

Helpful Information to get started with Reading Workshop:

How do you start the Workshop?

- Begin with a focused interactive read aloud and book talk
- OR
- Begin with a focused mini lesson o(focus on one specific strategy)
 - o Name to students what you are going to teach them, show them, have them practice on carpet.
 - o Usually targeted at the middle.
 - o Different types of mini lesson:
 - School wide lessons are Genre or unit specific- in essence these lessons can be taught at any point of the school year.
 - Other types of mini lesson that you need to incorporate as the school year progresses based upon the assessments you collect:
 - Data specific – based on student data teacher collect
 - Level specific -
- Send students off to read independence.

What happens during Independent Reading Time (see below for further detail)?

- Students read independently
- Teacher working with students (Guided reading groups , strategy group, individual conference)
- Mid-workshop interruption

Transition to Partner or Club time (later during Independent Reading Time)

- Students read together (takes place after independent reading)
- Partnerships
 - o 2 students at the same reading level reading different books, same series, or same titles
 - o Partners make plans to meet and talk about books
- Club time
 - o 4 students at a time

How do you close your workshop? (Teaching share (end of workshop))_

- Close the workshop
- Reiterate the days teaching
- Share out a conference
- Problem solve
- Layer the teaching
- Preview tomorrow's work.

How to build reading stamina?

(Example of structure of time if students are at 15 minutes of reading stamina)

Independent reading time (15 minutes)

Partner time with just right books (5-10 minutes) - provide options to students:

- Read together (AKA- Coral reading)
- Read to one another
- Talk about different parts of books
- Act out parts of the books

Independent time with look book (10 minutes)

- High interest but not on right level
- Create a few baskets that have a handful of look books –place on baskets

Partner time with look book (5-10 minutes)

Where can I get more books?

- Share books with a grade one teacher at the beginning of the school year because they won't be using their higher level books (which you need at the beginning of the school year)
- Share books with a grade three teacher at the end of the school year because they won't be using their lower level books (which you need at the end of the school year)

Bottom Lines

- A classroom library that reflects the readers in the room and one that changes and grows over time
- Opportunity for reading EVERY DAY
- Shopping bins/bags
- Partnerships
- Books, books, and more books that are MATCHED to readers
- CHOICE
- INDEPENDENCE

Classroom Environments

- A meeting areas surrounded by the classroom library
- A writing center
- Children working in small groups
- A place to house book bags
- Clutter free
- Furniture placed
- Charts that reflect the current unit of unit (No more than 4 charts in a classroom at a time)
- Word walls.

Different Types of Books

- Just right book = 96% accuracy and above. Students read on their own. (on level)
- Guided reading books- one level above instructional level (90-95% accuracy)
- Look books = high interest. - not necessarily on level
- Emergent Storybooks= old favorites. Dialogue, engaging story.

- Break book: below level- help when student gets stuck with just right book
- Challenge book: above level.
- Shared Reading Texts = big books
- Interactive Writing = small copies of interactive writing

Moving into Just Right Books (when students are ready to read)

- Students are able to:
 - o 1:1 match in Shared Reading texts
 - o Score of 10-13 on Concepts of Print test
 - o 5-10 high frequency words
 - o Reads ESB with close approximately
 - o Reads back their own writing

Charts

- Authentic – created with the class
- Need to retire charts (not saved from one class to the next)
- Types of Charts
 - o Strategy
 - o Repertoire
 - o Process
 - o Exemplar
 - o Procedure, Ritual and Routine

Book Shopping

- Need to create a shopping schedule – (e.g., by table)
- Number of books per bag/in
 - o A to D: 12 – 14 books
 - o E to G: 10 – 12 books
 - o H to J: 8-10 books
 - o K: 6-8
 - o L to M – 5 -7
 - o N to O: 2 to 3 books
 - o P to Q: 1-2 Books
 - o R + : 1 book
- Books go home daily
 - o Send only one to two books
- Book logs

Grouping Students

- Fluid
- Homogenous vs. Heterogeneous
- Independent vs. Instructional level texts

Dynamic Grouping

- *Strategy Lessons* (begin with a teaching point, students supported at their independent level, students in group may be at different level but have a problem with same strategy)
- *Guided Reading* (all students tend to be a similar level, work with student at one level above just right level, start with a book introduction, end with a teaching point based upon what you observe)
- *Component Work*

Helpful Tips:

- 90%- 10% split during independent reading time = students should spend 90% of time reading.10% responding to reading.
- Post –its are spring board for conversation
 - o Use symbols on post its ---(thinking work –not just writing)
 - Heart = favorite
 - Light bulb= new idea
 - Star = important
- Conversations during mini-lesson, mid-workshop interruption, and at end of workshop.