Literacy Work Stations

While the classroom teacher works with differentiated small groups, what IS the rest of the class doing?
Learning Objectives for Today

Establish a clear vision about literacy workstations and their purpose.

Clarify processes and protocols that will facilitate implementation of the literacy workstations.

Develop ways to incorporate technology into workstations that will provide meaningful and purposeful authentic student tasks and products.
Literacy Work Stations: The teacher plans for a purposeful, independent practice of a previously taught skill or strategy lesson beginning with the standards. (mini-lesson or focus lesson during Reading Workshop)
Collaboration 1: Individual and Group Activity

Read in your Packet:
Literacy Work Stations: Making Centers Work by Debbie Diller
Non-Negotiables for Literacy Work Stations
Principles for Teaching with Literacy Work Stations

1. Focus on practice and purpose, not the stuff
2. Link to your teaching
3. Slow down to speed up
4. Balance process and product
5. Less is more. Don’t put out too much at once
6. Use Novelty
7. Simplify
Collaboration 2
Gradual Release of Responsibility

Modeling – through the use of read alouds, modeled writing, shared reading, guided writing and mini-lessons

Guided – Students practice with teacher in guided reading, writing groups or mini-lessons

Independence – Students work independently at work stations with materials and strategies previously taught.
Gradual Release of Responsibility

**Introduction**
- The teacher will name and explain to students what the strategy, task or skill being taught is and it is purpose or why it is important.

**Model**
- The teacher demonstrates while thinking aloud the processes used. Clarify for students and use explicit modeling. The teacher will invite the students to participate.

**Guided Practice**
- The teacher scaffolds the students to help them learn how and when to use the strategy. The teacher will provide opportunities for active participation.

**Independent**
- The teacher offers support and encouragement as necessary.

**Role of the Teacher**
- The students participate by actively attending.

**Role of the Student**
- Students contribute ideas and information. Decision making is negotiated between teacher and student.

**Focus Lesson**
- Students do work with help from the teacher or other sources.

**I Do**
- Students work independently and apply what they have learned. They are in control of the ideas and the information.

**We Do**
- Students work with help from the teacher or other sources.

**You Do**
VIDEO

Discuss With the Group
Grow your Work Stations from your Whole group Instruction- Standards
Literacy Workstations in Action

While teachers are working with small guided reading and skills groups, students work independently at workstations that provide meaningful literacy activities.
The Focus of Literacy Work Stations

- Phonemic Awareness
- Comprehension
- Phonics
- Fluency
- Vocabulary

Literacy Work Stations Need to Focus on the 5 Elements of Reading
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<th>3-8</th>
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<tbody>
<tr>
<td><strong>Phonological Awareness</strong></td>
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<td><strong>Alphabetic Principle</strong></td>
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<td><strong>Automaticity and Fluency with the Code</strong></td>
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<td><strong>Vocabulary</strong></td>
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<td><strong>Comprehension</strong></td>
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Mini Lessons

- Short and Focused (5 to 10 minutes)
- Explicit

- Types of Mini Lessons
  - Beginning of the year how tos
  - Introducing a work station
  - After adding something new
  - Structure of Genres
  - Reviewing work station activities
  - Anchor charts
"I Can" List

What is an “I Can” list?
A list if activities generated by the class that they could do at a work station.

Why use I can lists?
- Helps build student ownership and buy in.
- They provide students with choice.
- Provides opportunity for differentiation.
What is an “Anchor Chart”?  

An anchor chart outlines or describes procedures, processes, and strategies pertaining to the skill or thinking that you want the students to place in their minds as “anchors” when working independently. They are great transitions from mini lesson to workstation.
# BISD Planning For Stations

Adapted from Debbie Diller Workshop

- Start with your standard
- Eduphoria
- Clarifiers
- Learning Expectations

<table>
<thead>
<tr>
<th>BISD Learning Platform</th>
<th>Learning Expectations for Students</th>
<th>Learning Expectations for Students</th>
<th>Best Practice Strategies and Structures</th>
<th>Authentic Student Tasks and Products</th>
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</thead>
<tbody>
<tr>
<td>(The Standard)</td>
<td>What I'm Teaching</td>
<td>Talk We Will Use</td>
<td>How Will I Teach This and The Materials I Will Use</td>
<td>Stations - Meaningful and purposeful student tasks and products</td>
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<td>What do you want students to know?</td>
<td>Academic Language (check TEKS, TAKS, STAAR, vocabulary)</td>
<td>Instruction – in Whole class</td>
<td>Partner Practice - only 2 people in a station at a time for all subjects</td>
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<td>What do you want students to know?</td>
<td>How will you teach for understand?</td>
<td>How will the student demonstrate their understanding?</td>
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**Resources Needed:**
How did we do? Learning Objectives for Today

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- Develop ways to incorporate technology into workstations that will provide meaningful and purposeful authentic student tasks and products.