

## Month-by-Month Phonics (part of New York City’s Balanced Literacy Program ) and 100 Book Challenge\*

The goals, philosophies, and instructional activities of Month-By-Month Phonics (Hall and Cunningham, 1998) are in perfect consonance with those of 100 Book Challenge.

Month-By Month Phonics is designed to be one part of a four-block balanced literacy program. The four blocks are Shared/Guided Reading, Self-Selected Reading, Writing, and Working with Words. Month-By-Month Phonics satisfies the Working with Words block. 100 Book Challenge fully satisfies the Self-Selected Reading block and contributes significantly to each of the other three blocks. 100 Book Challenge complements, enhances, and extends the Working with Words accomplished through Month-By-Month.

### Self Selected Reading Block

Month-By-Month Phonics Suggestions for the Self-Selected Reading Block	100 Book Challenge Connection
Children choose what they want to read.	All students in 100 Book Challenge choose the books they want to read every day and the books they want to take home every night from circulating classroom libraries containing thousands of titles.
Self-selected reading (K-8) is multi-level.	100 Book Challenge rotating classroom libraries contain books at all reading levels <u>K-12</u> . All books are leveled according to state and national standards for what students need to know and be able to do at each grade level.
Children learn to determine when a book is just right.	Students in 100 Book Challenge classrooms quickly learn to use the student-friendly color-coding leveling system to find books that are right for them.
Children read books that the teacher has read aloud.	100 Book Challenge classroom libraries are full of great, interesting, exciting books that teachers often use for read alouds.
Children read with a friend and do repeated readings of books they enjoy.	100 Book Challenge students are often paired for partner reading in the lower grades, and are free and encouraged to re-read books as many times as they like.
Teachers model the enjoyment to be found in easier books.	100 Book Challenge staff development includes suggestions, reasons, and purposes for teachers making easy books acceptable

	and attractive to students.
Set up programs in which children read to younger children, and thus have a real purpose for engaging easy books.	100 Book Challenge teachers often pair older and younger students for reading coaching, to the benefit of both. Whole classes frequently pair up, e.g., a fifth grade class might read with a kindergarten class for part of every day.
Make lots of informational picture books available.	100 Book Challenge classroom libraries contain about one-third non-fiction titles – great books about all kinds of fascinating topics that children love.

### Month-By Month Phonics and The 100 Book Challenge (continued)

#### Shared/Guided Reading

Month-By-Month Phonics Suggestions for the Shared/Guided Reading Block	100 Book Challenge Connection
Guided reading can be done in a variety of small groups, partners, and individual formats.	In 100 Book Challenge Reading Workshops, teachers conference one-on-one with students to offer individualized instruction. They also sometimes work with pairs and small groups.
Comprehension strategies are taught and practiced during this block.	100 book Challenge independent reading times are the “teach for transfer” parts of each day, in which students learn to independently apply the strategies taught them during guided reading.
Small, flexible grouping based on student needs.	The 100 Book Challenge leveling system makes it much easier to group children according to common needs.
Combine the major approaches to reading instruction.	Through close observation of students as they read, teachers gain insight into students’ strengths and needs and use that knowledge to plan future instructional interventions in all four blocks.

### Writing Block

Month-By-Month Phonics Suggestions for the Writing Block	100 Book Challenge Connection
The Writing Block is carried out in “Writers’ Workshop” fashion.	100 Book Challenge Reading Workshops use the same basic structure as Writing Workshop—mini-lessons, independent student work with teacher-student conferences, followed by sharing. The workshop format is thus reinforced in both reading and writing.
Children decide what they will write about.	The strong motivation provided by choice in writing is reinforced in 100 Book Challenge. Students choose what they want to read.
Combine the major approaches to reading instruction.	Through close observation of students as they read, teachers gain insight into students’ strengths and needs and use that knowledge to plan future instructional interventions in all four blocks.

### Working with Words Block

Month-By-Month Phonics Suggestions for the Working with Words Block	100 Book Challenge Connection
The purpose of Month-By-Month Phonics is to provide students with effective word study that will result in them becoming independent readers and writers.	100 Book Challenge independent reading times are the “teach for transfer” parts of each day, in which students learn to independently apply the strategies taught and words learned during the Working with Words block.
Combine the major approaches to reading instruction.	Through close observation of students as they read, teachers gain insight into students’ strengths and needs and use that knowledge to plan future instructional interventions in all four blocks.