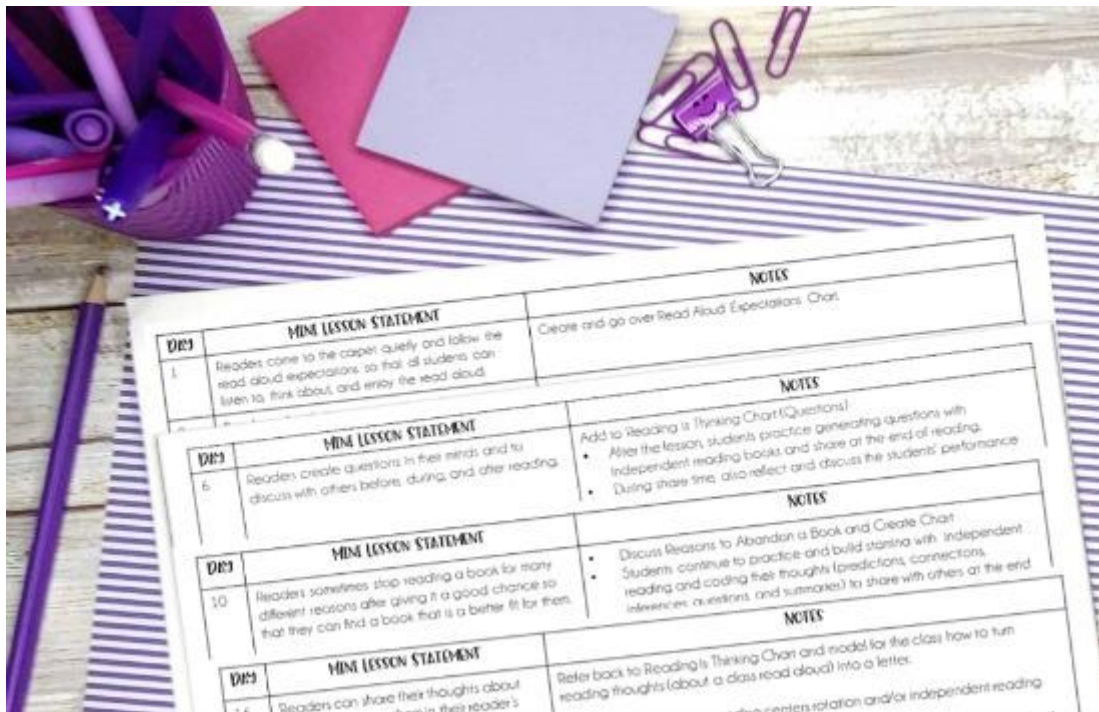


FIRST 20 DAYS OF READING WORKSHOP for 4th and 5th grade

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DAY	MINI LESSON STATEMENT	NOTES
1	Readers come to the carpet quietly and follow the read aloud expectations so that all students can listen to, think about, and enjoy the read aloud.	Create and go over Read Aloud Expectations Chart.
2	Readers talk with their partners about the read aloud so they can share their thoughts about the text.	<ul style="list-style-type: none"> • Introduce library and build up excitement by telling the students that they will be checking out books the next day. • Create Ways to Discuss Books Chart
3	Readers choose books that are just right for them so they can understand, enjoy, and learn from what they are reading.	<p>Create reference chart for choosing independent reading books</p> <ul style="list-style-type: none"> • Do the words that I don't know frustrate me or do they push me as a reader? • Can I confidently retell what I read in a sequential order? • Do I enjoy reading this? • Is this something I could see myself reading for the next two weeks? <p>Students choose 2 independent books from the library (staggered in groups with teacher support).</p>
4	<p>1st Lesson: Readers keep a record of their reading so they can notice patterns and set goals as readers. Introduce reading log expectations.</p> <p>2nd Lesson: Readers follow reading expectations so that they can become better readers and their classmates can as well.</p>	<p>Free download here → http://jenniferfindley.com/reading-notebooks-in-4th-and-5th-grade/</p> <p>Start an Independent Reading Expectations Chart:</p> <ul style="list-style-type: none"> • Read or write about reading the entire time. • Do not ask questions of the teacher. • Think while you are reading - hint to the upcoming reading strategies lessons. • Do not disturb the reading of others.
5	Readers use a variety of reading strategies so that they can think about the text while reading.	<p>Introduce and discuss reading strategies. Start Reading is Thinking Chart (Predictions and Connections) → http://jenniferfindley.com/reading-is-thinking-using-thinkmarks/</p> <ul style="list-style-type: none"> • After the lesson, students practice making predictions and connections with independent reading books and share at the end of reading. • During share time, also reflect and discuss the students' performance with the independent reading expectations.

DAY	MINI LESSON STATEMENT	NOTES
6	Readers create questions in their minds and to discuss with others before, during, and after reading.	<p>Add to Reading is Thinking Chart (Questions)</p> <ul style="list-style-type: none"> • After the lesson, students practice generating questions with independent reading books and share at the end of reading. • During share time, also reflect and discuss the students' performance with the independent reading expectations.
7	Readers summarize the key details and events from their reading so they can share their ideas with others.	<p>Add to Reading is Thinking Chart (Summarizing)</p> <ul style="list-style-type: none"> • After the lesson, students practice summarizing with independent reading books and share at the end of reading. • During share time, also reflect and discuss the students' performance with the independent reading expectations.
8	Readers read between the lines and make inferences while they are reading so they can fully understand the author's message or topic of the text.	<p>Add to Reading is Thinking Chart (Inferring)</p> <ul style="list-style-type: none"> • After the lesson, students practice making inferences with independent reading books and share at the end of reading. • Easy inference stem: I infer that the character feels _____ because...
9	<p>Good readers make sure that the words they are reading look right, sound right, and make sense while they are reading.</p> <p>Readers have many strategies for solving challenging words so that they can continue to understand the author's message.</p> <p>*This work is continued throughout guided reading groups for students who need it so this serves as an introductory lesson or review for the entire class.</p>	<p>Discuss the important of self-correcting while reading.</p> <p>Discuss Decoding Strategies:</p> <ul style="list-style-type: none"> • Try the other word that the sound makes. • Look for known parts and/or groups of letters. • Break the word into parts (using affixes or syllables to guide you). • Use context clues from the story and visual clues from the word. <p>Free practice activities for the above strategies here → https://jenniferfindley.com/decoding-strategies-and-prompts/</p> <p>Students continue to practice and build stamina with independent reading and coding their thoughts (predictions, connections, inferences, questions, and summaries) to share with others at the end of the lesson.</p>

DAY	MINI LESSON STATEMENT	NOTES
10	Readers sometimes stop reading a book for many different reasons after giving it a good chance so that they can find a book that is a better fit for them.	<ul style="list-style-type: none"> • Discuss Reasons to Abandon a Book and Create Chart • Students continue to practice and build stamina with independent reading and coding their thoughts (predictions, connections, inferences, questions, and summaries) to share with others at the end of the lesson.
11	Readers can practice reading skills in a variety of ways, including through reading centers.	<ul style="list-style-type: none"> • Introduce and practice 1-2 reading centers (but not reader's response). • Have the entire class practice the same reading center, but in groups.
12-13	<p>Readers can work together with partners or small groups on reading activities and tasks.</p> <p>*The number of days will depend on how many reading centers you are introducing.*</p>	<ul style="list-style-type: none"> • Make a class chart of expectations for reading partner/group work. • Introduce and practice 1-2 reading centers and practice transitions. • Have the entire class practice the same reading center, but in groups.
14-15	<p>Readers can transition from reading activities in a way that does not distract others.</p> <p>*This is two days because it takes two days for the students to rotate through the reading centers. For the second day, I will either continue the reading lesson focus or choose a new focus depending on observations from their reading behaviors from Day 14.*</p>	<ul style="list-style-type: none"> • At this point, all of the reading centers for this quarter are introduced and have been practiced once. Now the students will practice transitioning from center to center. • Go over transition procedures and expectations (making a chart if needed). • Group the students, assign centers, and have them practice completing the center, stopping at your signal, and then transitioning to the next center.

DAY	MINI LESSON STATEMENT	NOTES
16	<p>Readers can share their thoughts about reading by writing them in their reader's notebooks.</p> <p>*I save this as a separate reading center introduction because it takes several days to model and teach.*</p>	<p>Refer back to Reading is Thinking Chart and model for the class how to turn reading thoughts (about a class read aloud) into a letter.</p> <p>Independent practice - reading centers rotation and/or independent reading</p> <p>At this point, I begin reading groups while the students are working independently or in centers. Prior to this, I was either benchmarking, doing independent reading conferences, or actively monitoring the students as they practiced reading centers (or a mixture of all of these).</p>
17	<p>Readers can share their thoughts about reading by writing them in their reader's notebooks.</p>	<p>Have the students write letters with partners using their thoughts from the read aloud.</p> <p>Independent practice - reading centers rotation and/or independent reading</p>
18-20	<p>Readers can share their thoughts about reading by writing them in their reader's notebooks.</p>	<p>Break down the process of writing reading letters using the student's independent reading book for the next three days (adjusting as needed).</p> <p>Day 1 - Writing an introduction that summarizes what was read</p> <p>Day 2 - Adding in the students' original thoughts of a text</p> <p>Day 3 - Digging deeper and sharing thoughts that critique or analyze a text OR The importance of reading over and revising/editing letters for purpose and clarity</p> <p>To do this, we review the expectations for each day's writing, the students then write that day's section. At our closing, we share with partners and then a few share with the class.</p>

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