

Reading Wonders Instruction / Workshop Model

Expectation	Reading Workshop Evidence Observed	Teacher Will
Whole Group	<ul style="list-style-type: none"> • Reading Workshop (30 – 45 min) <ul style="list-style-type: none"> <input type="checkbox"/> Teach and Model with Reading/Writing Workshop Book <ul style="list-style-type: none"> ○ Essential Question ○ Build Background ○ Vocabulary ○ Close Reading of Complex Text ○ Comprehension <input type="checkbox"/> Apply with Literature Anthology <ul style="list-style-type: none"> ○ Close Reading <input type="checkbox"/> Opportunity to ‘monitor and differentiate’ through questioning and observations 	<p>FIP – Clear Learning Targets</p> <ul style="list-style-type: none"> – Share Learning targets with students – Share models of strong and weak work <p>TKES – 1, 2, 3, 7, 8, 10</p>
Small Group & Independent	<ul style="list-style-type: none"> • Differentiated Instruction (30 min) <ul style="list-style-type: none"> <input type="checkbox"/> Your Turn Practice <input type="checkbox"/> Leveled Workstations <input type="checkbox"/> Reading Wonders Leveled Readers <ul style="list-style-type: none"> ○ Approaching ○ ELL ○ On Level ○ Beyond Level <input type="checkbox"/> Self-Selected Text / Guided Reading Texts <input type="checkbox"/> Conferring Records – opportunity to monitor and re-teach 	<p>FIP – Collecting and Documenting Evidence of Student Learning</p> <ul style="list-style-type: none"> – Collect evidence (formally and informally) that reflects learning <p>FIP – Analyzing Evidence and Providing Feedback</p> <ul style="list-style-type: none"> – Determine next steps <p>TKES – 1, 2, 3, 4, 5, 6, 7, 8, 10</p>
Expectation	Writing Workshop Evidence Observed	Teacher Will
Whole Group	<ul style="list-style-type: none"> • Writing Workshop (10 – 15 min) <ul style="list-style-type: none"> <input type="checkbox"/> Readers to.....Writers <input type="checkbox"/> Writing Traits / Genre Writing 	<p>FIP – Clear Learning Targets</p> <ul style="list-style-type: none"> – Share Learning targets with students – Share models of strong and weak work – Introduce language of rubrics <p>TKES – 1, 2, 3, 7, 8, 10</p>
Small Group & Independent	<ul style="list-style-type: none"> • Differentiated Instruction (30 min) <ul style="list-style-type: none"> <input type="checkbox"/> Gradual Release / Writing Process <input type="checkbox"/> Independent Practice <input type="checkbox"/> Conferring Records - opportunity to monitor and re-teach 	<p><i>Same as Small Group & Independent Above</i></p>
Closing	<ul style="list-style-type: none"> • Daily Wrap Up (10 – 15 min) <ul style="list-style-type: none"> <input type="checkbox"/> Review Essential Question, new concepts, and vocabulary <input type="checkbox"/> Identify students who need additional support, are on-level, or above level and assign appropriate practice 	<p>FIP – Student Ownership of Learning</p> <ul style="list-style-type: none"> – Create and foster peer trust – Teach students to reflect on and share learning with peers <p>TKES – 1, 5, 6, 7, 10</p>

