

## Beginning a Reader's Workshop

Questions to Consider Before You Begin:

- What would you like your students to gain by participating in workshop this year?
- What are the big ideas and essential questions guiding your work together? What is your vision for a successful workshop?
- How will you know whether or not your workshop has been successful?

| Structure                                                                                  | Phase 1                                                                                                                                                                                                                                                                                                                                                                                           | Phase 2                                                                                                                                                                                                                                                                                    | Phase 3                                                                                                                                                                                                                                                                                                                                                                                                                |
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| Mini-Lessons and Read Alouds<br>15-20 minutes                                              | <ul style="list-style-type: none"> <li>• Who are you as a reader?</li> <li>• Norms and routines</li> <li>• Selecting “just right” books</li> <li>• Defining reading territories</li> <li>• Independent goal-setting</li> <li>• Shopping for books</li> <li>• Book talking</li> <li>• What is a reading conference?</li> <li>• Genres</li> <li>• Home connections</li> <li>• Incentives</li> </ul> | <ul style="list-style-type: none"> <li>• What do good readers do before/during/after reading?</li> <li>• Comprehension Strategies</li> <li>• Fix-Up Strategies</li> <li>• Use information gleaned from progress monitoring to guide instruction (this is formative assessment)!</li> </ul> | <ul style="list-style-type: none"> <li>• How are you growing as a reader? What have you accomplished, and what are your new goals?</li> <li>• How can others benefit from what you’ve learned? How will you share this?</li> <li>• Which comprehension and fix-up strategies work best for you? Why do you think this is the case?</li> <li>• What do you struggle with? What is your plan for improvement?</li> </ul> |
| Sustained Silent Reading<br>Conferring<br>(Optional: Invitational Groups)<br>30-40 minutes | <ul style="list-style-type: none"> <li>• Progress monitoring</li> <li>• Praise</li> <li>• Teaching Points/Feedback</li> <li>• Coaching</li> </ul>                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Progress monitoring</li> <li>• Praise</li> <li>• Teaching Points/Feedback</li> <li>• Coaching</li> </ul>                                                                                                                                          | <ul style="list-style-type: none"> <li>• Progress monitoring</li> <li>• Praise</li> <li>• Teaching Points/Feedback</li> <li>• Coaching</li> </ul>                                                                                                                                                                                                                                                                      |

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| <p>Closing Meeting<br/>15-20 minutes</p> | <ul style="list-style-type: none"> <li>• Focus is on what we are learning about ourselves as readers and how we can use this information to make good choices</li> </ul>                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Focus is on what we're learning about ourselves as readers AND how we're applying what we've learned about what good readers do.</li> </ul>                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Focus on:<br/>What we've learned about ourselves as readers.</li> </ul> <p>How we're applying what we've learned about what good readers do.</p> <p>Evaluating our strengths and weaknesses as readers.</p> <p>Setting goals to address needs.</p>                                                                        |
| <p>Book Talking<br/>10-20 minutes</p>    | <ul style="list-style-type: none"> <li>• Survey students and determine interests</li> <li>• Define what a "great" book talk accomplishes.</li> <li>• Book talk those texts that connect to their interests</li> <li>• Invite informal conversation about books</li> <li>• Reward those who volunteer to share</li> </ul> | <ul style="list-style-type: none"> <li>• Survey students and determine interests</li> <li>• Book talk those texts that connect to their interests</li> <li>• Invite informal conversation about books</li> <li>• Require students to book talk at least once every 3 weeks, but allow for partner or small group share.</li> <li>• Ask students to assess and provide feedback regarding quality of book talks.</li> </ul> | <ul style="list-style-type: none"> <li>• Students should be assuming more and more ownership over book-talking.</li> <li>• Continue to share several titles during each session, but provide more time for students to engage in real conversation about books.</li> <li>• Ask students to assess and provide feedback regarding quality of book talks.</li> </ul> |