Why Use the Workshop Approach?

- It is integrated throughout Curriculum Companion
- It is based on solid research
- It puts us all on the same page

But don’t forget:

The word is out the single most important factor that supports student success in reading is access to a good teacher. .. if students have access to a good teacher in reading for three consecutive years, scores will rise 40%.
Where are we now?

Augusta Literacy Plan Goals

1. Implement K-5 standards-based literacy curriculum framework
2. Implement consistent research-based instructional practices
3. Prepare for the implementation of Smarter Balanced Assessment in the spring of 2015
Where are we now?

- **Literacy Block Practices and Materials PLC Interviews**
  - **Reader’s Workshop**: All grade levels identified guided reading. Language was similar, but not consistent among and between grade levels. Although no grade level specified Reader’s Workshop as the approach, components were frequently identified.
  - 4/6 grade levels identified **Writer’s Workshop** as the approach being used. The other 2 grade levels identified most of the components of the workshop approach.

As grade levels and as a school, we need to come to conscious consensus on what we are doing...
Where are we going?

School SMART Goal

We will improve student achievement so that 80% of students in grades K-5 are advanced or proficient in reading as measured by local, district, and state assessments.

<table>
<thead>
<tr>
<th>Year</th>
<th>Augusta P &amp; A</th>
<th>State P &amp; A</th>
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</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>28.8%</td>
<td>36.4%</td>
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<tr>
<td>2011-2012</td>
<td>24.6%</td>
<td>36%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>30.7%</td>
<td>35.7%</td>
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</tbody>
</table>
What is the plan?

- **February**
  - Reflect on Writer’s Workshop
  - Common grounding Reader’s Workshop
  - Curriculum Companion

- **April**
  - Benchmark Assessment Training

- **May**
  - Reflect on Reader’s Workshop
  - Common grounding on Language/Word Study Workshop
  - Curriculum Companion

- **Summer**
  - Think about Smarter Balanced Assessment and explore Practice Tests and Performance Tasks
  - Curriculum Companion Training: August 12-14
Today’s Agenda

- 12:35-1:15 - Grade level reflections on Writer’s Workshop
- 1:15-2:05 – Reader’s Workshop
- 2:05-3:30 – Curriculum Companion Work
Review the statements 1-3.
As a grade level, can you agree?
Identify common language in 4-5
Identify concerns and resources 6-7
Writer’s Workshop Reflection
Building Grade Level Consensus

Literacy Framework for Writing

Review Chart on Page 2
Make any changes that would be needed to make this to reflect Writer’s Workshop at your grade level.
Reader’s Workshop

- How do you define Reader’s Workshop?
What is Reader’s Workshop?

- Engages students in **predictable routines**
- Explicitly teaches strategies so students become more skillful at comprehending text
- Involves students in **authentic reading experiences** that focus on the strengths and needs of individual students
- Emphasizes the importance of **student engagement** and the interaction between readers and the text
What does research evidence tell us?

**Effective reading instruction requires:**
- At least 90 uninterrupted minutes per day K-2
- At least 60 uninterrupted minutes per day 3-5
- Density – *instructional delivery*
  - Systematic delivery of explicit instruction
  - Scaffolding
  - Differentiation
- Intensive intervention in addition to initial instruction
Workshop Experiences

Gradual Release

"You do it"
"You do it, We do it"
"We do it"
"I do it"
Demonstration/Modeling

Shared Experiences

Guided Practice

Independent Practice

“I do it”

“We do it”

“You do it, We do it”

“You do it”
Setting the Stage: Whole Group 5-15 min.
Interactive/Shared Read Aloud
Interactive/Shared Writing

Reading Workshop (60-90 min.)
1. Whole Group Mini-lesson 5-15 min
2. Small Group Guided Practice and Collaborative Work 45-60 min
   • Guided Reading/Strategy Groups
   • Literature Discussion Groups/Book Clubs/Inquiry Groups
3. Independent Reading with One-on-One Conferring
4. Whole Group Share Time/Teaching 5-10 min

Writing Workshop (60 min.)
1. Whole Group Mini-lesson
2. Small Group Guided Practice and Collaborative Work
   • Guided Writing/Strategy Groups
3. Independent Writing with One-on-One Conferring
4. Whole Group Share Time/Teaching

Language/Word Study Workshop
Setting the Stage: Read Aloud-Daily with Whole Group 10-15 Minutes

- **Interactive Reading**
  - Models fluent reading
  - Models higher level thinking through skills and strategies *think alouds*
  - Models author craft and structure through *think alouds*
  - Exposes students to a variety of genres and literary styles
  - Builds vocabulary and comprehension
  - Involves students through active engagement activities such as “turn and talk” “stop and jot”
  - Illustrates specific teaching points
Setting the Stage: Read Aloud-Daily with Whole Group 10-15 Minutes

- **Shared Reading**
  - Does everything that interactive reading does
  - Difference is that students can see the text
  - Teacher and students read together
  - Students interact with the text to locate letters, words, chunks, conventions, etc.
Turn and Talk

- Are you using interactive and/or shared reading with the whole group on a daily basis?
- What are your thoughts on doing this?
Readers Workshop
1. Whole Group Mini-Lesson
10-15 Minutes

- Management to learn routines and procedures
- Connections to link to previous work and to independent reading
- Skill or Strategy focused on specific teaching point
- Author’s craft and structure
Reader’s Workshop

2. Small Group Guided Practice and Collaborative Work 45-60 min

- Guided Reading
- Strategy or Skill Groups
- Literature Discussions/Book Clubs/Inquiry Groups

A significant body of evidence suggests that regardless of the subject matter or content area, students learn more, and retain information longer, when they work in small groups. (Fisher & Frey, 2008)
Turn and Talk

- What does small group guided practice look like in your room?
- What does collaborative work look like?
3. Independent Reading with One-to-One Conferring

- **Independent Reading**
  - Students select just right books
  - Students apply skills and strategies
  - Students leave “tracks” of their reading through post-marking and *stops and jots*
  - Students show accountability and evidence of learning through logs, responses in reader’s notebook or graphic organizers
Turn and Talk

- How do students show evidence of independent reading learning in your room?
- Is this consistent at your grade level?
Reader’s Workshop

3. Independent Reading with One-to-One Conferring

- One-to-One Conferring  2-6 minutes
  - A genuine conversation about how the reading is going
  - Face-to-face on the same level
  - May listen to reader read aloud
  - Time to provide customized instruction
Turn and Talk

- What does conferencing look like in your room?
- How much time do your students typically spend reading independently?
Reader’s Workshop
4. Whole Group Sharing Reflection

Time/Teaching  5-10 min

- Reinforces the mini-lesson
- Students reflect on their thinking and talk about their learning
- Teacher assesses what students have or have not learned
- Teacher might highlight exemplar work
Lucy Calkins Overview

http://www.youtube.com/watch?v=cgN2WUMW6zM
Thoughts?
Comments?
Reactions?
Thank You Huron Valley Schools

- Overview Reader’s Workshop: 2:18

http://vimeo.com/20477118
• Kindergarten-10:49
  http://vimeo.com/20476619

• First Grade-10:14
  http://vimeo.com/20476827

• Second Grade-8:00
  http://vimeo.com/20476712
Upper Elementary 3-5: 13:20
http://vimeo.com/20477027
Video Debriefing

- What did you see that makes sense?
- Did any concerns emerge?
- Overall, what are your thoughts on Reader’s Workshop?
Questions/Comments/Concerns