

Highlights of the Implementation of Readers and Writers Workshop

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Areas of Focus

- Effective Instruction and Best Practices in Workshop
- Moving Students up the Levels of Complexity in Comprehension ('Just Right' books and Reading Assessments)
- Writing Rubrics: Calibrating our Assessments, and Planning for Instruction

The Breakdown of a Workshop

Minilesson: Teacher delivers a short lesson that is a reading or writing strategy directly connected to a skill. During the lesson, after the teacher models the strategy, the students are given a chance to immediately try the strategy with support.

Example:

Skill: Monitoring for Meaning

Strategy: One way that readers monitor for meaning is to reread a confusing part and then ask, 'Is this a new subtopic or is it adding onto what I already learned?'

Independent Practice of Strategy Time

- Students practice the strategy of the day, and from previous days, relying on visual supports and charts to remember the skills and strategies. The students are held accountable for their practice in a variety of different ways.
- Teacher pulls small groups and differentiates instruction.
- Teacher follows up on previous small groups and conferences.

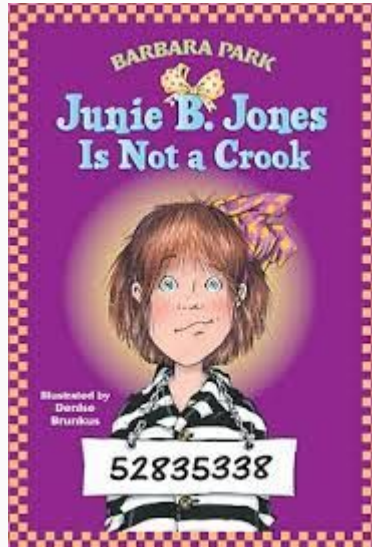
The Share

The teacher, based on her assessment of students during the workshop, brings students together to: review the work of the workshop, remediate the strategy taught or extend the strategy. This sets students up for homework practice and the work of tomorrow.

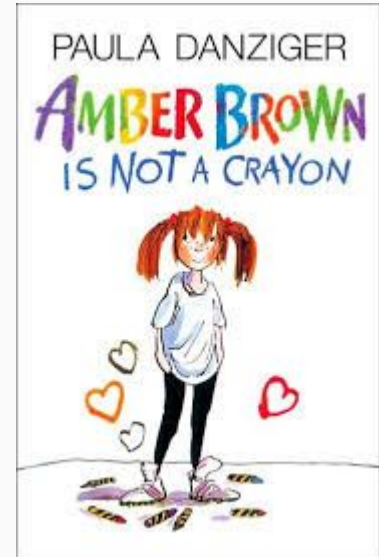
Moving Students Up Levels of Complexity in Comprehension

It is not the level, but the work the reader does that matters.

Level M book



Level N book



Writing Rubrics: Calibrating our Assessments and Planning for Instruction

Sample of Student Writing

I believe chocolate milk should not be served in schools. Schools should not serve it because chocolate milk contains too much sugar. Also, schools should not serve it because it promotes unhealthy eating habits.

One reason why schools should stop selling chocolate milk is because it has too much sugar. According to famous chef Jamie Oliver, "the sugar is coming and it just ain't stopping!" When Jamie showed a school bus full of sugar, he makes you stop and think about how much sugar kids are getting from chocolate milk. It makes me realize that even though one bottle of milk might not have much, if you drink it all the time, it's a lot of added sugar. Also, chocolate milk has more sugar than Coke. In an eight ounce serving, Coke has twenty six grams of sugar and chocolate milk has twenty eight. More sugar than soda! Everyone thinks soda is so horrible. But chocolate milk is even worse. Kids shouldn't drink it and schools shouldn't serve it to them.

Section from Writing Rubric

Lead	The writer wrote a beginning in which he not only set readers up to expect that this would be a piece of opinion writing, but also tried to hook them into caring about his opinion.	Mid-level	The writer wrote a few sentences to hook her readers, perhaps by asking a question, explaining why the topic mattered, telling a surprising fact, or giving background information. The writer stated her claim.	Mid-level	The writer wrote an introduction that led to a claim or thesis and got his readers to care about his opinion. He got readers to care by not only including a cool fact or jazzy question, but also figuring out what was significant in or around the topic and giving readers information about what was significant about the topic. The writer worked to find the precise words to state his claim; he let readers know the reasons he would develop later.	Mid-level	his text. The writer wrote an introduction that helped readers to understand and care about the topic or text. She thought backwards between the piece and the introduction to make sure that the introduction fit with the whole. The writer not only clearly stated her claim, but also named the reasons she would develop later. She also told her readers how her text would unfold.	
In line Wrap text Break text								

Sample of a lead that meets the 5th grade description in the rubric.

Fifth Grade Anchor Text

Grade 5

The writer's introduction provides a claim/thesis and helps get the reader to care about the topic. He has engaged the reader not just by including a jazzy fact or question, but by considering what is important about the topic and writing to reveal that significance.

Until two weeks ago, recess was really fun. But since the recess ladies said football was too dangerous and the school banned it, now kids just sit around on the grass. We're too old for the swings and there is nothing else to do. Football is not dangerous. It is great for kids! We should have football at recess because it is good exercise, because everyone can play, and because it will help us learn important things.

First of all, there should be football during recess because it is great exercise. When you play football, you get to run, throw, and catch. The quarterback throws the ball and everyone else runs to catch it and tries to get a touchdown. Without football, everyone just sits. "Football is great exercise," says Sam Rapoport, a senior

Conclusions