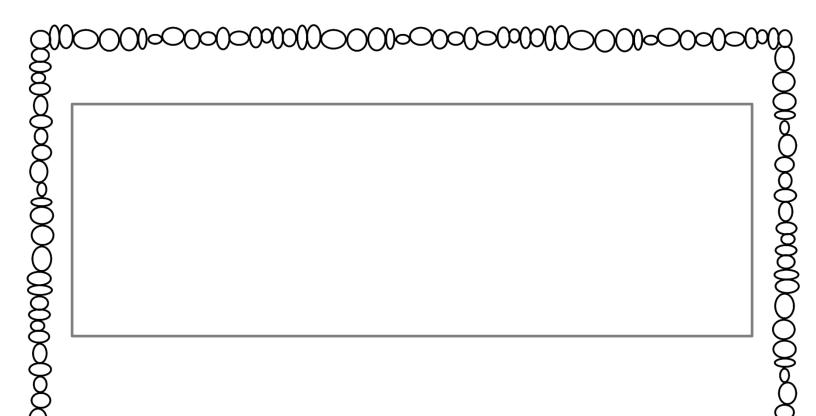
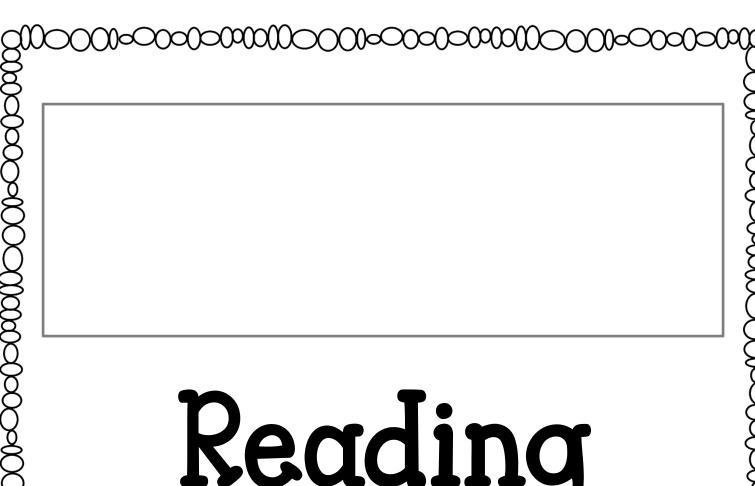


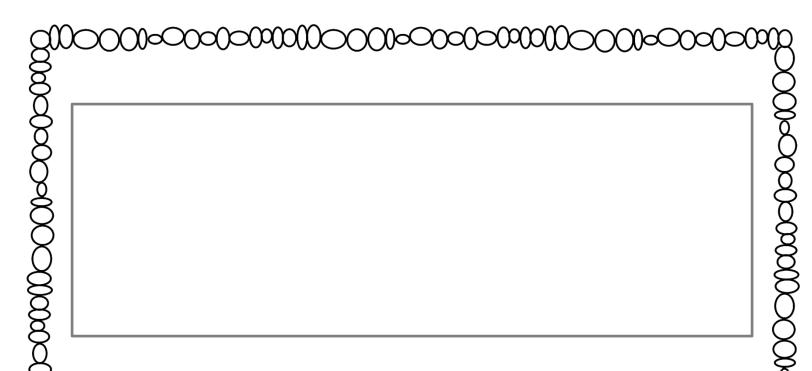
Binder



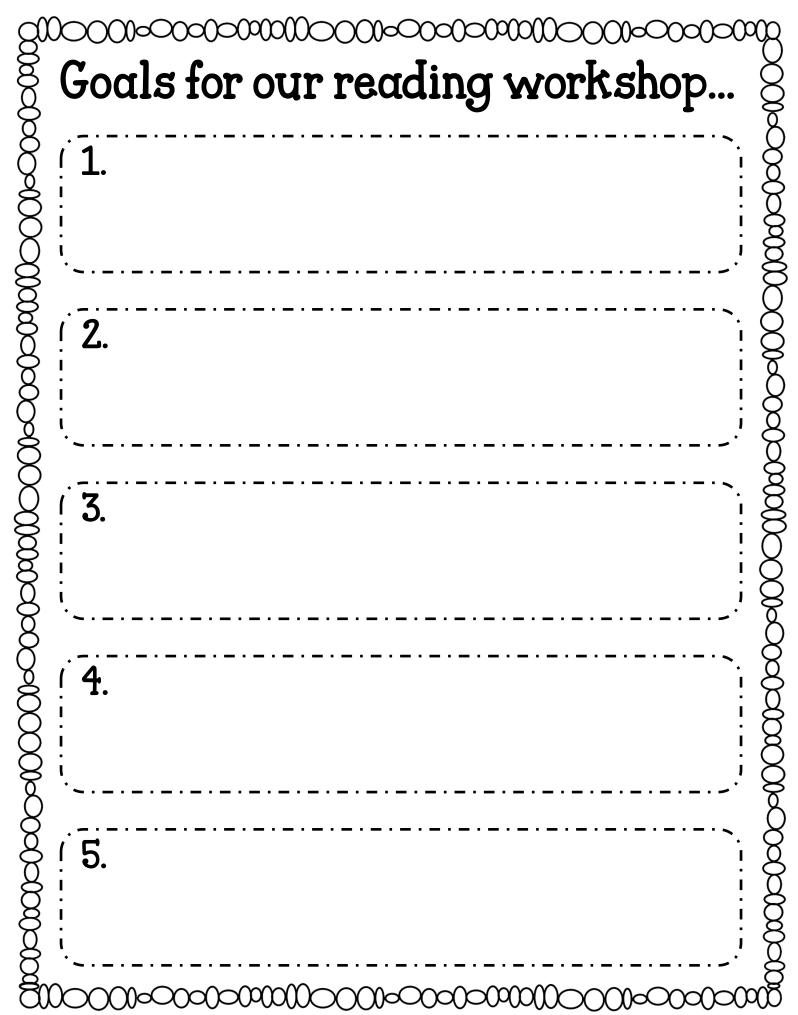
Reading Workshop



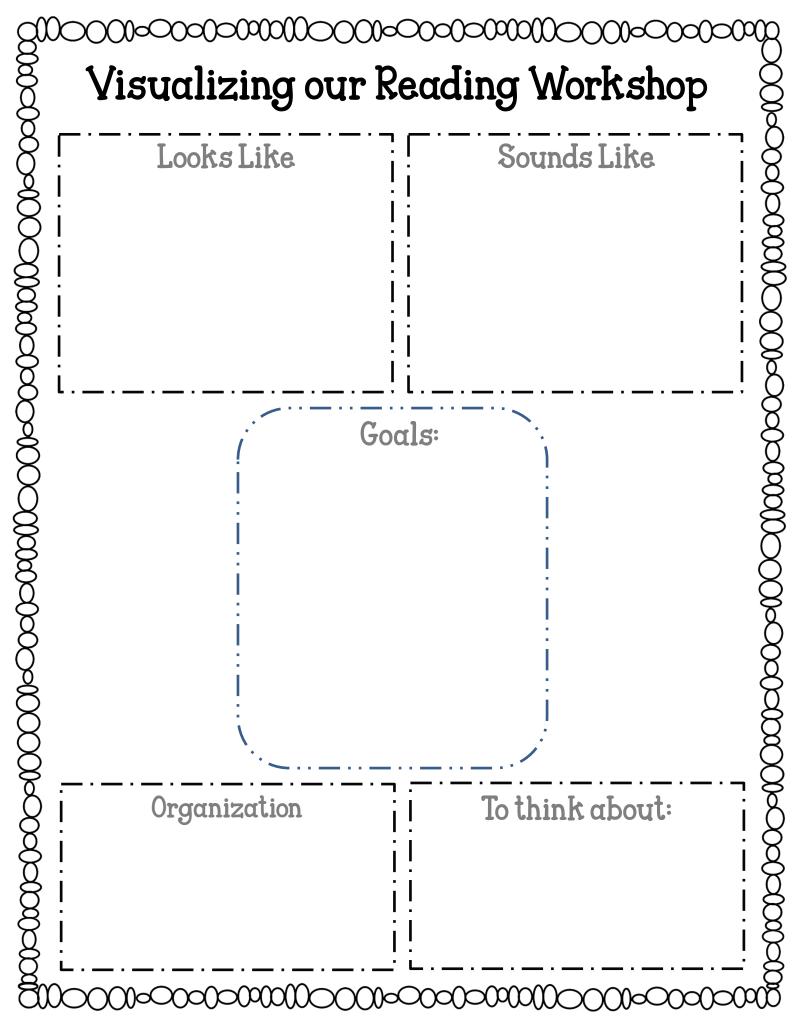
Reading Management Binder



Reading Workshop



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1.
2.
3.
4.
5.



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	g 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 I: Quarter 2: Assessments to give: Assessments to give: Quarter 3: Quarter 4: Assessments to give: Assessments to give:

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	К	А	2	А	0.2 – 0.4	1	A - 1	
	К	В	3,4	В	0.5 – 0.9	2	2	
	1	С	5	С	1.0 – 1.1	3 - 4	3	
	1	D	6	D	1.2	5	4	
	1	E	6	D		6		
	1	F	7	Е	1.3	7 - 8	6 - 8	0 - 250
	1	G	8	F	1.4 – 1.5	9 - 10	10	0 - 250
	1	Н	9	G	1.6	11 - 12	12	
	1	1	10	Н	1.7	13 - 14	14	
	1	J	11	I	1.8 – 1.9	15 - 16	16	
	2	К	12	J	2.0 – 2.1	17 - 18	18	251 - 335
	2	L	13	К	2.2 – 2.4	19 - 20	20	231 - 333
	2	М	14	L	2.5 – 2.6		24	
	2	N	15	L	2.7			336 - 425
	2	0	16	М	2.8		28	330 - 423
	2	Р	17	М	2.9			
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7	3	R	19	0	3.3 – 3.6		34	426 - 500
9	3	S		0				
	3	Т	20	Р	3.7 – 3.9		38	501 - 575
	4	U		Q	4.0 – 4.2		40	576 - 638
וי	4	V		R	4.3 – 4.6			370 - 038
	4	W		S	4.7 – 4.9			639 - 700
	5	х		Т	5.0 – 5.1		44	701 - 763
	5	Y		U	5.2 – 5.4			701 - 703
	5	Z		V	5.5 – 5.7			764 - 825
ĺ	5			W	5.8 – 5.9			704 - 625

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)	Setting a purpose for reading	
	Current focus:	
)	Desired learning results:	
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November	April	
October	March	
September	February	
August	January	

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March
February
January

eacher:	of Study at a Glance Year:	
January	June	
December	Мау	
November	April	
October	March	
September	February	

,	Units of Study at a Glance
January	June
December	May
November	April
October	March
September	February

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Unit of S	Study:		ξ
Standard Address			
End Goals:	1. 2.		\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \
	3. 4.		
Materials (1. 2. 3. 4.	5. 6. 7. 8.	
Key Words:	1. 2. 3. 4.	5. 6. 7. 8.	(
Immersion Activity:			· · · · · · · · · · · · · · · · · · ·

Timeline:	•	. – . – . – . – . –		
Monday	Tuesday	Wednesday	Thursday	Friday

Mini-Lesson Schedule Current unit of study: details/ notes focus mentor text Mon Tues Wed Thurs Fri

Ur	Unit Outline Date:				
	 Subject: 	Unit of	Study	- · ¬]	
Go	oals:		Standards to Address:		
Ant	ricipated Areas o	of Concern:	Supports to Provide:		
As	sessments:		Notes		

Reading Re	eminders	
January	February	
March	April	
May	June	
July	August	
September	October	
November	December	

Student Gr	oupings	Date:	
Goal:	Teacher:		· — · — · ¬ i i
Group I:		Group 2:	
Group 3:		Group 4:	

Student Gr	oupings	Date:	
Goal:	Teacher:	·	· — · — · ¬
Group I:		Group 2:	
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Group 5:		Group 6:	

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Group 3:	Group 4:	
Notes/Observations:		

Student (Groupings	D	ate:
Goal:	Teacher:	· — · — · — · —	
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Notes/Obser	vations:		

Studer	nt Groupi	ings	Date:	
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Notes/Ub	servations:			

Student Gr	oupings	Date:	
Goal:	Teacher:		
Group I	Group 2	Group 3	
Group 4	Group 5	Group 6	

Student Groupi	ngs Date:		
Group I	Group 2	Group 3	
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Group 4	Group 5	Group 6	
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Focus:	Focus:	Focus	

Group 2	Group 3	Group 4	Group 5
Level	Level	Level	Level
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	Level	Level Level	Level Level

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Notes:	Notes:	Notes:	Notes:	Notes:

Student (Groupings		Date:		
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Notes:	Notes:	Notes:	Notes:	Notes:	Notes:

	Date:	Date:	Date:	Date:	Date:	Date:
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Rotation #2						
Rotation #3						
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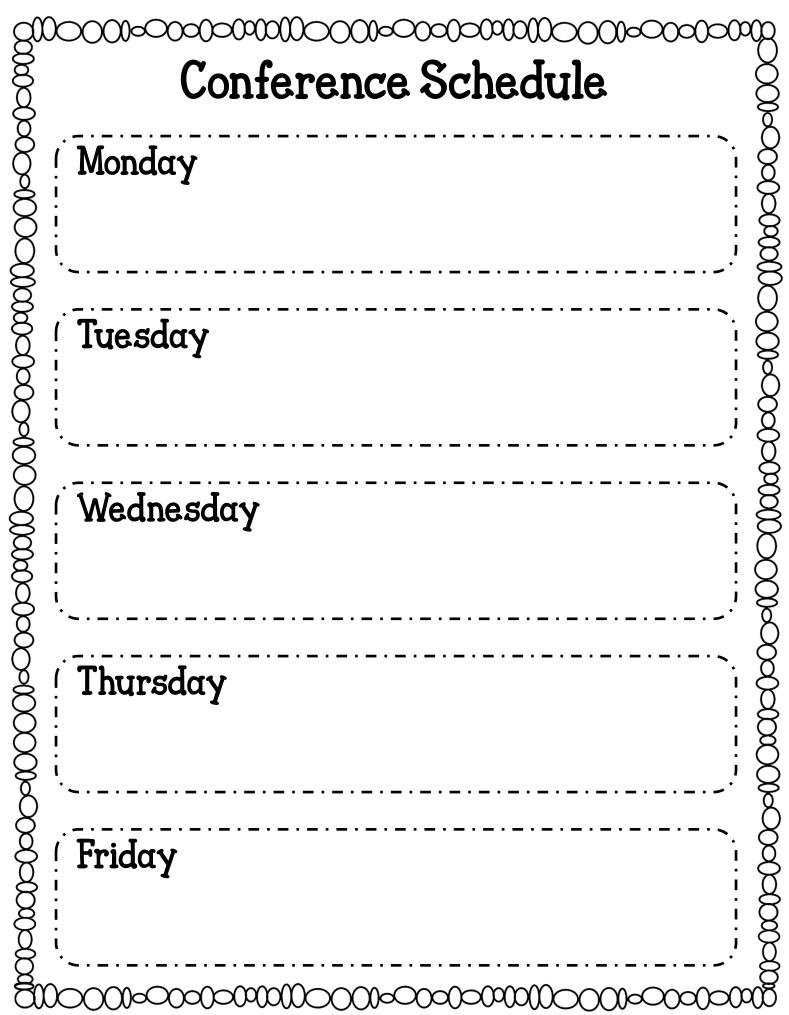
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	Small Group Notes	
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Tuesday	notes for follow-up:
Wednesday	notes for follow-up:
Thursday	notes for follow-up:
Friday	notes for follow-up:

Week of:	
Monday	notes for follow-up:
Tuesday	notes for follow-up:
Wednesday	notes for follow-up:
Thursdαy	notes for follow-up:
Friday	notes for follow-up:



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	Student:	Go	als::
	date: title: author: author: just right challenging	focus: fluency inferring retelling connections comprehension visualizing other	Strengths: Teaching Point:
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	date: title: author: author: just right challenging	focus: fluency inferring retelling connections comprehension visualizing other	Strengths: Teaching Point:

Indeper	ndent Reading (Conference Form
Student:	- · - · - · - · G	oals::
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:

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Monday		
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Waits for Help Self-Corrects Rereads Context Clues Sounds Out Word by Word Some Phrasing Fluent Level Level Some Phrasing Fluent Level Some Phrasing Fluent Level Some Phrasing Fluent Level Some Phrasing Fluent Level	Comprehension Book Choice									
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Date (start –	end)	Intervention	Teacher Responsible	Result
Successful	Strat	egies		
N	ext S	teps	Parent Conta	ct / Input

Things to Do	Week of:
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Books to Purchase Unit of Study title author DOODONONDOODO

eference Web Sites	
site address	purpose

Support	s Needed
Teacher:	Grade:
Student:	
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Notes	
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