



READ FOR SUCCESS IMPLEMENTATION GUIDE

Reading
Is Fundamental

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1. How Read For Success Works

This guide is provided to assist you in planning and implementing Reading Is Fundamental's (RIF) Read for Success (RFS) program. Keep in mind that the program is flexible, and RIF does not prescribe one way to implement the program. Rather, we suggest you integrate it into your reading program in a way that best supports your school or organization's unique goals and needs. We are excited to help you bring this program to life for the children you serve.

1.1 Program Materials & Planning

STEP 1:

RECEIVE RFS BOOK COLLECTION(S) AND MATERIALS

You will receive the following program materials: Selected Book Collection(s), Facilitator's Guide with suggested activities, tote bags, and student journals. The book collection titles will be incorporated into your read-aloud and classroom activities. The tote bags and student journals will be distributed to students as part of your book celebration event. Please note that these program materials may come in one box or multiple boxes from multiple vendors. These boxes do not include the student books for children to select and keep, which you, as the RFS program coordinator, will order separately online via the RIF Bookstore.



STEP 2:

ORDER STUDENT BOOKS FOR HOME LIBRARIES

You will receive an email from RIF with your username and password to access the online RIF Bookstore as well as directions to help you select and order your student books within a pre-paid account for the program. Once you receive that email, you will be able to login to the RIF Bookstore and order 6 books for each participating student. We encourage you to review the variety of titles offered and select books that meet the needs and interests of the students you serve. These are the books your students will be able to take home and own. You can order all the books at one time or via multiple orders. It may take up to 4 weeks to receive an order so please plan accordingly to align with your planned book distribution(s).



STEP 3

PLAN, SCHEDULE & IMPLEMENT RFS READ-ALOUDS AND RELATED ACTIVITIES

Plan which books in the RFS book collection you want to read aloud with your children and which accompanying activities to incorporate into your program. Schedule read-alouds and activities into your instructional or activity calendar.

STEP 4

ENGAGE FAMILIES/CAREGIVERS

Let your students and their families know about the RFS program. Family engagement at home to extend the learning is encouraged. In fact, the Facilitator's Guide provides suggested at-home activities you can send home with students related to the books you will read aloud in class. A suggested parent/caregiver letter is provided for your use.

STEP 5

PLAN & HOLD BOOK CELEBRATION EVENT (Book Distributions)

Ensure all student books are ordered and received, select your event date and location, and hold your book distribution event (a book celebration event to create excitement around the student book selection). This event(s) is recommended but not required as long as all student books are distributed. You can find book celebration event ideas on our RFS support page including an event checklist that is included in our Books for Ownership Implementation Guide. Consider including family and community engagement as part of your celebration! Please keep in mind that an event can be as big or as small as fits your needs and you can choose to distribute all the books at once or a few at a time.

STEP 6

SHARE YOUR IMPACT

We want to capture your RFS program impact. Towards the end of your program, you will receive an email with a link to complete a brief online activity report that details how you implemented your program. We will also send a link for participating educators/coordinators and parents to complete a survey to share their opinions.

1.2 Program Implementation Guidance

If you have received the Classroom or Cart versions of RFS, which include a 30-book Classroom Collection, you have enough material to supplement your basal reading program for the entire school year. Please note that the Club version includes a 15-book Classroom Collection that can be used for alternate

implementations. This section offers guidance on how to implement the RFS program in the context of your basal reading program in a school. The following sections then cover after-school/school-adjacent and summer implementations of the RFS program.

Using RFS During the School Year

RFS can be implemented on a consistent basis throughout the school year, as frequently as desired, to supplement your basal reading program (see a full list of suggested pacing options further down in this guide). For each book in the Classroom Collection, you have enough material to integrate these activities into your instruction time twice per week by incorporating the following components into your routine:



Because RFS is a supplemental program made up of highly engaging books and resources, we encourage an ongoing effort to include these resources at least once or twice a week. The read-alouds combined with the extension activities (as well as combining the take-home activities) will support a culture of literacy in your classroom and at home.

One way to think about organizing your read-alouds and activities is to divide the titles in the book collection into different categories. Creating themed learning units with these books creates a way to organize the book collection and provides students with an expectation of upcoming books to read and the flow of your program. For example, Scientific Inquiry: Collection 1 could be organized this way:

Animal Stories - A Nest Is Noisy - Tower of Giraffes - Best Foot Forward - Ferdinand Fox's First Summer - Millie's Chickens - Sleepy Snoozy Cozy Cozy Multicultural Stories - Buffalo Bird Girl - Emmanuel's Dream - Little Melba and Her Big Trombone - Separate Is Never Equal - Sunday Shopping - The Pilot and the Little Prince - The Place Where You Live	Art Stories - The Nesting Quilt - The Noisy Paint Box - The Day the Crayons Came Home Science Stories - Electrical Wizard - Butterfly Counting - Interstellar Cinderella - Sam and Dave Dig a Hole - Sylvia's Spinach - T is for Time - The Secret Galaxy - Unplugged - Whoosh!	Winter Stories - Blizzard - Kali's Story Giving Back - Lend a Hand - The Most Magnificent Thing Spring Stories - King for a Day - Raindrops Roll Ready for Summer - Ice Cream Summer - Island Birthday - NG Little Kids First Big Book of the Ocean
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Using RFS in After-School/School-Adjacent and Summer Programs

There is a great deal of flexibility in the implementation of RFS and it can be implemented to support programming after-school or during the summer. You can pace the read-alouds and associated activities based on the amount of time you are able to allocate to literacy programming.

When implementing RFS after school or during a summer program, you may want to distribute the student books earlier in the process. In fact, for summer implementation, given the limited time that summer reading programs have, students should get their take-home books as soon as possible.

Tips for Distributing Books to Children

The book celebration event may be one of the most powerful aspects of RFS. Modeled after RIF's flagship Book for Ownership (BFO) program, children are given the chance to select new age-appropriate books to take home and own. You will want to ensure that you order books from the RIF Bookstore for this event and not the book collection. Book collections are meant to stay in your class or organization to use for your read-aloud activities – these are not to be distributed to children. When student take home books are combined with the free digital resources for parents and educators within RIF's Literacy Central website at www.RIF.org/literacy-central, you have everything you need to encourage a continuous focus on reading.

As the RFS program coordinator, you also have a great deal of flexibility in the timing of your book celebration event(s) and you can explore a wide variety of formats, such as distributing the books at the beginning of your program or incrementally as you work your way through the program.

For example, if you plan to leverage RFS to support students' learning during the summer months, you may want to order the books at the beginning of your program implementation (likely the end of the school year/the start of summer) and distribute them so students have books to read all summer. Alternatively, if you are using RFS during the school year, you may want to develop an incremental distribution of the books instead. For example, you might have a reward or badging system in place, and this could include a book distribution for the students at specific points in the school year.

However you choose to distribute the books, we strongly recommend using RIF's Books for Ownership (BFO) format, and we've shared a detailed road map within our Book for Ownership Implementation Guide which can be located on our RFS support page.

RFS Reporting and Surveys

RIF is confident that you will find that after students participate in RFS, they read more frequently, are more engaged and motivated to read. However, we are always interested in feedback and measuring the impact of our programs. At the end of your program, you will receive an email with a link to provide some feedback on the program and share testimonials. In addition, we will provide a link to a short survey that we ask that you share with the educators and parents whose students were part of the program.

1.3 Program Pacing Options

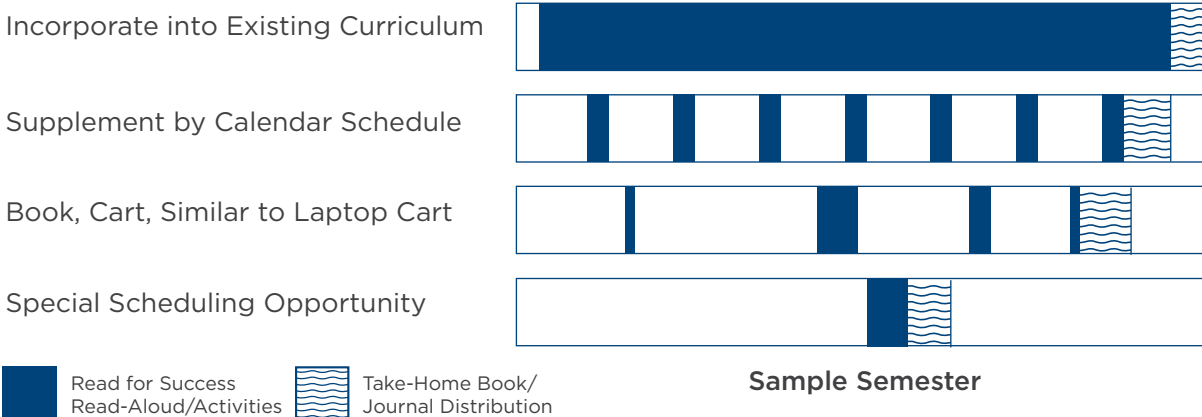
RIF has configured Read for Success to be flexible, because we know that no two schools or learning settings are the same. Our goal is to provide a supplemental reading program that includes engaging books and helpful facilitator materials to make delivery of read-alouds and associated activities as simple as possible. The combination of read-alouds, extension activities, and encouragement for independent reading is grounded in literacy research, but the structure of the program is not prescriptive.

Here are some ways you could implement RFS with fidelity:

1. **As the material for an existing reading or literacy curriculum:** Even within a prescribed scope and sequence, the RFS program facilitator may choose to incorporate certain books and relevant activities into their plans. Scheduling would follow their regular class plans.
2. **As a supplement built into the existing calendar:** A RFS program facilitator could decide that, once a month, he/she is going to spend one hour modeling reading strategies using a read-aloud and some of the activities. Or he/she could spend the last half-hour on a strategy highlighted via read-aloud every Friday afternoon, before sending the children into the weekend with an assignment for independent reading.
3. **As a Book Cart - analogous to a laptop cart:** The entire collection lives on a mobile cart, including the Facilitator's Guide which has all the activity pages, and travels from room to room, as desired. This option is good for times when the RFS program facilitator finds they have an unexpected window of opportunity (e.g., a rainy day recess, a substitute who may need a back-up plan, a half-day or field trip that shifts the schedule).
4. **As the basis for any special schedule time:** Examples from other models include using the program as an elective class between trimesters or as the basis for an additional literacy block.

Below is a snapshot overview of how each of the above options might look on a school schedule with the understanding that the pacing of the RFS program is entirely flexible and adaptable to fit your specific needs.

Read for Success: Sample Implementation Scheduling by Approach



You can see that there is no wrong way to implement this program, as it is supplemental and designed with flexibility in mind. The Facilitator's Guide provides step-by-step activities for each title in the collection, which is intended to make it easy to implement. But the RFS program facilitator does not have to use all of the activities or use them in any specific order.

2. Supplemental RFS Professional Development

Supplementing A Literature-Based or Core Reading Programs with RFS

RFS is a supplemental reading program that aligns well with structured reading programs. Whether your institution already has a reading curriculum, RFS can add value to your classroom or out of school instruction, as it helps students to engage with texts, use hands-on learning and develop their love of reading through curated texts and activities. RFS is offered as a set of supplemental literacy resources that make reading fun and exciting and bring books to life. RFS materials were created using evidence-based practices that allow you to create a balanced reading program.

This section of the implementation guide serves as a supplementary resource to ground the program in instruction practices with suggestions on how to approach the RFS materials in fun and engaging ways. Since RFS is intended to support children's reading development in a cross-curricular approach by exploring and incorporating STEAM-based activities, we highlight these pathways as well. The RFS book collections provide an opportunity to introduce STEAM concepts in ways that not only reinforce positive reading behaviors for students, but also makes learning about these topics accessible to students, educators, parents, volunteers, and community coordinators.



2.1 RFS as a Reading Enrichment Program

According to the National Reading Panel (2000), there are five key components to reading instruction. These components build on each other but also are key milestones in the development of a young reader:

Phonemic Awareness: The ability to understand that words are made up of syllables and component sounds, or phonemes. This is an important prerequisite to reading.

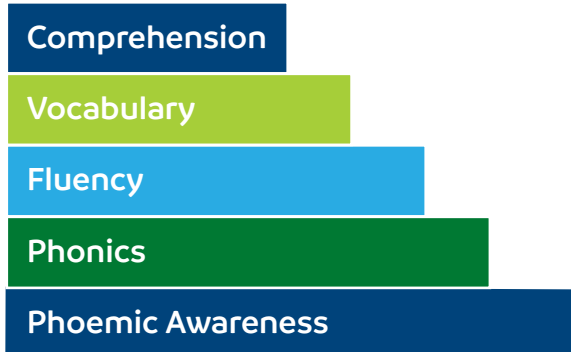
Phonics: The ability to connect letters and letter combinations with specific sounds. This is a foundational skill for decoding and being able to read unfamiliar words.

Fluency: The ability to decode words and read accurately with speed and expression. This includes silent reading and oral reading.

Vocabulary: With the ability to read with fluency, young readers can now expand their knowledge base by expanding their vocabularies. This can include sight words, as well as relevant vocabulary that build a young reader's content knowledge.

Comprehension: With the ability to read fluently and with an increased content knowledge base, young readers can demonstrate a deeper understanding of what they have read.

These five components become the stepping stones to engaging readers with more challenging and complex texts. While guided reading is often associated with the fluency stage, RFS is a program that positions reading aloud as a continuous experience, supporting all of these key components of reading development.



Depending on a child's reading development, you may want to modify your book read-aloud as follows:

Phonemic Awareness	Focus on sounding out keywords from a book and breaking up keywords into syllables and phonemes.
Phonics	Look for opportunities to develop phonics concepts using key terms from the book.
Fluency	Encourage students to reread key portions of the book so that they can practice their speed and accuracy.
Vocabulary	Each RFS book includes word puzzles that allow students to reinforce word recognition and definitions. Also included are vocabulary scaffolds for each book.
Comprehension	Use the classroom books as a way of expanding a student's content knowledge using the STEM/STEAM-based activities that are in the facilitator's guide for RFS.

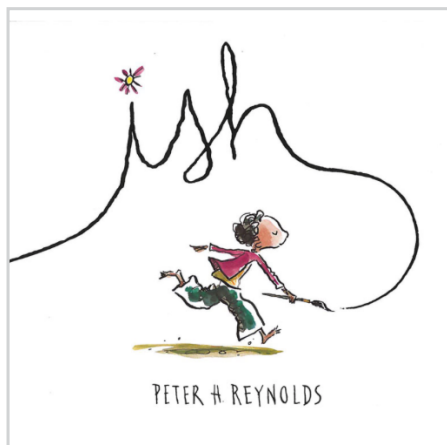
2.2 RFS Sample Lesson Plans

The RFS program materials allow you to adapt the book collections and corresponding extension activities for your specific needs. Whether you are using RFS in a traditional school setting or an out of school educational environment, RFS's Facilitator Guide provides a variety of accompanying extension activities. You will be able to adapt these resources to suit your needs across all grade levels.

In the following model lessons, we are demonstrating ways beyond the RFS Facilitator's Guide of using the RFS book collections to develop reading skills along the dimensions of Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. The goal is to demonstrate the flexibility of RFS, as you begin integrating it into your reading program.

The example books shown below for these sample lessons also come from the RFS collections.

RFS Book example: *Ish* by Peter H. Reynolds



This lesson plan in conjunction with the RFS Facilitator’s Guide activities meets the following Common Core Standards:

CCSS.ELA-LITERACY.RL.K.1	CCSS.ELA-LITERACY.RF.K.1	CCSS.ELA-LITERACY.L.K.3
CCSS.ELA-LITERACY.RL.K.2	CCSS.ELA-LITERACY.RF.K.2	CCSS.ELA-LITERACY.L.K.4
CCSS.ELA-LITERACY.RL.K.3	CCSS.ELA-LITERACY.RF.K.3	CCSS.ELA-LITERACY.L.K.5
CCSS.ELA-LITERACY.RL.K.4	CCSS.ELA-LITERACY.RF.K.4	CCSS.ELA-LITERACY.L.K.6
CCSS.ELA-LITERACY.RL.K.5	CCSS.ELA-LITERACY.RF.1.1	CCSS.ELA-LITERACY.RF.5.3
CCSS.ELA-LITERACY.RL.K.6	CCSS.ELA-LITERACY.RF.1.2	CCSS.ELA-LITERACY.RF.4.3
CCSS.ELA-LITERACY.RL.K.7	CCSS.ELA-LITERACY.RF.1.3	CCSS.ELA-LITERACY.RF.3.3
CCSS.ELA-LITERACY.RL.K.8	CCSS.ELA-LITERACY.RF.1.4	CCSS.ELA-LITERACY.RF.3.4
CCSS.ELA-LITERACY.RL.K.9	CCSS.ELA-LITERACY.L.K.1	CCSS.ELA-LITERACY.RF.4.4
CCSS.ELA-LITERACY.RL.K.10	CCSS.ELA-LITERACY.L.K.2	CCSS.ELA-LITERACY.RF.5.4

For this book we have provided two model lessons, one on phonemic awareness and one on phonics.

PHONEMIC AWARENESS MODEL LESSON

Use this lesson type for students who are working on their phonemic awareness skills, but before they have started learning phonics.

Time To Read: Introduce the book by reading the title and author’s name aloud. Return to the title and sound out the individual sounds of the title “Ish.” Allowing the child to hear the two isolated sounds: /i/ and /sh/. Explain to children that words are made up of sounds, and different combinations of sounds form the words we speak. When we combine words together, we are really combining sounds. And when we read words, we are reading sounds.

While We Read: As you read the story, whenever you come across “ish” sound, have the students repeat the phonemic combination /i/ + /sh/.

Let’s Think About: Once you’ve finished reading, do the following activity.

In the book, the sound “ish” was added to the ends of words because things were almost something.

Vase-ish: Almost a vase.

Tree-ish: Almost a tree.

Boat-ish: Almost a boat.

The sound “ish” is itself almost a word. It is made up of two sounds:

/i/ + /sh/

In this game, we will add other sounds to “ish” to make some words.

D-sound: /d/ + /i/ + /sh/

What's the word? (Dish)

F-sound: /f/ + /i/ + /sh/

What's the word? (Fish)

W-sound: /w/ + /i/ + /sh/

What's the word? (Wish)

Now try to figure out the word based on these sounds:

/s/ + /w/ + /i/ + /sh/

(Swish)

/d/ + /ē/ + /l/ + /i/ + /sh/

(Delish)

/p/ + /o/ + /l/ + /i/ + /sh/

(Polish)

/j/ + /i/ + /b/ + /ir/ + /i/ + /sh/

(Gibberish)

Find the -ish sounds in this poem:

A fish
Made a wish
Avoid the dish
With a swish

PHONICS MODEL LESSON

Use this lesson type for students who are developing their phonics skills, or who need a refresher.

Time To Read: Introduce the book by reading the title and author's name aloud. Return to the title and sound out the individual sounds: /i/ + /sh/. Allow the children to hear the isolated sounds of each letter and letter combination.

RIF TIP - Use magnetic letters and a cookie sheets to serve as your board. Stick the magnetic letters on your tray that spell out ISH, sounding out each letter or letter combination before you place letters on the tray. Once you have all three letters on the cookie sheet, separate the letters into the two phonemes. Explain to children that words are made up of sounds, and that these sounds can be represented by letters or letter combinations. When we combine words

together, we are really combining sounds. And when we read words, we are reading sounds.

Return your attention to the book cover and explain you are going to read a book that features the word stem “ISH”. Invite the students to make the “ish” sound with you whenever they see the letters I-S-H. Remind them of the phonetic sounds that make up “ish.”

While We Read: As you read the story consider adding interactive aspects to the story.

Invite the children to draw an invisible picture in the space in front of them. Encourage them to use their imaginations as they draw in the air.

When Leon burst out laughing, turn to the children and model what laughing out loud at someone looks like. Then invite them to laugh out loud as well.

If this activity gets out of hand, and the children have too much fun laughing loudly, shift the noise level by putting your finger to your lips then model laughing loudly with no sound. Children should see your exaggerated body language as laughter moves through you, but no sound is heard. Now tell the children it is their turn and invite them to join you in your silent laugh fest.

Next model Ramon’s anger and act out crumpling up an invisible sheet of paper and throwing it across a room. Invite the children to do the same. When you’re ready to move on and return to the story, put your finger back to your lips in a “shushing” motion and continue reading.

When you read the lines “I’m done” use a dramatic voice. Apply that same voice when reading “What do you want?” Consider pointing at the children as if they were Marisol in that moment. When you see the word ISH - don’t read the sound. Ask the children to say the word for you together. Apply a countdown method “On the count of three say the sound for me please. Ready?! One. Two. Three!” Point to the children when you get to three as a signal it’s their time to say the word. Then point to them again each time you come across the word ISH. You can continue to apply the countdown method, but instead of saying the numbers, simply hold up your hand and count up to three then point to the children when it is their turn to speak collectively.

When you come to the word “ISH-LY” let the students say ISH then you add the LY sound. In the same manner, you highlighted ISH phonetically and phonemically point out the L-Y sounds.

Really have fun and be animated as you read the descriptions in his journal. For example, read Tree - then point to the students when you come to the ISH word. Repeat this practice for all of the ISH examples.

RIF TIP - So it does not get boring, change the sound of your voice as you read the examples. Use a high voice, use a low voice, use a gruff voice, use a squeaky voice. Ask your students for voice suggestions and mimic the voices they create.

It doesn't matter how silly the sound. In this activity there is no wrong way answer, so encourage children who may not usually speak to give you an answer. If they shake their heads or refuse to participate, mimic their body language as you say the ISH word, so the child is still included in the activity.

Let's Think About: Once you've finished reading, return to the page that refers to "poem-ish" writings. Give the children a verbal example of what a poem-ish poem sounds like by re-reading the example on the page.

Ponder
 Pond Ponder
 Dream Yonder
 Pond Pond
 Yond Yond
 Gleam Wander

RFS Book example: *Blizzard* by John Rocco



This sample lesson plan in conjunction with the RFS Facilitator's Guide with extension activities meets the following Common Core Standards:

CCSS.ELA-LITERACY.RL.K.1	CCSS.ELA-LITERACY.RL.K.10	CCSS.ELA-LITERACY.RL.1.9
CCSS.ELA-LITERACY.RL.K.2	CCSS.ELA-LITERACY.RL.1.1	CCSS.ELA-LITERACY.RL.3.1
CCSS.ELA-LITERACY.RL.K.3	CCSS.ELA-LITERACY.RL.1.2	CCSS.ELA-LITERACY.RL.3.7
CCSS.ELA-LITERACY.RL.K.4	CCSS.ELA-LITERACY.RL.1.3	CCSS.ELA-LITERACY.RL.3.3
CCSS.ELA-LITERACY.RL.K.5	CCSS.ELA-LITERACY.RL.1.4	CCSS.ELA-LITERACY.RL.4.4
CCSS.ELA-LITERACY.RL.K.6	CCSS.ELA-LITERACY.RL.1.5	CCSS.ELA-LITERACY.RL.4.7
CCSS.ELA-LITERACY.RL.K.7	CCSS.ELA-LITERACY.RL.1.6	CCSS.ELA-LITERACY.RL.5.7
CCSS.ELA-LITERACY.RL.K.8	CCSS.ELA-LITERACY.RL.1.7	
CCSS.ELA-LITERACY.RL.K.9	CCSS.ELA-LITERACY.RL.1.8	

FLUENCY AND VOCABULARY MODEL LESSON

For this book, we provide combined model lessons on fluency and vocabulary. You can use this lesson for students who are demonstrating an ability to decode words and read passages with some fluency.

Time To Read: Introduce the book by asking students if they are familiar with the term “blizzard.” Ask them to think of a definition and how that definition differs for that of the word “snowfall.” Before reading the story, point out the same person is the author and illustrator of this book. Define the role of an author/illustrator in telling the story.

While We Read: Introduce the Vocabulary Scaffold sheet that can be found in the Facilitator’s Guide and have students refer to the sheet as you read the book. Read the book completely from start to finish. Then read it again, but this time have students identify words from the Vocabulary Scaffold as they occur in the book. When possible, describe the relationship between illustrations in the book and the vocabulary words within the story (e.g., flake, igloo, snowdrifts, sled, and snowplows are vocabulary words illustrated in various ways). Invite students to describe how the vocabulary word is illustrated on the page.

Let’s Think About: Helping students quickly recognize and decode sight words is an important skill to develop alongside expanding their vocabulary. Developing these skills supports reading fluency.

Engage in this activity after you read the Blizzard book, so students have had an opportunity to read the sight words several times before you teach them how to write them. Given the amount of learning needed for students to learn sight words, it’s helpful to teach each word one at a time, and only move on to new sight words when you are confident the students have a firm understanding of the current word.

Create a list of basic sight words that appear in Blizzard, as identified within Dolch and Fry word lists, and select several sight words based on your students’ reading level. Phonetic words are easiest for children to learn, so consider starting there. RIF has also developed a series of word puzzles that use the Dolch and Fry word lists.

RIF TIP - Create a sight word chart, using words from the book - for example here’s a listing of some of the sight words used in Blizzard: I, a, is, my, many, the, before, and, stop, to, so, be, as.

There are various methods for teaching sight words, but the following activity is based on Jan Richardson’s (2016) Assess-Decide-Guide Framework shared below.

Start by introducing the word. Write the word on a dry-erase board. Do this in front of students so they can see the left-to-right construction of the word. Tell students the word and ask them to look at each letter as you slide an index card left to right across the word. This prompts students to study the word by scanning left to right.

Then engage in the following activities:

Step 1: What's Missing? - Turn the board toward you and erase a letter near the end of the word. Show the board to students and ask them to tell you the missing letter. Say, "what's missing?" Write down the missing letter once it has been correctly identified by the students. Repeat this activity 2-3 more times by erasing one letter, and then two, at the beginning, middle, or end of the word. This activity should feel like a game, while at the same time keeping the student's attention and teaching them to pay attention to how the word is spelled.

Step 2: Mix & Fix - Give students magnetic letters to spell a sight word from the sight word chart. The first time you use this activity, give students the same word. Instruct students to read the word using a left-to-right sweep with their finger. Then have them slide each letter to the left or push them up one at a time to make sure they are looking at each letter. Students then mix the letters and realign the word into the correct spelling while keeping the letters on the table.

Step 3: Table Writing - Students use their index finger to "air-write" the word on the table (i.e. pretend to write the word using invisible ink with their finger). Make sure students are looking at their finger while they write. This activity builds a memory trace for the word. Once you see a child write the word with his or her finger, cover the magnetic letters and invite them to try again without looking at the spelled word. Use growth mindset language to encourage children who may have difficulty with this activity.

Step 4: Write It (and Retrieve It) - Students write the sight word down using writing materials of some kind. They should say the word as they write it, thereby mimicking what their teacher does when reading a story aloud. Do not encourage students to spell or sound out the word. You want them to learn the word as a complete unit. If they need help, they should uncover the magnetic letters from Step 3. After they write down the word, they should erase it and try to write it again. Now say a different sight word, this should be a very familiar word you know your students know how to write. After they write it down, have them erase it, then return to the new sight word used in Step 3, and ask them to rewrite this word again. This activity strengthens students' ability to retrieve past knowledge and re-apply it in new learning situations, thereby re-enforcing information they previously learned.

RFS Book example: Cloudette by Tom Lichtenheld





This Reading Comprehension model lesson plan in conjunction with the RFS Facilitator's Guide and extension activities meets the following Common Core Standards:

CCSS.ELA-LITERACY.SL.K.1	CCSS.ELA-LITERACY.SL.1.4	CCSS.ELA-LITERACY.SL.3.3
CCSS.ELA-LITERACY.SL.K.2	CCSS.ELA-LITERACY.SL.1.5	CCSS.ELA-LITERACY.SL.3.4
CCSS.ELA-LITERACY.SL.K.3	CCSS.ELA-LITERACY.SL.1.6	CCSS.ELA-LITERACY.SL.4.1
CCSS.ELA-LITERACY.SL.K.4	CCSS.ELA-LITERACY.SL.2.1	CCSS.ELA-LITERACY.SL.4.2
CCSS.ELA-LITERACY.SL.K.5	CCSS.ELA-LITERACY.SL.2.2	CCSS.ELA-LITERACY.SL.4.3
CCSS.ELA-LITERACY.SL.K.6	CCSS.ELA-LITERACY.SL.2.3	CCSS.ELA-LITERACY.SL.4.4
CCSS.ELA-LITERACY.SL.1.1	CCSS.ELA-LITERACY.SL.2.4	CCSS.ELA-LITERACY.SL.5.1
CCSS.ELA-LITERACY.SL.1.2	CCSS.ELA-LITERACY.SL.3.1	CCSS.ELA-LITERACY.SL.5.2
CCSS.ELA-LITERACY.SL.1.3	CCSS.ELA-LITERACY.SL.3.2	CCSS.ELA-LITERACY.SL.5.4

READING COMPREHENSION AND COLLABORATION MODEL LESSON

Use this model lesson to support students in reading comprehension and collaboration skills.

Time To Read: Introduce the book by asking students what they know about how clouds are formed. Ask them to imagine what it would be like to be a cloud. What would your experience be?

While We Read: Introduce the Vocabulary Scaffold sheet and have students refer to the sheet as you read the book. Have students read the book out loud completely from start to finish. Then read it again, but this time have students identify words from the Vocabulary Scaffold as they occur in the book.

Let's Think About: Mental Warmups. Help students think through the story you've just read by asking these comprehension prompts:

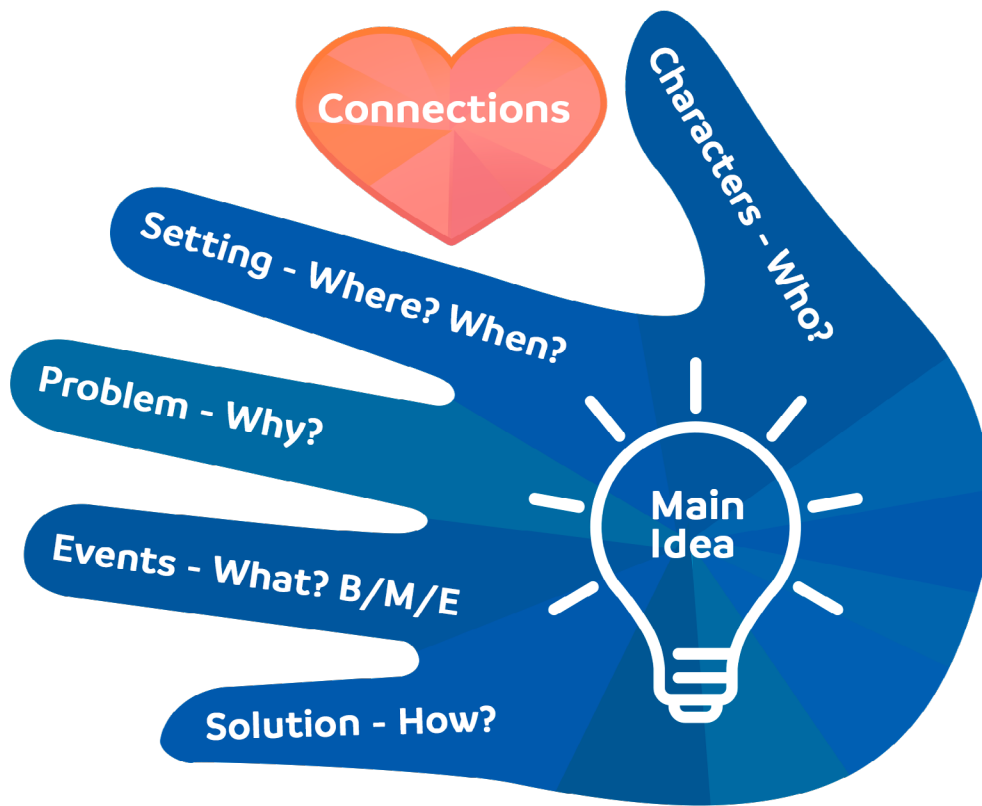
What do you think about the story we just read?
 What's the problem in the story?
 How does Cloudette feel now? Why do you think she feels that way?
 What have you learned from this story?

B-M-E. Follow up your discussion with a class retelling of the Cloudette story by breaking the story into three sections: Beginning, Middle, and End. Depending on your class size, you can encourage students to be as detailed as possible within their responses. One way of doing this is to invite students to share their connections to the book.

Have you ever felt small like Clodette? What did you do in those moments?
What do you do when you're feeling blue?
What can you do that is big and important?

Five Finger Retell. Teach students to retell any story using the fingers on their hands. We love this activity because it teaches a very useful skill in a clear and concise way.

Retell the story using the fingers on your hand.



Thumb: Hold up your thumb and list the main Characters in the story.

Index finger: Hold up your index finger and review the Setting mentioned in this book.

Tall finger: List all of the Problems Clodette encountered within this story. Now help students identify the main problem (i.e. she wanted to do something big and important and initially perceived her small size as a limitation problem).

Ring finger: List all of the Events Clodette encountered within this story. Help students identify alternative ways Clodette could have handled the events she encountered (i.e. she is blown into a different area by the storm, what might have happened if the new clouds she met didn't speak to her? Or were not welcoming? Why is it important to be kind to others?)

Little finger: Describe the Ending of the story, and then invite the students to come up with several alternative endings.

Bonus Concepts: Use the center of your palm to discuss the main idea or theme expressed within the story. Imagine a heart exists between your thumb and index finger and use this space to draw connections between the Cloulette and the settings she traveled to throughout the story. You can continue drawing connections between each of the spaces within your hand (i.e. setting and problem, problem and events, events and solutions).

2.3 RFS Teaching Prompts and Discussion Starters

Use the following prompts within your classroom read-aloud activities. The prompts in this section utilize resources from Jan Richardson's (2016) Assess-Decide-Guide Framework shared below. Consider building upon these concepts. Chart adapted from Richardson's Prompts and Scaffolds Related to Common Core.

Strategy	Prompts/Discussion Questions
Literal Comprehension	- What happened? What did you read? - What did you learn? - What did you notice? - What's important?
Ask and Answer Questions	- What questions do you have? - What confused you? - What are you wondering?
Central Ideas	- What was the central message/lesson/moral? Why do you think that? - How did the author use reasons and evidence to support the main idea?
Summarize	- Summarize this part in a sentence or two. - What's the most important part of this text?
Character Analysis	- How did the character feel at the Beginning-Middle-End? What caused those feelings? - What words would you use to describe [select a character name from the story]? - Did [character name] change throughout the story? How? What caused the changed? - What motivated the character to do (or say) that?
Analyze Relationships	- Describe the relationship between____and____. (Comparison options: events, ideas, people, or concepts)

Vocabulary	- What can you do to figure out this word?
Compare/Contrast	- Have you read other texts like this? - How does this text compare to _____ (text by the same author or on a similar topic)? - How are _____ and _____ similar (different)?
Use Text Features	- Why did the author include the _____ (name the illustration detail) on page _____? - What additional questions can you ask about the text feature? - How do the illustrations contribute to the meaning/mood
Evaluate	- What did you think about this text? - How is this book similar to or different from another book you've read? - What is your opinion? How is it different or similar to the authors?