

Grade 2 First 15 Days of Reader's Workshop Rituals & Routines

Minutes	<u>Prior 3–5min.</u>	<u>Mini-Lesson - 10 minutes</u>	<u>Work Time – 40 minutes</u>	<u>Closing – 10 minutes</u>
Part of Lesson	Prior to Start of Lesson	-Teach/Model- I Do -Guided Practice-We Do -New Skill/Strategy introduced	-Practice/Apply-You Do -Small group work focused on the Learning Target	-Refer back to Learning Target -Share/Celebrate Learning
Protocols	-Intro./Unpack Learning Target(s) -Next Gen Stds.	-Check for Understanding -Higher Order Questioning	-Student Engagement -Higher Order Questioning -Differentiation -Check for Understanding	- Check for Understanding
Day 1 of Instruction		What is a Learning Target? Unpacking a Learning Target Explain the purpose of a learning target.	*Begin Diagnostics while students work independently	
Day 2		Display Learning Target Topic: What is Reader's Workshop? (See Attachment) Explain the model and generate anchor chart: I Do, We Do, You Do	*Continue Diagnostics while students work independently	
Day 3		Display and Unpack the Learning Target Model how to select books from the classroom library for independent reading. Have students choose books from classroom library and begin reading.	*Continue Diagnostics while students read independently	
Day 4		Display and Unpack the Learning Target Use the document camera to model how to log books in book log. Have students begin reading and logging.	*Continue Diagnostics while students read and log books independently	
Day 5		Continue to display and unpack Learning Target daily. Discuss student routines for Journey's Read Aloud/Shared Reading and Turn and Talk for questioning. Create a "turn and talk" anchor chart for student reference. Practice by asking some "getting to know you" questions.	*Continue Diagnostics while students continue to read and log pages read.	
Day 6		Model how you will introduce/teach Journey's target vocabulary. Example:	*Continue Diagnostics while students complete a 4 square	

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		Model and chart how to complete a 4 square map.	map with a word of your choosing	
Day 7		Define fluency. Use the document camera and a grade level passage (cold read, sample book page, etc.) to model how to read fluently. Explain that you will be listening to students read during guided reading in order to set growth goals. Have students use one of their independent books and allow time to practice alone and with a partner.	*Continue Diagnostics while students practice reading.	
Day 8		Discuss purpose and importance of guided reading group. Model and roleplay how to come together to the conference table while students at their seats continue to work independently either reading a book and logging or completing a 4 square map.	*Continue Diagnostic Assessments	
Day 9		Create an anchor chart of strategies used for solving unknown words when reading. Model the use of strategies by using a book on the document camera/smartboard, etc. Pass out post-it notes to students. Have students practice and note strategies used while independently reading.	*Continue Diagnostic Assessments	
Day 10		Begin Lesson 1 by posting and unpacking the Learning Target. Review the Focus Wall together focusing on the Target Skill/Strategy and Writing genre. Introduce Vocabulary and Engage students in an activity.	*Continue Diagnostic Assessments	
Day 11		Continue Lesson 1 by conducting a read aloud of	*Continue Diagnostic Assessments	

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		anchor text or using the computer audio. Prior to lesson, choose specific “Think Through the Text” questions to ask. Model and practice how to rephrase the question and use text-based evidence when responding.		
Day 12		Continue Lesson 1 Choose a “Think Through the Text First Read” question that was not asked in the prior lesson. Discuss what collaboration means. Chart the question on the board. Have students work collaboratively to answer the question using text-based evidence. Share responses and provide feedback.	*Continue Diagnostic Assessments	
Day 13		Continue Lesson 1. Conduct a Second Read of the story- Please note that you do not have to read/listen to the entire story. Complete the “Analyze the Text” Together or in small collaborative groups.	*Continue Diagnostic Assessments	
Day 14		Lesson 1 Grammar and Connected Text	*Continue Diagnostic Assessments	
Day 15		Lesson 1 Answer Essential Question. Model the use of the “Race” Strategy when responding to text. Allow students the opportunity to work together. Share responses and provide feedback.	*Finish Diagnostic Assessments	