

Brief Focus Lesson

Fluency: Read Appropriate-Level Texts that are a Good Fit (Grade 4)

Texts: *Tomás and the Library Lady* by Pat Mora

Bats at the Library by Brian Lies

Richard Wright and the Library Card by William Miller

<p>CAFE Goal</p>	<p>Fluency</p>
<p>CAFE Strategy</p>	<p>Read appropriate-level texts that are a good fit</p>
<p>Observe/Relate (1 – 2 min.)</p>	<p>Remember when we talked about finding good fit books? Sometimes I think about the person who first taught me to pick good fit books. She was a lady who worked at the library in my neighborhood. Every week I visited the children’s section and saw her working there. One day I asked her to help me find a book because I didn’t know which one to pick.</p> <p>“What’s your purpose for reading?” she asked.</p> <p>“Oh, I just want to learn some new things about dinosaurs,” I explained.</p> <p>“Well, you came to the right place,” she assured me. “If you have an interest in dinosaurs, we have lots and lots of fascinating books about them. Follow me,” she said with a smile as she led me to shelves of books about dinosaurs.”</p> <p>“How do I know which one to pick?” I asked.</p> <p>“Why don’t you read a little from a book that you think you might like. If you understand what you read and know the words, it will probably be a book that you will enjoy!”</p> <p>That afternoon, I found wonderful books about dinosaurs. With my library card, I checked out the ones that I could understand because I knew the words. I don’t remember the titles of the books I chose, but I do remember the lady who helped me. I still use what she taught me about finding a good fit book now that I am a grown-up!</p>
<p>Teach and Reinforce (2 – 3 min.)</p>	<p>Establish purpose – Today we are learning to read appropriate-level texts that are a good fit.</p> <p>Create urgency – We are learning to read appropriate-level texts that are a good fit because they help us to grow as readers. They are the kinds of books that we will stick with.</p> <p>Explicit teacher modeling – Today, I want to share part of a book called <i>Tomás and the Library Lady</i>. Here is a chart that we will use as we decide if a book is a good fit or not. (<i>Have the chart prepared in advance</i>). Now I am going to check if this book is a good fit for me by using I PICK (Boushey & Moser, 2014).</p>

<u>T</u> itle	<u>I</u> I look at a book	<u>P</u> urpose	<u>I</u> nterest	<u>C</u> omprehend	<u>K</u> now the words
<i>Tomás and the Library Lady</i>	+	+	+	+	+
<i>Bats at the Library</i>					
<i>Richard Wright and the Library Card</i>					
<u>Our Good Fit Books</u>					

*Point to the letters and the descriptions of each one by one. Explain “The first letter is **I** because **I** am the person looking at this book to see if it is a good fit for me. When I look at it, I browse through the book and read what is written on the flaps of the book and the back cover, too. I will put a plus sign in the box under the letter **I**. The next letter **P** stands for **purpose**. My purpose in reading this book is to remember the lady who taught me about good fit books. I will put a plus sign in the box under the letter **P**, too. The next letter **I** stands for **interest**. I have interest in the book because it is about a library lady like the one I knew years ago. I will put a plus sign in the box under the **I**. **C** is for **comprehend**. Let me read the first couple of pages from the book. *Then say,* “Yes, I understood clearly what I was reading. The writer described how Tomás and his family were driving to Iowa from Texas. During the winter, his mom and dad picked fruit and vegetables on Texas farms. In the summer, they worked on Iowa farms. I will put a plus sign in the row under the letter **C**. The last letter **K** stands for **know the words**. Let me flip through the pages and see if there are any words that are hard for me. *Then state,* “I didn’t see any words that were too difficult for me. I will put a plus sign under the letter **K**. I see all plus signs. I think that this book is a good fit for me! It will be enjoyable to read.*

Does that mean that all books will be a good fit for me? (*direct the question to the group*). Of course not. Some books might not match my purpose for reading. Here’s an example. Hold up the book *Bats at the Library*. *Say* “Wow! What great pictures! This looks like a very creative, amazing, funny book. But I don’t think it matches my purpose or interest. I want to read a book about a real life librarian like the one who helped me. Listen as I read the first three pages of text from *Bats at the Library*.” *Give a brief summary of the part that you read saying,* “Okay, I just read how the bats are bored and wanted to go to the library for some fun.” *Then ask:* “Did I understand what I was reading?” (*yes*). “Did I know all of the words?” (*yes*). “Is it a good fit book?” (*no*). “You’re right this is not a good fit book for me right now because it doesn’t match my purpose or my interest.” Ask for a volunteer to mark the correct boxes for this book on the chart. (*The student will mark **I, Comprehend, and Know the Words***)

I have one more book here called *Richard Wright and the Library Card*. People have told me that this is a great book about a boy who wants to use the library; the inside flap said that he was not able to check books out because in the 1920s

	<p>because of the color of his skin. This book will probably tell about people who help others to use the library, so I am interested in the book. But I wonder if I will understand what I read and know the words. Read the first page of text and deliberately falter on a few words such as <i>willow</i>, <i>fought</i>, and <i>rebel</i>. <i>Then say:</i> “I don’t think I understand what this part of the book means. I don’t know what the “rebel army” or “head of the troops” means. This part is about a boy and his family, but I need to understand it better. If I cannot comprehend what I am reading, I will not enjoy it. It’s better for me to put this book back on the shelf because it is not a good fit book for me right now.” Once again, have a volunteer mark the correct boxes on the chart. (<i>The student will mark I, Purpose and Interest</i>)</p>
<p>Practice (2 – 3 min.)</p>	<p>You have listened to me talk about how I figure out if a book is a good fit or not. Think for a minute about a good fit book that you are reading now (<i>allow students to get their book boxes</i>). Write the title on one side of a sticky note. On the other side, write how you know that it is a good fit book. Be sure to write your name on the sticky note. Then place it on our chart. Here are some sentence frames that you can use if you want.</p> <p>A good fit book that I am reading now is _____.</p> <p>I know that it is a good fit book because _____.</p> <p>After all of the ideas have been displayed, share a few with the group. (<i>Since students have written their names on the sticky notes, you can save them for later use in conferences to check good fit books</i>).</p>
<p>Encourage and Plan (1 – 2 min.)</p>	<p>I want you to use I PICK the next time you go book shopping here at school or at your local library. One of the best ways that you can become a better reader is to read appropriate-level texts that are a good fit. Remember that a good fit book meets your purpose for reading; it is about something that interests you, too. A good fit book is one that you can understand because you know almost all of the words. So, when you find a good fit book, read it, and enjoy it!</p>
<p>Common Core Alignment</p>	<p>Most strategies are applicable to all grade levels. Read Appropriate-Level Texts that are a Good Fit aligns with Standards RI.4.4 and RI.4.10 on our Grade 4 CAFÉ Menu or CCSS Grade Level Matrix.</p>

Reference

Boushey, G., & Moser, J. (2014). *The daily 5 (second edition)*. Portland, ME: Stenhouse.