
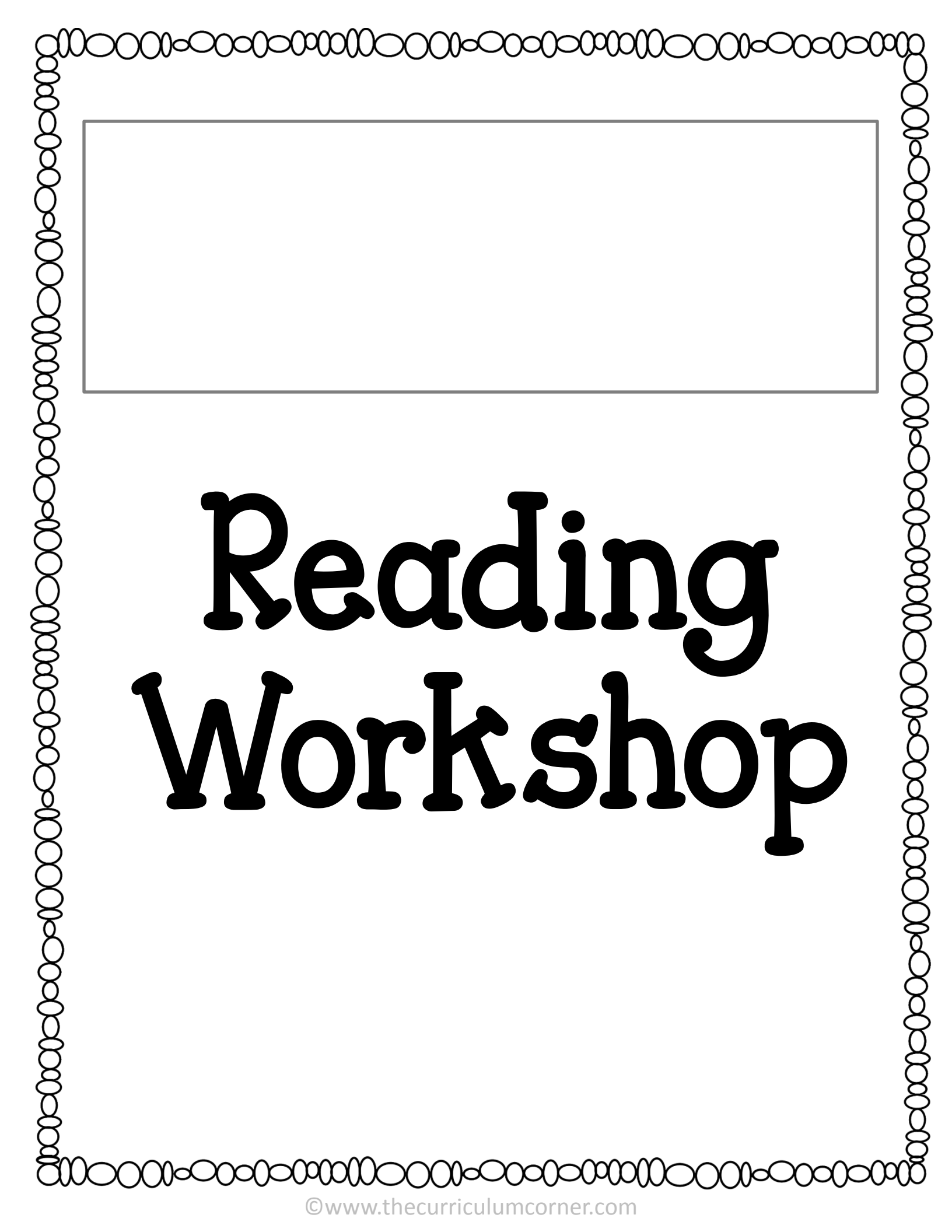




# Reading Management Binder



# 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 1<sup>st</sup> Semester**

**Date:** \_\_\_\_\_

**Assessments to Give:**

**End of Semester Goal:**

**End of 2nd Semester**

**Date:** \_\_\_\_\_

**Assessments to Give:**

**End of Semester Goal:**

# 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	
3	R	19	O	3.3 - 3.6		34	426 - 500
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			



# Units of Study at a Glance

Teacher: \_\_\_\_\_ Year: \_\_\_\_\_

December		May	
November		April	
October		March	
September		February	
August		January	

# Units of Study at a Glance

<b>December</b>		<b>May</b>	
<b>November</b>		<b>April</b>	
<b>October</b>		<b>March</b>	
<b>September</b>		<b>February</b>	
<b>August</b>		<b>January</b>	

**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

# 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:

# 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:



















# 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



# Supports Needed

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Student:

Student:

Student:

Student:

Student:

# Important Reminders

<b>Date</b>	<b>Notes</b>

