

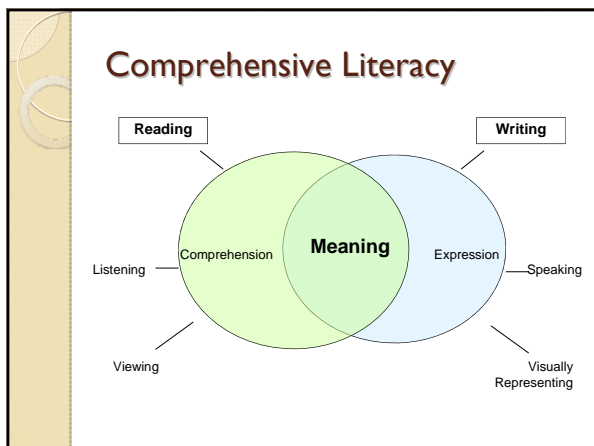
# Pathways Reading Workshop

SDACC TEACHERS' CONVENTION  
August 20, 2009

- ## Goals
- Review the big picture of comprehensive literacy
  - Identify and explain the components of Reading Workshop
  - Recommend materials needed to implement Reading Workshop
  - Understand where Reading Workshop fits into a Pathway's day and discuss scheduling
  - Review a plan for getting started

# COMPREHENSIVE LITERACY

- ## Communication
- Reading
  - Listening
  - Viewing
- } *Comprehension*
- Writing
  - Speaking
  - Visually representing
- } *Expression*



## To Develop Accomplished Readers & Writers

Mode	Description	Mode	Description
Read aloud	Teacher reads text aloud sharing the thinking process good readers use to understand text. Students usually do not have a copy of the text.	Write aloud	Teacher writes at a chart or overhead, sharing the thinking process being used.
Shared reading	Teacher reads aloud as students view the text. Students chime in when ready to do so.	Shared writing	The group or class writes together, working with the teacher.
Guided reading	Teacher talks, coaches, and walks students through sections of text with questions and student predictions.	Guided writing	Students write their own product; teacher prompts and guides.
Cooperative reading	Students read with a partner or partners, either orally or silently.	Collaborative/cooperative writing	Students write with one or more partners on a single product.
Independent reading	Students read text alone without support, usually silently.	Independent writing	Students write alone.

Cooper, J. David. *Literacy: Helping Children Construct Meaning*, 6<sup>th</sup> edition. Boston: Houghton Mifflin, 2006

## Pathways



Instructional Block	Curriculum Focus
Daily Routines	Read Aloud Daily Oral Language Phonics/Word Study/Focus on Words Handwriting Spelling
Reading Instruction	Thematic Study Guided Reading
Reading Workshop	Independent Reading
Writing Workshop	Independent Writing Guided Writing Investigations/Research

## READING WORKSHOP

### Pathways Reading Workshop Basic Components

- Mini-lesson (3-5 minutes)
- Self-Selected Reading (10-20 minutes)
- Conferencing (10-20 minutes)
- Sharing (5-10 minutes)

### Mini-lessons

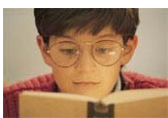
- Management
- Strategies and skills
- Literary analysis

Mini-lessons can be found in each planning by theme section at:

<http://pathways.mcmids.com/content.php?id=60>



### Self-Selected Reading



### Conferencing

Name: \_\_\_\_\_

#### Reading Conference Record

Date: \_\_\_\_\_

Comments



## Sharing

- Set up consistent Routines
- Designate the area for small groups or for the class to gather
- Establish ground rules
  - When someone is speaking, everyone listens
  - After the speaker has finished, listeners can raise their hands to ask questions
  - Etc.



## Sharing--Literary Talk Rubric

Criteria	Quality		
Did I get my audience's attention?	Creative Beginning	Boring Beginning	No Beginning
Did I tell what kind of book?	Tells exactly what type of book it is	Not sure, not clear	Didn't mention it
Did I tell something about the main character?	Included facts about character	Slid over character	Did not tell anything about main character
Did I mention the setting?	Tells when and where story takes place	Not sure, not clear	Didn't mention setting
Did I tell one interesting part?	Made it sound interesting--I want to buy it	Told part and skipped on to something else	Forgot to do it
Did I tell who might like the book?	Did tell	Skipped over	Forgot to tell
How did I look?	Hair combed, neat, clean clothes, smiled, looked up, happy	Lazy look	Just-got-out-of-bed look, head down
How did I sound?	Clear, strong, cheerful voice	No expression in voice	Difficult to understand-6 inch voice or screeching

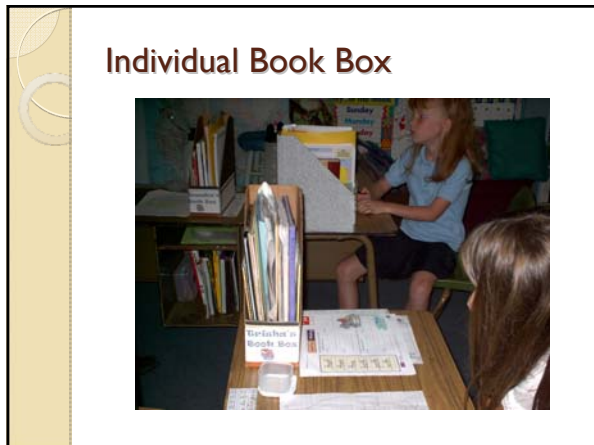
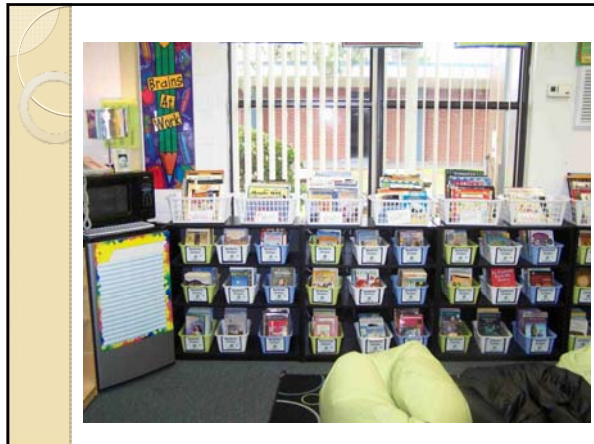
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## MATERIALS

## Books, Books, and More Books


Books need to be labeled and organized for easy and informed access.





### Reader's Folder

- Reading Log
- Book Talk Rubric
- Mini-lesson notes
- Etc.



Name: \_\_\_\_\_

6.2

#### Reading Log

Date	Title of Book	Pages

My goal is to read \_\_\_\_\_ books.  
I plan to finish my goal by \_\_\_\_\_.

# ° SCHEDULING

## Language Arts Block & Scheduling

- [Language Arts Block 1 & 2](#)
- [Language Arts Block 3 & 4](#)
- [Language Arts Block 5-8](#)

## Putting it All Together

<i>Lower Grades</i>		<i>Upper Grades</i>	
8:00-8:15	Worship	8:00-8:15	Worship
8:15-8:45	Bible	8:15-8:45	Bible
8:45-9:35	Daily Routine*	8:45-9:35	Daily Routine*
9:35-9:55	Recess	9:35-9:55	Recess
9:55-10:55	Reading Instruction*	9:55-10:35	Reading Instruction*
10:55-11:55	Math	10:35-11:35	Math
11:55-12:40	Lunch & Recess	11:35-12:05	Social Studies
12:40-12:55	Read-Aloud*	12:05-12:45	Lunch & Recess
12:55-1:10	Writing Workshop*	12:45-1:00	Read-Aloud*
1:10-2:10	Science and/or Social Studies	1:00-2:00	Workshops (Reading, Writing)
2:10-2:40	P.E.	2:00-2:30	P.E.
2:40-3:00	Reading Workshop*	2:30-3:00	Science

\*Descriptions follow

## • GETTING STARTED

## Getting Started

Due to copyright issues the handout "Independent Reading: The First Twenty Days of Teaching" could not be reproduced.

Other resources for getting started can be found on the Pathways web site at :  
<http://pathways.mcmds.com/content.php?id=3>

