

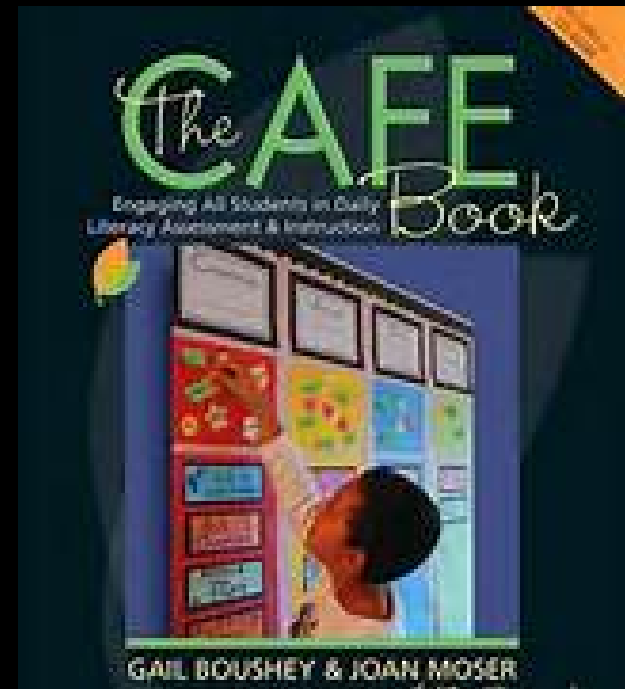
CRUISING WITH CCSS

How do you address CCSS text complexity in the upper grades?

I found that the first thing was to change my incoming students' opinion about reading. Using the Daily Five and The Café Literacy approach with some adaptations for the intermediate levels help me do just that. Through these programs, the 4th grade students learned to read harder books and were eager to read. Even at the end of the year, the students were showing their enthusiasm and passion about books and the love of reading in this 4th grade class. Learn how I used Read to Self, Word Work, Writing, and Read to Someone, and Read with Someone and how to individualize reading strategies/skills for students like it is a menu.

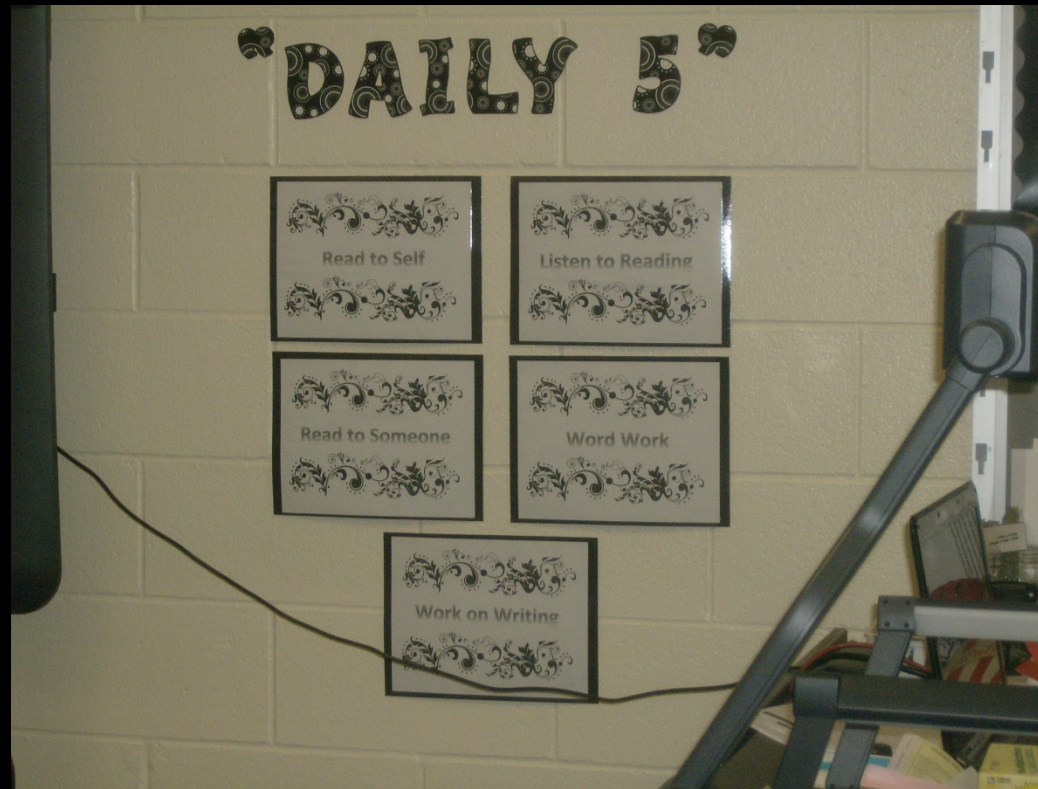
RESOURCES USED

- ❖ The Daily Five
- ❖ Café Literacy
- ❖ Reading Notebooks
- ❖ AR/Star from Renaissance Learning
- ❖ Formal Assessments



THE DAILY FIVE

- ❖ Read To Self
- ❖ Read To Someone
- ❖ Listen to Reading
- ❖ Word Work
- ❖ Work on Writing



READ TO SELF

- ❖ Establish reading levels for students to go by while choosing good books
 - ❖ ZPD reading levels
 - ❖ What makes a “just right” book
 - ❖ Set goals
- ❖ Students model good reading time and bad reading time (looks like and sounds like)
 - ❖ Allows student buy-in due to choice
 - ❖ Builds Stamina
 - ❖ Builds Love of Reading



LISTEN TO READING

- ❖ Literature books that are read by the teacher
- ❖ Model and introduce Café Reading strategies
 - ❖ Follow along with a program

READ TO SOMEONE

- ❖ Partner Reading
- ❖ Read to a teacher or para



WORKING WITH WORDS

- ❖ Spelling
- ❖ Phonics
- ❖ Vocabulary

Name Max Kuhlmann Elk Date 9-10-13

Word

ambition

noun verb adjective

Have you heard this word before?

☐ Yes ☒ No



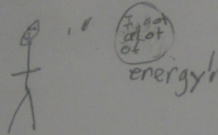
Definition

desire for work
or activity

Use the word in your own sentence.

I wake up feeling ambition

Draw a picture to help understand the word.



SYNONYMS

energy, love, desire,
drive, zeal, itch, and

Rate Yourself (after you learn it)

- 4 I can say the word & tell exactly what it means.
- 3 I can say the word & tell mostly what it means.
- 2 I'm not sure I can say the word & tell what it means.
- 1 I don't understand the word at all

WRITING

- ❖ Response Journals
 - ❖ Blogging
 - ❖ Exit Tickets
 - ❖ Quick Writes
- ❖ Book Reports/Formative Assessments

TEACHER READ ALOUD

- ❖ Use student books so that you create interest for all readers
- ❖ Models strategies and fluency of what “good readers” do
- ❖ Introduce/establish/review reading strategies
- ❖ Builds love and enjoyment of literature



THE CAFÉ LITERACY

- ❖ The mainframe of keeping reading strategies in front of students
- ❖ The Four Components are Comprehension, Accuracy, Fluency, and Expanding Vocabulary
- ❖ Creates a menu of strategies that readers pick and choose from to be good effective readers
- ❖ Conference with students to help them establish goals of strategies to become better readers while establishing documentation of conferences and what skills have been used

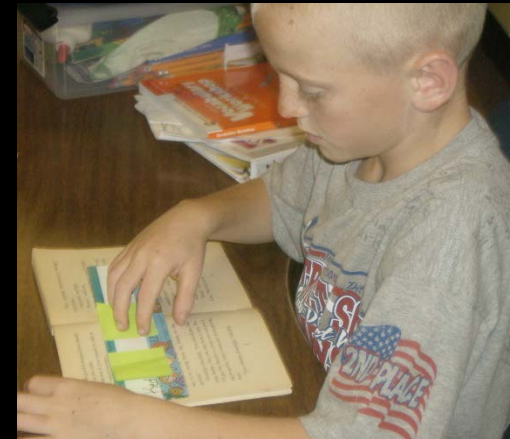
Reading Conference with

Date	Touch Point	Observation and Instruction	Next Steps to Meet Goal
10/4	Touch Point	<p>Goals</p> <ul style="list-style-type: none"> • be careful to read sight words correctly <p>Strengths</p> <ul style="list-style-type: none"> • good comprehension • fluent <p>• read fluently • was able to retell the story to the current point</p>	<p>work hard to read sight words correctly</p> <p>check in on 10/13</p>
	Touch Point		
	Touch Point		
	Touch Point		



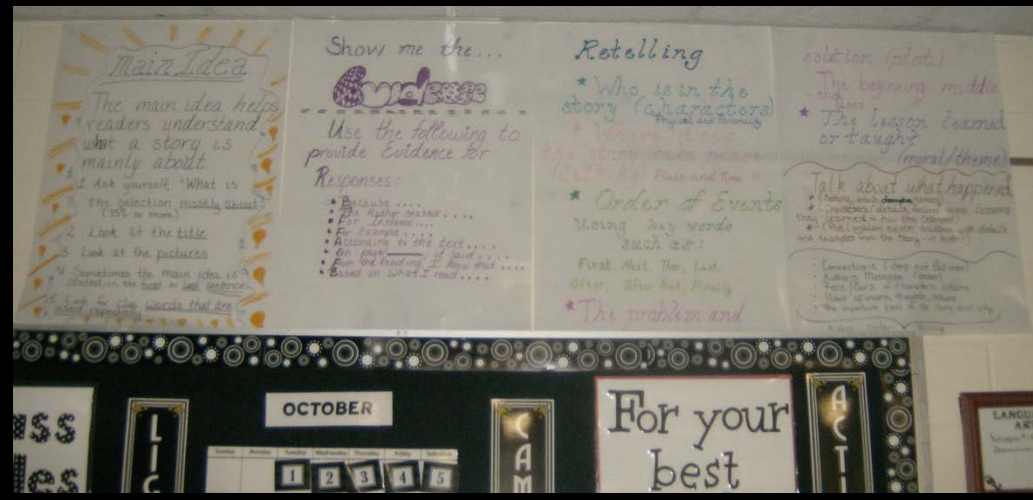
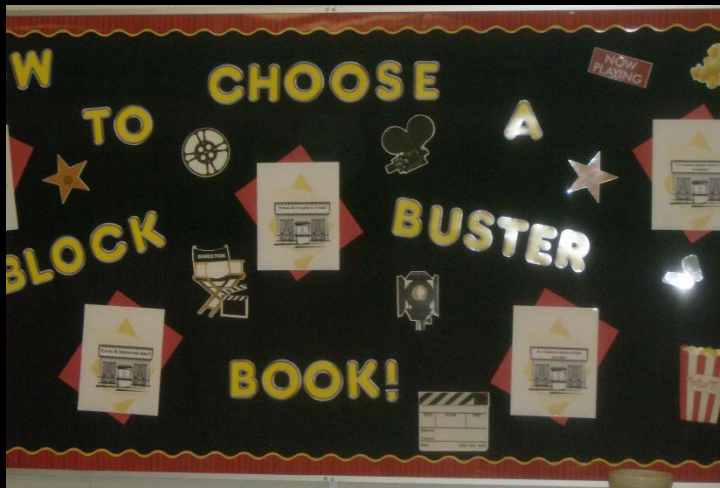
CONFERENCING

- ❖ Establish a room environment that promotes reading
- ❖ Go to where the students are reading
- ❖ Keep a calendar of students read with
- ❖ Listen to reading (1-3 minutes) in length
- ❖ Track with anecdotal records of student reading including level of book and book titles
- ❖ Set reader's goal with examples of how it should be accomplished
- ❖ Set next meeting date



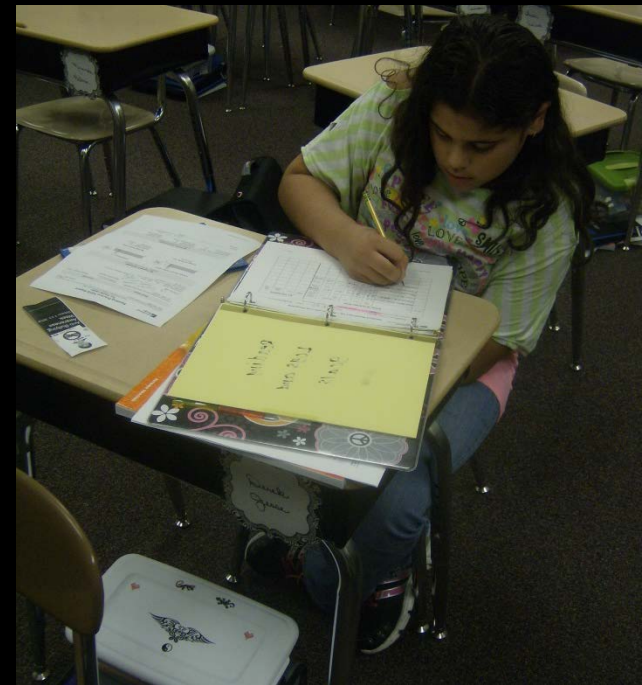
MINI LESSONS AND ANCHOR CHARTS

- ❖ Mini-lessons at this level sometimes can be more involved, so don't be upset if you need to take a day to “teach” a lesson/strategy
- ❖ Anchor those lessons for student referral
- ❖ Reteach lessons that students might not be able to demonstrate independently yet



READING NOTEBOOKS

- ❖ Anchors students in their strategies for reading
- ❖ Allows students to monitor and chart their growth (fluency, responding, goals, etc.)
- ❖ Resources for students



FORMATIVE ASSESSMENTS

- ❖ Book reports once a month starting in October.
- ❖ Includes information taught in class
 - ❖ Introduce new genres
 - ❖ At student's level
 - ❖ Accountability
 - ❖ Fun and creative element for students

