



K-5 ELA Instructional Framework

USD 489

Readers and Writers Workshop – 60 Minutes Each

Within the workshop model, whole group instruction is followed up with individual conferencing and/or small group instruction that is differentiated.

Three basic components are present in the workshop:

#1: Mini-lesson (10 minutes)

| | |
|--------------------------|--|
| Connection | Convey the reason for the lesson, catch children’s attention, and rally their engagement. Reference anchor charts, texts or visuals from previous learning. The teaching point names a skill or strategy it takes to complete that skill. An example could be, “Today I’m going to teach you that when readers/writers _____, they often find it helps to _____. One way to do this is by _____.” |
| Teach | Though short, this is the MOST IMPORTANT part of the lesson. The teacher explicitly uses one of the four methods to teach the skill and strategy students should be able to use in reading/writing once the mini-lesson is over: <ul style="list-style-type: none">• Demonstration• Guided practice• Explicitly telling and showing an example• Inquiry |
| Active Engagement | Students have an opportunity to practice the skill and strategy with guidance from the teacher. This often involves students talking with a partner or stopping and jotting. ALLOW ONLY ONE OR TWO MINUTES FOR ACTIVE ENGAGEMENT. |
| Link | Connect the teaching from the mini-lesson to the work students are asked to do independently. Repeat the teaching point, encouraging them to apply the skill or strategy to their life as readers and writers. An example could be, “Today and every day as you read/write, remember to ...” |

Adapted from Park Hill School District

#2: Independent Practice and Application (40 minutes)

| | |
|-------------------------|---|
| Readers Workshop | <p>Students read, independently and/or with peers, a self-selected book at their</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px auto; width: fit-content;">INDEPENDENT READING LEVEL.</div> <p>Students are encouraged to show their thinking in some way and to apply the day's new strategy as well as accumulated strategies.</p> <p><i>During this time, teachers are conducting individual reading conferences and/or pulling small groups, assessing and teaching to students' needs</i> (see below for more information on small group structures).</p> |
| Writers Workshop | <p>Students write, independently and/or with peers, on their pieces using the writing process. Students are encouraged to sustain focus and momentum during the independent writing time. They use the repertoire of strategies they have learned thus far.</p> <p>❖ <i>During this time, teachers are conducting individual conferences and/or pulling small groups for explicit instruction, assessing and teaching to students' needs.</i></p> |

Architecture of a Conference

There are many different types of conferences and reasons to have a conference with a child. The format below is just one way. There will be times when you may only use parts of a conference depending on your purpose.

| | |
|-----------------|---|
| Research | <p>Spend a couple of minutes researching what the student is doing or not doing as a reader/writer. This might be “on the spot” research or you may be going into the conference with an idea from a previous assessment or observation.</p> <p>Here are some research questions you could ask to open-up your conference:</p> <ul style="list-style-type: none"> • What are you working on as a reader/writer today? • What is your plan for reading/writing today? • Can you take me on a tour of your post-its? • Last time we met, we worked on How's that going? Can you show me where you tried that in your book/writing? |
|-----------------|---|

| | |
|-----------------------------------|--|
| Compliment | <p>Give the student an authentic compliment on something you notice he is doing or almost doing. You can compliment a skill, strategy, or a reading/writing behavior you are noticing. Here are some ways you could frame your compliment:</p> <ul style="list-style-type: none"> • One strategy you are trying is This strategy is helping you get better at.... • One thing you are doing as a reader/writer that is important is... • I'm noticing you are the kind of reader/writer who... |
| Teaching Point | <p>Now choose and state what it is you are going to show her to do as a reader/writer today. It is important that you are NOT connecting the compliment and the teaching point with the connector "but". This sometimes gives students the impression that what you just observed them doing or what you just complimented them on is not good enough. Instead, you could connect these parts by using one of the following statements:</p> <ul style="list-style-type: none"> • Another thing I want to teach you that readers/writers do is... • Another way readers/writers..... is to.... • Today I want to teach you that readers/writers..... when they write. One way to do this is by.... |
| Teach | <p>Demonstrate what it is you want your reader/writer to be able to do. You can be demonstrating this in a separate text that you bring to the conference, or when appropriate, in the student's text. Some language you might use to set you and your students up for some learning might include:</p> <ul style="list-style-type: none"> • Be like a detective and study what I'm doing as a reader/writer. • Do you remember in our read aloud/mini-lesson when I ... Let's see if we can try that by • Let's try a bit of this strategy together. First, we..... Then we..... Next we..... and finally, we..... |
| Coaching/Active Engagement | <p>Get your reader/writer to try what it is you just taught. Coach him so that he can be successful. You <i>may</i> want him to try it once in front of you and then continue working. After conferring with a couple of other students, you may want to touch base with this reader/writer to ensure he is still being successful.</p> |
| Link | <p>As you end this conference, make sure you restate what it was that you worked on today as a reader/writer. You may want to leave her with a tangible record of her goal. This may be a sticky note with her goal written on it, the process you want her to follow, a goal written in her notebook, etc. You may also want your student to repeat back to you what her plan is or what she learned today. Then make sure you document what you taught her so when you come back to confer with her again you remember what to check in on. <i>ALWAYS return to a student you have conferred with to ensure ACCOUNTABILITY – preferably same day or the next day.</i></p> |

| | |
|---------------------------------|---|
| | <p style="text-align: center;">Small Group Structures</p> <p><i>If our teaching is to be responsive, there can't be just one way to lead small groups. Two small group possibilities are outlined below, but other types of small group work may fit your students' needs.</i></p> |
| Guided Reading | Based on assessment, the teacher brings together a group of readers who are similar enough in their reading development that they can be taught together. They read independently at about the same level or within a band of levels and can take on a new text selected by the teacher that is just a little more challenging. The guided reading lesson follows a specific structure including a text introduction, reading of the text, discussing meaning, and teaching for processing strategies. Word work or extended reading or writing activity may follow the lesson. Meet with your ELA Support Staff for specific training on guided reading lessons if needed. |
| Skill or Strategy Groups | Students are brought together for a specific purpose and an outcome related to a skill or strategy. The teacher may explicitly teach/re-teach how and when readers and writers use the skill/strategy, and students may be asked to apply the skill/strategy in their own text or writing piece with on-the-spot coaching and feedback from the teacher. |

#3: Sharing (10 minutes)

EVERY WORKSHOP ENDS WITH A SHARE

This provides another opportunity for the teacher to sneak in some pointers. Usually during the Share, the teacher will highlight one child's work in a way that creates a trail for other students to follow and provides the blueprint for student partners to engage in productive conversations. Individual student Shares are also encouraged but care must be given to stay within the limited time frame – only allow one or two per day.

Additional Components of Balanced Literacy

Interactive Read Aloud – 15 minutes

A purposefully selected text, of appropriate grade level text complexity is used. The text should foreshadow the work that students will study in readers and writers workshop. Through reading aloud, the teacher demonstrates proficient reading, expands access to text beyond students' abilities, and exposes students to a variety of genres. It will be expected that students are actively engaged through accountable talk as the teacher uses think-alouds to model various reading behaviors, points out how authors use language to convey meaning, and models strategies for acquiring new vocabulary.

Shared Reading

Shared reading is a time when teachers and children read in sync with one another, eyes on the same text. Using carefully selected texts (poems, songs, big books, projected texts, etc.), teachers focus on targeted strategies related to phonics, fluency, vocabulary and print concepts.

Word Study – 20 minutes

The purpose of word study is to integrate phonics, spelling, and vocabulary instruction to help children become efficient problem-solvers of words in reading and writing. Word study teaches students how to look closely at words to discover the patterns and conventions of English orthography, or spelling.

We MUST ensure that we teach children how to transfer what they learn during this time into their own writing and reading work.