

Lumberton Reading and Writing Workshop

*Why this approach?
How does it look in the
classroom?*

Click on the hyperlinks for videos that will give you a peek into the classroom.



Why workshop?

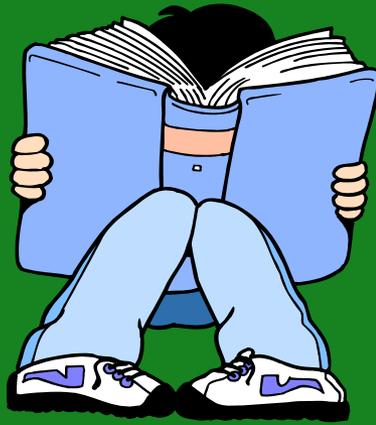
Research Supports it as "Best Practice"

The research says students learn reading/writing best when....	Workshop does this through....
They receive explicit instruction on strategies they can use	Minilessons and small group instruction
Responsibility is released to them so that they can apply skills independently	Independent reading time.
Most of their time is spent actually reading and/or writing	Students read books they select at their reading level. The teacher uses this time to provide more explicit instruction through one-on-one conferring.
They read texts at their current ability level and get to choose their own reading material	
What they are reading or writing about is of interest to them	
They get lots of opportunities to have meaningful discussions about reading	Reading partner discussions, book clubs, and interactive read-aloud
Reading and writing are connected	Writing about their reading and studying published books to learn writing techniques

An Overview of the Workshop Approach

- At each grade level students participate in units of study that are written to help them achieve the state standards (or beyond) for that grade.
- There is a progression for each major skill area, based on the standards, that identifies what students should be able to do in that area by the end of each grade.
- The main tenet of the program is to determine where each student is currently functioning and provide instruction focused on moving each student along the progression to a higher level with the ultimate goal being the grade level expectations or better.
- The goals for students are based on the goals of each unit itself but also on goals specific to that students' overall needs. For instance, in a primary level reading unit, the focus may be on understanding the traits of the main character, which is a comprehension focus. However, a specific student may also need to work on reading more fluently. The instruction for that student will target both of those goals.
- Obviously, there is a high level of differentiation. Most of the instructional time is devoted to working with students one-on-one or in small groups. The beauty of workshop is that while the teacher is meeting with small groups or individuals, the rest of the students are practicing the skills they have learned, so there is no wasted time for anyone in the classroom. The decision to differentiate in this manner is based on research that speaks to the importance of lots of time devoted to independent reading of “just right books” and writing on topics of choice.
- Student choice is provided in the selection of reading material and of writing topics and formats.





Workshop Components

Or.... “What is going on in
the classroom”



Interactive Read-aloud

- How often and when this occurs depends on the grade level.
 - In the lower grades, it should be almost daily at any time that fits the class schedule.
 - In the higher grades, it will occur on SOME days during the language arts block.
- The teacher reads grade level text to students, pausing to pose questions and present prompts that involve them in conversation about the text. This may be “turn and talk” with partners talking to each other or whole group conversation.
- This practice enables students to apply comprehension skills and strategies with teacher support and enables all students, regardless of their own reading level, to practice grade level comprehension standards.



[View an elementary level read-aloud](#)

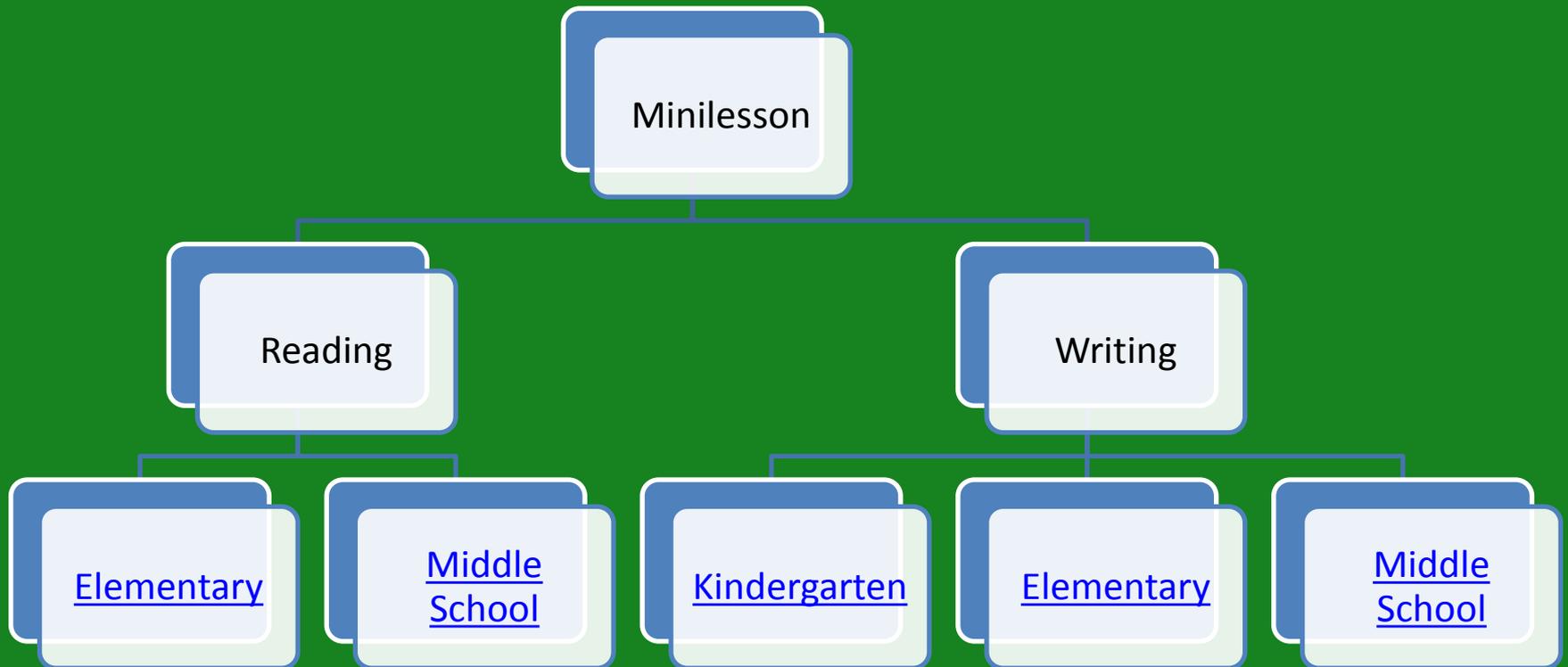


Minilesson

- Other than read-aloud, this is the only part of workshop that involves whole class instruction and should be very brief (about 10 minutes).
- The teacher introduces something new he/she wants to teach the students that will improve their reading or writing.
- The teacher demonstrates how it is done as the students watch and listen.
- The students try the skill or strategy in a short practice session with teacher feedback.
- The teacher sends students off to apply the skill or strategy as they read or write independently.



View a Sample Minilesson



Independent work time

Most of the reading or writing workshop time should be devoted to this (at the very least, 20 minutes)

Subject	What the students are doing	What the teacher is doing
Reading	<ul style="list-style-type: none">• reading books matched to their assessed level• Using the strategies they have learned• Noting their thinking to share later	<ul style="list-style-type: none">• Meeting with students individually to provide them with a teaching point specific to their needs and/or Working with small groups of students with similar needs• Keeping notes on conferences and student performance
Writing	<ul style="list-style-type: none">• Writing on their self-selected topic in whatever genre is being studied• Using the strategies they have learned• As they learn new techniques, revising and editing to improve their writing	

Teacher-led Small Group Instruction

Guided Reading

- This is most common in grades K-2 but can be done at any grade level. With a small group of students who read at the same level.
- The teacher provides an introduction to a book that is a little more challenging for them.
- The introduction prepares students for the features of the book that will be difficult, and then they read the book independently. The teacher usually listens to each student read some of the text to assess them.
- The group discusses the book and does skill work that relates to the book and to students' needs.
- The goal is to help students develop the skills they need to read harder books independently.

Strategy Lessons

- This is done with a small group of students who need support with the same skill.
- The teacher briefly teaches them a strategy, giving an example or demonstration, and then asks the students to try it.
- The teacher coaches them as they practice

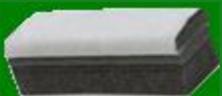


View a sample strategy lesson

[An elementary level strategy lesson in reading focused on student self-assessment & goal setting](#)

[A primary level strategy lesson in writing focused on a strategy to support spelling skills](#)

[A primary level strategy lesson in writing focused on writing craft](#)



Small Groups for Independent Practice

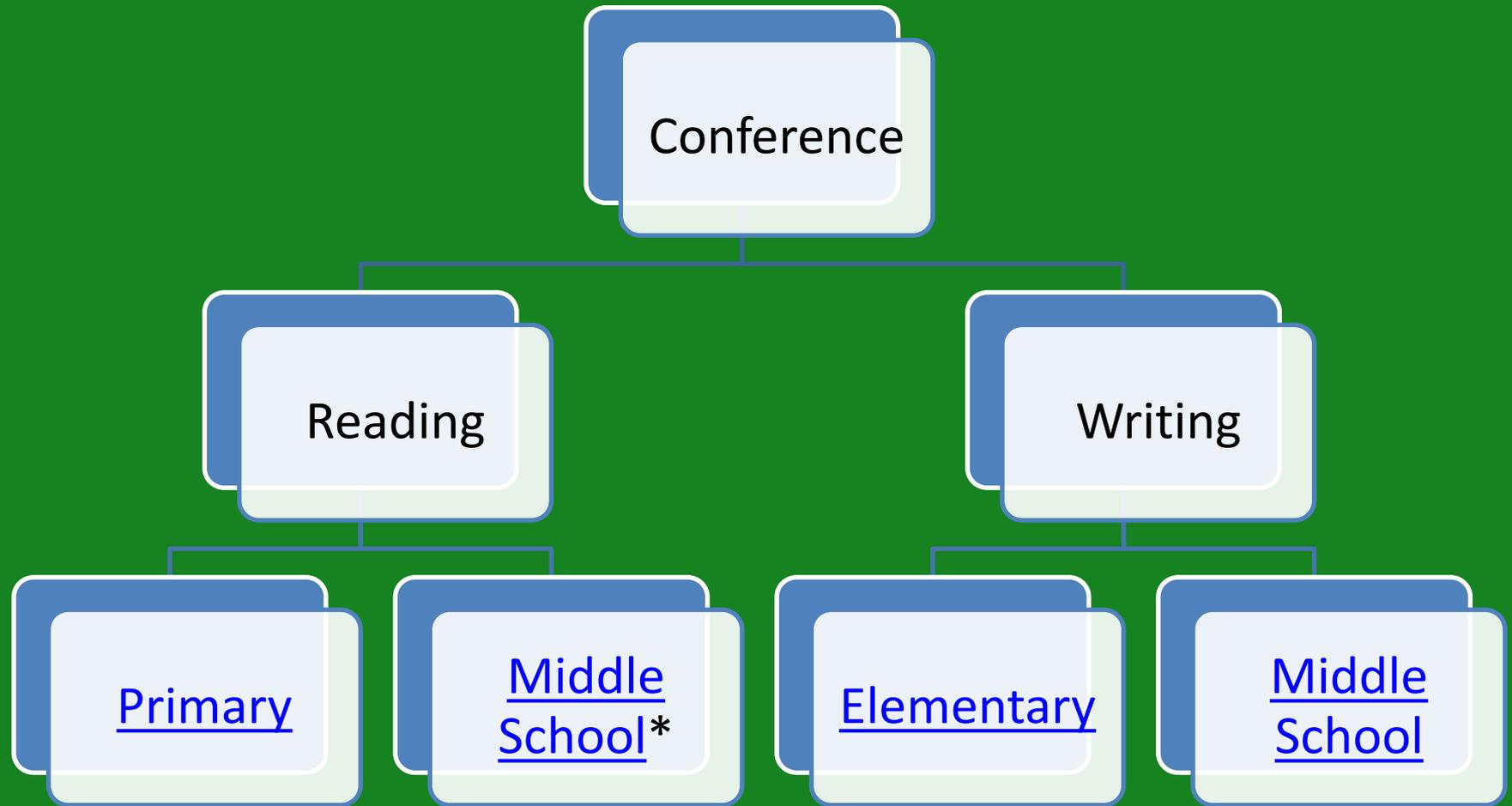
Students also practice reading and writing skills in small groups with more independence. In writing, this is usually done with a partner. In reading, it is sometimes done with a partner and sometimes done in a book club.

The teacher circulates and confers with partners or clubs as they work.

	Reading	Writing
Partners	<p>Beginning readers might:</p> <ul style="list-style-type: none">• Read the same book together aloud• Discuss a book they have both read• Tell each other about a book each has read <p><u>More proficient readers</u> will read the same book silently and then talk about it together.</p> <p><u>At all levels</u>, partners talk to each other about their reading goals and how they are doing with them. They hold each other accountable</p> <p>View an upper Elem/Middle School discussion</p>	<p>Partners share their writing with one another to:</p> <ul style="list-style-type: none">• Discuss their goals and give examples of their work toward those goals• Receive feedback to help them improve their writing <p>View an elementary writing partner discussion</p>
Book Clubs	<p>All members choose a book that they read silently and then meet to discuss. They try to push each other's thinking through conversation</p> <p>View an elementary Book Club</p>	



View a Sample Conference

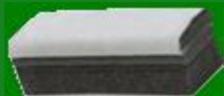


*This conference follows the Middle School Reading Minilesson on slide 6.



"Share"

- To bring closure to the workshop, the teacher will often include a few minutes at the end for sharing.
- This can be done between partners, in small groups, or as a whole class.
- The purpose is to provide students with examples of how the strategies they are learning were being implemented during the workshop block.



Other sharing opportunities

- Discussion is one of the most important ingredients in raising comprehension levels, so it is built into workshop.
- Students are assigned partners with whom they regularly discuss their writing or their thinking, using notes they made during reading.
- In reading, there are units in which students work in book clubs. These are usually groups of 4-6 students who are reading the same book (selected by them) and meeting regularly to share their thoughts and theories.
- This relates directly to the Common Core standard related to using text evidence to support claims.



Frequent assessment and goals for continual growth are central to this approach

Assessment Techniques	Goal Setting	Monitoring Progress
<p>Pre-assessments (used before beginning the unit) in reading and writing</p> <p>Taking notes from observations of student performance during whole class and small group instruction</p> <p>Conferring notes</p> <p>Student work samples such as reading and writing notebook entries, post-it notes in reading, and finished writing pieces</p>	<p>Pre-assessments help teachers set goals for the whole class and individual students related to the upcoming unit and then plan instruction that targets those goals.</p> <p>Other assessments help teachers determine goals specific to each student and then plan small group instruction and/or conferences to meet those goals.</p> <p>Teacher and students use a progression of skills to work together in setting growth goals based on where the student is on the progression. The end goal is to reach the grade level standard (or beyond for students who may be advanced).</p>	<p>Post-assessments measure growth in the big goals of the unit and the grade level.</p> <p>All of the assessment techniques are used to measure student growth in the goals that have been set.</p> <p>Students are held accountable for practicing new skills through a series of small group lessons and conferences.</p> <p>Students are also involved in assessing their own work against an example of the goal and evaluating their progress.</p>



WE BELIEVE IN WORKSHOP BECAUSE IT IS STRONGLY SUPPORTED BY RESEARCH.

Workshop helps us to meet our goals of:

- Differentiated instruction for students at all levels of achievement
- Assessment and data-based teaching
- Student engagement



How can parents support literacy learning?

Because we emphasize reading and writing for authentic purposes, students do not complete worksheets in class, and this challenges the traditional way parents received information about their child's learning success. Here are some suggestions to help:

- Talk to your child about his/her reading and writing goals and about what he or she is reading and writing at any given time. For younger students, make time to read with them for at least a few minutes each day and discuss the book together.
- Contact your child's teacher to discuss any areas of concern and get specific suggestions on how you can lend your support.
- Make sure your child has a steady diet of reading time at home. Keep in mind that even with busy schedules there are reading opportunities in the car between activities and so on.
- Let your child see the importance of reading and writing in your family and how you use literacy skills as part of your normal day.



How can K-5 parents support literacy learning using the standards-based report card?

- View the information about the grade level expectations regarding each reading and writing skill listed on the report card. You can access that information from the Report Card menu on the Curriculum tab.
- Use your child's report card to learn what his or her needs might be. A score of 1 or 2 indicates that your child needs support in that area.
- Contact your child's teacher to discuss any areas of concern and get specific suggestions on how you can lend your support.



*Thank you for being our
partners in learning!*

