|  |
| --- |
|  **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** |