Humble ISD - A STRUCTURE FOR READING WORKSHOP

Interactive Read Aloud and/or Shared Reading

What do I want my students to learn?

Mini-lesson – Explicit Instruction

Structure of a Mini-lesson:
Connection to past learning or need for lesson;
Explicit Instruction/Modeling;
Guided and/or Collaborative Practice;
Link to Independent Work

TIME TO TEACH
15-20 minutes

TIME TO PRACTICE
45-50 minutes

Small Group/Individual Practice

How will students practice/apply authentically what was taught?
How will I know if my students know it?

Independent Reading Time
Individual Reading Practice
and/or
Partner Reading Time on independent leveled materials
(Teacher confers with individual readers and may work with small groups of readers during independent reading time.)

Book Club/Literature Groups
A small group of children who come together, based on a common interest in a specific book, author, topic, etc., to read and talk in depth about their reading (Implemented at certain times of the year)

Guided Reading/Small Group Instruction
Small group explicit reading instruction with teacher
Focused/Planned Lessons
Students reading instructional leveled text chosen by the teacher

Opportunity to re-teach at close of Reading Workshop

What did you learn about yourself today as a reader?

Mini-lesson Reinforcement
What student learning will be shared?
Students share highlighted successful learning

Mini-lesson Add-On or Problem Solving
What will I do if my students don’t get it?

TIME TO SHARE
10 minutes
### Mini-lesson – Explicit Instruction
**What do I want my students to learn?**

**Structure of a Mini-lesson:**
- **Connection:** Connection to prior learning
- **Teaching Point:** Explicit instruction/Modeling
- **Active Engagement:** Brief opportunity to “have-a-go” or “try-it”
- **Link to Independent Work:** Reminder that the lesson applies directly to their work

### Independent/Guided Practice Writing
**How will students practice/apply authentically what was taught?**
**How will I know if my students know it?**

- Offers a daily writing time following the mini-lesson for students to return to their current writing project:
  - Seed ideas, choice of topics and genre
  - Authentic, not assigned writings
  - Writing for a purpose with a deliberate audience
  - Self-reflection
- Allows students extended time (over a cycle) in which to progress through their personal writing process toward a publication date/deadline
- Provides time for teachers to conduct one-on-one conferences with students and/or small group instruction

### Opportunity to re-teach at close of Writing Workshop
**What did you learn about yourself today as a writer?**

- **Mini-lesson Reinforcement**
  - What student learning will be shared?
  - Students share highlighted successful learning

- **Mini-lesson Add-On or Problem Solving**
  - What will I do if my students don’t get it?

### Other time considerations:
- Publication provides students with an expectation for publication at least once during each writing cycle.
- Celebrations provide students an authors’ celebration opportunity at the conclusion of a writing unit.

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*THE TEACHER REGULARLY SCHEDULES at least 30 minutes (K), 45 minutes (grades 1-2), and at least 50-60 (Grades 3-5) each day for writing.*