

K-5 Writing Workshop Initiative

THREE-YEAR PLAN

YEAR ONE 20 Days

Primary Goals:

- Understand the structure of writing workshop, including the architecture of interactive read-alouds, mini-lessons, and conferences;
- Read and analyze mentor texts and Writing Fundamentals Units of Study in order to gain a deep understanding of how to read like a writer, the writing process, and student writing goals; and
- Foster administrator support by building awareness of the classroom environment and lesson structures.

Year ONE

Aug./Sept./Oct.

Kick-Off Workshops: How Writers Work

(grades K-2 and 3-5; 1 day)

- Overview Writing Fundamentals Units of Study and the CCSS.
- Discuss writing workshop and the gradual release of responsibility model.
- Consider the writing environment, writing tools, and the writing process.
- Demonstrate interactive read-alouds using mentor texts.
- Understand what it means to read like a writer.
- Review Schoolwide's digital resources and digital community.

On-Site Modeling

(grades K-2 and 3-5; 2 days for each group)

- Model interactive read-alouds from immersion.
- Model Drafting and Revising mini-lessons.
- Model one-on-one conferring.
- Debrief, reflect, and plan next steps.

TOTAL DAYS

On-Site: 5

Nov./Dec.

Administrator Workshop and Walkthrough

(district administrators; 1 day)

- Discuss steps in promoting high literacy achievement.
- Observe classroom environments with a focus on artifacts and evidence of student learning, engagement, and collaboration.

Unit of Study Workshop: Narrative Writing

(grades K-2 and 3-5; 1 day for each group)

- Reflect on the past unit by sharing favorite mentor texts and anchor charts, reviewing student work and progress, and problem-solving.
- Understand the new unit's rationales and student objectives.
- Analyze and take notes on mentor texts.
- Create a pacing calendar with a publishing date.
- Review digital community supports.

On-Site Modeling

(grades K-2 and 3-5; 1 day for each group)

- Model the Generating Ideas and Drafting or Revising mini-lessons.
- Model one-on-one conferring.
- Debrief, reflect, and plan next steps.

TOTAL DAYS

On-Site: 5

Jan./Feb.

Unit of Study Workshop: Informational Writing

(grades K-2 and 3-5; 1 day for each group)

- Reflect on the past unit by sharing favorite mentor texts and anchor charts, reviewing student work and progress, and problem-solving.
- Understand the new unit's rationales and student objectives.
- Analyze and take notes on mentor texts.
- Create a pacing calendar with a publishing date.
- Review digital community supports.

On-Site Modeling

(grades K-2 and 3-5; 1 day for each group)

- Drafting and revising informational texts.
- Model one on one and/or small-group conferring.
- Debrief, reflect, and plan next steps.

Administrator Workshop

(1 day)

- Observing writing workshop with a focus on mini-lessons.

Live Webinar: Using eVal to Analyze and Score Student Work
(two 90-minute sessions)

TOTAL DAYS

On-Site: 5

PLUS WEB-BASED PD

March/April

Unit of Study Workshop: Opinion Writing

(grades K-2 and 3-5; 1 day for each group)

- Reflect on the past unit by sharing favorite mentor texts and anchor charts, reviewing student work and progress, and problem-solving.
- Understand the new unit's rationales, objectives, and mentor texts.
- Analyze and take notes on mentor texts.
- Create a pacing calendar with a publishing date.
- Review digital community supports.

On-Site Coaching

(grades K-2 and 3-5; 1 day for each group)

- The teacher and consultant will plan a mini-lesson together; the teacher models the lesson, and the consultant provides feedback.
- Teachers confer with students, and the consultant provides feedback.
- Debrief, reflect, and plan next steps.

TOTAL DAYS

On-Site: 4

May/June

Assessment Workshop: Refining Data Collection

(1 day)

- Understand formative assessment.
- Pre-assessment: Learn what students know before a unit of study.
- Assessing Writers' Notebooks.
- Checklists and rubrics.
- Peer and self-assessment.
- Anecdotal note-taking.
- Discuss end-of-year unit possibilities, based on student data and learning goals.

Live Webinar: An Introduction to The Fundamentals of Grammar and Conventions: Teaching Grammar With Authentic Texts
(two 90-minute sessions)

TOTAL DAYS

On-Site: 1

PLUS WEB-BASED PD



K-5 Writing Workshop Initiative

THREE-YEAR PLAN

YEAR TWO 15 Days

Primary Goals:

- Implement systematic formative writing assessment that includes ongoing analysis, feedback, goal-setting, and student evaluation;
- Integrate Fundamentals of Grammar and Conventions units with Writing Fundamentals units; and
- Foster administrator support with systematic data collection and assessment-driven instruction.

Year TWO

Aug./Sept./Oct.

Kick-Off Workshops: The Writing Conference: Assessing and Teaching Writers

(grades K-2 and 3-5; 1 day)

- Ways to research, compliment, and teach the writer.
- Keeping track of and interpreting data to inform whole-class, small-group, and individual instruction.
- Using student exemplars and mentor texts during conferences.

On-Site Modeling

(grades K-2 and 3-5; 2 days for each group)

- Model a lesson from a Fundamentals of Grammar and Conventions unit.
- Model one-on-one conferences and record-keeping tools.
- Plan for small-group writing conferences.
- Debrief, reflect, and plan next steps.

TOTAL DAYS

On-Site: **5**

Nov./Dec.

Administrator Workshop and Walkthrough

(½ day)

- Writing conference structure and expectations.
- Observe effective writing conferences.

On-Site Modeling

(grades K-2 and 3-5; 1 day for each group)

- Model small-group writing conferences using mentor texts.
- Model using formative assessment tools.
- Debrief, reflect, and plan student writing partnerships and small-group conferring.

TOTAL DAYS

On-Site: **2.5**

Jan./Feb.

Workshop: Integrating Fundamentals of Grammar and Conventions With Nonfiction Genre Studies

(grades K-2 and 3-5; ½ day for each group)

- Read and analyze mentor texts from both units in order to plan for Immersion.
- Create a pacing calendar that includes grammar and nonfiction lessons and assessments.

On-Site Coaching

(grades K-2 and 3-5; 1 day for each group)

- Teachers confer with individuals and small groups while receiving support and feedback from the consultant.
- Debrief, reflect, and plan next steps.

Live Webinar: Using Fundamentals' Formative Assessment Tools

(two 90-minute sessions)

- What is formative assessment?
- What Writing Fundamentals assessment tools can we use during writing workshop? (pre-assessment, kid-watching tool, student rubrics, student reflections, and performance checklists)

TOTAL DAYS

On-Site: **3**

PLUS WEB-BASED PD

March/April

Workshop: Peer Conferring and Self- Assessments

(grades K-2 and 3-5; 1 day for each group)

- Model effective peer conferences and ways writers self-assess, reflect, and evaluate their learning.
- Discuss assessment and feedback that promotes goal setting and supports growth.
- Introduce tools to record and organize student thoughts and goals.

Administrator Workshop

(½ day)

- Assess, learn, and teach (systematic data collection practices, interpretation, and instruction).

TOTAL DAYS

On-Site: **2.5**

May/June

Workshop and Planning

(grades K-2 and 3-5; 1 day for each group)

- Collect and interpret student data in order to inform whole-class and small-group writing instruction.
- Utilize Fundamentals Unlimited to build mini-units of study that address standards and student needs.

TOTAL DAYS

On-Site: **2**



K-5 Writing Workshop Initiative

THREE-YEAR PLAN

YEAR THREE 9 Days

Primary Goals:

- Integrate technology into writing workshop in order to impact student growth and engagement;
- Understand the reciprocal relationship between reading and writing in order to align reading and writing curricula and build student awareness of reading-writing connections; and
- Foster administrator support by identifying effective technology integration.

Year THREE

Aug./Sept./Oct.

Kick-Off Workshops: Promote Student Engagement: Integrating Technology Into Writing Workshop
(grades K-2 and 3-5; 1 day)

- Choose digital mentor texts for How Writers Work and Narrative Units of Study.
- Model an interactive read-aloud on an interactive whiteboard.
- Discuss how to use eReaders to annotate, highlight, and respond to texts.
- Create independent reading digital book collections to support writing units of study.

On-Site Modeling
(grades K-2 and 3-5; 1 day for each group)

- Model interactive read-alouds using eBooks and an interactive whiteboard.
- Read like a writer: Guide small groups of students to annotate, highlight, and respond to shared digital texts.
- Create author and/or genre posters or slide presentations based on Internet research and reading.
- Debrief, reflect, and plan next steps.

TOTAL DAYS
On-Site: 3

Nov./Dec.

Administrator Workshop and Walkthrough
(½ day)

- Benefits and challenges of blended learning and integrating digital tools and instruction into classrooms.
- Technology and the classroom environment.

Workshop: Reading-Writing Connections
(grades K-2 and 3-5; ½ day for each group)

- Common ways readers and writers make meaning and effectively communicate their ideas.
- A look at text structure, story elements, point of view, word choice, and theme or message.

TOTAL DAYS
On-Site: 1.5

Jan./Feb.

On-Site Modeling and Coaching
(grades K-2 and 3-5; 1 day for each group)

- Model interactive read-aloud, using technology to annotate digital texts for nonfiction genre features and content-specific vocabulary.
- During student conferences, highlight how readers determine importance using nonfiction text features and how writers use specific text features to emphasize what is important.
- Students share or reflect on what they do as they read nonfiction and how that helps them as writers of nonfiction.
- Debrief, reflect, and plan next steps (e.g., researching self-selected writing topics using trusted websites, drafting and revising from a reader's and writer's perspective).

TOTAL DAYS
On-Site: 2

March/April

Administrator Workshop
(½ day)

- How to monitor whether new technology platforms, such as Zing, are being implemented with fidelity, consistency, and accuracy.
- How has technology impacted student engagement and growth?

Live Webinar: Author Studies
(two 90-minute sessions)

- Connect digitally with authors who serve as models and mentors for student writers.

TOTAL DAYS
On-Site: .5
PLUS WEB-BASED PD

May/June

Workshop and Planning: Looking Back, Looking Ahead
(grades K-2 and 3-5; 1 day for each group)

- Consider the impact technology has had on student learning and engagement.
- Review data: student writing, teacher observations, reflections, and interviews.
- Align reading and writing curriculum calendars, considering common genre studies, learning goals, assessment measures, and mentor texts.

TOTAL DAYS
On-Site: 2



K-5 Reading Workshop Initiative

THREE-YEAR PLAN

YEAR ONE 21 Days

Primary Goals:

- Understand the reading workshop structure, including the architecture of interactive read-alouds, mini-lessons, and conferences;
- Closely read mentor texts and Reading Fundamentals units in order to have a deep understanding of genre, comprehension strategies, and the CCSS; and
- Foster administrator support by building awareness of the classroom environment and lesson structures.

Year ONE

Aug./Sept./Oct.

Kick-Off Workshops: Launching Reading Workshop

(grades K-2 and 3-5; ½ day for each group)

- Overview Reading Fundamentals units and the CCSS.
- Discuss reading workshop's structure and goals and the gradual release of responsibility model.
- Consider the reading environment and tools.
- Discuss the reading process and how readers monitor for and build meaning.
- Analyze mentor texts and plan think-alouds.
- Discuss Schoolwide's digital resources and digital community.

On-Site Modeling

(grades K-2 and 3-5; 2 days for each group)

- Model an interactive read-aloud from Launching unit.
- Model a mini-lesson.
- Model one-on-one conferring.
- Debrief, reflect, and plan next steps.

TOTAL DAYS

On-Site: 5

Nov./Dec.

Administrator Workshop and Walkthrough

(district administrators; 1 day)

- Discuss steps in promoting high literacy achievement.
- Observing classroom environments with a focus on evidence of student learning and engagement.

Unit of Study Workshop: Fiction or Nonfiction

(grades K-2 and 3-5; 1 day for each group)

- Reflect on the previous unit. Share learning: class anchor charts, lesson highlights, and student assessments.
- Get to know the new unit's rationales, student objectives, and mentor texts.
- Deepen understanding of genre instruction and comprehension skills and strategies.
- Create a pacing calendar and explain digital community supports.

On-Site Modeling

(grades K-2 and 3-5; 1 day for each group)

- Model shared reading and/or mini-lessons.
- Model one-on-one conferring.
- Debrief, reflect, and plan next steps.

TOTAL DAYS

On-Site: 5

Jan./Feb.

Unit of Study Workshop: Fiction or Nonfiction

(grades K-2 and 3-5; 1 day for each group)

- Reflect on the previous unit. Share learning: class anchor charts, lesson highlights, and student assessments.
- Get to know the new unit's rationales, student objectives, and mentor texts and deepen understanding of genre instruction and comprehension skills and strategies.
- Create a pacing calendar and explain digital community supports.

On-Site Modeling

(grades K-2 and 3-5; 1 day for each group)

- Model mini-lessons, one-on-one conferring, and record keeping.
- Debrief, reflect, and plan next steps.

Administrator Workshop

(½ day)

- Observing reading workshop with a focus on mini-lessons.
- Discuss possible literacy topics for team/faculty meetings.

Live Webinar: Enhancing Independent Reading Practice

(two 90-minute sessions)

- Helping students to make thoughtful and purposeful book choices.

TOTAL DAYS

On-Site: 4.5

PLUS WEB-BASED PD

March/April

Unit of Study Workshop: Poetry or Content Literacy

(grades K-2 and 3-5; 1 day for each group)

- Reflect on the previous unit. Share learning: class anchor charts, lesson highlights, and student assessments.
- Get to know the new unit's rationales, student objectives, and mentor texts.
- Discuss the role of writing in a poetry or content literacy unit of study.
- Create a pacing calendar and explain digital community supports.

On-Site Coaching

(grades K-2 and 3-5; 1 day for each group)

- The teacher and consultant will plan a mini-lesson together; the teacher models a lesson, and the consultant provides feedback.
- The consultant and teacher will conduct one-on-one and/or small-group conferences.

TOTAL DAYS

On-Site: 4

May/June

Assessment Workshop: Refining Data Collection Processes

(K-2 and 3-5; 1 day for each group)

- Understanding formative assessment.
- Assessing Reading Notebooks.
- Unit checklists, rubrics, and self-assessments.
- "Kid-watching" and anecdotal note taking.
- Running records and miscue analysis.
- Flag appendices as possible assessments.

Administrator Workshop

(½ day)

- Debrief with administrators to reflect and plan next steps.

Live Webinar: An Introduction to Schoolwide Unlimited

(one or two 90-minute sessions)

- Learn about differentiating instruction.
- Build mini-units of study that address standards and student needs.

TOTAL DAYS

On-Site: 2.5

PLUS WEB-BASED PD



YEAR TWO 18 Days

Primary Goals:

- Implement systematic formal and informal means of assessing and analyzing student learning in order to differentiate instruction and support each student's growth and independence;
- Understand the purpose and structure of strategy groups in order to create dynamic groups, differentiate instruction, and impact student learning; and
- Foster administrator support with systematic data collection and small-group work.

Year TWO

K-5 Reading Workshop Initiative THREE-YEAR PLAN

Aug./Sept./Oct.

Workshop: A Close Look at Conferring: Critical Teaching and Learning Time

(grades K-2 and 3-5; 1 day)

- Structure different types of reading conferences during the week (one-on-one, small-group, etc.).
- Discuss different purposes or types of reading conferences.
- Demonstrate different note-taking tools and techniques.
- Learn more about how coaching and prompting during a conference can support independence.

On-Site Modeling

(grades K-2 and 3-5; 2 days for each group)

- The teacher will model a lesson from Launching unit, with the consultant providing coaching and feedback.
- The consultant will demonstrate small-group and/or one-on-one conferences.
- The consultant will show different note-taking techniques and record-keeping practices.

TOTAL DAYS

On-Site: 5

Nov./Dec.

Administrator Workshop and Walkthrough

(1 day)

- Observing effective reading conferences.
- Systematic data collection and expectations.

Workshop: Enhance Meaning Through Book Talk and Written Responses

(grades K-2 and 3-5; 1 day for each group)

- How to lift the level of conversation and support students when they are struggling with conversational skills.
- Thinking, talking, and writing that leads to meaningful conversations and written responses.
- How to move students from taking notes to writing extended responses in Reading Notebooks.

TOTAL DAYS

On-Site: 3

Jan./Feb.

Workshop: Strategy Groups

(grades K-2 and 3-5; 1 day for each group)

- Understand the purpose and structure of strategy groups.
- How to use data to identify flexible, dynamic groups.
- Discuss skills versus strategies.

On-Site Modeling of Strategy Groups

(grades K-2 and 3-5; 1 day for each group)

- Consultants will model strategy groups during reading workshop.
- Analyze the text selections and match books to readers.
- Interpret data to plan for strategy groups.

Live Webinar: Using the Fundamentals Units of Study Formative Assessment Tools

(grades K-2 and 3-5; two 90-minute sessions)

- Look at data to plan whole-class, small-group, and individual instruction.

TOTAL DAYS

On-Site: 4

PLUS WEB-BASED PD

March/April

Workshop: Peer Conferring and Self-Assessments

(grades K-2 and 3-5; 1 day for each group)

- Develop tools to help students reflect on their learning and identify reading goals.
- Discuss the roles of students during peer conferences.
- Consider systematic ways to incorporate student self-assessment opportunities.

Administrator Workshop

(1 day)

- Observe strategy groups, identify data collection protocols for the school, and plan for parent workshops.

Live Webinar: Fundamentals Unlimited!

(grades K-2 and 3-5; two 90-minute sessions)

- Design and differentiate instruction for one-on-one and small-group work using digital lessons and assessments.

TOTAL DAYS

On-Site: 3

PLUS WEB-BASED PD

May/June

On-Site Co-Teaching and Coaching

(grades K-2 and 3-5; 1 day for each group)

- The teacher and consultant will plan a strategy group together; the teacher models while the consultant provides feedback.
- During the debriefing, analyze conference notes to determine the progression of teaching and how to focus on individual reader growth.

Workshop: Looking Back and Looking Ahead

(grades K-2 and 3-5; ½ day for each group)

- Review and analyze different assessments that classroom teachers use to build student reader profiles across the year.
- Discuss reading portfolios.
- Identify reading goals or objectives and discuss what tools teachers will use to assess student growth in these areas.

TOTAL DAYS

On-Site: 3



YEAR THREE 13 Days

Primary Goals:

- Integrate blended learning practices across reading workshop by using digital texts to support whole-class instruction, guided reading, and independent reading;
- Enhance content literacy instruction by using digital texts and tools; and
- Foster administrator support by identifying effective technology integration.

Year THREE

K-5 Reading Workshop Initiative THREE-YEAR PLAN

Aug./Sept./Oct.

Workshop: Enhancing Instruction Using Blended Learning Practices and Tools

(grades K-2 and 3-5; ½ day for each group)

- Build a digital classroom library using Zing.
- Discuss Zing's eReader tools as a method for students to track their thinking.
- Learn about how eLearning teaching prompts and coached supports enhance strategic reading and independence.
- Discuss "Show What You Know" digital assessments.

Administrator Workshop and Walkthrough: Establishing a Learning Environment That Supports Innovation, Creativity, and Connection

(½ day)

- Learn about effective uses of technology in the classroom.
- Discuss how administrators can use and integrate Schoolwide's digital learning suite during team and faculty meetings.

TOTAL DAYS

On-Site: **1.5**

Nov./Dec.

On-Site Modeling

(grades K-2 and 3-5; 1 day for each group)

- The consultant will model whole-group lessons (interactive read-aloud and/or shared reading) using digital texts.
- Confer with students about digital texts.
- Debrief to discuss student engagement and comfort level with technology.
- Plan ways to utilize technology during reading workshop.

Workshop: Creating Digital Text Collections for Instruction

(grades K-2 and 3-5; ½ day for each group)

- Planning for shared reading using digital texts and eReader tools.
- Selecting digital texts for small-group instruction (guided reading and strategy groups).
- Selecting digital texts for content literacy units of study (science and social studies topics).

TOTAL DAYS

On-Site: **3**

Jan./Feb.

On-Site Modeling

(grades K-2 and 3-5; 1 day for each group)

- The consultant models guided reading and/or strategy group instruction using digital texts.
- Discuss digital record keeping and assessment.

Workshop: Enhancing Content Literacy Instruction Using Fundamentals Units of Study and Digital Texts

(grades K-2 and 3-5; 1 day for each group)

- Discuss rationales and objectives of the content literacy units of study and get to know the mentor texts.
- Create digital multi-genre collections that support content literacy instruction.
- Discuss vocabulary instruction in content literacy units of study.

Live Webinar: Schoolwide's Digital Guided Reading Collections and Plans

(two 90-minute sessions)

- Select digital texts on Zing for guided reading.
- Discuss how to utilize eLearning supports and prompts before, during, and after the read.
- Assign digital texts for independent reading and assessment.

TOTAL DAYS

On-Site: **4**

PLUS WEB-BASED PD

Mar./April

On-Site Coaching

(grades K-2 and 3-5; 1 day for each group)

- The teacher models a content literacy mini-lesson while the consultant provides feedback.
- The teacher meets with a guided reading group, and the consultant provides feedback.
- Debrief, reflect, and plan next steps.

Live Webinar: Content Literacy: Reading and Writing Connections

(two 90-minute sessions)

- Discuss the writing process, focusing on using digital texts for research.
- Discuss ways to connect to authors digitally.
- Discuss the use of multimedia writing projects at the end of a unit.

TOTAL DAYS

On-Site: **2**

PLUS WEB-BASED PD

May/June

Administrator Workshop: Evaluating and Adjusting Professional Development

(½ day)

- This reflective session will consider the three-year initiative, focusing on areas of success and problem-solving in areas of need.

Workshop: Looking Back, Looking Ahead

(grades K-2 and 3-5; 1 day for each group)

- Ways to publish and celebrate students' writing using technology.
- Reflect on the impact of technology on student engagement and growth.
- Reflect on guided reading and small-group instruction: choosing texts, knowing and responding to individual readers, and keeping records.
- Set new goals and make plans for continued growth.

TOTAL DAYS

On-Site: **2.5**



K-2 Guided Reading District Initiative

TWO-YEAR PLAN

YEAR ONE 13 Days

Primary Goals:

- Understand the complexity of the reading process and the developmental stages of literacy learning;
- Implement guided reading sessions to support students' literacy learning and growth; and
- Foster administrator support by building awareness of guided reading instruction and identifying teacher and student resources for successful implementation.

Year ONE

Aug./Sept./Oct.

Kick-Off Workshop: Guided Reading
(grades K-2; 1 day)

- Discuss the reading process and the three cuing systems.
- Look at reader profiles at different stages of reading development.
- Elements of guided reading.
- Learn how to administer benchmark assessments and analyze running records.

On-Site Modeling
(grades K-2; 2 days)

- Administer benchmark assessments and analyze running records.
- Look at other forms of assessment for the beginning of the school year observation, anecdotal notes, and student interviews.

Workshop: Organizing for Instruction
(grades K-2; 1 day)

- Use assessment data to plan targeted instruction.
- Identify focus areas for whole-group (mini-lessons), small-group (guided reading), and independent practice.
- Begin to form flexible groups and create sample guided reading schedules.

TOTAL DAYS
On-Site: 4

Nov./Dec.

Administrator Workshop and Walkthrough
(district administrators; 1 day)

- What is guided reading?
- A close look at environmental supports for guided reading: leveled text collections, rich independent classroom libraries, designated places for students and teacher to meet, and anchor charts that focus on structures and strategies.

On-Site Modeling
(grades K-2; 1 day)

- The consultant models a guided reading session using Schoolwide's printed and/or digital book collections and plans.
- Focus on book introductions and setting a purpose.
- Debrief, reflect, and plan next steps.

Workshop: Matching Books to Readers
(grades K-2; 1 day)

- Understand text supports and challenges across a gradient of reading levels.
- Analyze text characteristics to select appropriate texts within students' instructional range.

TOTAL DAYS
On-Site: 3

Jan./Feb.

On-Site Modeling
(grades K-2; 1 day)

- The consultant models a guided reading session using Schoolwide's printed and/or digital book collections and plans.
- Focus on record keeping and teaching points.
- Discuss record keeping and running records during the guided reading session. Analyze miscues and problem-solving strategies.

Administrator Workshop
(1 day)

- Observe guided reading.
- Review data collection processes and systems.

Live Webinar: Managing Your Classroom During Guided Reading
(90-minute session)

- Plan for authentic reading experiences for students to partake in as you meet with guided reading groups.
- Digital reading centers can enhance student engagement.

TOTAL DAYS
On-Site: 2
PLUS WEB-BASED PD

March/April

Workshop: Ongoing, Systematic Assessment: Monitor Student Progress
(grades K-2; 1 day)

- Discuss Assessment Fundamentals and apply the what, why, and how of formative assessment.
- Select various assessments inside and outside of guided reading to create reader profiles, plan dynamic and flexible groups, and drive instruction.

On-Site Coaching
(grades K-2; 1 day)

- The consultant coaches teachers as they meet with students during guided reading.
- Immediate feedback is given, and next steps are discussed.

TOTAL DAYS
On-Site: 2

May/June

On-Site Coaching
(grades K-2; 1 day)

- Consultants coach teachers as they meet with students during guided reading.
- Immediate feedback is given, and next steps are discussed.

Workshop: Looking Back, Looking Forward
(grades K-2; 1 day)

- Look at student progress across the year. Share reading artifacts: benchmark assessments, reading logs, interviews, anecdotal notes, etc.
- Reflect on learning: How did we grow as teachers of reading, and where do we go next?
- Plan for continued professional growth.

TOTAL DAYS
On-Site: 2

K-2 Guided Reading District Initiative

TWO-YEAR PLAN

YEAR TWO 10 Days

Primary Goals:

- Deepen understanding of teacher and student responsibilities throughout the guided reading session to lift the level of learning.
- Integrate blended learning opportunities during guided reading instruction; and
- Foster administrator support by identifying effective technology integration.

Year TWO

Aug./Sept./Oct.

Workshop: eLearning: Digital Guided Reading Texts With Teaching Points, Prompts, and Assessments
(grades K-2; 1 day)

- Get to know Schoolwide's digital texts with eLearning and guided reading plans.
- Use eLearning when planning for guided reading before, during, and after the read.
- Look at prompting language that gradually releases responsibility to students.
- Begin to select digital and printed texts for guided reading.

On-Site Modeling
(grades K-2; 1 day)

- Administer benchmark assessments and/or other formative assessment measures.
- Analyze results and form flexible groups.
- Identify focus areas for whole-group (mini-lessons), small-group (guided reading), and independent practice.

TOTAL DAYS
On-Site: 2

Nov./Dec.

Administrator Workshop and Walkthrough
(district administrators; 1 day)

- Benefits and challenges of blended learning.
- Integrating digital texts into guided reading instruction.
- Providing support and setting expectations.

On-Site Modeling
(grades K-2; 1 day)

- The consultant models a guided reading session using Schoolwide's digital book collections and guided reading plans.
- Focus on the teacher's role during the read (observe, listen, and record).
- Debrief, reflect, and plan next steps.

Workshop: After the Read: Determining Teaching Points and Next Steps
(grades K-2; 1 day)

- Analyze students' oral reading performance and retelling to determine one or two teaching points.
- Extend learning through written responses.
- Determine the focus of the next guided reading lesson.
- Carefully select texts that support focus and readers.

TOTAL DAYS
On-Site: 3

Jan./Feb.

On-Site Co-Teaching and/or Coaching
(grades K-2; 1 day)

- The consultant and teacher co-teach a guided reading session, each modeling different parts.
- Take anecdotal notes and running records during the guided reading session. Consider how students are processing texts.
- Debrief, reflect, and plan next steps.

Workshop: Guided Reading With Fluent Readers
(grades 3-5; 1 day)

- Introduce the purpose and components of guided reading with fluent readers.
- Discuss characteristics of fluent and advanced readers.
- Analyze textual supports and challenges in order to match books to readers.

TOTAL DAYS
On-Site: 2

March/April

Administrator Workshop
(1 day)

- Monitor and support teacher learning with feedback.
- Assess and evaluate professional development implementation.

On-Site Coaching
(grades K-2; 1 day)

- Consultants coach teachers as they meet with students during guided reading.
- Immediate feedback is given, and next steps are discussed.

Live Webinar: Selecting and Assigning Digital Texts for Guided Reading and Independent Practice
(grades K-2 and 3-5; two 90-minute sessions)

- Select digital texts on Zing for guided reading.
- Write original eLearning prompts and teaching points.
- Assign digital texts for independent reading practice and assessment.

TOTAL DAYS
On-Site: 2
PLUS WEB-BASED PD

May/June

Workshop: Looking Back, Looking Forward
(grades K-2 and 3-5; ½ day for each group)

- Look at student progress across the year. Share reading artifacts: benchmark assessments, reading logs, interviews, anecdotal notes, etc.
- Reflect on learning: How did we grow as teachers of reading, and where do we go next?
- Plan for continued professional growth.

TOTAL DAYS
On-Site: 1

