

# The Phases of Reading Workshop: Explicit Teaching for the Primary Grades

<p><b>Initial Lesson</b> <b>15 minutes</b></p> <p><b>Follow-up Lessons</b> <b>10 minutes</b></p>	<p><b>Management, Strategies, and Skills Mini-lessons:</b> (When starting a unit of study the mini-lesson can be as long as 15 minutes. Modeling and guided practice will need to take longer to allow students time to learn the new self-management behavior, strategy, or skill)</p> <p><b>Explicit Teaching:</b> Teacher teaches a self-management behavior, strategy, or skill explicitly. In a mini-lesson the teacher will explain what the self-management behavior, strategy, or skill is and why it is important to reading. The teacher will then demonstrate the behavior, strategy, or skill using a read-aloud or shared reading text. The teacher will model the behavior, strategy, and/or explain the thinking behind the practice (meta-cognition).</p> <p><b>Guided Practice:</b> The teacher gradually releases responsibility for learning to students through conversations or writing. Students practice in pairs or in small groups the self-management behavior, strategy, or skill. The teacher monitors and interacts during this time to determine if more time is needed for guided practice or if students are ready to move to independent practice (Some students will remain in guided practice and some will move to independent).</p>			
<p><b>Initial Lessons</b> <b>40 minutes – 10 minutes per group</b></p> <p><b>Follow-up Lessons</b> <b>45 minutes – 10 minutes per group + 2 conferences</b></p>	<p style="text-align: center;"><b>Guided Practice</b></p> <p>Individual, Paired, Small Group Guided Practice: <b>Conferencing</b></p> <p>Conferencing is a time when a teacher meets with an individual student to discuss what is going well in their independent reading and what they feel they still need help in. During the conference, the teacher and student agree on a goal for reading. This goal is based on the teacher's assessment of the student's needs and ultimately the child's self-assessment of his/her needs.</p>		<p style="text-align: center;"><b>Independent Practice</b></p> <p>Individual, Paired, or Small Group Independent Practice: <b>Independent Reading</b></p> <p>Independent reading is a block of time that occurs several times a week allowing students to self-select books with some teacher guidance when necessary to nudge students into a variety of genres. The time is critical during workshop because students are practicing and applying strategies taught during the mini-lesson and conferences. During this time students are responding to texts in ways that do not interfere with comprehension. This can be done in stations such as read to self, read to others, and listen to reading. Please see Debbie Diller's <i>Literacy Work Stations</i> or Boushey &amp; Moser's <i>The Daily Five</i> for further ideas.</p> <p style="text-align: center;">Individual, Paired, or Small Group Independent Practice: <b>Inquiry and Research</b></p> <p>Research and Inquiry is about guiding students through the process of inquiry: honoring students' passion and sharing yours, modeling how to ask questions that compel the researcher to have them answered, and allowing the researcher to pick that which he/she will write about. Teachers are also responsible to model and guide students on how to select authentic resources, how to read and comprehend nonfiction, and how to write articles as a nonfiction writer. Once this unit of study ends, this becomes an ongoing workstation. See Tony Stead's <i>Is That a Fact?</i> Or Tony Stead's <i>Reality Checks</i> for further ideas.</p>	
<p><b>5 minutes</b></p>	<p><b>Sharing and Reflecting:</b> Teacher and students meet to share and reflect on the day's mini-lesson, guided practice, and independent practice. They share what occurred during workshop, discuss shifts in thinking, discoveries, questions, and explain what they learned helped them change how they read.</p>			