



Readers Workshop

Presented by: The Instructional Coaches

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**"THE VOLUME OF INDEPENDENT, SILENT
READING THAT STUDENTS DO IN SCHOOL
IS SIGNIFICANTLY RELATED TO GAINS
IN READING ACHIEVEMENT!"**

(SWAN, CODDINGTON, GUTHRIE, 2010; HERBERT & REUTZEL, 2010;
CUNNINGHAM & STANOVICH, 2003)

Important Takeaways

- Continuity is needed in the district regarding best practices within literacy instruction.
- Need for a shift from a whole group model to a more differentiated approach to teaching literacy.
- Wonders Anthology is on or above grade level.

Teaching Shifts

- Teaching readers, not texts.
- On level independent reading while teacher differentiates.
- Using assessments/data to drive instruction (DRA).
- Incorporating student choice.
- Moving Wonders Anthology stories to become the Read Aloud.
- Make teachers aware of all the Wonders resources and how to use them efficiently.

Wonders Reading Resource Guide

WHAT is the resource ?	HOW do you use it?	WHY do you use it?
Literature Big Books	<ul style="list-style-type: none">• Used for Read Alouds• Every week there is a different Literature Big Book to utilize.• Audio available online.• Should be used as a comprehension focus.• Could be utilized as a model during independent reading time to support instruction during small group work.	<ul style="list-style-type: none">• Readers need exposure to various texts.• Readers need a common text to build and practice comprehension skills and strategies.
Reading/Writing Workshop Big Book (with Wonders Cover)	<ul style="list-style-type: none">• Teachers can use it for shared reading.• Audio can be used if they are not on level.	<ul style="list-style-type: none">• Less complex text that will allow for readers to read independently.• Readers need time to practice decoding skills, print strategies and fluency.

Guiding Principles

- Students need time to independently read on their level.
 - During RW block.
- Students choose their own books to read during Readers Workshop.
- Students are not just reading the words, they are understanding the story.
- Students are given time to talk about books they are reading.
- Reinforce reading for meaning, thinking while reading, and making questions and connections.

Suggested 76 minute Daily Reading Schedule For Grades K-1

Suggested Time	DAY 1*	DAY 2	DAY 3	DAY 4	DAY 5
15 minutes	Read Aloud	Read Aloud	Read Aloud	Read Aloud	Read Aloud
45 minutes Readers Workshop <small>(see note about Day 1)</small>	Mini lesson (10 min) <small>(Comprehension Skill or Foundational Skill Teaching Point)</small>				Assessment
	<ul style="list-style-type: none"> • Independent Reading • Guided Reading • Skill/Strategy Lesson 			} (30 min)	
	Share (3-5 min)				
16-20 minutes	Word Work/Phonics	Word Work/ Phonics (Centers)	Word Work/Phonics (Centers)	Word Work/Phonics (Centers)	Word Work/Phonics (Centers)

Suggested Schedule

- At the beginning of the year, student independent reading time stamina is minimal. Our goal is to increase to 30 minutes by the end of the year.
- Foundational Skill Teaching Points are based on the needs of students.

DAY 1*

On Day 1, *word work* should be introduced before Readers Workshop to immerse students in the vocabulary for 20 minutes.

Read Aloud

- Read Alouds can be pulled from Anthology, Readers Writers Workshop Book, Literature Big Book or Teacher Choice.
- Shared Reading can be done in lieu of a Read Aloud to focus on fluency and print strategies.

Kindergarten Only

- Save Friday of Week 3 for Assessment.
- DRA begins in January per district schedule.

Suggested Centers:

- Vocabulary Centers (High Frequency Word Cards)
- Phonics Center
- Independent Reading Center
- Respond to Text Center
- Listening Center
- Handwriting Center

Grade 1 Week 6:

- Review
- Progress Monitoring/ Running Records
- DRA per district schedule
- Teacher choice based on resources

Suggested 76 minute Daily Reading Schedule For Grades 2-6

Suggested Time	DAY 1*	DAY 2	DAY 3	DAY 4	DAY 5
15 minutes	Read Aloud	Read Aloud	Read Aloud	Read Aloud	Read Aloud
45 minutes Readers Workshop <small>(see note about Day 1)</small>	Mini lesson (10 min) <small>(Comprehension Skill or Foundational Skill Teaching Point)</small>				Assessment
	<ul style="list-style-type: none"> • Independent Reading • Guided Reading • Skill/Strategy Lesson <div style="display: flex; align-items: center; justify-content: center;"> } (30 min) </div>				
	Share (3-5 min)				
16-20 minutes	Word Study	Word Study (Centers)	Word Study (Centers)	Word Study (Centers)	Word Study (Centers)

DAY 1*

On Day 1, *word study* should be introduced before Readers Workshop to immerse students in the vocabulary for 20 minutes.

Please note:

Read Aloud can be pulled from Anthology, Readers Writers Workshop Book, or Teacher Choice.

Week 6:

- Review
- Progress Monitoring/ Running Records
- DRA per district schedule
- Close Reading Companion
- Teacher choice based on resources

Suggested Centers:

- Vocabulary Center
- Independent Reading Center
- Respond to Text Center

2nd Grade Only: Word Work/ Phonics Additional Suggested Centers

- Phonics Center
- Handwriting Center
- Listening Center

Read Aloud

- Anthology utilized as the read aloud due to text complexity.
- Listening comprehension is greater than reading comprehension.
- Read aloud should be planned in a way that reinforces taught skills and strategies through a think aloud.
- Teacher models what the students should be doing while reading independently.
- Teacher should plan for opportunities for students to turn and talk about what they are thinking throughout the entire read aloud.

Shared Reading

- All students' eyes on the same text with the text large enough for them to see.
- Typically grades K-1 (can be 2nd grade).
- Main purpose is to help students work on fluency, practice print strategies, vocabulary, and comprehension.

Structure of Wonders Readers Workshop

Minilesson

- 10 minutes (whole group)
- Focuses on a specific strategy, skill, or procedure.

Independent Reading

- 30 minutes (independent)
- Guided Reading/Strategy Groups

Share

- 5 minutes (whole group)
- Sharing, reflection, clearing up misconceptions

Minilesson Structure

Minilesson should be about 10 minutes in length

- Connection (1 minute)
- Teaching (5 minutes)
- Active Engagement (3 minutes)
- Link (1 minute)

Sample Reading Minilesson

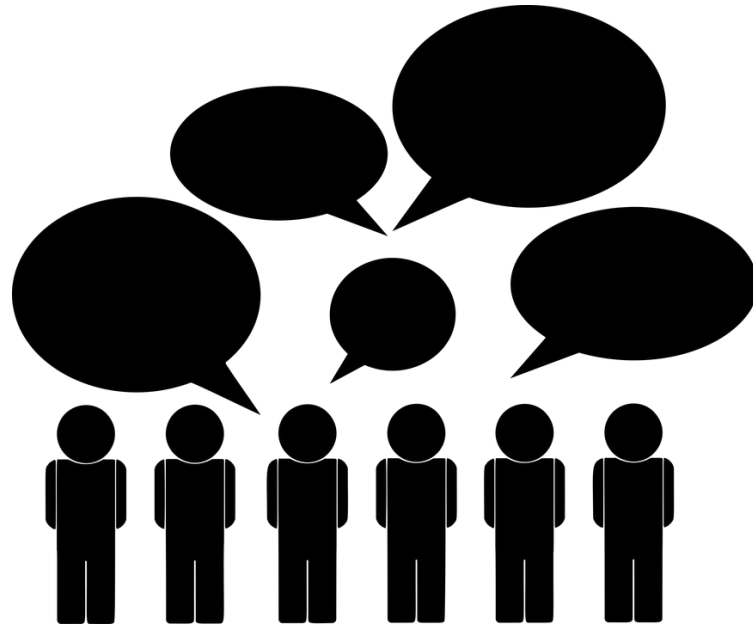
Lower Grades



Upper Grades



Turn and Talk



***"STUDENTS WHO READ INDEPENDENTLY
BECOME BETTER READERS, SCORE HIGHER
ON ACHIEVEMENT TESTS IN ALL SUBJECT
AREAS, AND HAVE GREATER CONTENT
KNOWLEDGE THAN THOSE WHO DO NOT"***

(KRASHEN 1993; CUNNINGHAM AND STANOVICH 1991; STANOVICH AND CUNNINGHAM 1993).

Leveled Independent Books

- Classroom libraries should be encouraged whenever possible.
- Students can gain access to more books on their independent level through classroom libraries.
- Wonders leveled books (K-6).
- Additional Wonders online leveled books are available.

CLASSROOM LIBRARY

change your mind set

What am I missing?

out what she does need try it

take some time & effort

Instead of "I made a mistake" Try "Mistakes help me improve"

Instead of "I give up!" Try "I'll use some of the strategies I learned"

Instead of "I'm awesome at this" Try "I'm on the right track!"

Instead of "This is good enough" Try "Is this really my best work?"

There is GREAT POWER in the Word "YET"

Don't STOP until you are PROUD

FAILURE is an ESSENTIAL part of LEARNING

A journey of a thousand miles begins with A SINGLE STEP



Shelf labels and book categories:

- THE LITERATURES
- VLADIMIR TOB
- TOMORROW GIRLS
- GREGOR'S ADVENTURES
- DYSTOPIAN LITERATURE
- FANTASY
- SCIENCE FICTION
- FANTASY
- CIRQUE DU FREAK
- ALEX RIDER
- HARRY POTTER
- THE KANE CHRONICLES
- PERCY JACKSON
- HEROES OF OLYMPUS
- THE LEGEND
- RANGER'S APPRENTICE
- THRONE OF GLASS
- THE MAZE RUNNER
- DELIRIUM
- DIVERGENT
- JERRY SPINELLI
- S.E. HINTON
- JOHN GREEN
- JACQUELINE WOODSON
- MONSTER
- LAURIE R. KING
- CITY OF EMBER
- MAXIMUM RIDE
- THE RED QUEEN
- TWILIGHT
- CITY OF BONES
- VAMPIRE ACADEMY
- THE HUNGER GAMES
- THE GIVER QUARTET
- THE MATCHED
- SARAH Dessen
- SARAH Dessen
- PAUL VOLPONI
- CAROLINE B. COONEY
- LEVEL R
- LEVEL
- LEVEL
- LEVEL
- JUDY BLUME
- MAGGIE STEIFENDER
- LEVEL



JOAN
GREEN

JACQUELINE
WOODSON

WALTER DEAN
MYERS

LAURIE HALSE
ANDERSON

LEVEL
P & Q

LEVEL
R-S-T

PAUL
VOLPONI

CAROLINE B.
COONEY

LEVEL
R

LEVEL
S

LEVEL
T

LEVEL
U-V-W

LEVEL
U

LEVEL
V

JUDY
BLUME

MAGGIE
STIEFVATER

LEVEL
W

LEVEL
X

LEVEL
Y

LEVEL
Z

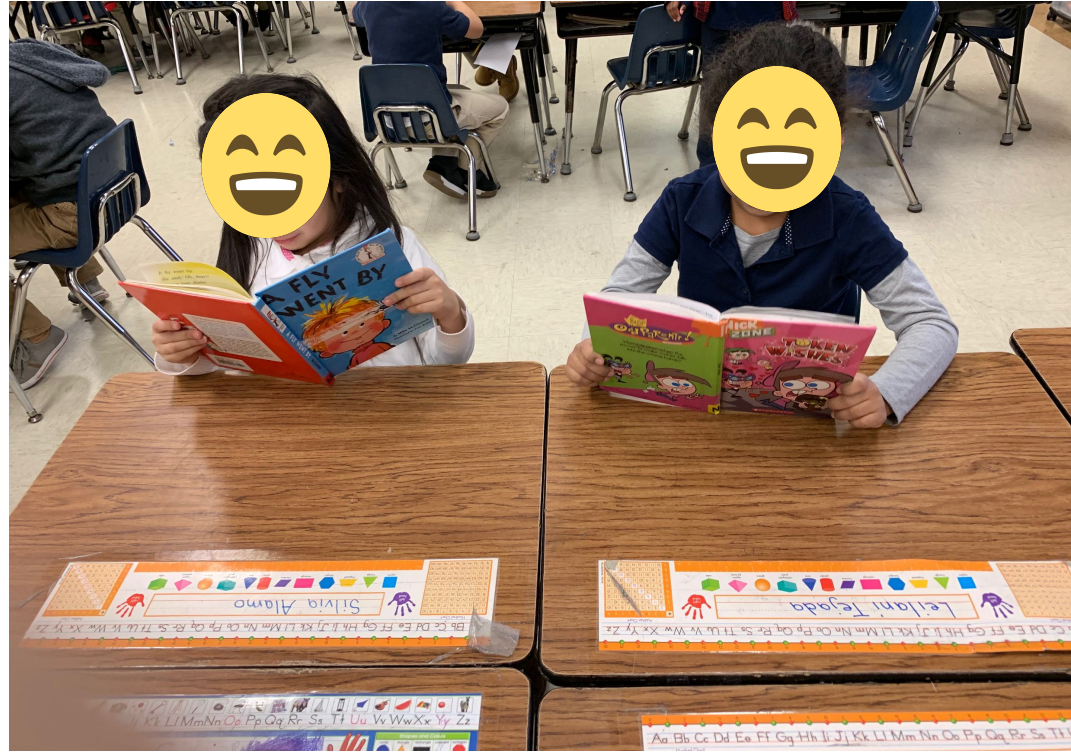
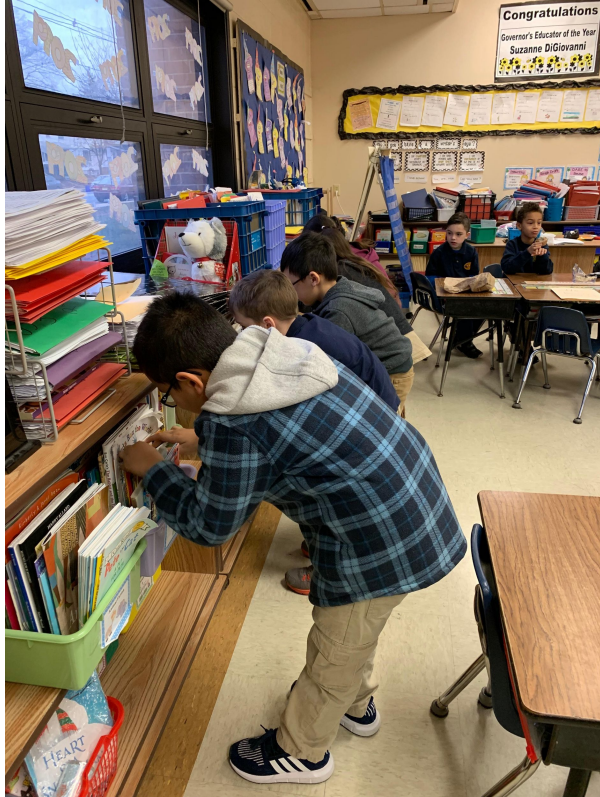
LEVEL
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LEVEL
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Book Baggies

- Great way to keep students organized.
- This will help to ensure that they maximize their independent reading time by **READING** not looking for materials.
- Students reading at lower levels (K-2) should shop for books every 2 days.
- Students at grades 3-6 should shop for books once a week. This should contain many books to sustain a week of reading.

Book Shopping Independent Reading



Reading Notebooks

- This is a place for students to write about their thoughts, feelings, and reactions to their reading.
- Provides teacher with insight into students' thinking.
- You can use this notebook when students are in the respond to text center.
- Digital notebooks can be utilized as well.

Small Group Instruction

- Guided Reading: Group students by instructional reading level.
- Strategy Groups: Focuses on strategies/skills that students need improvement on.
- Teacher monitors and guides the reading or strategy as needed.
- Maintain anecdotal records in order to drive future instruction and monitor student progress.
- Meet with struggling students more frequently
- **K-2 “Learn to Read” 3-6 “Read to Learn”**

Small Group Instruction



Guided Reading

- Explicit instruction with the teacher to help the student improve their reading.
- It is a small group with other students of similar ability. Students are grouped by their instructional reading level based on DRA.
- The students are given a book at their instructional level.
- Teacher monitors and guides the reading of each child as needed.
- In the lower grades, guided reading groups helps students move up in reading levels.
- Reading at their instructional level can be challenging.

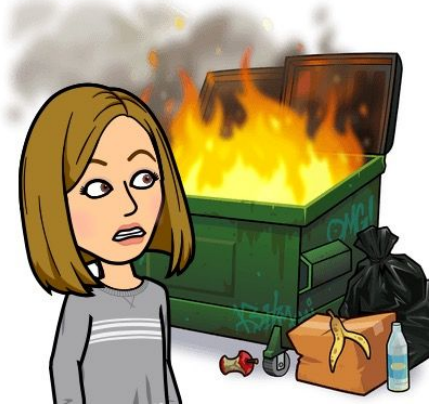
When is it okay to **interrupt**?



There's a flood.



Justin Timberlake walked into the room.

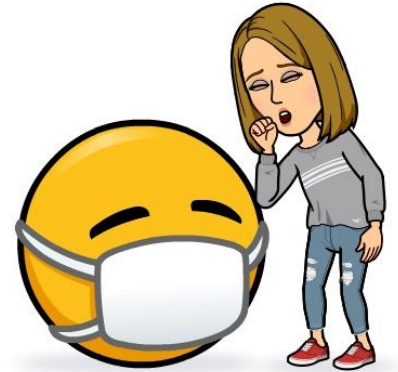


There's a fire.



You brought me coffee!

You're very sick.



Guided Reading

Lower Grades

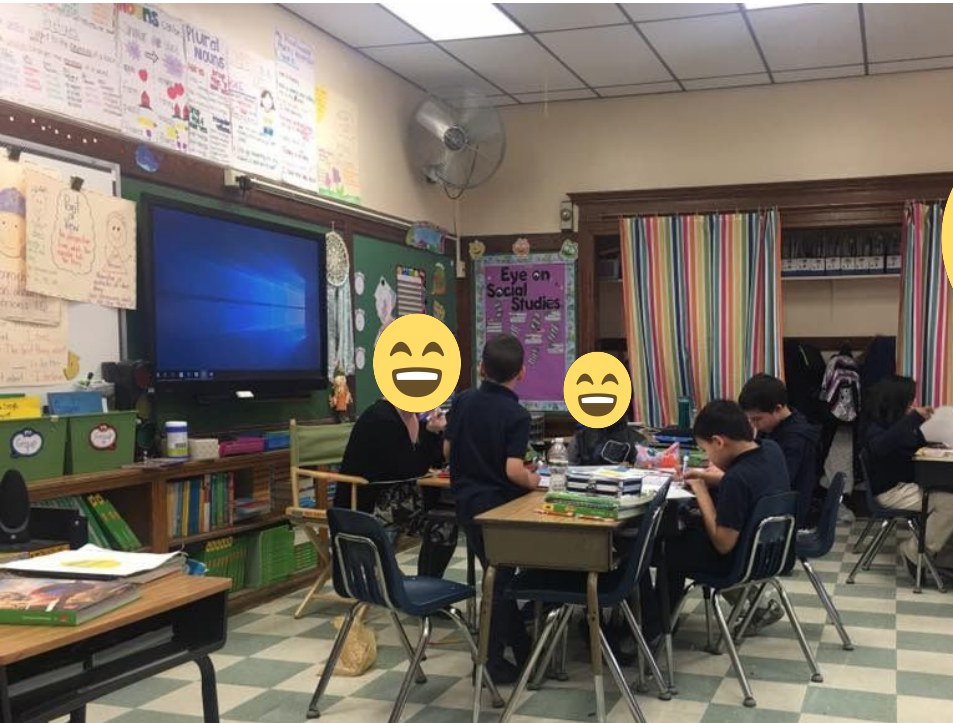
Upper Grades



Strategy Groups

- A strategy group occurs when students need help with a similar skill or strategy.
- The teacher focuses on only one skill/strategy.
- These students do not need to have the same reading level.
- Follow-up is needed.
- Anecdotal Records are needed to drive instruction
- Components: Set the purpose, Model the strategy, Guided Practice, and Assignment

Strategy Groups



Strategy Groups

Lower Grades



Upper Grades



Strategy Groups

Lower Grades



Centers

This is an opportunity to infuse other Wonders Resources.

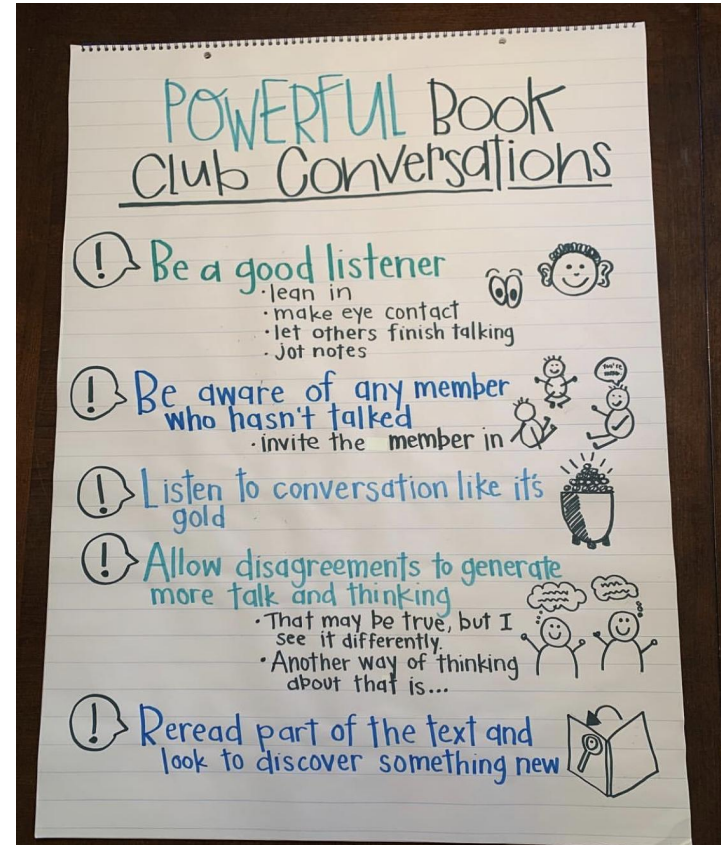
For example:

- Workstation Activity Cards from Wonders
- Grammar Pages (Online)
- Response to Reading (RW book, Close Reading Companion - higher level-).
- Wonders Online Games
- Vocabulary
- Typing Skills

Provides teacher additional time to pull small groups for guided reading/ strategy groups.

Anchor Chart

- An anchor chart is a tool that is used to support instruction.
- Provides a record of skills and strategies taught.
- Students should refer to anchor charts while independently reading on a daily basis.



Final Thoughts

- Guided Reading is important.
- Independent Reading should take place during the RW block.
- Students need access to a variety of books.
- Use DRA to drive instruction.
- Less whole group instruction = More opportunities for student engagement to practice the strategy and for teachers to provide individualized instruction.

"STUDENTS, EVEN THOSE WHO FIND READING CHALLENGING, THRIVE IN CLASSROOMS THAT ARE FILLED WITH BOOKS AT DIFFERENT LEVELS, WHERE THE TEACHER CELEBRATES BOOKS, AND STUDENTS ARE GIVEN CHOICE IN WHAT THEY READ, AS WELL AS TIME AND SUPPORT TO READ IT"

(PRESSLEY, ET AL, 2006; ALLINGTON, 2012).

Anticipated Changes to Reading Instruction

- What should you look for when you are observing Readers Workshop?
- What should teacher engagement look like?
- What should student engagement look like?
- What should guided reading/strategy groups look like?
- What does independent reading look like?
- Where can students access leveled readers?

POP QUIZ

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READING EDITION!

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Minilesson

- Goal is to help students think like readers.
- Focuses on a skill or strategy (i.e, characters, plot, setting, main idea, etc.).
- Precise and explicit language will help students understand minilesson concepts.
- If 60% or more of the students need help with a skill, it should be taught as a whole group.