



## The First 25 Days of Reading Workshop

### Why Reading Workshop?

The purpose of reading workshop is to give students opportunities to read during the school day and to provide targeted and appropriate instruction. Reading workshop allows for classrooms to become a community of readers with set expectations. The goal is for students to become independent readers and use a variety of strategies to comprehend and engage in text. Through a balanced reading program, students talk, read, and write about things in which they are genuinely interested. Teachers model and demonstrate for the students strategies that good readers use and students have the opportunity to practice these strategies during guided reading groups. Students may also participate in literature study with a group of readers to analyze and discuss text or literacy centers to reinforce strategies taught in class. Finally, students have the opportunity to apply these strategies during their independent reading and express their thoughts about their reading in response letters to their teacher.

The goals of successful Reading Workshop implementation include:

1. Teachers will have a framework and time to provide targeted and appropriate instruction.
2. Independent Reading Practice Time: Students will have time to focus on the most important literacy practice – reading a *just right* book.
3. Student Self-Management: Students learn to plan their work, manage time, problem-solve, self-evaluate, and cooperate with one another.
4. Cooperation: Students learn to respect others' time and space and to support each other as a community of readers, writers, and learners.
5. Organization: Students learn to keep class resources as well as their own books, notebooks, folders, and papers in order.
6. Student Choice within Limits: Students choose topics of personal interest to them to read and write about. Allowing students to choose their own topics motivates them to build from their own background knowledge and to experiment with new topics when they are ready.

### Why a 25-day Launch?

The beginning of a new school year often involves discussion and/or modeling of procedures, behaviors, and classroom expectations. Reading Workshop also requires this same earnest and intentional effort as we establish norms for the classroom to ensure success for each student. Building a "reading community" in which students are independent is more likely when routines and procedures are purposeful and meaningful to students.

The goal of **The First 25 Days of Reading Workshop** is to establish classroom systems and the foundation for the principled habits we want readers to use throughout the year. Keep in mind that initially, many of these daily activities will take considerable time for you to model and for students to practice. However, once this is accomplished, these activities can be completed quickly allowing you time to address more content. It is recommended that you read the entire document first before planning your daily activities.

This guide is intended to be extended, condensed, or modified according to your students' needs. Please continue to revisit and support all skills and concepts that are introduced in the first few weeks through the balanced literacy model. Our ultimate goal is for students to become proficient in using these skills independently. Use your judgment, based on your students' needs to adjust instructional time dedicated to each demonstration lesson.

### Things to Consider

Prior to implementing Reading Workshop, teachers will need to make several important decisions about materials. The following is a list of questions to consider before launching the reading workshop model (before the first day of school):

- Where will student reading materials be stored (e.g. reading notebooks, reading folders, individual student book bags/book boxes)?
- How will the classroom library be organized (e.g. what categories will you use for your books, if you will use baskets/bins to store categories of books, how you will label categories, and where you will house your library – on cart, on bookshelf, in bins – or will you categorize books by both guided reading levels and categories)?
- How/when will materials be introduced (e.g. mini-lesson at beginning of reading workshop, model in small group

setting)?

- Where will students store classroom work (e.g. reading folder, literature study folder, reading response journal)?
- Do you have a word wall in a place where students can see the words? Is your word wall interactive or decorative?

**Suggested Classroom Materials**

<b>Materials</b>	<b>Purpose</b>
Classroom Rug or Carpet Squares	To be used as the established <i>gathering place</i> for students to come together for Read Aloud and whole class mini-lessons
Chart Paper	To create anchor charts recording good reading strategies, routines, and expectations
Classroom Library	To provide students with a wide selection of books for independent reading
Reading Folder	To organize reading lists, reading interests, response journal prompts, rubrics, etc.
Reading Notebook	To keep a record of independent reading (reading log), write in response to reading, record spelling words for <i>Word Work</i> , and/or to <i>Work on Writing</i>
Sticky Notes	For students to "flag" places in text during guided reading instruction and during independent reading ( <i>Read to Self</i> or <i>Read to Someone</i> )
Whiteboards, Magnetic/Plastic Letters, Wikki-Stix, Clay, Letter Stamps, Colored Markers/Pencils	To be used when students do <i>Word Work</i> making spelling words
Recorded Books (on tape, CD, or computer)	To be used when students <i>Listen to Reading</i>

This list does not include everything that can be used but suggested materials that schools and teachers should consider to get started. Our goal is to set our teachers and students up for successful implementation of reading workshop by providing guidance. Teachers are encouraged to use their own creativity in selecting materials and resources in their classroom. Some of the sample anchor charts are displayed after each week to give teachers an idea of how the anchor charts could look. It is best practice to create anchor charts with the students and not ahead of time. We encourage teachers who would like to get a head start to title each anchor chart including the graphics but wait to add the content while doing the lessons with students. This will help to make the learning organic and personalized to each classroom.

**A note about the alignment between this guide and the Unit Planning Guides:**

**The First 25 Days of Reading Workshop** is designed to be used in conjunction with the Unit Planning Guides. Use the Unit Planning Guides to inform the content and skills to be taught within each unit of instruction. The demonstration lessons explicitly outline the instruction that needs to take place during the time allocated for guided reading and workstations. It is our expectation that teachers teach the standards and skills outlined in the planning guides during the Word Study/Phonics, Read Aloud, and Reading Mini-Lesson portions of the literacy block.

\*\*The ultimate goal is to establish these systems and procedures so that you are able to begin guided reading and conduct small group reading instruction successfully by the end of the first 25 days.

<b>Reading Workshop Launch Week One</b>	
<b>Teacher Goals</b>	<b>Student Goals</b>
<ul style="list-style-type: none"> <li>• Establish a Gathering Place</li> <li>• Model 3 Ways to Read a Book</li> <li>• Model how to select a Just Right book</li> <li>• Introduce Turn and Talk and Book Discussions</li> <li>• Introduce <i>Read to Self</i></li> </ul>	<ul style="list-style-type: none"> <li>• Move quickly and quietly to and from the gathering place</li> <li>• Practice the 3 ways of reading a book</li> <li>• Choose 3 appropriate books</li> <li>• Understand procedures for Turn and Talk and Book Discussions</li> <li>• Understand expectations and self-monitor during <i>Read to</i></li> </ul>

**Day One – Demonstration Lessons****Read Aloud – Introducing Transitions (10 Minutes)**

- **"We will meet together for the first part of Reading Block. Our signal for large group meeting is \_\_\_ (i.e., bell, chimes, 3 claps, etc.). Our gathering place is located \_\_\_\_"** (i.e., carpet area, reading corner, front of the room).
- Use a timer to practice transitions with students. Note the decrease in transition time as the days progress.
- When students are at the gathering place, discuss the importance of good listening. Create an anchor chart of what good listening looks like (teacher will model examples and non-examples with student's input). Students can practice sitting in their learning positions. **"Let's make an anchor chart together and write down our ideas about what you think it might look like and sound like in our classroom when we meet in the gathering place."** For example: Criss-Cross Apple Sauce, LLP- Listening-Learning-Position, SLANT – Sit up, Sit still, Look at the speaker, Ask questions, Nod occasionally, Track with eyes
- **"Boys and girls, let's practice your ideas."** Have students return to their desks and pretend to work. After a couple seconds, signal students to come to the gathering place. Practice, going over the chart to see how they all did and check-in.
- Teach the following signals for an effective check-in: Thumbs-up, right in front of their heart, to signal if they know in their heart they are independent and successful with that behavior. Thumbs sideways if they thought they were somewhat independent and successful but could do better.
- Incorrect model – Ask someone to model the incorrect way to behave (usually a challenging student). Then ask the same student to model the appropriate behaviors.

Proceed with your Read Aloud lesson (10 Minutes) and your Reading mini-lesson (15 minutes).

**3 Ways to Read a Book – Introduce 2 of the 3 ways to read a book (10 Minutes)**

- **"Today class, we are going to learn two ways to read a book. Who knows what those ways are?"** Allow students to discuss what they think. Get responses from a few students.
- **"You are going to be detectives today and notice what it looks like and sounds like when we read a book two different ways. First, I will read a book using just the pictures. Pay close attention so you can turn and tell an elbow partner what you saw and heard when I'm finished."** Model reading the pictures by talking about each picture in the book.
- **"Reading the pictures is one way of reading a story. Boys and girls, what did you notice us doing?"** Allow students to discuss what they noticed. Get responses from a few students. Create an anchor chart titled **"3 Ways to read a book"**. Add: "1. Read Pictures" to the anchor chart.
- **"Now, see if you can tell what is the same and what is different after I read you the words of this book."** Read the text in the book and model metacognitive process of thinking aloud.
- **"This was our second way to read a story – reading the words. Okay, detectives, what did you notice?"** Allow students to discuss what they noticed. Get responses from a few students. Add: "2. Read Words" to the anchor chart.
- Transition to the lesson below, identifying *Read to Self* behaviors and expectations.

**Read to Self – Read to Self Behaviors (30 minutes)**

- **"Today we are going to practice *Read to Self*. We know that the most important thing we can do to become better readers who love to read is to spend lots of time practicing reading. Let's begin by making another chart, with our ideas of why it is so important that we read to ourselves."**
  - Top of chart - *Read to Self*
  - Under heading, write – Why: to become a better reader
- **"To become better readers is the reason why during our reading time, we will *Read to Self*. Why else do we read to ourselves?"** Allow discussion.
- Create a T-chart under "Why: to become a better reader." Write "students" on the top left and "teacher" on the top right. Brainstorm appropriate *Read to Self* behaviors. **"If our class were to do *Read to Self* independently, which means all by yourselves, what do you think it might look, sound, or feel like?"** (Record responses under "Students." Be sure "reading the whole time" is included.)
- **"These are all such good ideas. You already know a lot about how *Read to Self* looks, feels, and sounds."**
- What about the teacher? What would the teacher be doing?" Under "teacher" add: read with groups of children, read with children one at a time, listen to children read, and help children with their reading strategies.
- **"Now that we have talked about what *Read to Self* might look like, sound like, and feel like, is there anyone who would like to model, or show the class?"** Choose a student to model.
- **"Let's look while \_\_\_\_\_ models for us. Wow, \_\_\_\_\_ is certainly staying in one spot." Point to anchor chart while**

**observing each behavior. Provide applause. "Who can tell us what you saw \_\_\_\_\_ doing while modeling *Read to Self*?"** Choose a few other models.

- Allow students time to use the anchor chart to practice *Read to Self* and "2 ways to Read a Book" in 3-5 minute intervals. Debrief after each interval, reviewing what students should be doing and what the teacher is doing. Assign students to specific areas to practice reading independently.

## **Day Two – Demonstration Lessons**

### **Read Aloud – Introduce Turn and Talk strategy (10 Minutes)**

Introduce the Turn and Talk strategy and create an anchor chart. Explain to students that during the Read Aloud, they will be asked to turn to a shoulder partner and discuss their thinking. (Teachers should identify shoulder partners at this time.)

#### **Turn and Talk procedures for the anchor chart:**

- Listen to the teacher's question.
- Turn to your shoulder partner.
- Keep your eyes on your partner.
- Discuss and share your answer to the question.
- Build on each other's ideas.

Practice the Turn and Talk strategy 3 times using topics of student interest (i.e., What is your favorite animal? What is your favorite book? What did you do this summer?)

Have students explain the Turn and Talk procedures from the anchor chart. What went well? What can we improve on? Discuss.

Proceed with your Read Aloud lesson including Turn and Talk opportunities (10 minutes) and your Reading mini-lesson.

Use established signal to bring students to the gathering place.

### **3 Ways to Read a Book – Model the 3rd way to read a book (5 Minutes)**

- Begin by reviewing the previous day's lessons. **"Please put a thumb in the air if you remember the two ways to read a book that we learned about yesterday. Please turn and tell your shoulder partner one of the ways, and see if he or she can remember the other way."** Allow students to talk to one another.
- **"Today, we are going to look at one last way to read a book, and that is 'retelling a story I read before.' This is the book I read to you yesterday. Because I read you the words and the pictures, it is still pretty fresh in my mind, so watch closely and I'll show you what it looks like and sounds like when you retell."** Go through the book page by page, retelling the book with much detail. Add ways to read a book: "3. Retell the Story" to the anchor chart.
- **"Did you notice that I used the pictures and what I remembered from reading the words to retell the story? It is a fun way to read a book, especially a favorite book! Today, when you build your stamina in *Read to Self* time, you may choose to read the words or the pictures, or retell a book you already read."**
- Transition to the lesson below, modeling how to select a just right book

### ***Read to Self* – Model selecting a just right book (10 Minutes)**

- **"Good readers have a purpose when they choose a book. The purpose for choosing a book may be because you want to learn about a certain topic or just to read a book for fun. Today we will practice selecting the right books to *Read to Self*."** Discuss the importance of choosing books that interest us as well. Share a variety of books we are interested in and those we are not. Guide discussion to favorite genres, authors, and types of books that interest each student.
- Teacher models the following:
  - Choose a book that looks interesting from the cover. (Think aloud about how the cover looks interesting.)
  - Turn to the first page and read it to yourself. (Read aloud the first page with only two mistakes.)
  - Model struggling with just a few words, but find the book interesting. (Think aloud about how you only missed two words and the book was interesting.)
  - Put it in your book bag. Explain to students that a "just right book" meets the following criteria:
    - Interesting to you
    - You know most of the words
    - You can understand what you are reading
    - You could tell someone about the book
    - The words are not too easy, not too hard
  - Choose two more books.

- Select one student to model selecting a "Just Right Book." Discuss what the student did that matched the criteria. Then select another student to model.
- Allow students to practice selecting "Just Right Books" for their *Read to Self* (independent reading) time by going to the classroom library. This practice of selecting books can be called "Shopping for Books," "Book Hunting," "Book Selection," etc. Be creative and personalize it for your classroom. These books may be placed in personalized book bags, magazine boxes, gallon-sized Ziploc bags, etc.
- Teachers can create an anchor chart explaining how to pick a just right book.
- Transition to *Read to Self* practice sessions.

***Read to Self* – Practice Time (30 minutes)**

- Review the *Read to Self* anchor chart and assigned areas for students to practice reading independently. Allow students time to practice *Read to Self* using the books in their book bags and "3 ways to Read a Book" in 3-5 minute intervals. Debrief after each interval, reviewing what students should be doing and what the teacher is doing.

**Day Three – Demonstration Lessons**

**Read Aloud – Model Turn and Talk and Accountable Talk stems using a teacher selected book (10 Minutes)**

**Background Information for teachers on Accountable Talk:** Talking is essential to learning, and when students actively engage with learning through talk, a substantial portion of instructional time will involve students in talk related to the core concepts that are being studied. Accountable Talk sharpens students' thinking by reinforcing their ability to use and create knowledge. Students engaged in accountable talk seek to clarify, support, and build upon their thinking about text and concepts. Facilitating book discussions at the end of each read aloud session will not only allow students to have meaningful discussions about text but give teachers an opportunity to address misunderstandings.

Practice moving to the gathering area to conduct a read aloud. Students then practice the Turn and Talk strategy during and after the read aloud using the following Accountable Talk stems:

- Can you say more?
- What is your evidence?
- I agree/disagree because...

Teachers may also create an anchor chart with Accountable Talk stems for students to reference.

Proceed with your Read Aloud lesson include opportunities for students to Turn and Talk, ensure that students are using the Accountable Talk stems. Proceed with teaching your Reading mini-lesson.

Use established signal to bring students to the gathering place.

***Read to Self* – Model previewing a book that is NOT a good fit because of interest (10 Minutes)**

- Review demonstration lesson from the previous day. Select a student to model and explain how to select books that fit their interest.
- **"Today we will establish a routine for what we will do if a book is not a good fit."** Choose a book that looks interesting from the cover. (*Think aloud*)
- Turn to the first page and read it to yourself. (*Read aloud the first page with only two mistakes.*)
- Think aloud about how you don't like the book. Ask students, **"What will I do now, students?"**
- Return the book and look for another book.
- Select a student to model what to do if the book does not fit because of interest for the class. Discuss behaviors observed.
- Allow students to take turns going to the classroom library to select books and practice returning books that they are not interested in.
- The focus today is on returning books to their right place in the classroom library.
- Transition to *Read to Self* practice sessions.

***Read to Self* – Practice Time (20 Minutes)**

- Review *Read to Self* anchor chart and assigned areas for students to practice reading independently. Allow students time to practice *Read to Self* using the books in their book bags and "3 ways to Read a Book" in 3-5 minute intervals. Debrief after each interval, reviewing what students should be doing and what the teacher is doing.

**Day Four – Demonstration Lessons**

**Read Aloud – Introduce Book Discussions (5 minutes after Read Aloud)**

- Move students into the gathering place and proceed with your Read Aloud lesson, including opportunities for students to Turn and Talk and ensure that students are using the Accountable Talk stems.

- After the read aloud allow students to discuss the book. **"Good readers are able to talk about text that they have read or heard and make connections to their lives and others around them. \_\_\_\_\_ can you tell me about your reaction to what we just read?"** Choose one student to begin the conversation, then follow-up with, **"That feels important... let's stay with that idea for a bit."** Be prepared with great follow-up questions either to clarify thinking or to encourage students to think more deeply about the text.
- Remind students of the expectations in place for active listening, hearing from many voices, and determining who will speak next. The conversation gets kids to figure out the meaning or big idea of the book.
- Encourage students to use the Accountable Talk Stems.

Proceed with teaching your Reading mini-lesson.

Use established signal to bring students to the gathering place.

**Read to Self – Model selecting a book that is too difficult (10 Minutes)**

- Review demonstration lesson from the previous day. Select a student to model and explain how to select books that fit their interest.
- **"Today we will establish a routine for what we will do if a book is too difficult?"** Choose a book that looks interesting from the cover. *(Think aloud about how the cover looks interesting.)*
- Turn to the first page and read it to yourself. *(Read aloud the first page with more than 5 mistakes.)*
- Think aloud about how this book is too difficult to read independently.
- Model returning the book to its proper place
- Select a student to model what to do if the book does not fit because of interest for the class. Discuss behaviors observed.
- Allow students to take turns going to the classroom library to select books and practice returning books that they are not interested in.
- The focus today is on returning books to their right place in the classroom library.
- Transition to *Read to Self* practice sessions

**Read to Self – Practice Time (30 Minutes)**

- Review *Read to Self* anchor chart and assigned areas for students to practice reading independently. Allow students time to practice *Read to Self* using the books in their book bags and "3 ways to Read a Book" in 3-5 minute intervals. Debrief after each interval, reviewing what students should be doing and what the teacher is doing.

Day Five – Demonstration Lessons

**Read Aloud – Review Day (15 minutes)**

Using a teacher selected book for Read Aloud, practice transitions from student desks to gathering area, Turn and Talk strategy using Accountable Talk stems and discussion about the book. Monitor students and provide feedback.

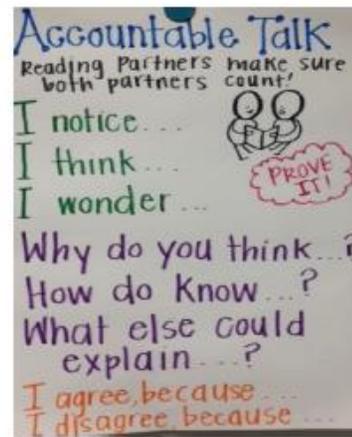
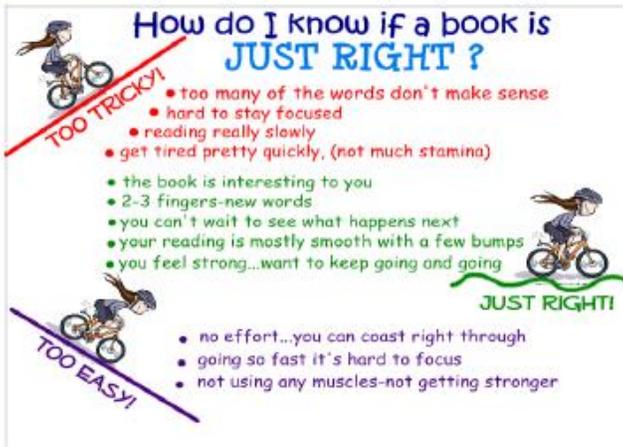
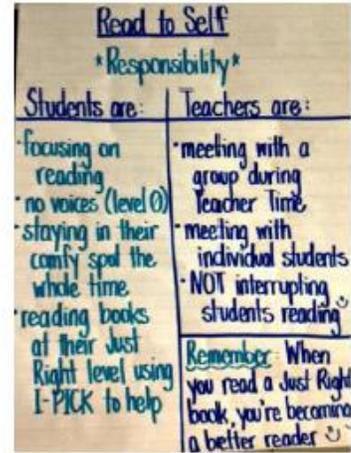
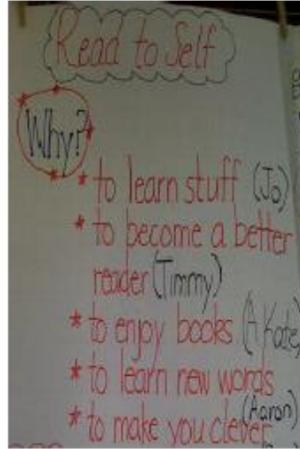
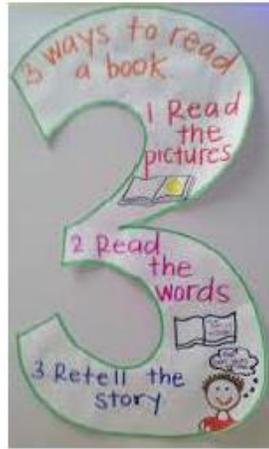
Proceed with teaching your reading mini-lesson.

Use established signal to bring students to the gathering place

**Read to Self – Practice Sessions and Model completing the reading log (45 minutes)**

- Review all anchor charts and allow students time to practice *Read to Self* using the books in their book bags.
- Allow for several sessions giving students 3 to 10 minutes to read quietly before debriefing. The brief after each interval should highlight positives noticed during the interval and areas needed for improvement. This debrief time should be very short.
- At the end of the *Read to Self* practice time, explain the following, **"It's the end of this rotation and my time is up for reading my *Read to Self* book today. I need to use my reading log so I can keep track of how much I am reading each day. I know good readers read lots of books, so I can record this information into my reading log in my Reading Notebook"** (Date, Title, Type of book/genre, Number of pages read, etc.). *The information recorded in the reading log will vary from grade to grade.*

Below are samples of potential anchor charts that can be created as part of the demonstration lesson for this week.



Literacy Block Launch	
Week Two	
Teacher Goals	Student Goals
<ul style="list-style-type: none"> <li>Introduce <i>Read to Someone</i></li> <li>Continue checking in with students at the gathering place</li> <li>Build stamina by gradually increasing the amount of time spend in independent practice</li> <li>Conduct one-on-one BOY Fluency assessment</li> </ul>	<ul style="list-style-type: none"> <li>Understand expectations and self-monitor during <i>Read to Someone</i></li> <li>Communicate which behaviors are independent and successful</li> <li>Practice <i>Read to Self</i></li> </ul>
Day One – Demonstration Lessons	
<p><b>Read Aloud</b> (Continue to use established procedures for Read Aloud time. If necessary, repeat demonstration lessons from week one. Decisions should be based on your students. <b>The First 25 Days of Reading Workshop</b> can be modified to meet the needs of your students. You may have to go back to week one to reestablish routines for effective read aloud instruction.)</p> <p><b>Guided Reading Block</b> – Use established signal to bring students to the gathering place</p> <p><b>Read to Self– Practice</b> (15 minutes)</p> <ul style="list-style-type: none"> <li>Review <i>Read to Self</i> anchor chart. Students will practice <i>Read to Self</i> (2-3 intervals). When all students are successful with 3 to 7 minutes, 1 minute is added to each subsequent practice. Upon hearing the signal students will transition from their “reading spots” and meet at the gathering place to debrief.</li> </ul> <p><b>Introduce <i>Read to Someone</i> – Model correct behaviors</b> (30 minutes)</p> <ul style="list-style-type: none"> <li>“Before we brainstorm the behaviors expected when you <i>Read to Someone</i>, I’d like to teach you how to be good reading partners.” Create a <i>Read to Someone</i> anchor chart (T-Chart): “Student” and “Teacher”</li> </ul>	

- Select a student to model with you how to sit when they *Read to Someone*, so that elbows and knees are lined up, almost touching. This close proximity allows for children to read quietly and still be heard by their partners but not loud enough for the rest of the class to hear. This sitting arrangement allows partners to look on and read the same book if they choose.
- **“See how easy it is for the two of us to share a book when we sit this way? Listen how quiet our voices can be when we sit this close.”** Model correctly and incorrectly. Add the following to the anchor chart under student side:
  - Sit EEKK-Elbow to Elbow, Knee to Knee
  - Use a soft voice
  - Read the entire time
  - Stay in one spot
  - Get started right away
  - Check for understanding
- **“Boys and girls, what do you think I will be doing while you all are reading to someone?”** Add the following to the anchor chart under the teacher side:
  - Work with students
- **“An important part of reading is being able to tell someone about what you have read. Think back to the books I have been reading to you. Put your thumb up if you remember seeing and hearing me stop at the end of every page or so to try to remember who I was reading about and what was happening. When we *Read to Someone*, we will be checking for understanding after we are done reading each page. Let me show you what that would look like. \_\_\_\_\_, will you help me?”**
- Select a student to model check for understanding. Have the student read. Then you summarize what he just read to you by saying, “\_\_\_\_\_, I just heard you read that \_\_\_\_\_.” Have the student indicate whether you are right or wrong. Then, switch roles. This time you should read and have the student summarize.
- If the student does not correctly summarize the reading, you can indicate that and read the page again.
- Review expectations for *Read to Someone* and select one to three sets of partners to come to the front with their book boxes and model the correct behaviors of *Read to Someone*, demonstrating how to take turns reading one page at a time and checking for understanding.
- Place children in locations to practice for three minutes. Signal them to return to the gathering and review *Read to Someone* chart and discuss. Repeat 3 minute practice, reviewing the expectations and behaviors observed.
- While students are reading independently, pull one student at a time to conduct the Beginning of the Year Fluency assessment. Try to assess 3 students per day.

## Day Two – Demonstration Lessons

Use established signal to bring students to the gathering place.

### **Read to Self – Practice** (15 Minutes)

- Students will practice *Read to Self* (2-3 intervals). When all students are successful with 3 to 7 minutes, 1 minute is added to each subsequent practice. Upon hearing the signal students will transition from their “reading spots” and meet at the gathering place to debrief.
- While students are reading independently, pull one student at a time to conduct the Beginning of the Year Fluency assessment. Try to assess 3 students per day.

### **Model Ways to Read to Someone** (30 minutes)

- Review yesterday’s learning, asking students to turn to their elbow buddies and describe how their bodies look (EEKK) and what kind of voice we use while reading to someone.
- **“Today, before we practice again and work on building our stamina, I have another way to teach you about *Read to Someone*. Create a new anchor chart – “Ways to Read to Someone”**
- **“Yesterday when we read with our partners we had one person read while the other person followed along listening and checking for understanding. When the partner was finished reading his or her section, you switched jobs.”**
- Add “Check for Understanding – reading the same book: One partner reads while the other checks for understanding, then switch” to the anchor chart.
- **“Today we’re going to learn another way you might want to read books with your partner called “I Read, You Read”. One of you will read a page or a paragraph, and then your partner will read the exact same page or paragraph, trying to make the reading sound just like yours. The person who can read the words with little to no mistakes should go first. Can someone help me model this for the class?”**

- Select a student, begin reading aloud. Have the student follow along silently. Then, have the student read the same text, trying to make the pace and expression sound like the teachers'. After the student reads, the teacher will read the next page and the student will repeat.
- **“Class, this type of reading helps us to develop our reading fluency. Fluency is the ability to read text with speed, accuracy (which means correctly) and with proper expression. That’s why it is important that the person who makes the least mistakes read first.”**
- Have students tell their elbow buddy how “I Read, You Read” helps them improve as readers.
- Add “I Read, You Read one book: One partner reads: the other partner reads the same part of the story. The most fluent reader reads first” to the anchor chart.
- Do repeated modeling, practice, and checking in to build stamina. Support students in choosing an appropriate reading spot for *Read to Someone*.

### Day Three – Demonstration Lessons

#### **Read to Self - Good Readers Ask Questions (15 Minutes)**

- Show students (through thinking aloud) how you would mark the text with a question you have.
- Place a sticky note with a question mark on it in the text where you have a question.
- Ask students to use this same practice whenever they read. (*In the future, students can share these questions during “share” time.*)
- **“Okay, now it’s time for us to practice. Today as you *Read to Self*, use the sticky notes to identify where you have questions.”**
- Students will practice *Read to Self* (2-3 intervals). When all students are successful with 3 to 7 minutes, 1 minute is added to each subsequent practice. Upon hearing the signal, students will transition from their reading spots and meet at the gathering place to debrief.
- While students are reading independently, pull one student at a time to conduct the Beginning of the Year Fluency assessment. Try to assess 3 students per day.

#### **Read to Someone – Model and practice *Read to Someone* focusing on Reading Different Books. (30 Minutes)**

- **“There is one more strategy I would like to show you so you have choices when you *Read to Someone*. It is called ‘Read Two Different Books.’”**
- Add “Read Two Different Books – Two books: Partners read two different books and check for understanding” to anchor chart.
- **“For this *Read to Someone* choice, you and your partner can both have different books, yet still read as partners. Here is how it goes. Can I get someone to help me model this one? You get a book from your book box, and I’ll get a book from mine. What do you notice about our books?”** Allow students to share their responses with an elbow partner.
- **“My partner and I really want to read together, but my book is too hard for him. Even though my book is too hard for my partner, we can still be partners and enjoy each other’s books. Here’s how. My partner can read the first page of their book to me. I’ll keep my book closed with my finger marking my place. When you are finished reading the first page, I’ll check for understanding. Then, you’ll close your book, keeping your finger marking the page you’re on, and you’ll listen to me. When I am finished reading, you’ll check for understanding and then we’ll switch back again.”**
- Do repeated modeling, practice reading different books and checking in to build stamina. Support students in choosing an appropriate reading spot for *Read to Someone*.

### Day Four – Demonstration Lessons

#### **Read to Self - Practice (15 Minutes)**

- Students will practice *Read to Self*. Remind students that they can use sticky notes to identify questions they have about the text, or if they find something of interest to them that they would like to share during the debrief time. When all students are successful with 3 - 7 minutes, 1 minute is added to each subsequent practice.
- Upon hearing the signal, students will transition from their reading spots and meet at the gathering place to debrief.
- While students are reading independently, pull one student at a time to conduct the Beginning of the Year Fluency assessment. Try to assess 3 students per day.

#### **Read to Someone – Practice (30 Minutes)**

- Review the 3 different ways to *Read to Someone*.
- Partner up students and place them around the room. Allow students to decide together which of the three ways they will read. Allow students to practice for 3-5 minute intervals.

### Day Five – Demonstration Lessons

#### **Read to Self - Comprehension debrief after *Read to Self* (25 Minutes)**

**"Today we are going to practice a comprehension debriefing protocol after *Read to Self*. Please bring your book with you to the gathering place for us to practice when you hear the signal to transition."**

- Students will practice *Read to Self* (2-3 intervals). When all students are successful with 3 - 7 minutes, 1 minute is added to each subsequent practice.
- While students are reading independently, pull one student at a time to conduct the Beginning of the Year Fluency assessment. Try to assess 3 students per day.
- Upon hearing the signal, students will transition from their reading spots and meet at the gathering place to debrief.

**"One of the things that I love to do when I am reading a good book is talking to other people about my book. Let's structure how we are going to talk about our books with our friends."**

Write the following sentence stems on the board:

**Comprehension Debrief Protocol – After *Read to Self***

- My book is about...
- I want to read my favorite page (part) to you...
- It is my favorite page because...

Select a student to model how the conversation should go.

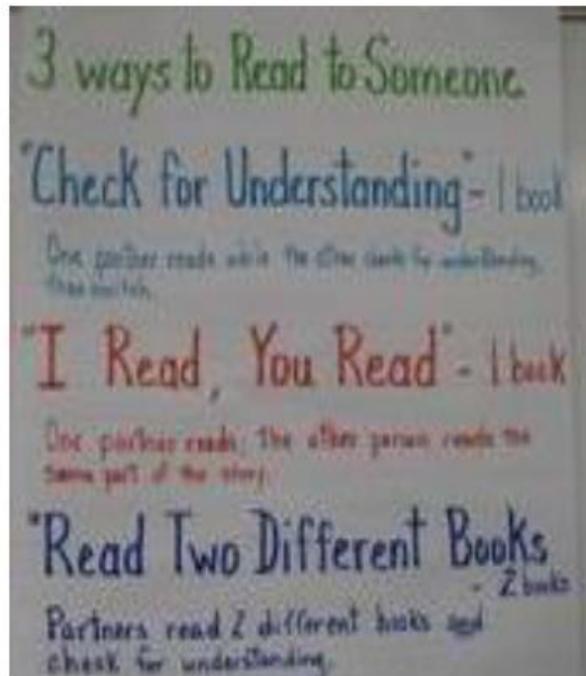
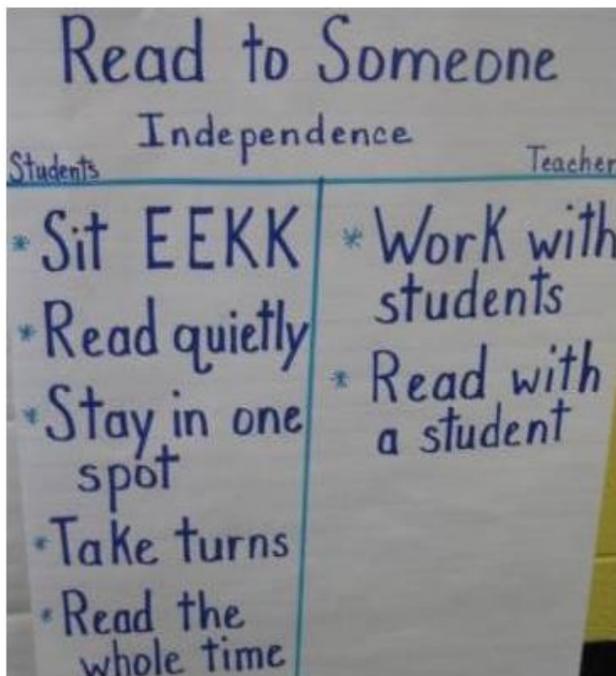
**"What did you notice when my partner was talking to me?"** Accept responses.

- Highlight that students should listen attentively, wait their turn, focus on the speaker, and actively participate in the discussion.
- Have students select a partner and practice the "comprehension debrief protocol." Lean in as students are talking to one another.
- After each student has shared, wrap up the lesson by letting students know that occasionally they will be debriefing with each other and sometimes with you after *Read to Self*.

***Read to Someone* - Practice (20 Minutes)**

- Review and practice *Read to Someone* anchor charts. Review the 3 different ways to *Read to Someone*.
- Partner up students and place them around the room. Allow students to decide together which of the three ways they will read. Allow students to practice for 3-5 minute intervals.
- Debrief with students during each interval.

**See below samples of potential anchor charts that can be created as part of the demonstration lesson for this week.**



Literacy Block Launch Week Three	
Teacher Goals	Student Goals
<ul style="list-style-type: none"> <li>• Continue checking in with students at the gathering place</li> <li>• Provide students with short intervals of independent practice</li> <li>• Introduce <i>Word Work</i></li> <li>• Introduce <i>Listen to Reading</i></li> <li>• Create a workstation management chart</li> <li>• Conduct one-on-one BOY Fluency assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate which behaviors are independent and successful</li> <li>• Practice <i>Read to Self</i> and <i>Read to Someone</i></li> <li>• Experiment with words for learning and writing</li> <li>• Understand expectations and self-monitor during <i>Word Work</i></li> <li>• Understand expectations and self-monitor during <i>Listen to Reading</i></li> <li>• Use the workstation management chart</li> </ul>
Day One – Demonstration Lessons	
<p><b>Introduce <i>Word Work</i> (20 Minutes)</b>  <i>In order to facilitate this independent activity, teachers will need to have materials that students can utilize in the Word Work station. Work can be done in the word work section of students’ reading notebooks.</i></p> <p><b>“Today we are going to learn the procedures for how to use our spelling materials. We are going to learn how to set them up, how to use them, and how to clean them up. It is important to spell words correctly when we write, because we care about our writing and the people who will read it. Spending time practicing spelling helps us become not only better spellers and writers, but also better readers. Do you know what else? It is fun! Let’s begin by looking at some of the materials we can use to practice spelling.”</b></p> <p>Review materials that students can use in the station.</p> <p><b>“Now let’s make an anchor chart with our ideas about ways to set up the materials and how to explore and use them.”</b> Create a <i>Word Work</i> Anchor Chart with the following student behaviors:</p> <ul style="list-style-type: none"> <li>• One person takes out the materials of his or her choice and sets them up in a quiet location.</li> <li>• Stay in one spot.</li> <li>• Work the whole time.</li> <li>• Try your best.</li> <li>• Work quietly.</li> <li>• Get started quickly.</li> </ul> <p><b>“Who would like to model setting up the materials using the ideas we came up with on our anchor chart?”</b></p> <p>Choose one student per word work material to model. Place students around the room near the word work materials. Have that group of students practice for 2-3 minutes.</p> <p>As they are working, have other students point out what they are doing based on the anchor chart. Signal students to leave the materials and come back to the gathering place for a check in. As you debrief, highlight positive behaviors observed.</p> <p><b>“Boys and girls, today we are also learning how to pack up the materials so that they are ready for the next person who will work on words. Let’s make another anchor chart and label it ‘<i>Word Work—Material Cleanup Procedures.</i>’ Who has some ideas for how students in our room will clean up the materials?”</b></p> <p>Allow students to discuss their ideas.  Create an anchor chart that includes the following:</p> <ul style="list-style-type: none"> <li>• Everyone using materials helps put those materials away.</li> <li>• Materials go back in the original tub.</li> <li>• Return materials to the same spot.</li> <li>• Leave the materials neat.</li> <li>• Clean quietly.</li> <li>• Get started on your new task quickly.</li> </ul> <p>Send students back to their work locations and have students practice packing away their materials. Highlight correct behaviors observed. You may select another group of students to work on words. Repeat the procedures outlined while reviewing the expectations outlined on both anchor charts. <i>(All students may not have an opportunity to do the word work today. Keep track of students who did not have an opportunity so that they can model and practice tomorrow.)</i></p>	

**Read to Someone and Read to Self – Practice (25 Minutes)**

Begin practicing rotations and transitions between stations

- Divide your class in half. Explain that half of them will be practicing *Read to Self* while the other half will be practicing *Read to Someone*.
- Review the anchor charts with expectations. Allow students to read independently for 3-5 minutes then upon hearing the signal students will transition from their “reading spots” and meet at the gathering place to debrief.
- During the debrief highlight behaviors that you noticed, reviewing expectations.
- Have students switch from *Read to Self* to *Read to Someone*. Allow 3-5 minutes of independent practice time then signal for students to come to the gathering place to debrief.
- While students are reading independently, pull one student at a time to conduct the Beginning of the Year Fluency assessment. Try to assess 3 students per day.

**Day Two – Demonstration Lessons****Word Work – Review Expectations (20 Minutes)**

- Review the anchor charts developed for *Word Work*. Select another group of students to model and practice how to use and pack away materials.

*Remember that students should be working with words from that week’s spelling/word study objectives. Use the resources from the planning guide to select your words and strategies.*

- While students are working, other students will remain at the gathering place, taking notes on the observed behaviors.
- Bring students back to the gathering place to debrief.
- Select one more group of students to model and practice how to use and pack away materials. (*Ensure that all students have had the opportunity to model and practice how to use the word work materials.*)

**Read to Someone and Read to Self – Practice (25 Minutes)**

Begin practicing rotations and transitions between stations.

- Divide your class in half. Explain that half of them will practice *Read to Self* while the other half will be practicing *Read to Someone*.
- Review the anchor charts with expectations. Allow students to read independently for 3-5 minutes, then upon hearing the signal, students will transition from their reading spots and meet at the gathering place to debrief.
- During the debrief, highlight behaviors that you noticed, reviewing expectations.
- Have students switch from *Read to Self* to *Read to Someone*. Allow 3-5 minutes of independent practice time, then signal for students to come to the gathering place to debrief.
- While students are reading independently, pull one student at a time to conduct the Beginning of the Year Fluency assessment. Try to assess 3 students per day.

**Day Three – Demonstration Lessons****Read to Someone – Practice Coaching each other (15 Minutes)**

- **“Today we are going to learn a bit about being a reading coach. Raise your hand if you have ever been reading with a partner and came to a word you didn’t know or if your partner came to a word that they didn’t know. The trick is to know when someone wants help or wants to do it alone. Good reading coaches don’t just step in and tell their partners the words right away. That doesn’t help them become better readers! Here is what it looks like to be a good reading coach.”**
- Create an anchor chart entitled “Reading Coach” and add the following:
  - Count silently to three before assisting.
  - Ask, “Do you want coaching or do you want time?”
    - If coaching, use cues to help your partner.
    - If time, sit patiently and wait.
- Select a student to be your partner and model what to do if a partner needs help during *Read to Someone*.
- Review anchor chart and highlight behaviors.

**“As you all are working independently in your stations, I will be coming around to visit with you and let you know how you are doing. Practice being a good reading coach and an independent student who knows exactly what he/she should be doing.”**

**Read to Someone, Read to Self and Word Work – Practice (30 Minutes)**

Continue practicing rotations and transitions between practice stations.

**“For the past two days, we have been practicing working independently on two different reading tasks. Today I’d like to try 3. Some of you will *Read to Self*, *Read to Someone*, and *Word Work*. I have created this chart to show you all where you go for each rotation. I will use the signal to tell you all when to come to the gathering place to debrief. We will be debriefing after each rotation. Does anyone have any questions before we begin?”** Address questions.

- Review the anchor charts with expectations. Allow students to work independently for 7 minutes, then upon hearing the signal, students will transition from their work locations and meet at the gathering place to debrief.
- Walk around and provide students with feedback on observed behaviors and also talk to students about what they are reading or doing.
- During the debrief, highlight behaviors that you noticed, reviewing expectations.
- Have students proceed to their next station. Allow 7 minutes of independent practice time, then signal for students to come to the gathering place to debrief.
- While students are reading independently, pull one student at a time to conduct the Beginning of the Year Fluency assessment. Try to assess 3 students per day.
- Repeat one more rotation with 7 minutes of independent work time. Signal and debrief in the gathering place.

**“Well, we have completed our first day with 3 rotations. Let’s talk about what worked and what didn’t and set some goals for tomorrow, when we will be introducing one more station”**

- Have students talk about what worked and what didn’t. Make a list of goals for the next day.

#### **Day Four – Demonstration Lessons**

##### **Introduce *Listen to Reading* (10 Minutes)**

In order to facilitate this independent activity, teachers will need to identify an effective mode for allowing students to listen to reading. Some options include headphones, books on tapes, books on CD with a CD player, books on the computer, etc. Each classroom teacher needs to develop a system, identifying how many students can “listen to reading” at one time. The following demonstration lesson should be done with the entire class.

- **“Today we will be learning how to be independent with *Listen to Reading*. Let’s begin by talking about why we would listen to reading. Turn to your elbow partner and talk to them about why it would be helpful to listen to reading.”** Discuss responses.
- **“There are a couple of things that I would like you all to do when you work independently in *Listen to Reading* and they are as follows...”** Create a *Listen to Reading* anchor chart with the following student behaviors:
  - Get out materials.
  - Listen to the whole story.
  - Listen to another story if time permits.
  - Follow along with pictures and/or words.
  - Stay in one spot.
  - Listen quietly.
  - Get started quickly.
  - Put materials away neatly.
- **“Just like we have done before, let’s see if there is someone who can model the right way to *Listen to Reading*.”**
- Select a student to model and practice material setup of tape/CD recorder, book, and using headphones correctly. Computers may also be used. Have student practice listening and following along with words and/or pictures.
- Debrief with students and discuss behaviors demonstrated. Highlight how students returned materials to their proper location.
- Select a few students to practice *Listen to Reading*. Stay out of the way of children’s reading. No eye contact or managing by proximity at this time. Teacher may practice sitting at the guided reading or assessment spot. Because this is engaging, students will have much more stamina to stick with this task right from the start.
- Place other students in *Read to Self*, *Read to Someone*, and *Word Work* stations.

##### ***Read to Someone*, *Read to Self*, and *Word Work* - Practice (35 Minutes)**

Continue practicing rotations and transitions between stations.

**“While these students are practicing working independently in the *Listen to Reading* station, I’d like everyone else to work in the other 3 stations. Just like yesterday, some of you will be going to *Read to Self*, *Read to Someone*, and *Word Work*. Use the chart to see where you need to go for each rotation. I will use the signal to tell you all when to come to the gathering place to debrief. We will be debriefing after each rotation. Does anyone have any questions before we begin?”** Address questions.

- Review the anchor charts with expectations. Allow students to work independently for 7 minutes, then upon hearing the signal, students will transition from their work locations and meet at the gathering place to debrief.
- Walk around and provide students with feedback on observed behaviors and also talk to students about what they are reading or doing.
- During the debrief, highlight behaviors that you noticed, reviewing expectations.
- Have students proceed to their next station. Allow 7 minutes of independent practice time, then signal for students to come to the gathering place to debrief.
- While students are reading independently, pull one student at a time to conduct the Beginning of the Year Fluency assessment. Try to assess 3 students per day.
- Repeat two more rotations with 7 minutes of independent work time. Signal and debrief in the gathering place.

**“Today, we have completed our first day with 4 rotations. Let’s talk about what worked and what didn’t and set some goals for tomorrow.”**

- Have students talk about what worked and what didn’t. Make a list of goals for the next day.

#### **Day Five – Demonstration Lessons**

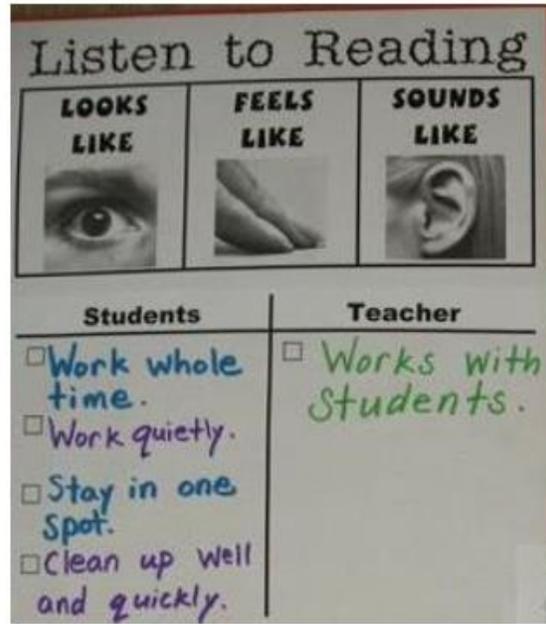
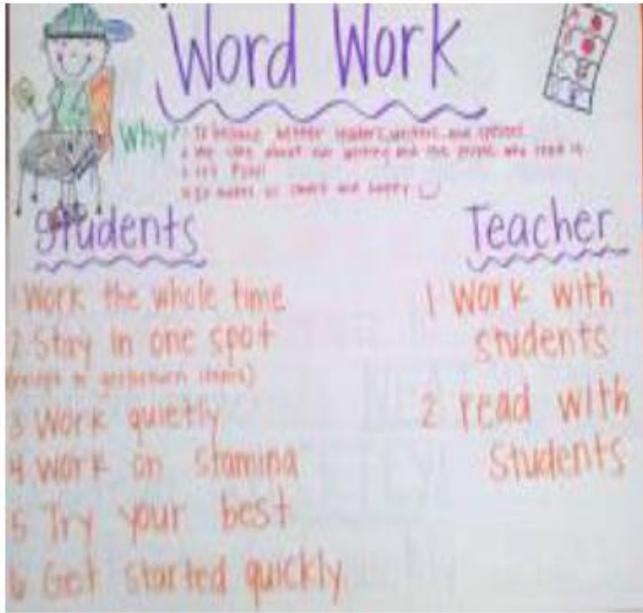
**Practice 2-3 minute check-ins (5 Minutes to introduce)**

**“Boys and girls, for the past three weeks we have been establishing routines and procedures for working independently on improving our reading skills. Today, I would like to use all of our time to practice working in our assigned stations and having a 2 minute check-in between rotations. This is a great time for you all to tell me and your classmates about what you were doing while in your independent station. Each time, I will only call on one or two people to share or sometimes I may spend the two minutes telling you all about something that I noticed. Please use the chart to identify where you will be starting rotations and listen for the signal to come back to the gathering place.”**

***Listen to Reading, Word Work, Read to Self, and Read to Someone – Practice (40 Minutes)***

- Allow students to work independently for 7 minutes, then upon hearing the signal, students will transition from their work locations and meet at the gathering place to debrief.
- When students come to the gathering place, set the timer for 2 minutes and select a student to discuss their independent work that they were working on. Highlight good behaviors observed.
- Have students proceed to their next station. Allow 7 minutes of independent practice time then signal for students to come to the gathering place to check-in.
- While students are reading independently, pull one student at a time to conduct the Beginning of the Year Fluency assessment. Try to assess 3 students per day.
- Repeat 2 more rotations with 7 minutes of independent work time. Signal and check-in for 2 minutes in the gathering place.

Below are samples of potential anchor charts that can be created as part of the demonstration lesson for this week.



<b>Literacy Block Launch</b>	
<b>Week Four</b>	
<b>Teacher Goals</b>	<b>Student Goals</b>
<ul style="list-style-type: none"> <li>• Introduce <i>Work on Writing</i></li> <li>• Continue checking in with students at the gathering place</li> <li>• Build stamina by gradually increasing the amount of time spent in independent practice</li> </ul>	<ul style="list-style-type: none"> <li>• Understand expectations and self-monitor during <i>Work on Writing</i></li> <li>• Communicate which behaviors are independent and successful</li> <li>• Practice <i>Read to Self, Listen to Reading, Word Work, and Read to Someone</i></li> </ul>
<b>Day One – Demonstration Lessons</b>	
<p><b>Introduce <i>Work on Writing</i> (20 Minutes)</b></p> <p><b>“Today we are going to begin our very first day of <i>Work on Writing</i>. I know that we have been writing every day during <i>Writing Workshop</i> but we will be doing <i>Work on Writing</i> every day as well. Turn to an elbow partner and talk over why you think it is so important to write every day.”</b></p> <p>Create a <i>Work on Writing</i> anchor chart with the following student behaviors:</p> <ul style="list-style-type: none"> <li>• Write the whole time.</li> <li>• Stay in one spot.</li> <li>• Work quietly.</li> <li>• Have choice of what to write.</li> <li>• Get started quickly.</li> <li>• Underline words we’re not sure how to spell and move on.</li> </ul> <p><b>“I’d like to show you all the materials that may be used while you <i>Work on Writing</i> and how to correctly use these materials.”</b></p> <p>The following materials may be used: notebook, pencil or pen, drawing or sketching pencils, markers, gel pens, etc.</p> <ul style="list-style-type: none"> <li>• Introduce the materials to use during <i>Work on Writing</i> and how the materials should be used.</li> </ul> <p><b>“Now, I am going to give you all some time to practice <i>Work on Writing</i>. Today I want you to select a piece of text to write about. You can write about the book I read to you all during the read aloud, or any of the books that you read during <i>Read to Self</i> or <i>Read to Someone</i>. You can use one of the following sentence stems:</b></p> <p style="padding-left: 40px;"><b>This book made me think of .... because</b></p> <p style="padding-left: 40px;"><b>My favorite part of the book was.... because</b></p> <p style="padding-left: 40px;"><b>In my mind I see ..... from this text because</b></p>	

**I learned ..... because**

**I liked/didn't like ..... because"**

- Write the sentence stems on the board and send students to write independently at their desks. As students are working, walk around and monitor them. Offer assistance as needed.
- After 7 minutes, signal for students to come to the gathering place.
- Debrief with student to identify any struggles or concerns that they may have with Working on Writing.

**Read to Self, Read to Someone, Word Work, and Listen to Reading – Practice** (25 minutes)

- Continue practicing rotations and transitions between stations. Do not include *Work on Writing* today.

### **Day Two – Demonstration Lessons**

**Work on Writing – Strategy for words you can't spell** (20 Minutes)

- **"Yesterday, we practiced *Work on Writing* and the last thing that I put on our anchor chart was "Underline words we're not sure how to spell and move on." This is exactly the same thing that we do during Writing Workshop. When writers in our room come to a word they don't know how to spell, they just write the sounds they hear, put a line under it so they can come back to it later, and then keep writing."**
- Model what to do when writing words they can't spell. Think aloud the following: "Last night the weirdest thing happened to me..." **"Boys and girls, let's say that is the sentence I want to write but I don't know how to spell *weirdest*. What should I do?"**
- Start writing the sentence on your chart tablet or on the board. Ask students to help you sound out the word *weirdest*, write the sounds they tell you, then underline the word and complete the sentence.
- **"Now, I am going to give you all some time to practice *Work on Writing*. Today I want you to write about anything you choose. You can write about what you did yesterday after school, a show you saw on TV, a book you read, anything. But I want you to practice what you should do when you get to a word you can't spell."**
- Send students to write independently at their desks. As students are working, walk around and monitor them. Offer assistance as needed.
- After 7 minutes, signal for students to come to the gathering place.
- Debrief with student to identify any struggles or concerns that they may have with *Working on Writing*.
- If time permits, allow a few students to share what they wrote and identify what words they had trouble spelling.

**Read to Self, Read to Someone, Word Work, and Listen to Reading – Practice** (25 minutes)

- Continue practicing rotations and transitions between stations. Set the timer for about 5 minutes per station with 2 minute check-ins in between.
- Use your check-ins to debrief with students, highlighting students who are doing exactly what they are supposed to.
- Do not include *Work on Writing* today.

### **Day Three – Demonstration Lessons**

**Ask Three Before Me** (10 Minutes)

(You might have to ask a few students to help you with this ahead of time.)

**"Boys and girls, sometimes while you are working independently, questions may come up that you need help with. You will want to come and ask me for help but I will be working with a group of students or in a conference with one of your classmates. When this happens, I would like you to ask 3 students before you ask me."**

- Model (from the perspective of a student) having a question about an activity in one of their stations.
- Model asking one child who attempts to help you but cannot.
- Then, model asking another who cannot help.
- Finally, ask a third student who gives you an answer.
- You may create an anchor chart or a visual to serve as a reminder for students. As students work in the stations today, you should conference with students individually while monitoring the students.

**Read to Self, Read to Someone, Listen to Reading, Word Work, and Work on Writing – Practice** (35 Minutes)

- Continue practicing rotations and transitions between stations. Set the timer for about 5-7 minutes per station with 2 minute check-ins in between.
- Use your check-ins to debrief with students, highlighting students who are doing exactly what they are supposed to.

### **Day Four – Demonstration Lessons**

**Read to Self, Read to Someone, Listen to Reading, Word Work, and Work on Writing – Practice** (45 Minutes)

- Continue practicing rotations and transitions between stations. Set the timer for about 7 minutes per station with 2 minute check-ins in between.

- Use your check-ins to debrief with students, highlighting students who are doing exactly what they are supposed to.
- Explain to students that they will be spending more time doing each of the activities in their stations as time progresses but your goal is to make sure that they know what to do while they are in each station without your help.

#### **Day Five – Demonstration Lessons**

##### ***Read to Self, Read to Someone, Listen to Reading, Word Work, and Work on Writing – Practice*** (40 Minutes)

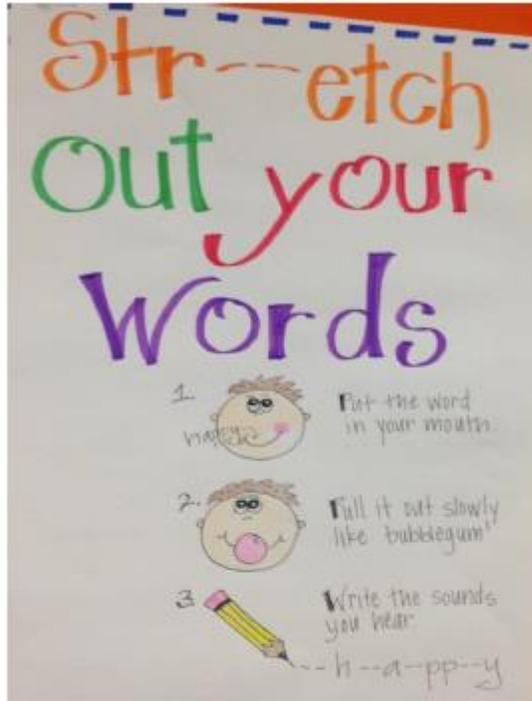
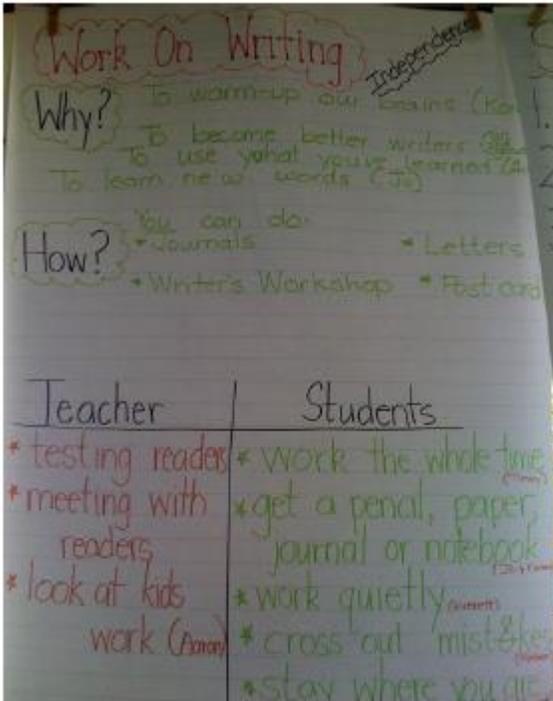
- Continue practicing rotations and transitions between stations. Set the timer for about 7 minutes per station with 2 minute check-ins in between.
- Use your check-ins to debrief with students, highlighting students who are doing exactly what they are supposed to do.

##### **Reflection** (5 Minutes)

(Teacher and students evaluate their work and behavior during independent time.)

- Are you meeting the goals of independent work time? Can students work independently without causing any disruptions? Are students using the materials correctly? Do they know where everything goes? Can students tell you why each station is important to them as readers and writers?
- Do you need support in any area? What's working in your classroom and what's not? Do you have a classroom community of readers? Are there areas where students may need more support or a refresher? Are students unclear about any of the expectations?
- Set a goal for next week.

Below are samples of potential anchor charts that can be created as part of the demonstration lesson for this week.



Literacy Block Launch Week Five	
Teacher Goals	Student Goals
<ul style="list-style-type: none"> <li>• Evaluate independence</li> <li>• Work with small groups</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate which behaviors are independent and successful</li> <li>• Exhibit appropriate behaviors during small groups</li> </ul>
<ul style="list-style-type: none"> <li>• This week, you will start to pull your guided reading groups as outlined in the schedule below. The schedule allows you to still monitor your students while working with a small group, as you will not be pulling a group during each rotation until the last day.</li> <li>• You will notice a range of time for each rotation. This range takes into account the differences in time that is developmentally appropriate for each grade level. Kindergarten students should be in a guided reading group or station for about 10 minutes because of their attention span. 5<sup>th</sup> graders should be in groups for about 20 minutes.</li> </ul>	

- By now, you should have a sense of how long your students can work independently without losing focus. Ensure that you are adequately prepared for each of your groups by planning ahead using the resources and guides that are available.

### TEACHER SCHEDULE

**Monday or Day One:** Pull one group during Rotation 2. During Rotations 1 and 3, evaluate independence.

**Tuesday or Day Two:** Pull one group during Rotation 3. During Rotations 1 and 2, evaluate independence.

**Wednesday or Day Three:** Pull one group during Rotation 1. During Rotations 2 and 3, evaluate independence.

**Thursday or Day Four:** Pull one group during Rotation 1 and one group during Rotation 3. During Rotation 2, evaluate independence.

**Friday or Day Five:** Pull one group during each rotation.

### SUGGESTED DAILY/WEEKLY ROTATION SCHEDULE

Monday (Day One)	Rotation 1 <i>10-20 minutes</i>	Rotation 2 <i>10-20 minutes</i>	Rotation 3 <i>10-20 minutes</i>
<i>Read to Self</i>	Group 1	Group 2	Group 3
<i>Read to Someone</i>	Group 2	Group 3	Group 4
<i>Listen to Reading</i>	Group 3	Group 4	Group 5
<i>Work on Writing</i>	Group 4	Group 5	Group 1
<i>Word Work</i>	Group 5	Group 1	Group 2

Tuesday (Day Two)	Rotation 1 <i>10-20 minutes</i>	Rotation 2 <i>10-20 minutes</i>	Rotation 3 <i>10-20 minutes</i>
<i>Read to Self</i>	Group 4	Group 5	Group 1
<i>Read to Someone</i>	Group 5	Group 1	Group 2
<i>Listen to Reading</i>	Group 1	Group 2	Group 3
<i>Work on Writing</i>	Group 2	Group 3	Group 4
<i>Word Work</i>	Group 3	Group 4	Group 5

Wednesday (Day Three)	Rotation 1 <i>10-20 minutes</i>	Rotation 2 <i>10-20 minutes</i>	Rotation 3 <i>10-20 minutes</i>
<i>Read to Self</i>	Group 2	Group 3	Group 4
<i>Read to Someone</i>	Group 3	Group 4	Group 5
<i>Listen to Reading</i>	Group 4	Group 5	Group 1
<i>Work on Writing</i>	Group 5	Group 1	Group 2
<i>Word Work</i>	Group 1	Group 2	Group 3

Thursday (Day Four)	Rotation 1 <i>10-20 minutes</i>	Rotation 2 <i>10-20 minutes</i>	Rotation 3 <i>10-20 minutes</i>
<i>Read to Self</i>	Group 5	Group 1	Group 2
<i>Read to Someone</i>	Group 1	Group 2	Group 3
<i>Listen to Reading</i>	Group 2	Group 3	Group 4
<i>Work on Writing</i>	Group 3	Group 4	Group 5
<i>Word Work</i>	Group 4	Group 5	Group 1

Friday (Day Five)	Rotation 1 <i>10-20 minutes</i>	Rotation 2 <i>10-20 minutes</i>	Rotation 3 <i>10-20 minutes</i>
<i>Read to Self</i>	Group 3	Group 4	Group 5
<i>Read to Someone</i>	Group 4	Group 5	Group 1
<i>Listen to Reading</i>	Group 5	Group 1	Group 2
<i>Work on Writing</i>	Group 1	Group 2	Group 3
<i>Word Work</i>	Group 2	Group 3	Group 4