![MCj04136180000[1]]() L king at Literacy

*Kannapolis Middle School* [KMS Literacy Website](http://kmscoaches.weebly.com/literacy.html) *August/September 2009*

**Literacy Checklist**

 ***Have I…***

* Activated students’ prior knowledge?
* Helped them organize the information?
* Provided opportunities to extend/practice?
* Allowed students to work collaboratively?
* Checked for understanding?
* Allowed for student choice?
* Required critical thinking?
* Allowed time at the end for students to summarize?
* Used technology to enhance understanding?
* Allowed student movement?
* Let students do the work instead of me?
* Listened to any students read aloud?
* Mentioned/Modeled reading strategies and tools?

**Content Area Literacy:**

*the ability to read, write, think about, discuss, and present text-based information and ideas using a wide variety of print formats, including electronic and multimedia.* (Source: www.ccsso.org)

Huh? What? Reread that definition, a little slower this time. Do you require your students to do any of those things in your classroom? Sure you do.

My role as your middle school literacy coach is to support you as you help your students become literate in your content area.

The “coach” part of my title means that I tailor what I do to fit your needs. It might look like:

* **Brainstorming** ideas together
* **Planning** a lesson or strategy together
* **Co-teaching** a lesson
* **Modeling** a new strategy for you
* Staff Development **sessions** (individual/group)
* Providing **resources**

*And a new focus for this year…*

* **Visiting** your class to help you reflect on something specific you’ve identified, like:
	+ *Am I using effective ways to read text?*
	+ *How can I incorporate writing?*
	+ *Do I ask higher-level questions?*
	+ *Do I do the thinking for my students?*
	+ *Are students engaged?*
	+ *Do I transition effectively?*

**![C:\Documents and Settings\kcs user\Local Settings\Temporary Internet Files\Content.IE5\OH40MECZ\MCj04398240000[1].png]()**

**4th Period: The Bottom Line**

We want to help kids to like reading and help them do it better.

*More specifically, we want to:*

* Create lifelong readers.
* Give time to practice reading a variety of self-selected texts.
* Reinforce reading strategies and tools (in a subtle, but progressive way).
* Allow students to talk to you and each other about what they read.
* Increase stamina for EOG.

***Please read the next page for more information about 4th period during the 1st Nine Weeks.***

![C:\Documents and Settings\kcs user\Local Settings\Temporary Internet Files\Content.IE5\OH40MECZ\MCj03967000000[1].wmf]()![C:\Documents and Settings\kcs user\Local Settings\Temporary Internet Files\Content.IE5\OH40MECZ\MCj04338290000[1].png]()**Focus on: 4th Period Reading**(I know it’s a lot; read it anyway. Pretty please.)

For the first 9 weeks, most of you will have a 4th period Reading class. I know Math teachers will have a Math group but will incorporate reading time as well. I hope the following information and ideas will help you feel prepared and confident as we all take on the responsibility for creating proficient recreational and academic readers.

**MATERIALS**

One of the main goals of 4th period Reading is to surround our students with high-interest reading materials to select from. These materials can come from many sources:

* **Library books**: All students should have opportunities to check out library books through Language Arts class, but the team can help by allowing students to visit the media center. Also, consider checking out a crate of high-interest books to keep in your classroom for a while.
* **Classroom library**: Many of you have built up classroom libraries as a nice complement to the school library.
* **Magazines/Newspapers**: We have numerous Time for Kids magazines and free access to the Charlotte Observer and Salisbury Post.
* **Internet**:We have digital access to enormous amounts of material! Let students read online.
* **Audiobooks:** See an academic coach to help you find online sources for free audiobooks.

\*\*Less motivated readers probably don’t know what they are interested in reading. Take the lead and help them find something! Mrs. Smith is your #1 resource.

Go to the [KMS Reading Wiki](http://kmsreading.pbworks.com) for high-interest articles and websites.

**INSTRUCTION**

* We will begin the year with a brief review of Reading Strategies and Tools. You can do a brief mini-lesson on Monday and mention the strategy/tool throughout the week. (7th grade teachers might need to provide a little more guidance since 8th graders did this last year.)
	+ **Self-Monitoring** (Does it make sense??)
	+ **Rereading**
	+ **Reading ahead**
	+ **Adjusting reading rate**
	+ **Marking the text** (more so in academic reading rather than recreational reading)
	+ **Visualizing**
	+ **Summarizing**
	+ **Questioning**
	+ **Connecting**
	+ **Inferring**
	+ **Evaluating**
* Students will be reading most of the time, but on some days (like “double read” days), you might want to try:
	+ Readers’ Café (see Sims/Parker)
	+ Short engaging activities
	+ Conferences (see T. Fulton for a great conferencing story!!)

Go to the [KMS Reading Wiki](kmsreading.pbworks.com) for lesson materials and other ideas.

STRATEGIES

TOOLS

**OTHER POSSIBILITIES**

* Read aloud something you find interesting (news, short story, blog post, etc.)
* Call attention to what good readers do vs. struggling readers a sorting activity (see Cara).
* During conferences, listen to individual students read and check for understanding. You might identify a reading strength or weakness.
* Have an elementary school Skype in and ask our students to read favorite books to them by creating podcasts and posting them on a website.
* Please share your ideas with each other and on the [Reading wiki](http://kmsreading.pbworks.com/)!

**ASSESSMENT/GRADING**

* Keep it SIMPLE. There should be very little work to grade.
* You obviously need to have a grade, but you are not grading ability or behavior. I expect that the grade will include participation (conferences, discussion, sticky notes, etc.). Focus on giving feedback on their reading rather than grades.
* If someone is not reading, don’t just lower the grade and quit. If someone is not reading, it’s usually because they don’t have the “right” reading materials. *Talk* to them, *help* them, *guide* them to the right book/magazine/website.