

Literacy Work Stations

While the classroom teacher works with differentiated small groups, what IS the rest of the class doing?



Learning Objectives for Today



Establish a clear vision about literacy workstations and their purpose.



Clarify processes and protocols that will facilitate implementation of the literacy workstations.



Develop ways to incorporate technology into workstations that will provide meaningful and purposeful authentic student tasks and products.

BISD Reading Framework

Literacy Work Stations: The teacher plans for a purposeful, independent practice of a previously taught skill or strategy lesson beginning with the standards.
(mini-lesson or focus lesson during Reading Workshop)

Collaboration 1- Non-Negotiable



Collaboration 1: Individual and Group Activity

Read in your Packet:

Literacy Work Stations: Making

Centers Work by Debbie Diller

**Non-Negotiables for Literacy Work
Stations**

Discuss With the Group

Principles for Teaching with Literacy Work Stations

1. Focus on practice and purpose, not the stuff
2. Link to your teaching
3. Slow down to speed up
4. Balance process and product
5. Less is more. Don't put out too much at once
6. Use Novelty
7. Simplify

Collaboration 2

Gradual Release of Responsibility

Modeling – through the use of read alouds, modeled writing, shared reading, guided writing and mini-lessons

Guided– Students practice with teacher in guided reading, writing groups or mini-lessons

Independence – Students work independently at work stations with materials and strategies previously taught.



Gradual Release of Responsibility

		Introduction	Model	Guided Practice	Independent
Degree of Control	Role of the Teacher	The teacher will name and explain to students what the strategy, task or skill being taught is and its purpose or why it is important.	The teacher demonstrates while thinking aloud the processes used. Clarify for students and use explicit modeling. The teacher will invite the students to participate.	The teacher scaffolds the students to help them learn how and when to use the strategy. The teacher will provide opportunities for active participation.	The teacher offers support and encouragement as necessary.
	Role of the Student	The students participate by actively attending.	Students contribute ideas and information. Decision making is negotiated between teacher and student.	Students do work with help from the teacher or other sources.	Students work independently and apply what they have learned. They are in control of the ideas and the information.
		Focus Lesson	I Do	We Do	You Do



Grow your Work Stations from your Whole group Instruction- Standards

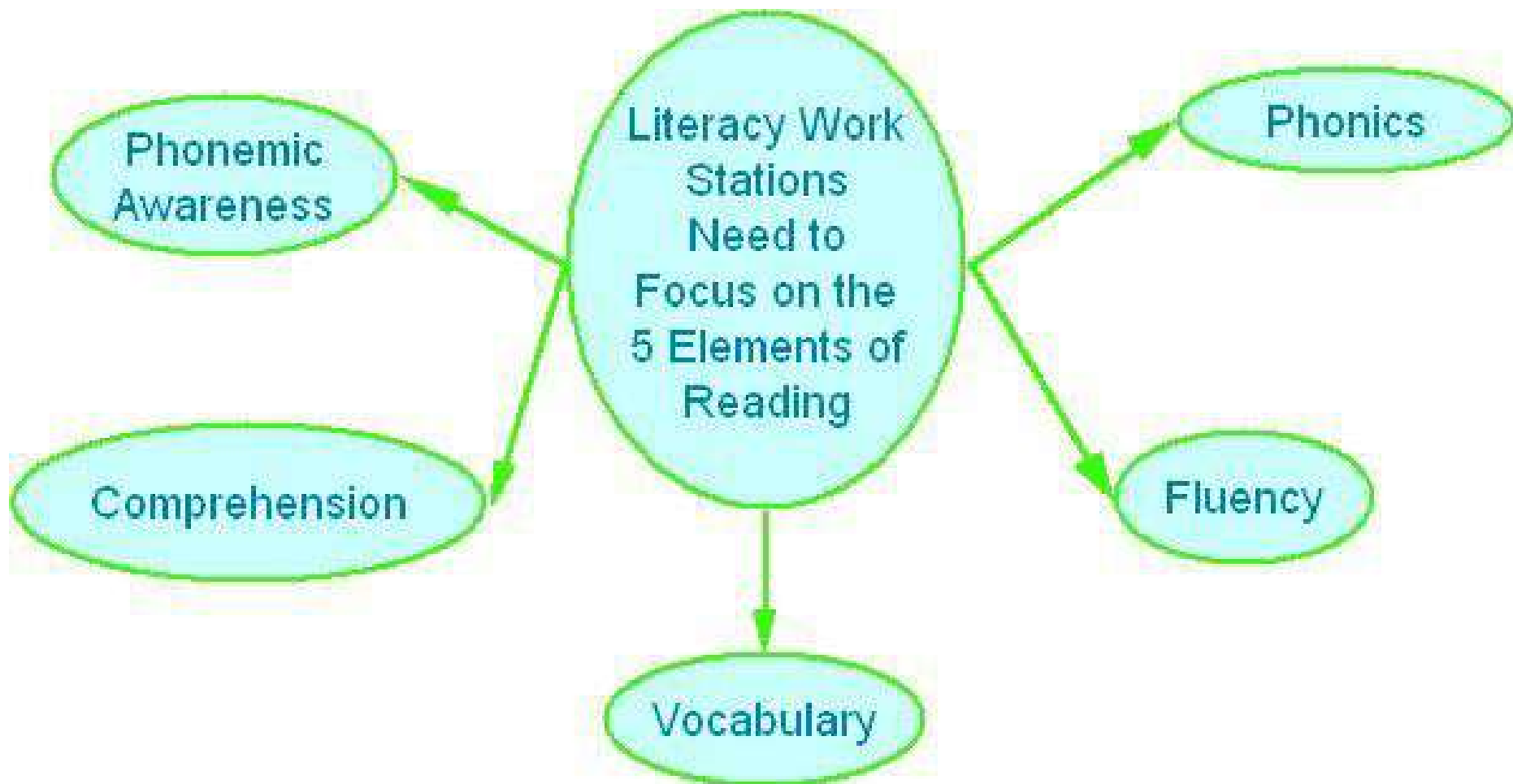


Literacy Workstations in Action

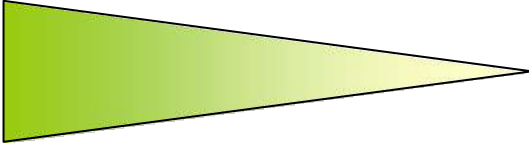
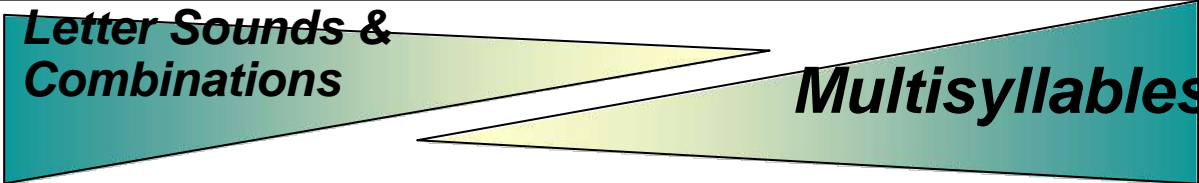
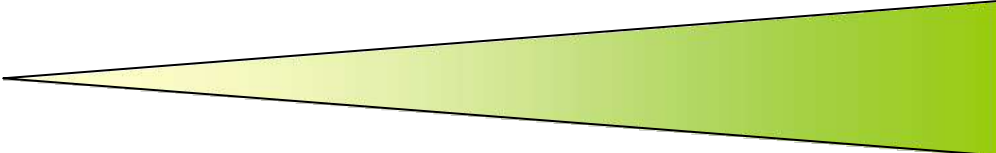
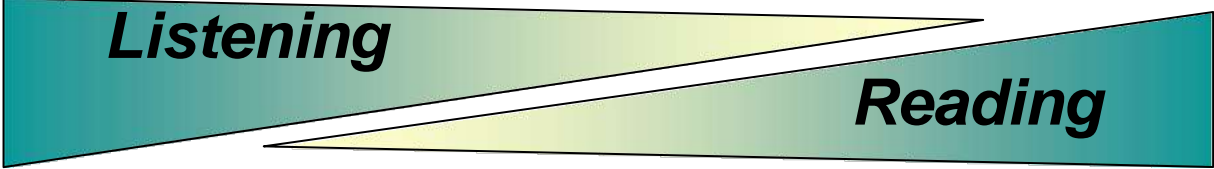
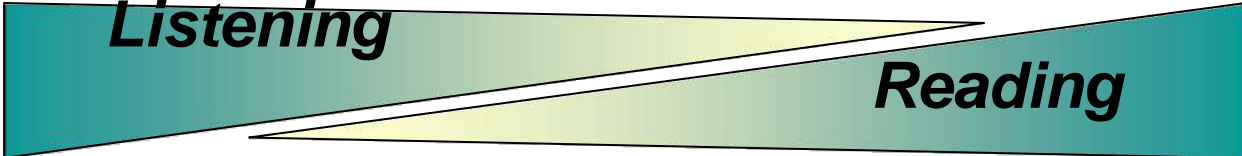
While teachers are working with small guided reading and skills groups, students work independently at workstations that provide meaningful literacy activities.



The Focus of Literacy Work Stations



Changing Emphasis of Big Ideas

	K	1	2	3-8
Phonological Awareness				
Alphabetic Principle				
Automaticity and Fluency with the Code				
Vocabulary				
Comprehension				

Mini Lessons



- Short and Focused
(5 to 10 minutes)
- Explicit
- Types of Mini Lessons
 - Beginning of the year how tos
 - Introducing a work station
 - After adding something new
 - Structure of Genres
 - Reviewing work station activities
 - Anchor charts

“I Can” List

What is an “I Can” list?

A list of activities generated by the class that they could do at a work station.

Why use I can lists?

- Helps build student ownership and buy in.
- They provide students with choice.
- Provides opportunity for differentiation.

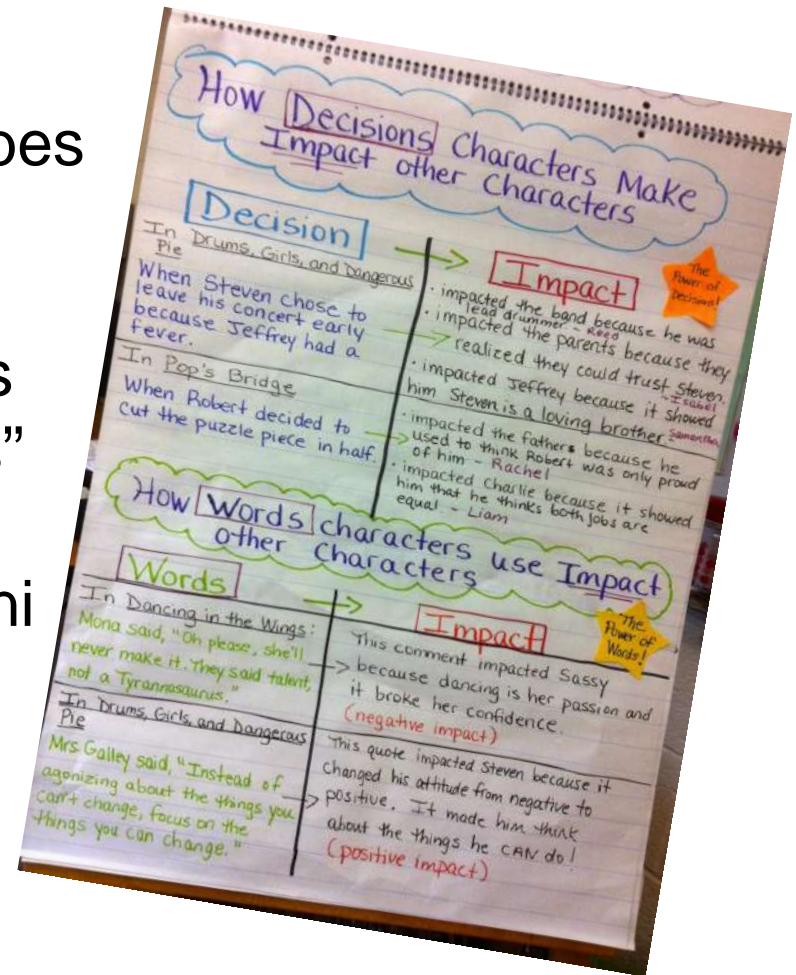


Pictures from Mrs. Santillan's
1st Grade Class
Niños

“Anchor Charts”

What is an “Anchor Chart”?

An anchor chart outlines or describes procedures, processes, and strategies pertaining to the skill or thinking that you want the students to place in their minds as “anchors” when working independently. They are great transitions from mini lesson to workstation.

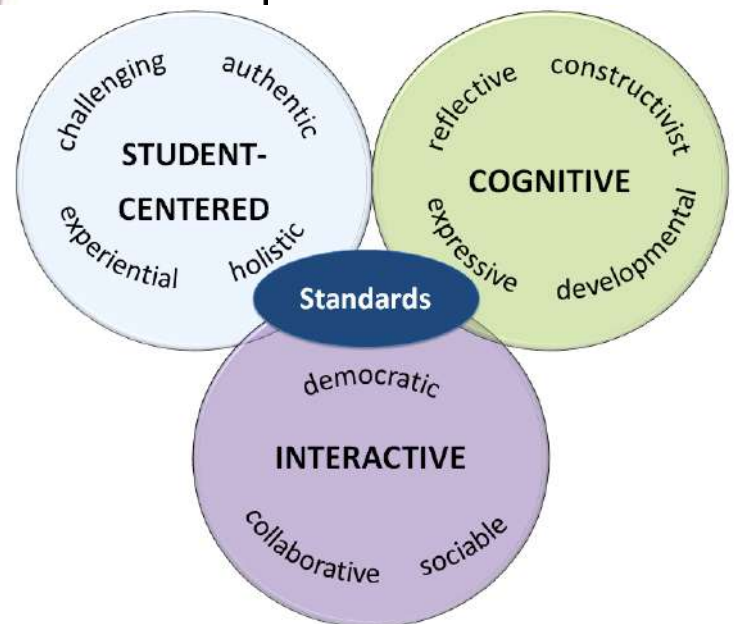
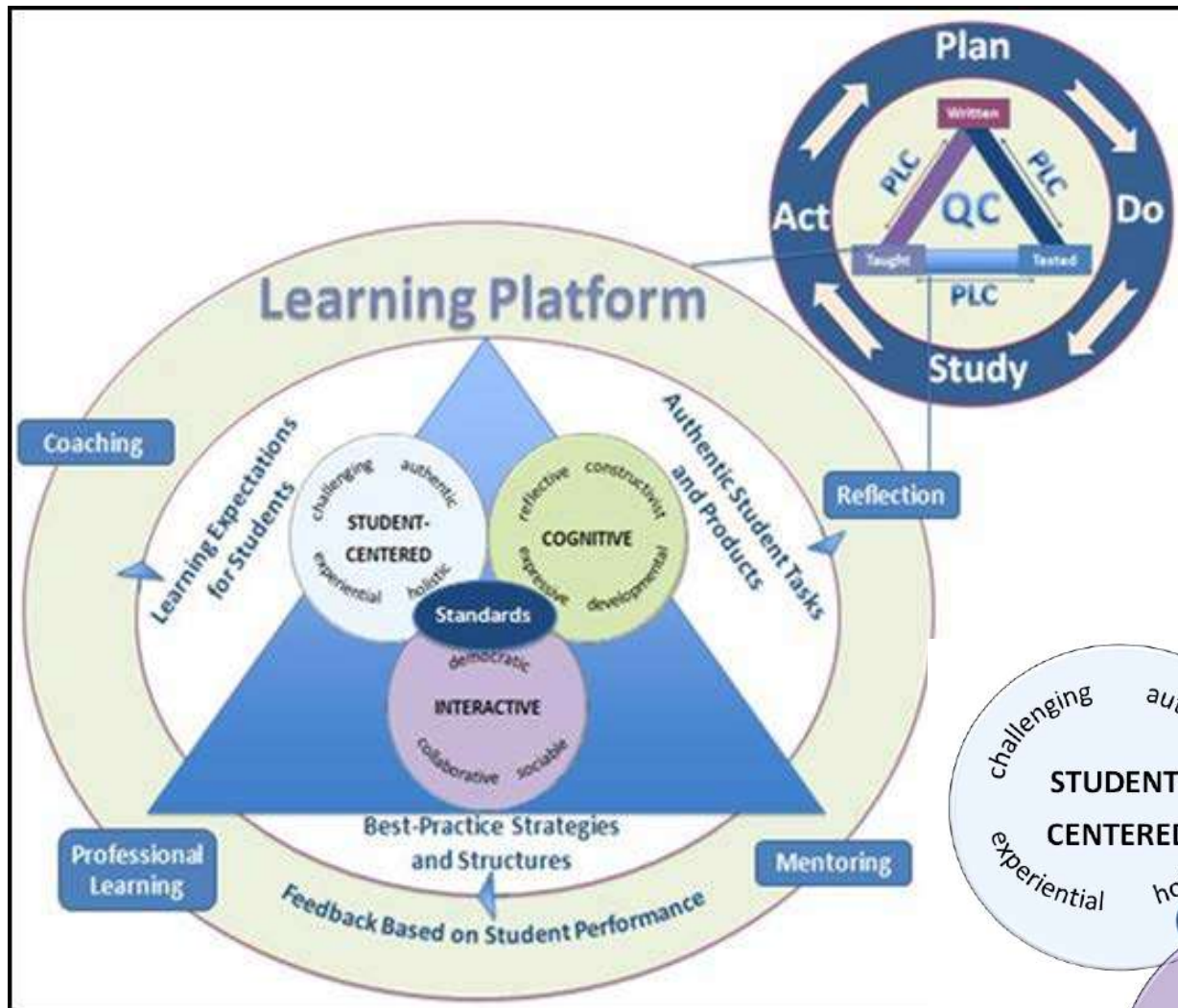


BISD Planning For Stations – Adapted from Debbie Diller Workshop

Start with your standard → Eduphoria → Clarifiers → Learning Expectations →

BISD Learning Platform	Learning Expectations for Students	Learning Expectations for Students	Best Practice Strategies and Structures	Authentic Student Tasks and Products
	What I'm Teaching	Talk We Will Use	How Will I Teach This and The Materials I Will Use	Stations- Meaningful and purposeful student tasks and products
	(The Standard)	Academic Language (check TEKS, TAKS, STAAR, vocabulary)	Instruction – in Whole class	Partner Practice-only 2 people in a station at a time for all subjects
	What do you want students to know?	What do you want students to know?	How will you teach for understand?	How will the student demonstrate their understanding?

Resources Needed:



How did we do? Learning Objectives for Today



Establish a clear vision about literacy workstations and their purpose.



Clarify processes and protocols that will facilitate implementation of the literacy workstations.



Develop ways to incorporate technology into workstations that will provide meaningful and purposeful authentic student tasks and products.