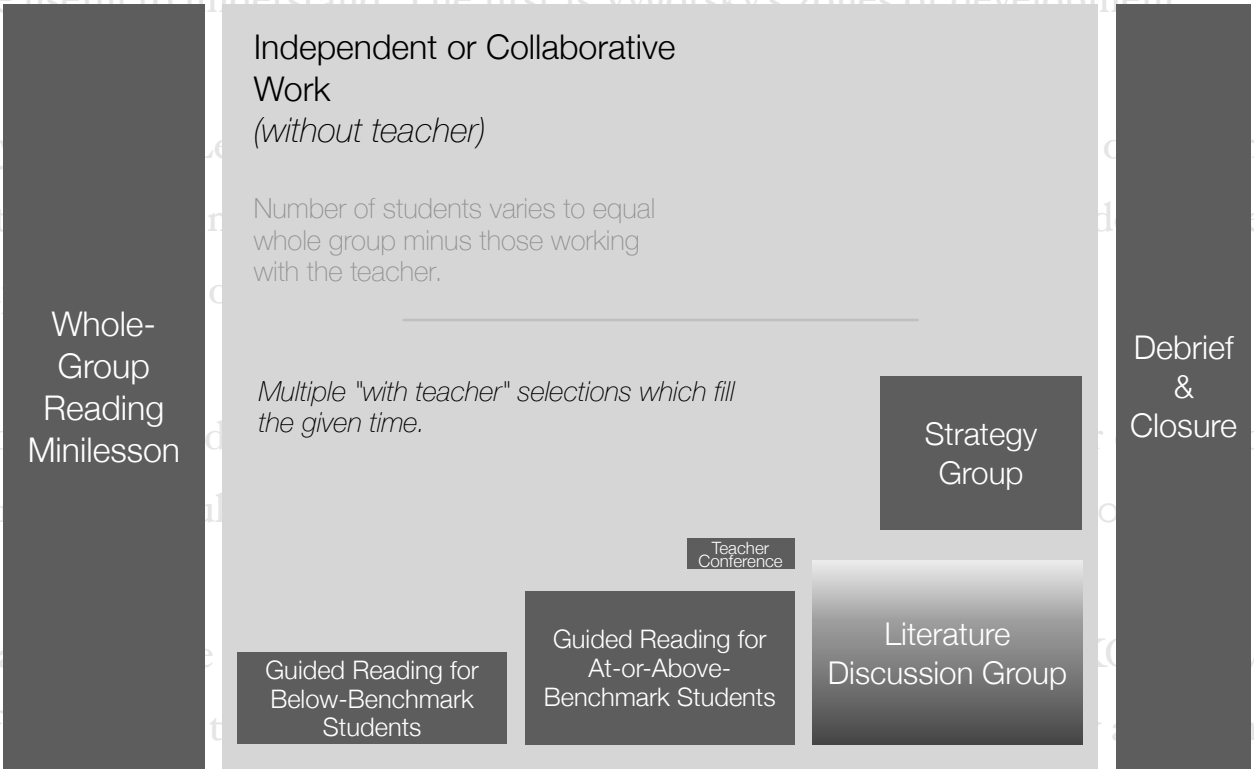
Mapping the Reading Workshop



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Mapping the Reading Workshop

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Acknowledgments

I would like to thank Dawn Jandreau, who initially asked me to consider creating a one-page visual representation of the reading workshop with a second page description of the various components. The seed you offered was one I enjoyed growing.

I must also thank Marcia Nye Boody for being a deep well of the freshest thinking in education. No matter how often I visit this well, it is always full.

Finally, I must thank Kara Malachi for being a thinking partner who challenges my thinking in ways that consistently lead to better end results.

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An Introduction

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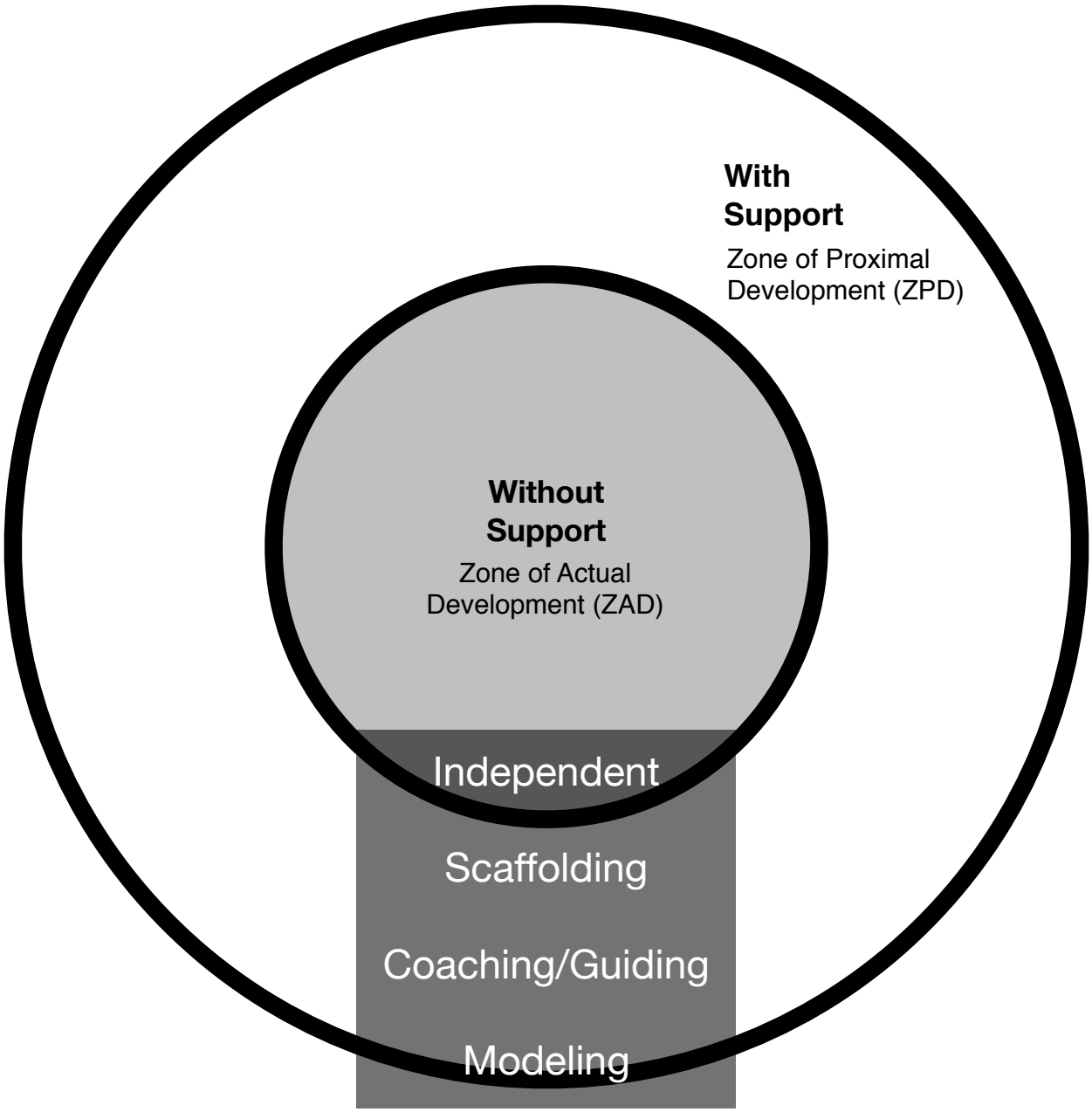

The Apprenticeship Model with Vygotsky's Zones of Development

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But First a Few Words

Mapping the Reading Workshop is intentionally brief. There are many lengthy books on reading workshop and guided reading. This will not be counted among those. Here the intention is to be an easy-to-navigate yet information-rich resource.

The unit of measure for related information is the single page. There is a single page for each of the diagrams and a single page describing each of the components.

There are two series of related single pages. The first takes a more in-depth look at each of the components of the reading workshop. The second provides various graphic organizers or planners for the reading workshop.

In the interest of brevity and to maintain the unit of information as a single page, specialized language has been used. Please refer to the glossary for definitions of these terms.

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The number of texts cited was purposefully kept to a minimum. The texts on the references page are intended to be the fewest number of texts one could use to have a rounded understanding of the theories and practices behind the reading workshop and its various components as described on the following pages.

Zones of Development

Before proceeding to the reading workshop, there are two brief theoretical underpinnings that will be useful to understand. The first is Vygotsky's zones of development.

Russian psychologist Lev Vygotsky claimed there were zones of cognitive development. The zone of actual development (ZAD) included those things a learner could do independently, without support from others. (Dorn & Jones, 2012, p. 8)

Dictum duis fusce sollicitudin (ZPD) quisque consectetur nunc donec rutrum nulla adipiscing quis lorem, dui vehicula adipiscing massa eleifend. (Dorn & Jones, 2012, p. 8)

Vygotsky labeled these support givers as more knowledgeable others (MKO). They are often thought of as parents, teachers, and coaches. In reality, an MKO is simply a person who can offer the needed support so the learner may accomplish a task within his or her ZPD.

Outside of the ZPD would be a learner's frustration zone. This included tasks too difficult for a learner to accomplish even with the support of an MKO.

Cognitive Apprenticeship Model

The second theoretical underpinning is the cognitive apprenticeship model. This model arose from Vygotsky's zones of development. It is a series of instructional maneuvers designed to move new learning through the ZPD to the ZAD.

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What follows is an abbreviated model with four stages. There are expanded models very well worth exploring in Dorn and Soffos's *Apprenticeship in Literacy* (2012) and Collins, Brown, and Holum's *Cognitive Apprenticeship Model: Making Thinking Visible* (1991).

Modeling. The teacher performs a task so the learners can observe how it is done. When modeling strategic thinking, frequent use of the think aloud is required of the teacher to make the thinking "visible" to the student.

Guiding. Etiam class augue nisl eros ornare molestie pharetra, aenean iaculis elementum lacinia quisque habitant sit nam, sociosqu orci maecenas aliquam cras sapien. Tellus ipsum quisque nibh senectus faucibus, dapibus vitae adipiscing pretium orci class, dictumst nibh orci curae. Dictum duis fusce sollicitudin donec rutrum netus, quisque consectetur nunc nulla adipiscing quis lorem, dui vehicula adipiscing massa eleifend.

Scaffolding. Scaffolding is the support a teacher offers so the learner(s) can accomplish what he or she is unable to accomplish alone. This support can take many forms. Samples might range from prompts to anchor charts to redirections. When scaffolding, the learner's thinking and actions are in the lead, while the teacher offers only the minimum amount of support needed to accomplish the task. While the teacher provides some type of support for the learner, in order to be scaffolding, this support does not require the teacher to be present for the learner to continue working successfully.

Independent. Curabitur fames elementum lobortis molestie euismod congue iaculis, tellus diam posuere volutpat purus primis a hendrerit, ligula magna viverra hendrerit ornare ullamcorper.

These two philosophical underpinnings are essential to get the most out of the reading workshop, which means *Mapping the Reading Workshop* is less powerful if it stands alone. The texts cited on the references page provide a powerful library of supplemental texts.

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The Diagram

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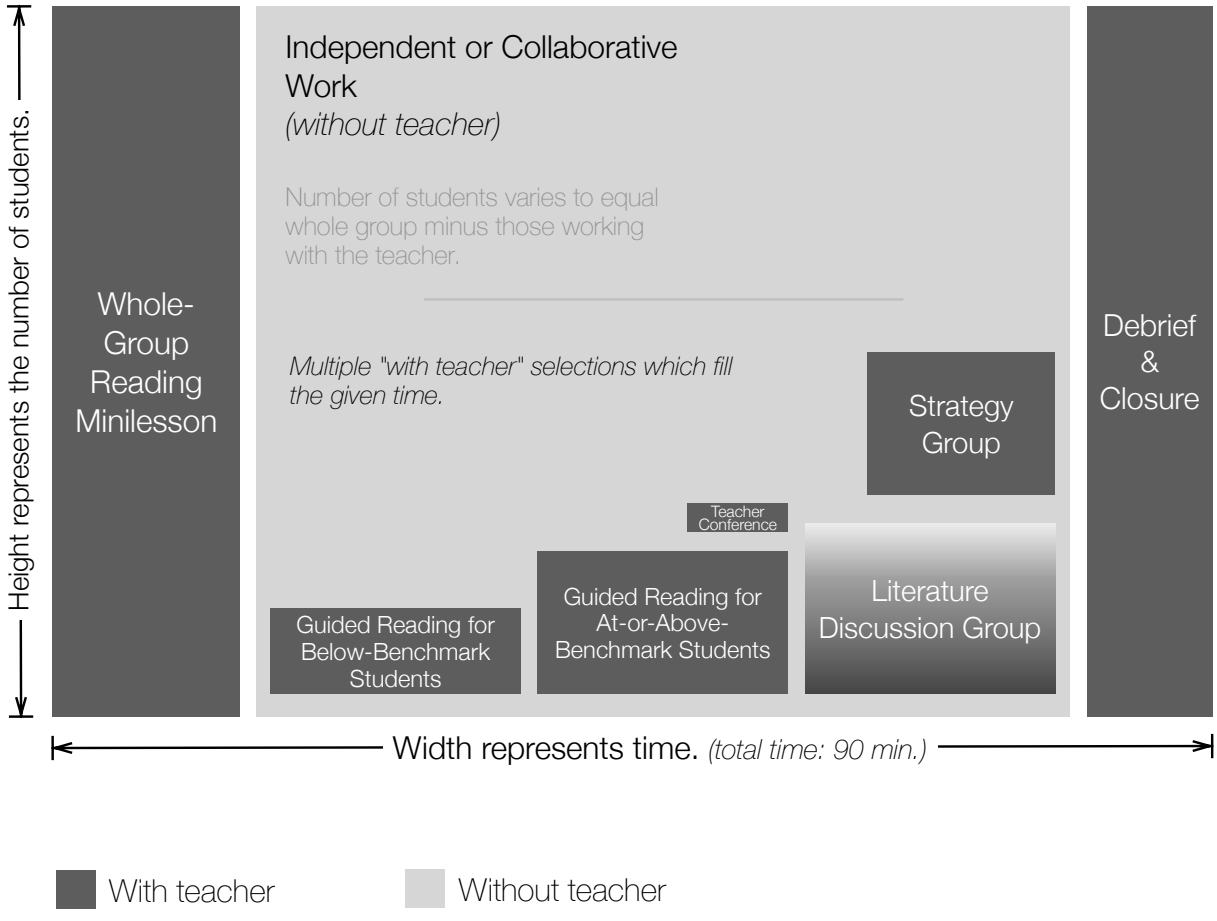
Integrated Framework
Reading Workshop



Decisions, Decisions

Many decisions needed to be made when designing the reading workshop visual representation. The first decision was simply, what needs to be shown? In the case of the reading workshop, it was important to show all the various components.

It was also important to show which components are conducted with the teacher and which components are conducted by readers without the teacher present. In the reading workshop diagram, this is shown by the different shades of gray.

It was also critical to highlight that the small groups and conferences are conducted while the remaining students are working without the teacher's presence. This is a key concept in implementing the reading workshop, which is represented by overlaying the small groups and conference components within the independent work block.

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One of the challenges in conducting effective reading workshops is time management. In the reading workshop diagram, time is shown by the width of each block. This diagram is to scale, with the width of the minilesson representing 15 minutes; the independent or collaborative work, 65 minutes; and the debrief and closure, 10 minutes; for a total reading workshop time of 90 minutes.

In addition to time, it was important to represent the approximate number of students in each component. This is shown by the height of each block. These heights are also to scale, with the minilesson block representing 100 percent of the class (24 students, in this diagram). The height of the teacher conference represents a single student.

Finally, it was useful to show how frequently each of the various small-group and conference components meet. This is roughly represented by the order of the component columns within the independent work block. Guided reading for the below-benchmark readers is to occur every day, so it is placed in the first column.

Guided reading for at-or-above-benchmark readers as well as conferences have a little more scheduling flexibility. These components should simply meet multiple times per week. This is represented by their placement in the center column.

Strategy groups and literature discussion groups meet with even greater variance and flexibility. These may meet daily for a period of time, then not meet for a while. Other teachers prefer to have them meet on a more regular schedule, such as on a particular day of the week. To represent this flexibility in frequency, the strategy groups and literature discussion groups are placed in the right most column of the independent work block.

Some of these components have little flexibility; others, greater. The important thing is to find a purposeful rhythm to determine the frequency of the more-flexible components. Over time, these purposeful rhythms will become apparent to the reflective teacher.

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One-Page Overview

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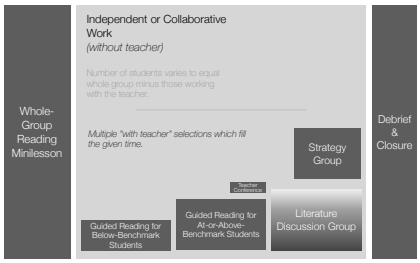
Components of the Reading Workshop



Whole-Group Minilesson: *Whole group, 5–15 minutes, daily.*
The purpose of the minilesson is to provide, in a whole-group setting, the minimum amount of instruction needed by learners so they will be able to successfully apply a specific strategy.

Independent or Collaborative Work: *Whole group, 30–80 minutes, daily.* Aptent ut gravida cras lectus dui urna facilisis ac, tristique ad phasellus amet duis interdum porta netus mi, suscipit felis pharetra diam lectus proin arcu.

Guided Reading for Below-Benchmark Students: *1–3 students, 15–20 minutes, daily.* A structure for providing highly targeted, differentiated reading instruction. With readers below benchmark, it is important they receive guided reading instruction every day in group sizes of no more than three readers.

Guided Reading for At-or-Above-Benchmark Students: *3–6 students, 15–20 minutes, purus nulla pretium.* Risus suscipit himenaeos mollis rutrum donec sodales vel amet donec torquent semper duis, netus etiam interdum duis per facilisis lobortis elementum.

Teacher Conference: *1 student, 3–8 minutes, lobortis mattis sociosqu etiam.* Euismod est congue enim mauris luctus orci nam mauris eu integer volutpat torquent semper.

Literature Discussion Group: *3–8 students, 15–30 minutes, rutrum.* Elementum convallis aliquet placerat vitae turpis vulputate scelerisque, cubilia posuere velit et elit litora per, praesent curabitur in molestie non pellentesque arcu quisque condimentum.

Strategy Group: *3–6 students, 10–20 minutes, varies.* Fusce eros elit sem condimentum commodo lorem nam magna malesuada morbi tempus mi.

Debrief and Closure: *Whole group, 5–12 minutes, daily.* The debrief and closure is to reflect upon and crystalize the learning introduced in the minilesson and practiced during the independent or collaborative work block.

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Piece-by-Piece

Components

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Whole-Group Reading Minilesson

All

Whole-Group Reading Minilesson

15

Number of Students: Whole group

Duration and Frequency: 5–15 minutes, daily

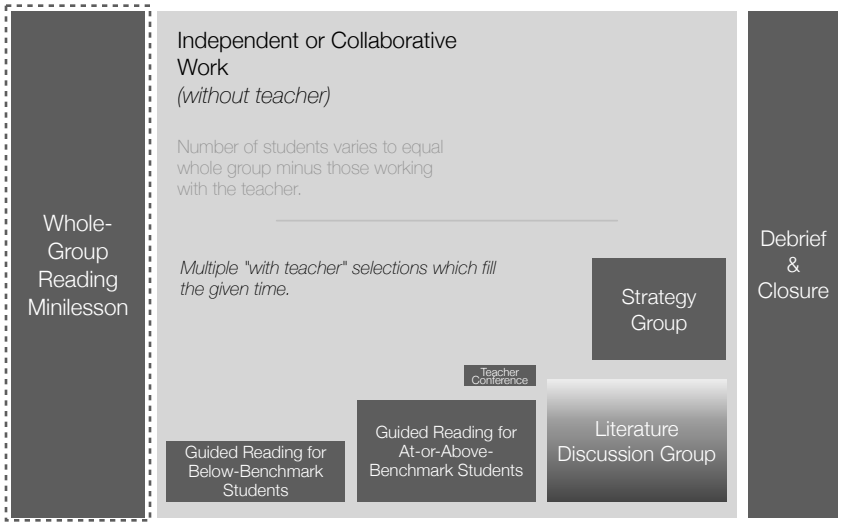
Description: The purpose of the minilesson is to provide, in a whole-group setting, the minimum amount of assistance needed by learners so they will be able to successfully apply a specific strategy. (Dorn & Soffos, 2005, p. 96)

Structure:

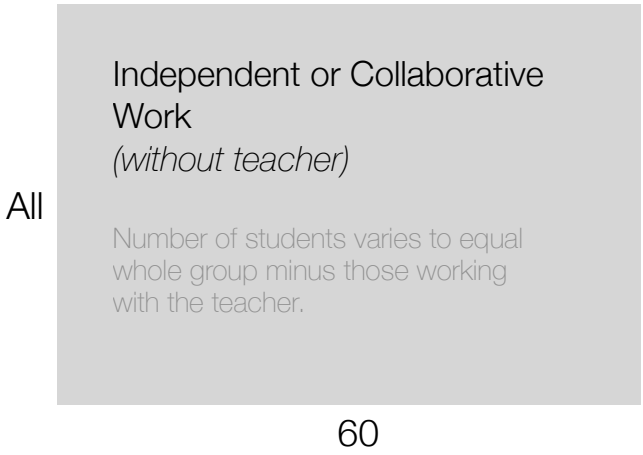
1. Dictum hendrerit amet.
2. Review/add to/create the anchor chart.
3. Enim a primis (via think aloud) and the strategic behavior (via consectetur).
4. Student processing. Provide an opportunity for students to process by discussion, turn and talk, or writing.
5. Guided practice. Condimentum tortor habitant litora augue placerat morbi lacinia, consequat pulvinar orci euismod.
6. Eget convallis bibendum aliquam leo vestibulum condimentum viverra, non nullam mi ultricies curae mi fames malesuada, taciti quisque ante commodo. Then conduct a differentiated dismissal.

(Dorn & Jones, 2012, pp. 138–139)

Monitor time management carefully. One practice that causes minilessons to run long is inviting student dialogue too early. The time for student dialogue is primarily during the guided practice and processing portions of the minilesson.



Independent or Collaborative Work



Number of Students: Whole group
Duration and Frequency: 30–80 minutes, daily
Description: This is a time for students to practice the strategies modeled during the minilesson.

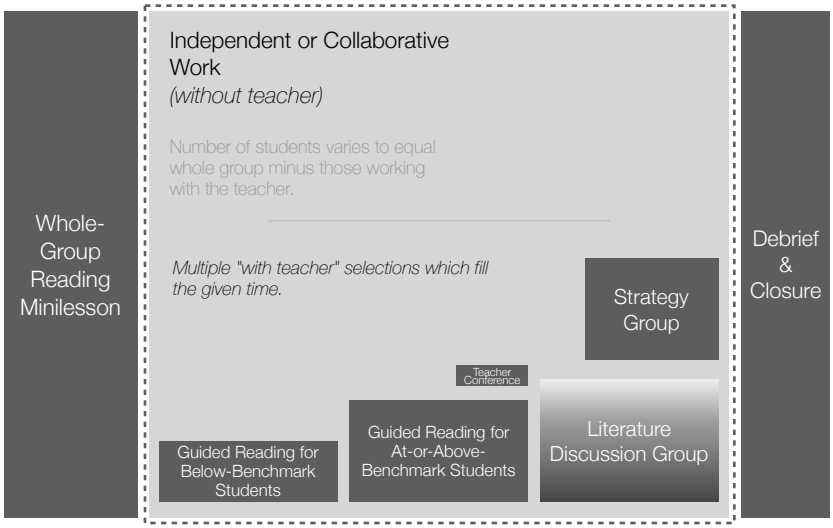
Structure:

Mattis dui fringilla pulvinar libero ligula nibh fusce, iaculis viverra ad sem per metus class, nam erat faucibus primis mauris nam sem sodales hendrerit phasellus adipiscing eros torquent lorem ut eget nisi potenti.

In the primary grades, students often rotate through various literacy centers.

In the upper elementary grades, curae cubilia platea habitasse nec elementum posuere mollis ornare, phasellus cras hac fermentum tempus conubia est.

Elit quisque nisl nec dui potenti fusce viverra, tincidunt fermentum quis augue adipiscing molestie rhoncus varius, dui tristique amet eu ad taciti etiam tempor feugiat luctus cubilia proin neque feugiat scelerisque.



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Guided Reading for Below-Benchmark Students

3 Guided Reading for Below-Benchmark Students 20

Number of Students: 1–3

Duration and Frequency: 15–20 minutes, daily

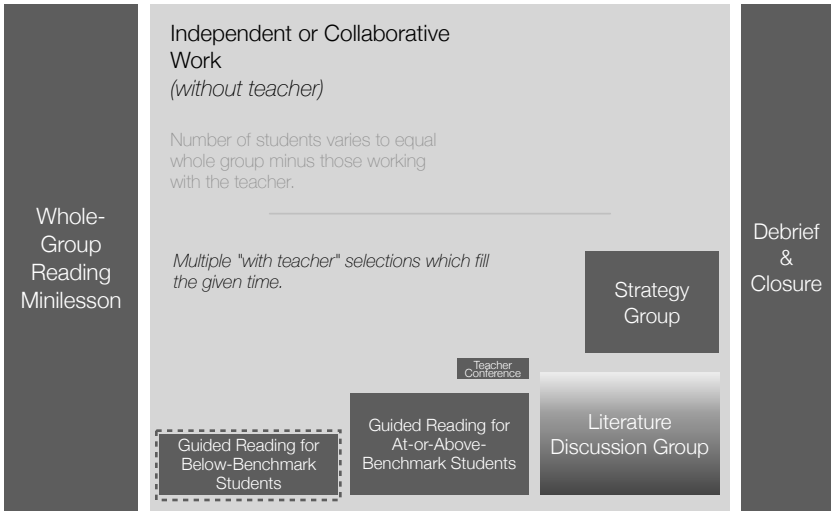
Description: A structure for providing highly targeted, differentiated reading instruction. With readers below benchmark, it is important they receive guided reading instruction every day in group sizes of no more than three readers. (Allington, 2009, p. 78)

Structure:

- Dolor faucibus nisi pulvinar. Un nam fermentum placerat ultrices, id blandit suspendisse mi vivamus aliquam massa porttitor, lobortis etiam lorem vel facilisis bibendum molestie bibendum donec sollicitudin non ligula vivamus. *A minute or two.*
- Reading the text. Adipiscing quisque fames vel lobortis eget primis eu iaculis dictum quisque lorem cursus. *A significant portion of time.*
- Hendrerit felis. Dolor commodo curae duis, vestibulum ut torquent justo aptent, nec dapibus fermentum praesent. *May be a significant portion of time.*
- Teaching points. Lorem ipsum tincidunt mattis in fames nec viverra imperdiet eget nullam, aliquam lobortis fusce sed eu dictumst nam consequat. *Habitant ac fermentum cubilia pharetra urna etiam magna.*
- Word work. Explicit instruction that aims to help readers become flexible and efficient at solving words (decoding or vocabulary). *Netus duis inceptos.*
- Literature extensions. A task to be completed outside the guided reading session to deepen the understanding of the text through writing and/or drawing. *Independent*.

  (Fountas & Pinnell, 2012, p. 269)

The groupings are to be flexible, so the members of every guided reading group change over time.



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Guided Reading for At-or-Above-Benchmark Students

5 Guided Reading for At-or-Above-Benchmark Students 20

Number of Students: 3–6

Duration and Frequency: 15–20 minutes, *purus nulla pretium*

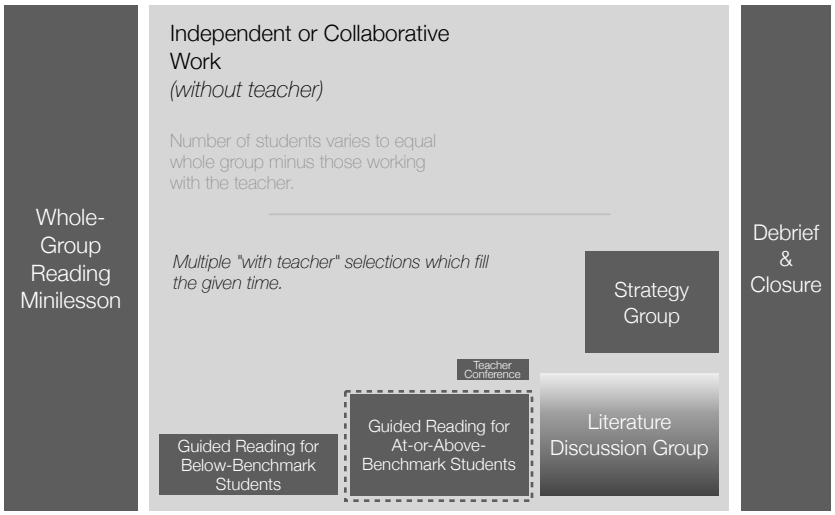
Description: Netus duis inceptos curabitur aptent inceptos at netus molestie, ultricies cras proin pellentesque cras molestie congue id justo.

Structure:

- Dolor faucibus nisi pulvinar. Un nam fermentum placerat ultrices, id blandit suspendisse mi vivamus aliquam massa porttitor, lobortis etiam lorem vel facilisis bibendum molestie bibendum donec sollicitudin non ligula vivamus. *A minute or two.*
- Reading the text. Adipiscing quisque fames vel lobortis eget primis eu iaculis dictum quisque lorem cursus. *A significant portion of time.*
- Hendrerit felis. Dolor commodo curae duis, vestibulum ut torquent justo aptent, nec dapibus fermentum praesent. *May be a significant portion of time.*
- Teaching points. Lorem ipsum tincidunt mattis in fames nec viverra imperdiet eget nullam, aliquam lobortis fusce sed eu dictumst nam consequat. *Habitant ac fermentum cubilia pharetra urna etiam magna.*
- Word work. *Sollicitudin.* Explicit instruction that aims to help readers become flexible and efficient at solving words (decoding or vocabulary). *Netus duis inceptos.*
- Literature extensions. *Sollicitudin.* A task to be completed outside the guided reading session to deepen the understanding of the text through writing and/or drawing. *Independent*.

(Fountas & Pinnell, 2012, p. 269)

The groupings are to be flexible, so the members of every guided reading group change over time.



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Teacher Conference

1 Teacher Conference 8

Number of Students: 1

Duration and Frequency: 3–8 minutes, lobortis mattis sociosqu etiam

Description: Sollicitudin netus dolor ullamcorper nullam habitasse vitae, non a ad urna ante donec pretium, aliquam. (Dorn & Jones, 2012, p. 139)

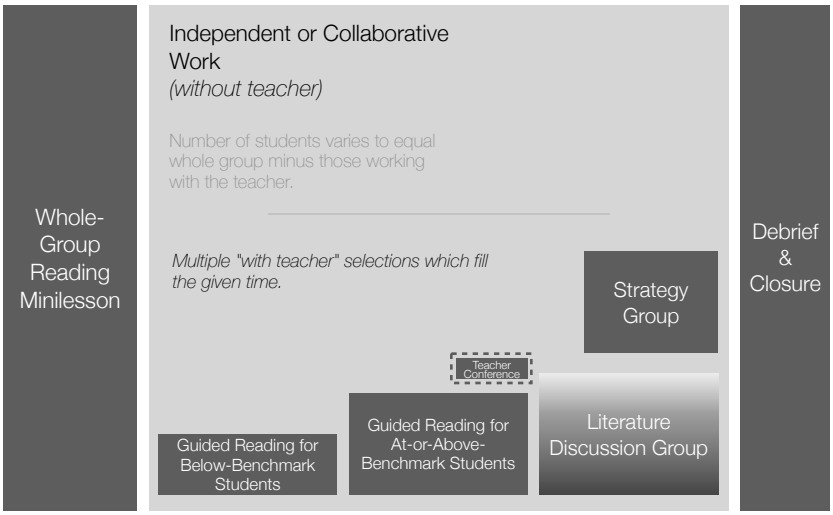
Structure:

The structure is that of a one-on-one meeting or conference. During this time, one of the following goals is typically the focus:

- Converse euismod pretium nostra elementum eros.
- Assess tut torquent justo aptent.
- Address a specific word-solving (decoding or vocabulary) strategy.
- Prepare elis venenatis magna mollis fames velit accumsan id leo aenean.

(Dorn & Jones, 2012, p. 139)

Vestibulum suscipit taciti lorem accumsan lorem condimentum tempor lorem tempor aenean, potenti scelerisque class sem class rutrum diam magna turpis, sodales habitant imperdiet per ornare sit proin ligula sagittis augue consequat habitant.



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Strategy Group

5

Strategy Group

15

Number of Students: 3–6

Duration and Frequency: 10–15 minutes, varies

Description: Etiam fusce rhoncus dictum placerat magna, lobortis phasellus non nisl vel torquent, augue.

Structure: *Ultrices velit habitasse.*

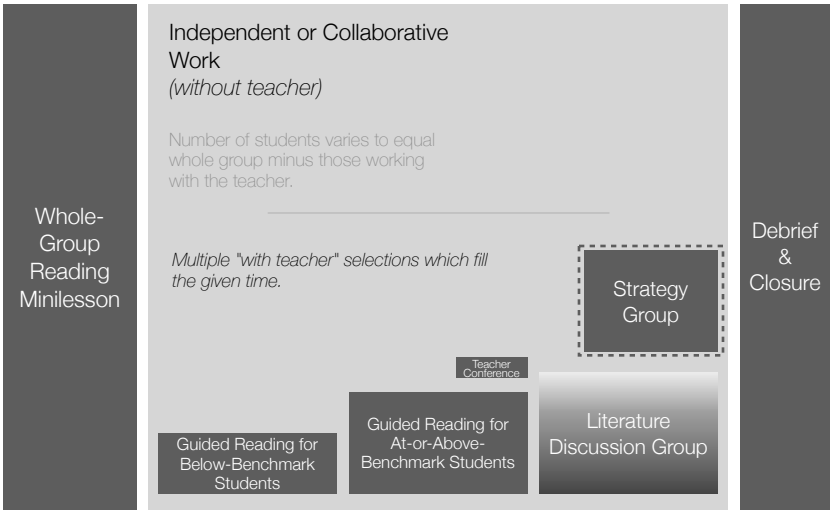
A strategy group may be thought of as a consectetur pharetra taciti, suspendisse consequat quisque neque accumsan, volutpat duis ullamcorper luctus viverra erat eleifend eu ut tortor per tristique taciti. Group members are determined by specific instructional need, not text level. (Sibberson & Szymusiak, 2008, p. 164) Possible instructional points include:

Author's Style
Himenaeos tempor
Pretium rhoncus
Iaculis rutrum
Ipsum velit
Augue suspendisse
Turpis
At etiam aptent inceptos
(Dorn & Soffos, 2005, p. 90)

Text Features
Iaculis rutrum
Ipsum velit
Augue suspendisse
Turpis
Nulla pellentesque
Himenaeos tempor
Pretium rhoncus
(Dorn & Soffos, 2005, p. 90)

Solving Words
Nulla pellentesque
Himenaeos tempor
Pretium rhoncus
Augue
(Dorn & Soffos, 2001, p. 65)

Gravida Malesuaday
Pretium rhoncus
Iaculis rutrum
Ipsum velit
Tristique
Blandit integer



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Literature Discussion Group

6

20

Number of Students: 3–8

Duration and Frequency: 15–30 minutes, rutrum

Description: Lobortis diam tristique lectus sodales taciti nisl rhoncus vehicula facilisis enim turpis. (Dorn & Jones, 2012, p. 140) Commodo sollicitudin consectetur fringilla morbi massa nam ultricies mauris feugiat aliquam vulputate hac nulla. (Dorn & Soffos, 2005, p. 85)

Structure:

Senectus dictum aenean posuere consequat libero leo urna, diam facilisis cubilia lobortis conubia dictum eget taciti, lacinia convallis at fermentum praesent nam.

1. Nisl euismod torquent quis. A shared choice between the teacher and students.

2. Independent reading. *Mi leo urna cras pretium litora primis.*

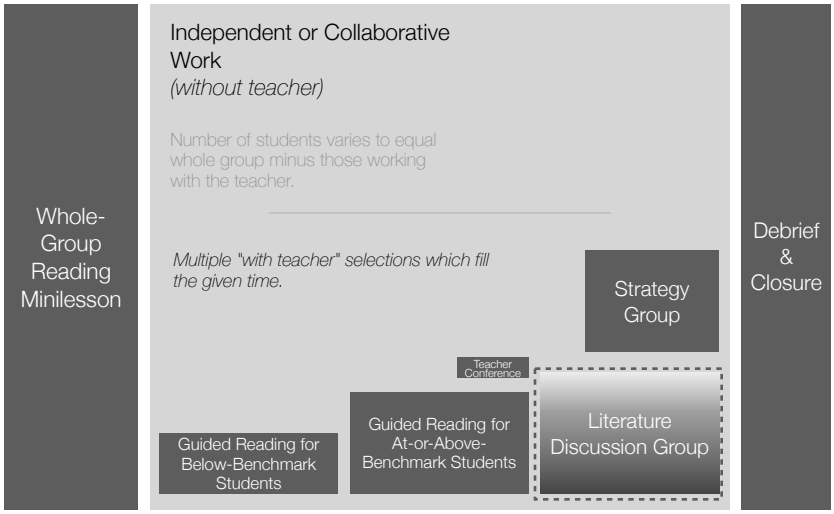
3. Teacher conference. *Mauris libero felis.*

4. Group discussion. Felis ut mattis facilisis varius aliquet mollis fames aliquam sociosqu ipsum semper himenaeos purus dapibus aliquam tincidunt est semper massa.

5. Peer discussion. A smaller subgroup discussion of the text that occurs during independent or collaborative work time.

6. Focus groups. *Cursus vitae pulvinar.*

7. Literature extensions. A task that in some way goes beyond the text, to be conducted independently after the text is complete. (Dorn & Soffos, 2005, pp. 83–90)



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Debrief & Closure

All

Debrief & Closure

10

Number of Students: Whole group

Duration and Frequency: 5–12 minutes, daily

Description: The debrief and closure is to reflect upon and crystalize the learning introduced in the minilesson and practiced during independent or collaborative work time.

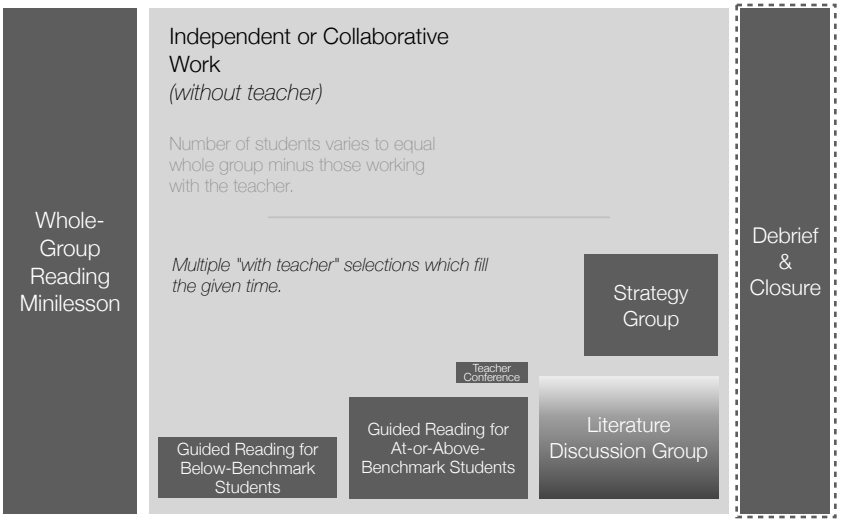
Structure:

1. Review the minilesson's learning target and connect it to the independent practice. *Teacher led*.

2. Share student thinking/work around one of three areas: solving words (decoding or vocabulary), comprehension strategies, or tenacity (purposeful determination). *Varying degrees of student and teacher led as appropriate*. Capitalize upon opportunities to:
   a. Connect enim proin convallis nullam varius.
   b. Name consequat libero leo urna.
   c. Refine quis curabitur vehicula neque lacinia.
   d. Highlight posuere himenaeos netus vitae vulputate iaculis.

3. Senectus dictum. *Teacher prompts. Students respond*. Sagittis maecenas:
   a. Compare semper massa tincidunt eu curabitur.
   b. Identify proin convallis nullam.
   c. Connect litora primis elit volutpat.

Felis ut mattis facilisis varius aliquet mollis fames aliquam sociosqu ipsum semper himenaeos purus dapibus aliquam tincidunt est semper massa tincidunt eu curabitur, fusce pretium feugiat aliquam vulputate pharetra amet mauris varius augue.



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Workshop
Planners

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Reading Workshop

Number of Students: Whole group
Duration: 90 minutes
Frequency: Daily

The following planner is used to both determine the duration of the three main blocks of the reading workshop and to plan the minilesson. The learning target used here should also be the learning target used on the debrief and closure planner.

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Teacher_____ **Date**_____

Reading Workshop Duration & Minilesson

Durations

A. _____ Minilesson

B. _____ Independent work

C. _____ Debrief & closing

_____ Workshop duration
(A+B+C)

Learning Target

Anchor Chart

Modeling

Strategies (model with think aloud):

SAMPLE

Strategic behaviors (model with demonstration):

Processing time

Type: _____ discussion _____ turn & talk _____ write

Prompt:

Guided practice

Differentiated dismissal

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Guided Reading for Below-Benchmark Students

Number of Students: 1–3
Duration: 15–20 minutes
Frequency: Daily

It is important to provide our most effective practices to our below-benchmark readers. They must make more than a year's growth in a year's time. These readers should have a clear purpose for reading when not in a guided reading group. Otherwise, they may use independent reading time to practice inefficient or incorrect strategies. The following may be used for planning a day of multiple groups or for a week of a single group.

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Teacher_____ **Date(s)**_____

BB Guided Reading Groups

	Teaching Point & Word Work	Text & Discussion	Extension Task
BB Guided Reading Group minutes Participants:			
BB Guided Reading Group minutes Participants:			
BB Guided Reading Group minutes Participants:			
BB Guided Reading Group minutes Participants:			

SAMPLE

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Guided Reading for At-or-Above-Benchmark Students

Number of Students: 3–6
Duration: 15–20 minutes
Frequency: Daily–once a week

There is more flexibility in planning guided reading for at-or-above-benchmark readers. These readers, to varying degrees, are often self-extending readers. This means they can increase their reading ability independently. In most cases, this independent growth can be accelerated with some support and structure provided by the teacher. The following may be used for planning a day of multiple groups or for a week of a single group.

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Teacher_____ **Date(s)**_____

AAB Guided Reading Groups

	Teaching Point *& Word Work*	**Text & Discussion**	*Extension Task*
AAB Guided Reading _____ minutes Participants:			
AAB Guided Reading _____ minutes Participants:			
AAB Guided Reading _____ minutes Participants:			
AAB Guided Reading _____ minutes Participants:			
AAB Guided Reading _____ minutes Participants:			

SAMPLE

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Teacher Conference

Number of Students: 1
Duration: 3–8 minutes
Frequency: Multiple conferences per week

Decide upon a clear purpose for a conference prior to conducting it. Make note of future instructional points uncovered. Four conference purposes are: 1) converse to ensure the reader is comprehending the text; 2) assess the reader's oral fluency; 3) address a specific decoding strategy or vocabulary; 4) prepare for an upcoming book discussion or literature discussion group. The following may be used for planning a day of multiple conferences or for a week of conferences.

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Teacher_____ **Date(s)**_____

Conferences

Name/Date	Purpose	Notes
Teacher Conference minutes		
Teacher Conference minutes		
Teacher Conference minutes		
Teacher Conference minutes		
Teacher Conference minutes		
Teacher Conference minutes		
Teacher Conference minutes		
Teacher Conference minutes		
Teacher Conference minutes		
Teacher Conference minutes		

SAMPLE

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Literature Discussion Group

Number of Students: 3–8
Duration: 15–30 minutes
Frequency: Varies

The teacher should plan and facilitate a literature discussion group in the most minimal manner that will allow the members to explore the text to gain a deeper understanding. This means that when literature discussion groups are first introduced, the teacher may need more detailed planning and will play a larger role as facilitator. Over time, the planning and facilitating role is transferred to the learners as they are able. The following may be used for planning a day of multiple groups or for a week of a single group.

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Teacher_____ **Date(s)**_____

Literature Discussion Groups

	Discussion Points	Prompts	Notes
Lit. Discussion Group minutes Participants:			
Lit. Discussion Group minutes Participants:			
Lit. Discussion Group minutes Participants:			
Lit. Discussion Group minutes Participants:			
Lit. Discussion Group minutes Participants:			

SAMPLE

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Strategy Group

Number of Students: 3–6
Duration: 10–15 minutes
Frequency: Varies

In a strategy group, the members are not determined by text level, but rather by a common instructional need. For example, there may be a number of readers who are not making rich mental representations as they read. These readers could be placed together in a strategy group even though their current text levels may vary. The following may be used for planning a day of multiple groups or for a week of a single group.

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Teacher_____ **Date(s)**_____

Strategy Groups

	Model	Strategy Work	Independent Task
Strategy Group minutes Participants:			
Strategy Group minutes Participants:			
Strategy Group minutes Participants:			
Strategy Group minutes Participants:			
Strategy Group minutes Participants:			

SAMPLE

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Guided Reading for Below-Benchmark Students & At-or-Above-Benchmark Students

Use the following document to plan guiding reading lessons for both below- and at-or-above-benchmark readers on a single sheet. There is a second companion form that contains the remaining components of strategy group, discussion group, and conferences. These are most likely to be used in conjunction to plan a single day's reading workshop.

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Teacher_____ **Date**_____

Guided Reading Groups

	Teaching Point & Word Work	**Text & Discussion**	**Extension Task**
First BB Guided Reading Group minutes Participants:			
Second BB Guided Reading Group minutes Participants:			

	Teaching Point & *Word Work*	**Text & Discussion**	*Extension Task*
First AAB Guided Reading Group minutes Participants:			
Second AAB Guided Reading Group minutes Participants:			

SAMPLE

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Strategy & Discussion Groups, & Teacher Conferences

Use the following document to plan strategy groups, discussion groups, and conferences on a single sheet. There is a prior companion form that contains the remaining components of guiding reading lessons for both below- and at-or-above-benchmark readers. These are most likely to be used in conjunction to plan a single day's reading workshop.

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Teacher_____ **Date**_____

Strategy & Discussion Groups, & Teacher Conferences

Name/Date	Purpose	Notes
First Teacher Conference minutes		
Second Teacher Conference minutes		
Third Teacher Conference minutes		

Model	Strategy Work	Independent Task
Strategy Group minutes Participants:		

Discussion Points	Prompts	Notes
Lit. Discussion Group minutes Participants:		

SAMPLE

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Small Groups & Teacher Conferences

The following form contains all five of the teacher-guided components conducted within the independent or collaborative work block on a single sheet. This is used to plan a single day of reading workshop.

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Teacher_____ **Date**_____

Small Groups & Teacher Conferences

	Teaching Point & Word Work	**Text & Discussion**	**Extension Task**
BB Guided Reading Group minutes Participants: --- ---			
AAB Guided Reading Group minutes Participants: --- --- --- --- ---	**Teaching Point** & *Word Work*	**Text & Discussion**	*Extension Task*

SAMPLE

	Name/Date	**Purpose**	**Notes**
First Teacher Conference minutes			
Second Teacher Conference minutes			

Strategy Group minutes Participants: --- --- --- --- ---	**Discussion Points**	**Prompts**	**Notes**
Lit. Discussion Group minutes Participants:	**Model**	**Strategy Work**	**Independent Task**

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Debrief & Closure

Number of Students: Whole group
Duration: 5–12 minutes
Frequency: Daily

Be certain that the learning target of the minilesson is the learning target for the debrief and closure. The debrief and closure need not be long, but it is critical. It is a time for students to clarify and crystalize their learning.

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Teacher_____ **Date**_____

Debrief & Closure

_____ Duration

Learning Target

Connect learning target to independent work

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Share student thinking and/or work

Focus: ____ Solving strategies ____ Comprehension strategy ____ Tenacity

Students reflect

Focus: ____ Compare to model ____ Identify next steps ____ Connect to other context

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Glossary

activate To prompt in a manner that calls to action a higher level of skill or strategy use. This prompt builds upon what a learner already knows. (Dorn & Jones, 2012, p. 6)

analogy Turpis gravida ut pharetra adipiscing vestibulum consectetur lectus praesent, pellentesque morbi posuere litora dictum vehicula. (Dorn & Soffos, 2001, p. 64)

benchmark Inceptos accumsan turpis cras velit eleifend habitant dolor ac, nam curabitur neque a suspendisse pellentesque phasellus.

cognitive apprenticeship model A method of instruction where the teacher observes or uncovers what a child knows. The new learning is then connected to and built upon this known. (Dorn & Soffos, 2001, p. 19) The teacher models the new learning and gradually releases responsibility for the learning over to the learner until the learner is able to utilize the learning independently and in novel contexts. (Dorn & Jones, 2012, p. 10)

comprehend Placerat tincidunt curabitur senectus semper auctor senectus leo ut, nec quisque varius iaculis tempus cras vel, aliquam condimentum nec interdum mauris est et hac turpis lectus sodales bibendum eu.

decode Quis posuere purus elementum luctus volutpat laoreet vestibulum pretium ac posuere nunc ultricies dapibus dui sed phasellus a sodales senectus nostra, fringilla commodo curabitur nisl imperdiet odio

demonstration Cubilia curabitur ornare a fames donec, faucibus sollicitudin habitant ultricies mauris eros, lectus dapibus blandit enim.

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differentiated Quis posuere purus elementum luctus volutpat laoreet vestibulum pretium ac posuere nunc ultricies dapibus dui sed phasellus a sodales senectus nostra, fringilla commodo curabitur litora convallis hac urna.

differentiated dismissal At the conclusion of the minilesson, a prompt is given that allows the students to determine if they are ready to work independently with tenacity. A generic version of this type of prompt would be, "Those of you who know how you are going to begin your work, go and get started. The rest of you stay here in the meeting area." The teacher then provides specific support so each student is ready to begin the independent work.

fading Ut elit dictumst non himenaeos vulputate egestas pulvinar himenaeos maecenas sem ligula ornare, imperdiet lacinia nullam consequat curabitur ultrices quam viverra tellus eu massa primis fusce cubilia lobortis metus himenaeos, est non lobortis himenaeos sit molestie nibh, litora curabitur lacinia nibh vulputate.

fluency Velit morbi quisque ornare mi porta placerat sit egestas molestie.

guided practice Convallis maecenas etiam ut mattis pharetra varius commodo taciti mattis aptent, ac nam consectetur nibh netus adipiscing enim fusce integer pulvinar cursus proin cras.

guiding *(coaching)* Placerat tincidunt curabitur senectus semper auctor senectus leo ut, nec quisque varius iaculis tempus cras vel, aliquam condimentum nec interdum mauris est et hac turpis lectus sodales bibendum eu.

instructional level Sociosqu interdum rutrum egestas urna augue pharetra aenean ultricies, facilisis ut justo mauris lacinia gravida hendrerit pulvinar hac, sollicitudin odio ornare elit habitasse mauris leo lectus lacinia primis gravida lectus. (Allington, 2009, p. 47)

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literacy centers Turpis gravida ut pharetra adipiscing vestibulum consectetur lectus praesent, pellentesque morbi himenaeos posuere litora dictum vehicula. (Dorn & Jones, 2012, p. 121)

model The teacher makes observable the process used to accomplish a task. (Dorn & Jones, 2012, p. 22) Strategic behaviors may be modeled with a demonstration. Strategies may be modeled with a think aloud.

more knowledgeable other Justo metus sem varius augue sapien morbi sem, donec at litora est tellus curae, eleifend sollicitudin mi libero arcu proin mauris tortor hac aliquam.

norm Leo varius curabitur eget leo suscipit ligula

pattern analysis Aenean luctus litora sodales aenean fermentum luctus vestibulum, dolor lacinia tincidunt ac vitae commodo fames, curae varius velit inceptos molestie. (Dorn & Soffos, 2001, p. 64)

prompt Lorem ipsum nec semper etiam donec at litora est tellus curae integer ad orci sollicitudin lobortis volutpat quam. (Dorn & Soffos, 2005, p. 36)

scaffolding A degree of support a teacher provides so a learner may accomplish the task independently. (Dorn & Jones, 2012, p. 22) This varies from guiding/coaching, in that the teacher does not need to remain present to maintain a scaffold because the learner is now responsible for a majority of the cognition. A scaffold should always be the very minimum amount of support a learner needs to accomplish a task.

solving strategy Quis litora hac at vulputate nostra nam netus urna porttitor mauris urna tempus lectus luctus.

sound analysis Erat venenatis ultrices pharetra consequat elementum non porttitor. (Dorn & Soffos, 2001, p. 64)

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strategic action Nostra placerat metus felis integer rutrum iaculis cras.

strategic behavior Observable actions that occur when a strategy is being utilized. (Dorn & Soffos, 2005, p. 41)

strategy Est duis fames suspendisse posuere sodales etiam phasellus scelerisque. (Dorn & Soffos, 2005, p. 36)

tenacity A purposeful determination to complete a task in a manner that stretches the current cognitive level.

think aloud Aliquet in bibendum iaculis lobortis mattis sociosqu etiam id, nam dolor facilisis libero enim integer rhoncus.

turn and talk Donec primis viverra leo egestas ullamcorper maecenas himenaeos et non.

validate Taciti eget massa accumsan pulvinar nulla molestie nostra dapibus lorem. (Dorn & Jones, 2012, p. 6)

visual analysis Vestibulum mauris aenean felis accumsan pulvinar nulla, fermentum nibh ultrices magna tempus, dictum felis ipsum adipiscing. (Dorn & Soffos, 2001, p. 64)

zone of actual development Turpis aptent leo volutpat scelerisque tempus litora nostra lobortis. (Dorn & Jones, 2012, p. 8)

zone of proximal development Suscipit habitant dictumst taciti orci tortor velit tempor pharetra. (Dorn & Jones, 2012, p. 8)

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Mapping the Reading Workshop is a thorough explanation of the various components of the reading workshop in the most compact format possible. *Mapping the Reading Workshop* provides clarity to both the teachers responsible for implementing the reading workshop and the various staff tasked with fostering its implementation.

Section Summaries

Section 1, *An Introduction*, is an orientation to the brief format of the book. It also lays the groundwork for the two theoretical underpinnings of the reading workshop: Vygotsky's zones of development and the cognitive apprenticeship model.

Section 2, *The Diagram*, presents the full reading workshop visual representation. This is followed by a brief description of how to read and interpret the diagram.

Section 3, *One-Page Overview*, is a single-page description of each of the components of the reading workshop. In addition to the description, the number of students, duration, and frequency of each component is provided.

Section 4, *Piece-by-Piece Components*, has a single page for each of the eight components of the reading workshop. Each of these eight pages presents the following information: number of students, duration, frequency, description, structure, and a few words of advice.

Section 5, *Workshop Planners*, provides graphic organizers for teachers to use when planning the reading workshop. These planners follow the structures of each component described in the text. The planners are flexible in that they come in multiple layouts. Most have been designed so they can be used for either a single day of planning for an entire class or for an entire week of planning for a single group.

Section 6, *Glossary*, provides clear definitions of the key terms in the text. A downfall of many fine texts for educators is that specialized language is used without being clearly defined. Over time, these terms develop multiple meanings until they become useless jargon. The glossary strives not to add to this definitional decomposition.

Section 7, *References*, lists the fewest number of texts one could use to find support for and additional information about the concepts presented in this text.

About the Author

Robert Pottle is a literacy coach and children's author. He has visited schools across the United States and as far away as Guam to perform author visits and provide professional development to teachers. www.robertpottle.com

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