

# Summer School Literacy

## Using *The Comprehension Toolkit* and *Teaching the Qualities of Writing* to Build Success

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This guide is designed to be used in conjunction with *The Primary Comprehension Toolkit* (K-2), *The Comprehension Toolkit* (grades 3-6), and *Teaching the Qualities of Writing* (TQW) to provide intensive summer school literacy instruction for up to eight weeks in grades K-6. “Getting Started” is a professional orientation to establishing a successful summer school program. “Guiding Reading and Writing” lays out weekly reading and writing instruction using high-yield, powerful lessons selected from the *Toolkit* and *TQW*. “Assessing for Instruction and Progress” provides a variety of forms for tracking student learning.

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# Getting Started

## Curriculum Resources for Instruction

Three excellent, high-quality resources form the foundation for creating a robust summer school program: two *Comprehension Toolkit* programs and *Teaching the Qualities of Writing*. Along with a well-stocked classroom library, periodicals, and other tools for learning, these provide the resources teachers need to ensure student success.

### For Reading Instruction

*The Primary Comprehension Toolkit: Language and Lessons for Active Literacy* (K-2)

*The Comprehension Toolkit: Language and Lessons for Active Literacy* (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 four 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. There is no more important context for this than in students' summer school experience.

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. Be sure to use the guide as a resource for professional development and ongoing support for creating an active classroom and acquiring a deeper understanding of the comprehension process.

For more high-quality texts in English and Spanish, consider the *Toolkit Text*, also available from Heinemann at [www.comprehensiontoolkit.com/ToolkitTexts](http://www.comprehensiontoolkit.com/ToolkitTexts).

### For Writing Instruction

*Teaching the Qualities of Writing* by JoAnn Portalupi and Ralph Fletcher

There is a strong relationship between reading and writing. Summer school offers the perfect time to build on this reading-writing connection. As readers read, their understanding of text features, genre, and audience and purpose is strengthened. *Teaching the Qualities of Writing (TQW)* provides short, focused, teacher-guided minilessons that target young writers' ideas, design, language, and presentation. Although *TQW* is designed for writers in grades 3 – 6, many of its brief, focused minilessons are easily adaptable to the needs of primary students. Teachers use of these lessons will help readers successfully respond in writing to what they view, hear, and read. Regular opportunities to write in response to reading not only deepen understanding of concepts and ideas but also build writing fluency. Because much of the reading is nonfiction, the writing extends across the curriculum into the content areas. There is no more important context for this than in students' summer school experience.

## 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.*

### 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 structure 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.*

### 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 Post-its, 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. 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. 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. 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.*

**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.*

**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.*

**What is the best way to organize writing instruction?**

*We believe students need balance in explicit instruction, careful modeling, and supported practice. Students will generally experience success when we follow this gradual release of responsibility. In addition to the lessons suggested, you may wish to offer students some opportunity for free choice in writing. The most important ingredient in student success is ensuring time to confer with students and nudge them along as writers.*

**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. 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.

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 on page 27 in the *K-2 Teacher's Guide* and page 15 in the grades 3-6 *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. 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 literacy libraries 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 offer more short texts. Ordering multiple copies of the *Toolkit* tradebook packs may also provide small-group reading texts. In addition, you'll find even more short, nonfiction texts are available in the *Toolkit Texts* 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 Post-it notes should be available so that students have easy access to what they need. Post-it notes play an important role in strategy instruction. They offer students a place to capture thinking and 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 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.

- ▶ 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.”
- ▶ 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 then or confer with students later.
- ▶ 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.”

# 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 writing will increase students' learning and their achievement. The lesson plans in this resource reflect the basic daily schedules presented below: a 2-to-2 ½ hour literacy block that cycles from large-group to small-group and independent work and back again.

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 Reading and Writing** 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	<b>Opening and Organization of the Day</b> – 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	<b>Read Aloud / Shared Reading</b> (explicit instruction) – This is where teachers connect and engage students' interest and activate and build their background knowledge, finding 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 Post-its.
45 minutes – 1 hour	<b>Small Group Instruction / Independent Learning / Conferring</b> – 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. When not meeting with small groups, the teacher may confer with individual students for side-by-side teaching and assessing.
5 – 10 minutes	<b>Transition</b> – This time is important as it is used to transition to writing and provides an interval to highlight, reflect, and connect the reading to the writing. It is also a time to listen for evidence of student learning.
30 minutes	<b>Modeled, Shared, or Interactive Writing</b> – Teachers use this time to teach a very short minilesson, which students will often apply in responding to their reading. While students might respond in a quick-write, they might also engage in longer pieces of writing continued over several days.
5 – 10 minutes	<b>Sharing / Closing</b> – 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.

## Intermediate Schedule

Time	Activity
5 – 10 minutes	<b>Opening and Organization of the Day</b> – 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	<b>Read Aloud / Shared Reading</b> (explicit instruction) – This is where teachers connect and engage students' interest and activate and build their background knowledge, finding 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 Post-its.
30 - 45 minutes	<b>Small Group Instruction / Independent Learning</b> – 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.
30 minutes	<b>Independent Reading / Conferring with Students</b> – 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 evident of learning. Access to a wide range of books in the classroom library is essential. Teachers may use students' interests in organizing books. Small baskets with index card labels are attractive ways to display. The teacher may also routinely “bless” books through 1-2 minute book talks in the opening or closing of the day.
5 minutes	<b>Transition</b> – This time is important as it is used to transition to writing and provides an interval to highlight, reflect, and connect the reading to the writing. It is also a time to listen for evidence of student learning.
30 minutes	<b>Modeled, Shared, or Interactive Writing</b> – Teachers use this time to teach a very short minilesson, which students will often apply in responding to their reading. While students might respond in a quick-write, they might also engage in longer pieces of writing continued over several days.
5 minutes	<b>Sharing / Closing</b> – 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.

# Guiding Reading and Writing

## 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 challenge for students: *Monitor Comprehension*, *Infer Meaning*, *Determine Importance*, and *Summarize and Synthesize*. Minilessons from *Teaching the Qualities of Writing* were chosen specifically to complement the comprehension goal in the reading lesson. The lessons outlined in the summer school plan are dependent on the teacher's careful study of the *Toolkit* and *TQW* lessons that are the basis for instruction. For the *Toolkit* reading lessons especially, reading through the entire strategy book from which the *Toolkit* lesson has been selected will provide critical background in planning and teaching the chosen 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 characterized primarily by teacher modeling. 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.

In writing, the teacher often models the writing process, thinking aloud about ideas and rehearsing how they might be worded. The teacher may use chart paper to record the planning and actual composition. Asking students to offer suggestions engages students. Just as in reading,

the teacher may invite students to turn and talk before offering ideas to the whole group. This is particularly supportive for ELLs. Teachers may also construct Anchor Charts to capture minilesson content for writing.

### **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 the 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, which builds and connects 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.
- ▶ Provide examples and be specific. “Remember when we read....This is similar, isn’t it?”
- ▶ Coach students while they are reading and writing. Offer “just right” *and* “just enough” help. Too much support makes students dependent.
- ▶ Know when to quit.

### **Small Groups: Primary Students**

- ▶ Small-group instruction takes a supported form. The responsibility for the reading 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. In some cases, it 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. 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 guided reading books, periodicals, the *Lesson Text Poster Pack* for shared reading and minilessons within the small group, *Keep Reading! A Source Book of Short Text*, and *Toolkit Texts, grades 2 – 3*. The selected 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 literacy libraries provide sources from which to select interesting and appropriately-leveled texts.

- ▶ Writing instruction may occur in small groups. However, groups will be very flexible and mostly based on students' needs as they arise. It may take the form of shared or interactive writing. Shared or interactive writing allows students to "share the pen," while still having support from the teacher. Students may create a common text or they may write their own individual text with the teacher coaching students as they compose. Some students may need to begin in a shared-writing context and then move to a more independent setting. However, all writers will need peer or teacher support. By moving about the students, teachers confer as needed to support students' thinking and writing. Most primary students can make small revisions and edit with support *after* explicit instruction with modeling and demonstration.

### **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 reading! The responsibility for the reading 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 nonfiction and fiction texts, picture books, short novels, periodicals, the *Source Book of Short Text*, and *Toolkit Texts, grades 4 – 5*. The selected text 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 literacy libraries provide sources from which to select interesting and appropriately-leveled texts.
- ▶ Writing instruction may also occur in small groups. It may take the form of either planned or as-needed minilessons. Some students may need extra support from the teacher during the planning and composing process. Most students will need some support. Coaching students generally occurs as the teacher confers with students as they plan, compose, revise, and edit. Just as in reading, minilessons often occur in the whole group with explicit teaching followed by modeling and demonstration. Small-group instruction addresses students' needs as they arise.

### **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 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.

## Overview of the Lessons

	Primary		Intermediate	
	Toolkit	TQW	Toolkit	TQW
<b>Week 1</b>	Monitor Comprehension Lesson 1 - "Think about the Text"	Ideas, I-5 "Find Your Own Purpose for Writing"	Monitor Comprehension Lesson 1 - "Follow Your Inner Conversation"	Ideas, I-17 Use Supporting Details
<b>Extension</b>	Monitor Comprehension Lesson 2 - "Notice and Think about Nonfiction Features"	Design, D-2 "Include a Beginning, a Middle, and an End"	Monitor Comprehension Lesson 2 - "Notice When You Lose Your Way"	Ideas, I-15 "Use General Information and Specific Details"
<b>Week 2</b>	Infer and Visualize Lesson 12 - "Infer Meaning"	Ideas, I-2 "Create a Poem from a Story"	Infer Meaning Lesson 11 - "Infer With Text Clues"	Ideas, I-16 "Use Inference to Let Readers Fill in the Gaps"
<b>Extension</b>	Infer and Visualize Lesson 13 - "Learn to Visualize"	Ideas, I-3 "Create a Poem with Imagery, Emotion, and Music"	Infer Meaning Lesson 12 - "Tackle the Meaning of Language" or Lesson 13 - "Crack Open Features"	Ideas, I-20 "Use a Metaphor"
<b>Week 3</b>	Determine Importance Lesson 16 - "Figure Out What's Important"	Ideas, I-17 Use Supporting Details	Determine Importance Lesson 17 - "Record Important Ideas"	Ideas, I-10 "Elaborate on an Idea"
<b>Extension</b>	Determine Importance Lesson 17 - "Paraphrase Information"	Ideas, I-10 "Elaborate on an Idea"	Determining Importance Lesson 18 - "Target Key Information"	Design, D-7 "Use the 2-3-1 Format for Organization"
<b>Week 4</b>	Summarize and Synthesize Lesson 19 - "Summarize Information" See also Determine Importance Lesson 18 - "Organize your Thinking as You Read"	Presentation, P-18 "Choose an Appropriate Form"	Summarize and Synthesize Lesson 26 - "Read, Write, and Reflect"	Presentation, P-18 "Choose an Appropriate Form"
<b>Extension</b>	Summarize and Synthesize Lesson 20 - "Read to Get the Big Ideas"	Presentation, P-19 "Chose What Gets Published"	Summarize and Synthesize Lesson 24 - "Read to Get the Gist"	Presentation, P-19 "Chose What Gets Published"

# PRIMARY: Week 1

	Monday	Tuesday	Wednesday	Thursday / Friday				
<b>Opening</b>	<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.</p> <p>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.</p>							
<b>Lesson Focus</b>	<i>The Primary Comprehension Toolkit, Monitor Comprehension: Lesson 1 – “Think about the Text”</i>							
<b>Read Aloud / Shared Reading</b>	<p><b>Connect and Engage / Model / Guide:</b> Use pp 2-9 for <i>The Art Lesson</i> or the Lesson Guide on pp 16 – 17 when reading an alternate text.</p> <p><b>TIP:</b> 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 to others around a text:</p> <p>Connecting to experiences</p> <p>Noting something interesting in the text</p> <p>Summarizing what has happened</p> <p>Sharing a question</p>	<p><b>Practice Independently:</b> (p 9) Review and revisit the story from the previous day, referring to Post-it notes and the group’s discussion around the text. Highlight what teacher and students did to “think about 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> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">?</td> <td style="text-align: center;">+</td> </tr> <tr> <td style="text-align: center;"><b>L</b></td> <td style="text-align: center;"><b>G</b></td> </tr> </table>	?	+	<b>L</b>	<b>G</b>	<p><b>Share the Learning:</b> (p 10) Invite students to share their drawing and/or writing.</p> <p><b>TIP:</b> 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 (Student: “Does anyone mind if I go first?” Others: “Please do.”)</p> <p>How to note important information</p> <p>How to question a friend to gain understanding</p> <p>How to extend another’s idea</p> <p>How to take turns sharing</p> <p>Things you can do to include everyone</p>	<p><b>Anchor Learning:</b> Wrap up the week’s lessons by creating an Anchor Chart that captures learning. (See p 26 in the <i>Teacher’s Guide</i>.)</p> <p>Consider two other types of charts to post in the classroom: one for “text coding” and another for ways to work in small groups. Both can be added to as the summer experience continues.</p> <p><b>Extension:</b> Introduce a second text that is of another genre. If the Monday text was nonfiction, use a fictional text to connect to experiences, note interesting facts, summarize, and share a question. This will help students create the flexibility needed to become a proficient reader.</p>
?	+							
<b>L</b>	<b>G</b>							
<b>Small Group / Independent Learning / Conferring</b>	<p>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 <i>The Art Lesson</i> experience. Use shared reading or have students read the text. Have a destination in mind where students will discuss the text, use a Post-it, or talk about the process.</p>	<p>Continue reading from the previous day, coaching students in applying their learning from the whole-group experience. Students might use small Post-its to apply the same four codes to record their thinking.</p>	<p>Complete the reading and discuss the learning, linking what is occurring in small groups with what the lesson focus is for the week.</p>	<p>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.</p>				

	Monday	Tuesday	Wednesday	Thursday / Friday
<b>Transition</b>	Discuss the things you did to better understand <i>The Art Lesson</i> as a reader. You might have students share some of their own connections.	Discuss how the codes help us as readers. We use questions to push us on as readers. We use our own connections to help us better understand and get inside the text.	Reinforce how talking promotes learning and fosters thinking. For example, you might say something like, "I hadn't really thought about . . . until Mary mentioned it."	Invite students to share something new they have learned about reading during the week, something they want to share with their families.
<b>Lesson Focus</b>	<i>Teaching the Qualities of Writing</i> : Ideas – I-5: "Find Your Own Purpose for Writing"			
<b>Modeled, Shared, or Interactive Writing</b>	Quickly reread <i>The Art Lesson</i> . Discuss why dePaola wrote the book. List students' ideas (label this list "To Entertain"). Ask students if they can think of other kinds of texts that might also entertain.  Invite students to turn and talk with a neighbor about some of their ideas. Ask if anyone wants to share. Explain that this week they will identify some things they could write about that would entertain another person.	Review the "To Entertain" chart. Explain to students that just as Tomie dePaola had a purpose in writing, all writers start with a purpose in mind for their writing. After modeling a list of things you could write about (using drawing or writing or both), ask students to work in pairs to draw or write their own lists. Move about the students, coaching, answering questioning, nudging.	Using the same procedural suggestions about group discussion presented in the fishbowl, have students form groups of four or five to share their lists.	Use your own list and circle something you'd like to write about. Quickly write to demonstrate, inviting the students to help you.  Invite the students to do the same with their list and begin their own short piece intended to entertain.
<b>Sharing / Closing</b>	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 what makes the book entertaining.	Ask students to share ideas they hope to write about.	Ask students to share something they have learned about reading or writing. Make connections to show how reading and writing are similar.
<b>Extending Study a Second Week</b>	<p><b>Reading</b> Use <i>Monitor Comprehension</i>. Lesson 2 – "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 would work. You might add to the previous week's Anchor Chart.</p> <p><b>Writing</b> Use <i>Teaching the Qualities of Writing</i>, Design – D-2: "Include a Beginning, a Middle, and an End" to help students continue working on their stories to entertain. Having a beginning, middle, and end will help them organize. Use simple examples from your own story. You may even want to cut the three sections to see if any part needs additions. This is a great time to show students how to revise by adding and deleting. Plan time to confer.</p>			

Other Suggested Titles	
Nonfiction	Fiction
Gail Gibbons' books <i>When I Was Young in the Mountains</i> , Cynthia Rylant <i>I Love Saturdays y Domingos</i> , Alma Flor Ada	<i>Lilly's Purple Plastic Purse</i> , Kevin Henkes ( <i>Lily y su Bolso de Plastico Morado</i> ) <i>Wilford Gordon McDonald Partridge</i> , Mem Fox ( <i>Guillermo Jorge Manuel Jose</i> )

## PRIMARY: 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 "coded" their connections previously.</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	<p><i>The Primary Toolkit, Infer and Visualize</i>: Lesson 12 – "Infer Meaning"</p>			
Read Aloud / Shared Reading	<p><b>Connect and Engage / Model / Guide:</b> (pp 2-10 for <i>Honey, I Love – "Things"</i>; see pp 16-17 for using an alternate text) Inferring is challenging for most students. It requires the reader to establish a "partnership" with the text. In inferring, students must fill gaps the author leaves, either intentionally or unintentionally.</p> <p><b>TIP:</b> You may want to build background by briefly talking about the differences in poetry and prose (define this term if necessary).</p> <p><b>Prose . . .</b></p> <p>Is longer</p> <p>Has more details</p> <p>Is sometimes easier to understand</p> <p><b>Poetry . . .</b></p> <p>Uses fewer words</p> <p>Relies on "strong" words and images</p> <p>Always makes the reader work a little harder</p> <p>Have the poem written on a chart to capture thinking during reading.</p>	<p><b>Practice Independently:</b> (p 9) Reread the poem from the previous day, referring to Post-it 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><b>Inferring is . . .</b></p> <p><b>My Thinking</b> + <b>The Poet's Words</b></p> <p>Highlight what teacher and students did to "think about text." Remind students that they supported their inferences 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.</p>	<p><b>Share the Learning:</b> (p 9) Invite students to share their drawing and/or writing. Before sharing, however, you may want to "role play" how they might share: "I inferred the . . . because I noticed this clue...."</p> <p><b>TIP:</b> You may have students come together initially in groups of 3 or 4 to share. If needed, use a fishbowl to remind them how to take turns and extend ideas. This will make sharing with the whole group easier for some students.</p> <p>Then have students share as a whole group.</p>	<p><b>Anchor Learning:</b> Wrap up the week's lessons by creating an Anchor Chart that captures learning. (See p 27 in the <i>Teacher's Guide</i>.)</p> <p><b>Extension:</b> Introduce a second text. "Old and New" on p. 122 of <i>Keep Reading!</i> Discuss how readers infer from pictures 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>

	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 pictures and words to infer. Offer students Post-its to note places where they inferred and what clue supported their inference.	Continue reading from the previous day, coaching students in applying their learning from the whole-group experience. Students continue to use Post-its 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		Clue was
Transition	Discuss how we infer everyday, using what we know and what we read or see. Have students suggest ways they infer and what clues they use to predict the weather, what Mom is cooking for dinner, etc.	Read another short poem from <i>Honey, I Love</i> . Discuss what you know from reading the poem and what you must infer.	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 share something new they have learned about reading during the week, something they want to share with their families.	
Lesson Focus	<i>Teaching the Qualities of Writing</i> , Ideas – I-2: "Create a Poem from a Story"				
Modeled, Shared, or Interactive Writing	<p>Quickly reread "Things." Discuss how the poet, Eloise Greenfield, tells a story in her poem. Just as in a story, the poem has a beginning, middle, and ending.</p> <p>Ask students to think of a short story they could tell. Model by sharing a short story about something that you did or something that happened.</p> <p>Explain that this week they will write or draw a short story and turn the story into a poem like "Things."</p> <p><b>Alternative:</b> After reading the poem, read <i>The Relatives Came</i>. The story has a well-defined beginning, middle, and ending. Explain that tomorrow they will turn the story into a poem.</p>	<p>Reread your own story or <i>The Relatives Came</i>. Offer students paper with three boxes or have them fold a paper into thirds. Label the three sections: "Beginning" "Middle" and "Ending." Invite students to work with a partner to rehearse before writing or drawing. Move about the students, coaching, answering questions, nudging.</p> <p>You may find it helpful to work with some students in small groups, particularly those having difficulty.</p>	<p>Have students continue to work on their stories. Move about the students, coaching, answering questions, nudging.</p> <p>If you notice students having difficulty, create a group for extra support. For very young children or ELL students, the writing may take the form of shared or interactive writing.</p>	<p>Using either your own story or <i>The Relatives Came</i>, turn the story into a poem. For example:</p> <p>The relatives got their things together. They drove and drove. They left Virginia.</p> <p>The relatives arrived. They got hugs and kisses. They ate and slept and breathed.</p> <p>The relatives got into their car. They drove and drove. They came back to Virginia.</p> <p><b>Extension:</b> Invite students to turn their short stories and/or drawings into poems.</p>	

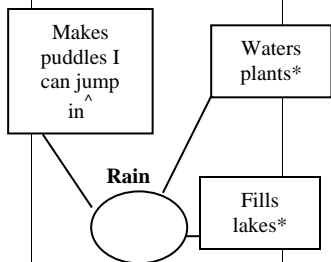
	Monday	Tuesday	Wednesday	Thursday / Friday
<b>Sharing / Closing</b>	Ask to compare the stories and poems. What do they notice about both?	Have students share something they are learning about themselves as a reader or a writer.	Discuss how readers infer when they read others' writing. Ask if they have left any "gaps" the readers of their story might need to fill in by inferring.	Ask students to share something they learned about the differences in stories and poems.
<b>Extending Study a Second Week</b>	<p><b>Reading</b> Use <i>Infer and Visualize</i>: Lesson 13 – "Learn to Visualize" to continue the first week focus on inferring in text. In addition to the poems, many trade books have rich possibilities for visualizing in text.</p> <p><b>Writing</b> Use Ideas – I-3: "Create a Poem with Imagery, Emotion, and Music" to help students continue working on their poems. Students continue to revise and edit or begin a new piece of writing. Show simple ways to revise and edit.</p>			

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)	<i>Corduroy</i> , Don Freeman (available in Spanish)  <i>Where the Wild Things Are</i> , Maurice Sendak ( <i>Donde viven los monstruos</i> )

## PRIMARY: Week 3

	Monday	Tuesday	Wednesday	Thursday / Friday
Opening	<p>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="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"><b>Good readers . . .</b></p> <ul style="list-style-type: none"> <li>▶ Think about what they know and connect it</li> <li>▶ Make sure they are making meaning</li> <li>▶ Infer: what I know + the author = inferring</li> </ul> </div> <p>Explain that they will add another strategy this week to the tools they already have.</p> <p>The new strategy is called <i>determining importance</i>. Explain this will be an exciting week of learning because students will learn the ways to identify the big, important ideas.</p>			
Lesson Focus	<p><i>The Primary Comprehension Toolkit, Determine Importance: Lesson 16 – "Figure Out What's Important"</i></p>			
Read Aloud / Shared Reading	<p><b>Connect and Engage / Model / Guide:</b> Use the "Amazing Helen Keller" poster (pp 2-13) or the Lesson Guide on pp 14-15 when reading an alternate text. Students need to know how to relate their purpose for reading to how they filter ideas. They are often drawn to interesting details rather than the big, important ideas. Helping them see the difference will strengthen their reading.</p> <p><b>TIP:</b> You may want to discuss the purposes for which a reader might read before beginning the lesson.</p>	<p><b>Collaborate:</b> (p 8) Using the small copies of "Amazing Helen Keller," have students work with a partner. Move about the students conferring and listening to the student talk about the difference between interesting details and important ideas.</p>	<p><b>Share the Learning:</b> (p 9) 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. Explain that they will first use Post-it notes to identify the big ideas and then transfer those to a chart.</p>	<p><b>Anchor Learning:</b> Help students review their learning from the week. Explain the importance of knowing how to "name" what they are doing: Determining importance = big ideas and interesting details = things that make us want to read on. Then have them continue reading the second text, using Post-it notes that will be transferred to their own chart.</p> <p><b>Extension:</b> Students continue with the second text and then share their charts.</p>
	<div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"><b>Readers read:</b></p> <ul style="list-style-type: none"> <li>▶ To learn new things</li> <li>▶ To be ready to talk about the important ideas</li> <li>▶ To enjoy—for pleasure</li> </ul> </div> <p>Then, star the times it will be critical for readers to determine the big ideas.</p>			

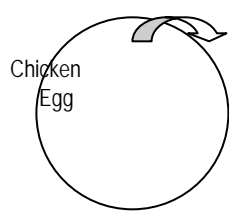
	Monday	Tuesday	Wednesday	Thursday / Friday
<b>Small Group/ Independent Learning / Confering</b>	Introduce an appropriate level <i>nonfiction</i> text. Do a brief picture/text walk through the book to introduce, activating prior knowledge and linking back to the class reading of "Amazing Helen Keller." Use shared reading or have students read the text. Have a destination in mind where students will stop to discuss the text, use a Post-it, 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 Post-its to "star" places in the text with big ideas.	Complete the reading and discuss the learning, linking what is occurring in small group 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. Have students pair with another student and take turns reading and thinking aloud. Monitor by listening to not only the labels students give (interesting vs. important), but also for the reason they provide. Record some of the thinking to share. (This is an excellent way to gather formative assessment data!)  Debrief using students' own words so that students "hear back" their smart thinking and use of the strategy.
<b>Transition</b>	Discuss the reason authors offer readers both interesting and important ideas. Link these ideas to how they, as authors, need to consider the very same thing in their own writing.	Discuss how the codes help us as readers. We use questions to push us on as readers. We use our own connections to help us better understand and get inside the text.	Reinforce how talking promotes learning and fosters thinking. For example, you might say something like, "I hadn't really thought about . . . until Mary mentioned it."	Invite students to share something new they have learned about reading during the week, something they want to share with their families.
<b>Lesson Focus</b>	<i>Teaching the Qualities of Writing: Ideas – I-17: "Use Supporting Details"</i>			
<b>Modeled, Shared, or Interactive Writing</b>	Remind students that as writers they have the very same "job" as the authors who write what they read. Explain how accuracy and specificity support a reader's understanding. Demonstrate by taking an idea and making a web. Then code and rearrange to show important*/interesting^ details.	Review the web from the previous day. Help students brainstorm some of the things they could web and then write about, looking back at the Keller text as a model. (For an easier format to use as a model, see "The Three Goats" (pp 58-62) in <i>Keep Reading!</i> Have students begin webs.	Teach a short minilesson on how to turn the web into text. You may offer the structure of four or five sheets of paper stapled together as a booklet. Encourage students to write and illustrate their ideas. You may decide to let students work on their books in pairs.	Once books are completed, have students trade their books. Offer them Post-notes so they can note the important ideas with a "star." Then have students meet with the authors to discuss the ideas, asking if the author thought the idea was important or interesting.



	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday / Friday</b>
<b>Sharing / Closing</b>	Have students discuss things they have or are reading. How will the lesson today help them as a reader and as a writer? 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.
<b>Extending Study a Second Week</b>	<p><b>Reading</b> Use <i>Determine Importance</i>: Lesson 17 – “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.</p> <p><b>Writing</b> Use Ideas – I-10: “Elaborate on an Idea” to help students continue working on their writing. Students can add to the books they began the previous week by adding more ideas. Plan time to confer.</p>			

<b>Other Suggested Titles</b>	
<b>Nonfiction</b>	<b>Fiction</b>
<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><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>

## PRIMARY: Week 4

	Monday	Tuesday	Wednesday	Thursday / Friday
Opening	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 <i>summarize</i> , 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.			
	Explain to students that they will be learning about summarizing during this (or these) final weeks of summer school.			
Lesson Focus	<i>The Primary Comprehension Toolkit, Summarize and Synthesize</i> : Lesson 19 – “Summarize Information” See also <i>Determine Importance</i> : Lesson 18 – “Organize your Thinking as You Read”			
Read Aloud / Shared Reading	<p><b>Connect and Engage / Model:</b> 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 (pp 2-14) or the Lesson Guide on pp 16-17 when reading an alternate text.</p> <p>Explain to the students that they will be reading and summarizing 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><b>Guide:</b> Use Lesson 18 and follow the Guide section on pp 36-37.</p> <p><b>Collaborate or Practice Independently:</b> (pp 38-39) Using the small copies of “Welcome to the Rain Forest,” have students work with a partner to write their own Post-its. Move about the students conferring and listening to them.</p> <p><b>Share the Learning:</b> (pp 38-39) Have students share their learning and the Post-its.</p> <p><b>Connect and Engage:</b> (<i>Summarize and Synthesize</i>, pp 2-5) 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 7 (Lesson 19) as a guide.</p>	<p><b>Model / Guide:</b> (pp 8-9) Show how you combine information to create the group summary, and then share the anchor chart to review the steps.</p> <p>Invite students to continue reading and writing Post-its.</p> <p><b>TIP:</b> 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 making a summary longer than what they are summarizing!</p>	<p><b>Collaborate or Practice Independently:</b> (pp 7-10) You will probably need to support student in doing this. Provide support by pulling small groups as needed.</p> <p><b>Share the Learning:</b> (p 10) Have students share their summaries, providing feedback.</p> <p><b>Extension:</b> After assessing what students have written, use remaining time to reteach as necessary.</p>
Small Group/ Independent Learning / Conferring	Introduce an appropriate level <i>nonfiction</i> 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 create a summary of the text. Model and guide students in using Post-its to record their thinking as they go.	Continue reading from the previous day. Complete the text. Ask students to return to the text and discuss where they put Post-its. Teach the process of “Post-it note survival,” in which you have students select the Post-its that best represent key ideas from the text. Using the process, coauthor a summary similar to the one on p 9 (Lesson 19).	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 passage, adding very few words.	Use the previous day’s text to show how readers sometimes create graphics to show the key ideas. Using Post-its, create a cycle or timeline.
			A hen’s <b>egg</b> hatches into a <b>baby chick</b> . The <b>chick</b> grows into a <b>chicken</b> .	

	Monday	Tuesday	Wednesday	Thursday / Friday						
<b>Transition</b>	Explain to students that they will orally <i>summarize</i> the morning, helping them group shared ideas into fewer, bigger ideas. Remind them that summarizing means keeping the most important ideas.	Have students turn and talk to explain what they are learning about summarizing.	Read a short poem (such as "Keep A Poem In Your Pocket" by Beatrice Schenk de Regniers) and have students summarize.	Invite students to turn and summarize the book they are reading for pleasure.						
<b>Lesson Focus</b>	<i>Teaching the Qualities of Writing:</i> Presentation – P-18: "Choose an Appropriate Form"									
<b>Modeled, Shared, or Interactive Writing</b>	Have students consider the different forms writing has taken during summer school. You might consider the Anchor Charts, the writing they have done, and the texts they have read. Writers must always consider their purpose when selecting a form. Start a list of the different forms.	Review the list from the previous day and have some examples ready to show students. <i>Keep Reading!</i> contains some excellent samples. Using some of the samples, make a chart to show the form and its purpose.  For example, we use a timeline or cycle to show sequence. We use a letter to communicate. We write a poem to say something in fewer words than we usually need in prose.	Using the "A Butterfly Grows Up" poster, show how the form, in this case, a cycle, helps the reader to know in what order the cycle occurs.  Ask students to look through their own writing and select something they could write in a different form.	Students work on their writing. Confer with students as they select a new form for their writing. Suggest any of the following:  Story to a poem Informational text to a chart Story into a timeline Information to an article Article to a poster						
<b>Sharing / Closing</b>	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.	<p>If this is the last day of summer school, have a chart ready. Have students summarize their learning week by week.</p> <table border="1"> <thead> <tr> <th>Dates</th> <th>Summary of Our Learning</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td></td> </tr> <tr> <td>Week 2</td> <td></td> </tr> </tbody> </table>	Dates	Summary of Our Learning	Week 1		Week 2	
Dates	Summary of Our Learning									
Week 1										
Week 2										
<b>Extending Study a Second Week</b>	<p><b>Reading</b> Use <i>Summarize and Synthesize</i>: Lesson 20 – "Read to Get the Big Ideas" to continue learning the process of summarizing and synthesizing.</p> <p><b>Writing</b> Use Presentation – P-19: "Choose What Gets Published" to help students select a piece of writing to publish. Use the chart on the back of the lesson to outline the process for students.</p>									

<b>Other Suggested Titles</b>	
<b>Nonfiction</b>	<b>Fiction</b>
<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>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>

## INTERMEDIATE: Week 1

	Monday	Tuesday	Wednesday	Thursday / Friday
<b>Opening</b>	<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 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.</p> <p>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.</p>			
<b>Lesson Focus</b>	<i>The Comprehension Toolkit, Monitor Comprehension</i> Lesson 1 - "Follow Your Inner Conversation"			
<b>Read Aloud / Shared Reading</b>	<p><b>Connect and Engage / Model / Guide:</b> Use pp 2-7 for <i>How Many Days to America</i> or see pp 10-17 for using an alternate text.</p> <p>Have students writing their own Post-it notes. They will use them the next day.</p> <p><b>TIP:</b> Before beginning the Toolkit lesson, consider using a "fishbowl" 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</p> <p>Note big ideas</p> <p>Summarize what has happened</p> <p>Question</p>	<p><b>Collaborate:</b> (p 7) Revisit the story from the previous day, referring to Post-it notes and the group's discussion around the text. Highlight what teacher and students did to "think about text."</p> <p><b>Practice Independently:</b> Invite students to gather in small groups where they will discuss the text with peers by reviewing their Post-its and considering other questions or ideas they have. Move about the group encouraging, scaffolding, conferring, and probing.</p>	<p><b>Share the Learning:</b> (p 8) Invite students to share their drawing and/or writing.</p> <p><b>TIP:</b> 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</p> <p>How to question</p> <p>How to extend an idea</p> <p>How to take turns sharing</p> <p>Create an Anchor Chart that captures learning. (See example on p 8.)</p>	<p><b>Reflection and Assessment:</b> (p 9) Using teacher observation notes and students' Post-its, note responses that demonstrate learning and those that are evidence of confusions. Use findings for small group instruction as appropriate.</p> <p><b>Extending the Learning:</b> 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>
<b>Small Group / Independent Learning</b>	<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 Post-it notes, with the 1<sup>st</sup> paragraph. Help students mark their thinking to:</p> <p>Connect to experiences</p> <p>Note big ideas</p> <p>Question</p>	<p>Review the text from the previous day. Ask students to think about their Post-its. Using chart paper, have student classify their Post-its: "connections," "big ideas," "questions." Guide discussion of the text and what the students recorded. Provide modeling as needed as the group compares and contrasts Post-its.</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 Post-its to track thinking, working in small groups, sharing their thinking.</p>	<p>Have students classify their Post-its, and support them in selecting several that are good examples. (See p 9 in <i>Monitor Comprehension</i> for more information about quality. )</p> <p>Encourage students to use Post-its in their independent reading. Suggest that they bring their books with them to the next small group meeting so they can share.</p>

	Monday	Tuesday	Wednesday	Thursday / Friday
<b>Transition</b>	Discuss the importance of “thinking about thinking” in reading. Have students notice and name some of the things they did to support their understanding.	Discuss how the codes help us as readers. We use questions to push us on as readers. We use our own connections to help us better understand and get inside the text.	Reinforce how talking promotes learning and fosters thinking. For example, you might say something like, “I hadn’t really thought about . . . until Mary mentioned it.”	Invite students to share something new they have learned about reading during the week, something they want to be sure to apply in their own independent reading.
<b>Lesson Focus</b>	<i>Teaching the Qualities of Writing</i> , Ideas – I-17: Use Supporting Details			
<b>Modeled, Shared, or Interactive Writing</b>	<p>Quickly reread <i>How Many Days to America</i>. Discuss how the author, Eve Bunting, uses supporting details to help the reader understand the text. For example, “The fishing boat was small and there were many people. More kept coming, and more.” As writers, we must also think about adding examples and details for clarity.</p> <p>Write a short piece with few details on chart paper. Let students know you will ask for their help the next day.</p>	<p>Remind students the importance of details in making writing specific and clear. You might also reread several examples from the text, perhaps even using an overhead or chart to discuss.</p> <p>Invite students to turn and talk about missing details in your writing. Have them suggest places you need to add details or examples.</p> <p>Model how you add details.</p>	<p>Invite students to brainstorm something they could write about—something they have done recently, their room, an event. Forming groups of three or four, have them discuss their ideas.</p> <p>Ask students to begin writing.</p>	<p>Using your own example from the short minilesson on Monday and Tuesday, model using the two questions in I-17: “Where have you included supporting details in your writing?” If you haven’t, where could you add those details?”</p> <p>Use a fishbowl with two students to model conferring using the questions.</p> <p>Have students work in pairs on their own writing.</p>
<b>Sharing / Closing</b>	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.	Ask students to share ideas they hope to write about.	Ask students to share something they have learned about reading or writing. Make connections to show how reading and writing are similar.
<b>Extending Study a Second Week</b>	<p><b>Reading</b> Use <i>Monitor Comprehension</i>. Lesson 2 – “Notice When You Lose Your Way” to continue the first week focus on thinking about text. You might add to the previous week’s Anchor Chart.</p> <p><b>Writing</b> Confer with students as they continue working on the writing they began. Teach minilessons as needed, using your own writing and examples (with permission) from students. Point out good examples from the reading students are doing. Ask them to collect examples from independent reading. To extend the study, use Ideas – I-15: “Use General Information and Specific Details” to help show how both are important.</p>			

<b>Other Suggested Titles</b>	
<b>Nonfiction</b>	<b>Fiction</b>
<p><i>The Wall</i>, Eve Bunting</p> <p><i>The Man Who Walked Between the Towers</i>, Mordicai Gerstein</p>	<p><i>The Very Best of Friends</i>, Margaret Wild</p> <p><i>Ruby’s Wish</i>, Shirin Yim Bridges</p> <p><i>Getting through Thursday</i>, Melrose Cooper</p>

## INTERMEDIATE: Week 2

	Monday	Tuesday	Wednesday	Thursday / Friday						
<b>Opening</b>	<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 "coded" their connections previously.</p> <p>Build engage by creating enthusiasm for the week's study by telling students they will "investigate" a famous event: the sinking of the Titanic.</p>									
<b>Lesson Focus</b>	<i>The Comprehension Toolkit, Infer Meaning</i> Lesson 11 - "Infer With Text Clues"									
<b>Read Aloud / Shared Reading</b>	<p><b>Connect and Engage / Model / Guide:</b> Use pp 14-20 or see pp 24-25 for using an alternate text.</p> <p>Explain inferring. The language in Lesson 1 on p 4 will be helpful. You will want to spend time engaging students and activating prior knowledge about the Titanic.</p> <p><b>TIP:</b> 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> <p>BK(background knowledge) + TC (text clues) = I (inference)</p>	<p><b>Collaborate:</b> (p 20) Continue reading the article, allowing students to spread out for conferring with partners about facts and inferences.</p> <p><b>Practice Independently:</b> (p 21) 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><b>TIP:</b> Arranging the classroom library where nonfiction books are clearly marked will enable students to find texts with ease. Make sure to provide a range of reading levels to ensure students can read books independently.</p>	<p><b>Share the Learning:</b> (p 21) 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><b>Reflection and Assessment:</b> (pp 22-23) 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><b>Extending the Learning:</b> 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 where narrative text often draws more from "lived" experience.</p>						
<b>Small Group/ Independent Learning</b>	<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 a multiple copies of a short, engaging text, provide students with Post-it 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 Post-its. Using chart paper, have student share their Post-its. Create a chart:</p> <table border="1" data-bbox="620 1598 870 1795"> <tr> <td>I inferred</td> <td>Clue was</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table> <p>Have students continue reading; coach as needed.</p>	I inferred	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 Post-its in their independent reading. Suggest they bring their books with them to the next small group meeting so they can share.</p>
I inferred	Clue was									

	Monday	Tuesday	Wednesday	Thursday / Friday						
<b>Transition</b>	Discuss all the ways readers infer and the importance of knowing <i>when</i> they must infer as opposed to recognizing a fact.	Discuss how the codes help us as readers. We can use Post-its to leave the tracks of our thinking. By looking back, we can often see where our thinking was "right on" or "off a bit."	Ask students to offer examples of the "everyday" ways we infer.	Invite students to share ways they are noticing how they must infer in their own independent reading.						
<b>Lesson Focus</b>	<i>Teaching the Qualities of Writing</i> , Ideas – I-16: "Use Inference to Let Readers Fill In the Gap"									
<b>Modeled, Shared, or Interactive Writing</b>	<p>Read a trade book (<i>Knots on a Counting Rope</i>, <i>Teammates</i>, and <i>Miss Rumphius</i> are suggestions, but any engaging text will work). As you read, linger in places where the reader must infer. Discuss the effect of having the reader infer. Some examples include: having readers create their own images, engaging the reader in figuring things out, etc.</p> <p>Use the example, "The Gibbon" to show how the student allows the reader to make an inference. Model by writing a short text to demonstrate, thinking aloud for students.</p>	<p>Quickly remind students how writers leave information vague or unresolved in order to engage their readers.</p> <p>Have students turn and talk about ways they are thinking of trying in their own writing.</p> <p>Invite students to write a short story using the inferring strategy or apply the inferring strategy if they are still working on piece from the previous week.</p> <p>Confer with students as needed and/or gather a small group for extra support.</p>	<p>Have student share some examples from their own writing. Offer feedback. If confusion exists, model again, using your own writing.</p> <p>As students continue working, confer and/or work with small groups.</p>	<p>Use a fishbowl with two students to model peer conferences.</p> <p>Have students work in pairs to share and revise their writing.</p> <p>You might want to incorporate a chart to show the effect inferring has on the reader when the writer intentionally leaves a gap to be filled.</p> <table border="1" data-bbox="1161 940 1409 1167"> <thead> <tr> <th>Gap the writer left</th> <th>Effect on the reader</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Gap the writer left	Effect on the reader				
Gap the writer left	Effect on the reader									
<b>Sharing / Closing</b>	Ask students to turn to their neighbor and explain what inferring is in reading and in writing. 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 than 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.						
<b>Extending Study a Second Week</b>	<p><b>Reading</b> Use <i>Infer Meaning</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.</p> <p><b>Writing</b> Confer with students as they continue working on the writing they began. Teach minilessons as needed, using your own writing and examples (with permission) from students. Point out good examples of leaving gaps in writing and the effect it has on the reader. You might use Ideas – I-20: "Use a Metaphor" since metaphors require a reader to use comparative information to continue emphasizing the role of inferring.</p>									

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><i>The Memory String</i>, Eve Bunting</p> <p><i>Day of Ahmed's Secret</i>, Florence H. Parry</p>

## INTERMEDIATE: Week 3

	Monday	Tuesday	Wednesday	Thursday / Friday
Opening	<p>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="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p><b>Skilled readers . . .</b></p> <p>Think about what they know and connect it</p> <p>Make sure they are making meaning</p> <p>Infer: what I know + the author = inferring</p> </div> <p>Explain that they will add another strategy this week to the tools they already have.</p> <p>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</i> : Lesson 17 "Record Important Ideas"			
Read Aloud / Shared Reading	<p><b>Connect and Engage / Model / Guide:</b> Use pp 14-21 for <i>Now Let Me Fly: The Story of a Slave Family</i> or see 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 (<i>FQR</i>).</p> <p><b>TIP:</b> It may be helpful to differentiate the difference 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><b>Collaborate:</b> Review how thinking about and recording facts, questions, and responses helps readers notice information, boosts thinking, and aids understanding.</p> <p>(pp 18-19) Students continue reading the book in a small group, and record thoughts on their <i>FQR</i> charts (see p 69 for blackline form).</p> <p><b>TIP:</b> 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><b>Share the Learning:</b> (pp 19-21) 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 19.</p>	<p><b>Reflection and Assessment:</b> (pp 22-23) Using teacher observation notes and students' <i>FQR</i> forms, note evidence outlined on p 20.</p> <p><b>Extending the Learning:</b> Consider introducing a second text for students to read. Using the same process, students read in pairs or on their own, creating their own <i>FQR</i> charts.</p>

	Monday	Tuesday	Wednesday	Thursday / Friday						
<b>Small Group/ Independent Learning</b>	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 <i>Source Book</i> 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. <table border="1" data-bbox="899 432 1149 747"> <tr> <td>Lingering Questions</td> <td>Questions to Investigate</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table>	Lingering Questions	Questions to Investigate					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									
<b>Transition</b>	Discuss how facts, questions, and responses enrich and support comprehension. Ask students to think about a time when they had a question as they were reading. How did that question engage them as they read on?	Talk about how readers merge their own thinking with the author's thinking. List some of the ways questions help readers:  Clarify Show the need to reread Read actively  Tell students to take note of these in their independent reading and prepare an example to share the next day.	Have students share how questions make them better readers.	Discuss the way the students have used writing to help them understand their reading this week in the <i>FQR</i> and "Lingering Questions" charts.						

	Monday	Tuesday	Wednesday	Thursday / Friday
Lesson Focus	<i>Teaching the Qualities of Writing</i> , Ideas – I-10: “Elaborate on an Idea”			
Modeled, Shared, or Interactive Writing	<p>Link what they are learning in reading to their writing. Authors elaborate on big ideas, embellishing them with details that make them clearer. Create examples for them to compare and contrast.</p> <p>Example:</p> <p>The boys went to the lake. vs.</p> <p>The hungry boys walked quickly to the small, beautiful lake near their house to catch some fish.</p> <p>Consider what information the second sentence contains that is “important” and what is “interesting.”</p> <p>Offer another example and let students suggest a way to rewrite a simple sentence using details so that it is more specific and accurate.</p>	<p>Use questions from “Elaborating on an Idea” as a way to demonstrate how to add details.</p> <p>Have students talk with one another in small groups about something they would like to write. Have them begin a short text.</p> <p>Confer with students as needed and/or gather a small group for extra support.</p>	<p>In small groups, have students share their writing, guided by these questions:</p> <p>Where have I included elaboration or details that add to my writing?</p> <p>What details would make my writing clearer to the reader?</p> <p>Where could I be more specific?</p> <p>What could I add that would make my writing more interesting?</p> <p>As students work, confer with small groups. Select two or three students who have good examples and ask them if they would share the next day. If they agree, make overhead copies so students can see the writing.</p>	<p>Using the selected student example, engage students in deciding what the writer did to help the reader. You may also invite students to suggest the ways the writing could be even better. Use the questions from the previous day to guide discussion.</p> <p><b>Extending the Learning:</b> Use one of the texts from <i>the Source Book of Short Text</i> and cover up some of the important details/ elaboration. Make an overhead transparency and have students discuss how not having the details affects both their enjoyment of the writing and their understanding.</p>
Sharing / Closing	Ask students to turn to their neighbor and explain why it is important to know the difference in “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	<p><b>Reading</b> Use <i>Determine Importance</i>: Lesson 18 – “Target Key Information” to continue the focus on determining importance. This lesson suggests ways the reader can code the text to hold thinking.</p> <p><b>Writing</b> Confer with students as they continue working on the writing they began. Teach short minilessons. To help students as they shape their writing, consider using Design – D-7: “Use the 2-3-1 Format for Organization” to help writers think about the ways in which organization affects their writing.</p>			

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><i>Night in the Country</i>, Cynthia Rylant</p> <p><i>Seven Blind Mice</i>, Ed Young</p> <p><i>My Mama Had a Dancing Heart</i>, Libba Moore Gray</p>

## INTERMEDIATE: Week 4

	Monday	Tuesday	Wednesday	Thursday / Friday						
Opening	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 <i>summarize</i> , 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.									
	Explain to students that they will be learning about summarizing during this (or these) final weeks of summer school.									
Lesson Focus	<i>The Comprehension Toolkit, Summarize and Synthesize</i> - Lesson 24 - "Read to Get the Gist"									
Read Aloud / Shared Reading	<p><b>Connect and Engage / Model / Guide:</b> Use pp 24-33 for "The Many Faces of Masks" or see 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><b>TIP:</b> Be sure to explain the word "gist."</p>	<p><b>Collaborate:</b> (p 29) 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 Post-its.</p> <p><b>TIP:</b> You may need to do 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><b>Share the Learning:</b> (pp 30-31) 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><b>Reflection and Assessment:</b> (pp 32-33) Look closely at the student samples on p 33 to assess student learning.</p> <p><b>Extension:</b> 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 <i>Source Book</i> or other appropriate level books. Explain they will have an opportunity to record their thinking on Post-its. 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 Post-its, asking them to share several from their reading. Have students continue reading. Move among students to listen in and coach as needed.</p>	<p>After reading, create a group Anchor Chart.</p> <table border="1" data-bbox="899 1451 1149 1650"> <tr> <td>GIST</td> <td>THINKING</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table> <p><b>Extension:</b> Ask students to use Post-its that show examples of merged thinking and gist in their independent reading books and bring them to the next small group meeting.</p>	GIST	THINKING					<p>Continue discussing students' Post-its. This is a good time to use some of the examples on p 33 to help students assess their own thinking.</p> <p><b>Extending the Learning:</b> Ask students to share examples from their own independent books.</p>
GIST	THINKING									

	Monday	Tuesday	Wednesday	Thursday / Friday						
<b>Transition</b>	Ask students to share a time recently when they didn't understand what they read. Invite students to share what the inner conversation sounded like and what they did to comprehend.	Ask students to turn and talk, explaining the "gist" of the morning's lesson.	Explain how the very kinds of things they are learning can help them in their independent reading. While we often read for pleasure on our own, we still want our reading to make sense!	If you wanted to help someone become a better reader, what would you tell them?						
<b>Lesson Focus</b>	<i>Teaching the Qualities of Writing</i> , Presentation – P-18: "Choose an Appropriate Form"									
<b>Modeled, Shared, or Interactive Writing</b>	Have students consider the different forms writing has taken during summer school. You might consider the Anchor Charts, the writing they have done, and the texts they have read. Writers must always consider their purpose when selecting a form. Start a list of the different forms.	Review the list from the previous day and have some examples ready to show students. The <i>Source Book of Short Text</i> contains some excellent samples. Using some of the samples, make a chart to show the form and its purpose.  For example, we use a timeline or cycle to show sequence. We use a letter to communicate. We write a poem to say something in fewer words than we usually need in prose.	Using "Elephants in Africa" (pp 62-63), show how the form, a map, helps the reader to understand about the elephant population.  Ask students to look through their own writing and select something they could write in a different form.	Students work on their writing. Confer with students as they select a new form for their writing. Suggest any of the following:  Story to a poem  Informational text to a chart  Story into a timeline  Information to an article  Article to a poster						
<b>Sharing / Closing</b>	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.	If this is the last day of summer school, have a chart ready. Have students summarize their learning week by week. <table border="1" data-bbox="1161 1318 1412 1663"> <thead> <tr> <th>Dates</th> <th>Summary of Our Learning</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td></td> </tr> <tr> <td>Week 2</td> <td></td> </tr> </tbody> </table>	Dates	Summary of Our Learning	Week 1		Week 2	
Dates	Summary of Our Learning									
Week 1										
Week 2										
<b>Extending Study a Second Week</b>	<p><b>Reading</b> Use <i>Summarize and Synthesize</i>: Lesson 26 – "Create a Summary Response to Extend Thinking" to continue the focus on summarizing and synthesizing. Students have an opportunity to actually create summary responses in this lesson.</p> <p><b>Writing</b> Use Presentation – P-19: "Choose What Gets Published" to help students select a piece of writing to publish. Use the chart on the back of the lesson to outline the process for students.</p>									

<b>Other Suggested Titles</b>	
<b>Nonfiction</b>	<b>Fiction</b>
<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><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.

## Writing

Just as frequent assessment of students' reading is important, it is equally critical to monitor writing growth by collecting samples throughout the summer experience. These provide evidence of progress in both the content of students' writing and their use of conventions. Some samples, in addition, may reflect students' responses to reading and offer insights into students' applications of both reading and writing instruction. Teachers may wish to collect a writing sample at the beginning and at the end of summer school for comparison. Early samples will also assist in planning the level of support students need. As an organizational strategy, consider having students collect their samples in a manila folder; plastic crates or magazine holders work well to hold the folders. As the conclusion of summer school nears, samples may be selected for inclusion in the portfolio.

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

### Assessment Tools

Tool	Purpose
<p><b>Reading Survey</b> (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 a pretest and posttest. May be written or oral. Requires that students know how to use the scale.</p>
<p><b>Reading Log</b> (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><b>Reading Conference Notes</b> (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><b>Strategy Observation Forms</b> (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><b>Writing Reflection</b> (student recording form)</p>	<p>To guide a student's evaluation of his or her own written piece.</p> <p>May be used to diagnose need for additional instruction or to track improvements over time.</p>
<p><b>Portfolio Summary</b> (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

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

**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/Encuesta de lectura

Student Name/Nombre \_\_\_\_\_ Date/Fecha \_\_\_\_\_ Grade/Grado \_\_\_\_\_ Score/Nota \_\_\_\_\_/72

Always Siempre 1	Almost Always Casi Siempre 2	Usually Usualmente 3	Sometimes A veces 4	Almost Never Casi Nunca 5	Never Nunca 6
------------------------	------------------------------------	----------------------------	---------------------------	---------------------------------	---------------------

## Do you/(Tu)...

- |  |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
| 1. Like to read at school?<br>¿Te gusta leer en la escuela?  | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. Think that you read well?<br>¿Piensas que lees bien?  | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. Spend more time reading than watching TV at home?<br>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?<br>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...)<br>¿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?<br>¿Cambias que tan rápido lees dependiendo en tu propósito y en el material que etés leyendo?                    | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. Preread or preview a chapter or book before you read it?<br>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?<br>¿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?<br>¿Piensas en gráficas, tables, y fotos mientras estás leyendo?  | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. Keep your mind on what you are reading?<br>¿Te concentras en lo que estás leyendo?   | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. Remember what you have read?<br>¿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?<br>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? ¿Qué tipo de libros te gustan leer?

Who is your favorite author? ¿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><b>answer literal questions:</b>            How many...?            What is...?            Where did...?            Who was...?</p>	
<p><b>retell or summarize the text:</b>            Tell me what happened.            What comes first, second, third?            When did...?            Tell me what it was about?            Retell the piece.</p>	
<p><b>merge thinking with content:</b>            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><b>acquire knowledge:</b>            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><b>actively use knowledge:</b>            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>	

Adapted from *Comprehension and Collaboration: Inquiry Circles in Action* ©2009 by Stephanie Harvey and Harvey Daniels. Portsmouth, NH: Heinemann.

## Primary: 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"

Students' Names	Goals: Does the student...			
	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: 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"

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

## Primary: 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"

Students' Names	Goals: Does the student...			
	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: 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: 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"

Students' Names	Goals: Does the student...			
	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: 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"

Students' Names	Goals: Does the student...			
	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: 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"

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

## Intermediate: 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 24, "Read to Get the Gist"

Students' Names	Goals: Does the student...			
	Slow down and think about the text, separating the ancillary details from the bigger ideas to get the gist?	Summarize the big picture in a few words?	Distinguish between text information and his thinking to engage more fully with the text and better understand the material?	Other comments:

# Writing Reflection

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Title of Writing \_\_\_\_\_

When you finish a piece of writing you want to keep, take a minute to think about it.

1) What are you particularly proud of in this piece of writing?

What do you like about the way you wrote it?	What do you like about the piece itself?
--	--

2) What would you like to improve on?

What could be better about the way you wrote it?	What could be better on the next piece you write?
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Adapted from *Teaching the Qualities of Writing* ©2004 by JoAnn Portalupi and Ralph Fletcher. Portsmouth, NH: Heinemann.

# 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	_____ _____ _____ _____	
Writing Reflection	_____ _____ _____ _____	
Writing Samples	_____ _____ _____ _____	