

IDEAS FOR TEACHING READING

Hello, fellow educator!

Thanks for downloading this resource. When I first began teaching middle and high school ELA, I was not confident about teaching reading. To me, reading was literature. It was novels. It was discussion.

As I matured in my career, worked with others, attended PD, and eventually earned my master's in reading and a reading specialist certification, my understanding broadened. Reading is so much more than literature.

Reading is a child's relationship with a book. It's our ever-changing identity, the habits we form, the meaning we can unpack as we apply strategies and listen to others read out loud. Reading is writing. Reading is an art that includes analyzing all aspects of language, including figurative language, vocabulary, and grammar. Reading is our relationship with the words as they dance on a page.

My hope is that this resource will help you to think through some elements of teaching reading that will ground your course in research-proven strategies for enhancing the overall literacy culture. The reflection questions here can guide you to deeper relationships with students and a broader definition of what it means to teach reading.

I've included resource and blog post links that will save you time. I hope that you can learn from my experience and even save yourself a little bit of prep time as you navigate your teaching journey. Please know that I share my experiences to contribute to the broader teaching community, but that does not mean my structure or "way" is the best for you.

Use the resources and posts included as points of inspiration. Try things. Modify things. See what works for your students and, of course, be responsive to their needs. My goal is always to draw students closer to books...to expand their stamina, volume, thought process, and confidence.

As always, if you have questions or want to brainstorm, you can find me on my blog, readingandwritinghaven.com. You can also email me at readingandwritinghaven@gmail.com.

Happy teaching!

Melissa

PLANNING YOUR READING ROUTINES

CHOICE READING

1

When and how often will students read independently?

What will you do while they read?

Helpful Resources:

[Independent Reading Program](#)

[Vocabulary Activities for Any Word](#)

CONFERENCES

2

When can you find time to confer with students about their reading?

What will your goal(s) be for this time?

Helpful Resources:

[Reading Conference Forms](#)

[Reading Interest Inventory](#)

IDENTITY AWARENESS

3

What data can you teach students to collect to help them define the changes in their reading identities and habits?

How often/when will students have time to collect this data and reflect on it?

Helpful Resources:

[My Reading Ladder – Print](#)

[My Reading Bookshelf - Digital](#)

PLANNING YOUR READING ROUTINES

READING STRATEGIES

4

How often will you introduce new reading skills and strategies?

What reading skills and strategies do students need to be successful with your standards?

Helpful Resources:

[Summarizing Nonfiction](#)

[Synthesizing Texts](#)

[Analyzing Texts](#)

[Children's Book Analysis](#)

BOOK SHARING

5

How often will students be able to talk with others about what they are reading?

What format of book sharing works best for you?

When can you read aloud to students?

Helpful Resource:

[Bulletin Boards](#)

[Digital Class Bookshelf](#)

[Discussion Cards](#)

[Booksnap](#)

WRITING ABOUT READING

6

How will you pair reading and writing together?

What choices could you offer students in responding to their reading?

Helpful Resources:

[Social Media Activities](#)

[Sketchnotes](#) and [One Pagers](#)

[Bookmarks](#)

[Graphic Organizers](#)

Reading Journals: [Set 1](#) & [Set 2](#)

Reading and Writing

MONTHLY TEACHING PLAN EXAMPLE

<p style="text-align: center;">AUGUST</p> <ul style="list-style-type: none"> ✓ Introduce full choice book club ✓ Talk about why reading matters ✓ Book fit and reading ladder ✓ Writing: intro to avoiding plagiarism, the writing process, and email etiquette ✓ Grammar diagnostic, parts of speech review ✓ Vocabulary – Tier 2 Unit 1 – context clues 	<p style="text-align: center;">JANUARY</p> <ul style="list-style-type: none"> ✓ Fifth literary genre ✓ Reading conferences / I.R. ✓ Articles and research, credible sources ✓ Writing: argumentative research paper ✓ Punctuation ✓ Vocabulary – formal word choice for writing unit
<p style="text-align: center;">SEPTEMBER</p> <ul style="list-style-type: none"> ✓ First literary genre ✓ Reading conferences / Independent Reading ✓ Predicting, connecting, visualizing, questioning, inferring ✓ Short stories paired with informational texts ✓ Writing: short responses to reading ✓ Subjects & predicates, complete sentences ✓ Vocabulary from texts – connotations 	<p style="text-align: center;">FEBRUARY</p> <ul style="list-style-type: none"> ✓ Sixth literary genre ✓ Reading conferences / I.R. ✓ Articles and research ✓ Writing: finish argumentative research paper ✓ Punctuation ✓ Vocabulary – root words mini lesson
<p style="text-align: center;">OCTOBER</p> <ul style="list-style-type: none"> ✓ Second literary genre ✓ Reading conferences / I.R. ✓ Summarizing and analyzing ✓ Short stories paired with informational texts ✓ Writing: literary analysis and narrative ✓ Phrases ✓ Vocabulary – Tier 2 Unit 2 	<p style="text-align: center;">MARCH</p> <ul style="list-style-type: none"> ✓ Seventh literary genre ✓ Reading conferences / I.R. ✓ Fairy tale analysis, mythology, allusions, children’s books, etcetera ✓ Writing: children’s book & dialogue ✓ Parallelism ✓ Vocabulary – Tier 2 Unit 3
<p style="text-align: center;">NOVEMBER</p> <ul style="list-style-type: none"> ✓ Third literary genre ✓ Reading conferences / I.R. ✓ Literature circles or whole-class text ✓ Writing: informative ✓ Sentence types ✓ Vocabulary from novels – context clues, word relationships, connotations 	<p style="text-align: center;">APRIL</p> <ul style="list-style-type: none"> ✓ Eighth literary genre ✓ Reading conferences / I.R. ✓ Poetry / wordless picture books ✓ Articles and research ✓ Writing: multigenre unit ✓ Verb moods ✓ Vocabulary – figures of speech
<p style="text-align: center;">DECEMBER</p> <ul style="list-style-type: none"> ✓ Fourth literary genre ✓ Reading conferences / I.R. ✓ Finish literature circles or whole-class text ✓ Writing: informative, photo essay ✓ Sentence types ✓ Vocabulary from novels – context clues, word relationships, connotations 	<p style="text-align: center;">MAY</p> <ul style="list-style-type: none"> ✓ Ninth literary genre ✓ Reading conferences / I.R. ✓ Articles and research ✓ Writing: multigenre unit, playlist of my year ✓ Grammar review

MONTHLY TEACHING PLAN

AUGUST	JANUARY
SEPTEMBER	FEBRUARY
OCTOBER	MARCH
NOVEMBER	APRIL
DECEMBER	MAY

MONTHLY TEACHING PLAN

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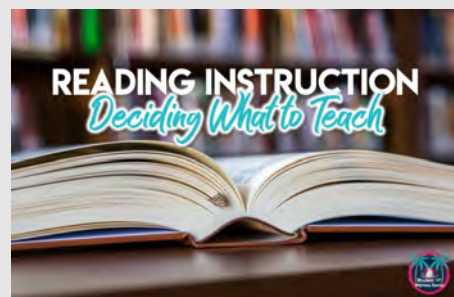
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BLOG POSTS ABOUT TEACHING READING



POPULAR RESOURCES:

INDEPENDENT

READING PROGRAM



Engagement, Organization, & ACCOUNTABILITY

BRAIN-BASED VOCABULARY ACTIVITIES

meaningful associations



One PAGES

WITH SCAFFOLDING

FOR FICTION & NONFICTION



EMAIL ETIQUETTE

ELOQUENT

Fun

DIGITAL & PRINT



SENTENCE TYPES

UNIT BUNDLE

SIMPLE, COMPOUND
COMPLEX, COMPOUND-COMPLEX



COMPREHENSION

ACTIVITIES

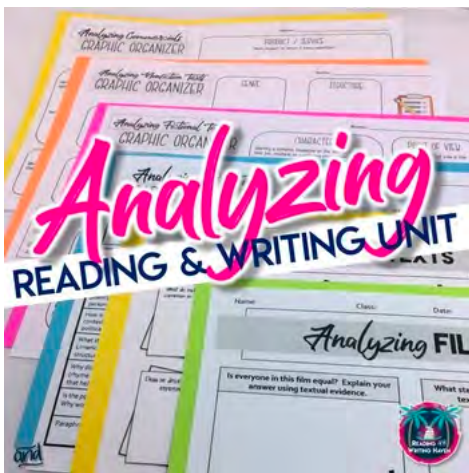
DIGITAL & PRINT



Analyzing

READING & WRITING UNIT

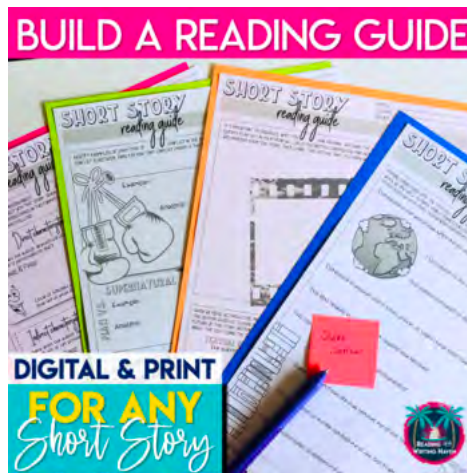
ANALYZING FILM



BUILD A READING GUIDE

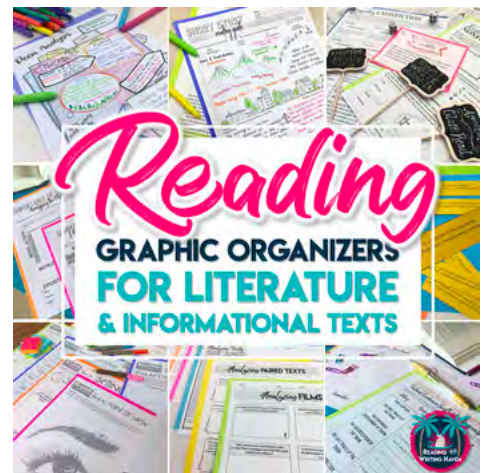
DIGITAL & PRINT

FOR ANY Short Story



Reading

GRAPHIC ORGANIZERS FOR LITERATURE & INFORMATIONAL TEXTS



CLIPART *credit*

