
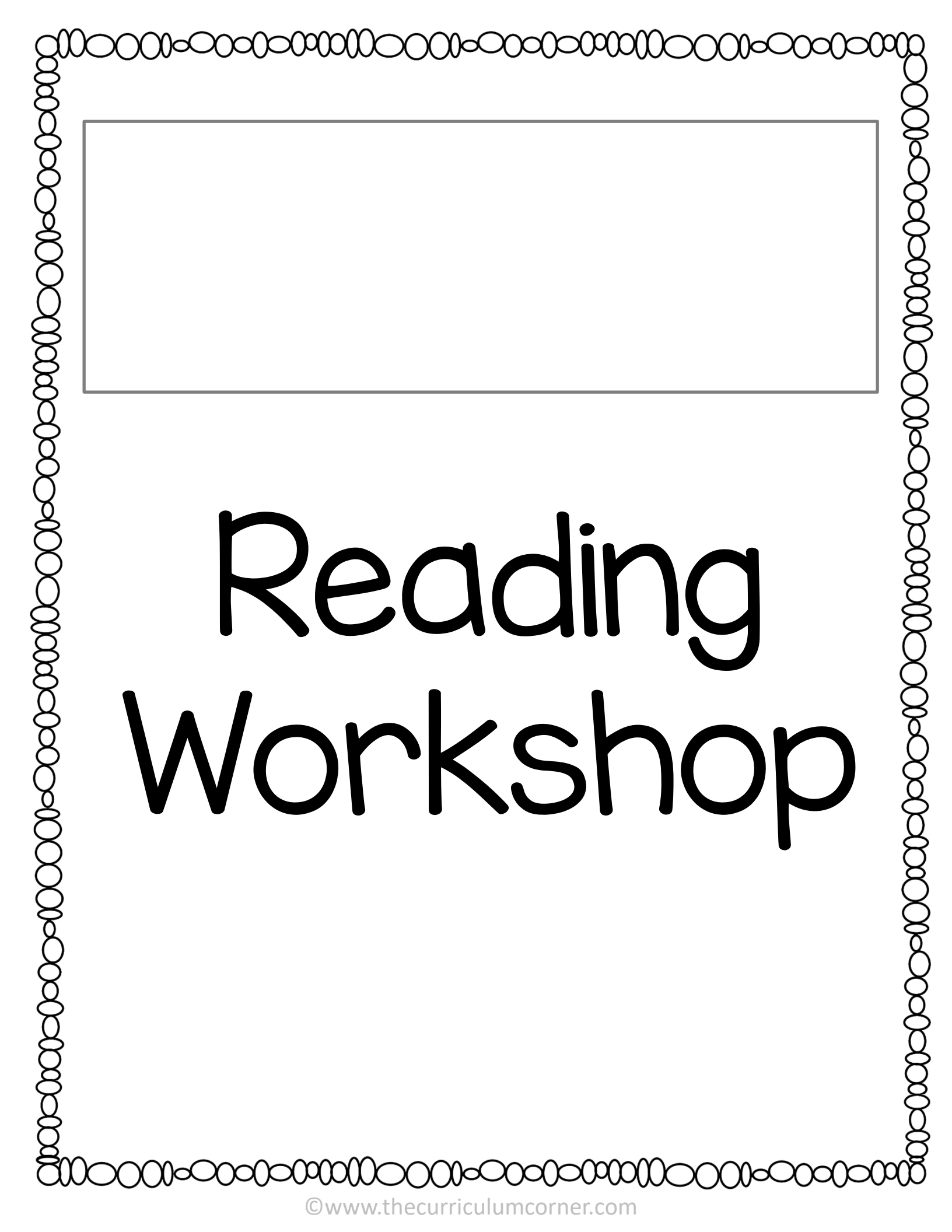



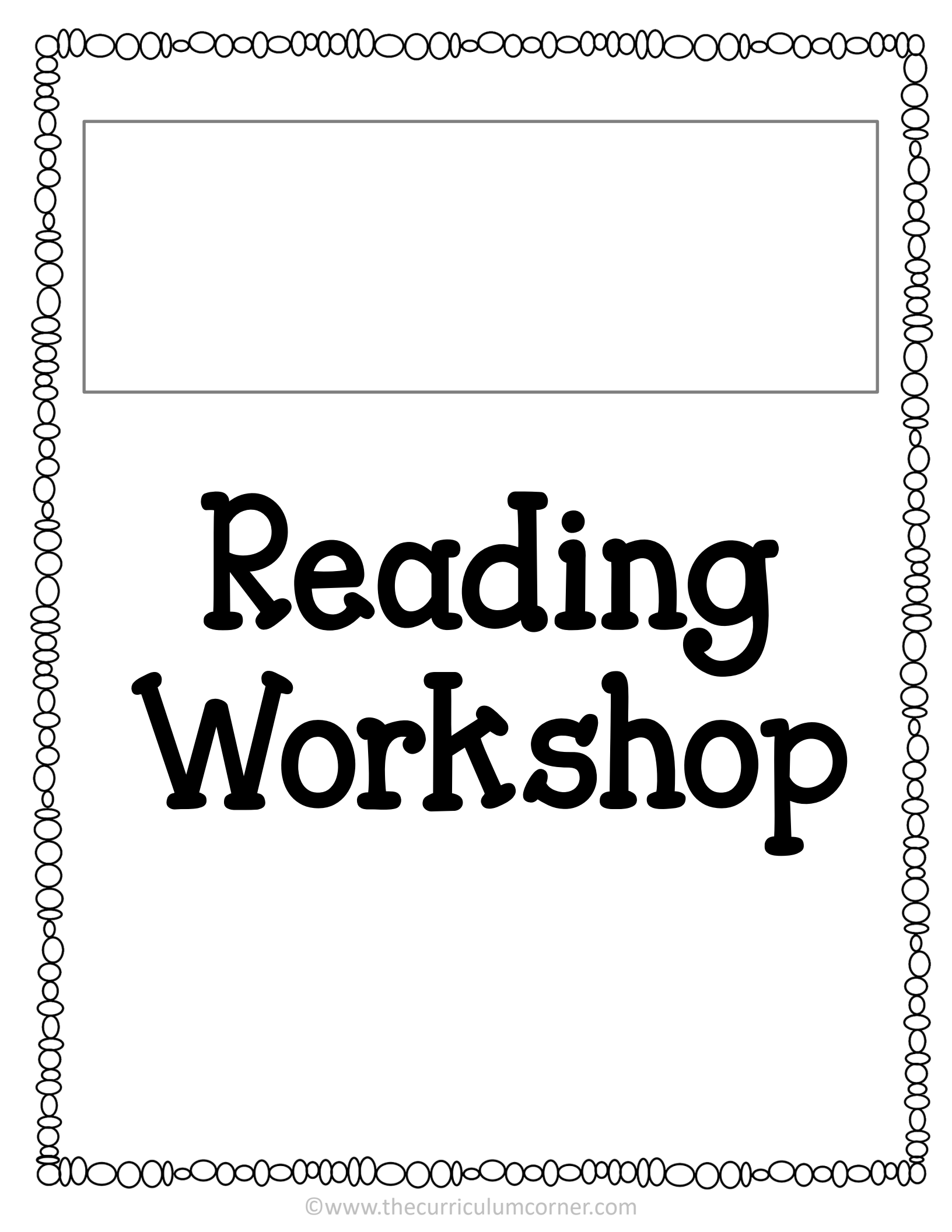
Reading Management Binder



Reading Workshop



Reading Management Binder



Reading Workshop

Goals for our reading workshop...

1.

2.

3.

4.

5.



1.

2.

3.

4.

5.

Visualizing our Reading Workshop

Looks Like

Sounds Like

Goals:

Organization

To think about:



All About a GREAT Reading Workshop!

Draw what you see when you picture a great reading workshop. Use words and phrases that describe what your reading workshop will look like.

Tracking Growth

Back To School

Date: _____

Assessments to Give:

End of Semester Goal:

End of 1st Semester

Date: _____

Assessments to Give:

End of Semester Goal:

End of 2nd Semester

Date: _____

Assessments to Give:

End of Semester Goal:

Tracking Growth

Quarter 1:

Assessments to give:

Quarter 2:

Assessments to give:

Quarter 3:

Assessments to give:

Quarter 4:

Assessments to give:

Leveling System Comparison (Approximation)

Grade	Reading A to Z	Rigby Literacy	Guided Reading	Accelerated Reader	Reading Recovery	DRA	Lexile
K	aa	1	A	0.0 - 0.2	1	A - 1	0 - 250
K	A	2	A	0.2 - 0.4	1	A - 1	
K	B	3,4	B	0.5 - 0.9	2	2	
1	C	5	C	1.0 - 1.1	3 - 4	3	
1	D	6	D	1.2	5	4	
1	E	6	D		6		
1	F	7	E	1.3	7 - 8	6 - 8	
1	G	8	F	1.4 - 1.5	9 - 10	10	
1	H	9	G	1.6	11 - 12	12	
1	I	10	H	1.7	13 - 14	14	
1	J	11	I	1.8 - 1.9	15 - 16	16	251 - 335
2	K	12	J	2.0 - 2.1	17 - 18	18	
2	L	13	K	2.2 - 2.4	19 - 20	20	
2	M	14	L	2.5 - 2.6		24	336 - 425
2	N	15	L	2.7			
2	O	16	M	2.8		28	
2	P	17	M	2.9			
3	Q	18	N	3.0 - 3.2		30	426 - 500
3	R	19	O	3.3 - 3.6		34	
3	S		O				
3	T	20	P	3.7 - 3.9		38	501 - 575
4	U		Q	4.0 - 4.2		40	576 - 638
4	V		R	4.3 - 4.6			
4	W		S	4.7 - 4.9			639 - 700
5	X		T	5.0 - 5.1		44	701 - 763
5	Y		U	5.2 - 5.4			
5	Z		V	5.5 - 5.7			764 - 825
5			W	5.8 - 5.9			

Setting a purpose for reading

Current focus:

Desired learning results:

1.

2.

3.

Other notes:

Units of Study at a Glance

Teacher: _____ Year: _____

December		May	
November		April	
October		March	
September		February	
August		January	

Units of Study at a Glance

December		May	
November		April	
October		March	
September		February	
August		January	

Units of Study at a Glance

Teacher: _____ Year: _____

January		June	
December		May	
November		April	
October		March	
September		February	

Units of Study at a Glance

January		June	
December		May	
November		April	
October		March	
September		February	

Unit of Study:

Standards Addressed:

End Goals:

- 1.
- 2.
- 3.
- 4.

Materials Needed:

- 1.
- 2.
- 3.
- 4.

- 5.
- 6.
- 7.
- 8.

Key Words:

- 1.
- 2.
- 3.
- 4.

- 5.
- 6.
- 7.
- 8.

Immersion Activity:

**Assessment
or Product:**

Timeline:

A large dashed-line box intended for writing the assessment or product details.

Monday	Tuesday	Wednesday	Thursday	Friday

Mini-Lesson Schedule

Current unit of study:

	focus	mentor text	details/ notes
Mon			
Tues			
Wed			
Thurs			
Fri			

Unit Outline

Date:

Subject:

Unit of Study

Goals:

Standards to Address:

Anticipated Areas of Concern:

Supports to Provide:

Assessments:

Notes:

Reading Reminders

January

February

March

April

May

June

July

August

September

October

November

December

Student Groupings

Date:

Goal:

Teacher:

Group 1:

Group 2:

Group 3:

Group 4:

Student Groupings

Date:

Goal:

Teacher:

Group 1:

Group 2:

Group 3:

Group 4:

Group 5:

Group 6:

Student Groupings

Date:

Goal:

Teacher:

Group 1:

Group 2:

Group 3:

Group 4:

Notes/Observations:

Student Groupings

Date:

Goal:

Teacher:

Group 1	Group 2	Group 3	Group 4

Notes/Observations:

Student Groupings

Date:

Goal:

Teacher:

Group 1	Group 2	Group 3	Group 4	Group 5

Notes/Observations:

Student Groupings

Date:

Goal:

Teacher:

Group 1	Group 2	Group 3

Group 4	Group 5	Group 6

Student Groupings

Date:

Group 1	Group 2	Group 3
Focus:	Focus:	Focus

Group 4	Group 5	Group 6
Focus:	Focus:	Focus

Student Groupings

Date:

Group 1	Group 2	Group 3	Group 4	Group 5
Level	Level	Level	Level	Level
Focus:	Focus:	Focus	Focus	Focus

Student Groupings

Date:

Group 1	Group 2	Group 3	Group 4	Group 5
Skill:	Skill:	Skill:	Skill:	Skill:
Notes:	Notes:	Notes:	Notes:	Notes:

Student Groupings

Date:

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Skill:	Skill:	Skill:	Skill:	Skill:	Skill:
Notes:	Notes:	Notes:	Notes:	Notes:	Notes:

Small Group Rotations

	Date:	Date:	Date:	Date:	Date:	Date:
Rotation #1						
Rotation #2						
Rotation #3						
Rotation #4						

	Date:	Date:	Date:	Date:	Date:	Date:
Rotation #1						
Rotation #2						
Rotation #3						
Rotation #4						

Small Group Rotations

Week of:

	Date:	Date:	Date:	Date:	Date:	Date:
Rotation #1						
Rotation #2						
Rotation #3						
Rotation #4						

Notes:

Small Group Rotations

	Date:	Date:	Date:	Date:	Date:	Date:
Rotation #1						
Rotation #2						
Rotation #3						

	Date:	Date:	Date:	Date:	Date:	Date:
Rotation #1						
Rotation #2						
Rotation #3						

Small Group Rotations

Week of:

	Date:	Date:	Date:	Date:	Date:	Date:
Rotation #1						
Rotation #2						
Rotation #3						

Notes:

Small Group Notes

Week of:

Group

Student	Notes

Small Group Notes

Week of:

Group

Student	Notes

Small Group Notes

Week of:

Group

Student	Notes

Conference Schedule

Week of:

Notes:

Monday		notes for follow-up:
Tuesday		notes for follow-up:
Wednesday		notes for follow-up:
Thursday		notes for follow-up:
Friday		notes for follow-up:

Conference Schedule

Week of:

Monday		notes for follow-up:
Tuesday		notes for follow-up:
Wednesday		notes for follow-up:
Thursday		notes for follow-up:
Friday		notes for follow-up:

Conference Schedule

Monday

Tuesday

Wednesday

Thursday

Friday

Independent Reading Conference Form

Student:

Goals:

<p>date: title:</p> <p>author:</p> <p><input type="checkbox"/> easy <input type="checkbox"/> just right <input type="checkbox"/> challenging</p>	<p>focus:</p> <p><input type="checkbox"/> fluency <input type="checkbox"/> inferring <input type="checkbox"/> retelling <input type="checkbox"/> connections <input type="checkbox"/> comprehension <input type="checkbox"/> visualizing <input type="checkbox"/> other</p>	<p>Strengths:</p> <p>Teaching Point:</p>
<p>date: title:</p> <p>author:</p> <p><input type="checkbox"/> easy <input type="checkbox"/> just right <input type="checkbox"/> challenging</p>	<p>focus:</p> <p><input type="checkbox"/> fluency <input type="checkbox"/> inferring <input type="checkbox"/> retelling <input type="checkbox"/> connections <input type="checkbox"/> comprehension <input type="checkbox"/> visualizing <input type="checkbox"/> other</p>	<p>Strengths:</p> <p>Teaching Point:</p>
<p>date: title:</p> <p>author:</p> <p><input type="checkbox"/> easy <input type="checkbox"/> just right <input type="checkbox"/> challenging</p>	<p>focus:</p> <p><input type="checkbox"/> fluency <input type="checkbox"/> inferring <input type="checkbox"/> retelling <input type="checkbox"/> connections <input type="checkbox"/> comprehension <input type="checkbox"/> visualizing <input type="checkbox"/> other</p>	<p>Strengths:</p> <p>Teaching Point:</p>

Independent Reading Conference Form

Student:

Goals:

date: time: type of contact: phone call e-mail note home conference	contact: reason:	notes for follow-up:
date: time: type of contact: phone call e-mail note home conference	contact: reason:	notes for follow-up:
date: time: type of contact: phone call e-mail note home conference	contact: reason:	notes for follow-up:
date: time: type of contact: phone call e-mail note home conference	contact: reason:	notes for follow-up:
date: time: type of contact: phone call e-mail note home conference	contact: reason:	notes for follow-up:

Reading Conference Form

Student:

Focus:

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Notes:

Focus:

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Notes:

Student:

	Date	Reading Selection	Level	Fluency			Strategies Used				Comprehension			Book Choice					
				Fluent	Some Phrasing	Word by Word	Sounds Out	Picture Clues	Context Clues	Rereads	Self-Corrects	Waits for Help	Great	Good	OK	Struggling	Too Easy	Just Right	Too Hard

Student:

	Date	Reading Selection	Level	Fluency		Strategies Used						Comprehension			Book Choice						
				Fluent	Some Phrasing	Word by Word	Sounds Out	Picture Clues	Context Clues	Rereads	Self-Corrects	Waits for Help	Great	Good	OK	Struggling	Too Easy	Just Right	Too Hard		

Student:

	Book Choice	Comprehension	Strategies Used	Fluency	Level	Reading Selection	Date																
								Too Hard	Just Right	Too Easy	Struggling	OK	Good	Great	Waits for Help	Self-Corrects	Rereads	Context Clues	Picture Clues	Sounds Out	Word by Word	Some Phrasing	Fluent
Observations:																							
Observations:																							
Observations:																							
Observations:																							
Observations:																							
Observations:																							

Class Running Record Data

Student:	Date		Date		Date		Date		Date	
	RR Level	% Accuracy	RR Level	% Accuracy	RR Level	% Accuracy	RR Level	% Accuracy	RR Level	% Accuracy

Class Running Record Data

Student:	Date				Date			
	RR Level	% Accuracy	Self Corrections	Comp	RR Level	% Accuracy	Self Corrections	Comp

Class Running Record Data

Student:	Date		Date		Date		Date	
	RR Level	% Accuracy	RR Level	% Accuracy	RR Level	% Accuracy	RR Level	% Accuracy

Running Record Data

Student: _____

Observations									
Comp									
SC									
Accuracy									
Level									
Title									
Date		Observations:		Observations:		Observations:		Observations:	Observations:

Reading Intervention Tracking

Date:

Student Name;

Age:

Teacher:

Strengths

Concerns

Date (start – end)	Intervention	Teacher Responsible	Result

Successful Strategies

Next Steps

Parent Contact / Input

Things to Do

Week of:

Monday

Tuesday

Wednesday

Thursday

Friday

Books to Purchase

title	author	Unit of Study

Reference Web Sites

site address	purpose

Supports Needed

Teacher: _____ Grade: _____

Student:

Student:

Student:

Student:

Student:

Important Reminders

Date	Notes

