

The First 20 Days

Getting started with Reading Workshop

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READING WORKSHOP - FIRST 20 DAYS

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The lessons in First 20 Days are designed to help establish routines in your classroom and build a community of readers. Each lesson starts with an introduction followed by the mini-lesson. The mini-lesson design allows the teacher to *model* a particular routine or strategy, give students time to *actively engage* in the process, and *link* the learning to independent practice. You will notice **TP** throughout the lessons. This denotes the Teaching Point that you are driving home for the day. Some lessons may deviate from this format due to the procedure you are teaching.

The assessment portion should occur between Days 6-15 if possible. Assessing 2 students each day on this schedule will allow you to complete 20 reading records. Rigby PM benchmarking, QRI, DRA, and the Fountas & Pinnell assessments are ones we have used to determine instructional reading levels of students.

Although the lessons seem very structured and scripted, our goal is that you will make them your own. The examples and books mentioned serve only as a model. Using these lessons helps to launch your reading workshop in the right direction and will set the tone for great learning and reading throughout the year!

READING WORKSHOP - FIRST 20 DAYS

Day 1	
Essential Question (EQ): What should I expect to be doing every day in Readers Workshop?	
Objective: To establish the daily rituals and routines for Readers Workshop.	
Pre-workshop Prep:	1. Set up notebooks with students.
Introduction:	How do we become better at a sport? Playing an instrument? Painting a picture? How do we become better at reading? Today we will be learning some of the rituals that will help us to become better readers during this year.
Mini-Lesson: (25-30 minutes)	<p>2. Explain to students there are several types of activities you will be doing this year during RW</p> <ul style="list-style-type: none"> ➤ book read-aloud or book talk - 5 minutes ➤ mini-lesson - 10-15 minutes ➤ individual reading, guided reading, other learning activities - 60 minutes ➤ conferences, written reflections, sharing - 10-15 minutes <p>3. We will meet together for the first part of Reading Workshop. Our signal for large group meeting is _____. Our gathering place is located _____. (PRACTICE TRANSITION WITH STUDENTS, MORE THAN ONCE??!)</p> <p>4. When students are at meeting area, discuss the importance of good listening. Use the SLANT procedure to be good listeners.</p> <ul style="list-style-type: none"> • S - sit up and sit still • L - look at the speaker • A - ask questions • N - nod occasionally to let us know you're still "with us" • T - track with your eyes <p>Book Talk Selection: _____</p> <p>Give a brief book talk, reading an interesting portion of it. Tell the students a connection(s) (no more than three) that you make with this book. Suggest they may want to read this book if it is suitable for them. (Use various levels and genres throughout the next few weeks in order to appeal to all students.) <i>Note students practicing the SLANT method and acknowledge good listening skills.</i></p> <p>Explain to students how they will explore the books - teacher may want to spread baskets around the room and have students browse each basket for 5 minutes. If student independence is weak, the baskets may be rotated through the table groups. Tell students that they should select one or two books that they might be interested in reading independently. Remind students about the 5 finger rule - miss more than five words on the first 2 pages probably too hard.</p>
Independent Practice: (15-20 minutes)	<ul style="list-style-type: none"> • Students should explore the classroom library selections. They may use all the time to explore or may begin reading. • Move around the room to keep students on task. Check on students who are not engaged. Help them find a good book. • After 15-20 minutes, use your signal to call students back to the gathering area.
Sharing: (15-20 minutes)	<p>1. Model for and with students how to sit knee-to-knee and look eye-to-eye in order to talk and share with a partner. Have students share with a partner which books they have selected and why they find those interesting. Allow 5-6 minutes.</p> <p>2. Ask students to return to their seats with their book selections after the sharing time is done.</p> <p>3. Pass out a post-it note to students and ask them to write the title of one book they are interested in reading, including why they find this book interesting. The post-it notes are displayed somewhere in the room to make students accountable for their book choices. This is not meant to lock students into a book choice, but to send a friendly reminder that they should give their choices a good try and not constantly change books.</p>
Materials: chart paper, markers, book for book talk, sorted trade books, post-it notes	

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Day 2	
EQ: What is the standard for good reading behaviors during Readers' Workshop?	
Objective: To establish the daily rituals and routines for the Readers' Workshop	
Pre-workshop Prep:	<ol style="list-style-type: none"> 1. Review notebooks with students. 2. Review the several types of activities you will be doing this year during RW <ul style="list-style-type: none"> ➤ book read-aloud or book talk - 5 minutes ➤ mini-lesson - 10-15 minutes ➤ individual reading, guided reading, other learning activities - 60 minutes ➤ conferences, written reflections, sharing - 10-15 minutes 3. Review the importance of good listening. Use the SLANT procedure to be good listeners. 4. Invite students to join you at the designated meeting place.
Introduction: (2 minutes)	Think about a fire department, sports team, or NASA preparing for a shuttle launch. Do these groups have to work together to be successful? Why? During Reading Workshop it is important that everyone works together in order to help everyone be successful in growing their reading skills and abilities.
Mini-Lesson: (20-25 minutes)	<ol style="list-style-type: none"> 4. Write on chart paper, Good Reading Behaviors During Readers Workshop. 5. Ask students to work with a partner to brainstorm what someone (eye to eye, knee to knee) would see in a class that is having a good Reading Workshop. After 5 minutes ask student pairs to share their responses. Write them on the chart. Some answers might include: <ol style="list-style-type: none"> a. Keep my focus on my work. b. Gather materials I need and find a place to sit c. Settle in and start reading silently d. Keep all reading materials together e. Talk quietly to a reading partner or in book discussion group. f. When reading independently, concentrate on my reading - 6. Emphasize that the daily readers' workshop is a time for working and that students should refer to this chart to make sure they are following correct procedures. 7. Keep this chart posted in the classroom and have students add to this chart periodically throughout the year. <p>Book Talk Selection: _____</p> <p>Give a brief book talk, and read an interesting portion of the book. Tell the students a connection(s) (no more than three) that you make with this book. Suggest they may want to read this book if it is suitable for them. (Use various levels and genres throughout the next few weeks in order to appeal to all students.) <i>Note students practicing the SLANT method and acknowledge good listening skills.</i></p> <ol style="list-style-type: none"> 8. Explain to students that they will have 20 minutes to read. This time should be silent and there should be as little movement as possible around the room. Dismiss students to their reading places. Remind them of the Good Behaviors chart.
Independent Practice (20 minutes)	<ul style="list-style-type: none"> • Students should begin reading from the books that they selected yesterday for reading independently. • Students may begin reading - goal is 20 minutes of sustained reading.
Assessment: (during Indep. Practice)	Move around the room to keep students on task, referring students to the chart for Good Behaviors, if necessary. Check on students who are not engaged. Help them find a good book.
Sharing (15 minutes)	<ol style="list-style-type: none"> 1. Call students back to the gathering area after 20 minutes. Ask them to bring their Reading Notebooks, Independent Reading books, and a pencil with them. 2. Have students share with a partner which books they have selected and one interesting thing that happened in their book. (Knee-to-knee and eye-to-eye). Give 7-8 minutes to share. 3. Model how to complete the Daily Reading Log and have students record this information in their own reading notebooks.
Materials: timer, chart paper, markers, book for book talk, sorted trade books	

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Homework: Students complete Reading Interview <i>Guiding Readers and Writers Gr. 3-6</i> Fontas&Pinnell (Appendix 46)	
Day 3	
EQ: How do readers choose a book that is "just right"?	
Objective: Students will learn how to select a book that isn't too hard or too easy in order to be challenged and grow as a reader.	
Pre-Workshop Prep:	<ol style="list-style-type: none"> 1. Review notebooks with students. 2. Review SLANT procedure to be good listeners. Review the Good Reading Behaviors chart and remind students it takes everyone doing the right thing in order for all to be successful. 3. Invite students to join you at the designated meeting place.
Introduction: (2 minutes)	Everyone is good at some thing -- Some of you are really good runners. Some of you may play the piano or dance better than other students. Some of us are better at reading than others. That's okay. We are all going to get better at reading this year. That's the most important thing. In order to get better at reading, you have to read more. TP: During RW you need to choose a book that is just right for you in order for you to become a better reader. The book can't be too hard, and it shouldn't be too easy.
Mini-Lesson: (20-25 minutes)	<p>4. TP: Say, "I have several books in front of me. This one is too hard. I started to read it but stopped because I didn't understand what I was reading. If you start to read a book and you don't understand it, choose a different book. Maybe you will be able to come back to the book later in the year.</p> <p>This book is really too easy for me. Sometimes it is okay to read an easy book because you really like the author or the cover. But we need to be sure we also choose books that are just right for us -- not too easy.</p> <p>This book was just right for me because I was able to understand the story and it made me ask questions or think about things in my own life. There were also a few words that I didn't know and had to use the context to help me figure them out or look them up. I want you to be reading books that make you think and challenge you a little bit."</p> <p>5. Explain to students that you have put several books on each table group or in baskets. Tell students you would like for them to look through the books and find one that is too easy, one that is too hard, and one that is just right. (Students can do this at table groups or in partnerships in the gathering area.)</p> <p>6. Find a partner and explain to him or her why share their discoveries with their partner. (Optional): Go over and pass out copies of <i>Is This the Right Book for You</i> to put in their notes section.</p> <p>Book Talk Selection: _____ Give a brief book talk, reading an interesting portion of it. Tell the students a connection(s) (no more than three) that you make with this book. Suggest they may want to read this book if it is suitable for them. (Use various levels and genres throughout the next few weeks in order to appeal to all students.) <i>Note students practicing the SLANT method and acknowledge good listening skills.</i></p> <p>Explain to students that they will have 20 minutes to read. This time should be silent and there should be as little movement as possible around the room. Dismiss students to their reading places. Remind them of the Good Behaviors chart and to think about whether their book is too easy, too hard, or just right.</p>
Independent Practice (20 min.)	<ul style="list-style-type: none"> • Students should begin reading from the books that they selected yesterday • goal is 20 minutes of sustained reading.
Assessment: (during Indep. Practice)	Move around the room to keep students on task, referring students to the chart for Good Behaviors. Check on students who are not engaged. Help them find a just right book.
Sharing (15 minutes)	<ol style="list-style-type: none"> 1. Call students back to the gathering area after 20 minutes. Ask them to bring their Reading Notebooks, Independent Reading books, and a pencil with them. 2. Have students share with a partner which books they have selected and one interesting thing that happened in their book. (Knee-to-knee and eye-to-eye). Give 7-8 minutes to share. 3. Model how to complete the Daily Reading Log and have students record this information in their reading notebooks.
Materials: timer, chart paper, markers, book for book talk, teacher selected books to use as the model for choosing "just right" books. (Too Hard, Too Easy, and Just Right), copies of <i>Is This Book Right for You</i>	

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Day 4	
<p>EQ: Why is reading important in my life and how can I get better at reading? Objective: For students to reflect upon and articulate how they become better readers and why reading is a significant aspect of their life.</p>	
Pre-Workshop Prep:	1. Invite students to join you at the designated gathering place.
Introduction: (2 minutes)	Think about when and where you use reading? How do you think your life would be different if you couldn't read? Allow a few students to respond.
Mini-Lesson: (20-25 minutes)	<p>2. Review the importance of good listening. Ask students what SLANT is and why it helps them to be good listeners. Have students sit with a partner knee-to-knee and eye-to-eye. Model for students what this should not look like and what is SHOULD look like.</p> <p>3. Give each partnership a piece of paper, pencil, and a surface to write on such as a wipe board or clip board. Have students fold the paper in half lengthwise (hot dog fold) and then unfold it. Students should now have 2 columns to use. Have one of the partners label the two columns - "Importance" & "Getting Better".</p> <p>4. Have partnerships discuss with each other <i>why they think reading is an important part of their lives</i> and list their ideas on the paper. After 4 minutes stop them elicit a response from each group. Rotate through groups allowing them to share only one answer at first. Once everyone has had a chance to share go back and elicit more responses. List their answers on a piece of chart paper under the heading of Importance. Some answers might include:</p> <ul style="list-style-type: none"> • I learn by reading. • I communicate by reading. • Reading is fun. • To make a living for my family, I need to be able to read. • There are few things I can do in life that don't involve reading. <p>5. Repeat process described in #4 only this time ask students to think about <i>how they can get better at reading since it is such an important part of their lives?</i> Again give students about 4 minutes to talk and brainstorm then call on partnerships to respond. List their responses on chart paper under the Getting Better heading. Some answers might include:</p> <ul style="list-style-type: none"> • Reading every day. • Reading a variety of genres. • Writing about what I read. • Thinking carefully about what I read. • Using reading strategies when I don't understand. • Reading a just-right book to practice reading and to stretch myself as a reader. <p>Close the mini-lesson by asking students to keep these important ideas in mind during RW.</p> <p>Interactive Read Aloud: _____ Read a short, interesting picture book and have students turn and talk several times during the reading. After reading, <u>model</u> the 5 finger-retell. <i>Note students practicing the SLANT method and acknowledge good listening skills.</i></p> <p>6. Explain to students that they will have 20 minutes to read. This time should be silent and there should be as little movement as possible around the room. Dismiss students to their reading places. Remind them of the Good Behaviors chart.</p>
Independent Practice: (20 minutes)	<ul style="list-style-type: none"> • Students should begin reading from the books that they selected for IR - goal is 20 minutes of sustained reading. • Move around the room to help keep students on task, referring students to the chart for Good Behaviors if necessary. Meet with any students who are not engaged in their books. Tell students they must like the book and be able to read and understand the book. Help students find books that are right for them.

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Day 5	
EQ: What are the routines of selecting books and telling what we have read?	
Pre-Workshop Prep:	<ol style="list-style-type: none"> 1. Invite students to join you at the designated gathering place. 2. Review the SLANT procedure to be good listeners. Celebrate with students the positive behaviors Refer to the Good Behaviors chart!
Introduction: (2 minutes)	As you have explored our classroom library what have you noticed about how the books are organized and stored? Why is it important that we work together to keep our books orderly?
Mini-Lesson: (15-20 minutes)	<p><i>(Routine)</i> 4. Share the ways books are organized; point out books categorized by author, by genre, by topic, by series, by how easy or hard they are to read, by award winners, or by any other category you've established. Show students the place where each category of books is kept. Then show students how to take books out and return them to each basket.</p> <p>5. Emphasize that we will all get to share these books in our classroom this year. If we are responsible for selecting and returning them to the baskets and shelves, everyone will always be able to find the books we want to read.</p> <p>6. Ask students if they know what stealth means...as in a stealth bomber! Explain that when an object or person is stealth they go undetected or unnoticed. When you need to make a new book selection or browse in the library, you need to be "stealth" about it. If anyone notices you are there or is disrupted by your browsing, you are not helping to provide an environment that allows everyone to do their best thinking.</p> <p>7. TP: <i>When we read a story it is important that we remember what we have read. This is another way to tell if your book is just right for you. If you can't remember it, the book is probably too hard. My hand is a great way to help me. My thumb reminds me of the characters. I remember when Lily was young we sang Where is Thumbkin and pretended they were people. My thumb helps me remember people, or characters. My pointer finger is for the setting. When I'm giving directions I usually point to the place they want to go. My pointer finger helps me remember place, or setting. My middle finger reminds me of the problem. We all know what happens when we raise this finger by itself. For some strange reason, in our culture, it means something pretty negative and can get us into a lot of trouble. My middle finger helps me remember the problem, or conflict. My ring finger reminds me of the events. When I got married it was an amazing and wonderful event in my life. I wear a ring to remember my commitment to Mr. Rosenow and my wedding event. My ring finger helps me remember the events. Finally, my pinky is the last finger on my hand. It reminds me of the conclusion. It is the smallest and last finger on my hand or at the end. My pinky helps me remember the conclusion. If I am not finished reading my book, I might use it to make a prediction about what I think will happen at the end.</i></p> <p>8. Model TP: For example, yesterday we read Come On Rain by Karen Hesse. When I think about the characters in the story I remember (list characters w/ brief description). I also remember that the main setting was ____, but that they were inside the apartment too. The main problem was that ____. So first, then, next, finally ____. The story ended with a surprise by ____.</p> <p>9. TP: Did you see how I used my hand to do a retell? First I used my thumb to remember the characters, my pointer to remember the setting, my middle finger to remember the problem, my ring finger to remember the events, and my pinky to remember the conclusion or make a prediction.</p> <p>10. Let's make a visual to help us remember the 5-finger retell. Have students turn to Notes in their Reading Notebook and draw an outline of a hand. Work with a partner to fill in the visual. After students have had some time, fill in info on an ANCHOR chart.</p> <p>11. Today at the conclusion of our reading, I will ask you to share a five-finger retell you're your partner. Explain to students that they will have 25 minutes to read. This time should be silent and there should be as little movement as possible around the room. Dismiss students to their reading places. Remind them of the Good Behaviors chart.</p>

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Independent Practice: (20 - 25 minutes)	<ul style="list-style-type: none"> • Students should begin reading from the books that they selected for IR - goal is 25 minutes of sustained reading. • Move around the room to help keep students on task, referring students to the chart for Good Behaviors if necessary. If necessary, have short conferences to monitor student book selection.
Assessment: (during independent practice)	Have short conferences with 6-8 students and ask for a 5-finger retell.
Sharing: (15 minutes)	<ol style="list-style-type: none"> 1. Call students back to the gathering area after 25 minutes. Ask them to bring their Reading Notebooks, Independent Reading books, and a pencil with them. 2. Have students share with a partner a five finger retell. (Knee-to-knee and eye-to-eye). Give 2-3 minutes to share. Have 2-3 selected students share with the large group their 5 finger retell. TP: Hold up fingers and have students tell you what each finger represents in the 5 finger retell. 3. Model how to complete the Daily Reading Log and have students record this information in their reading notebooks. 4. Pass out Rubrics for Week 1 and have students self-assess how they have done during workshop for the week. Collect rubrics and add your own score. Provide students with specific feedback in the comments section and return on Day 6.
Materials: timer, chart paper, markers, book from Read Aloud on Thursday	
Goals to assess for week: See Rubric	
Conference Notes / Observations / Comments:	

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Reading Workshop : Week 1

Student Name: _____ Date: _____

CATEGORY	4	3	2	1	Student Score	Teacher Score
Respects others	Student reads quietly for 20 minutes and stays in one place in the reading area.	Student reads quietly for 20 minutes. S/he moves around once or twice but does not distract others.	Student makes 1-2 comments or noises when reading, but stays in one place in reading area.	Student reads loudly, makes repeated comments or noises OR fidgets and moves about often, distracting others.		
Chooses Appropriate Books	Student chooses a book that s/he has not read before, which is at or above grade level, or has been previously approved by the teacher.	Student chooses a book that s/he has never read before and which is slightly below his/her reading level.	Student chooses a book s/he has read once before that is close to his/her reading level and was approved by the teacher.	Student chooses a book that s/he has read many times before or which is more than one grade below student's reading level.		
Stays on task	Student reads the entire period. This may be independent reading or done with adult or peer assistance, as assigned.	Student reads almost all (80% or more) of the period.	Student reads some (50% or more) of the time.	Student wastes a lot of reading time.		
Book Log	Student completes all parts of the book log as modeled by the teacher. An entry is recorded for each day of assigned reading.	Student completes all but one of the sections on the book log as modeled by teacher. An entry is recorded for each day of assigned reading.	Student completes all but two sections on the book log as modeled by teacher. An entry is recorded for all but one day of assigned reading.	Student completes some sections of the Book Log. Format is not correct and entries are not recorded daily.		

Student Score: _____

Teacher Score: _____

Comments:

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Day 6	
EQ: What are some ways that readers choose books?	
Pre-Workshop Prep:	Invite students to join you at the designated gathering place. Review the importance of good listening. Use the SLANT procedure to be good listeners.
Introduction: (2 minutes)	Last week we began selecting Just Right books so that we can work toward becoming better readers. TP: Today I want to teach you some things you can look for when trying to find a Just Right book.
Mini-Lesson: (15-20 minutes)	<p>TP: We choose books to read in many different ways and for many different purposes. For example, I really like to read historical fiction when I am trying to learn more about a certain time period. It is just more interesting to me than reading from a textbook. However, when I am trying to find out more about something like the International Space Station, I might choose a non-fiction book with lots of pictures and captions to learn from. If I want to read something for fun or pleasure, I might go to Karen Hesse's books or find a Lemony Snicket book. TP: These are a few things to think about when finding a book. Write on the board:</p> <ol style="list-style-type: none"> a. Favorite genre b. Great illustrations or pictures c. Authors we know and like <p>What are some things you do when looking for a book? Turn and talk to your neighbor about how you decide what book to read. Give time to talk. Call back and add ideas to chart.</p> <ol style="list-style-type: none"> d. Back cover information e. Characters we've read about in other books f. Another book in a series g. Interesting title h. Book recommendations from teachers and friends i. Books that are movies <p>TP: These are ways we can select books we might be interested in. Ask students how many of them see something in the list they hadn't thought about before when it comes to selecting books.</p> <p>Book Talk Selection: _____ Give a brief book talk, reading an interesting portion of it. Tell the students a connection(s) (no more than three) that you make with this book. Suggest they may want to read this book if it is suitable for them. (Use various levels throughout the next few weeks in order to appeal to all students.) <i>Note students practicing the SLANT method and acknowledge good listening skills.</i></p> <p>TP: Remember as you find your reading spot that you will be reading from a Just Right book. You can use several strategies to help you choose your book. You might like the title, it might be a favorite author, you might like the pictures, or it might be a book that has a character you have read about before. We talked about other ideas that are listed on the board.</p>
Independent Practice: (25 minutes)	<ul style="list-style-type: none"> • Students should begin reading from the books that they selected for IR - goal is 25 minutes of sustained reading. • Move around the room to help keep students on task, referring students to the chart for Good Behaviors if necessary.
Assessment: (during indep. practice)	Administer reading records that will help determine instructional level benchmark. Student names: _____
Sharing: (15 minutes)	<ol style="list-style-type: none"> 1. Call students back to the gathering area after 25 minutes. Ask them to bring their Reading Notebooks, Independent Reading books, and a pencil with them. 2. Have students share with a partner which books they have selected and one interesting thing that happened in their book. (Knee-to-knee and eye-to-eye). Give 7-8 minutes to share. 3. Model how to complete the Daily Reading Log and have students record this information. 4. Use rubric to self-assess reading
Materials: timer, chart paper, markers, book for book talk	

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Day 7	
EQ: How does what I'm thinking about as I read help me become a better reader?	
Objective: For readers to be aware of their thinking as they read and be able to share these thoughts with others.	
Pre-workshop Prep:	<ol style="list-style-type: none"> 1. Invite students to join you at the designated gathering place. 2. Briefly review the Good Behaviors chart and reasons that were given last week on why reading is important. Remind students that everyone must do their part and work as a team in order for everyone to grow as readers.
Introduction: (2 minutes)	Is it important to be thinking about what you are reading? TP: Good readers are always thinking while they read. They might be asking questions, making connections, trying to guess what will happen next, or using other strategies. They are definitely always self-monitoring, or checking to make sure they understand what they are reading.
Mini-Lesson: (15-20 minutes)	<p>Think for a minute about how snow looks after it has just fallen. Then imagine that an animal or person walks across the snow. The tracks allow an observer to see where the animal or person came from and where they are going. TP: <i>Today I want to show you how to leave "tracks" in your book by stopping in certain points and writing a prediction, question, or connection that you have.. I'm going to start by reading one of my favorite stories with you. This book is called <u>Shortcut</u> by Donald Crews. (Begin reading story aloud to students. Predetermine where you will stop within the story to make a connection, ask a question, and make a prediction.) <i>You know, this reminds me of the time.... I want to leave a "track" or remember this so I'm going to stop and write down my thinking on my thinkmark. (Demonstrate on the Elmo or projector. Continue reading.) I'm wondering at this point.... So I'm going to stop and write the question that is going through my mind right now. (Demonstrate and continue). Here, I'm guessing that they are.... I'm going to write my prediction down on my Thinkmark. (Demo and continue). Did you notice how I stopped in certain places to write my thinking down? I'm leaving tracks of my thinking so I can later share with my partner what I was thinking about while I read.</i></i></p> <p>Let's try this together. (Display a poem broken into 3 parts or stanzas. Reveal the first part and have students read silently. Have them turn and talk to a partner about a connection, question, or prediction they have made. Continue the process through the poem with thinking-turning-talking.)</p> <p>TP: Today you are going to leave tracks of your thinking by stopping at certain points during your reading and writing a connection, question, or prediction that you have made. Each of you will get a Thinkmark to write your idea on. Dismiss students to their reading places. Remind students of what Good Readers do and focusing on their reading.</p>
Independent Practice: (25-30 minutes)	<ul style="list-style-type: none"> • Students should begin reading from the books that they selected for IR - goal is 25-30 minutes of sustained reading. • Move around the room observing student behaviors. Identify 2-3 students to have short conferences to monitor student book selection after you have finished QRI assessments- 5 finger retell, interesting part, etc. Record observations on post-its that you can give to individual students you did not conference with about the behaviors you observed during IR.
Assessment: (independent practice)	Administer reading records that will help determine instructional level benchmark. Student names: _____
Sharing: (15 minutes)	<ol style="list-style-type: none"> 1. Call students to the meeting area and have them sit with a partner. Remind them of knee-to-knee and eye-to-eye. Give them time to share with each other their thinking while they were reading. If students are struggling, have them refer to the Reading is Thinking section and select from the ideas listed. Circulate and listen in on various student conversations. 2. After 7-8 minutes of sharing, give students feedback on what you observed - discussions, behaviors, etc. Ask students to offer solutions to fix behaviors that aren't contributing for the good of all, or solutions for students who were struggling to have a conversation. 3. Have students record book information in their Daily Reading Logs.
Materials: timer, chart paper, markers, book for read aloud, thinkmark copies	

READING WORKSHOP - FIRST 20 DAYS

Day 8	
<p>EQ: What must I do to "buzz" well with my classmates?</p> <p>Objective: For students to learn how to listen to each other and share effectively as partners or in small groups.</p>	
Pre-Workshop Prep:	<p>1. Invite students to join you at your gathering place.</p> <p>2. Remind students of some of the conversations you heard taking place during the share time yesterday and what you have been observing during their IR time. Celebrate the good work that students are doing and if necessary, describe some of the behaviors that you are seeing that need to be changed in order to help everyone succeed during Reading Workshop.</p>
Introduction: (2 minutes)	<p>Yesterday we talked about the importance of tracking our thinking while we read. When we talk with others about our book, it not only gives us a chance to share our thinking, it also helps us to understand our book better. TP: Today I want to teach you to "buzz" or talk about your books by sharing the thinking that you recorded on your Thinkmark.</p>
Mini-Lesson: (15-20 minutes)	<p>Explain to students that sharing with others is an important part of growing as a reader. Tell students that when we talk with a partner or in a small group, we are going to refer to our talking with each other as a "buzz." It is important to understand how to buzz with each other well so we can do our best talking and learning. TP: When you buzz with a partner, I'm going to sit eye-to-eye and knees to knee with him/her. Only one of us will be speaking at a time and we will speak in a quiet low voice so that our room sounds like it is buzzing vs. partying! Together we will decide who is going first and who is going second. The first partner will begin by sharing a little about their book and then sharing what he/she recorded on their Thinkmark. The second person will then go.</p> <p>Find a partner and sit knee-to-knee and eye-to-eye. Take out your IR book and your Thinkmark from yesterday. Decide who will go first and who will go second. Remember TP: You are going to tell a little about your book and then share the thinking you recorded on your Thinkmark. Let's try it. (After a few minutes, call students back together give feedback on what you heard as you circulated the room.) Let's add the behaviors for buzzing to our What Good Readers Do chart. (List their responses on a piece of chart paper, shaping them to create a simple, clear set of guidelines. Some answers might include:)</p> <ul style="list-style-type: none"> • All members of the group can see each other. • One person talks at a time. • The listeners look at the speaker. • Members listen to understand what the speaker is saying. • When the speaker is finished talking, each member shares thoughts or questions. • The next member takes a turn. <p>Book Talk Selection: _____</p> <p>Give a brief book talk, reading an interesting portion of it. Think aloud as you read a section of the book, placing post-it notes where you have a thought or idea. Suggest they may want to read this book if it is suitable for them.</p> <p>LINK: Readers remember today that as you read, you will continue to stop in certain places in your text and add your thinking tracks to your Thinkmark. TP: At the end of our reading time we will come back together and buzz about our books by sharing what our book was about today and what we recorded on our Thinkmark. Go find your spots and get started!</p>
Independent Practice: (25-30 minutes)	<ul style="list-style-type: none"> • Students should begin reading from the books that they selected for IR - goal is 25-30 minutes of sustained reading. • Move around the room observing student behaviors. Identify 2-3 students to have short conferences to monitor student book selection after you have finished QRI assessments- 5 finger retell, tracking, etc.
Assessment: (during indep. practice)	<p>Administer reading records that will help determine instructional level benchmark.</p> <p>Student Names: _____</p>

READING WORKSHOP - FIRST 20 DAYS

Day 8

Sharing:
(15 minutes)

1. Call students to the meeting area and have them sit with a partner. Remind them of knee-to-knee and eye-to-eye. Give them time to share with each other their thinking while they were reading. Circulate and listen in on various student conversations.
2. After 7-8 minutes of sharing, give students feedback on what you observed - discussions, behaviors, etc. Ask students to offer solutions to fix behaviors that aren't contributing for the good of all, or solutions for students who were struggling to have a conversation.
3. Have students record book information in their Daily Reading Logs.

Materials: timer, chart paper, markers, book for book talk, Thinkmark, What Good Readers Do anchor chart

Conference Notes / Observations / Comments:

READING WORKSHOP - FIRST 20 DAYS

Day 9	
EQ: What are some reasons to abandon a book?	
Pre-Workshop Prep:	<ol style="list-style-type: none"> 1. Invite students to join you in the gathering place 2. Remind students of What Good Readers Do 3. The teacher should bring several books to abandon. Reasons might include: because of the pictures, first page, author, or a friend doesn't like it. Show each book and tell why you have chosen not to finish reading the book.
Connection:	Have you ever gone to a movie or rented a movie and then discovered that it wasn't what you thought it would be? Sometimes we select books and then decide we really don't want to read it.
Teaching: (10-15 minutes)	<p>Sometimes we find books and even after we have given them a good chance decide we're not interested in reading it anymore and want to find a different book. They may decide to read it later. When a reader stops reading a book, it's called "abandoning or dumping the book." TP: Today I'm going to teach you that before you abandon a book you should read at least the first 2 chapters or about 20 pages. After you decide to abandon the book write a simple response in your Reading Reflection spiral about why you are abandoning the book. Finally, be prepared to discuss in a conference with me about why you chose to abandon the book and how much you actually read of the book.</p> <p>(Share with students a book that you have abandoned and explain why you chose to not finish it.</p>
Active Engagement	<p>Turn and talk with a partner about reasons readers abandon books. After we come back together, we will make a list on the board. (Give students time to discuss reasons. Some possible reasons might be:</p> <p>Too difficult, too easy Story moves too slow Not interested in characters or story line Not what you thought it was going to be</p> <p>Book Talk: _____ Give a brief book talk, reading an interesting portion of it. Think aloud as you read a section of the book, placing post-it notes where you have a thought or idea. Suggest they may want to read this book if it is suitable for them.</p>
Link	<p>TP: Remember, readers, that before you choose to abandon a book be sure to read at least a couple of chapters or 20 pages of the book. After you abandon the book, write a short letter explaining why you are abandoning the book, and finally, be prepared to discuss with your teacher why you chose to abandon the book and how much you read of it.</p> <p>Today as you move to your reading spots, continue your independent reading. Remember to stop a couple of times during your reading and leave some "Thinking Tracks" on your Thinkmark. Focus on any questions, connections, or predictions you are making in your mind.</p>
Independent Practice: (25 minutes)	<ul style="list-style-type: none"> • Students should begin reading from the books that they selected for IR - goal is 25-30 minutes of sustained reading. • Move around the room observing student behaviors. Identify 2-3 students to have short conferences to monitor student book selection after you have finished QRI assessments- 5 finger retell, interesting part, etc. Record observations on post-its that you can give to individual students you did not conference with about the behaviors you observed during IR.
Assessment: (during independent practice)	<p>Administer reading records that will help determine instructional level benchmark.</p> <p>Student names: _____</p>

READING WORKSHOP - FIRST 20 DAYS

Day 10	
EQ: What are some guidelines for helping one another do our best learning?	
Pre-Workshop Prep:	Invite students to join you in the gathering place
Connection:	The past two weeks we have been working on building our routines for reading workshop. We have learned how to select and take care of the books in our classroom library, how to choose just right books, how to track our thinking, how to buzz about our reading, and be aware of What Good Readers Do. TP: Today, we are going to think about all the ideas we have talked about the past few days and add more ideas to our What Good Readers Do anchor chart.
Teaching: (7-10 minutes)	Remind students that as readers and writers we need to work together in our classroom, helping each other do our best learning. We have been talking about some of the ways we can help each other as readers and writers. On this chart (Good Readers) are the ideas or guidelines for our workshop that we have already talked about and there may be some we need to add.
Active Engagement	<p>I want you to think on your own for a minute and see if you can come up with 3 more ideas to add to our chart. (Give students a post-it and some think time.) Now I want you to turn and talk to a partner. Share the ideas you came up with and together have a list of at least 5 ideas. (After some talk time, call students back together. Add ideas to Good Readers Anchor Chart.)</p> <p>Add others that may have not been included earlier. The chart may include:</p> <ol style="list-style-type: none"> You must always be reading a book or writing your thoughts about your reading. You need to work silently to enable you and your peers to do your best thinking. Use a soft voice when conferring with a teacher. Select books you think you'll enjoy and abandon books that aren't working for you after you've given them a good chance. Always do your best work. <p>Remember that these guidelines are written on the chart and will be displayed in the classroom as a reminder. If we all observe these guidelines, we can do our best work.</p>
Link	<p>Book Talk Selection: _____</p> <p>Give a brief book talk, reading an interesting portion of it. Think aloud as you read a section of the book, placing post-it notes where you have a thought or idea. Suggest they may want to read this book if it is suitable for them.</p> <p>TP: Remember that in order to be a better reader you need to think about What Good Readers Do! Today as you move to your reading spots, continue your independent reading. Remember to stop a couple of times during your reading and leave some "Thinking Tracks" on your Thinkmark. Focus on any questions, connections, or predictions you are making in your mind.</p>
Independent Practice: (25-35 minutes)	<ul style="list-style-type: none"> Students should begin reading from the books that they selected for IR - goal is 30-35 min. Move around the room observing student behaviors. Identify 2-3 students to have short conferences to monitor student book selection after you have finished QRI assessments- 5 finger retell, interesting part, etc. Record observations on post-its that you can give to individual students you did not conference with about the behaviors you observed during IR.
Assessment:	Administer reading records that will help determine instructional level benchmark. Student names: _____
Sharing: (15 minutes)	<p>1. Have students record book information in their Daily Reading Logs.</p> <p>Written Response:</p> <p>Have students complete a written response on a sheet of notebook paper. Write the following prompts on the board - What are you reading? What is the author's name? What has been happening in your book this week? What is one connection, question, idea that you have had that has helped you understand your story better? What do you think will happen in your story next?</p> <ul style="list-style-type: none"> Keep in mind this will be students' first written response to their texts. This is to give the teacher an idea of where to start as written responses are introduced in the upcoming lessons. It will also give students a chance to reflect on their reading in a different way. Rubric - self-assessment (See Day 5 for procedures)

READING WORKSHOP - FIRST 20 DAYS

Materials: timer, chart paper, markers, book for book talk, sorted trade books, post-it notes

Goals to assess for week:

1. Can students sustain independent reading for 25 minutes? (At least 90% of the students should meet this objective by now.)
2. Can students accurately complete the Book Log?
3. Can students buzz effectively about the book they are reading?
4. Are students using Thinkmarks to track their thinking (questions, predictions, connections)?
5. Can students select a Just Right book independently?
6. Do students demonstrate appropriate behaviors during Reading Workshop?
7. Can students do a 5-finger retell about the book they are reading? (done during conferences)
8. Have I administered the QRI word list to all new students?
9. Have I administered the QRI passages to all new students who are reading below grade level? These students should read the passages aloud to the teacher while the teacher takes a reading record. Use oral reading accuracy and comprehension to determine the instructional level for each student.

+ = 100% (consistently) ✓ = 90% (consistent most of time) - = 80% (engaged very little; inconsistent)

0 = 50% (mostly unengaged/easily distracted or distraction to others)

Conference Notes / Observations / Comments:

READING WORKSHOP - FIRST 20 DAYS

Reading Workshop : Week 2

Student Name: _____ Date: _____

CATEGORY	4	3	2	1	Teacher Score	Student Score
Respects others	Student reads quietly for 25 minutes and stays in one place in the reading area.	Student reads quietly for 25 minutes. S/he moves around once or twice but does not distract others.	Student makes comments or noises when reading or moves about disrupting the flow of reading in the room.	Student reads loudly, makes repeated comments or noises OR fidgets and moves about often, distracting others.		
Chooses Appropriate Books	Student chooses a book that s/he has not read before, which is at or above grade level, or has been previous approved by the teacher.	Student chooses a book that s/he has never read before and which is slightly below his/her reading level.	Student chooses a book s/he has read once before that is close to his/her reading level and was approved by the teacher.	Student chooses a book that s/he has read many times before or which is more than one grade below student's reading level.		
Stays on task	Student reads the entire period. This may be independent reading or done with adult or peer assistance, as assigned.	Student reads almost all (80% or more) of the period.	Student reads some (50% or more) of the time.	Student wastes a lot of reading time.		
Book Log	Student completes all parts of the book log as modeled by the teacher. An entry is recorded for each day of assigned reading.	Student completes all but one of the sections on the book log as modeled by teacher. An entry is recorded for each day of assigned reading.	Student completes all but two sections on the book log as modeled by teacher. An entry is recorded for all but one day of assigned reading.	Student completes some sections of the Book Log. Format is not correct and entries are not recorded daily.		
Thinking Tracks	Student is leaving using post-it notes to track their thinking. Student clearly demonstrates that many strategies are being used. Comprehension is evident.	Student leaves post-it notes to track thinking. Demonstrates some strategies are being used. Comprehension is evident.	Student leaves 1 or 2 post-it notes to track thinking. Very few strategies are evident in comments. Comprehension is not evident.	Student leaves no post-it notes to track thinking. There is no evidence of thinking or comprehension.		
Conferences and Buzzing with Partners	Student can do a retell and discusses book easily during conference. Student talks at length and with confidence about their story.	Student can do a retell and discusses book during conference. Student talks with partners during buzzing sessions.	Student can do 3/5 parts of a retell and can give some information about the book. S/he spends some time talking about book during buzzing sessions.	Students can give very little or no detail about book. S/he spends time talking about other topics than book during buzzing sessions.		

Student Score: _____

Teacher Score: _____

Comments:

Revised 8/3/2012 D. Rosenow

READING WORKSHOP - FIRST 20 DAYS

Day 11	
EQ: What are the different kinds of fiction books?	
Connect: (2 minutes)	You have been reading lots of different books over the past 2 weeks. Some of the books many of you have been reading are stories that are not necessarily true. Some of the books you have read are actual facts about something that is read. TP: Today I want to teach you that books that have stories that are not true are called fiction books and can be categorized into genres like science fiction, realistic fiction, mystery, fantasy, historical fiction, etc.
Teach:	<p>TP: Fiction books are not true stories, though the ideas may have come from experiences that really happened. Some characteristics of fiction books include:</p> <ul style="list-style-type: none"> • Contains characters, plot, and setting • Usually has a theme, or message • Told from the narrator's point of view • Sometimes has illustrations <p>There are actually different categories of fictional text - both novels and picture books. We can classify these books by more detailed characteristics. (Begin a Genre Anchor Chart)</p> <ol style="list-style-type: none"> a. Science fiction: books that tell about supernatural event - fantasy based on science. b. Fantasy: books that contain unrealistic elements, such as <i>Charlotte's Web</i>. c. Historical fiction: a story that seems real and takes place in the past or in history. The author may use actual people or events, but some of the story came from the imagination, such as <i>Pink and Say</i>. d. Traditional literature: stories that were passed down orally throughout history. They include folktales, fairy tales, myths, and legends. Fairy tales have magic in them. Folktales are just old stories that people tell, and sometimes they have a lesson in them.
Active Engagement	<p>Fiction sort - Have students sit in groups of 3-4 and share the book they are currently reading. Explain to your classmates whether you are reading a fiction or non-fiction book. If it is fiction, tell what category you would place it in on the genre chart and why? (Give students time to talk and come up with the genre and reasoning for the placement) TP: Remember, fiction books are not true stories, though the ideas may have come from experiences that really happened</p> <p>Book Talk / Read Aloud Selection: _____ Give a brief book talk, reading an interesting portion of it. Think aloud as you read a section of the book, placing post-it notes where you have a thought or idea. Model THINKMARK - focus on doing predictions this week!</p>
Link:	As you go to your reading spots today, I want you to think about the genre of your book. Look for certain characteristics that make it a historical fiction, realistic fiction, or fantasy book. Also, remember to stop a couple of times and make a prediction about what might happen next.
Independent Practice: (25 minutes)	<ul style="list-style-type: none"> • Students should begin reading from the books that they selected for IR - goal is 30-35 min. • Move around the room observing student behaviors. Identify 2-3 students to have short conferences to monitor student book selection after you have finished QRI assessments- 5 finger retell, interesting part, etc. Record observations on post-its that you can give to individual students you did not conference with about the behaviors you observed during IR.
Assessment:	Administer reading records. Student names: _____
Sharing: (15 minutes)	<ol style="list-style-type: none"> 1. Call students to the meeting area and have them sit in groups with 3 or 4 other students. Remind students (knee-to-knee and eye-to-eye). Remind students of how to "buzz" about their books - refer to Chart. Ask students to share about the books that they read and what predictions they made. 2. Circulate and listen in on various student conversations. Allow 3-4 minutes. Share observations with students. Share observations with students about what you are hearing and seeing from them during this time. 3. Have students record book information in their Daily Reading Logs.
Materials: timer, chart paper, markers, book for book talk, Thinkmarks	

READING WORKSHOP - FIRST 20 DAYS

Day 12	
EQ: What are the different kinds of non-fiction books?	
Connection:	Yesterday, we talked about the different types of fiction books that some of you might be reading. TP: Books that contain true information are called non-fiction books and these books can also be categorized into genres.
Teach:	<p>TP: Non-fiction books are true stories and usually give us true information. Some characteristics of non-fiction books include:</p> <ul style="list-style-type: none"> • Contains honest and true information • broken into parts that can be understood • Includes facts, illustrations, graphs that are accurate and up-to-date • Summary statements are supported with details • Information is presented clearly <p>We use the word "genre" to refer to a specific type of book. Just like fiction, non-fiction books can be categorized based on more detailed characteristics that they share. (Add ideas to Anchor Chart)</p> <ol style="list-style-type: none"> a. informational texts: science, history, geography, math, art, sports, b. Biography: texts that tell about people's lives. If a person is telling a story about his/her life, it is called autobiography. If an author tells about some memories or certain experiences in his/her life, it is called a memoir. c. Magazines, atlases, encyclopedias
Active Engagement:	<p>Non-Fiction sort - Have students sit in groups of 3-4 and share the book they are currently reading. Explain to your classmates whether you are reading a fiction or non-fiction book. If it is non-fiction, tell what category you would place it in on the genre chart and why? (Give students time to talk and come up with the genre and reasoning for the placement) TP: Remember, non-fiction books contain true information.</p> <p>Book Talk/ Read Aloud Selection: _____ (NF) Give a brief book talk, reading an interesting portion of it. Think aloud as you read a section of the book, placing post-it notes where you have a thought or idea. Model THINKMARK - focus on doing predictions this week!</p>
Link:	As you go to your reading spots today, I want you to think about the genre of your book. Look for certain characteristics that make it a fiction or non-fiction book. Also, remember to stop a couple of times and make a prediction about what might happen next.
Independent Practice: (25-35 minutes)	<ul style="list-style-type: none"> • Students should begin reading from the books that they selected for IR - goal is 30-35 min. • Move around the room observing student behaviors. Identify 2-3 students to have short conferences to monitor student book selection after you have finished QRI assessments- 5 finger retell, interesting part, etc. Record observations on post-its that you can give to individual students you did not conference with about the behaviors you observed during IR.
Assessment:	Administer reading records. Student names: _____
Sharing: (15 minutes)	<ol style="list-style-type: none"> 1. Call students to the meeting area and have them sit in groups with 3 or 4 other students. Remind students (knee-to-knee and eye-to-eye). Remind students of how to "buzz" about their books - refer to Chart. Ask students to share about the books that they read, and predictions made. 2. Circulate and listen in on various student conversations. Allow 3-4 minutes. Share observations with students. Share observations with students about what you are hearing and seeing from them during this time. 3. Have students record book information in their Daily Reading Logs.
Materials: timer, chart paper, markers, book for book talk, Thinkmark	

READING WORKSHOP - FIRST 20 DAYS

Day 13	
EQ: How do you get back on track with your reading when you lose your way?	
Connect:	We have been doing some great reading during our independent reading time. You know, sometimes when I am reading, my mind starts to wander and I find myself getting to the bottom of the page and I can't remember what I just read! TP: Today I want to teach you that when you lose track of your reading, you can stop, reread, make a note, and then continue your reading.
Teach:	<i>(Show students a magazine article, newspaper article, or book that you have been reading. Share with them a little about the main idea of the text and pictures if possible to peak their interest.)</i> TP: You know, the other night when I was reading this, I found myself thinking about what I needed to get from the grocery store! When I realized that I couldn't remember what I had just read, I stopped, reread, made a little note in the margin about what I read, and then finished reading the section. I then wrote what we needed from the grocery store on a post-it note nearby and went back to my reading.
Active Engagement	Sometimes when you are reading you can become confused and stray away from the text. You stop doing any thinking as you are reading - no connections, no questions, and you can't remember what you just read! Maybe there are words that you don't understand . Maybe what you read began to make you start thinking of something else . (Add these ideas to a T-chart. One side labeled Why Meaning Breaks Down and the other Fix-Up Strategies) Ask students to think of and share other reasons meaning breaks down: too tired, disinterest, stress, too hard, no picture or movie in my head, can't decode a word TP/AE: I am going to read and I want you to watch what I do to refocus my thinking. <i>(Begin reading the text aloud. As you read think aloud, stopping at various places to reread, read on, ask a question, make a note, or/and use your background knowledge. Once you have read enough to model the fix-up strategies, find a stopping place and ask students if they can identify what you did to refocus your thinking. Add students observations listed in bold above to Anchor Chart under Fix-Up Strategies.)</i>
Link	Book Talk/Read Aloud Selection: _____ Give a brief book talk or read aloud. Think aloud as you read a section of the book, placing post-it notes where you have a thought or idea. Model THINKMARK - focus on predictions this week!
Independent Practice: (25-35 minutes)	As you go to your reading spots today, I want you to be aware of when the meaning breaks down for you. Every once in a while, stop and think, "What did I just read?" If you can't remember, look at the Anchor Chart and see if you can't get yourself back on the thinking track. Also, remember to stop a couple of times and make a prediction about what might happen next. <ul style="list-style-type: none"> • Students should begin reading from the books that they selected for IR - goal is 30-35 min. • Move around the room observing student behaviors. Identify 2-3 students to have short conferences to monitor student book selection after you have finished QRI assessments- 5 finger retell, interesting part, etc. Record observations on post-its that you can give to individual students you did not conference with about the behaviors you observed during IR.
Assessment:	Administer reading records. Student names: _____
Sharing: (15 minutes)	<ol style="list-style-type: none"> 1. Call students to the meeting area and have them sit in groups with 3 or 4 other students. Remind students (knee-to-knee and eye-to-eye). Remind students of how to "buzz" about their books - refer to Chart. Ask students to share about the books that they read and predictions they made. Ask students to share where in the text they found themselves straying and what they did to refocus their thinking. 2. Circulate and listen in on various student conversations. Allow 3-4 minutes. Share observations with students. Share observations with students about what you are hearing and seeing from them during this time. 3. Have students record book information in their Daily Reading Logs.
Materials: timer, chart paper, markers, book for book talk, article or text selected by teacher to use for modeling	
Note to teacher: This lesson is a simplified version of "Notice When you Lose Your Way" from Stephanie Harvey's and Anne Goudvis's <u>Comprehension Toolkit</u> . This is Lesson 2 in the Monitor Comprehension book. If you have this resource, it is recommended that you read through this lesson.	

READING WORKSHOP - FIRST 20 DAYS

Day 14	
EQ: What can I write about in my response journal?	
Connect:	There are many different ways we can respond to our books and share our thinking. So far this year you have been buzzing with other students about your reading. TP: Today I want to teach you to choose from a list of ideas, use a letter format, and follow the guidelines when you write a letter in your Reading Reflection Spiral.
Teach:	<p>I am going to ask you to begin putting your thinking on paper each week. We will be writing letters back and forth to each other to talk about your reading. Your Thinkmark is designed to help you remember some of the thoughts you have jotted down during the week.</p> <p>TP: I want to offer you many different suggestions about what you can write about in your letter to me. Let's look at the Guidelines for Reading Response Letters and go over the format. This is located on the back of your green divider in your Reading Notebook. (Students should be looking at the Guidelines for Reading Reflections). First, I'm going to remember to write in a letter format and to include the date, a greeting, and a closing. Next, I'm going to write my first paragraph which includes the title, author, genre, and a few sentences about my book. Then, I'm going to write a second paragraph that includes one or two of the suggestions below and use my Thinkmark to add any information. Finally, I'm going to include a third paragraph that tells my opinion of the book and what I'm thinking about me as a reader.</p> <p>Watch as I try this for you!</p>
Active Engagement:	MODEL: Write a letter to students about a book you have read or been reading together. Select from the list and follow the guidelines established for the letter. Students can add ideas and information to create a shared writing. Remember, TP: when you are writing a Reading Reflection, include a letter format, information about your book, your thinking about what you have been reading, and finally what you predict will happen and how you are doing as a reader.
Link:	As you go to your reading spots today, I want you to be aware of when the meaning breaks down for you. Every once in a while, stop and think, "What did I just read?" If you can't remember, look at the Anchor Chart and see if you can't get yourself back on the thinking track. Also, remember to stop a couple of times and make a prediction about what might happen next because you will need this to write your Reading Response Letter tomorrow.
Independent Practice:	<ul style="list-style-type: none"> • Students should begin reading from the books that they selected for IR - goal is 30-35 min. • Move around the room observing student behaviors. Identify 2-3 students to have short conferences to monitor student book selection after you have finished QRI assessments- 5 finger retell, interesting part, etc. Record observations on post-its that you can give to individual students you did not conference with about the behaviors you observed during IR.
Assessment:	Administer reading records. Student names: _____
Sharing:	<ol style="list-style-type: none"> 1. Call students to the meeting area and have them sit in groups with 3 or 4 other students. Remind students (knee-to-knee and eye-to-eye). Remind students of how to "buzz" about their books - refer to Chart. Ask students to share about the books that they read and predictions they made. Ask students to share where in the text they found themselves straying and what they did to refocus their thinking. 2. Circulate and listen in on various student conversations. Allow 3-4 minutes. Share observations with students. Share observations with students about what you are hearing and seeing from them during this time. 3. Have students record book information in their Daily Reading Logs.
Materials: spiral to model reflection letter, students need notebooks with list of ideas, timer, chart paper, markers, Thinkmark, Reading Response Guideline copies	

READING WORKSHOP - FIRST 20 DAYS

Day 15	
EQ: What can I write about in my response journal?	
Connect:	Yesterday, I showed you the different ways you can respond to your books and share our thinking. TP: Today I want to review and teach again how to choose from a list of ideas when you write a letter in your Reading Reflection Spiral. This is important because you will be doing this all year and it is critical that you learn to do it well!
Teach:	TP: I want to offer you many different suggestions about what you can write about in your letter to me. Let's look at the Guidelines for Reading Response Letters and go over the format. First, I'm going to remember to write in a letter format and to include the date, a greeting, and a closing. Next, I'm going to write my first paragraph which includes the title, author, genre, and a few sentences about my book. Then, I'm going to write a second paragraph that includes one or two of the suggestions below and use my Thinkmark to add any information. Finally, I'm going to include a third paragraph that tells my opinion of the book and what I'm thinking about me as a reader.
Active Engagement:	MODEL: Write another letter to students about a book you have read or been reading together. Select from the list and follow the guidelines established for the letter. Now I want you to try it! Ask students to turn to the next page in their Reading Reflection Spiral. Have them begin writing a letter to you about the book you have been reading. (Use non-fiction??) Give them about 5 minutes to write and then have them share with a partner what they have so far. Ask partners to check against the model to see if they are on the right track.
Link:	As you go to your reading spots today, I want you to continue working on your Reading Response Letter. Once you have finished, you may begin your independent reading. Remember to use your Thinkmark to help guide you in your letter.
Independent Practice:	<ul style="list-style-type: none"> • Students should work on their Reading Response Letters. Once they have finished, they can begin independent reading. • Move around the room to check on student progress. Provide support to students who are struggling to get anything down. Remind them to use their Thinkmarks.
Assessment:	Administer reading records. Student names: _____
Sharing:	<ol style="list-style-type: none"> 1. Call students to the meeting area and have them sit in groups with 3 or 4 other students. Remind students (knee-to-knee and eye-to-eye). Ask students to share their completed Reading Reflections with a partner. Ask partners to help each other evaluate the completeness/neatness 2. Circulate and listen in on various student conversations. Allow 3-4 minutes. Share observations with students about what you are hearing and seeing from them during this time. 3. Have students record book information in their Daily Reading Logs.
Materials: chart paper, markers, student Reading Reflection spirals, student notebooks.	
Goals to assess for week:	
<ol style="list-style-type: none"> 1. Can students sustain independent reading for 25-30 minutes? 2. Can students accurately complete the Book Log? 3. Can students buzz effectively about the book they are reading? 4. Are students using Thinkmarks to track their thinking (predictions)? 5. Are students monitoring when they stray from their reading? Can they identify strategies for regaining focus? 6. Can students select a Just Right book independently? 7. Do students demonstrate appropriate behaviors during Reading Workshop? 8. Can students do a 5-finger retell about the book they are reading? (done during conferences) 9. Did students complete a Reading Reflection letter? 10. Have I assessed ALL new students with the QRI? 11. Have I used the QRI assessments to complete the "Planning Sheet for Transitional Readers" (p. 49 in handbook). 	
+ = 100% (consistently) ✓ = 90% (consistent most of time) - = 80% (engaged very little; inconsistent) 0 = 50% (mostly unengaged/easily distracted or distraction to others)	

READING WORKSHOP - FIRST 20 DAYS

Reading Response Letter Check List

Developed by 5th Grade Students at Battle Academy, Chattanooga, TN

How should the letter look?			
____ Date			
____ Greeting			
____ Paragraphs – three or more clearly indented			
____ Closing – centered toward right side of paper; Sincerely, or Your Student,; signed with your name			
____ Capitalization – beginning of sentences & proper nouns			
____ Punctuation - periods, question marks, exclamation points, title of book underlined			
____ Spelling			
4 = complete and neat; accurate so response is easily understood	3 = almost complete & neat; mostly accurate so that response is mostly understood	2 = incomplete; weak attempt; somewhat accurate so that parts of response are understood	1 = not attempted; inaccurate; response is difficult to read and understand

What has to be in the 1st paragraph?			
____ Give name of book & author			
____ Tell what the book is about briefly; don't go on too much			
____ Write three – four well-written sentences			
4 = complete and neat; briefly tells what is happening in story in 4 ideas	3 = almost complete & neat; briefly tells what is happening in story in 2-3 ideas	2 = incomplete; weak attempt; briefly tells what is happening in story in 1-2 ideas	1 = not attempted; inaccurate; does not tell any events from the story

What has to be in the 2nd paragraph?			
____ Contains assigned topic – _____ (filled in by student)			
____ Think deeply by writing complete thoughts in complete sentences			
____ Use your "Thinkmark Bookmark" to recall your mind tracks			
____ Write three – four well-written sentences			
____ Include any connections – T/S, T/T, T/W – that you made in your story			
4 = complete and neat; shows multi-dimensional understanding by providing evidence and making connections	3 = almost complete & neat; shows adequate understanding of text	2 = incomplete; weak attempt; shows some understanding of text	1 = not attempted; inaccurate; shows little or no understanding of text

What has to be in the 3rd paragraph?			
Tell Mrs. _____ something you'd like her to know about your reading this week.			
Tell Mrs. _____ your opinion of the book.			
Tell where you are in the book - still reading? Finished?			
Tell whether or not you would recommend this book to a friend. Why or why not?			
4 = complete and neat; shows high level of awareness of self as a reader/writer	3 = almost complete & neat; shows adequate understanding of self as a reader/writer	2 = incomplete; weak attempt; shows little awareness of self as a reader / writer	1 = not attempted; inaccurate; shows no awareness of self as reader/writer

Thinkmark			
4 = Completely filled out; evidence of strategy used	3 = completely filled out; some evidence of strategy used	2 = 3 out of 4 boxes completed; strategy attempted	1 = 2 out of 4 boxes used; weak attempt at strategy

Completion			
4 = turned in on time	3 = one day late	2 = two days late	1 = three days late

TOTAL SCORE: _____

READING WORKSHOP - FIRST 20 DAYS

Reading Response Letters Mrs. Rosenow 5th grade

Write a response with ideas that help capture what you believe the author is trying to convey in his/her story. This should include your feelings about the story, connections you are making, interpretations relating to characters and events, or an analysis of the author's craft.

USE A LETTER FORMAT <ul style="list-style-type: none">• Date• Greeting• Closing	PARAGRAPH 2 <ul style="list-style-type: none">• Reactions, interpretations, and thoughts (see list below)• Minimum of 6-7 sentences
PARAGRAPH 1 <ul style="list-style-type: none">• Title & author of your book• Genre• 3-4 sentences about what happened	PARAGRAPH 3 <ul style="list-style-type: none">• Give your opinion of the book• Write what you think will happen next• Ask you partner a question that they can respond to

Ideas for response statements:

1. I felt sorry for a character when...
2. I was happy for a character when...
3. Compare two characters.
4. I am like (name a character) because...
5. Compare your book to another story.
6. Describe a favorite scene.
7. If I was the author, I think I would have....
8. Write about what you liked or disliked and explain why.
9. I am wondering...
10. I don't understand how...
11. Which one color represents the story? Explain why.
12. You are going to change places with one character in the book or story, who would you be? Why that character? What would you do differently? The same?
13. I really liked the part of the book when...
14. The mood of this section was....
15. Would you recommend the book to another person? Why or why not?
16. Which character in the story did you like the least? Explain why.
17. What are some of the turning points in the book/story?
18. If you could change any part of the story, what would you change? Why?
19. What was funny to you and why.
20. How did the author capture your interest?
21. Would you recommend someone make a movie of this book? Why?
22. What song or piece of music is a good representation of this story? Explain your choice.
23. I had a hard time remembering...
24. The events of this section are going to lead to...

READING WORKSHOP - FIRST 20 DAYS

Day 16	
EQ: How do I know if my response is good?	
Connection:	Written responses are a great way for you and me to have a "conversation" about your books. As you write your thinking each week, I will be responding back to you. TP: Today, I want to teach you how to use a rubric to evaluate your response.
Teach:	<p>TP: Each week when you do a response I will be evaluating your response using a rubric. (Share with students the rubric you will be using to assess their responses. Choose one of the rubrics from pg. 33 in Handbook. Give each student a copy to place in his or her Reading Notebook behind Independent Reading.)</p> <p>Model: (Ahead of time select two GOOD responses that you will display for students to look at. This might be from your class, or exchange papers with a teacher from another class. Be sure the name is covered or removed).</p> <ul style="list-style-type: none"> ▪ First, I'm going to read the response and identify which prompt the student is using. ▪ Then, I'm going to go through and place a checkmark next to the items on the rubric. ▪ Next, I'm going to look below at the numbers and identify whether each area should receive a 4,3,2, or 1 ▪ Finally, I'm going to give the response a score and then write a brief note back to the student. <p>Let's try this together.</p>
Active Engagement:	<p>(Display the second response. Have students work with a partner to (1) read the response and determine which strategy or prompt the student used to share their thinking (2) check off the items contained in the response (3) identify a score of 4,3,2,1 for each category and (4) give the response a total score.</p> <ul style="list-style-type: none"> ▪ Ask student pairs to share what score they would give the response and to explain their reasoning. Students should use evidence from the response and the rubric to justify their explanations. ▪ (Explain to students that their responses will be a key part of the Reading Workshop this year and that you will be evaluating many responses together over the next few weeks so that students understand your expectations.)
Link:	TP: Remember, each week you need to refer to the rubric to evaluate your reading response before turning in your response. Your Thinkmark will help you to complete your response. (Pass out Thinkmarks and remind students to work on predicting and questioning with evidence that supports their thinking.) Dismiss students to their reading spots.
Sharing:	<ol style="list-style-type: none"> 1. Call students to the meeting area and remind students of how to "buzz" about their books. Ask students to share about what they read and the predictions, connections, or questions they had. Allow students who wrote responses to share with a partner. 2. Circulate and listen in on various student conversations. Allow 4-5 minutes. Share observations with students about what you are hearing and seeing from them during this time. 3. Have students record book information in their Daily Reading Logs.
Materials: timer, copies of rubric, former student responses	

READING WORKSHOP - FIRST 20 DAYS

Day 17	
EQ: How can I link or connect what I am reading to my own experiences?	
Connections:	We have been learning about how to write a good response to communicate our thinking about what we've been reading. Sometimes when we are reading, it reminds us of an experience we have had in our own lives. TP: Today I want teach you how connections help us better understand the story we are reading.
Teach:	<p>TP: When we make connections while we are reading we better comprehend the books we read. Let me show you what I mean.</p> <p>Model: Read aloud a portion of a book (<u>The Relatives Came</u> by Cynthia Rylant). (Stop at where the family gets up early to start driving) <i>This reminds me of when I was young and my dad would wake us up so early in the morning to begin driving for our vacation! We used to take a big metal ice chest with us and stop at rest stops to eat or eat along the way. We never stopped and ate at a restaurant. I connect to this story because I know this family had to make it in a day and take their own food because they didn't have a lot of money to travel on.</i> (Record thought on Thinkmark. Continue.....stop at picture of eating) <i>This reminds me of eating when all my relatives were together. Especially the picture! I remember always having to sit at the "kids" table which was really a card table covered with a cloth! We all wanted to sit at the grown up table, mostly because that is where the food was at! This helps me understand this story because although it was chaotic, there was always plenty of good food and comfortableness in sharing a meal together.</i> (Record thought on Thinkmark. Continue reading to the end) <i>The ending reminds me of coming home from a long trip. I never stayed from lots of weeks or months at my relatives, but even if it was just a short trip, I was always glad to get home to my own bed! This helps me understand the story better, because I know that as much fun and enjoyment that the family had together, they were probably glad to get back to their own home!</i></p> <ul style="list-style-type: none"> ▪ Label a chart "Connections". On the chart list some of the questions that students might consider as they read: <ol style="list-style-type: none"> 1. Is there a passage in the story you found meaningful? 2. Have you had any experiences like those of a character in the story? 3. Is there a character in the story like you? 4. Did this story change your thinking about something?
Active Engagement:	Take a moment to think about this story. What did this story remind you of in your own life with your own family? (GIVE THINK TIME)!! Turn and talk to a partner about a connection that you had in the story. (Listen in on partnerships and share what observations or comments you heard.)
Link:	Remember, as you read to think about the connections you are making and how it helps you understand the story better. Write your connections on your Thinkmark. These notes can help you as you write your response. Dismiss students to read.
Conferencing:	<ul style="list-style-type: none"> ▪ Talk with students individually about their independent reading. Use Comprehension Interview to evaluate strategies students are using. ▪ Have students record book information in their Daily Reading Logs.
Materials: chart paper, markers, text to share for modeling	

READING WORKSHOP - FIRST 20 DAYS

Day 18	
EQ: How can I link or connect one story to another one I've read?	
Connection:	Yesterday we talked about how to we can understand a story better when we make connections related to our own lives. Sometimes we find ourselves reading one book and thinking about another. TP: Today I want to show you how I can understand a story better when I connect it to another story I have read.
Mini-Lesson:	<p>TP: Connections with other books can also help readers better understand the books or stories that they read. Let me show you what I mean</p> <p>Model: Yesterday we read the book <u>The Relatives Came</u> by Cynthia Rylant. While I was reading, I shared with you the many connections that I had to my own life. Today I want to share with you some connections I made to other books I have read. (Find the place - pg. 5-6, where they are driving) <i>This reminds me of Little House in the Big Woods. Laura waited anxiously one time for her grandparents to arrive. It took them all day to travel by wagon to reach the Ingalls house. This connection helps me understand this story better because I know how excited and anxious Laura was waiting and the narrator was probably feeling the same way.</i> (Record thought on Thinkmark. Continue.....stop at hugging scence) <i>This reminds me of A Year Down Yonder and how when Mary Alice arrived her grandmother didn't hug her at all. It is a very different kind of reception in this book. This helps me understand the story better because they must have been incredibly close to their family to keep hugging them so much!</i> (Record thought on Thinkmark.) Did you see how I made a connection and how it helped me understand the story better?</p> <ul style="list-style-type: none"> ▪ Return to the chart labeled "Connections". On the chart, let's list some ideas that might help us in making connections as we read: <ol style="list-style-type: none"> 1. How does one character remind you of one from another story? 2. How does the story or an event remind you of another? 3. How is the theme, message, or information in this story like another?
Active Engagement:	Take a moment to think about this story. Did this story remind you of other characters, events, or themes you have read in other books? (GIVE THINK TIME)!! Invite students to share with large group.
Link:	Remember, as you read TP: to be aware of the connections you are making and how it helps you understand the story better. Write your connections on your Thinkmark. These notes can help you as you write your response. Dismiss students to read.
Conferencing:	<ul style="list-style-type: none"> ▪ Talk with students individually about their independent reading. Use Comprehension Interview to evaluate strategies students are using. ▪ Have students record book information in their Daily Reading Logs.
Materials: chart paper, markers, text to share for modeling	

READING WORKSHOP - FIRST 20 DAYS

Day 19	
EQ: How can previous knowledge enhance the comprehension of a book?	
Connection:	This week we have been learning how being reminded of other books or events from our own lives helps us to understand a story better. When you make a connection to something you have previously learned, you are making a text to world connection. TP: Today I want to teach you how making a connection to something you have previously learned can help you better understand a story.
Teach:	<p>TP: Connections with ideas or knowledge you already have is one of the best ways readers use to better understand the books or stories that they read. Let me show you what I mean.</p> <p>Model: Let's look at the article about Hurricane Dean in TFK. While I was reading, I made several connections because I learned a lot about hurricanes while living in Hawaii and after Hurricane Katrina. (Begin reading..... stop at)</p> <p>(Record thought on Thinkmark. Continue.....stop at)</p> <p>(Record thought on Thinkmark.) Did you see how I made a connection and how it helped me understand the story better?</p> <ul style="list-style-type: none"> ▪ Return to the chart labeled "Connections". On the chart, let's list some ideas that might help us in making connections as we read: <ol style="list-style-type: none"> 1. Do I know something related to the setting in this book? 2. What do I already know about this time period, topic, or subject? 3. What TV shows, movies, or pictures have I seen that help me understand my book better?
Active Engagement:	Take a moment to think about this story. Did this story remind you of other characters, events, or themes you have read in other books? (GIVE THINK TIME)!! Invite students to share with large group.
Link:	Remember, as you read TP: to be aware of how your story reminds you of things you already know and how it helps you understand the story better. Write your connections on your Thinkmark. These notes can help you as you write your response. Dismiss students to read.
Conferencing:	<ul style="list-style-type: none"> ▪ Talk with students individually about their independent reading. Use Comprehension Interview to evaluate strategies students are using. ▪ Have students record book information in their Daily Reading Logs.
Materials: chart paper, markers, text to share for modeling	

READING WORKSHOP - FIRST 20 DAYS

Day 20	
EQ: How does making connections help my reading?	
Connection:	We have talked a lot about making connections. Sometimes this can be difficult if we don't have experiences or much background knowledge. TP: Today, I want to review with you how to explain how your connections help you understand your story.
Teach:	<p>TP: Today let's continue to look at making connections, but go beyond just sharing the connection. Are the connections really helping to deepen your understanding of your reading? In other words, are the connections meaningful?</p> <p>As you make a connection you need to be able to explain how it helps you understand what you are reading. Watch me as I demonstrate.</p> <p>Model: Share part of text from <u>Sweet Clara and the Freedom Quilt</u> by Deborah Hopkinson. (Begin reading, stopping at where she learns to sew) <i>This reminds me of when I spent a week with my grandmother learning to sew. It was something I wanted to do and very challenging mentally. None of us could ever relate to slavery, but it gives me hope that some slaves were able to learn challenging skills that they might have enjoyed.</i> (Record on Thinkmark. Continue reading.... stop where she is eavesdropping on conversations) <i>This reminds me of other books I have read about slavery. One book that I read this summer called <u>To Be a Slave</u> told how slaves would come up with songs as a way of communicating escape routes on the underground railroad. It helps me understand that slaves had many secret ways of communicating how to escape and runaway.</i> (Record on Thinkmark. Continue reading....to reading away) <i>This reminds me of when I taught in Ohio and we went to Camp Joy. We did a simulation where we were slaves trying to escape on the Underground Railroad. We were outside and had to hide, run through the woods, crawl under the floor of an old house, and crawl through mud and muck. It was so scary and I was the teacher!! I'll never forget how scared I was that we would get caught. This experience helps me understand in a small way how frightening and difficult it was to be a runaway slave.</i></p> <p>Did you notice how my connections are helping me have a better understanding of my story - even though I have never been a slave, I have experiences that help me understand a little bit about the experience.</p> <p>I want you to use the Anchor Chart and think for a moment about connections that you made last week in your reading. (GIVE THINK TIME!!) Turn and talk to a partner about connections that you made last week in your reading.</p> <p>TP: Remember, when you make a connection, reflect upon and record not just what the connection was, but how it helped you understand your story. Write your connections on you Thinkmark as you read. Off you go!</p>
Sharing:	<ol style="list-style-type: none"> 1. Call students to the meeting area and remind students of how to "buzz" about their books. Ask students to share about what they read and the connections they made. Ask students to share if at any time they found themselves straying and what they did to refocus their thinking. 2. Circulate and listen in on various student conversations. Allow 4-5 minutes. Allow students to share any new discoveries they might have about connections. Share observations with students about what you are hearing and seeing from them during this time. 3. Have students record book information in their Daily Reading Logs.
Materials: timer, Connections Anchor Chart, <u>Sweet Clara and the Freedom Quilt</u> , Thinkmark	

READING WORKSHOP - FIRST 20 DAYS

Day 20

Goals to assess for week:

1. Can students sustain independent reading for 30-40 minutes?
2. Can students accurately complete the Book Log?
3. Can students buzz effectively about the book they are reading?
4. Are students making connections?
5. Are students monitoring when they stray from their reading? Can they identify/use strategies to refocus?
6. Can students select a Just Right book independently?
7. Do students demonstrate appropriate behaviors during Reading Workshop?
8. Do students demonstrate an understanding of transition expectations for Guided Reading?
9. Are students using Thinkmarks to track their thinking?
10. Can students do a 5-finger retell about the book they are reading?
11. Did students complete a Reading Reflection letter?

+ = 100% (consistently) √ = 90% (consistent most of time) - = 80% (engaged very little; inconsistent)
0 = 50% (mostly unengaged/easily distracted or distraction to others)

Conference Notes/ Observations/ Reflections

READING WORKSHOP - FIRST 20 DAYS

Day 21 - Optional lesson on procedures	
EQ: What can I expect to happen when Guided Reading groups begin?	
Objective: To establish routines and procedures for Guided Reading and Independent Reading.	
Pre-Workshop Prep:	<ol style="list-style-type: none"> 1. Invite students to join you in the gathering place. 2. Reflect with students how reading workshop is going. Celebrate with students the progress they have made and discuss with them the importance of being an Independent reader.
Introduction: (2 minutes)	How can we get better as readers? What is one thing you have learned as a reader these past few weeks? Turn to a partner and share you learning. Give students 2-3 minutes to share with each other about their learning. If students are struggling, have them refer to charts, responses, etc.
Mini-Lesson: (10-15 minutes)	<ol style="list-style-type: none"> 3. Explain to students that it is important for actors or musicians to rehearse before they perform. Ask students to share with the group what happens during a rehearsal. Tell students that today they will be "rehearsing" for what will begin happening next week. 4. Explain to students that they will continue their Independent Reading, but instead of you doing assessments or circulating around the room, you will be leading Guided Reading groups. Discuss with students the expectations you will have of them during Guided Reading: <ul style="list-style-type: none"> • Respect the learning of the students in a Guided Reading group by not interrupting • If you have a question, quietly seek an answer from a classmate • If you need to get a book from the library - BE STEALTH! • When your group is called, come quietly, quickly, and PREPARED! They should always bring their reading notebooks and pencil to the guided reading table. Ask students if they have any other suggestions for maintaining a learning atmosphere during Reading Workshop when Guided Reading is occurring 5. Tell students that you will continue to conference with them once you complete the Guided Reading groups. Students should be prepared to answer questions about their books. Book Talk Selection: _____ 6. Remind students that they should complete at least 2 boxes on their Thinkmark. Remind them that Reading is Thinking and refer them to the Good Behaviors chart. Remind students that thinking about their schema (prior knowledge or experience) and making connections can help them to better understand the book they are reading. Today when they buzz they will be sharing T-S, T-W, and T-T connections that they made.
Independent Practice: (35-45 minutes)	<ul style="list-style-type: none"> • Students should begin reading from the books that they selected for IR - goal is 45 minutes of sustained reading. • Call Guided Reading groups and go over expectations, what will be happening during GR, and what students will need to bring EACH time. Answer any questions students may have about GR or IR. This day is not designed to do a GR lesson, but to let students "rehearse" transitioning. Once a group arrives, give them feedback on how they transitioned and address any areas that might need to be worked on. If needed, send a group away and have them come until they demonstrate that they understand how to transition.
Assessment:	Conference with 2-3 students once you finish meeting with GR groups.
Response: (20 minutes)	<ol style="list-style-type: none"> 1. At the end of the reading time, have students complete a written response on a piece of notebook paper. Remind them to use their Reading Response Guidelines. Give students sufficient amount of time to write, circulating around the room to answer questions or help those who are struggling. 2. Give students 20 minutes to write. If you have those who finish early, they may continue reading in their books quietly at their seats. 3. Have students record book information in their Daily Reading Logs.
Materials: timer, chart paper, markers, book for book talk, sorted trade books, post-it notes, text to share for modeling	

READING WORKSHOP - FIRST 20 DAYS

**"Give a man a fish and you feed him for a day.
Teach a man to fish and you feed him for a lifetime."
Chinese Proverb**

The key to any effective Reading Workshop is organization - of lessons, resources, students, and the environment! Below are some ideas to help you get the environment organized so that the workshop will run smoothly and students will grow as readers.

Organizing Books:

Books should be easily accessible to students. This can be as easy as investing in some inexpensive washtubs from a dollar store to requesting a book cart. Books can be organized by genre, authors, topics, etc. in containers. A corner of the classroom can be used to create a classroom library. It is usually best to have your classroom library away from where you will be teaching your guided reading groups. This helps to cut down on distractions from students who might be making book selections. It is also helpful to have an empty basket that serves as a "Return Basket" for students to place books in rather than trying to put them back in the bins. You can have one or two students act as librarians each week to return books to their proper container.

It is extremely important to have a variety of material for students to read! Chapter books are great, but you also need magazines, comic books, non-fiction books, and picture books. Remember your boys!!! Many boys will not be drawn into a chapter book - even if it is Harry Potter - but might pick up Calvin and Hobbes or a Kid's Discover magazine. Once they understand the expectations and get hooked on using the time to read, you can gently nudge them into other genres. If you don't have a lot of money to spend on books, raid your school library or even the public library. Some public libraries will let you check out up to 30 books at one time and you can keep them for a month. Garage sales are great places to find inexpensive, loved books. Another suggestion is to ask your students to donate good books they have already read and would like to share with the class. The important thing is to have VARIETY!!

Organizing Materials for Guided Reading:

There should be a table or area where you teach your Guided Reading groups. Be sure to situate the table so that you can keep an eye on the rest of the room while you are teaching. It is helpful to have a basket nearby which contains post-it notes, sharpened pencils, dry erase markers, dry erase board, and any other materials you might need during a GR lesson.

Organizing a Gathering Area:

If possible, put students' desks in small groups. Create a large, preferably carpeted area, where you can gather students close for your mini-lessons and buzzing groups. It works well to have a chart stand or paper so that you can create the anchor charts with students. Students should be able to sit comfortably and have easy access to talk with partners.

Organizing Student Notebooks:

A 1" 3-ring binder serves well for Reading Workshop. The notebook can be divided into 5 sections: Reading Log, Independent Reading Response Letters, Guided Reading, New Word List and Notes. These can easily be typed in a large font and printed on colored paper, then inserted into page protectors to create the dividers. Students can place the Guidelines for Reading Response in the page protector with the Independent Reading sheet for easy access. The Reading Log and New Word List for students are located in Dr. Jan Richardson's resource (pp. 22 and 27, respectively).

READING WORKSHOP - FIRST 20 DAYS

Booklist

Most teachers are readers. However, we sometimes tend to read adult literature or professional resources. It is important that you read children's literature as well, otherwise you will run out of books to introduce to students! There are a lot of great books out there to get kids hooked into reading. If you run out of books to "sell" to students, ask other teachers and your Librarian in your building to give you suggestions. Invite other faculty members to come to your room and try to "sell" some of their favorites to your students. Be creative and tap as many resources as you can! Below are some suggestions to get you started.

Suggested Books for Book Talks:

The Anybodies by N.E. Bode - mystery, adventure, main character is female who loves books!

The Shakespear Stealer by Gary Blackwood - set in England during time of Shakespear, main character is asked to steal one of Shakespear's plays and ends up becoming an actor in his troupe

Shakespear's Scribe by Gary Blackwood - sequel to Shakespear Stealer, main character begins scribing Shakespear's plays after he breaks his arm

Ruby Holler by Sharon Creech - two orphans are adopted by a very backward couple, adventure, mystery, humor

Tales of Despereaux by Kate DiCamillo - a mouse falls in love with a princess and learns how dangerous life in the castle can be

The Watson's go to Birmingham by Christopher Paul Curtis - a family travels from the north to visit relatives in the 1960's and experiences racism at its worst, humorous for anyone who has siblings!

Lily's Crossing by Patricia Reilly Giff - the danger of telling lies, boy and girl friendship, WWII theme (girl's father off to fight in Europe, boy's sister left behind while trying to escape to America),

A Time for Angels by Karen Hesse - main character girl, sent away from slums of New York during outbreak of plague in 1920's, story of survival, generational friendship

Stowaway by Karen Hesse - main character boy, stows away on Captain Cook's ship, ends up traveling around the world

Phoenix Rising by Karen Hesse - a boy and his mother come to live on a farm when radiation leaks from a nearby nuclear plant, girl befriends the boy, (be ready for tears!)

Kira-Kira by Cynthia Kadohata (Newberry Winner) - a young Japanese girl learns what it is like to be torn between her parent's traditions and her American upbringing when she moves to the south

A Year Down Yonder by Richard Peck - a young girl ends up spending the summer with her very unusual grandmother, humorous, learns many life lessons along the way

A Single Shard by Linda Sue Park (Newberry Winner) - a young man learns the importance of hard work and tradition, set in Korea

The Same Stuff as Stars by Katherine Patterson - a young girl and her brother are abandoned by their mother and left with a very elderly grandmother, survival, mystery

Dragonwings by Lawrence Yep - a young Chinese boy learns the American way in the late 1800's when he and his father immigrate to SanFrancisco, action packed, relationship between father and son

Other favorites include: Al Capone does My Shirts, Number the Stars, Bridge to Terebithia, Maniac Magee, The Little House series, Harry Potter series,

Don't forget to give talks on magazines like *Kid's Discover*, *National Geographic for Kids* or *World* and books from your non-fiction collection

Additional Resources

IS THIS THE RIGHT BOOK FOR YOU?

Ask yourself these questions. If your answer is YES, the book is probably:

Too Easy



Have you read it lots of times before?
Do you understand the story very well?
Do you know almost every word?
Can you read it smoothly?

Just Right



Is the book new to you?
Do you understand a lot of the book?
Are there just a few words a page you don't know?
When you read, are some places smooth and some choppy?

Too Hard



Are there more than 5 words on a page you don't know?
Are you confused about what is happening in most of this book?
When you read, does it sound pretty choppy?
Is everyone else busy and unable to help you?

READING WORKSHOP - FIRST 20 DAYS

ThinkMarks

<p>Name: _____ Title: _____ Author: _____ Date: _____</p>	<p>Name: _____ Title: _____ Author: _____ Date: _____ (Create your own categories)</p>	<p>Name: _____ Title: _____ Author: _____ Date: _____ (Create your own categories)</p>
<p><i>Predict: What will happen next? What is making you think this?</i></p>		
<p><i>Inference: What do you think about a character based on his/her actions, thinking, appearance? Give evidence from your book to support your thinking.</i></p>		
<p><i>Questions: What questions do you have about your book?</i></p>		
<p><i>Vocabulary: What are some interesting / new words you have discovered? How are they used in the text?</i></p>		