



A new generation of literacy instruction



ReadyGEN Book Talk

Prepare and present a Book Talk to share what you are reading with someone else. Your Book Talk may make a friend, family member, or classmate want to read what you have read!

1. Title of Book

The title of the book is _____

2. Author

The author of the book is _____

3. Summary

NARRATIVE:

In this book, first _____, next _____, then _____, finally _____. OR, somebody named _____ wanted _____, but _____, so _____.

INFORMATIONAL:

This book is about _____. The reader learns _____ and _____.

OPINION | ARGUMENT:

The book/article tries to _____. The author supports his/her opinion/claim by _____ and _____.

4. Connection, Important Information, or Cool Craft

When I read the part of the book about _____, I thought of my _____. That helped me understand what I read because _____.

I learned that/how _____, which is important because _____.

The author used this cool word/organized the information in a cool way. She/he _____.

5. Recommendation

I do/do not recommend this book to _____ because _____.



ReadyGEN Reading Bookmarks

Use one Bookmark each week to record what you think while you read!

My Bookmark

I learned...
 I liked... because...
 I figured out...
 I worked on...
 I wondered why/how...

Monday

Tuesday

Wednesday

Thursday

Friday

My Bookmark

I learned...
 I liked... because...
 I figured out...
 I worked on...
 I wondered why/how...

Monday

Tuesday

Wednesday

Thursday

Friday

My Bookmark

I learned...
 I liked... because...
 I figured out...
 I worked on...
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Monday

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Friday



ReadyGEN Reading Roles

Who will you be while you read today?

Choose one Reading Role. Find someone to read with and they can take a different role.

The Meaning Maker: While reading, check that you understand what the text says by pausing to put what you read in your own words. Remember to use the language of the text.

- If I were explaining this part of the text to someone who has not read it, I would say _____ .
- So far, I have learned that _____ .
- I am confused, so I'm going to reread and _____ .

The Word Wizard: While you read, find at least three clever or challenging words or phrases. Use the text to explain what those words may mean.

- Based on how it is used in the text, the word/phrase, "_____" means _____ .
- How would the text change if the author had not used the word "_____ "?

The Cool Connector: While reading, find connections between ideas, events, even sentences!

- The author connects these two sentences/ideas by _____ .
- How does the first paragraph connect to the next paragraph?
- What finally happens first, next, then, finally?

The Curious Questioner: Today, try to discover everything you can about the text. Ask and questions about main characters, events, ideas, words, the author - everything! Then use the text to discover answers to your questions.

- What did I learn about _____ ?
- How/why does the character _____ ?
- What would happen if _____ ?
- How does the author support the _____ ?

The Passage Performer: Choose an especially engaging, challenging passage and prepare to read it aloud with as much emotion as possible.

- When you are ready, perform your read-aloud of the passage!



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Hey, NYC: Let's Talk About Books!

Use any one of these routines to talk about your reading with friends and family.

Things we can say about our reading:

- I learned _____ from reading _____ .
- The character changes because at first _____ , and then _____ .
- If _____ didn't _____ , then _____ .
- How/Why does _____ ?
- Based on the text, the word " _____ " means _____ .
- _____ is important because _____ .

THINK-PAIR-SHARE

1. Think about what you want to say.
2. Find a partner and share your thoughts with them.
3. Listen as your partner tells you her/his thoughts.

THINK-PAIR-SQUARE-SHARE

1. Repeat the steps of Think-Pair-Share
2. Find two more people (another pair) to share with.

THINK-PAIR-SHARE-WRITE

1. Think about what you want to say.
2. Find a partner and share your thoughts with them.
3. Listen as your partner shares her/his thoughts with you.
4. Using what you and your partner share, write down some thoughts.

THINK-WRITE-PAIR-SHARE

1. Think about what you want to say and write it down.
2. Use your writing to think about your ideas: what words can express your thoughts clearly?
3. Find a partner and share your writing with them.
4. Listen as your partner shares her/his writing with you.

SILENT CONVERSATION

1. Prepare a piece of paper (or two) and something for each person to write with.
2. Think about what you want to say, and write it down on the shared paper.
3. Read what someone else wrote and try to respond: you may ask a question ("What in the text makes you think...?") or add to what they wrote ("I agree because..." "That makes me think of...").
4. Continue silently conversing and use the text as often as possible!



My ReadyGEN Reading|Writing Guide



Use this guide to *read like a writer* and *write like a reader*!

Text Type	What do I know about this text type?	What can I think about when reading this text type?	What can I think about when writing this text type?
<p>Narrative</p> <p><i>“I have a story to tell.”</i></p>	<ul style="list-style-type: none"> Organized by a sequence of events, or a beginning, middle, and end Develops plot and character by using sensory images and dialogue used to develop plot and character Uses sequence words (first, later that day) that show movement through time 	<ul style="list-style-type: none"> How does the character change? How does the setting contribute to the story? What words and phrases best describe the character, the setting, and the events? What words and phrases show a change in time? 	<ul style="list-style-type: none"> What is the beginning, middle, and end of my story? What words can I use to help a reader really understand my characters and setting? How can I use events, concrete details, and dialogue to develop my character and plot?
<p>Informational / Explanatory</p> <p><i>“I am an expert about...”</i></p>	<ul style="list-style-type: none"> Organized by cause-and-effect, or question-and-answer, or topic-and-subtopic(s) Develops a topic by using facts, details, relevant anecdotes, and (possibly) quotes from experts Uses subject-specific language (words about the topic) to inform the reader 	<ul style="list-style-type: none"> What does this text teach me about this topic? What facts and details does the author use to help me learn about this topic? How does the author organize the information? What words and phrases help me understand the topic? 	<ul style="list-style-type: none"> What information am I trying to teach my reader? How does my information need to be organized so it makes sense to a reader? What facts and details can you use to develop my topic? What subject-specific language makes me sound like an expert to my readers?
<p>Opinion / Argument</p> <p><i>“I have a judgment about...”</i></p>	<ul style="list-style-type: none"> Organized by an opinion or claim and support or a problem and solution Develops the opinion or claim with evidence - relevant facts and details - explained so the reader understands how the evidence supports the opinion or claim Uses subject-specific words, adjectives to reveal the opinion or claim, and transition words to link the opinion or claim with support (an example...) 	<ul style="list-style-type: none"> What is the author’s opinion or claim about this topic or problem? How does the author support her/his opinion or claim? How does the author link the facts and details to the opinion or claim? Does the text change my thinking about this problem? Why or why not? What words help me understand the author’s opinion/claim? 	<ul style="list-style-type: none"> What is my opinion or claim? What facts, details, and evidence do I have to support my opinion or claim? How can I organize the support for my opinion or claim so I make it easy for my reader to understand? Are there any places in my writing where the connection between my opinion or claim and my evidence is unclear? What words can I use to make a reader understand and maybe even share my opinion or claim?