

Reading Workshop – Writing Workshop

“A workshop approach allows for differentiated instruction, providing a supportive context that allows teachers to meet the literacy needs of all students...In each workshop, demonstrations, guided participation, engagement, and assessment are dynamically linked to facilitate student learning” (Dorn & Soffos, p. 67).

	Monday	Tuesday	Wednesday	Thursday	Friday
Mini-Lesson 10-15 minutes	<ul style="list-style-type: none"> • Whole group gathers for explicit teaching and guided practice. The Mini-Lesson is based upon teacher observations and his or her understanding of the reading process, the writing process, and state learning goals. <ul style="list-style-type: none"> ✓ What are the students gaining control over? What are they confused about? What new learning do we need to pursue? ✓ What could we better understand as readers and writers? What could we, as readers and writers, learn from real authors? • Texts that have been read aloud in Language Workshop are used as resources during Reading Workshop and Writing Workshop Mini-Lessons. Excerpts from the text can be read aloud, serving as an exemplar for the learning goal being addressed. Excerpts from a text can also be projected onto a screen for guided analysis. • The goal of any Mini-Lesson is ultimately deeper comprehension—reading to understand and writing so others understand our message. A teacher must always be conscious of making this link. Otherwise, students learn isolated skills, perhaps not knowing how that knowledge applies to reading texts and writing texts, and <i>why</i>. 				<p><i>Open Learning Opportunity</i></p> <ul style="list-style-type: none"> • Extended reading or writing time • Extended share time • Presentations • Book Talks
Work Time 30-40 minutes	<ul style="list-style-type: none"> • Students are engaged in independent reading, independent writing, and other learning opportunities that promote the application of knowledge without guidance: recording reflections in a Reading Log, creating a story map, conducting Internet searches, or writing to an author. During Reading Workshop, students can also read with a partner or listen to a recorded story. • The teacher provides differentiated instruction, observing students’ reading and writing processes, and documenting observations. These observations are data. The teacher is assessing students’ learning as he or she interacts with them. This dynamic interplay between instruction and assessment is at the heart of the workshop approach. • Conceptually, the teacher has two 15-minute slots for working with children or two 20-minute slots. • During these “slots”, the teacher can work with: <ul style="list-style-type: none"> ✓ a Guided Reading Group ✓ a Literature Discussion Group ✓ a Guided Writing Group ✓ or with individual students, conferencing • An Interventionist could also work with: <ul style="list-style-type: none"> ✓ a Guided Reading Plus Group ✓ a Comprehension Focus Group ✓ a Writing Process Group ✓ or with individual students, conferencing 				
Sharing 10-15 minutes	<ul style="list-style-type: none"> • Whole group gathers and learning continues. As students talk and listen to one another, thinking is stirred and extended. • Assessment also continues. As students talk, the teacher carefully observes what they’re learning and what needs more support. • Finally, Sharing can reinforce what was discussed in the Mini-Lesson. If the strategic behavior of rereading was discussed, students could use post-it notes during independent work time to “flag” the places where they reread. Then, at Sharing, they could explain why they reread and how it helped them. Whether during Reading Workshop or Writing Workshop, this application and then discussion of what was reviewed during the Mini-Lesson deepens students’ understanding. 				

Information and language synthesized from *Teaching for Deep Comprehension: A Reading Workshop Approach*, Dorn & Soffos (2005). See Chapter 6 for a detailed look at the workshop framework.
Julie Eckberg, 2009