Agenda

● Introduction
● What is Workshop?
● Resources and management
● Looking at the texts *The Book Whisperer* & *A Guide to the Reading Workshop*
● Book study assignment
workshop in intermediate grades

**Mini-lesson**: explicit teaching and modeling

**Work-time**: students work independently and in small groups, Application time

**Closing**: wrap up, share time

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**Reading**

**Mini-lesson**: explicit teaching and modeling

**Work-time**: students work independently and in small groups, Application time

**Closing**: wrap up, share time

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**Writing**

**Mini-lesson**: explicit teaching and modeling (lucy Calkins lessons)

**Work-time**: students write

**Closing**: author’s chair (share time)
Basic Tenets of workshop

**Reading Workshop:**
- regular chunks of time to read
- self selected reading
- differentiation & small group instruction
- feedback
- opportunity to apply learning
- models
- teacher thinking aloud and reading aloud

**Writing Workshop:**
- regular chunks of time to write
- self selected topics
- feedback
- learn conventions in context
- opportunity to apply learning
- Good models
Reading
How is Reading Workshop Structured?

**Mini-Lessons (15-20 min.)**
- Instruction
- Demonstration of reading skills or strategies. Lesson is helpful to ongoing reading work, today and in the future.

**Work Time (20-30 min.)**
- small group, differentiated instruction
- independent, self selected reading
- responding to reading
- Book Clubs
- reading conferences

**Teaching Share (5-10 min.)**
- Time for students to spend a little longer with partner celebrating reading accomplishments for the day
opening

- read alouds
- modeling/ think alouds
- comprehension strategies
- extended texts
- shared reading
- CCGPS literary and informational reading standards

Students will gather at the carpet to listen and interact with the lesson you will be teaching.
Work time

- small group, differentiated instruction
- independent, self selected reading
- responding to reading
- Book Clubs
- reading conferences
Teaching Share

- Very small amount of teacher talk – sometimes celebrating what a few readers have done in ways that would apply to other readers
- Small amount of time for readers to work collaboratively with partners
- Book Club groups have a small amount of time to wrap up
- Teachers often angle the sharing – could be to follow up with topic of mini lesson – partners may share their best predictions.

- Share time is left more in the hands of the students – partners might decide to read aloud and enact powerful parts of the text or work on word-solving together
2 hour and 15 min block for Literacy & SS:
- Sentence Composing: 10 min
- Opening Lesson Writing: 15 min
- Writing Work Time: 30 min
- Writing Closing: 5 min
- Opening Lesson Reading (instructional/interactive read aloud or shared reading): 15-25 min
- Reading Work Time: 20-30 min
- Teaching Share: 5 min
- Social Studies: 20-25 min

Shared Reading Time Frame:
- 6 min – recap of yesterday’s reading and 2 vocab words
- 6 min – choral read w/ one quick think aloud by the teacher
- 6 min – partner read (could do partners reading together for 6 min or partner A read 3 & partner B read 3)
- 7 min – rigorous discussion
Thinking About Your Time

90 Min Literacy Block:
- Sentence Composing: 5-10 min
- Opening Lesson Writing: 15 min
- Writing Work Time: 20 min
- Writing Closing: 5 min
- Opening Lesson Reading (instructional/interactive read aloud or shared reading): 15-25 min
- Reading Work Time: 15-20 min
- Teaching Share: 5 min

Shared Reading Time Frame:
- 6 min – recap of yesterday’s reading and 2 vocab words
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- 6 min – partner read (could do partners reading together for 6 min or partner A read 3 & partner B read 3)
- 7 min – rigorous discussion
- Total Time: 25 min
Skills and Strategies to Teach readers in grades 3-6

- Stamina
- Fluency
- Monitoring for sense
- Envisionment
- Activating and using prior knowledge
- Prediction
- Empathy
- Inference
- Growing theories about characters
- Intertextuality (connections within a text)
- Intertextuality (connections across texts)
- Determining importance
- Using text structures
- Synthesis
- Summary
- Interpretation
- Critical Reading
Teacher as a reader

- Teachers who want to raise the level of their students’ reading, MUST be doing this kind of work themselves. Teachers MUST be readers!
- If you want kids to be better readers, start with the adults!
- Keep a reading log yourself and lead by example!
Growing Kids as Readers

• Kids get better as readers when they have time—lots of time—to read (to actually read, not to answer questions, fill in crosswords, and circle correct answers). It is critical that kids read with engagement, and nothing supports engagement more than kids reading books they can actually read, and that are high interest, and the best are books THEY CHOOSE TO READ!

• In order to learn to play the oboe or swim, the learner needs to be playing the oboe or swimming. And in the same way, our students need to be reading.
How Many Books and Why?

- Look at Relationship Between Achievement and Independent Reading
- Look at Reading Rate and Book Length
  Hatchet: approx 50,000 words
- Best 2% reading about 87 books/yr, average about 6 books/yr, bottom 10% a small fraction of one.
How Many Books and Why?

- Primary age students should read 250-300 books/year: Think Frog & Toad
- Elem age students (short novels where kids could finish a book a day) 150-180 books/year
- Upper Elem/Middle: Goal of 100 pages per week=3,500 pages/yr=about 35 books/yr
- High School: Goal 200 pages/week=about 20 books/yr

Aspire: In a student’s K-12 school career, have a goal that the student will read 1,000 books over the course of his/her school career.
resources
RCS units

- Located in Google Drive

Directions:
1. log into your google drive
2. select *shared with me*
3. find the folder titled *RCS e-file*
4. open the folder titled *common core units*
5. select your grade level
professional texts
management
A meeting place

See A Guide to the Reading Workshop pg. 21 “The Meeting Area”

- Place to meet as community (carpet)
- Easel w/ chart paper
- Charts of teaching points
- SmartBoard, Document Camera
- Sets the room apart-making it special-this is our meeting time
See A Guide to the Reading Workshop pg. 20 “The Library”

- Entices kids to choose books to read
- Has student & classroom imprint
- Houses books over various levels so students in your room can have access to just right reading material
Book baskets
Book baskets

- See A Guide to the Reading Workshop pgs. 21-22 “Materials”
- Book Bins/Baggies: Students have container in which they keep their books and other stuff. All reading materials go in the book bin or baggies.
- Take Home Baggies: There is a take home baggie in the book bin or book baggie. This is a support for the reader’s texts that go wherever the reader goes.
- Reading Logs: Extremely important tool! Allows teachers to see how many pages students are reading in a set amount of time (17pgs. vs. 4pgs). Used as a means of data. Use reading log like runners look at times and dieters look at their weight. Use log to set goals with students – more pages read in set amount of time, read more min at home, etc.
- Short Stack of Just-Right Books: keeps children from constantly going to classroom library. Allows to move across books in conferences and across series
- Post-Its or Reading Notebooks: Allows for on the run responses and quick jots to show comprehension and talking points for partnerships or book clubs
What "Status of the Class" shows you:
Who is reading at home
Who is "faking it" --examples to look for--
Students with books way above reading level
Tons of pages in a day or large discrepancies in pages read
Constant abandoning
Who keeps abandoning books
Who needs help finding books at their level.
small groups

- Not a one size fits all
- Purpose is responsiveness
- Guided reading
- Book Clubs
- Homogeneous with children working with multiple copies of same book
- Homogeneous with students needing same type support
- Differentiated Phonics
- LLI

See pgs 73-78 of Guide to Reading Workshop
Confer about reading, not just the text at hand.

Architecture of a Conference:
- Research: question the reader, looking at his/her work, think back over all you know of the reader, his/her process, goals, text level, and any other data about the reader
- Decide & Complement: decide on most helpful lesson to teach this reader and offer a compliment
- Teach: teaching point and reader’s active involvement, link your teaching to student’s independent reading work

See pgs 59-71 of Guide to Reading Workshop
Writing
Workshop Model

With Partners and Teacher
Share and Teach
Organization/Rituals

Meeting Place
Need: notebook, partner writing

Question:
“use transition moves”

Conferences
One-on-one and Small group

Share
Minilesson
Independent Writing
“…intervals (10 minutes long) for explicit, brief instruction in skills and strategies that then become part of a writer’s ongoing repertoire to be drawn on as needed.”

(Guide, Chapter 7, p. 60-61)

The Architecture of the Mini Lesson

Connection

Teaching

Active Engagement

Link
Mini-Lesson

Typically, the lesson falls into one of four categories.

1. **Procedural**: Rituals and Routines of your class and set up.

2. **Writer’s Craft**: Strategies that writers use to help them choose, explore, or organize a topic. Techniques that writers use in their writing.

3. **Qualities of Good Writing**: Standards that the students work to include in their writing.

4. **Conventions**: Information to develop their understanding of spelling, punctuation, and grammatical skills.
From Colleen Cruz- TCRWP

Predictable Structures and Routines:
  Writing Workshop: Roughly 45-60 min per day. Most people around the world are closer to 45 min, but many do 60 min. You MUST do Workshop at least 4 times per week.

Mini Lesson:
  This is whole class instruction. You’re meeting school, grade, common core standards. You are reaching 80-85% of the kids. There will be some students that are not at this level, and will need further instruction. Mini Lesson takes 10-15 min, preferably 10 min. The reason is b/c we want a lot of time for kids to write! This is community time where you gather the students together.
Methods: TCRWP

**Demonstration/Modeling:** Using your own writing (real time) writing in front of the students on purpose. Demonstration is that you are literally doing it in front of the kids. You are walking them through your process all right there in front of them while they are watching. Demonstration is different than telling. Talking through it while you are doing it.

**Explain an example:** Put up a piece of work and talk through it. However, you are not actually doing it. This is helpful for getting a vision, but it is not good for something generative. This is a good method, but it is limited. You need to know when to use this method of teaching. If you want to show how narratives go, do this. If you want to show editing marks, do this.
Methods: TCRWP

**Inquiry:** Very powerful. Can’t be used for everything. You have to be okay with what comes out. You need to set a question and then see what comes out of it. What are the great ways authors write leads to narratives? What are all the different ways authors use paragraphs? (Side Note: The inquiry questions in Katie Wood Ray’s Study Driven are great for this). Do at least one inquiry session for each unit of study. You could do a couple, but don’t overdo it. Inquiry is also great for problem solving. For example: you have several kids who keep forgetting writer’s notebooks, do inquiry for how to remember.

**Guided Practice/Coaching:** The teacher goes, the student goes, the teacher goes, the student goes, the student goes, the teacher does voice over coaching along, etc. OK, it’s your turn. You watch and as students are doing the work, you voice over to coach them.
So What’s the Big Deal About the Methods?

You will see these methods in mini-lesson, conferencing, etc. Lots of working, writing, reading, drawing, talking, etc. There should be a “healthy hum” in the writing workshop room. It should not be quiet. How do writers build a big body of work? Students should have lots of volume.
The Structure of the Mini Lesson

Lucy Calkins coined the name “Mini-Lesson.” She had researchers go out and research stellar teachers of writing. Noticings of Master/Stellar Writing Teachers:
They didn’t talk a lot
They had specific points of instruction (thus parts of the mini lesson)
Connection (The MiniLesson)

Rally the students for the lesson.
Recruit students to recall work that they have done prior to this lesson, which provides context for the lesson.
Share tiny excerpts of student work and vignettes from working with students.
Share a story that becomes a metaphor for the lesson.
End with a CLEAR Teaching Point:
“what” (content) and “how” (strategy)
Example: Today we are going to talk about…
Apply cautionary advice:
Avoid barrage of questions to students
Avoid assigning (i.e., “Today I want you to do…”)

Teaching (The MiniLesson)

**Demonstration**
- Sequentially structured like a “how to text” or “step-by-step process”
- “Write/Think” in real time
- Used in 80% of minilessons

**Guided Practice**
- Walk through a process so coaching allows students to do same without support

**Explanation/Example**
- State strategy and show example
- Use Mentor Texts/Read Alouds

**Inquiry**
- Starts with question
- Use in studying example of good work
- Use in contrasting effective and ineffective examples
Active Engagement (The MiniLesson)

Must be 100%.
Give students chance to practice what’s taught.
Be specific about what students are trying out.
Make sure prompts are simple:
What happened first?
What do you see?
Encourage students to do both (speak and listen) in “turn and talk.”
Avoid predictable problems:
Teacher: the minilesson becomes a maxilesson
Student: the real work doesn’t get done
Link (The MiniLesson)
Is shortest part
Reiterates teaching point
Links to previous learning
Refers students to their toolkit of strategies (use anchor chart)
Time to release students with “off you go”
Keep the Mini-Lessons mini!
If needed: set a timer.
The most important words at the end of a mini-lesson,
“…off you go.”
Let’s Watch a Mini Lesson in Action

http://vimeo.com/56066196

Look for:
Connection
Teaching Point
Teach
Active Engagement
Link
Work time

- students write
- you write
- teacher conferences
- peer conferences
- small groups
- guided writing
- rubrics/checklists
- self assessment
Partner share
  Sharing work
Table Share
  Talking over ways to solve a particular problem
  Can be prelude to whole group meeting
Symphony Share
  Students share a specific something they did well when teacher points the baton toward them

★ 2 stars & a wish
★ use the language of the standard/lesson
“Dancing on the edge of arrogance is . . . grading someone’s writing when you’ve never written yourself.”

Lester Laminack

http://www.lesterlaminack.com/index.htm
resources
Lucy Calkins Units of Study
Other places to go...
management
Provisioning a Writing Workshop

Dedicated Writing Time Room Arrangements

- Meeting Area
- Work Areas
- Writing Center

Materials

- Writing-in-Progress Folders and Papers
- Writing Utensils and tools
- Chart Paper, Marker Pens, and Easel
- Exemplar Texts
- Word Walls, Dictionaries, and Thesauruses
- Writing Partners
- Writers Notebook (Teacher and Students)
status of the class

What "Status of the Class" shows you:
Where kids are in the writing process
Students who are spending too much time in a particular phase of the writing process
Allows you to hold students accountable
You can make decisions about who needs a conference
Our next meeting:

November 10th @ 3:30
location: North Heights

Topic: Going deeper with writing workshop

Please bring: Lucy Calkins writing unit (entire set)

Book study assignment:

A Guide to the Common Core Writing
WS pgs 1-69

Writing Workshop the Essential Guide
Intro & chapters 1-2

The Book Whisperer
Intro & Chapter 1