



Reading and writing workshop is an instructional method that teaches reading and writing with a focus on the interactions of the reader/writer on the text. It emphasizes time to read text that is “just right” for the reader. In the first part of workshop explicit teaching of skills and strategies is taught in a “mini” lesson through a selected mentor text or interactive read - aloud. During a lesson students get to have authentic “talk” with peers about what they are reading.

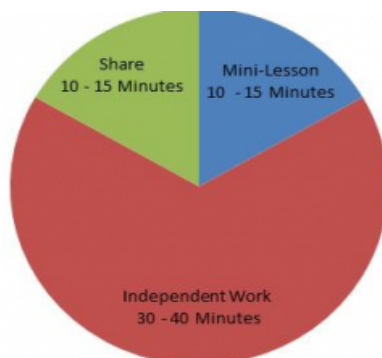
In the next phase of a workshop lesson students are allowed to read or write independently with a text of their choice for 20-30 minutes. During this time, teachers may do one or more of the following:

- Pull small groups for guided reading
- Pull small groups for additional instruction on a skill or strategy
- Confer with students about their reading/writing

During the independent reading/writing time students may be doing one or more of the following across the week:

- Reading while practicing a strategy
- Respond to reading by writing in a response journal, create their own discussion questions, completing a literary analysis, annotating a text
- Rotate through teacher selected work stations for vocabulary and work
- Engage in paired reading and retelling
- Work in literature circles with peers reading the same text
- Writing and practicing what was modeled in the mini-lesson
- Generating and selecting ideas for writing
- Drafting and revision of writing pieces
- Editing
- Publishing

Although it may vary from grade level to grade level most teachers teach reading workshop separately from writer’s workshop. Some grade levels alternate days using an A/B schedule or do one workshop in the morning with another in the afternoon. Our goal over time is every child reading and writing every day.



Along with other teacher resources, Palos Heights SD 128 uses **Schoolwide Reading and Writing Fundamentals** and **Fundamentals of Grammar and Conventions for K-8**. These resources are organized into Units of Study according to genre. Every grade level begins the year in reading and writing with a **Launch**. The Launch introduces at each grade level an overview of the genre studies and writing styles aligned to standards, specific for a grade. The Launch also establishes expectations and routines for a successful workshop experience.

Schoolwide Units of Study in Reading:

- Not all grade levels are able to implement all of the content literacy units each year due to time constraints. Some grade levels use alternate units that have been created by teachers and aligned to state standards.

Kindergarten Reading Units

- **Launch**
- **Nonfiction**
- **Fiction**
- **Poetry**
- **Content Literacy – My Place in the World**
- **Content Literacy – Schools Help us Learn**
- **Content Literacy – Plants**
- **Content Literacy – Weather all Around**

Kindergarten Writing Units

- **How Writer’s Work**
- **Donald Crews Author Study and Personal Narrative**
- **Informational/Explanatory – List & Label Books and How to Writing**
- **Opinion/Argument – FUNCTIONAL writing**

First Grade Reading Units

- **Launch**
- **Nonfiction**
- **Fiction**
- **Poetry**
- **Content Literacy – Communities, Families, and Traditions**
- **Content Literacy – Rules and Laws**
- **Content Literacy – Life Cycles of Animals**
- **Content Literacy – Energy on the Move: Light and Sound**

First Grade Writing Units

- **How Writers Work**
- **Mem Fox Author Study and Personal Narrative**
- **Informational/Explanatory – Nonfiction All-About Books**

- **Opinion/Argument – Fiction with Book Review**

Second Grade Reading Units

- **Launch**
- **Nonfiction**
- **Fiction**
- **Poetry**
- **Content Literacy – Communities: Urban, Suburban, and Rural**
- **Content Literacy – Characteristics of Good Citizenship**
- **Content Literacy – Patterns in the Natural World**
- **Content Literacy – Earth’s Systems: Processes That Shape the Earth**

Second Grade Writing Units:

- **How Writers Work**
- **Personal Narrative and Folktales, Fables, and Fairy Tales**
- **Informational/Explanatory – Gail Gibbons Author Study**
- **Opinion/Argument – Letter Writing**

Third Grade Reading Units:

- **Launch**
- **Nonfiction**
- **Fiction**
- **Poetry**
- **Content Literacy – Communities Past and Present**
- **Content Literacy – Colonial America**
- **Content Literacy – Plants and Animals Adapt to Survive**
- **Content Literacy – Forces and Interactions: Force, Motion, and Magnetism**

Third Grade Writing Units:

- **How Writers Work**
- **Patricia Polacco Author Study**
- **Informational/Explanatory – Nonfiction**
- **Opinion/Argument – Biography**

Fourth Grade Reading Units:

- **Launch**
- **Nonfiction**
- **Fiction**
- **Poetry**
- **Content Literacy – Communities Adapt to Their Environment**
- **Content Literacy – U.S. Government – Fundamental Concepts**
- **Content Literacy – Roles of Plants and Animals in Ecosystems**
- **Content Literacy – Energy: Electric, Sound, Light and Heat**

Fourth Grade Writing Units

- **How Writers Work**
- **Cynthia Rylant Author Study**

- **Informational/Explanatory – Nonfiction**
- **Opinion/Argument – Feature Article with Editorial**

Fifth Grade Reading Units

- **Launch**
- **Nonfiction**
- **Fiction**
- **Poetry**
- **Content Literacy – Humans Affect the Environment**
- **Content Literacy – The American Revolution**
- **Content Literacy – Ecosystems: The Human Impact**
- **Content Literacy – Our Solar System**

Fifth Grade Writing Units:

- **How Writers Work**
- **Memoir**
- **Informational/Explanatory - Biography**
- **Opinion/Argument – Essay**

Sixth Grade Reading Units:

- **Launch**
- **Nonfiction**
- **Fiction**
- **Poetry**
- **Content Literacy – Culture Shapes Perspective**
- **Content Literacy – Roots of Democracy**
- **Content Literacy – Cells**
- **Content Literacy – Extreme Weather**

Sixth Grade Writing Units:

- **How Writers Work**
- **Personal Narrative**
- **Informational/Explanatory – Feature Article**
- **Opinion/Argument – Argumentative Essay**

Seventh Grade Reading Units:

- **Launch**
- **Nonfiction**
- **Fiction**
- **Content Literacy: U.S. Immigration: 1840 – 1920**
- **Content Literacy: The Human Brain**

Seventh Grade Writing Units:

- **How Writers Work**
- **Memoir**
- **Informational/Explanatory – Photo Essay**
- **Opinion/Argument – Book Reviews**

Eighth Grade Reading Units:

- **Launching**
- **Nonfiction**
- **Fiction**
- **Content Literacy - The Women's Suffrage Movement**
- **Content Literacy - Genetics**

Eighth Grade Writing Units:

- **How Writers Work**
- **Multi-Genre Memoir**
- **Informational/Explanatory – Research Report**
- **Opinion/Argument – Argumentative Essay (Content Areas)**

Schoolwide skills and strategies taught in Reading Fundamentals Units of Study:**Text and Genre Features/Structure****Using Schema****Questioning****Visualizing****Making Inferences****Determining Importance****Synthesizing****Monitoring and Repairing Comprehension****Finding Work Meaning (Vocabulary)****Reading Foundational Skills: Print Concepts and Features (K-1)****Speaking to Communication (Speaking and Listening)****Listening and Responding (Speaking and Listening)****Engaging in Discussion/Collaboration (Speaking and Listening)****Researching to Build and Present Knowledge (Writing)****Writing Opinions/Arguments Focused on Discipline-Specific Content (Writing)****Vocabulary**

“Vocabulary knowledge is the single greatest contributor to reading comprehension and thus a strong predictor of overall academic achievement.”

-Kate Kinsella, Isabelle Beck, Robert Marzano, Doug Fisher, et al.

A rich reading and writing classroom environment fosters the natural curiosity and interest in words and their meanings. Best practice recommends a tiered system of vocabulary instruction.

Tie -1 words: basic words that appear in most children’s vocabulary (children without language delays)

Tier–2 words: frequently occurring words that are central to comprehension, descriptive words, and instructional/academic vocabulary and are understood by most language users.

Tier-3 words: low frequency, precise specialized words that may appear in specific fields or content areas (such as science or social studies).

Students receive direct instruction in the academic vocabulary derived from units of study in reading and writing. Words like, *inference*, *genre*, *text feature*, *visualization*, etc. are directly taught throughout a unit.

For more information on Schoolwide Reading and Writing Fundamentals visit:
www.schoolwide.com