
Workshop

— October 2016 —
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What is Workshop?

- Approach to teaching that requires student-centered, responsive, assessment-based instruction
- Emphasis on creating life-long readers and writers who display independence in future endeavors

Research to Support Workshop Model

Selecting Our Next Favorite Text:

- ~ Test a book for "fit"
- ~ Look for genre
- ~ Judge a book by cover
- ~ Search by author
- ~ Series... are there more?
- ~ Ask teachers & librarians
- ~ "Other books like..."
- ~ Parents "Classics"
- ~ Search the web/ author's website
- ~ Friends & Classmates
- ~ Books I Want to Read List
- ~ Recommended Titles List
- ~ Award Winners/Top Lists

"To progress as readers, readers must have ample time to read a lot and they must have texts they can read

independently." From TCRWP website

<http://readingandwritingproject.org/about/research-base>

5 Finger Book Test

- ① Open the book to any page
- ② Read the page
- ③ Put up 1 finger for each word you don't know

1 Finger = good choice!

2 Fingers = still a good choice!

3 Fingers = could be too hard, try another page.

4 Fingers = tough to read, not a good choice.

5 Fingers = try a different book.

History

- Thirty years ago Lucy Calkins joined Teachers College, Columbia University
- Calkins previously worked with Donald Graves on the nation's first big study on writing
- For a little more than twenty years the work has been equally focused between reading and writing

Guidelines For Our Reading Workshop

- ① You must always be reading or writing about your reading.
- ② You need to work silently to allow you and your peers to do your best thinking.
- ③ Use reading strategies!
- ④ ALWAYS have a "Just Right" book **AND** an on deck book!!!
- ⑤ Use a soft voice when conferring with a teacher or reading partner.
- ⑥ It's okay to abandon a book as long as you gave it a fair chance.
- ⑦ RECORD your reading!
- ⑧ READ, READ, READ!!!

Thinking Stems

Strategy Thinking Stems

Strategy	Thinking Stems
Summarizing	What is the main idea of the text? What are the most important details? How does the author organize the text?
Text Structure	How does the author organize the text? What is the purpose of the text? How does the author use text structure to convey information?
Text Features	What are the text features? How do text features help you understand the text? How do text features help you find information?
Text Elements	What are the text elements? How do text elements help you understand the text? How do text elements help you find information?
Text Analysis	How does the author use text analysis to convey information? How does the author use text analysis to help you understand the text?
Text Evaluation	How does the author use text evaluation to convey information? How does the author use text evaluation to help you understand the text?

Components of Reading Workshop

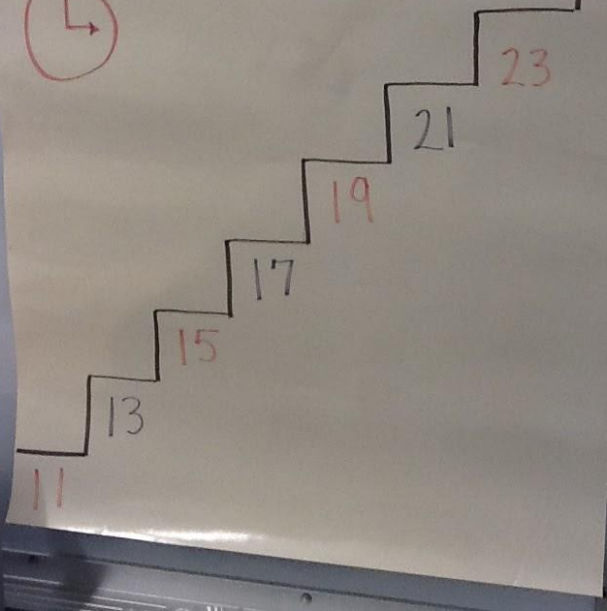
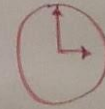
Duration: 45-60 minutes

- Read Aloud: 3 to 5 times per week
- Mini-Lesson: Daily - approximately 10 minutes
- Independent Reading: Daily
- Share: Daily - 5 minutes



Super Readers

Have Stamina



Process:

- Assess: Match kids to books
- Confer with children daily
- Conduct small strategy groups
- Guided Reading Groups (3-5 times per week)
- Teach Identified Units of Study
- Follow Unit Pacing Guide





Required

Resources/Materials

- Home/School book logs
- Reader's Notebooks
- Accessible "Just Right" Reading Books
- Conference Notes
- Charts
- Environment
- Teachers College Assessments

2nd grade curriculum calendar

Months	Reading workshop	Writing workshop
September/October	Reading Growth Spurt	Small moments/mentor text
November/December	Nonfiction	All About Books
January/February	Characters and their stories	Writing about Reading
February/March	Fiction, Folktales, Fairytales	Fairytales
April/May	Series book clubs	Poetry
May/June	Series Book Clubs	Lab Reports/Science Books

3rd grade curriculum calendar

Months	Reading workshop	Writing workshop
September	Building a Reading Life	Personal Narrative
October	Character Study	Literary Essay
November	Nonfiction	All About Books
December	Nonfiction (continued)	All About Books
January	Mystery Book Clubs	Opinion Writing
February	Poetry	Poetry
March	Character	Narrative Writing
April	Finish Character, then start Nonfiction	Finish Narrative, then start Nonfiction Reports
May	Nonfiction	Nonfiction reports

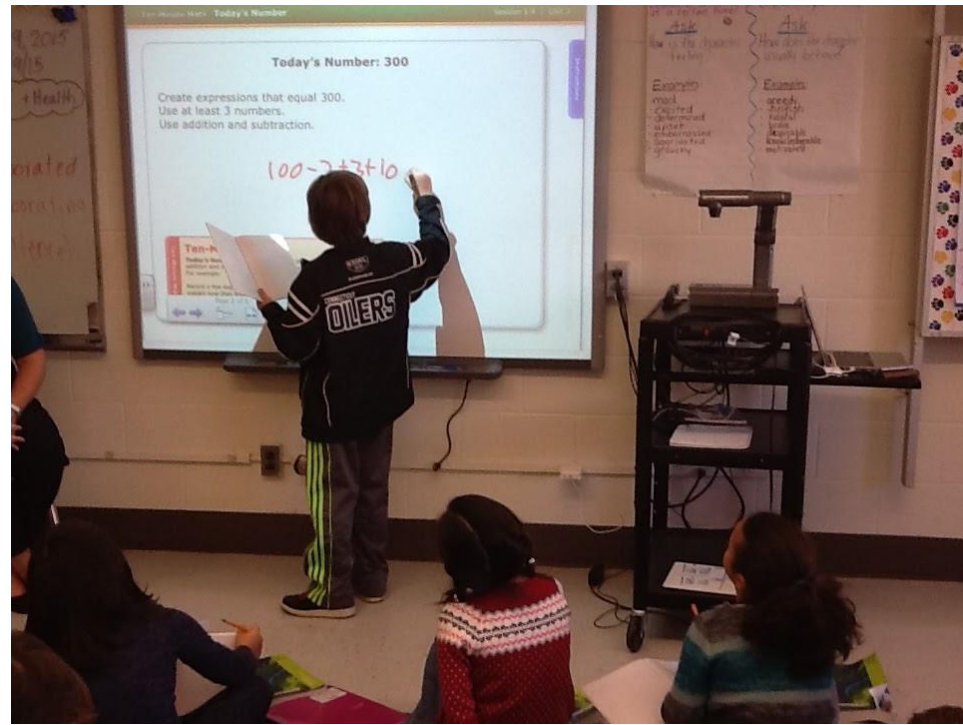
Assessment Data

	Post it Rubric	(3) Independent	(2) Needs Support	(1) Limited	Comments
	Use of Post-Its	Reader used post-its frequently and appropriately	Reader used a few post-its intermittently	Reader does not use post-its	
	Quality of Post-Its	Reader recorded important details, events and ideas; Reader has pushed his/herself to show best thinking	Reader recorded some details and events	Reader recorded limited details and events	
	Application of Strategies	Reader applied strategies taught in class regularly; Reader rereads post-its to think of new ideas and build theories	Reader applied strategies taught in class at times	Reader does not apply strategies taught in class	

Math workshop

Similar structure to reading workshop:

- Mini lesson
- Independent work: small group and partners
- Share



Why Workshop?



