



**Appendix:**  
*Launching Reading Workshop –  
Creating a Community of Engaged Readers*

Cypress-Fairbanks Independent School District  
Elementary Language Arts Department, Grade 2



# *Listening Time*

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# *Listening Time*







# *Listening Time*







# *Time to Talk*

## *Parts of a Minilesson*

<b>Connect</b>	<b>Teacher</b>	<b>Student</b>
	Explains how the new learning connects to the work we have been doing as readers.	Listens. 

<b>Teach</b>	<b>Teacher</b>	<b>Student</b>
	Models a reading strategy or process that good readers use.	Listens. 

Active Engagement	Teacher	Student
	<p>Listens to...</p>	<p>Talks to reading partner.</p> 

Link	Teacher	Student
	<p>Connects lesson to future learning.</p>	<p>Listens.</p> 

# Sample Engagement Inventory

	10:05 (10 min.)	10:15 (20 min.)	10:25 (30 min.)	10:35 (40 min.)	10:40 (45 min.)
Mehak			R		
Melissa		NB			T
Jenny				T	
Jose		Looks tired	T		T
Ramon					
Mark	T	T	T	T (book closed)	T
Desiree					
Luke			NB		
Selma		T			T
Michael				(switched books)	S
Erin	W			T	T
Maria	T	T		T	T
Verona			NB	NB	
Rebecca					
Charlie	T	T		T	W
David			R		
Pete		(switched book)			R
Kenny					
Elizabeth	T			T	
Margaret	S		S		

E = engaged	NB = writing (notebook or post-it)
W = window	R = reacting to text
T = looking at the teacher	S = smiling

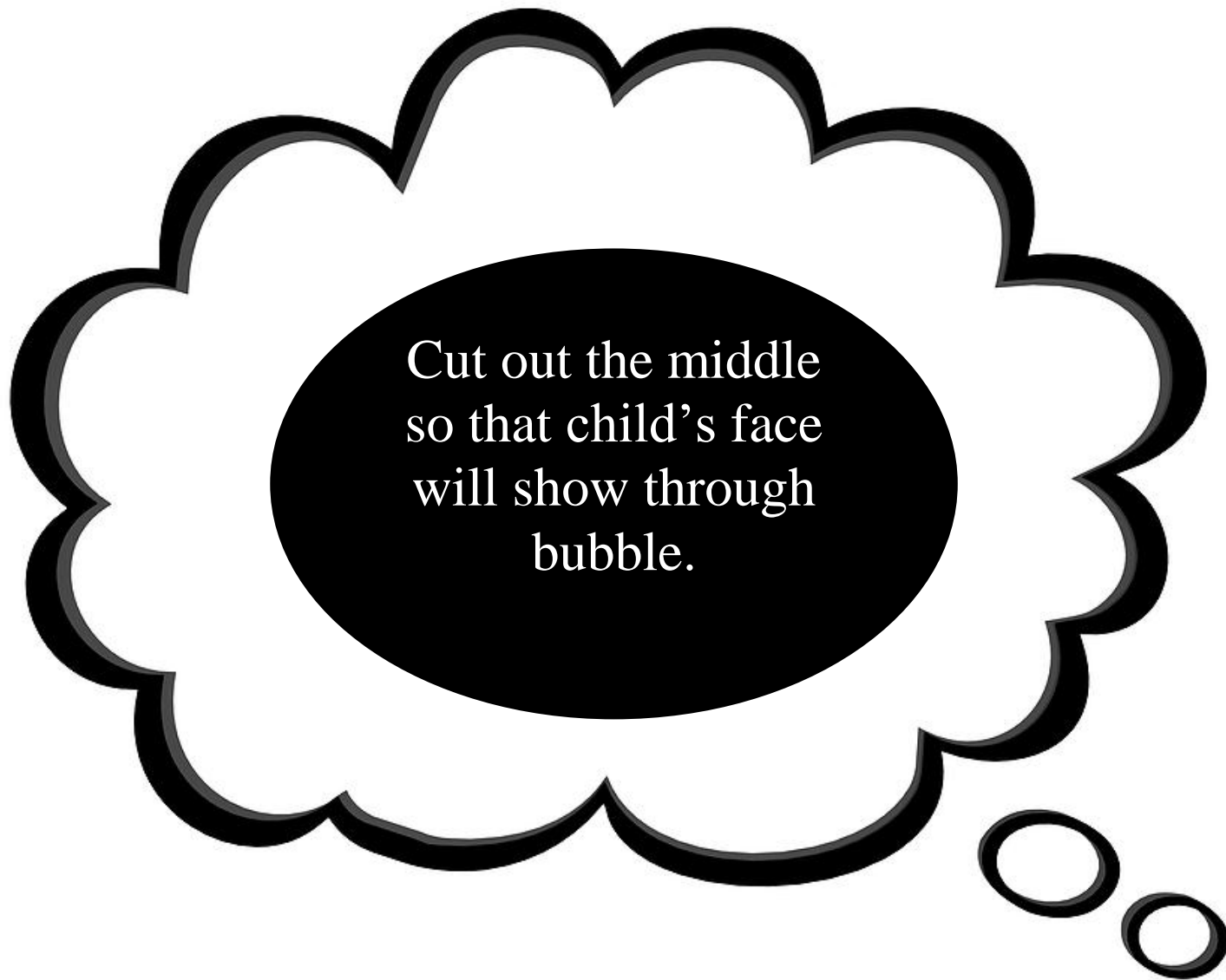
Adapted from *Teaching Reading in Small Groups* by Jennifer Serravallo, (2010)

## Sample Class Engagement Graph

35 min.										
30 min.										
25 min.										
20 min.										
15 min.										
10 min.										
5 min.										
	IR1	IR2	IR1	IR2	IR1	IR2	IR1	IR2	IR1	IR2
	Day 1		Day 2		Day 3		Day 4		Day 5	

	Independent Reading (1 <sup>st</sup> part of Reading Workshop)
	Independent Reading (2 <sup>nd</sup> part of Reading Workshop)





Name: \_\_\_\_\_ Week: \_\_\_ of \_\_\_ 9 Weeks \_\_\_ of 36 Points = \_\_\_%

## A Rubric for Read Aloud with Accountable Talk

Respectful Partner Work	Always	Most Times	Sometimes	Rarely
• I sat <b>face-to-face</b> with my partner.	4	3	2	1
• I allowed my partner to <b>talk without interruption</b> .	4	3	2	1
• I used gestures (e.g., nodding, smiling) to show my partner I was <b>actively listening</b> .	4	3	2	1
• I kept steady <b>eye contact</b> with my partner.	4	3	2	1
Thoughtful Discussion	Always	Most Times	Sometimes	Rarely
• I <b>shared my thoughts</b> about the ideas from the read aloud text.	4	3	2	1
• I used <b>evidence</b> from the <b>text</b> to support my thinking.	4	3	2	1
• I <b>asked questions</b> to understand my partner's thinking.	4	3	2	1
• I <b>connected ideas</b> from the read aloud text to other things I know or have read.	4	3	2	1
• I used <b>reading strategies</b> and/or <b>social studies skills</b> to show my understanding of the read aloud text.	4	3	2	1

Points	36	35	34	33	32	31	30	29	28	27	26	25	24	23	22	21	20
Percentage	100%	97%	94%	92%	89%	86%	83%	81%	78%	75%	72%	69%	67%	64%	61%	58%	56%

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## A Rubric for Read Aloud with Accountable Talk

Rating	Respecting Your Partner	Thoughtful Discussions
<b>3 – Advanced</b>	We sat face-to-face. We never interrupted each other. We actively listened the whole time (nodding, eye-contact).	We used evidence from the text more than two times. After each thought, the partner asked, “Why?” and the speaker explained their thinking. We connected ideas from this book to other things that we know or have read.
<b>2 – On target</b>	The speaker was interrupted once or twice. The partner was occasionally not actively listening.	We used evidence from the text one or two times. The partner asked, “Why?” one or two times.
<b>1 – Needs work</b>	The speaker was interrupted more than twice. The partner did not actively listen.	We didn’t use evidence from the text. We didn’t ask each-other, “Why?”

# Questions We Ask to Get to Know a Reading Partner

- What types of books do you like to read?
- What types of books are your favorites?
  - Why are these books your favorites?
- What are your goals as a reader?
- Is there anything that distracts you as you read?
- What is your favorite place to read?

# Tips for Interviewing a Reader

Let the person being interviewed lead the conversation.

Listen well by

- making eye contact.
- nodding or making gestures.

Ask follow up questions:

- “Can you say more?”
- “Why is that?”

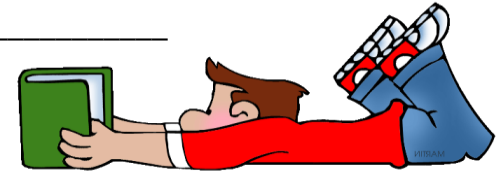
Take notes on the important things you learn about your partner.

Reread your notes.



Student: \_\_\_\_\_

## Reading Log



Date Read	Home (H) or School (S)	Title of Book / Selection	Minutes Read	Page Started	Page Ended	Total Pages	Genre Type

## Weekly Reading Log Rubric

	Points Scored	Possible Points
Reading Level - 28+ = 5 points 18-27 = 3 points 17 & Below = 0 points		5
Title of book read is written for each book read.		5
Author of book read is recorded for each book read.		5
Correctly records AR Book level and scores $\geq 85\%$ on tests.		5
Independent reads during reading workshop.		5
<b>Total</b>		<b>25</b>
	<b>X 4</b>	
<b>GRADE</b>		

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<b>GRADE</b>		

# Open A Book

by Jane Baskwill

*Open a book*

*And you will find*

*People and places of every kind.*

*Open a book*

*And you can be*

*Anything that you want to be.*

*Open a book*

*And you can share*

*Wondrous worlds you find in there.*

*Open a book*

*And I will too*

*You read to me*

*And I'll read to you.*

