



Chapter One

Discuss:

- ★ How has the race to get our students to read conventionally changed how we teach 4k? Do you think this is best for our students? (Pages 1-4)

Are they singing?



Is this reading?

Meet two and a half year old Natalie in the purple PJ's and her twin sister Molly .



<http://www.heinemann.com/iamreading/>

- Similarities between the two videos:
 - Both videos children are interacting with text (song in one and a picture book in the other)
 - In both videos neither one is decoding the text. (Zoe and Maddie are not sight reading the sheet music and Natalie is not attending to the print.)
 - In both videos the girls are relying upon what they know of the text from having heard it many times before.
- So even though both videos are approaching the task in similar ways viewers have different perceptions about what they are doing. Zoe and Maddie are singing and Natalie is “reading.” (NOTICE THE QUOTES)
- Natalie's version of reading requires qualifications: she memorized it or she is pretend-reading. She isn't really reading because she isn't decoding the words.



Discuss what we just watched through three different lenses and what we need to do as educators.

1. The Cute Lens (Page 6)
2. The No Big Deal Lens (Page 7)
3. The Reading Lens (Page 8)





Viewing through a Reading Lens:

- She is confident and comfortable with books
- Reading is social and can be shared or not
- She follows the action in the pictures
- Learning new vocabulary and accessing it.
- Understands the story and her voice conveys the expression of the story.
- Narrates action/ she locates and identifies a character/ gives voice to a character

Discuss this Definition of Reading

Reading is an interaction with a text during which the reader uses a variety of resources within the text (i.e. words, pictures, graphic elements, etc.) and within themselves (schema, skills, strategies) to make meaning. (Page 10)



Reading is an interaction with a text during which the reader uses a variety of resources within the text (i.e. words, pictures, graphic elements, etc.) and within themselves (schema, skills, strategies) to make meaning.



Discussion:

- **With this definition of reading talk about why Natalie can be called a reader? Why is this important for educators to believe and understand?**

Prior to decoding words this is what young readers can do: (Page 11)

- ❑ strive to make meaning, using a wide range of comprehension skills and strategies
- ❑ try to read with fluency, smoothly and expressively
- ❑ acquire vocabulary and extend their oral language
- ❑ utilize the social component of reading to their advantage
- ❑ use text features (i.e., pictures, graphic elements) to figure out tricky parts
- ❑ form their reading identities
- ❑ respond to texts through talk and play

Discuss: Are we achieving this with our students? What are we doing well and what areas can we improve?





Chapter Two

Reading Familiar Books

Thoughts about these statements and what does it mean for our early learners?

The comfort of familiarity creates opportunities to activate schema and meaning-making strategies.

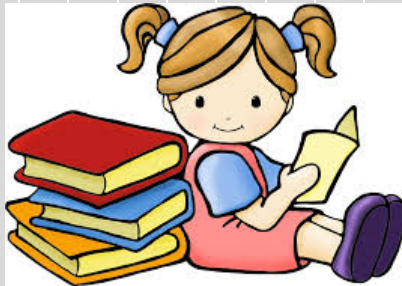
The enthusiasm that familiarity invites increases engagement!



The confidence that is bred by familiarity encourages a sense of agency.

Text Familiarity Continuum p16

Unfamiliar	Somewhat Familiar	Securely Familiar	Very Familiar
<p>I've seen the text before but nobody has ever read it to me. OR I haven't seen this one yet.</p>	<p>I know something about this text just because something about it is familiar. I know the main character, the series or the story line (i.e., a new version of Little Red Riding Hood). Nobody has read this particular book to me, though</p>	<p>I have heard this text before at least once, and I know how it goes.</p> <p>★ Star Books →</p>	<p>I've heard the text a lot of times, at home, in school or at both places and I know it well.</p>





[Alex reading link click here](#)

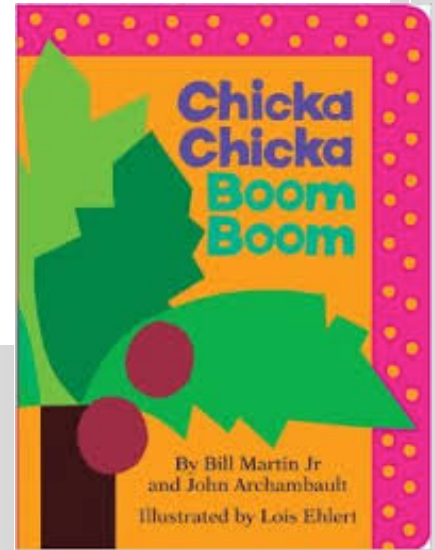
Let's watch Alex read a familiar text. Each of you pick a question to focus on as we watch: (Page 17)

1. What might Alex's words and action reveal about his ideas of what it means to read?
2. What does Alex do and say as he reads that help him make meaning?
3. What do you notice about Alex's affect and engagement as he reads?
4. How much of Alex's reading is memorized?

After watching the video let's discuss what we noticed refer to:

1. What might Alex's words and action reveal about his ideas of what it means to read?
2. What does Alex do and say as he reads that help him make meaning?
3. What do you notice about Alex's affect and engagement as he reads?
4. How much of Alex's reading is memorized?

Look at chart on page 19 to think about Alex and all he does as a reader.



Let's elaborate upon these benefits of reading familiar texts:

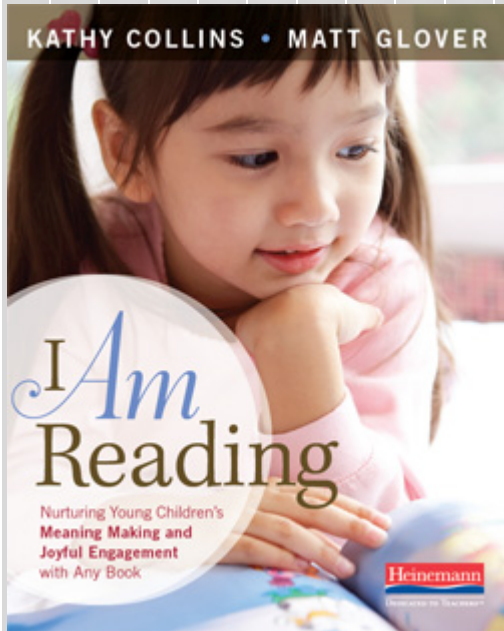
- **Children are required to use a variety of meaning making strategies. page 18**
- **Rereading familiar text creates language benefits. page 20**
- **Children who read familiar text find pleasure, comfort and confidence. page 21**



Characteristics of books that work well for Emergent Storybook Reading...Thoughts? p.22-25

- ★ Memorable but not necessarily memorizable
- ★ Repeated language
- ★ Dialogue
- ★ High Picture support
- ★ Pleasurable to read over and over





Any final thoughts about Chapter 2?



Chapter Three-

Instructional Implications When Children Read Familiar Books

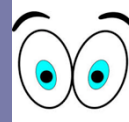
Discuss the Familiar Book Language Level One Page 30

Description	Sample Transcript
<ul style="list-style-type: none">• The child may or may not express familiarity with the text.• The child attends to pictures and illustration and may make editorial comments, unrelated to the story.• The child names and labels objects and actions from page to page.• The child may not connect one page to another.• The child may not rely on prior exposure to the text.• The child may not attempt to read with accuracy based on prior exposure.	<p>Child Reading Knuffle Bunny:</p> <p>“Daddy.” “Baby.” “Bunny.” “They’re walking.” “There’s a dog.”</p>

Click to watch Clip 3.1 Colton read *I Went Walking* and *Rosie’s Walk*

Conferring with Familiar Books Language Level One p. 37

Why do we want to start a conference with: “May I listen to you read?”



Watch &



Listen

Decide if we should teach something new or support and strengthen what the child is doing, especially if it seems unsteady.

The intention for Language Level One Conference is:

- ★ teach towards elaboration using pictures clues and schema.

Invite children to:

- ★ use more language to read the book
- ★ teach strategies that readers can use to remember the story.

Discuss pages 38 & 39



Discuss the Familiar Book Language Level Two Page 32

Description	Sample Transcript
<ul style="list-style-type: none">● The child expresses familiarity.● The child attends to pictures and illustrations.● The child names objects and actions with more detail.● The child connects one page to another to create a cohesive reading.● The child relies on prior exposure to the text to read in a way that is more accurate content wise to the text.	<p>Child reading Knuffle Bunny: “I know this one I have it at home!”</p> <p>“There’s Trixie and her dad going to the laundry-mat.”</p> <p>“They walked in the park/and there’s the school/and now they’re at the laundry-mat/Look at Trixie.She’s playing/There goes her doll./ She put money into the washer/ Uh-oh.”</p>

Watch Clip 3.2 Dion reads *Three Billy Goats Gruff*

Discuss Familiar Books Language Level Two Pages 39 & 40

Observe and note a child's level of content accuracy to determine how much language and content a child remembers from prior exposure to the text.



To read the text with more content accuracy:

- ★ Teach them to recall what they know about the book or topic
- ★ Use the familiarity to their advantage
- ★ Teach fix-it strategies when encountering difficulties

Discuss the Familiar Book Language Level Three Page 33

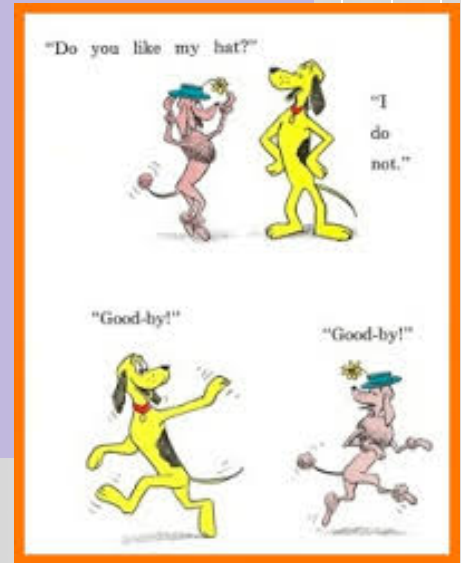
Description	Sample Transcript
<ul style="list-style-type: none">● The child expresses high level of familiarity● The child attends to pictures and illustrations.● The child names objects and actions with more text-based detail and story language.● The child connects one page to another to create a cohesive reading● The child relies on prior exposure to the text to read in a way that is more accurate content wise and language-wise to the text.	<p>Child reading Knuffle Bunny:</p> <p>“Trixie went with her daddy./ They walked and walked and walked down the block/ and in the park/ the school/ and into the Laundromat./ Trixie is helping her daddy.”</p>

Watch Clip 3.3 Natasha reads *Go, Dog, Go*

Noticings about Natasha:

- ★ She used language that nearly matched the text. (“Do you like my hat?” “No, I don’t.”)
 - **This is one of the most distinguishing characteristics of children at language level 3.**

- ★ She uses picture to guide her reading.
 - ❖ She does not read with consistent left to right directionality.
 - ❖ She does monitor for meaning by using the pictures.



Discuss Familiar Books Language Level 3 p. 41

Noticings from page 37

- Reading is closely aligned to what is happening in the text.
- They use phrasing and vocabulary to match the text.
- Fiction- they use character's names and
Nonfiction- they remember domain vocabulary words.
- Transition between pages are smoother.



Discuss the Familiar Book Language Level Four Page 34

Description	Sample Transcript
<ul style="list-style-type: none">● The child expresses high level of familiarity● The child relies on prior exposure to the text in the book to read with accurate meaning.● The child attends to pictures and illustrations.● The child connects one page to another to create a cohesive reading.● The child reads aloud with accuracy, using words phrases, and syntax of the text.● The child reads with intonation and expression.	<p>Child reading Knuffle Bunny:</p> <p>“Not long ago, before she could speak words, Trixie went on a errand with her daddy/ They went down the block/ through the park/ past the school/ and the Laundromat./ Trixie helped her daddy put laundry in the machine./ She even put the money in the machine.”</p>

Watch Clip 3.4 Emily reads *The Very Hungry Caterpillar*

Discuss what we noticed about Emily:

- ★ She is very comfortable with the book
- ★ Her reading is almost the same as printed words.
- ★ She maintained content and language accuracy throughout the text.

NOTES:

- ❖ Children will move between levels depending upon the book.
- ❖ Language levels are not fixed



In the light of the moon a little egg lay on a leaf.



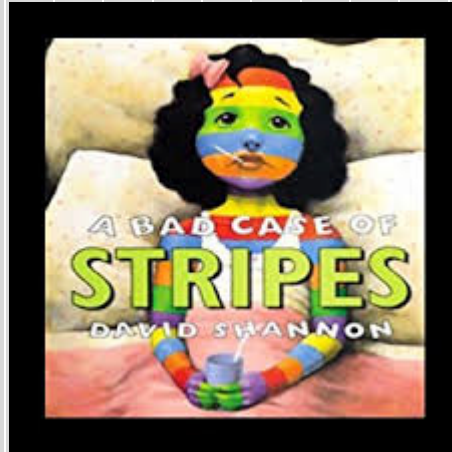
Discuss Familiar Books Language Level 4 p. 43

- They are reading it accurately in regards to language and content.
- This language level you might think the child is actually reading the words.
- They are reading with expression and fluency.

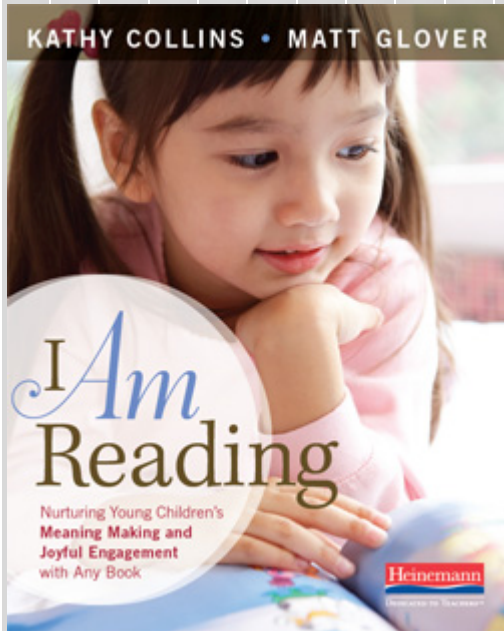


Watch a Conference

Watch Clip 3.6 Hannah reads *Bad Case of the Stripes*



Discuss what Mary did to help Hannah.



Any final
thoughts
about Chapter
3?

Chapter 4

Reading Unfamiliar

Books



Page 47

Discuss the demands and results of a child reading unfamiliar texts.

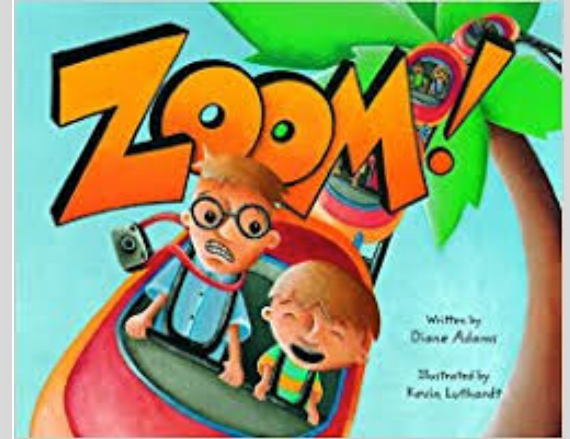


Remember when we expand our view of reading we begin to see all the work children do before reading conventionally. We see:

- Intention and purpose
- Problem-solving and resourcefulness
- Meaning making
- And the development of a healthy reading identity

When we have this expansive view of what it means to be a reader, we are more likely to observe, value, support, and extend what children do as readers before they are decoding words.

THOUGHTS?



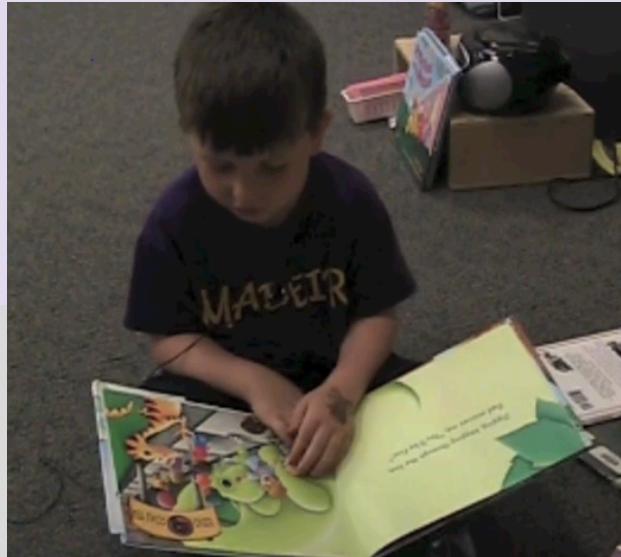
As we watch Wade read an unfamiliar text here are some questions to consider:

1. What might Wade's words and actions reveal about his ideas of what it means to read?
2. What does Wade do and say as he reads to help him make meaning?
3. What do you notice about Wade's affect and engagement throughout the reading session?

Wade reading

Let's Discuss Wade as a reader. Look at chart on page 49-50 and think about these questions:

1. What might Wade's words and actions reveal about his ideas of what it means to read?
2. What does Wade do and say as he reads to help him make meaning?
3. What do you notice about Wade's affect and engagement throughout the reading session?



Conditions for Unfamiliar Text

1. Child has never seen it before and is looking through it for the first time.
2. The child may have looked through the text once or twice, but the text has never been read aloud to her.



The act of reading unfamiliar text demands that young children:

- Construct meaning and innovate using a variety of sources of information and essential reading strategies.
- Problem-solve independently and take managed risks as they explore a safe unknown.
- Develop stamina to stay challenging task and hone their abilities to stay focused.



Discuss: If we allowed children time to do the above what might the long term effects be?

Divide up and take a few minutes and look over one of the three sections. Be ready to discuss the following benefits of reading unfamiliar text:

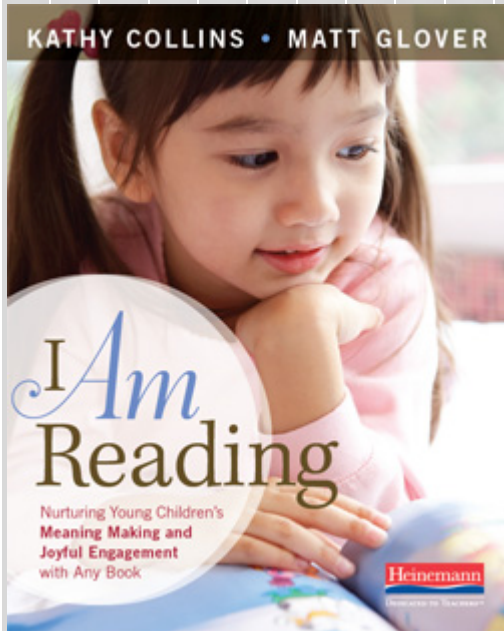
- Page 52-Children construct meaning and innovate using a variety of sources of information and essential reading strategies.
- Page 53-Young children problem-solve independently and take managed risks as they explore a safe unknown. (proficiency and automaticity)
- Page 53-54-Young children develop stamina to stay with a challenging task and hone their abilities to stay focused. (engagement and persistence)



Let's Discuss the Following

Characteristics of Unfamiliar Books that Invite Children to Do Big Thinking

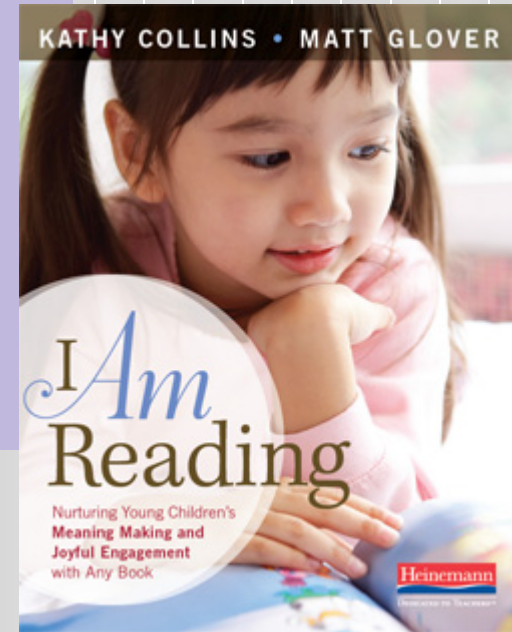
- ★ The text is interesting & accessible to students (p55)
- ★ The illustrations are detailed enough for a child to make meaning across pages, yet not too detailed that it can be hard to follow the meaning across the text. (p56)
- ★ The illustrations contain characters who look like they are saying something. (p56)
- ★ There are some consistent elements in most of the illustrations. (56&57)



Any final thoughts about Chapter 4?

Chapter 5

Instructional Implications When Children Read Unfamiliar Books



Intro to the chapter reminds us: (Pages 58-60)

- Children are not one level but zig-zag across levels even within one book.
- There are simple nudges and supports we can offer to help children become more confident in reading unfamiliar texts.

Unfamiliar Book Language Level One

Description	Sample Transcript
<p>The child attends to pictures and illustrations The child ammes and labels objects without elaboration. The child may not connect one page to another.</p>	<p>Child reading Knuffle Bunny: (Pointing to parts of picture)</p> <ul style="list-style-type: none">● “A baby. Her mommy is waving. Her daddy. She has a doll. /The girl and her daddy. That man is reading.

Conferring with Unfamiliar Books Level 1

At this level our biggest job is to encourage the child to use as much language as she can to name what she sees in the picture.

Discuss chart
on Unfamiliar
Book Language
Level 1
Page 68



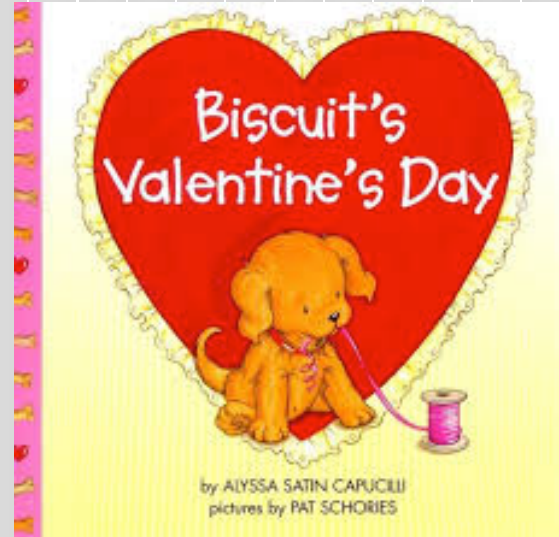
Unfamiliar Book Language Level 2 children begin to make more inferences such as: (Pages 61-62)

- Infer how the characters are feeling.
- Infer about the the events and actions that aren't immediately obvious from the illustrations.
- Infer to create dialogue. The child may imagine dialogue between two characters.
- Assume the role of a character. Can be third person (he's building) or child becomes character (I'm building).

Notice how Wade jumps right into this book. He says he has read Biscuit books before but not this one. He uses connecting words such as *and* or *and then* as he goes to the next page.

[Wade reads Biscuit](#)

What did you notice?



Conferring with Unfamiliar Books Level 2

Once our young readers move beyond the one and two word labeling of texts, our work is to support them toward elaboration to include more details and descriptive language.

Discuss Chart
on Unfamiliar
Book Language
Level 2
Pages 69+70



Unfamiliar Book Language Level 3 children's language and inferences become more sophisticated.

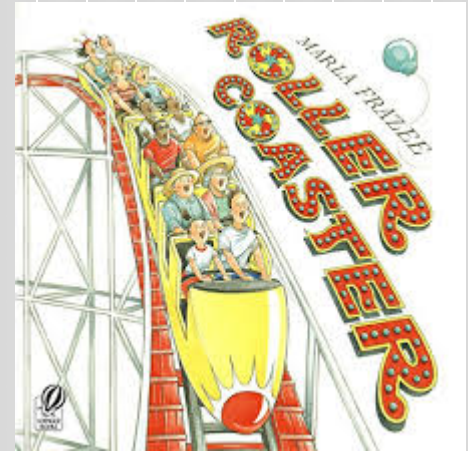
- Rather than naming what's on each page, at this level children elaborate more and offer some editorial comments as they begin to linger longer on the illustration.
- Sound like they are reading conventionally.

When Aliah starts to read she thinks that the people are standing in line to go to the beach. We will pick up where she figures out it is a roller coaster that they want to go on. Notice how she really watches the pictures.

[Aliah Read Roller Coaster](#) start at 50



Thoughts
of Aliah?



Conferring with Unfamiliar Books Level 3

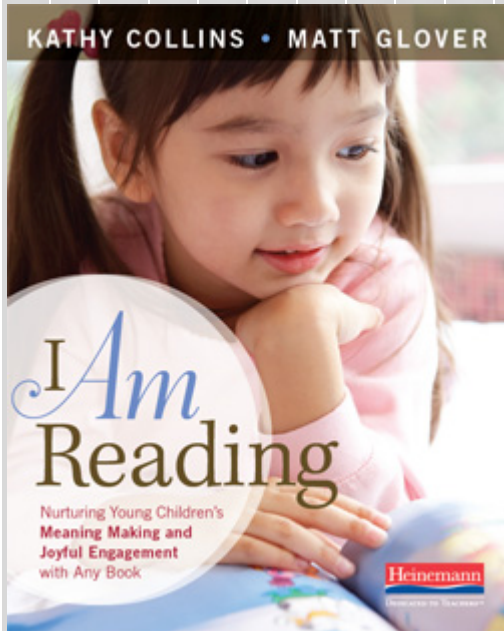
Try to give students:

- Strategies to make transitions between pages sound smoother.
- Strategies to integrate more literary syntax and book specific-vocabulary.

Discuss Chart on
Unfamiliar Book
Language Level 3
Pages 71



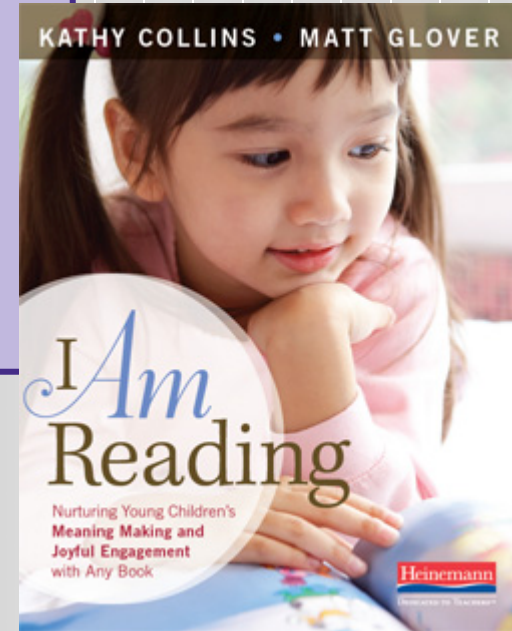
Final Thoughts???



Any final thoughts about Chapter 5?

Chapter 6

Reading Informational Texts Before They're Reading Conventionally



Reasons teachers tend to not read aloud nonfiction texts..

Pages 73-74

1. Difficult to read with expression and to engage with story.
2. Layout of informational text may not be a typical left-to-right, top-to-bottom read due to the graphic elements.
3. Graphic elements may be difficult for students to see.
4. Teachers are concerned that it might be difficult to understand if they don't have background knowledge
5. The vocabulary and sophisticated concepts might lose children's interest and ability to comprehend.



How many of you have had these concerns about reading aloud nonfiction texts to your young students?

Let's Discuss the Benefits of Informational Books

Pages 76-77



1. Enthusiasm and Motivation to Read.

- a. Develop a curiosity that leads them to pursue texts a topic.
- b. They are attracted to the graphic elements (pictures, illustrations, diagrams)
- c. They want to know about the world and the things in it.

2. Learn Content and Acquire Vocabulary

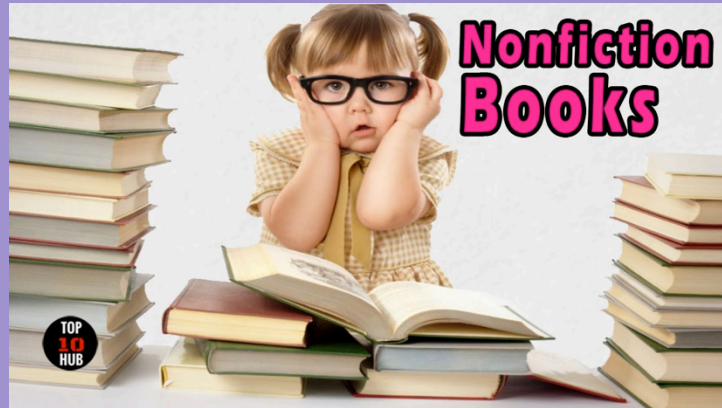
- a. Children learn new words and it can help clear up confusions as they listen and talk about informational texts.
- ★ b. Exposure alone does lead to acquisition of words but exposure combined with contextualized explanation and conversation about words leads to vocabulary building.

3. Develop a Habit of Using Texts to Pursue Interests

- a. Children can pursue their curiosities, wonders, questions, interest and confusions by reading texts.

Informational Book Characteristics

- ★ Topics of interest to children at that moment in time.
- ★ Books with a variety of graphic elements and engaging text.
 - Not much text on page
 - Vibrant language and sound words
 - Easy to use pictures, diagrams and charts



Informational Book Language Level 1

At this level it will sound like any other Language Level 1 (familiar or unfamiliar).

They will:

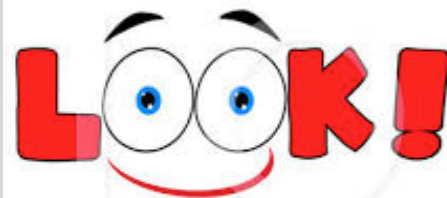
- Label the objects
- Label the action
- Describe what they see in the picture



Alex reads Rockets and Spaceships



Look at the chart on pages 86-87. As Alex reads the book pay attention to how we might confer with him. Watch the teaching moves that Matt does with Alex.



Informational Book Language Level 2

Students will:

- Elaborate about objects and actions on the page
- Begin to connect pages
- Make inferences and editorialize what is on page
- Reading may sound like a story rather than sharing information

Page 81

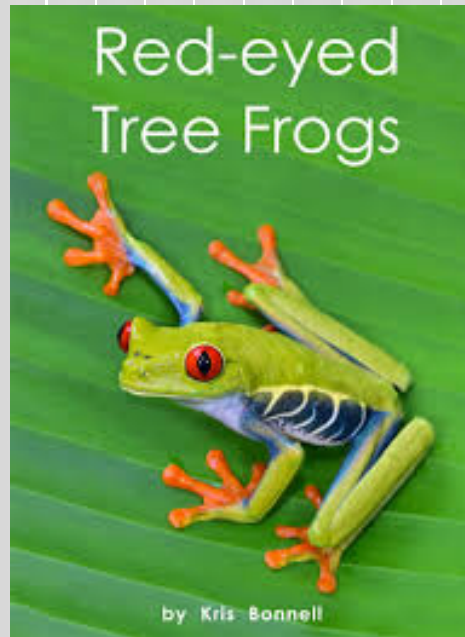


[Jake reads Red -Eyed Tree Frog](#)

What might we begin to nudge Jake to do as he is reading his book Red-Eyed Tree Frog.

Level Two Possible Conference Suggestions:

- ★ Fill in content gaps
- ★ Look closely at picture and say what you see in more detail.
- ★ Make your voice sound like you are teaching not telling a story.



Informational Book Language Level 3

Students will:

- Understand these books teach about a topic
- Bring their own schema to the topic-so not just using what is on the page but expound topic using what they already know
- Integrate topic specific language



Kinley reads Going to a Horse Farm

As we watch Kinley notice:

- how she elaborates using a variety of details within the pictures, from colors, to positions, to size
- Halfway through she begins to say more about the picture and her cadence suggests she is trying to sound like she is reading the words and not naming the pictures.



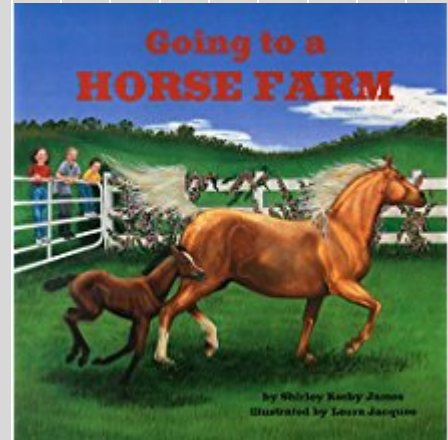
Thoughts on Kinley as a reader?



What might we begin to nudge Kinley to do as she is reading *Going to a Horse Farm*.

Level Three Possible Conference Suggestions:

- ★ Build content knowledge and domain-specific vocabulary words
- ★ Teach them ways to read varies graphic elements
- ★ Show how one book on a topic can lead to looking at another book to learn more



Any final thoughts about Reading Informational Texts from Chapter 6



Chapter 7

Growing Independence with Text



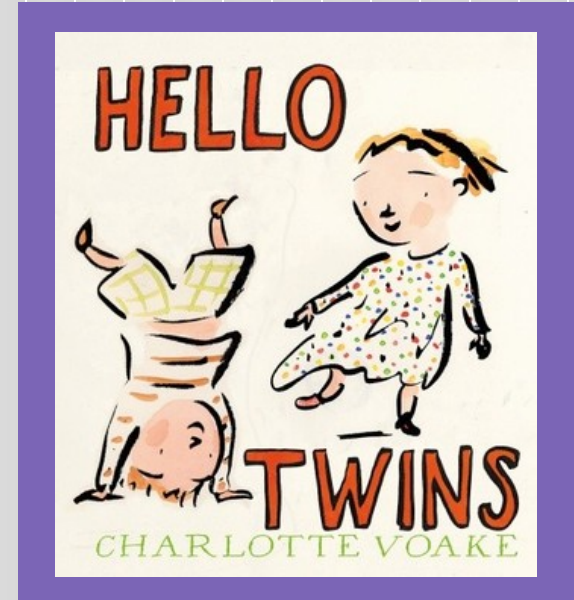
Thoughts about pages 93-94 and independence of our young learners.



Alice Reads Hello Twins

We are going to watch three short clips from this conference. Watch for the following:

1. Alice is reluctant to read pay attention what Matt tells her and how he acts as her partner.
2. This part Matt extends her ability to read by asking her what might character say. Notice she is no longer just naming action.
3. Matt reviews with Alice that she can read. He begins to work with another child watch what Alice does.



Alice, who we just watched, displayed characteristics of level 1.

Description of Independence Level 1	Conferring Support
Child says, "I can't read," or "I don't know the words."	We reassure the child that there is a way to read the book that involves reading the pictures.
Child needs much prompting and they are easily distracted.	Continue to remind the child to, "Watch me. Now you try."
Need adult support to read the pictures	We teach for transfer by saying thing like, "So now that you have read this one, which books do you want to read next."



Independent Level 2 Characteristics

- ★ At this level children may need prompting from an adult to get started but after a few pages the child reads it on his own.
- ★ The child may talk to the adult and ask questions about what he sees on the page, but he doesn't need the adult to continue.

Conferring Supports Teachers Can Offer

- ★ For the first few pages we might need to say, "Watch me. You try."
- ★ Acknowledge what they did to read the book
 - "Wow, you're giving these characters some words. That's a great way you can read a book."
 - "I notice that you're telling about what's going on in th pictures. You're reading the pictures. Keep going!"

Level 3 Description

- They do not appeal for help.
- Does not need prompts or nudges.
- The child relies on the pictures, story schema, and or content knowledge.
- The child might ask an adult a question about the content on a page, but once she gets an answer, she'll continue to read.



Level 3 Conferencing Support

- We join the child as a partner, enhancing or echoing what the child is doing.
- We can engage the child in meaning-making conversation about the book.

Natasha Reads Hello Twins

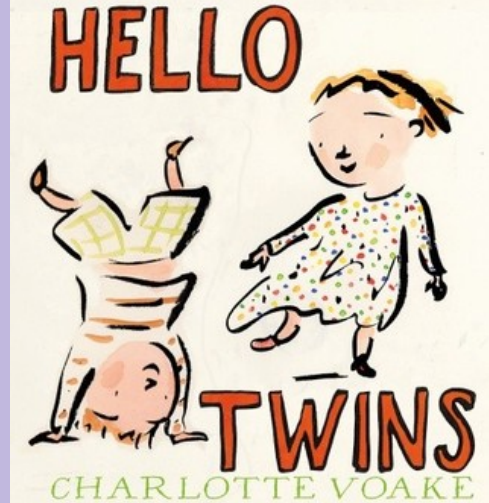
As we watch Natasha read pay attention to some of the following techniques:

- Character dialogue
- Describing the actions on the pages
- Elaborates by adding more details

Watch what Matt does:

- Chimes in but not out of necessity
- Encourages her to say more and extend her thinking

Thoughts on Natasha



Discuss pages 100-101.
The intersection between language levels
and the Independence Levels.



Chapter 8

Supporting Preschool Readers Before They're Reading Conventionally



Pages 105-107

Discuss:

- Do we believe that reading is through pictures?
- Do we sit beside all students and ask them to read to us?
- Do our students believe they are readers?

Anything else that stood out on these pages?



Beliefs Pages 107-108

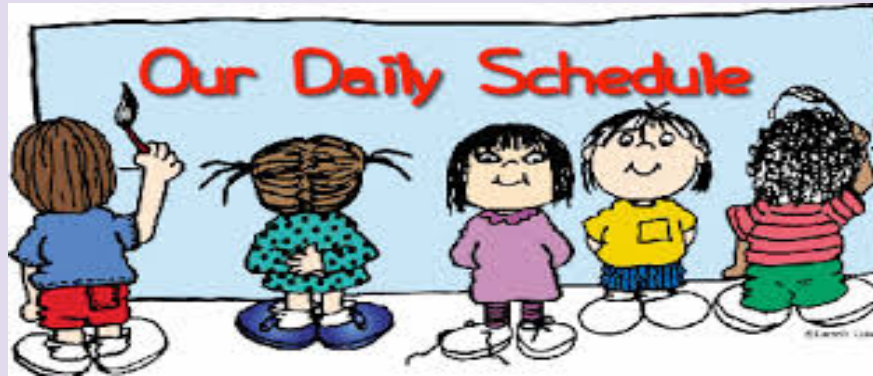
1. We believe in books.-wide variety that are easily accessible to small children.
2. We believe in expansive vision of what it means to be a reader.Support children developing visual literacy by looking at and talking about pictures and illustrations.
3. We believe in giving children time and opportunity to write and to play with literacy across the day.
4. We believe in the importance and effectiveness of focusing on comprehension and meaning making before and while we focus on decoding. We don't believe that decoding as a prerequisite for comprehension.
5. We believe in regular reading interactions with adults including adults reading to children, adults reading with children, children reading to adults and children reading with and to each other.
6. We believe we can best support young children when we watch them closely and when our support begins with what they can do already, regardless of their age.

How do we feel about this statement:

We do not envision a formal or structured reading workshop, characterized by a whole-class mini lesson, reading time, and share time in preschool classrooms. (page 109)



Let's Look at the Recommended
Five Components for Preschool
Schedule. (Page 109)



COMPONENT ONE: Daily Read Alouds (Pages 110-113)

Let's look at each of the **Three Aspects** of Read Alouds:

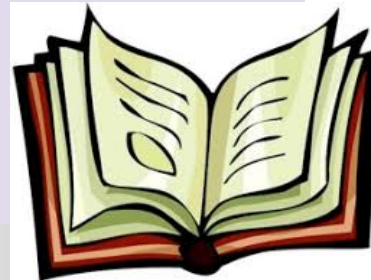
1. Daily Read Alouds

- a. Opportunity for children to listen to an adult reading for enjoyment to support their understanding of what it means to read

2. Repeated Read Alouds (p.110)-

- a. This offers language support.
- b. Helps students who have auditory processing issues comprehend
- c. Provides a reading and language model so children can replicate.
- d. Star books

Any new ideas about repeated readings?



3. Read Aloud Informational Books

- Children who get to hear informational texts read aloud to them have a stronger sense for how these books tend to go and how they might sound. If we don't read these books aloud children make informational text sound like storybooks.

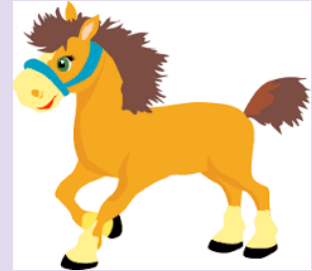
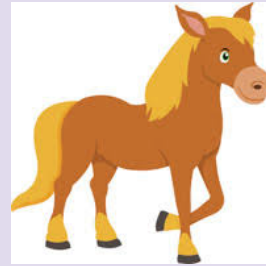
Thoughts? How are we doing on reading informational texts?



COMPONENT TWO: Read Aloud with Instruction: Whole-Group Learning Opportunities

- This looks like a regular read aloud but the teacher is more explicit about connecting what is going on in the read-aloud with what children can do when they are reading on their own. You go options to go off and red text on their own during reading centers or choice time
- You wouldn't do it with every read aloud, once or twice a week.
 - The three lesson possibilities on page 113-114 do those sound similar to how we teach?

Watch Matt's video: [Preschool Whole Group](#)



As we watch the video follow along in the book on pages 115-116. We will stop shortly after he leaves the first book.

COMPONENT THREE: Independent practice-daily opportunities to read books: (Pages 116-117)

- Choice Time-opportunities to pick from a variety of activities in the classroom and free reading should be one.
- Center Time-Library center and book making center
- Classroom libraries-Classrooms that have libraries allows many opportunities for students to engage with books.

Note: There should be other ways to engage with other kinds of literacy instruction such as: shared reading, writing to help develop letter sound relationships and convey meaning through composition.



COMPONENT FOUR: Listening and Responding to Young Children as they Read: Reading Conferences.

- Early childhood educators must be great kid watchers - this is best way to support language and independence.
- Three questions that arise:
 1. **Who chooses what to read, the teacher or the child?** (Page 118)
 - a. Default starting point is letting child choose the book, with the teacher asking a child to read a specific book on occasion.
 2. **What types of books should we observe them reading? Familiar, Unfamiliar, Informational?** (P118)
 - a. Ideally we would like to experience all types because each one will help them grow differently. Remember goal is to help children become confident readers.

3. Should teachers take notes while children read? (page 119-120)

- Yes it is important so we don't forget what happened. Here are a few things to think about.
 - Who chose the title?
 - What was the child's language and independence level?
 - What did we teach the child to do?

Let's look at sample templates: Pages 167+168
What do you think?



COMPONENT FIVE: Share Time (Pages 120-121)

Preschool share time is not like kindergarten and first grade. It should be more informal with certain expectations.

You might ask a child to share an excerpt of what they read, there are two benefits to this:

1. Raises the child's identity as a reader. (The teacher acknowledges child as a reader in front of peers.)
2. The child becomes a model for the rest of the class. (This helps other children to understand what being a reader looks like at their age.)



Any final thoughts about Chapter 8



Chapter 9

Supporting Emergent Kindergarten And First-Grade Readers



Beliefs that frame Reading Work (p. 124-126)

- It is important to have a wide variety of books that are accessible to children
- An expansive vision of what it means to be a reader calls on us to expand the kinds of instruction offered to young readers
 - Discuss or note your feelings about these beliefs and how they impact your instruction.



Kindergarten Reader Workshop (p. 126-128)

Whole Class instruction	Mini-lesson 5 - 10 minutes
Independent Reading Time	Time varies and is aligned with children's reading stamina
Partner Reading time	5 - 15 minutes and is aligned with children's reading stamina
Workshop share time	Back to large group, share and close reading workshop

- **Discuss or note your thoughts on this format**



First Grade Reading Workshop (129-132)

Whole Class Instruction	5 - 15 minutes
Independent Reading Time	10 - 25 minutes or as long as readers stay focused
Partner Reading Time	5- 15 minutes, children meet with their teacher assigned partner each day to talk about just right books
Workshop Share Time	5 - 10 minutes, teacher gathers children back to meeting area to share, learn, talk, process, reflect
Read Anything Time	5 - 15 minutes, teacher confers with students, may occur at end of workshop or another portion of day

- **Discuss or note your thoughts on this format for first grade.**

Final discussion of chapter defines how to run different parts of the Reading workshop in kindergarten and first grade. What do you see working in your classroom?

What support would you need to implement this in your classroom?



Chapter 10 - 11

Year long Planning



After reading these two chapters what are your thoughts about this synopsis of the implementation of Reader's Workshop in kindergarten and first grade?

- **What are your takeaways from these chapters?**
- **What will support these learnings?**

