

Index

- alphabet book, 289
 - tracing activity, 57-58
- analogy charts, 129-130, 165, 166
 - silent *e*, 129, 166, 167
 - vowel patterns, 130, 165, 167, 168
- analyzing a running record, 41
- assessments
 - summary chart for emergent, 75
 - summary chart for early, 108
 - summary chart for transitional, 147
 - summary chart for fluent, 181
 - comprehension interview, 52
 - dictated sentence, 40
 - high frequency word charts, 80-82, 112-113
 - letter identification, 39
 - primary assessments, 39
 - questions teachers ask about, 54-55
 - sight word list, 39
 - word study inventory, 48
 - writing sample, 40
- assigning reading grades, 249-251

- balanced reading approaches, 7-8
- B.M.E. (beginning-middle-end), 122, 132
- behaviors, strategies and skills chart, 271
- buddy reading, 14, 21, 300

- cause-and-effect relationships, 225-227
- character analysis, 227-230
- character traits, 228-229
- classroom management questions, 29-31
- comprehension cards, 214, 235, 245
- comprehension interview, 50-53
- comprehension strategies, 203-245
- comprehension strategy charts, 183, 246-247
- connections, making, 207-209
- contract, workstation, 22, 298

- decoding strategies, 120-121, 140, 158-159, 288
- determine importance, 215-219
- draw conclusions, 224

- early guided reading, 106-143**
 - analogy charts, 128-130
 - assessment summary charts, 108-110
 - comprehension, teaching for, 122-123
 - decoding, teaching for, 120
 - fluency, teaching for, 121
 - grouping for instruction, 110
 - guided writing, 130-132
 - high frequency word chart, 112-113
 - lesson description, 116-133
 - lesson plan, 114, 293
 - making words, 126
 - materials for, 111
 - picture sorts, 125-126
 - preparing for, 107
 - prompts and teaching points, 118-123, 140
 - questions teachers ask, 141-143
 - rubric for coaching, 134-135
 - selecting texts, 115
 - sight word instruction, 123-124
 - sight word review, 116
 - sound boxes, 127
 - sound box template, 83
 - target strategies, 118
 - ten-minute lesson, 136-139
 - word study, 125-130
- emergent guided reading, 56-105**
 - assessment summary chart, 75-78
 - grouping, 78-79
 - guided writing, 95, 99
 - high frequency word chart, 79-82
 - lesson description, 86-95
 - lesson plan, 84, 292
 - materials for, 79
 - making words, 92
 - picture sorts, 91
 - prompts and teaching points, 101
 - questions teachers ask, 102-105
 - rubric for coaching, 96-97
 - selecting texts, 85
 - sight word instruction, 89-90
 - sight word review, 86
 - sound box template, 83
 - sound boxes, 93
 - teaching points, 89, 101
 - ten-minute lesson for individuals, 98-100
- evaluative comprehension, 242-244

- five-finger retell, 164, 172
- fluency, teaching for, 118, 121, 140, 154, 156, 159, 177, 263, 264, 266, 297

- fluent guided reading, 178-251**
 - action - character trait link, 229-230
 - assessment summary chart, 179-181
 - cause-and-effect relationships, 225-227
 - character analysis, 227-230
 - character traits, 228-229
 - comprehension cards, 214, 235, 245
 - comprehension interview, 50-53
 - comprehension strategies, 203-245

- comprehension strategy charts, 183, 246-247
 - connections, making, 207-209
 - determine importance, 215-219
 - draw conclusions, 224
 - evaluative comprehension, 242-244
 - inference cards, 235
 - inferences, making, 231-236
 - introducing new vocabulary, 189-190
 - grouping students 182
 - guided writing, 193-198
 - lesson description, 189-198
 - lesson plan, 187-188, 295-296
 - main idea and details, 218-219
 - materials for, 186
 - new word list, 27-28, 37, 193
 - poetry analysis, 238-242
 - predict, 205-207
 - prompts and teaching points, 192, 297
 - questions, asking, 209-214
 - question cards, 214
 - questions teachers ask, 248-250
 - reciprocal teaching, 244-245
 - rubric for coaching, 199
 - rubric for assigning a reading grade, 251
 - selecting a focus strategy, 182
 - selecting texts, 184-185
 - summarize, 220-224
 - S.W.B.S. (somebody-wanted-but-so), 221
 - synthesize, 221
 - V.I.P (very important part), 215, 216, 218
 - visual comprehension, 236-238
 - visualize, 203-205
 - vocabulary instruction, 200-203
 - vocabulary strategies card, 288
- genre descriptions, 23
- guided writing
- early, 130-133
 - emergent, 94-95
 - fluent, 193-198
 - transitional, 169-172
- high frequency word charts, 80-82, 112-113
- independence, six weeks to, 9-13
- independent literacy activities, 9-22
- independent reading, 7-8, 19-20
- individual task board, 18-19
- inference cards, 235
- inferences, making, 231-236
- letter/sound checklist, 61
- letter formation, 66-67
- literacy workstations, 13-22
- contract for, 22, 298
- ideas for intermediate grades, 19-22
- ideas for primary grades, 13-17
- management of, 18-19
- reading notebooks, 23-32
- main idea and details, 218-219
- neurological impress, 264
- new word list, 27-29, 37
- personal word wall, 152-153
- picture sorts, 67-68
- poetry analysis, 238-242
- predictions, making, 205-207
- pre-A Lessons, 59-71**
- alphabet chart, 289
 - concepts of print, 69-70
 - eight ways of working with letters, 65-66
 - interactive writing, 70-71
 - lesson framework, 60
 - lesson plan, 63, 291
 - lesson description, 62-71
 - letter bags, 61-62
 - letter formation, 66-67
 - letter/sound checklist, 61, 290
 - materials for, 61-62
 - name activities, 64
 - name puzzle, 64
 - picture sorts, 68-69
 - rainbow writing, 64
 - rubric for coaching, 72-73
 - trace an alphabet book, 57-59
 - working with books, 69-70
 - working with names and letters, 62-67
 - working with sounds, 67-69
- prompts for guided reading, 297
- emergent readers, 101
 - early readers, 140
 - transitional readers, 177, 297
 - fluent readers, 297
- Qualitative Reading Inventory, 41
- questions, asking, 209-214
- question cards, 214
- read aloud, interactive, 7
- reading notebooks, 23-27
- reading response ideas, 25-26, 32-34
- reading stages, 5
- reading workshop, 8
- contract, 22, 298
 - framework, 8
- reciprocal teaching, 244-245
- reciprocal teaching cards, 245
- response letters, 25-26, 32-36

rubrics

- early lesson, 134-135
 - emergent lesson, 96-97
 - fluent lesson, 199
 - pre-A lesson, 72-73
 - reading grade, 251
 - reading responses, 35-36
 - transitional lesson, 173
- retell, 160, 171, 172, 176, 246, 267

shared reading, 7

skills, by level, 271-282

S.W.B.S. (somebody-wanted-but-so), 122, 132, 171, 221

sound box template, 83

STP (Stop, Think, Paraphrase), 160, 176, 246, 267,

struggling readers, 252-267

analyzing emergent, 254-258

analyzing early, 259-263

analyzing transitional, 263-267

summarize, 220-224

synthesize 221

teachers' questions

about assessments and, 54-55

about classroom management and, 29-31

about early guided reading and, 141-143

about emergent guided reading and, 102-105

about fluent guided reading and, 248-250

about transitional guided reading, 175-176

teaching routines, first six weeks, (K-1), 9-13

ten-minute lessons

emergent and, 98-100

early and, 136-139

transitional, 174-176

trace an alphabet book, 57-58

transitional guided reading, 144-177

assessments for, 145-146

analogy charts, 165-168

assessment summary chart, 146-150

character analysis, 161-162, 172

defined, 144-145

five-finger retell, 164, 171-172

guided writing, 169-172

grouping, 150-151

introducing new vocabulary, 157

lesson description, 157-172

lesson plan, 154-155, 294

making a big word, 168

materials for, 151-153

personal word wall, 152-153

prompts and teaching points, 158-164, 297

retell, 160

rubric for coaching, 173

selecting texts, 156

S.W.B.S. (somebody-wanted-but-so), 171

sound boxes, 166

ten-minute lesson plan for, 174-176

word study, 164-168

word study inventory, 48, 150

V.I.P (Very Important Part), 215-216, 218

visualization, 203-205

visual comprehension, 236-238

vocabulary instruction, 200-203

vocabulary strategies card, 288

who-what strategy, 160, 216

word study

activities, by reading level, 271-282

analogy charts, 128-130, 165-168

making a big word, 168

making words, 92, 126-127

picture sorts, 91, 125-126,

sound boxes, 93, 127-128, 166

word lists, 283- 287

word study inventory, 48