Collaboration in Reading and Writing Workshops

November 16th, 2022
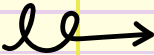
Presenters

Wells Road Intermediate School

Cristin Wojtas, Grade 4 Teacher
Caroline Martin, Grade 5 ELA Teacher
Courtney Piotrowski, Literacy Coach

Grade 4 Students: Caroline Wiggins
and Shaun Penzon
Grade 5 Students: Shayla Loughran
and Sam Pagliaro

Benefits of a Workshop Classroom

- Gradual release model
- Develops a repertoire of strategies
- Provides student choice
- Builds stamina and volume
- Creates a collaborative learning community
- Encourages independent thinking
- Develops accountability
- Supports individual learning needs
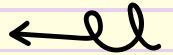- Allows for small group instruction and conferring

Mini-lesson

01 **Connection**
Connect today's learning to prior learning or self.

02 **Teach**
Teacher explicitly models a strategy step by step.

03 **Active Engagement**
Students try the strategy in partnerships.

04 **Link**
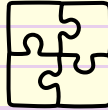Connect teaching to independent or partnership work.

Work Time

Students apply today's and previous taught strategies in one of the following ways:

Partners

Clubs

Independent

SHARE: Teacher highlights students or partnerships applying the strategy, has partnerships meet to share, or teaches an additional strategy that connects to the work.
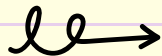
Partnerships

Reading

- Discuss personal or partner books
- Push and question thinking
- Allows for multiple perspectives
- Clarify sections of the text
- Grow new ideas
- Sentence frames to foster conversation
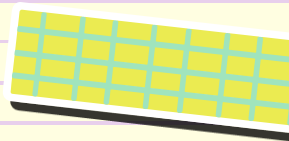- Accountability
- Book Clubs

Writing

- Audience/perspective/mentor
- Brainstorming during the collecting stage
- Peer editing with a checklist
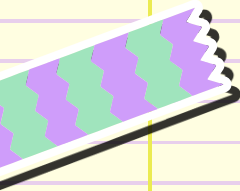- Peer revision with an organizer
- Glows and grow feedback

5th Grade Reading Partnership

Shayla Loughran and Sam Pagliaro

PARTNER TEXT talk

- This connects to earlier when...
- One inference I made...
- I think _ will happen because...
- I think the character is feeling...
- What would happen if...
- This part of the text reminded me of...
- I'm worried about...
- When the character _ I...
- My prediction changed when...
- To summarize....

These type of Post-its still need floaties!

Level One:
- a level one note does not show understanding and is very basic.

These Post-its go a bit deeper!

Level Two:
- a level two note shows some thinking about the book, but can still show that you understand what you are reading.

These Post-its are Treasured!

Level Three:
- a level three post-it note shows you not only get what you're reading but that you're really thinking!

To Teach Well...

- Use the text structure to organize your teaching

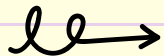- Know the main ideas and supporting details

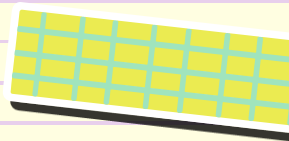- Use an explaining voice

- Use gestures

- Use a teaching finger to point to charts, illustrations, and diagrams to help explain
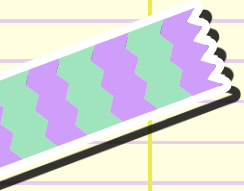
4th Grade Writing Partnership

Caroline Wiggins and Shaun Penzon

Name: _____ Date: _____

Opinion Writing Checklist

	Grade 4	NOT YET	STARTING TO	YES!
Structure				
Overall	I made a claim about a topic or a text and tried to support my reasons.	☐	☐	☐
Lead	I wrote a few sentences to hook my readers, perhaps by asking a question, explaining why the topic mattered, telling a surprising fact, or giving background information.	☐	☐	☐
	I stated my claim.	☐	☐	☐
Transitions	I used words and phrases to glue parts of my piece together. I used phrases such as *for example, another example, one time,* and *for instance* to show when I was shifting from saying reasons to giving evidence and *in addition to, also,* and *another* to show when I wanted to make a new point.	☐	☐	☐
Ending	I wrote an ending for my piece in which I restated and reflected on my claim, perhaps suggesting an action or response based on what I had written.	☐	☐	☐
Organization	I separated sections of information using paragraphs.	☐	☐	☐
Development				
Elaboration	I gave reasons to support my opinion. I chose the reasons to convince my readers.	☐	☐	☐
	I included examples and information to support my reasons, perhaps from a text, my knowledge, or my life.	☐	☐	☐
Craft	I made deliberate word choices to convince my readers, perhaps by emphasizing or repeating words that would make my readers feel emotions.	☐	☐	☐
	If it felt right to do so, I chose precise details and facts to help make my points and used figurative language to draw the readers into my line of thought.	☐	☐	☐
	I made choices about which evidence was best to include or not include to support my points.	☐	☐	☐
	I used a convincing tone.	☐	☐	☐
Language Conventions				
Spelling	I used what I know about word families and spelling rules to help me spell and edit. I used the word wall and dictionaries to help me when needed.	☐	☐	☐
Punctuation	When writing long complex sentences, I used commas to make them clear and correct.	☐	☐	☐
	I used periods to fix my run-on sentences.	☐	☐	☐

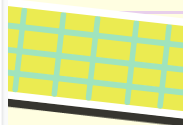Name: _____ My Partner/s: _____

Reason One:

Example:

Example:
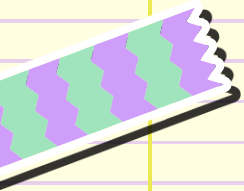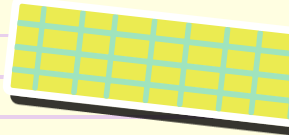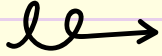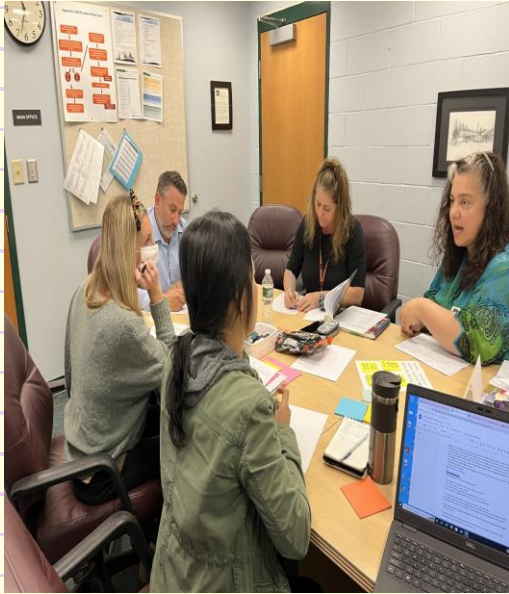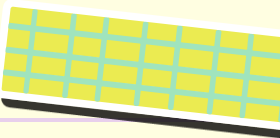
Example:

Conclusion Statement:
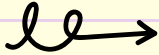
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GLOW:

GROW:
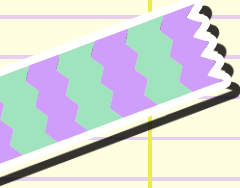
Questions

For Students and Teachers

Professional Development with Teachers College

Thank You!

You will see parts of Grade Three Writing Workshop tomorrow on the walkthrough!