

Reading Workshop Kick-off Overview

	Monday	Tuesday	Wednesday	Thursday	Friday
Week One	Reader's Notebook Initial Set-Up	Recording Minilessons for Reading Workshop	Selecting Independent Reading Material	Reading Independently	Recording Independent Reading
Week Two	Reading Conferences with the Teacher	Using Interactive Bookmarks to Record Thinking about Reading	Writing about Reading: Basic Paragraph Response	Text Talk with Partners	Finding Reading Preferences
Week Three	Reading Perseverance: Abandon or Not?	Goal Setting and Reflecting on Reading	Writing about Reading: Letter	Questions that Spark/ Questions that Fizzle Reading Discussion	Close Reading: Annotating a Section of Text
Week Four	Literature Circles with Picture Book	Infusing Small Group Reading into Reading Workshop Routine	Writing about Reading: Sketch	Monitoring Fluency when Reading	Establishing Genre Characteristics
Week Five	Within the Text Thinking	Beyond the Text Thinking	Writing about Reading: Diary Entry	About the Text Thinking	Book Talks: Creating and Presenting Book Talks

Reading Workshop Kick-off Introduction:

Implementing Reading Workshop into your classroom ultimately means that you want to implement a structure into your classroom that will allow for whole group, small group, and individualized activities surrounding students and their reading. Reading Workshop is the vehicle that will open up the possibilities of this differentiated approach to teaching reading to take form in your very own classroom.

As a literacy coach, the question that is most frequently asked is, “If I do guided reading or literature circles with a small group of students, what are all of the other kids doing?” This is a fabulous question because a top concern among teachers is if they take the time to work with students one-on-one or in small groups, the rest of their classroom is going to be in an uproar with the students not being worked with by the teacher getting nothing out of the class period. As teachers, many of us feel guilty, as if we’re not doing our jobs, if we’re not in front of the classroom teaching to all students. The moment we break into that small group or individualized instruction, we feel the rest of the classroom gets completely out of control.

The bottom line is with the Common Core State Standards and the varying levels of students sitting in one classroom at any given time, it isn’t possible to provide whole group instruction the entire class period anymore and be successful. It just simply is not. We all know that differentiating instruction to meet the learning needs of all students, from our struggling readers to our students reading high above grade level expectations, is what needs to be done in order to teach effectively. Differentiation, however, is an easy educational “buzz word” to throw out without actually differentiating instruction to all students.

So how do you differentiate instruction to all students in your classroom? Students who range in reading levels, strengths and weaknesses as readers, in their attitude and motivation towards reading, and more. The answer: Reading Workshop. However, the cold, hard truth about Reading Workshop is that it will easily fail if it is not implemented with consistent expectations and a predictable structure that all students can thrive in. Teachers who jump right in to the teaching of reading skills from day one in a Reading Workshop format could struggle with their students for the entire school year. No matter the grade level you teach, all students need to be reminded of the structure, rules, and expectations for them in a specific classroom each school year if you, as their teacher, would like to experience success. That is why I created this product. By kicking off Reading Workshop using this format, you will set your students up for success as readers for the whole school year.

Benefits of Reading Workshop:

- Reading Workshop allows for a predictable structure that is followed daily by the teacher and students. Getting into a set routine minimizes classroom management issues if the routine and structure are reinforced daily.
- A daily minilesson at the beginning of Reading Workshop provides the opportunity for brief, explicit whole class instruction geared toward meeting the Common Core State Standards and also the needs of the overall students in your classroom.
- The structure of Reading Workshop is set up so that at the end of class each day, students independently read and work on their minilesson application. This independent, meaningful work time allows for the teacher to meet one-on-one with students in Reading Conferences and/or meet with small groups of students for guided reading or literature circles.
- Students have a choice in their independent reading material, but minilessons still allow for a common focus among the class on reading each day. This provides a meaningful balance of freedom and structure for students and teacher.
- Reading Workshop provides the necessary classroom routines in order to differentiate teaching to meet the needs of all students within the classroom.
- Reading Workshop builds intrinsic motivation inside students as readers. A teacher who skillfully implements Reading Workshop teaches students to be self-reflective, set goals, and monitor their reading. This shows that reading is not just something students do so that they can perform well on standardized tests. It is something that can develop into a lifelong habit.
- Reading Workshop supports inquiry-based and constructivist learning theories, allowing students to develop not only as readers but as learners with 21st Century skills.

Reading Workshop Time Frames:

Below are three possible time structures to use with Reading Workshop depending on the amount of time allotted for reading instruction daily within your students' schedules. **More Time = More Student Progress**

30 minutes	45 minutes	60 minutes or more
<p>Day One:</p> <p>10-15 minutes:</p> <p>Interactive Read Aloud</p> <p>10-15 minutes:</p> <p>Minilesson (Minilesson Statement, Modeling, Have-a-go, and Application directions)</p> <p>*Have students start their Minilesson Application with any extra time.</p> <p>Day Two:</p> <p>20-25 minutes:</p> <p>Independent Reading Time and Minilesson Application/Meet with Literature Circle Group, Meet with Guided Reading Group, or hold Individual Reading Conferences</p> <p>3-5 minutes:</p> <p>Share Minilesson Takeaways</p>	<p>5-10 minutes:</p> <p>Interactive Read Aloud</p> <p>10 minutes:</p> <p>Minilesson (Minilesson Statement, Modeling, Have-a-go, and Application directions)</p> <p>20-25 minutes:</p> <p>Independent Reading Time and Minilesson Application/Meet with Literature Circle Group, Meet with Guided Reading Group, or hold Individual Reading Conferences</p> <p>3-5 minutes:</p> <p>Share Minilesson Takeaways</p>	<p>10-15 minutes:</p> <p>Interactive Read Aloud</p> <p>10-15 minutes:</p> <p>Minilesson (Minilesson Statement, Modeling, Have-a-go, and Application directions)</p> <p>20-30 minutes:</p> <p>Independent Reading Time and Minilesson Application/Meet with Literature Circle Group, Meet with Guided Reading Group, or hold Individual Reading Conferences</p> <p>5-10 minutes:</p> <p>Share Minilesson Takeaways</p>

Classroom Set-up for Reading Workshop Recommendations:

*Have pairs of students sit at tables with one another. Space tables out around the room as much as possible. It's important that each table have as much space as physically possible, depending on the size of your classroom. This will allow students to have a partner to collaborate with during "turn and talk" portions of the minilessons and sharing of minilesson takeaways while also giving each student space to independently read and think about his or her reading.

*Set up a classroom library designed for students to select independent reading material from. The library should not be arranged by lexile, benchmark level, or any other sort of reading measurement. It is important to teach students how to select appropriate independent reading material without selecting based off of their lexile score or benchmark level. A student would never walk into a bookstore and ask where the level "R's" are located. Benchmark levels and lexile measures are an excellent teaching tool for teachers. These measurements should be used to flexibly place students in appropriate guided reading groups where the teacher is selecting the reading material at each group's instructional reading level. Independent reading material in classroom libraries should be arranged in baskets by categories such as author, genre, and topics to allow for quick and easy access to students. Some of my favorite classroom library tricks are to have library cardholders and library cards in the holders with each student's name. The student can easily write the title they are checking out and cross out the title when the book is returned. I also like to write the book box category of each book in my classroom library on the inside cover so that book return is a quick and easy process, and my classroom library can stay nice and organized.

*Invest in rugs, folding chairs, camping chairs, comfy chairs, bean bags, and lamps to have set up in your classroom during independent reading time. However it looks for you and your students, create an atmosphere that is comfortable and inviting. This creates excitement about independent reading. Be very explicit with students in how comfy items are shared among the class during independent reading time by developing a system to be used throughout the year.

*Create an area for students to come sit on the floor or easily gather their chairs during the teaching of the minilesson and/or the Interactive Read Aloud. This is also a routine to practice and establish expectations for, but it provides movement during the class period and helps build community within the classroom.

*Use anchor charts to document what students have learned as readers during Reading Workshop, as well as the agreed upon classroom expectations during Reading Workshop.

*Make the materials in your classroom accessible to all students at any time without them having to ask you for permission. Label all of the materials and set routines and expectations for material use right away. Dictionaries and thesauruses should definitely be part of these resources.

How to Use this Product:

This product comes with 25 minilessons to kick-off Reading Workshop in your classroom. Each of the minilessons in this product will contain the following:

1. A detailed minilesson teacher plan that includes the items below.

- **Materials Needed.** The handouts and student supplies needed for each minilesson will be listed.
- **Book talk.** Prepare a 1-2 minute book talk each day for students to get them interested in a variety of texts/genres for their independent reading material. Book talks should include the title, author, genre, and brief description of the book or the reading of a short passage from the text to the class. They should be short and sweet and can be given in the first person (pretend you are a character from the book), second person (talk to students as if they are a character in the book), or third person (talk normally about the book as a reader).
- **Minilesson statement.** A minilesson statement is the purpose of the lesson for the day that tells students what they will be doing as readers for the day and why. I recommend having students write down the minilesson statement, talk about key words in the minilesson statement, and discuss what the minilesson statement means to them as readers.
- **Teacher modeling.** Minilessons should gradually release responsibility onto the reader until they are able to independently apply the minilesson to their independent reading. Part of this scaffolded approach involves the teacher opening up his/her mind as a reader so that students understand the type of thinking involved in applying the minilesson to a text. Because this product not only focuses on reading, but the implementation of routines and expectations necessary to maintain a Reading Workshop, some of the modeling will revolve around these routines and expectations.
- **Have-a-go.** As responsibility is gradually shifted to the reader/student, students engage in having a try with the minilesson in a supported environment.
- **Application.** Students now take the minilesson and apply it to their independent reading or to the set-up of Reading Workshop. This may involve writing a response, sharing their thinking with a partner/small group, etc.
- **Share.** At the end of the minilesson, the students and teacher come back together to share the work they have done during the application phase. This piece creates a community of readers in the classroom and is a quick and easy way for the teacher to take some formative assessment data on who was and was not able to apply the minilesson.
- **Anchor Chart.** A possible anchor chart for applicable minilessons will be provided as well. This would only be a recommendation. The best anchor charts are created within the classroom with student input.

2. Each minilesson also includes a presentation of the lesson that can be used while teaching the lesson to students. If you have a projection system in your classroom, simply project the lesson portion of each minilesson onto your Smartboard or projection screen as you teach the lesson. The presentation of the lesson is broken down slide by slide to show each part of the lesson. I have found that when doing minilessons with students, this system works best because students can listen to you and also follow along by reading the directions of each step of the minilesson on the screen. Students come to understand the structure of each lesson you teach and know what is expected of them throughout the different parts of the lesson. Each lesson includes:

- An introductory slide that states the lesson's focus.
- A "minilesson statement" slide for students to copy down the minilesson for the day while the teacher engages students in a conversation about what the minilesson means to them as learners.
- A "modeling" slide that guides the teacher through modeling the minilesson concept for students.
- A "have-a-go" slide that gives directions for what students should do to further understand the minilesson concept with teacher support. This can be viewed as a guided practice.
- An "application" slide that lists the directions for what students should do to apply the minilesson to their independent reading during the day's work time while the teacher is holding reading conferences or meeting with guided reading or literature circle groups.
- A "share" slide that gives a focus question for students to discuss. Sometimes the share is focused on sharing with partners, small groups, or the whole class.

3. The last part included with each minilesson is any handouts needed for the minilesson being done that day. The detailed minilesson plan at the beginning of each minilesson will explain how to incorporate the handouts included for that particular minilesson into the teaching of that day's concept.

*Each minilesson application can be viewed as a formative assessment. The formative assessment organization sheet is included.

*Each minilesson is intended to last one day. However, depending on the time of your class periods, minilessons may last over a two or even three-day period. That's why they're listed as "Minilesson One," "Minilesson Two," etc. versus "Day One," "Day Two," etc.

*A "Minilesson Application Grading Rubric" is included in this product to be used with minilessons that require a written response to reading. It is not necessary to grade every minilesson application, but this is a helpful tool to give students feedback on their thinking while also infusing accountability for the minilesson applications.

Date: _____
Minilesson Concept: _____

Formative Assessment Organization for Minilessons

Students who need extension:	Students who understand the concept:	Students who need re-teaching in a small group:	Students who need individualized re-teaching:

Name: _____

Date: _____

Minilesson Application Grading Rubric

	3	2	1
Depth of Thought	The reader shows evidence in his or her response of thinking beyond and about the text. His or her thinking is thoroughly explained.	The reader attempts to show thinking beyond and about the text, but the thinking is not well enough explained.	The reader limits his or her response to within the text thinking without going deep enough into the text. The response is brief and unclear.
Use of Textual Evidence	The reader uses meaningful examples from the text to support his or her thinking.	The reader uses examples from the text, but they may not line up to his or her explanation of thinking or fit appropriately into the minilesson concept.	The reader uses general thoughts to explain his or her thinking without support from textual evidence.
Sentence Fluency and Conventions	The reader has written his or her reading response free of grammatical errors. The response has a flow and rhythm that allows the reader's thinking to be showcased.	The reader's response contains some grammatical errors. There are times the response has to reread in order to understand what the reader is thinking.	The reader's response contains many grammatical errors. Because of poor sentence fluency, it is difficult to understand what the reader is trying to say about his or her thinking.

Score: _____ / 9

Comments:

Information about Interactive Read Aloud:

-I have found that having a set amount of time for Interactive Read Aloud each day during Reading Workshop is the most efficient. My students have come to look forward to this time during Reading Workshop and know it is part of the routine each day. It doesn't have to be for a long period of time. Ten minutes each day is just enough, although if you have a larger time period, it would be nice to have even a little bit more. Depending on the time you have allotted for daily reading instruction with your students, see my recommendation for IRA time from the "Reading Workshop Time Frames" handout.

-For routine and movement purposes, I've dedicated a portion of the room as the "Interactive Read Aloud Area." When it's time for our IRA, students come over to the area and sit on the floor or pull over a chair so that they're facing me. The movement is a nice way to break up Reading Workshop as well.

-Choose a rich text for Interactive Read Aloud. Sometimes, teachers pick read aloud material completely dumbed down and babyish for the age level they are teaching to. Interactive Read Aloud is intended to give students exposure to grade appropriate texts. There are many picture books out there with rich themes, symbols, and author's craft. Read Alouds throughout the year can be made up of books with a variety of genres, themes, and even lengths. A read aloud doesn't always have to be a picture book; it could be a short novel as well. See my recommendations below, and don't be afraid to mix it up!

-The difference between a read aloud and an Interactive Read Aloud is the interaction you set up as a teacher for your students between them and the text. Don't "kill the book" by stopping too frequently, but stopping two to three times per day to have text discussion will allow students to get engaged in the text.

-Some ideas for what to do during stopping points in the text are:

- Pose a question to students and have them think about that question as you continue reading.
- Pose a question and have students turn and talk to a partner about their thoughts.
- Pose a question and have students jot down their response in their Reader's Notebook.
- Stop and model your thinking about a particular part of the text out loud to students.

*Remember when formulating questions to be used during Interactive Read Aloud, the questions should stretch within, beyond, and about the text.

*The minilessons will not include Interactive Read Alouds, but it is highly recommended to start infusing IRA into your Reading Workshop routine from the very beginning of the school year. Below is a list of Interactive Read Alouds I would recommend for students in grades 7-8.

Recommended Interactive Read Alouds for Grades 7-8

Recommended Picture Books	Recommended Novels
<ul style="list-style-type: none">• <i>Owl Moon</i> by Jane Yolen• <i>Crow Call</i> by Lois Lowry• <i>Pink and Say</i> by Patricia Polacco• <i>When Marian Sang</i> by Pam Munoz Ryan• <i>The Story of Ruby Bridges</i> by Robert Coles• <i>Dave the Potter: Artist, Poet Slave</i> by Laban Carrick Hill• <i>Sit-In: How Four Friends Stood Up by Sitting Down</i> by Andrea Davis Pinkney• <i>Ladder to the Moon</i> by Maya Soetoro-Ng• <i>Grandfather's Journey</i> by Allen Say• <i>A Drop of Water</i> by Walter Wick• <i>The Wolves are Back</i> by Jean Craighead George• <i>Moonshot: The Flight of Apollo 11</i> by Brian Floca	<ul style="list-style-type: none">• <i>Out of My Mind</i> by Sharon Draper• <i>The Giver</i> by Lois Lowry• <i>Staying Fat for Sarah Byrnes</i> by Chris Crutcher• <i>Athletic Shorts</i> by Chris Crutcher• <i>Tuesdays with Morrie</i> by Mitch Albom• <i>The Tiger Rising</i> by Kate DiCamillo• <i>A Long Walk to Water</i> by Linda Sue Park• <i>The Boy in the Striped Pajamas</i> by John Boyne• <i>The Outsiders</i> by S.E. Hinton• <i>Out of the Dust</i> by Karen Hesse