

STOPPING POINT

At this point, you have spent time learning the core elements of *Units of Study for Teaching Reading*. You have the background to talk about why and how you might use this approach to teach reading.

After teaching, you may want to think about what worked. How does it fit with the way you currently teach reading?

► STEP FOUR

Dig into the details

Now that you have tried it, it's time to go deeper. The descriptions in A Guide to the Reading Workshop and the online videos will help you.

ASSESSING READERS

Chapter 4 in *A Guide to the Reading Workshop* provides a description of schoolwide systems for tracking progress. After reading this chapter, consider what practices your school already employs and how they might be further refined. Also consider new practices that your school might implement.

SMALL GROUP WORK

To learn how to work with small groups in personal, intimate, and responsive ways, read chapter 7 in *A Guide to the Reading Workshop*. How does this compare to your current small group instruction?

READING ALOUD

Do you currently use read-alouds as part of your reading instruction? In chapter 8 of *A Guide to the Reading Workshop* Lucy describes how read-alouds can be used to teach the skills of proficient readers. Consider how these insights can immediately influence your reading instruction. Check the Teachers College Reading and Writing Project website (<http://reproject.tc.columbia.edu>) for lists of suggested books.

Try It Out Select the next session or two and try them out in your classroom, this time focusing on particular elements.

The topics of Writing about Reading, Differentiation to Support All Readers, Standards and Standardized Tests, and Planning a Year-Long Curriculum are also addressed in *A Guide to the Reading Workshop*. Each of these could be a focus for further study.

After teaching, think about what worked. What would you do differently?

Launch an Intermediate Reading Workshop

GETTING STARTED WITH
Units of Study for Teaching Reading
BY LUCY CALKINS & COLLEAGUES FROM THE
TEACHERS COLLEGE READING AND WRITING PROJECT

GRADES 3-5

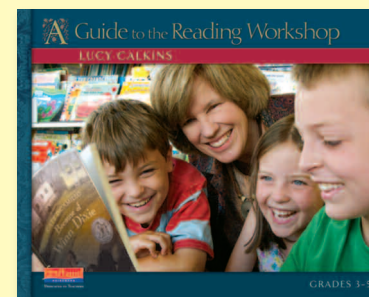


"Workshops are deliberately kept simple and predictable, like an art studio or a researcher's laboratory, because it is the work itself that is ever changing and complex. . . . Each day's teaching in a workshop does not set up a new hoop for the students to all jump through in sync. Instead, for the bulk of time during each day, students carry on with their work. As they do so, they draw upon a growing repertoire of skills, tools, strategies, and habits."

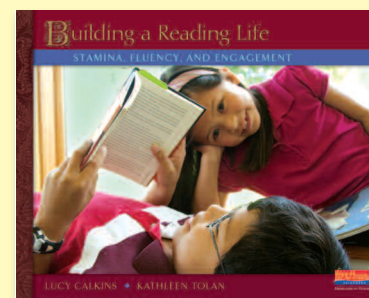
—LUCY CALKINS

This **GETTING STARTED PACK** includes

► *A Guide to the Reading Workshop*



► *Building a Reading Life*



► 8 Online Video Clips*

- Why Reading Workshop? (7:10)
- Structures of a Reading Workshop (4:25)
- Overview of the Year: Units of Study (3:20)
- Unit 1 Overview with Lucy Calkins (1:18)
- Minilesson: Teaching Partners to Listen Well and to Elicit More (7:10)
- Conference: Supporting Writing-to-Think During Reading (5:13)
- Share: Partners Use Gestures and Active Listening to Elicit More (2:41)
- Tiny Book-Buzzes: Introducing Books to the Class (5:18)



*To access video clips go to www.heinemann.com, click on "Login" and open or create your account. Use key code **GSP03744**. Video clips are free for 6 months upon registration. You must register within 6 months of purchase.

Plus: This **Study Guide** supports individual and group analysis

STUDY GUIDE



Even before 2000, when **Lucy Calkins** wrote the now classic *The Art of Teaching Reading*, she had studied the theory and practice of reading instruction. *Units of Study for Teaching Reading, Grades 3–5* is a rigorous and responsive reading workshop curriculum which shows the teaching moves and language Lucy and her colleagues use to teach their students how to read with increasing engagement and sophistication.

STEP ONE

Orient yourself to this Getting Started Pack... and to the *Units of Study for Teaching Reading series*

Exploring the contents of the Getting Started Pack helps you identify key information about the series.

You might start by looking through each of the components in this *Getting Started Pack*. As you flip through *A Guide to the Reading Workshop*, *Building a Reading Life*, and the overview brochure note anything that intrigues you. To access the online video clips go to www.heinemann.com, click on “Login,” and open or create your account. Use key code **GSP03744**. For an overview of the *Units of Study for Teaching Reading, Grades 3–5* series, read chapter 13 in *A Guide to the Reading Workshop*.

SUPER SPEEDY OVERVIEW

To read about reading instruction and reading workshop, start by skimming chapters 1–4 and the beginnings of chapters 6, 7, and 10 in *A Guide to the Reading Workshop*. Then watch one of the online videos to see the teaching in action. You might also want to read the introduction of *Building a Reading Life*.

STEP TWO

Familiarize yourself with essential concepts from the series

Before you dig in and try the teaching, it might be beneficial to familiarize yourself with some of the essential concepts and professional understandings that inform this approach to instruction. Below is a list of these essential concepts and where they are discussed in this pack. Also included are some suggestions for ways to work with these readings and video clips, alone or with colleagues.

ESSENTIALS OF READING INSTRUCTION

What do you believe are the guiding tenets of effective reading instruction? Compare your list with Lucy’s eight foundational concepts in chapter 1 in *A Guide to the Reading Workshop*. What kinds of things are you currently doing in your reading instruction that support these eight concepts?

THE BIG PICTURE OF A READING WORKSHOP

To learn about the structures, qualities, and materials in a reading workshop, take a look at chapter 2 in *A Guide to the Reading Workshop*. How do these descriptions compare with the way you currently teach reading? Think about how you might start to build a community of practice at your school. What elements are already in place and what will the challenges be? Two online videos—“Why Reading Workshop?” and “Structures of a Reading Workshop”—will reinforce and extend your reading.

SKILLS AND STRATEGIES OF PROFICIENT READERS

Take a moment to reflect on the proficient readers you know and list some of the skills and abilities they possess. Compare your notes with the list on page 31 in chapter 3 of *A Guide to the Reading Workshop*.

MINILESSONS: THE METHODS THAT UNDERGIRD EXPLICIT INSTRUCTION

To learn about the architecture of an effective minilesson read chapter 5 in *A Guide to the Reading Workshop*. Compare and contrast the workshop model with your current approach to reading instruction. What might be some of the challenges of implementing reading workshop in your school? On the website, watch a minilesson in action. As you watch, note any questions or ideas that arise.

CONFERRING WITH READERS

In chapter 6 of *A Guide to the Reading Workshop* you will read about the importance of, the resources for, and the architecture of conferences. As you review these pages you may want to note any specific language or strategies that you would like to try out in your classroom. The online video clips will let you eavesdrop on a conference.

UNITS OF STUDY FOR TEACHING READING FIVE-PART SESSION STRUCTURE

All of the sessions in this series share the same structure as shown in the brochure, pages 8–17. Give yourself a moment to reflect on how this session structure supports reading workshop and reading instruction.

STEP THREE

Try out the teaching

The lessons in the first unit book, *Building a Reading Life*, may be used to launch a reading workshop and introduce *Units of Study for Teaching Reading in your classroom*.

UNIT OVERVIEW

You might start by looking at the introduction in *Building a Reading Life*. What is a big idea that stands out to you? Turn to the table of contents and identify strategies you currently teach and strategies that may be new. How do these strategies help children become proficient, engaged readers?

MINILESSON

Try It Out Select the first session and try it out in your classroom.

To begin, look at the first session in *Building a Reading Life*. Before reading imagine how you might present this minilesson. How do your thoughts compare to the actual lesson? Consider revisiting the videos on the website that show minilessons in action.

For the other sections of the session, Conferring and Small-Group Work and Teaching Share, skim through several sessions and compare these sections across the sessions. It could be helpful to jot down teaching patterns that you notice.

All of the sessions in the four units of study (seven volumes in the full series) share the same instructional approach. You might look at pages 4–7 in the brochure to see the teaching points in each of the units.