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| **Reading Wonders Instruction / Workshop Model** | | |
| **Expectation** | **Reading Workshop Evidence Observed** | **Teacher Will** |
| **Whole Group** | * **Reading Workshop** (30 – 45 min) * Teach and Model with Reading/Writing Workshop Book   + Essential Question   + Build Background   + Vocabulary   + Close Reading of Complex Text   + Comprehension * Apply with Literature Anthology   + Close Reading * Opportunity to ‘monitor and differentiate’ through questioning and observations | **FIP – Clear Learning Targets**   * Share Learning targets with students * Share models of strong and weak work   **TKES – 1, 2, 3, 7, 8, 10** |
| **Small Group**  **&**  **Independent** | * **Differentiated Instruction** (30 min) * Your Turn Practice * Leveled Workstations * Reading Wonders Leveled Readers * Approaching * ELL * On Level * Beyond Level * Self-Selected Text / Guided Reading Texts * Conferring Records – opportunity to monitor and re-teach | **FIP – Collecting and Documenting Evidence of Student Learning**   * Collect evidence (formally and informally) that reflects learning   **FIP – Analyzing Evidence and Providing Feedback**   * Determine next steps   **TKES – 1, 2, 3, 4, 5, 6, 7, 8, 10** |
| **Expectation** | **Writing Workshop Evidence Observed** | **Teacher Will** |
| **Whole Group** | * **Writing Workshop** (10 – 15 min) * Readers to……Writers * Writing Traits / Genre Writing | **FIP – Clear Learning Targets**   * Share Learning targets with students * Share models of strong and weak work * Introduce language of rubrics   **TKES – 1, 2, 3, 7, 8, 10** |
| **Small Group**  **&**  **Independent** | * **Differentiated Instruction** (30 min) * Gradual Release / Writing Process * Independent Practice * Conferring Records - opportunity to monitor and re-teach | *Same as Small Group & Independent Above* |
| **Closing** | * **Daily Wrap Up** (10 – 15 min) * Review Essential Question, new concepts, and vocabulary * Identify students who need additional support, are on-level, or above level and assign appropriate practice | **FIP – Student Ownership of Learning**   * Create and foster peer trust * Teach students to reflect on and share learning with peers   **TKES – 1, 5, 6, 7, 10** |