

**Montclair Public Schools  
2013-2014**

Students:		DRA2 Level (Instructional)	
Text & Author:			
Teaching Point/Focus:	Can be linked to comprehension, retelling, connections, reflections, etc.		

**DAY 1**

Getting Ready to Read: 2-3 min.	ie: shared reading – can be poem, rereading books
Phonics/Word Study: 5 min.	ie: letter-sound, sight-words, making words, rhyming, onset & rimes, syllables, prefixes, suffixes, vowels, digraphs, vowel pairs, long vowels, etc.

**READING NEW BOOKS 15 min.**

<b>Before Reading</b>	
Introduction to New Text: 1 min.	Briefly give an introduction to book
<b>During Reading</b>	
Read to: 2 min.	With students, go through each page and encourage students to notice and use information in pictures. Have them tell what is happening in the book; encourage students to make connections <i>within</i> the book. Have students make predictions. Ask questions to support conversation.
Reading with: 3 min.	Invite the children to read the text in unison as they point.
Reading by: 5-7 min.	Children read and reread independently. *Do a Running Record for one student.
<b>After Reading 2-3 min.</b>	
Retell:	Have students start from the beginning and retell the book.
Questions:	Ask factual, inferential, and critical thinking questions.

**DAY 2**

Getting Ready to Read: 2-3 min.	ie: shared reading – can be poem, rereading books
Phonics/Word Study: 5 min.	ie: letter-sound, sight-words, making words, rhyming, onset & rimes, syllables, prefixes, suffixes, vowels, digraphs, vowel pairs, long vowels, etc.

<b>After Reading 2-3 min.</b>	
Retell:	Have students start from the beginning and retell the book.
Questions:	Ask factual, inferential, and critical thinking questions.
Connections & Reflections:	Model how to make strong, relevant connections and reflections. A few students share connections and reflections.

**WRITING ABOUT READING 10 min.**

Shared/Interactive Writing	Teacher helps students compose writing <ul style="list-style-type: none"> <li>• Conversation about what to write, teacher writes message on chart paper</li> <li>• Interactive writing: student writes one part of message</li> </ul>
Dictated Writing	After discussion, teacher dictates a sentence(s) and students write with teacher support
Independent Writing	After discussion, students compose own sentence(s) and write on their own, teacher supports as needed.

Students:		DRA2 Level (Instructional) [RL.10]	
Text & Author: [RL.10]			
Teaching Point/Focus:			

**DAY 1 READING NEW BOOKS**

Getting Ready to Read: 2-3 min.	
Phonics/Word Study: 5 min. [RF.1, RF.2, RF.3]	

15 min.

<b>Before Reading [RL.7]</b>	
Introduction to New Text: 1 min.	
<b>During Reading [RF.4]</b>	
Read to: 2 min.	
Reading with: 3 min.	
Reading by: 5-7 min.	Running Record for
<b>After Reading 2-3 min.</b>	
Retell: [RL.1, RL.2, RL.3, SL.1, SL.2, SL.3, SL.4, SL.5, SL.6]	Key points to look for:
Questions: [RL.1]	
Factual	
Inferential	
Critical Thinking	

**DAY 2 THINKING ABOUT BOOKS**

Getting Ready to Read: 2-3 min.	
Phonics/Word Study: 5 min. [RF.1, RF.2, RF.3]	
<b>After Reading 2-3 min.</b>	
Retell: [RL.1, RL.2, RL.3, SL.1, SL.2, SL.3, SL.4, SL.5, SL.6]	Do a quick retell of book.
Connections & Reflections:	Model:  Students:

**WRITING ABOUT READING 10 min. [W.5, L.1, L.2, L.6] Choose one:**

<input type="checkbox"/> Shared/Interactive Writing	
<input type="checkbox"/> Dictated Writing	
<input type="checkbox"/> Independent Writing	

Notes:

Students:		DRA2 Level (Instructional) [RL.10]	
-----------	--	---------------------------------------	--

Day 1   Reading New Books 15-20 min.	Day 2   Thinking about Books 15-20 min.
Text:	Connections & Reflections
Teaching Point/Focus:	
Introduction:	Model:
Reading: to [RL.7], with, & by [RF.4] <b>IMPORTANT! DO NOT SKIP STEPS!</b>	Student Shared:
Running Record:	WRITING ABOUT READING 10 min. Choose one: [W.5, L.1, L.2, L.6]
Retelling – Key points to look for: [RL.1, RL.2, RL.3, SL.1, SL.2, SL.3, SL.4, SL.5, SL.6]	<input type="checkbox"/> Shared/Interactive Writing <input type="checkbox"/> Dictated Writing <input type="checkbox"/> Independent Writing
Questions: [RL.1] <input type="checkbox"/> Factual <input type="checkbox"/> Inferential <input type="checkbox"/> Critical Thinking	Day 1 or 2 Word Study: [RF.1, RF.2, RF.3]
	Notes:

Day 1   Reading New Books 15-20 min.	Day 2   Thinking about Books 15-20 min.
Text:	Connections & Reflections
Teaching Point/Focus:	
Introduction:	Model:
Reading: to [RL.7], with, & by [RF.4] <b>IMPORTANT! DO NOT SKIP STEPS!</b>	Student Shared:
Running Record:	WRITING ABOUT READING 10 min. Choose one: [W.5, L.1, L.2, L.6]
Retelling – Key points to look for: [RL.1, RL.2, RL.3, SL.1, SL.2, SL.3, SL.4, SL.5, SL.6]	<input type="checkbox"/> Shared/Interactive Writing <input type="checkbox"/> Dictated Writing <input type="checkbox"/> Independent Writing
Questions: [RL.1] <input type="checkbox"/> Factual <input type="checkbox"/> Inferential <input type="checkbox"/> Critical Thinking	Day 1 or 2 Word Study: [RF.1, RF.2, RF.3]
	Notes:

Day 1   Reading New Books 15-20 min.	Day 2   Thinking about Books 15-20 min.
Text:	Connections & Reflections
Teaching Point/Focus:	
Introduction:	Model:
Reading: to [RL.7], with, & by [RF.4] <b>IMPORTANT! DO NOT SKIP STEPS!</b>	Student Shared:
Running Record:	WRITING ABOUT READING 10 min. Choose one: [W.5, L.1, L.2, L.6]
Retelling – Key points to look for: [RL.1, RL.2, RL.3, SL.1, SL.2, SL.3, SL.4, SL.5, SL.6]	<input type="checkbox"/> Shared/Interactive Writing <input type="checkbox"/> Dictated Writing <input type="checkbox"/> Independent Writing
Questions: [RL.1] <input type="checkbox"/> Factual <input type="checkbox"/> Inferential <input type="checkbox"/> Critical Thinking	Day 1 or 2 Word Study: [RF.1, RF.2, RF.3]
	Notes: