Table of contents

Rationale.....page 1

Workshop Formats
& Mini-lesson Structure.....pages 2-5

Interactive Read-Alouds.....pages 6-7

List of IRA's to Read for
this unit.....page 8

The Reading & Writing Mini-Lesson Statements.....pages 9-20

Mini-Lesson Details
With Charts and Share Activities.....page 21-86

My Record of Writing.....page 87

Reading Conference Observation Notes Form.....page 88

Writing Conference Observation Notes Form.....page 89

Reading Log Sheet.....page 90

Tabs for Reader's & Writer's Notebooks.....page 91

Book Talk Form.....page 91

Printable Mini-Lesson Statements
For Reading and Writing Notebooks.....page 92-95

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Sample

Copyright: Out of This World
Literacy (Jen Bengel)

Rationale:

These reading and writing lessons are carefully created with several goals in mind. The first goal is to build a sense of community in the classroom. It is extremely important that students are able to share their work, thoughts, and feelings in a safe, non-judgemental environment. Students in the intermediate grades need to know their teacher and classmates care about what they are saying. Students will believe this is true when they see their teacher and classmates listening attentively when they share.

The second goal of these lessons is to establish classroom routines that will be expected throughout the year. These management lessons can- and should be- repeated throughout the year. Anchor charts with mini-lesson statements and examples can remain on classroom walls all year. Included with each lesson is an example of what a class chart may look like. Another option is to have students copy the mini-lesson statements into their reader's or writer's notebooks. I have also included a reproducible list of the mini-lessons if you prefer to make copies and have your students glue them into their notebooks. My students have sections in each of their notebooks labeled, "mini-lessons," where they keep a dated list of the statements along with examples, lists, and other work completed during the mini-lessons.

Teaching students to work within their instructional range of learning is the third goal of these beginning lessons. Students need to independently recognize what books are good fits for their independent reading time. They also need to begin thinking of themselves as writers and exploring what type of writing they do best.

The fourth goal of these lessons is to establish a high level of expectations for the students and the reading/writing work they will be doing throughout the year. Students will rise to their teacher's level of expectations. Students also need to see themselves as good readers and writers in order to independently work to their maximum potential throughout the year.

The fifth and final goal is to teach students to become independent learners. I am always encouraging students to think critically, make comparisons, develop opinions, make personal connections, and inquire. Through scaffolding reading and writing strategies in mini-lesson formats, students are given structured opportunities to observe, participate in, and try-out new learning. The workshop format allows for independent practice time as well as a reflective share time, both of which encourage self-discovery of new ideas.

Sample

Workshop Format

\and Mini Lesson Structure

*The minilesson
*Independent practice
*The Share

The Reading Workshop(45-60 min.)

The Mini-Lesson (10-15 min.)

•Sit at the carpet in a circle so everyone can see each other when they talk.

•Students bring their reader's notebooks and copy the mini-lesson statement, which is written on chart paper into the section marked 'mini-lessons.' (They could also glue a copy of the statement into their notebooks)

•For the most part, mini-lessons follow the same structure

1. Read the mini-lesson statement and tell students WHY this strategy is the focus for today. Students appreciate and respect teachers who share the purpose behind what they are learning. The second part of most mini-lesson statements begin with, 'so that.' This is the purpose part of the lesson. Walk students through an example of what the mini-lesson is focusing on. (direct instruction)

2. Practice an example as a large group. (shared learning)

3. Call on students to share, often adding ideas to your chart paper. Ask students to try-out an example by turning and talking with a partner. Come back together and share what each other said. (independent learning)

• By following this format, teachers scaffold the learning from direct instruction to shared learning and finally independent learning.

•They also ensure that every student has an opportunity to be heard.

•Teachers are able to informally monitor who is not participating and plan to visit them for a conference right away during independent time.

•End the lesson by Challenging students to try-out the reading strategy during their independent reading time.

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Independent Practice (15-30 minutes)

•Students are reading books that they have chosen. They are often responding to their reading on a thinkmark (a bookmark that you can write on), a post-it, notecard, or in their reader's notebook.

•The teacher is either conducting guided reading groups or individual conferencing.

1. At the beginning of the year, it is common to spend the first 4-6 weeks having individual conferences with students.
2. Teachers take notes on what students are reading, what they say about what they are reading, and a variety of other reading related skills that are noticed. These notes are critical because they help teachers understand every student's reading interests and abilities.
3. This information can be used to help students find new books in the library, connect what their reading interests to other students in the room (building that sense of community), informally evaluating oral reading fluency, vocabulary skills, comprehension, and problem-solving strategies.
4. Teachers can take notes using the 'Reading Workshop Observation Form.'

The Share (last 5-10 minutes)

• All the students come back to the carpet and sit in a circle. (yes, even the big fifth grade boys☺)

• They turn-and-talk to a partner about what they were reading and thinking during independent time.

• They usually share what they wrote on thinkmarks or in their notebooks.

• This allows everyone an opportunity to share with at least one other person. Giving all students a chance for their voices to be heard during the school day is powerful.

• Teachers may have everyone share in the circle if it's a quick share. Other times, they may choose a few to share their thoughts with the large group.

• Often times the teacher will add new insights to the mini-lesson chart.

Sample

The Writing Workshop (45-60 min.)

The Mini-Lesson (10-15 min.)

•The same structure for the reading mini-lesson is followed for the writing workshop.

•Students copy the mini-lesson statement into their writer's notebooks in the section labeled 'mini-lessons.'

•Lessons are often refered to throughout the year as the class dives deeper into writing. It is very cool to have a record of learning!

Independent Practice (15-30 minutes)

•As with the reader's workshop, students are writing independently while the teacher is having individual writing conferences. As the year progresses, guided writing groups are added to the teacher's role during the independent writing time.

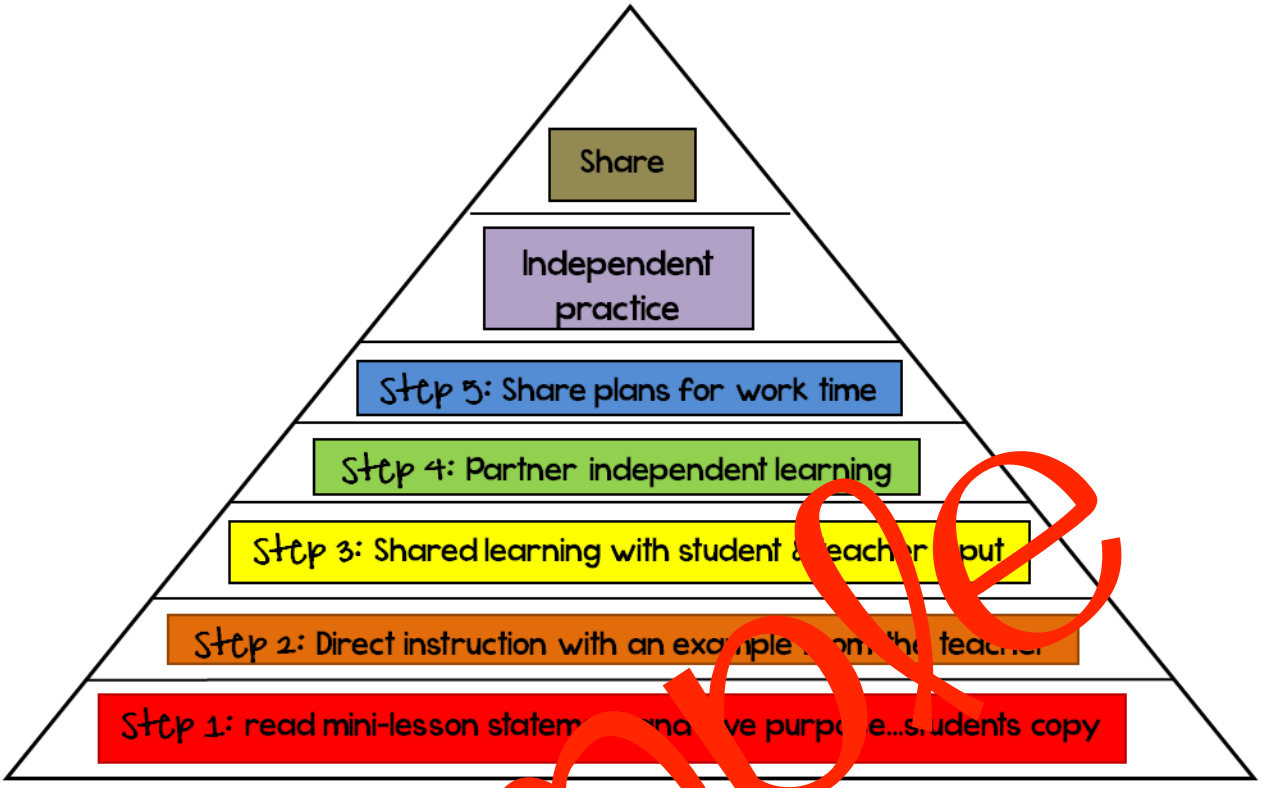
•At the beginning of the year, teachers need to target conferences around those reluctant writers. It may be necessary to visit with one or two students every day, talking specifically about their writing strengths and building their confidence as writers.

•Keeping track of these conferences on the 'Writing Conference Form' can be very helpful in remembering what each student's writing needs are.

The Share (last 5-10 min)

•Much like the reader's workshop share, students return to the carpet with their notebooks or other writing. They share with a partner. They might share their favorite line, explain what they were working on today, or read sections of their work. Often, a few students are called on to share with the group after everyone has had a chance to share and listen with partners.

Sample



The Structure of a reading and writing mini-lesson

Sample

This structure follows a format of I do, we do, you do. It also includes time for students to state a plan of learning for their independent time. Finally, there is a 5- 10 minute share at the end of the workshop that gives students the opportunity to discuss, listen, and reflect on their learning from the mini-lesson and independent practice.

Interactive Read-Alouds:

It is critical to read to your students for many reasons.

- It builds a sense of community in your classroom.

- Everyone has the same background information because you and the students have read the same books.

- You can talk about a book on the last day of school that you read on the first day.

- Read-alouds can be used as mentor texts in reading and writing conferences.

- Not only does reading picture books (in all genres) build a strong sense of community and common background, it is the heart of the reading and writing workshops.

- Without reading to the class, teachers would not be able to use text as teaching examples during mini-lessons. Sure, they could still make mini-lesson statements and present them to the class. But they would have no way of modeling how a good reader or writer applies the mini-lesson statement to his/her work if they could not reference common text that all students are familiar with.

- Also, students would not be able to try-out the mini-lesson strategy if there was no common text to reference.

- If you use or have ever used a basal, consider reading books to your class your new basal.

- Teachers can teach the Common Core Standards using Interactive Read Aloud's in the workshop format in a way that is personalized for students, engaging, highly intentional, and extremely specific to students' needs and abilities.

- Examples from previously read IRA (interactive read-alouds) are used for direct instruction, shared learning, and partner independent learning during the reading and writing mini-lessons.

Sample

•For example, if a mini-lesson statement was, *"Readers think about what makes the main character change in a memoir so that they can understand that person's point-of-view,"* a teacher could talk about this statement in reference to a memoir read together in class. Then, ask students to share their thinking as a class with another memoir they had read. Finally, ask students to turn-and-talk about a third character from a memoir that was read (notice learning is scaffolded from teacher-led, group-led, student-led).

•So, for each mini-lesson, a teacher might reference three previously read IRA's. It is very common to reference one IRA in several different lessons throughout the year.

•IRA's are not meant to be read during the reading and writing workshop. If they were read during this time and then a mini-lesson was taught, there would be no time for students to try-out their new learning independently!

•IRA's should be read during language time or any other time during the day when the teacher has 10 minutes available.

•Since IRA's are the heart and soul of the reading and writing mini-lessons, it is extremely important to keep a class record of books that have been read in class. I can't stress the value of this enough.

•This list can be referenced all year long. A simple chart with lined paper can be used. Write down the title, author, and genre of each book read. By the end of the year the class will have a long list of books and a sense of accomplishment.

•Teachers can use these charts daily to talk about books and reference past learning in comparison with new insights. They can look for patterns in genre, authors, content, and theme.

•Chapter books can also be used for IRA's. Teachers may read the same book in sections for a week or two.

•This is great for intermediate students because they need to begin holding information in longer text over periods of time. Books like, Stone Fox by John Reynolds Gardiner and Love That Dog by Sharon Creech are excellent chapter books that include longer story lines where students can practice their comprehension stamina.

Sample

List of IRA's To read the first month of school:

Books are carefully chosen based on the overall theme of the units. The themes for this reading unit are comparing personal experiences to that of characters (literary texts and memoirs), establishing roles and expectations, and building a strong sense of community. The themes for the writing unit are to envision onself as a writer and understand one's writing territories, establish roles and expectations, and to take a piece of writing through the entire writing process.

Remember...in order to reference these books in a mini-lesson they need to be read *before* the lesson! The beginning of the year is tough because teachers have to frontload a lot of reading to build a sense of community and common background, but it is so fun to read to the kids...even the fifth and sixth graders enjoy listening to picture books!!

Some of the management mini-lessons do not include the use of IRA's. The goals of these lessons are not to practice a reading or writing strategy, rather to set up routines, roles, and expectations.

The following texts are referenced as learning tool in the reading and writing mini-lessons theis unit...

- The Exceptionally Extraordinary Ordinay First Day of School by Albert Lorenz
- Miss Malarkey Leaves No Reader Behind by Judy Finchler
- My Mouth is a Volcano by Julia Cook
- The Juice Box Bully: Empowering Kids to Stand up For Others by Maria Dismondy
- Enemy Pie by Derek Munson
- The Name Jar by Yangsook Choi
- Chrysanthemum by Kevin Henkes
- Tiki Tiki Tembo by Arlene Mosel and Blair Lent
- The Man Who Walked Between the Towers by Mordicai Gerstein
- Tuesday by David Wiesner
- Spaghetti in a Hot Dog Bun: Having the Courage to Be Who You Are by Maria Dismondy
- Ira Sleeps Over by Bernard Waber
- Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst
- The Girl Who Never Made Mistakes by Gary Gubinstein

Sample

The Reading and Writing Mini-Lesson Statements with

Common Core State Standard {CCSS}) links:

**please note that many of these lessons could be stretched out over several days. It is completely dependant on your professional opinion whether to extend them over more than one day (and of course the biggest enemy of us teachers...TIME!)
http://www.corestandards.org/the-standards/english-language-arts-standards

Day	Reading lesson	Writing lesson	Read books to Read Before the Lesson
1	Readers choose books that are just right for them so they can understand and enjoy what they are reading.	Writers use special notebooks to gather their thoughts and ideas so that their great thinking has a place to be remembered forever.	Miss Malarkey Leaves No Reader Behind 2. The Exceptionally, Extraordinarily Ordinary First Day of School
CCSS	RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	

Sample

Reading Workshop ML Statement Day One:

Readers choose books that are just right for them so they can understand and enjoy what they are reading.

·Because it is the first day of school, this mini-lesson will include an IRA and take much longer than a normal lesson. Students are not ready to read independently for long periods of time yet since they don't have books to check out or developed reading stamina. This lesson may even take more than one day!

·Begin by reading, Miss Malarkey Leaves No Reader Behind.

·As you are reading, think aloud about how Miss Malarkey is helping her students find just right books. Ask yourself aloud questions like...

- •I wonder why Miss Malarkey is...?
- •I'm thinking Miss Malarkey...because...

·After reading, talk about some of the ways Miss Malarkey helped students.

·Ask students to think about what a just right book might look like.

- •Start a list under the 'just right' heading for your chart and have students copy the list into their reader's notebooks (optional). This could be a great anchor chart to refer to all year.
- •Students could talk with partners, and then share as a group.
- •Do the same for the 'challenging' and 'easy' portions of the chart.

·Follow-up by going over book check-out procedures for your classroom.

·Once students understand the check-out procedure, have them look for a just right book in the class library. It is very important to get books in the hands of students on the first day of school. Monitor students as they find just right books and head back to their seats to enjoy reading.

·You will likely only have a few minutes for students to read today, but that is okay since they haven't built any reading stamina yet.

·Spend 10 minutes at the end of the workshop gathering at the carpet in a circle. Have each student bring the book they chose.

·Go around the circle, and ask each student to share the book title and why he/she chose that book. You may add new insights to your chart as students share.

Take notes as each child shares, writing down book titles and reasonings. This is sooooo important to do; your students have probably never had a teacher write down what they are saying. It shows them you value their choices and are sincerely interested in what they are reading. It's okay to ask them to slow down because you want to write notes on what they are saying and to explain to them why you are taking notes. This is a great way to build students' confidence and value them as readers!! Not to mention it gives you a wealth of knowledge about each student as an independent reader☺

Sample

chart for mini-lesson

Readers choose books that are just right for them so they can understand and enjoy what they are reading.

How do you know if a book is...

Challenging?	Easy?	Just Right?

Sample

Writing ML Statement Day One:

Writers use special notebooks to gather their thoughts and ideas so that all their great thinking has a place to be remembered forever.

·Have students copy or paste the mini-lesson statement and the date into the 'ML' portion of their notebooks.

·As with every ML statement, write it on a chart paper (or smart board, etc).

·Show them your writer's notebook. Try to have a few entries in your notebook in the gathering seeds section to show students that you will be keeping a notebook just like them. This is critical to the success of the writer's notebook; that students see you as a writer and you are a community of writer's together.

- •To enhance this message and teach students about what a writer is, you may want to show this amazing author's talk with Lucy Calkins: http://youtu.be/W029kl-RvsA

·Pass out writer's notebooks for students and have them make tabbed sections titled:

- •Gathering seeds
- •ML (mini-lessons)
- •Word Work (this is where students copy interesting sentences, grammar rules and other conventions as they are incorporated into the writing workshop)

·Students can decorate the cover of their notebook to make them more personal. Composition notebooks work great because they are very difficult for students to break or disassemble (unlike the spiral kind).

- •Pass out white copy paper and have students decorate the sheet with all things related to them. They can then glue the covers onto the front of the notebooks.
- •This usually takes up the hour workshop block for the first day. Have fun personalizing their notebooks!

·As students work, walk around and conference, taking notes with the writing conference observation form. Ask why they are making the choices they are with their artwork. Get to know your kids from the very first day.

·Bring students back to the carpet for the last five minutes with their notebooks. Have them share with a partner what their covers look like and describe some of their choices.

·As students share with the group, take some notes. The more information you gather about each child, the faster you will learn about each of them as writers.

Sample

Chart for mini-lesson

Writers use special notebooks to gather their thoughts and ideas so that all their great thinking has a place to be remembered forever.

·Take a look at my writer's notebook!
·Tab your notebook...
- •Gathering seeds
- •ML
- •Word Work

What kinds of seeds do you think you could plant in your notebook? *(if time... make a list)*

Sample

My Record of Writing

Name _____

Completed on...	Genre	Title	What I learned

Sample

Copyright: Out of This World Literacy (Jen Bengel)

Reading Conference Observation Notes:

Week of:_____

•put an X by the day of conference JR(just right book), C (challenging), E (easy)

Student	M	T	W	th	F	Book Title:	JRC E	Mastered skills...	Beginning skills...

sample

Writing conference observations notes:

Week of:_____ *put an X by the day of conference

Student	M	T	W	th	F	Writing piece:	Mastered skills...	Beginning skills...

Sample

Reading Log Sheet

E=easy JR=just right Ch=challenging

Put the date completed or an S if you stopped reading the book

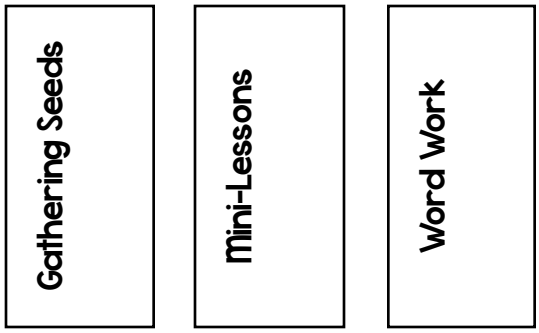
#	Book title	E JR Ch	Date Completed/ Stopped	genre

Sample

Tabs for Reader's and Writer's Notebook

You can laminate these tabs for students so they can cut them out and place them in the appropriate places in their reader's and writer's notebooks.

Writer's Notebook:



Reader's Notebook:



Book Talk Form

Title:	**Author:**
Interesting character:	**Favorite parts:**
Books it is like:	**Exciting events:**
What makes this book great:	**What makes this book great:**

Sample

Anderson, J. 2005. *Mechanically Inclined: Building Grammar, Usage, and Style into Writer's Workshop*. Portland, ME: Stenhouse Publishers.

Buckner, A. 2005. *Notebook Know-How: Strategies for the Writer's Workshop*. Portland, ME: Stenhouse Publishers.

Pinnell, G.S., and I.C. Fountas. 2001. *Guiding Readers and Writers (Grades 3-6): Teaching, Comprehension, Genre, and Content Literacy*. Portsmouth, NH: Heinemann.

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***Thank you to http://www.etsy.comshopkpmdoodles for the great clipart!!

Sample