							
Read Aloud/ Shared Reading	<p>Connect and Engage / Model / Guide:</p> <p>Use <i>The Art Lesson</i> and the Lesson Guide (or use pp 6–7 when reading an alternate text).</p> <p>TIP: Before beginning the first <i>Toolkit</i> lesson, consider using a “fishbowl” to model the process of engaging with text. Pull a small group to the inside of a circle with the other students gathered around the outside. Demonstrate with the smaller group how to turn and talk with a partner, showing the various ways readers connect with others around a text:</p> <p>Connecting to experiences <i>I like to paint.</i></p> <p>Noting something interesting in the text <i>The boy in the text likes to paint.</i></p> <p>Summarizing what has happened <i>It seemed like a long time before the art teachers came</i></p> <p>Sharing a question <i>I wonder . . .</i></p>	<p>Practice Independently:</p> <p>(p 13) Review and revisit the story from the previous day, referring to sticky notes and the group’s discussion around the text. Highlight what the teacher and students did to “think about the text.” Discuss four codes readers can use (see below).</p> <p>Invite students to draw or write ideas from the text, things they are wondering (?), connections they are making (+), new learning (L), and main idea or gist (G). You may have students fold a sheet of paper into fourths to work with all four codes. Move about the group as students draw or write, encouraging, scaffolding, conferring, and probing.</p> <div style="text-align: center;"> <table border="1" style="margin: auto;"> <tr> <td style="background-color: #fff9c4; padding: 10px; width: 40px; height: 40px; text-align: center;">?</td> <td style="background-color: #ffe0b2; padding: 10px; width: 40px; height: 40px; text-align: center;">+</td> </tr> <tr> <td style="background-color: #ffe0b2; padding: 10px; width: 40px; height: 40px; text-align: center;">L</td> <td style="background-color: #fff9c4; padding: 10px; width: 40px; height: 40px; text-align: center;">G</td> </tr> </table> </div>	?	+	L	G	<p>Share the Learning:</p> <p>(p 14) Invite students to share their drawing and/or writing.</p> <p>TIP: Use a fishbowl (See Monday) of four to five students to introduce and model how sharing looks. Suggest ways students might interact:</p> <p>How to get started <i>(Student: “Does anyone mind if I go first?” Others: “Please do.”)</i></p> <p>How to note important information</p> <p>How to question a friend to gain understanding <i>Can you say more about that?</i></p> <p>How to extend another’s idea <i>I’d like to hear more about that . . .</i></p> <p>How to take turns sharing <i>I’d like to hear what John thinks . . .</i></p> <p>Things you can do to include everyone <i>Other ideas?</i></p>	<p>Anchor Learning:</p> <p>Wrap up the week’s lessons by creating Anchor Charts that capture learning. (See suggestions for “monitoring” on p 50 in the <i>Teacher’s Guide</i>.)</p> <p>Other charts to consider: Ways to code text, procedures for working in small groups, and ways to engage in purposeful talk. Since summer school is short, these charts offer students reminders and can be added to as the summer experience continues.</p> <p>Extension: Consider introducing a second text that is of another genre. If the Monday text was nonfiction, you may want to show students how monitoring supports readers in fiction. This will help students create the flexibility needed to become proficient readers.</p>
?	+							
L	G							

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Primary Grades: Week 1, *continued*

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY/FRIDAY
Small-Group Independent Learning/Conferring	Introduce an appropriate level text. Do a brief picture/text walk through the book to introduce it, activating prior knowledge and linking back to the focus on monitoring in <i>The Art Lesson</i> . Use shared reading for more support for emergent readers or guided reading for those ready to read. Have places selected where students might stop and discuss the text or offer students sticky notes to mark places to talk about the process of monitoring for meaning. Small-group anchor charts are often used to individualize and capture the discussion of each small group.	Continue reading from the previous day, coaching students in applying their learning from the whole-group experience. Students might use small sticky notes to apply the same four codes to record their thinking.	Complete the reading and discuss the learning, linking what is occurring in small groups with what the lesson focus is for the week. Make a connection to independent reading, asking students how what they learned might be applied to their own reading.	Introduce another short text. This provides an excellent time to “eavesdrop” on readers to assess their reading. If students are reading silently, move from student-to-student, asking them to “whisper read,” so you can listen in. Since the focus is on monitoring, focus after-reading discussion on how readers make sure they are making meaning as they read.
Sharing/Closing	Ask students to turn to their neighbor and share one thing they learned. “Tease” students about the next day’s activities by saying something like, “If you think you learned a lot today, just wait until tomorrow!”	Close with a short read-aloud written to entertain. Any quality trade book can be used. Briefly ask them to think about how they focused on making meaning and what makes the book entertaining.	Consider copying one of the short articles from the <i>Toolkit Text PreK–1</i> as a take-home text. Explain to the students how they might share the article at home and demonstrate how they monitor for meaning.	Review the anchor charts for the week. You may give students a way to review their learning for the week: <i>Something I learned this week is . . .</i> <i>I’m going to remember to . . .</i>
Extending Study a Second Week	Reading Use <i>Monitor Comprehension: Lesson 2</i> – “Notice and Think about Nonfiction Features” to continue the first week focus on thinking about text. See the excellent <i>Time for Kids</i> charts, suggested in Lesson 2. If time permits, compare and contrast nonfiction with a fictional text. A big book or any quality trade book will work. You might add to the previous week’s Anchor Chart. Consider having students work in small groups with nonfiction texts or articles from the <i>Toolkit</i> texts			

Other Suggested Titles

NONFICTION	FICTION
<p>Gail Gibbons’ books</p> <p>“Seedlings” collection</p> <p><i>When I Was Young in the Mountains</i>, Cynthia Rylant</p> <p><i>I Love Saturdays y Domingos</i>, Alma Flor Ada</p> <p><i>Toolkit Texts PreK–1</i></p>	<p><i>Lilly’s Purple Plastic Purse</i>, Kevin Henkes (<i>Lily y su Bolso de Plastico Morado</i>)</p> <p><i>Willford Gordon McDonald Partridge</i>, Mem Fox (<i>Guillermo Jorge Manuel Jose</i>)</p>

Primary Grades: Week 2

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY/FRIDAY
Opening	<p>Have students name some of the ways they engaged with the text during the previous week/s.</p> <p>Explain how readers use and integrate their background knowledge every day. Reminding students how they connect their own experiences and prior learning will set the stage for this week’s strategy: inferring.</p> <p>Remind students of the ways they “coded” their connections previously to monitor their thinking and focus on meaning.</p> <p>Tell students they are going to have an opportunity to read a new kind of text this week—a poem!</p>			
Lesson Focus	<i>The Primary Comprehension Toolkit, Infer & Visualize: Lesson 12 — “Infer Meaning”</i>			
Read Aloud/ Shared Reading	<p>Connect and Engage / Model / Guide:</p> <p>Use the poem, “Things” from <i>Honey, I Love</i> (or use pp 8–9 for using an alternate text). Inferring is challenging for most students, but it is the bedrock of understanding. It requires the reader to establish a “partnership” with the author to infer meaning by filling the gaps the author leaves with their own background knowledge. Visualizing is similar in that it requires students to create visual and sensory images as they read.</p> <p>TIP: You may want to build background by briefly talking about the differences in the genres of poetry and prose (define this term if necessary).</p> <p>Prose . . . Is longer Has more details Is sometimes easier to understand</p> <p>Poetry . . . Uses fewer words Relies on “strong” words and visual images Always makes the reader work a little harder</p> <p>Have the poem written on a chart to capture thinking during reading.</p>	<p>Practice Independently:</p> <p>(p 14) Reread the poem from the previous day, referring to sticky notes and the group’s discussion around the text. Explain that the reader must work to really understand this poem. You might put up the following “formula” to share what happens when we infer.</p> <p style="text-align: center;">Inferring is . . . My Thinking + The Poet’s Words</p> <p>Highlight what the teacher and students did to “think about the text.” Remind students that they supported their inferences and visual images by finding clues in the poem.</p> <p>Give students another <i>I Infer</i> Thinksheet and have them work to record what they infer (see pp 73–75).</p>	<p>Share the Learning:</p> <p>(p 15) Invite students to share their drawing and/or writing. Before sharing, however, you may want to “role play” how they might share: “I inferred . . . because I noticed this clue. . . .” (See p 71 for additional suggestions about the “language of inferring.”)</p> <p>TIP: You may initially have students come together in groups of 3 or 4 to share. If needed, use a fishbowl to remind them how to take turns and extend each others’ ideas.</p> <p>Then have students share as a whole group. Using small-group sharing first will increase engagement and make sharing with the whole group easier for some students, especially ELLs.</p>	<p>Anchor Learning:</p> <p>Wrap up the week’s lessons by creating an Anchor Chart that captures learning. (See p 70 in the <i>Teacher’s Guide</i>.)</p> <p>Extension: Introduce a second text: “Old and New” on p. 122 of <i>Keep Reading!</i> Discuss how readers infer from illustrations and photographs as well as text. The left column in this text has photographs of old things and the right new things. Invite students to discuss the differences and infer what those differences might mean. After doing the first two, have students work in partners to continue, using an <i>I Infer</i> Thinksheet for more practice.</p> <p>The sample anchor chart that wraps up inferring and visualizing (p 70) is an excellent guide to use in making a class anchor chart.</p>

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Primary Grades: Week 2, *continued*

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY/FRIDAY	
Small-Group Independent Learning/Conferring	Introduce an appropriate level text. Do a brief picture/text walk through the book to introduce it, activating prior knowledge and linking back to what they learned about inferring in “Things.” Demonstrate how readers use photographs and illustrations plus words to infer. Offer students sticky notes to note places where they make an inference and the clue that supports their inference.	Continue reading from the previous day, coaching students in applying their learning from the whole-group experience. Students continue to use sticky notes to record thinking.	If students are not through reading, complete it together. Use interactive writing (sharing the pen with students) to make a chart similar to the one below for students to record inferences.	Introduce another short text. “Sensing the Seasons” on pp 76–77 in <i>Keep Reading!</i> provides a simple text and opportunities to infer from the illustrations. If students handle most of the reading, it provides an opportunity to assess learning. If students are reading silently, move from student-to-student, asking them to “whisper read,” so you can listen in.	
			I inferred		Text clue was
Sharing/Closing	Discuss how we infer everyday, using our background knowledge—what we know—and what we read and/or see. Have students suggest ways they infer and what clues they use to predict the weather, (what Mom is cooking for dinner, etc.). Ask to compare the stories and poems. What do they notice about how readers infer in both?	Close by reading another short poem from <i>Honey, I Love</i> . Discuss what you know from reading the poem and what you must infer. Have students share something they are learning about themselves as a reader or a writer.	Ask students to think about something they have read or had read to them recently and recall what they had to infer. Prompt thinking with something like, “I was reading a story last night, and I inferred that the character was feeling really happy because it said she smiled and then laughed. Invite students to look for examples of inferring in their own reading and in everyday things that happen in life.	Ask students to share something they learned about the differences in stories and poems.	
Extending Study a Second Week	Reading Use <i>Infer & Visualize</i> : Lesson 13 —“Learn to Visualize” to continue the first week focus on inferring in text. In addition to the poems, many fiction and nonfiction trade books have rich possibilities for visualizing in text.				

Other Suggested Titles

NONFICTION	FICTION
Poetry Anthologies: Tomie dePaola, Lee Bennett Hopkins, Jack Prelutsky, Paul Janeczko <i>Rosie’s Walk</i> , Pat Hutchins (<i>El Paseo de Rosie</i>) Magic School Bus books (many available in Spanish) “Ants Can” and “Bumble Bee Worker Song” from <i>Toolkit Texts PreK–1</i>	<i>Corduroy</i> , Don Freeman (available in Spanish) <i>Where the Wild Things Are</i> , Maurice Sendak (<i>Donde viven los monstruos</i>) <i>Crisanthemum</i> , Kevin Henkes (<i>Crisantemo</i>) <i>Peter’s Chair</i> , Ezra Jack Keats (<i>La Silla de Pedro</i>)

Primary Grades: Week 3

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY/FRIDAY
Opening	<p style="text-align: center;">Review what students have been learning by referencing the Anchor Charts posted around the room: <i>“Let’s take some time this morning to think about what we are learning and how it helps us in our reading. Let’s chart what good readers do.”</i></p> <div style="text-align: center; background-color: #fff9c4; padding: 10px; border: 1px solid #ccc;"> <p>Good readers . . .</p> <ul style="list-style-type: none"> ✓ Think about what they know and connect it ✓ Make sure they are making meaning ✓ Infer: what I know + the author = inferring </div> <p style="text-align: center;">Explain that they will add another strategy this week to the tools they already have.</p> <p style="text-align: center;">The new strategy is called determining importance. Explain this will be an exciting week of learning because students will learn ways to identify big, important ideas from those that offer the reader interesting details. When we read nonfiction, we are reading to learn and remember.</p>			
Lesson Focus	<i>The Primary Comprehension Toolkit, Determine Importance: Lesson 16</i> — “Figure Out What’s Important”			
Read Aloud/ Shared Reading	<p>Connect and Engage / Model / Guide:</p> <p>Use the “Amazing Helen Keller” poster from the <i>Toolkit Poster Pack</i> and make copies of individual student copies (pp 14–15 in <i>Keep Reading!</i>) (or use the Lesson Guide on pp 6–7 when reading an alternate text). Students need to know how to relate their purpose for reading so they filter ideas and categorize them as interesting or important. Students are often drawn to interesting details rather than the big, important ideas. Helping them see the difference will strengthen their reading.</p> <p>TIP: You may want to discuss how purpose affects the way a reader reads.</p>	<p>Collaborate:</p> <p>(p 12) Using the small copies of “Amazing Helen Keller,” have students work with a partner. Move about the students conferring and listen to the students talk about the differences between interesting details and important ideas.</p>	<p>Share the Learning:</p> <p>(p 13) Invite students to share their learning. Continue adding to the Anchor Chart: “Interesting Details/ Important Information.”</p> <p>Explain to students that they will do the very same thing with another text. Select one or more of the articles from <i>Keep Reading!</i> and show them how to fold a paper in half, using the same column headings as they used in the group Anchor Chart: “Interesting Details” and “Important Information.” Explain that they will first use sticky notes to identify the big ideas and then transfer those to a chart.</p>	<p>Anchor Learning:</p> <p>Help students review their learning from the week. Explain the importance of knowing how to “name” what they are doing:</p> <p>Determining importance = big ideas <i>and</i> interesting details = things that make us want to read on.</p> <p>Then have them continue reading the second text, using sticky notes that will be transferred to their own chart.</p> <p>Extension: Students continue with the second text and then share their charts.</p>
	<p>Readers read:</p> <ul style="list-style-type: none"> • To learn new things • To be ready to talk about the important ideas • To enjoy—for pleasure 			
	<p>Then, star the times it will be critical for readers to determine the big ideas.</p>			

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Primary Grades: Week 3, *continued*

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY/FRIDAY
Small-Group Independent Learning/ Conferring	Introduce an appropriate level <i>nonfiction</i> text. Do a brief picture/text walk through the book to introduce, activating prior knowledge and linking back to the class reading of “Amazing Helen Keller.” Use shared reading or have students read the text. Have a destination in mind where students will stop to discuss the text, use a sticky note, or talk about the process.	Continue reading from the previous day, coaching students in applying their learning from the whole-group experience. Students might use small sticky notes to “star” places in the text with big ideas.	Complete the reading and discuss the learning, linking what is occurring in small groups with what the lesson focus is for the week. Demonstrate “think aloud” as a way to share the “inside” story of reading. For example: “I think this is really interesting, but I don’t think it is important. Here is my reason . . .” Explain to students they can do the same thing with a partner.	Introduce another short text. Students pair with another and take turns reading and thinking aloud. Monitor by listening to not only the labels students give (<i>interesting</i> vs. <i>important</i>), but also listen for the reason they provide. Record some of students’ thinking to share. (This is an excellent way to gather formative assessment data!)
Sharing/ Closing	Have students discuss things they have or are reading. How will the lesson today about <i>important</i> vs. <i>interesting</i> help them as a reader? When might they need to pay careful attention to what is most important? Have students turn and share, and then offer ideas to the whole group.	Have the students recap the day by thinking of the important things they did and the interesting things they did. Tell students to support their thinking!	Have students “popcorn” (say quickly without raising hands) at least four important things they are learning in summer school.	Ask students to turn and tell their neighbor what they will read over the weekend and how they will determine if something is interesting or important.
Extending Study a Second Week	Reading Use <i>Determine Importance: Lesson 17</i> — “Paraphrase Information” to continue the first week focus on determining importance. This will help students realize the importance of putting ideas into their own words.			

Other Suggested Titles

NONFICTION	FICTION
<p>Magic School Bus books (These books are excellent because they have both a storyline and informational text that can be used to determine importance. The storyline keeps the reader engaged. Many are available in Spanish.)</p> <p>Gail Gibbons’ books</p> <p><i>The Important Book</i>, Margaret Wise Brown</p> <p>The Seedlings books</p> <p>There are many articles in <i>Toolkit Texts K–1</i> to use:</p> <p>“Make a Flower Sandwich”</p> <p>“Swim Strokes”</p> <p>“Statue of Liberty”</p>	<p><i>Bigmama’s</i>, Donald Crews</p> <p><i>If You Give a Mouse a Cookie</i>, Laura Numeroff (<i>Si Le Das Una Galletita a Un Raton</i>)</p> <p><i>Big Red Barn</i>, Margaret Wise Brown (<i>El Gran Granero Rojo</i>)</p> <p><i>A Chair for My Mother</i>, Vera B. Williams (<i>Un sillón para mi mama</i>)</p>

Primary Grades: Week 4

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY/FRIDAY
Opening	<p>Engage students in a discussion about all they have done during summer school. Accept all the answers. Once students have had a chance to offer their ideas, ask if anyone can summarize, or combine all the ideas to pull together the most important information. Support for this may be necessary! And, if it is, use that to introduce the topic for the week, letting students know that summarizing can be challenging, but they are ready to do it.</p> <p>Explain to students that they will be learning about summarizing during this (or these) final weeks of summer school. This is when readers pull together their thinking and organize to share it with others.</p>			
Lesson Focus	<p><i>The Primary Comprehension Toolkit, Summarize & Synthesize: Lesson 19</i> — “Summerize Information” See also <i>Determine Importance, Lesson 18</i> — “Organize Your Thinking as You Read”</p>			
Read Aloud/ Shared Reading	<p>Connect and Engage / Model</p> <p>NOTE: This lesson is connected to Lesson 18 in <i>Determine Importance</i>. Refer to it as you plan. Use the “Welcome to the Rain Forest” poster (or use the Lesson Guide on pp 8–9 when reading an alternate text).</p> <p>Explain to the students that they will be reading and summarizing what they read this week. Use Lesson 18 as a guide for reading the text, taking notes on the Anchor Chart “I Learned/I Wonder/Wow!” to demonstrate what students will be doing.</p> <p>This lesson is especially important for summer school. Many students find summarizing and synthesizing difficult. Be sure to explain that we summarize orally, in writing, and in drawing. In fact, what they did in the opening was an oral summary.</p>	<p>Guide:</p> <p>Use Lesson 18 and follow the Guide section on pp 40–41.</p> <p>Collaborate or Practice Independently: (p 42) Using the small copies of “Welcome to the Rain Forest,” have students work with a partner to write their own sticky notes. Move about the students conferring and listen to them.</p> <p>Share the Learning: (pp 42–43) Have students share their learning and their sticky notes.</p> <p>Connect and Engage: <i>(Summarize and Synthesize, p 6)</i> Connect Lessons 18 and 19 by discussing what a summary is and what a topic is. Create an Anchor Chart using the one on p 11 (Lesson 19) as a guide.</p>	<p>Model / Guide: (pp 12-13)</p> <p>Show how you combine information to create the group summary, and then share the anchor chart, “How to Create a Summary” (p 13) to review the steps.</p> <p>Invite students to continue reading and writing sticky notes.</p> <p>TIP: One of the ways to help students think about summarizing is to suggest they find what you can “delete” or do without. Most students want to keep too much information, often making a summary longer than what they are summarizing!</p>	<p>Collaborate or Practice Independently: (pp 13-16).</p> <p>You will probably need to support students in writing a summary. Pulling small groups as needed allows for more support.</p> <p>Share the Learning: (p 16) Have students share their summaries, providing feedback.</p> <p>Extension: After assessing what students have written, use remaining time to reteach as necessary. Summarizing is challenging, and students will need plenty of support so they are accurate and have put information in their own words.</p>
Small Group/ Independent Learning/ Conferring	<p>Introduce an appropriate level nonfiction text. Do a brief picture/text walk through the book to introduce and activate prior knowledge. Begin reading, explaining to students that they will be helping to create a summary of the text. Model and guide students in using sticky notes to record their thinking as they go.</p>	<p>Continue reading from the previous day. Complete the text. Ask students to return to the text and discuss where they put sticky notes. Teach the process of “sticky note survival,” in which you have students select the sticky notes that best represent key ideas from the text. Using that process, coauthor a summary similar to the one on p 15 (Lesson 19).</p>	<p>Introduce another short text such as “Watch Me Grow” (pp 50–51) in <i>Keep Reading!</i> Have students read through the text and select the key ideas. Students may see if they focus on the boldface type, they can actually summarize the text, adding very few words.</p> <p>A hen’s egg hatches into a baby chick. The chick grows into a chicken.</p>	<p>Use the previous day’s text to show how readers sometimes create graphics to show the key ideas. Using sticky notes, create a cycle or timeline.</p> <div style="text-align: center;"> <pre> graph TD Egg --> BabyChick[Baby Chick hatches] BabyChick --> Chicken Chicken --> Egg </pre> </div>

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Primary Grades: Week 4, *continued*

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY/FRIDAY	
Sharing / Closing	Engage students in further discussion about all the different things they read. Pose the questions, “What kinds of things are easier or harder to read? Why?” What was most interesting?	Have students write an “exit slip.” Using an index card, students write the most important thing they have learned and why it is important.	Select a very short book or article to read and have students summarize.	If this is the last day of summer school, have a chart ready. Have students summarize their learning week by week.	
				Dates	Summary of Our Learning
				Week 1	
				Week 2	
				Week 3	
Week 4					
Extending Study a Second Week	<p>Reading Use <i>Summarize & Synthesize: Lesson 20</i> – “Read to Get the Big Ideas” to continue learning the process of summarizing and synthesizing.</p> <p>TIP: If summer school extends one more week, the final week would be an excellent opportunity for Researcher’s Workshop. Students have strategies to support their inquiries and can choose specific topics with support. See pp 39–46 in the <i>Teacher’s Guide</i> for information.</p>				

Other Suggested Titles

NONFICTION	FICTION
<p>Magic School Bus books (These books are excellent because they have both a storyline and informational text that can be used to determine importance. The storyline keeps the reader engaged. Many are available in Spanish.)</p> <p>Gail Gibbons’ books</p> <p><i>The Important Book</i>, Margaret Wise Brown</p> <p>The Seedlings books</p> <p>There are many articles in <i>Toolkit Texts K–1</i> to use:</p> <p>“Make a Flower Sandwich”</p> <p>“Swim Strokes”</p> <p>“Statue of Liberty”</p> <p><i>Owl Moon</i>, Jane Yolen</p> <p><i>Pancakes</i>, Tomie dePaola (wordless book)</p> <p><i>Every Autumn Comes the Bear</i>, Jim Arnosky</p> <p>Jim Arnosky has many excellent nonfiction books for young children.</p>	<p><i>Bigmama’s</i>, Donald Crews</p> <p><i>If You Give a Mouse a Cookie</i>, Laura Numeroff (<i>Si Le Das Una Galletita a Un Raton</i>)</p> <p><i>Big Red Barn</i>, Margaret Wise Brown (<i>El Gran Granero Rojo</i>)</p> <p><i>A Chair for My Mother</i>, Vera B. Williams (<i>Un sillón para mi mama</i>)</p> <p><i>Owl Babies</i>, Martin Waddell (<i>Las Lechucitas</i>)</p> <p><i>Oliver Button is a Sissy</i>, Tomie dePaola (<i>Oliver Button es una Nena</i>)</p> <p><i>Where the Wild Things Are</i>, Maurice Sendak (<i>Donde viven los monstruos</i>)</p>

Intermediate Grades: Week 1

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY/FRIDAY
Opening	<p>Use this time to introduce to students the goals for summer school, encouraging them to be part of the goal setting. Create a chart that can be added to and revisited throughout the summer learning experience to track and celebrate learning.</p> <p>Share the daily schedule. Tell the students what the day will hold. Explain the importance of each part of the day. Introduce yourself and then offer students some guidance about introductions and have them make small groups of three or four to introduce themselves to one another. You may offer students some ways to start introductions or do a quick fish bowl to model.</p>			
Lesson Focus	<i>The Comprehension Toolkit, Monitor Comprehension: Lesson 1</i> — “Follow Your Inner Conversation”			
Read Aloud/ Shared Reading	<p>Connect and Engage / Model / Guide Use <i>How Many Days to America</i> (or use pp 6–7 when using an alternate text).</p> <p>Have students jot down their thinking on sticky notes. They will use them the next day.</p> <p>TIP: Before beginning the <i>Toolkit</i> lesson, consider using a “fish-bowl” to model the process of engaging with text. Pull a small group to the inside with the other students gathered around the outside, having the smaller group demonstrate how to turn and talk with a partner and the various ways readers might interact as they respond to a text:</p> <p>Connect to experiences Note big ideas Summarize what has happened Question</p>	<p>Collaborate: (p 12)</p> <p>Revisit the story from the previous day, referring to sticky notes and the group’s discussion around the text. Highlight what the teacher and students did to “think about the text.”</p> <p>Practice Independently: Invite students to gather in small groups where they will discuss the text with peers by reviewing their sticky notes and considering other questions or ideas they have. Move about the group encouraging, scaffolding, conferring, and probing.</p>	<p>Share the Learning: (pp 13–14)</p> <p>Invite students to share their drawing and/or writing.</p> <p>TIP: Use a fishbowl of four to five to introduce and model how sharing looks. Suggest ways students might interact:</p> <p>How to get started (Student: “Does anyone mind if I go first?” Others: “Please do.”)</p> <p>How to note important information How to question How to extend an idea How to take turns sharing Create an Anchor Chart that captures learning. (See example on p 14.)</p>	<p>Reflection and Assessment: (p 15).</p> <p>Using teacher observation notes and students’ sticky notes, note responses that demonstrate learning and those that are evidence of confusion. Use findings for small group instruction as appropriate.</p> <p>Extending the Learning: Consider introducing a second text that is of another genre. If the Monday text was fiction, use a nonfiction text to compare and contrast text structure and features. This will help students create the flexibility needed to become a proficient reader. These differences might be added to the Anchor Chart.</p>
Small Group / Independent Learning	<p>Discuss how readers leave tracks of their thinking while reading. Using a short text, such as “Music with a Cause” from the <i>Source Book of Short Text</i> (p 121), model using sticky notes with the 1st paragraph. Help students mark their thinking to:</p> <p>Connect to experiences Note big ideas Ask/answer a question Note unfamiliar vocabulary</p>	<p>Review the text from the previous day. Ask students to think about their sticky notes. Using chart paper, have student classify their sticky notes: “connections,” “big ideas,” “asks/answers questions,” and “notes unfamiliar vocabulary.” Guide discussion of the text and what the students recorded. Provide modeling as needed as the group compares and contrasts sticky notes.</p>	<p>Use a short text with bold- face type, such as “The Life of Frida Kahlo” from the <i>Source Book of Short Text</i> (p 129). Point out how the boldface type guides readers in determining big ideas. Demonstrate how to preview the text to activate prior knowledge. Have students use sticky notes to track thinking by working in small groups to share their thinking.</p>	<p>Have students classify their sticky notes, and support them in selecting several that are good examples. (See p 16 in <i>Monitor Comprehension</i> for more information about quality.)</p> <p>Encourage students to use sticky notes in their independent reading. Suggest that they bring their books with them to the next small group meeting so they can share.</p>

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Intermediate Grades: Week 1, *continued*

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY/FRIDAY
Sharing/ Closing	Ask students to turn to their neighbor and share one thing they learned. “Tease” students about the next day’s activities by saying something like, “If you think you learned a lot today, just wait until tomorrow!”	Close with a short read- aloud. Use an interesting text that has details to reinforce the importance of details in understanding. See <i>Toolkit Texts</i> or <i>Keep Reading!</i> for short, engaging texts to share.	Consider copying one of the short articles from the <i>Toolkit Texts</i> or <i>Keep Reading!</i> as a take-home text. Explain to the students how they might share the article at home and demonstrate how they are learning to monitor for meaning.	Ask students to share something they have learned about reading. Make connections to show how readers notice when they are learning something from reading. When we are engaged as readers, we question, connect, infer, and sort and sift ideas.
Extending Study a Second Week	Reading Use <i>Monitor Comprehension: Lesson 2 – “Notice When You Lose Your Way”</i> to continue the first week focus on thinking about text. You might add to the previous week’s Anchor Chart.			

Other Suggested Titles

NONFICTION	FICTION
<p>Eve Bunting’s books are excellent because they deal with many difficult issues students face.</p> <p><i>The Man Who Walked Between the Towers</i>, Mordicai Gerstein</p> <p>Any <i>Toolkit Texts, Grades 2–3</i> and <i>Toolkit Texts, Grades 4–5</i></p> <p>See also <i>Colonial Times</i> and <i>The American Revolution and Constitution</i> for social studies connections.</p>	<p><i>The Other Side</i> or <i>Each Kindness</i>, Jacqueline Woodson</p> <p><i>Ruby’s Wish</i>, Shirin Yim Bridges</p> <p><i>Getting through Thursday</i>, Melrose Cooper</p>

Intermediate Grades: Week 2

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY/FRIDAY						
Opening	<p>Have students name some of the ways they engaged with text during the previous week.</p> <p>Explain how readers use and integrate their background knowledge every day. Reminding students how they connect their own experiences and prior learning will set the stage for this week’s strategy: inferring.</p> <p>Remind students of the ways they left tracks of their thinking.</p> <p>Build engagement for the week’s study by telling students they will “investigate” a famous event: the sinking of the Titanic.</p>									
Lesson Focus	<i>The Comprehension Toolkit, Infer & Visualize: Lesson 11 — “Infer with Text Clues”</i>									
Read Aloud/ Shared Reading	<p>Connect and Engage / Model / Guide</p> <p>Use <i>Kids Discover</i> “Titanic” and The Titanic Historical Society, “Titanic, Past and Present Part III (or use pp 24–25 for using an alternate text.)</p> <p>Explain inferring. The language in Lesson 1 on p 11 will be helpful. Because inferring requires the use of background knowledge, you will want to spend time engaging students and activating what they already know about the Titanic.</p> <p>TIP: Many students struggle with inferring. Make sure to spend ample time modeling and demonstrating through thinking aloud. Begin an Anchor Chart during the explicit instruction, using the equation:</p> $\begin{array}{r} \text{BK (background knowledge)} \\ + \\ \text{TC (text clues)} \\ = \\ \text{I (inference)} \end{array}$	<p>Collaborate: (pp 31–32)</p> <p>Continue reading the article, allowing students to spread out for conferring with partners about facts and inferences.</p> <p>Practice Independently: (pp 32–33). Students practice using nonfiction books or texts from the <i>Source Book of Short Text</i>. Use the form on p 72 for recording.</p> <p>TIP: Arranging the classroom library where nonfiction books are clearly marked will enable students to find texts with ease.</p> <p>Make sure to provide a range of reading levels to ensure students can read books independently.</p>	<p>Share the Learning: (p 33)</p> <p>Invite students to share what they found in their own reading, sharing factual information and inferences. Probe to be sure students are clear about the difference.</p>	<p>Reflection and Assessment: (pp 34–37).</p> <p>Using teacher observation notes and students’ “Facts/Inferences” forms, note how responses demonstrate learning. Look for evidence of confusion. Use findings for small group instruction as appropriate.</p> <p>Extending the Learning:</p> <p>Consider introducing a second text. If the second text is narrative, a short minilesson can distinguish some of the subtle but important differences in inferring in narrative (stories) vs. nonfiction. Nonfiction text relies more heavily on “learned,” or content background knowledge, whereas narrative text often draws more from “lived” experience.</p>						
Small Group / Independent Learning	<p>Discuss how readers merge their thinking with the text. Authors sometimes leave “gaps” that readers must fill to understand the text. Remind students of the equation introduced in the whole-group lesson. Using multiple copies of a short, engaging text, provide students with sticky notes. Demonstrate how they can code their thinking to distinguish between facts (F) and inferences (I) as they read on.</p>	<p>Invite students to think back to the previous day and the text. Ask students to think about their sticky notes. Using chart paper, have students share their sticky notes. Create a chart:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">I inferred . . .</th> <th style="width: 50%;">Text Clue was:</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"> </td> <td> </td> </tr> <tr> <td style="height: 20px;"> </td> <td> </td> </tr> </tbody> </table>	I inferred . . .	Text Clue was:					<p>If students have finished reading, have them continue charting their inferences and their clues.</p> <p>You may want to make a second chart for facts. Students may compare and contrast the two charts to deepen their understanding of the difference.</p>	<p>Assess students’ understanding, teach to clear up any confusion, and offer additional practice in a short text.</p> <p>Encourage students to use sticky notes in their independent reading. Suggest they bring their books with them to the next small group meeting so they can share.</p>
I inferred . . .	Text Clue was:									

Intermediate Grades: Week 2, *continued*

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY/FRIDAY
Sharing/ Closing	Ask students to turn to their neighbor and explain what inferring is in reading and why it is important. Invite partners to share “smart thinking” with the whole group.	Close with a poem. Poetry often requires the reader to infer because a poet has fewer words to work with than a writer of prose.	Ask students to share something they are learning as a reader that helps them as a writer, or something they are learning as a writer that helps them as a reader.	Ask students to share something they are reading independently and how they are applying their new learning.
Extending Study a Second Week	Reading Use <i>Infer & Visualize</i> : Lesson 12 — “Tackle the Meaning of Language” or Lesson 13 – “Crack Open Features” to continue the focus on inferring in text. You might add to the previous week’s Anchor Chart.			

Other Suggested Titles

NONFICTION	FICTION
<p><i>My Great-Aunt Arizona</i>, Gloria Houston</p> <p><i>Thank You, Mr. Falker</i>, Patricia Polacco</p> <p>Matt Tavares’ sports biographies are excellent.</p> <p>Any <i>Toolkit Texts, Grades 2–3</i> and <i>Toolkit Texts, Grades 4–5</i></p> <p>See also <i>Colonial Times</i> and <i>The American Revolution and Constitution</i> for social studies connections.</p>	<p><i>The Memory String</i>, Eve Bunting</p> <p><i>Day of Ahmed’s Secret</i>, Florence H. Parry</p> <p><i>Last Stop on Market Street</i>, Matt de la Peña</p>

Intermediate Grades: Week 3

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY/FRIDAY
Opening	<p style="text-align: center;">Review what students have been learning by referencing the Anchor Charts posted around the room: Let's take some time this morning to think about what we are learning and how it helps us in our reading. Let's chart what good readers do . . .</p> <div style="text-align: center; border: 1px solid black; background-color: #ffffcc; padding: 10px; margin: 10px auto; width: 80%;"> <p style="margin: 0;">Skilled readers . . .</p> <ul style="list-style-type: none"> ✓ Think about what they know and connect it ✓ Make sure they are making meaning ✓ Infer: what I know + the author = inferring </div> <p style="text-align: center;">Explain that they will add another strategy this week to the tools they already have.</p> <p style="text-align: center;">The new strategy is called “determining importance.” Explain this will be an exciting week of learning because students will learn the ways to identify the BIG, important ideas</p>			
Lesson Focus	<i>The Comprehension Toolkit, Determine Importance: Lesson 17</i> — “Record Important Ideas”			
Read Aloud/ Shared Reading	<p>Connect and Engage / Model / Guide</p> <p>Use <i>Now Let Me Fly: The Story of a Slave</i> (or use pp 22–23 for using an alternate text).</p> <p>Read through all of Lesson 16 for background information.</p> <p>Explain to students that readers often forget information unless they merge their own thinking to make the new information meaningful to them. Explain this using the terminology: Facts – Questions – Responses (FQR).</p> <p>TIP: It may be helpful to differentiate between a question and an inference. When we question, we often say, “I wonder if . . .” or “Why did this happen?” When we infer, we usually seem more confident, saying, “I believe . . .” or “I think . . .”</p>	<p>Collaborate:</p> <p>Review how thinking about and recording facts, questions, and responses helps readers notice information, boosts thinking, and aids understanding.</p> <p>(pp 27–28) Students continue reading the book in a small group, and record thoughts on their FQR charts (see p 69 for blackline form).</p> <p>TIP: If you have only one copy of the text, have one group use the book and continue reading, have another meet with you, and a third work on their own independent reading.</p>	<p>Share the Learning: (pp 28–29)</p> <p>Invite students to share what they recorded and their thinking. Ask if they still have unanswered questions.</p> <p>Explain how lingering questions require further investigation. Have students make a chart like that on p 29.</p>	<p>Reflection and Assessment: (pp 30–31).</p> <p>Using teacher observation and students’ FQR forms, note evidence outlined on p 30.</p> <p>Extending the Learning: Consider introducing a second text for students to read. Using the same process, students read in pairs or on their own, creating their own FQR charts.</p>

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Intermediate Grades: Week 3, *continued*

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY/FRIDAY	
Small Group / Independent Learning	Connect this lesson to the previous week in which they distinguished between facts and inferences. This week they are distinguishing between facts in the text, questions they have, and responses to what they read. Explain how readers use each of these to understand. Over the course of reading a text, thinking changes. Introduce a short text from the Source Book or other appropriate level books. Explain they will have the opportunity to create their own <i>FQR</i> chart. Have students begin reading.	Quickly review the <i>FQR</i> chart and its purpose. Ask students to share several examples from their reading. Have students continue reading. Move among students to listen in and coach as needed.	When students finish reading, have them discuss their lingering questions. Use interactive writing to have students record their questions on a chart.	Introduce another short text such as “The Money Game” (p 103) and have students discuss the facts, their questions, and their responses. You may want to point out the boldface questions used to organize the text. These questions guide the reader by asking questions that will be answered in the text that follows.	
			Lingering Questions		Questions to Investigate
Sharing / Closing	Ask students to turn to their neighbor and explain why it is important to know the difference between “big” ideas and interesting ideas.	Read a short newspaper article. Stop every paragraph or so and have students turn and talk about what is important and what is interesting.	Ask students to share something they are learning through their writing that will make them a better reader.	Have students look back at the Anchor Charts they made during the week. How do the charts reflect their learning?	
Extending Study a Second Week	Reading Use <i>Determine Importance: Lesson 18</i> — “Target Key Information” to continue the focus on determining importance. This lesson suggests ways the reader can code the text to hold thinking.				

Other Suggested Titles

NONFICTION	FICTION
<p><i>Snowflake Bentley</i>, Jacqueline Briggs Martin (This book has an interesting format; information is provided in side panels that enrich the story of Bentley.)</p> <p><i>Grandfather’s Journey</i>, Allen Say</p> <p>Any <i>Toolkit Texts, Grades 2–3</i> and <i>Toolkit Texts, Grades 4–5</i></p> <p>See also <i>Colonial Times</i> and <i>The American Revolution and Constitution</i> for social studies connections.</p>	<p><i>Night in the Country</i>, Cynthia Rylant</p> <p><i>Seven Blind Mice</i>, Ed Young</p> <p>Any Eve Bunting book</p>

Intermediate Grades: Week 4

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY/FRIDAY								
Opening	<p>Engage students in a discussion about all they have done during summer school. Accept all the answers. Once students have had a chance to offer their ideas, ask if anyone can summarize, or combine ideas to pull together the most important information. Support for this may be necessary. And, if it is, use that to introduce the topic for the week, letting students know that summarizing can be challenging, but they are ready to do it.</p> <p>Explain to students that they will be learning about summarizing during this (or these) final weeks of summer school.</p>											
Lesson Focus	<i>The Comprehension Toolkit, Summarize & Synthesize: Lesson 24 — “Read to Get the Gist”</i>											
Read Aloud/ Shared Reading	<p>Connect and Engage / Model / Guide</p> <p>Use “The Many Faces of Masks” (or use pp 34–35 for using an alternate text).</p> <p>Read through all of Lessons 22 and 23 for background information.</p> <p>Explain to students that readers need to reduce information they read into manageable amounts by pulling out important, big ideas. Remind students the importance of using our background knowledge and that readers use connections and inferences to help them as they read.</p> <p>Start an Anchor Chart to capture your own modeled thinking and the students’ thinking.</p> <p>TIP: Be sure to explain the word “gist.”</p>	<p>Collaborate: (pp 40–41)</p> <p>Review the importance of recording information. Also, recall how you reread more slowly, looked for details, listened to the inner conversation, and collapsed information.</p> <p>Students continue reading and recording thoughts on sticky notes.</p> <p>TIP: You may need to use a fishbowl to model how to jigsaw. Unless students have done that type of reading before, you may have to explain it in greater detail and model the procedure</p>	<p>Share the Learning: (pp 41–42)</p> <p>Invite students to share what they recorded and their thinking. Label the other kinds of thinking as mentioned (inferring, determining importance, etc.).</p> <p>Copy students’ statements onto the Anchor Chart.</p>	<p>Reflection and Assessment: (pp 43–47).</p> <p>Look closely at the student samples on pp 46–47 to assess student learning.</p> <p>Extension: Consider introducing a second text for students to read. Using the same process, students read in pairs or on their own, creating their own Gist/Thinking charts.</p>								
Small Group / Independent Learning	<p>Introduce a short text from the Source Book or other appropriate level books. Explain they will have an opportunity to record their thinking on sticky notes. Before students begin to read, be sure their understanding is solid. Modeling again may be necessary and will likely ensure student time is well spent.</p>	<p>Review students’ sticky notes, asking them to share several from their reading. Have students continue reading. Move among students to listen in and coach as needed.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;">After reading, create a group Anchor Chart.</td> </tr> <tr> <td style="text-align: center;">GIST</td> <td style="text-align: center;">THINKING</td> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </table> <p>Extension: Ask students to use sticky notes that show examples of merged thinking and gist in their independent reading books and bring them to the next small group meeting.</p>	After reading, create a group Anchor Chart.		GIST	THINKING					<p>Continue discussing students’ sticky notes. This is a good time to use some of the examples on pp 46–47 to help students assess their own thinking.</p> <p>Extending the Learning: Ask students to share examples from their own independent books.</p>
After reading, create a group Anchor Chart.												
GIST	THINKING											

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Intermediate Grades: Week 4, *continued*

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY/FRIDAY	
Sharing / Closing	Engage students in further discussion about all the different things they read. Pose the questions, “What kinds of things are easier or harder to read? Why?”	Have students write an “exit slip.” Using an index card, students write the most important thing they have learned and why it is important.	Select a very short book or article to read and have students summarize it.	If this is the last day of summer school, have a chart ready. Have students summarize their learning week by week.	
				Dates	Summary of Our Learning
				Week 1	
				Week 2	
				Week 3	
Week 4					
Extending Study a Second Week	Reading Use <i>Summarize & Synthesize: Lesson 26</i> — “Read, Write, and Reflect” to continue the focus on summarizing and synthesizing. Students have an opportunity to actually create summary responses in this lesson.				

Other Suggested Titles

NONFICTION	FICTION
<p><i>The Sea, the Storm, and the Mangrove Tangle</i>, Lynne Cherry</p> <p><i>Beachcombing: Exploring the Seashore</i>, Jim Arnosky</p> <p><i>Cleopatra</i>, Diane Stanley and Peter Vennema</p> <p>Any <i>Toolkit Texts, Grades 2–3</i> and <i>Toolkit Texts, Grades 4–5</i></p> <p>See also <i>Colonial Times</i> and <i>The American Revolution and Constitution</i> for social studies connections.</p>	<p><i>Miss Rumphius</i>, Barbara Cooney</p> <p><i>Uncle Jed’s Barbershop</i>, Margaree King Mitchell</p> <p><i>Mirandy and Brother Wind</i>, Patricia McKissack</p>

Assessing for Instruction and Progress

Assessment during summer school is vitally important to guide instruction and monitor students' progress. Many districts have assessments especially for this purpose. If they exist, be sure to use them. In addition, the following section includes more tools that may be helpful. Some of the tools are for teacher use and some for student use. Because summer school lasts only a short time, students benefit most when teachers use authentic, formative assessments that closely resemble the desired literacy performance. These tools are used to establish goals for instruction, to monitor students' progress, to guide next steps in instruction, and to gain insights about the students' attitudes and motivation. As we explain in the *Toolkits*, "continuous assessment of kids' thinking is paramount. Assessment happens 24/7!" In addition to the forms provided, see the Toolkit Teacher's Guide for more helpful tips and forms for assessment.

In considering how to keep track of assessments, teachers may find it helpful to create a summer school portfolio for each student in which they gather the assessments and student samples collected throughout the summer experience. Not only does this portfolio provide a place to maintain ongoing records and guide instruction during summer school, but it also communicates important information to the next teacher about students' strengths and needs. Further, schools may use students' portfolios to monitor the impact summer school has on students' learning. A portfolio recording form is included here to assist in assembling the collection of student work. Tailor it to the assessments you choose to use.

Reading

Assessing students' reading guides teachers in analyzing depth of understanding and strategy use. The forms provided will serve as a guide for teachers in noting small, but significant changes students make during the weeks of summer school. The reading survey offers insight about the reader. The other forms may be used to note students' progress during whole-group and small-group instruction and when conferring. Finally, the reading log may be used to monitor students' independent reading.

A chart follows that outlines the assessment tools included and the purpose each serves.

ASSESSMENT TOOLS

TOOL	PURPOSE
<p>Reading Survey (student assessment in English and Spanish)</p>	<p>To provide a broad view of the student as a reader; to assess a student's attitude toward reading, self-perceptions, interests, use of strategies, etc.</p> <p>May be used as both a pretest and a posttest. May be written or oral. Requires that students know how to use the scale.</p>
<p>Reading Log (student recording form)</p>	<p>To provide a tool for every student to keep track of his or her independent reading.</p> <p>May be used to track improvements in reading volume and pace or to direct the student to additional books.</p>
<p>Reading Conference Notes (teacher recording form for individual students)</p>	<p>To record ongoing assessment of each student's reading comprehension.</p> <p>May be used to diagnose a need for further instruction or to redirect the reader to other books.</p>
<p>Strategy Observation Forms (teacher recording form for groups)</p>	<p>To track students' use of the comprehension strategies that are the focus of each week.</p> <p>May be used during small-group and independent work to diagnose the need for additional instruction or reminders.</p>
<p>Portfolio Summary (teacher recording form for individuals)</p>	<p>To summarize the assessments administered and student samples gathered throughout summer school.</p>

Reading Survey

Student Name _____ Date _____ Grade _____ Score _____ /72

1 Always
 2 Almost Always
 3 Usually
 4 Sometimes
 5 Almost Never
 6 Never

Do you...

1. Like to read at school?	1	2	3	4	5	6
2. Think that you read well?	1	2	3	4	5	6
3. Spend more time reading than watching TV at home?	1	2	3	4	5	6
4. Set goals for yourself when you begin to read?	1	2	3	4	5	6
5. Have a purpose for reading before you start? (for enjoyment, to learn...)	1	2	3	4	5	6
6. Adjust how fast you read according to your purpose and the materials you are reading?	1	2	3	4	5	6
7. Preread or preview a chapter or book before you read it?	1	2	3	4	5	6
8. Use sticky notes or written notes on the text to hold your thoughts?	1	2	3	4	5	6
9. Think about graphs, charts, and pictures while reading?	1	2	3	4	5	6
10. Keep your mind on what you are reading?	1	2	3	4	5	6
11. Remember what you have read?	1	2	3	4	5	6
12. Try to understand the meaning of a word you don't know from the way it is used in a sentence?	1	2	3	4	5	6

What kind of books do you like to read? Who is your favorite author?

How many books have you read this year? Can you name two of them?

What help do you need to become a better reader?

Reading Survey

Student Name _____ Date _____ Grade _____ Score _____ /72

1 Always Siempre	2 Almost Always Casi Siempre	3 Usually Usualmente	4 Sometimes A veces	5 Almost Never Casi Nunca	6 Never Nunca
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Do you (Tu)...

1. Like to read at school? ¿Te gusta leer en la escuela?	1	2	3	4	5	6
2. Think that you read well? ¿Piensas que lees bien?	1	2	3	4	5	6
3. Spend more time reading than watching TV at home? En casa ¿pasas más tiempo leyendo que mirando la tele?	1	2	3	4	5	6
4. Set goals for yourself when you begin to read? Al comenzar a leer ¿pones metas?	1	2	3	4	5	6
5. Have a purpose for reading before you start? (for enjoyment, to learn...) ¿Tienes un proposito antes de empezar a leer? (como disfrutar, aprender...)	1	2	3	4	5	6
6. Adjust how fast you read according to your purpose and the materials you are reading? ¿Cambias que tan rápido lees dependiendo en tu propósito y en el material que estás leyendo?	1	2	3	4	5	6
7. Pread or preview a chapter or book before you read it? Antes de leer un capítulo o un libro ¿lo lees de ante mano o haces un vistazo?	1	2	3	4	5	6
8. Use sticky notes or written notes on the text to hold your thoughts? ¿Escribes en papelitos pegajosos o tomas notas en el texto para apuntar tus pensamientos?	1	2	3	4	5	6
9. Think about graphs, charts, and pictures while reading? ¿Piensas en gráficas, tables, y fotos mientras estás leyendo?	1	2	3	4	5	6
10. Keep your mind on what you are reading? ¿Te concentras en lo que estás leyendo?	1	2	3	4	5	6
11. Remember what you have read? ¿Recuerdas lo que has leído?	1	2	3	4	5	6
12. Try to understand the meaning of a word you don't know from the way it is used in a sentence? Al encontrar una palabra que no sabes ¿intentas entender su significado mirando su uso en la oración?	1	2	3	4	5	6

What kind of books do you like to read? Who is your favorite author? ¿Qué tipo de libros te gustan leer? ¿Quién es tu autor/a favorito/a?

How many books have you read this year? Can you name two of them? ¿Cuántos libros has leído este año? ¿Cuáles son dos de ellos?

What help do you need to become a better reader? ¿Qué ayuda necesitas para llegar a ser mayor lector?

Reading Conference Notes

Student Name _____ Grade _____

Adapt these questions to prompt student responses during your discussion about his or her independent reading book. Be sure to sample from all the categories to reflect understanding at the deepest levels.

The Student Can . . .	Notes
<p>Answer literal questions: How many...? What is...? Where did...? Who was...?</p>	
<p>Retell or summarize the text: Tell me what happened. What comes first, second, third? When did...? Tell me what it was about? Retell the piece.</p>	
<p>Merge thinking with content: What did you learn? What do you think? What does this remind you of? What do you wonder? What do you infer? What did you visualize? What makes you say/think that? How did you come up with that?</p>	
<p>Acquire knowledge: What did you learn that you think is important to remember? Why does it matter? What do you think are some big ideas here? Say more about that. What do you think the author wants you to get out of this?</p>	
<p>Actively use knowledge: How can you use what you learned in your life? Is there a way you can get involved? What do you want to do about this? Why do you want to take action? How do you think you can help? What is your plan?</p>	

Primary Grades: Week 1 * Strategy Observation

Check off strategies students are using as they work. Clarify with comments or make notes for further instruction.

Strategy Book 1: Monitor Comprehension, Lesson 1, “Think about the Text”

GOALS: Does the Student ...					
Students' Names	Develop an awareness of her thinking as she reads, listens, and views?	Understand that her thinking matters when she reads?	Leave tracks of her thinking by drawing and writing?	Learn how to turn and talk with a partner about her thinking?	

Primary Grades: Week 2 * Strategy Observation

Check off strategies students are using as they work. Clarify with comments or make notes for further instruction.

Strategy Book 4: Infer and Visualize, Lesson 12, "Infer Meaning"

GOALS: Does the Student ...					
Students' Names	Understand what it means to infer?	Infer the meaning of poems by merging his background with clues from the text?	Grow to cherish the sound of the words and the rhythm of language?	Other comments:	

Primary Grades: Week 3 ✨ Strategy Observation

Check off strategies students are using as they work. Clarify with comments or make notes for further instruction.

Strategy Book 5: Determine Importance, Lesson 16, “Figure Out What’s Important”

GOALS: Does the Student ...					
Students' Names	Recognize and understand what a detail is?	Distinguish important information from interesting details?	Code important information in the text with a star?	Other comments:	

Primary Grades: Week 4 ✨ Strategy Observation

Check off strategies students are using as they work. Clarify with comments or make notes for further instruction.

Strategy Book 6: Summarize and Synthesize, Lesson 19, “Summarize Information”

GOALS: Does the Student ...					
Students' Names	Understand that summarizing information about a topic helps us learn and remember important information?	Use reading, writing, and thinking strategies to create a developmentally appropriate summary?	Merge his or her thinking with text information to write a summary that is interesting to read and written in authentic voice?	Other comments:	

Intermediate Grades: Week 1 * Strategy Observation

Check off strategies students are using as they work. Clarify with comments or make notes for further instruction.

Strategy Book 1: Monitor Comprehension, Lesson 1, “Follow Your Inner Conversation”

GOALS: Does the Student ...					
Students' Names	Develop an awareness of the inner conversation readers have as they read?	Monitor her comprehension by listening to her inner conversation and paying attention to her thinking as she reads?	Leave tracks of her thinking by jotting down notes to hold thinking and expand understanding as she reads and talks?	Other comments:	

Intermediate Grades: Week 2 * Strategy Observation

Check off strategies students are using as they work. Clarify with comments or make notes for further instruction.

Strategy Book 4: Infer Meaning, Lesson 11, “Infer with Text Clues”

GOALS: Does the Student ...					
Students' Names	Use background knowledge and text clues to make a reasonable inference and draw a conclusion?	Read with a question in mind?	Use the facts to infer an answer to a specific question?	Other comments:	

Intermediate Grades: Week 3 * Strategy Observation

Check off strategies students are using as they work. Clarify with comments or make notes for further instruction.

Strategy Book 5: Determine Importance, Lesson 17, "Record Important Ideas"

GOALS: Does the Student ...					
Students' Names	Record authentic information and ideas?	Respond to information with questions, interpretations, and feelings?	Ask and explore lingering questions?	Other comments:	

Portfolio Summary: Summer School _____

(YEAR)

Student Name _____

Grade _____

Summer School Teacher _____

Assessment Tool	Date(s) Administered/Checked	Student's Performance
Reading Survey		
Reading Log		
Reading Conference Notes		
Strategy Observation		

Assessing Student's Progress through Conferencing in Independent Reading

- ▶ Have a student complete a form or mark his/her place in the book that the student is reading individually. Make sure the conference will be held the following day so the student is **not** without his/her book.
- ▶ Photocopy a short excerpt (or use the text if the student is reading an article) that comes anywhere **before** where the student is in the book or the student's marker, making sure the excerpt has several hundred words and makes sense when "lifted."
- ▶ Use the photocopy as your IRI form.
- ▶ Have students tell a little about what has happened thus far in the text or about the content. Make notes on the reverse back of the photocopy as the student shares.
- ▶ Ask the student to read aloud. As the student reads, assess fluency, phrasing, accuracy, and self-monitoring moves, recording any miscues the student makes on the photocopy.
- ▶ Then ask any or all of the following questions to assess the student's comprehension. Make notes on the back of the photocopy as the student shares.

Fiction:

1. Where is the story taking place? How do you know? (Generally a literal question)
2. What is happening in this part of the story? (Point to a specific place in the text) (summarize)
3. Tell me about the character (the character's actions, the way the character talks, what others think of the character) (infer)
4. What does this (find a word that might be challenging) word mean? (Infer-context)
5. What do you think will happen next in the story? (Infer)

Optional: How do you like the story thus far?

Nonfiction:

1. What is the big idea in this text? (Generally a literal question from title or chapter or subtitles)
2. How has the author organized the text? (Noticing text structure)
3. Why do you think the author wrote this text? (Infer)
4. What does this (find a word that might be challenging) word mean? (Infer-context)
5. What have you learned thus far? (Summarize)

Optional: How are you enjoying the text? What are you finding interesting . . . learning?

Wallis 2010; updated 2015