**FAME Professional Development Webinar**

**Florida Standards (Common Core) and READS**

**Update to READS Instructional Resource Sampler**

**Available online http://readsresources.wikispaces.com**

**Read as a personal activity**

**1.1 Select and read fiction and nonfiction at an appropriate reading level.**

*ABookandaHug.* Barb Langridge. <http://www.abookandahug.com>

*All Hallow’s read: Sharing thrills, chills, and stories with teens.* (2013). *School Library Monthly, 30* (3), 8-10. (Gr. 6-12)

“Any good books?” Reader’s advisory and the elementary school library. (2013). By Carolyn S. Brodie. *School Library Monthly, 30* (3), 18-20.

*Cultivating reading interest with book tasting*. (2012). By Buffy Hamilton. *School Library Monthly, 29* (3), 17-19.

*Developing reading plans to support independent reading*. By Traci Gardner. ReadWriteThink. Gr. 6-8 and up. <http://www.readwritethink.org/classroom-resources/lesson-plans/developing-reading-plans-support-836.html?tab=5#tabs>

*English/Language Arts: Developing a Reading Selection Guide*. (2013). By Erikka Sawdey. *School Library Monthly, 29* (5), 56-58.

Farwell, S. M., & Teger, N. L. (2012). *Supporting reading in grades 6-12: A guide*. Santa Barbara, CA: Libraries Unlimited.

Follos, A. M. G. (2006). *Reviving reading: School library programming, author visits and books that roc*k. Westport, CT: Libraries Unlimited.

*Online resources for reader’s advisory*. (2013). *School Library Monthly, 30* (3), 59. (K-12)

Trelease, J. (2013). *The read-aloud handbook: Includes a giant treasury of great read-aloud books*. 7th ed. New York: Penguin.

*Two thumbs up! Get students writing and publishing book reviews*. By Emily Manning. Involves students in discussion of choosing books. Includes Book Review Template and Book Review Rating Sheet. ReadWriteThink. (Gr. K-3) <http://www.readwritethink.org/classroom-resources/lesson-plans/thumbs-students-writing-publishing-976.html> (Note this lesson could also be used in Develop.)

**1.2 Select listening and viewing resources for enjoyment and information.**

**1.3 Use community resources for recreational and informational needs.**

*Blast off! Vocabulary instruction using a virtual moon trip.* By Emily Manning. Uses online field trip for vocabulary development; includes use of Alphabet Organizer Student Interactive and Crossword Puzzles Student Interactive. ReadWriteThink. (Gr. K-2) <http://www.readwritethink.org/classroom-resources/lesson-plans/blast-vocabulary-instruction-using-946.html?tab=1#tabs>

*What kind of a superhero reader are you?* Resource. Reading preference assessment. A Book and a Hug. <http://www.abookandahug.com/reader-assessment>

**Explore characteristics, history, and awards of creative works**

**2.1 Identify and critically analyze literary and media genres and themes.**

**Genre**

*Children’s genres.* BreitLinks. <http://www.breitlinks.com/my_libmedia/children%27s_genres.htm>

*Comics in the classroom as an introduction to genre study.* By Lisa Storm Fink. Uses Comic Creator interactive. ReadWriteThink. (Gr. 3-5) <http://www.readwritethink.org/classroom-resources/lesson-plans/comics-classroom-introduction-genre-188.html>

*English/Language Arts: Developing a Reading Selection Guide*. *School Library Monthly*. See Read section for complete entry.

*Genre characteristics.*(Resource). ReadWriteThink. (Gr. 4 up). <http://www.readwritethink.org/files/resources/lesson_images/lesson270/genre_sheet.pdf>

*Genre study: A collaborative approach*. By Lisa Storm Fink. Includes Genre Characteristics handout, Bookmark templates for genres, and Genre Study Book List. ReadWriteThink. (Gr. 3-5). <http://www.readwritethink.org/classroom-resources/lesson-plans/genre-study-collaborative-approach-270.html>

*Genres: Let’s make comparisons.* By E. Rembert. Compares poetry, folk tales and fables. Includes PowerPoint, Genre Characteristic Comparison Sheet, and Genre Identification Sheet. AASL Lesson Plan Database. (Gr. 3) [http://aasl.jesandco.org/content/genres-let’s-make-comparisons](http://aasl.jesandco.org/content/genres-let%27s-make-comparisons)

***Nonfiction***

Franklin, Patricia. (2007). Drama: Who’s your favorite actor? *School Library Monthly, 24* (2),

Gallagher, K. (2013). Article of the week. Building deeper readers & writers. Blog. Retrieved from <http://www.kellygallagher.org/resources/articles.html>

*What’s the difference? Fiction and non-fiction*. (2012). By Sara Jauniskis. AASL Lesson Plan Database. (Gr. 1-3). http://aasl.jesandco.org/content/whats-difference-fiction-and-non-fiction

**Literary Themes**

**2.2 Recognize that social, cultural, political and historical events influence ideas and information.**

*Bringing words to the canvas: A literacy project with Henry Cole’s Unspoken*. (2014). By Panagiotis Stathopoulos. *School Library Monthly, 30* (4), 9-12. Includes description of collaborative project between librarian and teachers on social studies topic. (Gr. 4 up)

**Folklore**

*Examining world cultures through their folktales*. By Cassandra Barnett. AASL Lesson Plan Database. (Gr 11-12) <http://aasl.jesandco.org/content/examining-world-cultures-through-their-folktales>

*Learning life lessons through fables*. (2013). Learning life lessons through fables. By Kathy Lawrence. Includes Fables Match-Up, Fables Cart, and exit slips. AASL Lesson Plan Database. (Gr. 2 up) <http://aasl.jesandco.org/content/learning-life-lessons-through-fables>

**2.3 Appreciate literary and artistic excellence.**

*Nourishing the Newbery.* (2013). By Beth McGuire. *School Library Monthly, 30* (3), 11-14. (Gr. 4 up)

*Reading/Language Arts: Becoming a Caldecott art critic.* (2013). By Samantha Roslund. *School Library Monthly, 30* (3), 56-57. (Gr. 2-4)

*Banned books week: Celebrating the freedom to read*. (2014). American Library Association. <http://www.ala.org/bbooks/bannedbooksweek>

*Ways to celebrate banned books week*. (2013). By Amanda Christy Brown, and Holly Epstein Ojalvo and Katherine Schulten. *The New York Times*: The Learning Network. (Gr 6-12) <http://learning.blogs.nytimes.com/?s=%22Intellectual+freedom%22>

**Analyze structure and aesthetic features of creative works**

**3.1 Identify and analyze key ideas and details of a work.**

Amelia Bedelia up close? Closely reading a classic story. By Jennifer Neff. Includes use of Trading Card Creator Interactive, Trading Card Creator Planning Sheet, *Amelia Bedelia’s* Chore Table, and *Amelia Bedelia* Close Reading Rubric. ReadWriteThink. Gr. 1-2. <http://www.readwritethink.org/classroom-resources/lesson-plans/amelia-bedelia-close-closely-30977.html>

*Close reading of literary texts*. (Strategy Guide). By Scott Filkins. ReadWriteThink. Gr. 6-12. <http://www.readwritethink.org/professional-development/strategy-guides/close-reading-literary-texts-31012.html>

*A Day’s Work/Eve Bunting/Created by Lincoln Parish District.* Achieve the Core. (Gr. 3) http://achievethecore.com/dashboard/300/search/1/1/0/1/2/3/about-student-achievement-partners/principles-work//page/796/search-for-lessons-to-use-with-popular-stories-elementary

*Depend on the text! How to create text-dependent questions*. (Strategy Guide). By Jennifer Neff. ReadWriteThink. <http://www.readwritethink.org/professional-development/strategy-guides/depend-text-create-text-31024.html>

*Determining main ideas*. By Judi Moreillon. (2007). *Collaborative strategies for teaching reading comprehension*. American Library Association. 104-113. (Various elementary levels)

*Exploring how section headings support understanding of expository texts.* Provides practice with main idea using magazines. By Cynthia A. Lassonde. ReadWriteThink. (Gr. 3-5) <http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-section-headings-support-24.html>

*Family ties: Making connections to improve reading comprehension*. By Violeta L. Katsikis. Includes posters on text-to-self; text-to-text; text-to-world, list of additional family stories, and Planning Web worksheet. ReadWriteThink. (Gr. K-2). <http://www.readwritethink.org/classroom-resources/lesson-plans/family-ties-making-connections-1070.html>

*Get close to think deeply: Creating primary-level close readings*. (Strategy Guide) By Jennifer Neff. ReadWriteThink. <http://www.readwritethink.org/professional-development/strategy-guides/close-think-deeply-creating-30976.html?tab=2#tabs>

*Giving texts meaning through paratexts: Reading and interpreting endpapers*. (2013). By Raquel Cuperman Coifman. *School Library Monthly, 30* (3), 21-23.

*I used my own words! Paraphrasing information texts*. By Sharon B. Kletzien. ReadWriteThink. (Gr.3-5) <http://www.readwritethink.org/classroom-resources/lesson-plans/used-words-paraphrasing-informational-1177.html>

*Making the reading process visible through performance assessment*. (Strategy Guide). By Scott Filkins. ReadWriteThink. Gr. 6-12. <http://www.readwritethink.org/professional-development/strategy-guides/making-reading-process-visible-30961.html>

*Promote deep thinking! How to choose a complex text*. (Strategy Guide). By Jennifer Neff. ReadWriteThink. <http://www.readwritethink.org/professional-development/strategy-guides/promote-deep-thinking-choose-31023.html>

*Teaching prediction and questioning strategies by using wordless picture books*. By Catherine Trinkle. Uses BFA (before, during, after) strategies. (2006). *School Library Media Activities Monthly, 23* (3), 11-12. (Gr. K-3)

**3.2 Understand the literary techniques and complexities of a work.**

**Author/Illustrator/Novel Studies**

*Novel study in the ELL classroom: A rich library collaboration*. (2013). *School Library Monthly, 30* (3), 38-39.

*Teaching digital curation using LiveBinders to study the life and times of Mark Twain*. (2012). By Emily McDaniel.Includes PowerPoint and Digital Curation Twain handout. AASL Lesson Plan Database. (Gr. 8 up)

**Language and Vocabulary**

Language Arts/Reading: Similes that create smiles. (2013). By Pam Cassel. *School Library Monthly, 30* (3), 55-56. (Gr. 3 up)

*Math: What is the math word?* (2014). By Michael Stencil Sr. and Jen Goffena. *School Library Monthly, 30* (4), 55-57. (Gr. 7 up)

**Literary Elements**

*Advice for Anansi*. By Elizabeth Griffin. Includes activities on character in a story. (2011). *School Library Monthly, 27* (5), 12-13. (Gr. K-1)

*Amelia Bedelia up close! Closely reading a classic story*. By Jennifer Neff. Includes use of Trading Card Creator interactive, Trading Card Creator Planning Sheet, and Amelia *Bedelia* Close Reading Rubric. ReadWriteThink. (Gr. 1-2) <http://www.readwritethink.org/classroom-resources/lesson-plans/amelia-bedelia-close-closely-30977.html>

*English/Language Arts: Developing a Reading Selection Guide*. *School Library Monthly*. See Read section for complete entry.

*Fantastic characters: Analyzing and creating superheroes and villains*. By Dylan Smith. Includes Superhero/Super-Villain Profile Form and Superhero/Super-Villain Sample Characteristics. ReadWriteThink. (Gr. 6-8). <http://www.readwritethink.org/classroom-resources/lesson-plans/fantastic-characters-analyzing-creating-30637.html>

*Is Superman really all that super? Critically exploring superheroes*. By Shelley Hong Xu. Includes Guiding Questions for Exploring Superheroes. ReadWriteThink. (Gr 3-5). <http://www.readwritethink.org/classroom-resources/lesson-plans/superman-really-that-super-990.html?tab=1#tabs>

**Develop a literary-based product**

**4.1 Develop an original work or a response to creative works, working in groups or individually.**

*Bringing words to the canvas: A literacy project with Henry Cole’s Unspoken*. Students compose a revised text for the book. *School Library Monthly.* See Explore for complete entry.

*Reading: What is my grade? Book summary on a report card lesson plan.* (2014). By Melissa Purcell. *School Library Monthly, 30* (5), 56-58.

*Teaching digital curation using LiveBinders to study the life and times of Mark Twain.* AASL Lesson Plan Database. See Analyze for complete entry.

**4.2 Communicate and evaluate an original work or a response to creative works, working in a group or individually.**

*English/Language Arts: Developing a Reading Selection Guide*. Includes evaluation rubric. *School Library Monthly*. See Read section for complete entry.