

<https://bit.ly/2YwMlI5>

Reading and Writing Workshop

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Objectives:

- Participants will gain an understanding of the parts of a mini-lesson
- Participants will gain an understanding of the workshop model, especially in the lense of reading and writing
- Participants will learn different methods for conferring with students
- Participants will learn about different ways to group students and work with small groups
- Participants will come away with ideas for launching their reading a writing workshops

My Background

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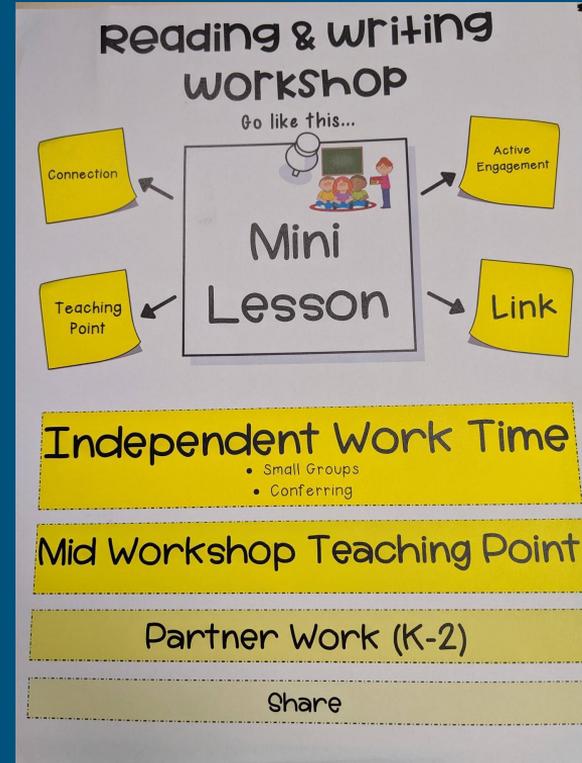
My Background

- Masters of Education in Teaching and Learning, St. Mary's University
- 12 years teaching experience, entering 7th year at Blessed Sacrament in LaCrosse, WI
- 3 years using workshop model and Units of Study

Participant Background

Reading and Writing Workshop

- Mini Lesson
 - Connection
 - Teaching Point
 - Active Engagement
 - Link
- Independent Work Time
 - Small Groups
 - Conferring
- Mid-Workshop Teaching Point
- Partner Work/Share



Mini-Lesson

<https://bit.ly/2YwMlI5>

- <https://vimeo.com/55966243>
- Mini-Lesson Viewing Organizer



Conferring

- Article [“Not Just Touching Base”](#)
- Research Conference
 - Listening to reading
 - Asking questions
 - Short and Sweet
- Compliment Conference
 - Like research conference
 - Leave student with a compliment



Conferring

- Table Conference
 - Conference with 3-4 students at once
- Research, Decide, Teach Conference
 - Listen to reading
 - Ask questions
 - Decide what your student needs
 - Teach
- [Conferring Talking Suggestions](#)



Small Groups

- Guided Reading
- Strategy Groups
 - Group students based on reading/writing strategies that could benefit them
 - Fluid groups
 - Meet for a short time period
- Seminars - Let students sign up based on their individual goals/interests

What assessment do you have available?

- Running Records
- Conferring Notes
- STAR
- Performance Assessments
- What can we add here??

Boot Camp

- What things do your students need to know before they can be successful in workshop?
 - [Meeting Area](#)
 - Routine
 - Materials Needed
 - Expected Behavior
 - Mentor Text Collection

Resources

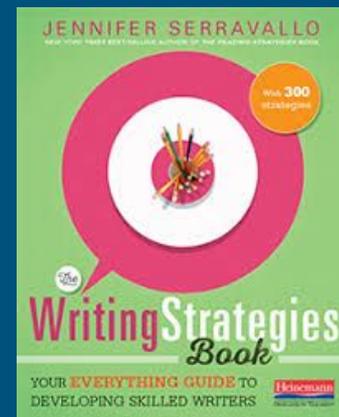
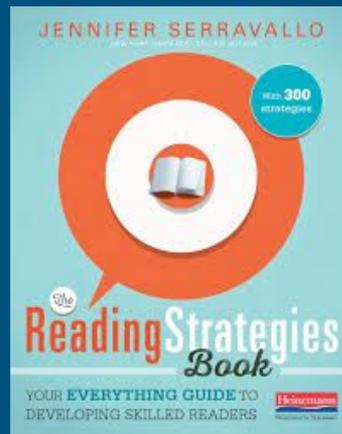
<https://bit.ly/2YwMII5>

<https://twowritingteachers.org/>

<https://readingandwritingproject.org/>

<https://www.scholastic.com/teachers/bookwizard/>

<https://choiceliteracy.com/>



Resources

<https://bit.ly/2YwMII5>

Coaching Readers...

"Say more..." 

"What about..." 

"Oh, explain that to me..." 

"So what is making you think that?" 

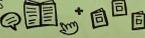
"Can you find another part that fits with that idea?" 

Ways for implementation: For information see © 2012 The University of California and colleagues from the Teacher College, Boston, and writing "Ways for Implementation of Tools for Teaching Reading Instruction in Elementary Schools."

Small Group Possibilities

Small Group Read Aloud with Discussion 

Self-assessment with learning progressions 

Strategy Group: explain and give an example, coaching kids in their books 

Strategy Group: guided practice, coaching kids in their books 

Guided Reading 

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Responsive Small Group Coaching Tips

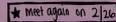
Choose what and how to teach 

Keep your teaching short. 

Use familiar texts when demonstrating. 

Effectively demonstrate - name the teaching point, enact it, and name what they've seen. 

Coach kids in their work. 

Make an appointment to check in and follow up. 

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	Guided Reading	Strategy Lesson
Before Reading	<p>Type of Book:</p> <ul style="list-style-type: none"> Unfamiliar text that is one level above the student's independent reading level. All children have the same book. <p>Children in Group:</p> <ul style="list-style-type: none"> Short term, transient, ability groups. <p>Book Introduction:</p> <ul style="list-style-type: none"> Teacher gives overview of the text: title, setting, plot, tricky words or text features, picture work. Take the children to particular pages that might pose some difficulty. 	<p>Type of Book:</p> <ul style="list-style-type: none"> Can be a familiar text. Children may have different texts since they need a book that is at or even below their independent reading level. <p>Children in Group:</p> <ul style="list-style-type: none"> May contain children from different reading levels who struggle with the same skill. <p>Book Introduction:</p> <ul style="list-style-type: none"> May not be a book introduction if students are rereading a familiar text to practice the strategy being taught. <p>Naming the Strategy:</p> <ul style="list-style-type: none"> Lesson always begins with teacher naming the strategy, briefly demonstrating the strategy, and then inviting students to try it out. Strategy Lessons resemble mini-lessons.
During Reading	<p>First Reading:</p> <ul style="list-style-type: none"> All students have their own text, read the text quietly and simultaneously, and usually in its entirety. Teacher may ask certain students to whisper read so that she can listen in and even probe for comprehension. <p>Rereading:</p> <ul style="list-style-type: none"> If a child finishes the text early, he or she rereads it or rereads a favorite page. 	<p>First Reading:</p> <ul style="list-style-type: none"> All students have their own text, read the text quietly and simultaneously. Teacher observes the students using the strategy. <p>Rereading:</p> <ul style="list-style-type: none"> If necessary, students are encouraged to reread their text to practice the strategy so that the teacher has time to coach all readers in the group.
After Reading	<p>Teaching Point:</p> <ul style="list-style-type: none"> Occurs at the end of the lesson based on teacher's observations of a "sticky part" Teacher may use a white board or magnetic letters, but there tends not to be many accompanying teaching materials 	<p>Teaching Point:</p> <ul style="list-style-type: none"> Teacher makes one more teaching point based on what she observes during the students' reading of the text. Subsequent strategy lessons build upon this day's strategy lesson just as mini-lessons build upon one another.

Meeting Area Examples



Conferring Checklist

	Main Idea	Infers	Hard Words	Synthesis	Connections
Mitchell	*				
Jack					+
Landon				~	
Liam			*		
Max			*		
Luc		*			
Sam		~			
Mary		~		~	
Lila			~		+
Isaac					
Sophie	+			*	+