

SpringBoard Digital: Workshops

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Overview

What is the purpose of Workshops?

SpringBoard's **Close Reading Workshops** can be used throughout the year to help students read complex texts with depth and close attention to detail. Designed with flexibility in mind, teachers can implement select workshop elements into class sessions or complete the entire workshop in a week. SpringBoard's Close Reading Workshops are designed to build reader independence through teacher-guided reading, collaborative reading, and ultimately independent reading.

SpringBoard's **Writing Workshops** help students build their independent writing abilities. The Writing Workshops are designed to build from teacher-guided practice through classconstructed and collaborative writing and ultimately culminating in independent writing abilities. SpringBoard's Writing Workshops are genre-specific and feature tips and supports for styles of writing such as argumentative, expository, narrative, and poetry.

The Workshops module in SpringBoard Digital allows teachers to assign interactive, digital versions of the Close Reading and Writing Workshops to students, taking advantage of text tools available in eBooks.

Who can access Workshops?

All SpringBoard English Language Arts teachers have access to workshops, and they may assign them to their students.

How do I preview Workshops?

You can quickly preview interactive workshops from the Workshops module or when assigning them in Lesson Planner

How do students do work on Workshops?

When you assign a full workshop or activities within a workshop, students gain access to them as they would any other assignment made to them in SpringBoard Digital: via their My Calendar & Assignments module. Students complete their work in the same way they would typical eBook exercises and activities.

Previewing and Assigning Workshops

Teachers can preview Workshops directly from the Workshop tile on the main interface, or by accessing directly in Lesson Planner (covered in the next section). The steps are essentially the same for both:

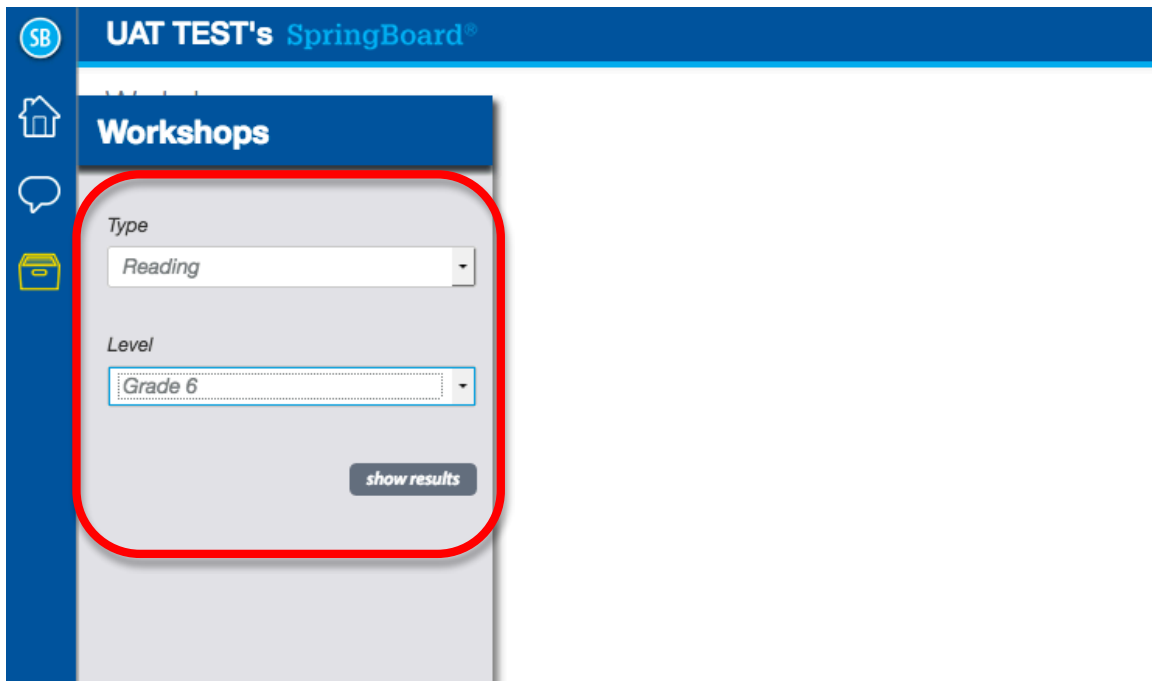
1. Select Workshops tile
2. Identify type of workshop
3. Select grade level
4. Show results
5. Select specific workshop to preview by title (including Teacher Wrap)
6. Preview the workshop by navigating through it
7. Assign the workshop using Lesson Planner

Workshop Access: Teacher Preview Mode

1. From your SBD hub page, click the **Workshops** module

The screenshot displays the SpringBoard teacher interface for user UAT TEST's. The top navigation bar includes the SpringBoard logo, the user name, and a 'logout' link. A notification banner at the top reads 'Go to My Account to set your email subscription preferences' with an 'ok' button. The main dashboard is a grid of tiles for various tools: Bookshelf, Teacher Resources, Lesson Planner, Assessment, Teacher Notebook, SpringBoard® Community, Gradebook, Progress Reports, Messages, Class, Student Portfolios, Professional Development, ZING READING LABS, and Workshops. The 'Workshops' tile, located in the bottom right corner of the grid, is highlighted with a red rectangular box.

- In the left Workshops panel, select **Type** and **Level** (grade). Then click **show results**.



- Click the link of the workshop you would like to preview.

The screenshot shows the SpringBoard interface for 'UAT TEST's SpringBoard®' with a 'logout' link in the top right. Below the header, it says 'Result count: 6'. A table lists several workshops. The table has three columns: 'Workshop', 'Level', and 'Assigned'. The workshop 'Close Reading Workshop 2 - Close Reading of Argumentative Nonfiction Texts' is highlighted with a red box.

Workshop	Level	Assigned
Close Reading Workshop 5 - Close Reading of Informational Texts in Social Studies/History	Grade 6	
Close Reading Workshop 3 - Close Reading of Poetry	Grade 6	
Close Reading Workshop 6 - Close Reading of Informational Texts in Science, Technology, Engineering, and Mathematics	Grade 6	
Close Reading Workshop 4 - Close Reading of Shakespeare	Grade 6	
Close Reading Workshop 1 - Close Reading of Informational/Literary Nonfiction Texts	Grade 6	
Close Reading Workshop 2 - Close Reading of Argumentative Nonfiction Texts	Grade 6	

4. The workshop will display in preview mode.

SB UAT TEST's SpringBoard®

Home Bookmarks

Close Reading Workshop 1 - Close Reading of Informational/Literary Nonfiction Texts

Learning Targets

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a central idea of a text and how it is conveyed.
- Determine the meaning of words and phrases as they are used in a text.
- Analyze how a particular sentence or paragraph fits into the overall structure of a text.
- Determine an author's point of view.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- Engage effectively in a range of collaborative discussions.

Learning Strategies

Diffusing, Close Reading, Marking the Text, Rereading, Summarizing, Paraphrasing

Close Reading for Meaning

What does learning to read closely mean? As readers, we cannot just ask an author questions about the text. We must read the author's words, looking at what some words say explicitly and what others may imply about the author's meaning.

Explicit information includes words the author uses to describe events or people in the text. For example, an author might describe a person as having black hair or a city as being in the Midwest. In contrast, many ideas in a text may be implicit; that is, the reader must analyze the words the author uses, as well as actions and dialogue, to determine the author's meaning. You may need to read a text multiple times to make inferences about meaning. For example, you might read a text first to identify the words you do not know. After learning what those words mean, you would read the text again using your new knowledge to help you understand what the writer is saying.

In this workshop, you will read three different texts and will practice close reading using strategies that will help you make meaning of the text. Your teacher will guide you through the first activity. In Activity 2, you will work in a collaborative group to read and respond to the text. For the third activity, you will work independently to apply close-reading strategies to determine meaning in a new text.

Academic Vocabulary

Explicit text states ideas or information clearly, leaving no doubt about meaning.

Implicit ideas are not clearly stated, leaving the reader to make inferences about the author's meaning.

Introducing the Strategy: Diffusing

Diffusing is a strategy for close reading of text. Using this strategy, the reader uses context clues, dictionaries, and/or thesauri to discover the meaning of unfamiliar words. Writing notes about meaning or substituting synonyms for unfamiliar words helps the reader increase comprehension of the text.

NEXT

Intro **Activity 1** Activity 2 Activity 3 Activ

5. To navigate among the pages use the **next** button at the end of a page, or click the slide navigator to advance from one screen/page to the next. You can use the end arrows to adjust the slider forward or backward.

6. To view the Teacher Wrap, click the **teacher wrap** icon in the left sidebar.

The screenshot shows the SpringBoard interface for a lesson titled "Close Reading Workshop 1 - Close Reading of Informational/Literary Nonfiction Texts". On the left, a sidebar is highlighted with a red box, containing a "Teacher Wrap" section. The main content area is divided into several sections:

- Introduction Plan:**

Pacing: Pacing: Each workshop has four activities. Allow about two days per activity. Pacing for this set of activities will be flexible based on the needs of your students and the demands of your schedule.

Materials: Lined paper, highlighters, pens or pencils for marking the text, access to dictionaries, overhead projector or Smartboard
- Learning Targets:**
 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - Determine a central idea of a text and how it is conveyed.
 - Determine the meaning of words and phrases as they are used in a text.
 - Analyze how a particular sentence or paragraph fits into the overall structure of a text.
 - Determine an author's point of view.
 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
 - Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
 - Engage effectively in a range of collaborative discussions.
- Close Reading for Meaning:**

What does learning to read closely mean? As readers, we cannot just ask an author questions about the text. We must read the author's words, looking at what some words say explicitly and what others may imply about the author's meaning.

Explicit information includes words the author uses to describe events or people in the text. For example, an author might describe a person as having black hair or a city as being in the Midwest. In contrast, many ideas in a text may be implicit; that is, the reader must analyze the words the author uses to determine the author's meaning. You must read the text closely to determine the author's meaning.

Additional features include a "Learning Strategies" box with a star icon listing "Diffusing, Close Reading, Marking the Text, Rereading, Summarizing, Paraphrasing" and an "Academic Vocabulary" box with a house icon. At the bottom, a navigation bar shows "Intro", "Activity 1", "Activity 2", "Activity 3", and "Activ".

Assigning Workshops Using Lesson Planner

1. In Lesson Planner, select the appropriate date and class,, and then click **create a lesson plan**.

The screenshot shows the SpringBoard Lesson Planner interface. At the top, it displays "UAT TEST's SpringBoard®". Below this is a calendar for September 2016, with the date Thursday, September 29, highlighted in orange. Below the calendar, there is a message: "Please use the eBook, the Assessment module, or the Teacher Resources module to create group/individual assignments." Underneath this message is a section titled "Classes" with a dropdown menu showing "ELA Grade 9". A red box highlights a button labeled "+ create a lesson plan" located below the class selection dropdown.

2. Within the lesson plan, click the **workshop icon** in the left sidebar, or click within the Workshops field.

SB UAT TEST's SpringBoard®

Lesson Plan for September 29, 2016

Lesson Plan date range: 09/29/2016 to 09/29/2016

Lesson plan is HIDDEN

AA Title of Lesson

Learning Targets

Standards

Materials

Strategies

Book

Workshops

<https://qalb.springboardonline.org/ebook/lessonplanner#>

- In the pulldown menus, select workshop **Type** and **Level**, and then **show results**.

UAT TEST's SpringBoard®

Lesson Plan for September 29, 2016

Lesson Plan date range: 09/29/2016 to 09/29/2016

Lesson plan is HIDDEN [show to students](#)

Workshops

Type: Reading

Level: Grade 6

[show results](#)

AA Title of Lesson

Learning Targets

Standards

Materials

Strategies

Book

Workshops

- Select the workshop that you would like to preview or assign.

UAT TEST's SpringBoard®

Workshops for Lesson Plan

[< take me back to lesson plan](#)

Workshop Type	Workshop	Level
Reading	Close Reading Workshop 5 - Close Reading of Informational Texts in Social Studies/History	Grade 6
Reading	Close Reading Workshop 3 - Close Reading of Poetry	Grade 6
Reading	Close Reading Workshop 6 - Close Reading of Informational Texts in Science, Technology, Engineering, and Mathematics	Grade 6
Reading	Close Reading Workshop 4 - Close Reading of Shakespeare	Grade 6
Reading	Close Reading Workshop 1 - Close Reading of Informational/Literary Nonfiction Texts	Grade 6
Reading	Close Reading Workshop 2 - Close Reading of Argumentative Nonfiction Texts	Grade 6

[preview](#)

[+ add to lesson plan](#)

5. Click **preview** to preview the workshop.
6. To assign, click **add to lesson plan**. All activities within the workshop will be added individually to the lesson plan.

The screenshot shows the SpringBoard interface for a user named 'UAT TEST'. The page title is 'UAT TEST's SpringBoard®'. On the left is a vertical navigation bar with icons for home, messages, menu, workshops, documents, assignments, and a search icon. The main content area is titled 'Workshops' and contains a list of workshop entries. Each entry includes the text 'assigned to: entire class', the workshop title 'Close Reading Workshop 1 - Close Reading of Informational/Literary Nonfiction Texts', and a due date of '09/29/2016' at '11:59pm'. The first entry has a trash icon. Below the workshop titles are sections for 'Assignment instructions' and individual activities. The activities are: 'Introduction', 'Activity 1:', 'Activity 2:', 'Activity 3:', and 'Activity 4:'. Each activity has a status indicator 'active' and a toggle switch set to 'off', followed by the word 'locked'.

- Assign a due date. Full workshops typically span several days of instruction. You may lock or activate specific activities within the workshop using the **active/locked** toggle.

The screenshot displays the SpringBoard interface for a user named "UAT TEST's". The main content area is titled "Workshops" and lists several assignments. The first assignment, "Close Reading Workshop 1 - Close Reading of Informational/Literary Nonfiction Texts", is highlighted with a red box. It shows a due date of "09/29/2016" at "11:59pm" and an "Assignment instructions" field. Below this, four other activities from the same workshop are listed, each with an "active/locked" toggle. The first two activities have their toggles set to "on" (active), while the last two are set to "off" (locked). A second red box highlights the "active/locked" toggle for the first of these activities. At the bottom of the page, there is a "Resources" section.

Note: You can return to the workshop assignment in your lesson plan and unlock other activities from the workshop at any time, providing that your students have enough time to complete their work before the due date.

8. When you are ready for student to begin, be sure that the lesson plan is viewable by clicking **show to students**.

The screenshot shows the SpringBoard interface for a user named "UAT TEST's". The top navigation bar includes a home icon, a calendar for September 2016 (with Thursday, September 29th selected), and a message: "Please use the eBook, the Assessment module, or the Teacher Resources module to create group/individual assignments." Below this, the "Classes" section is visible, with "ELA Grade 9" selected. The lesson plan for "September 29, 2016" is displayed, showing a date range of "09/29/2016 to 09/29/2016". A red box highlights the status "Lesson plan is HIDDEN" and the "show to students" button. Below this, there are input fields for "Title of Lesson", "Learning Targets", "Standards", and "Materials".

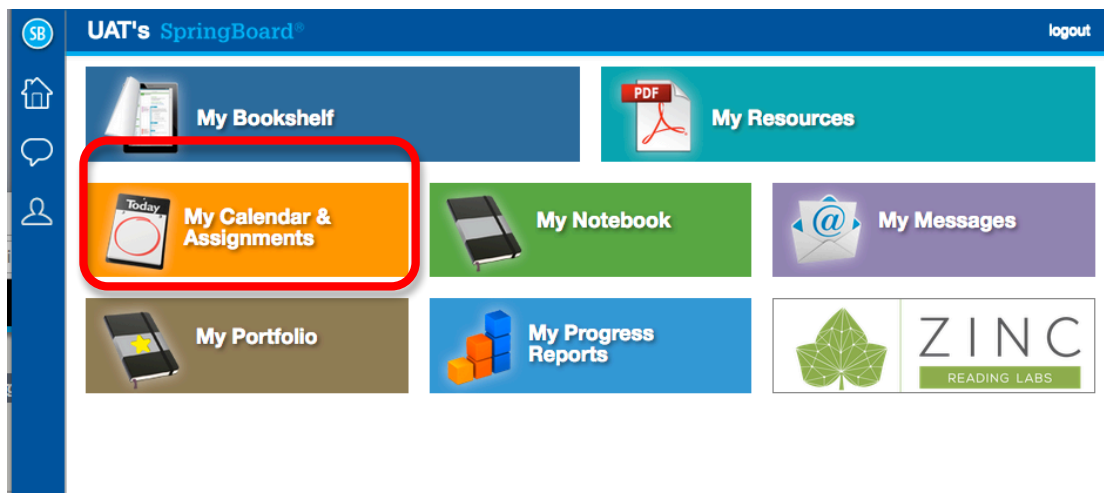
Student Work on Workshops

Students access and interact with workshops in the following way:

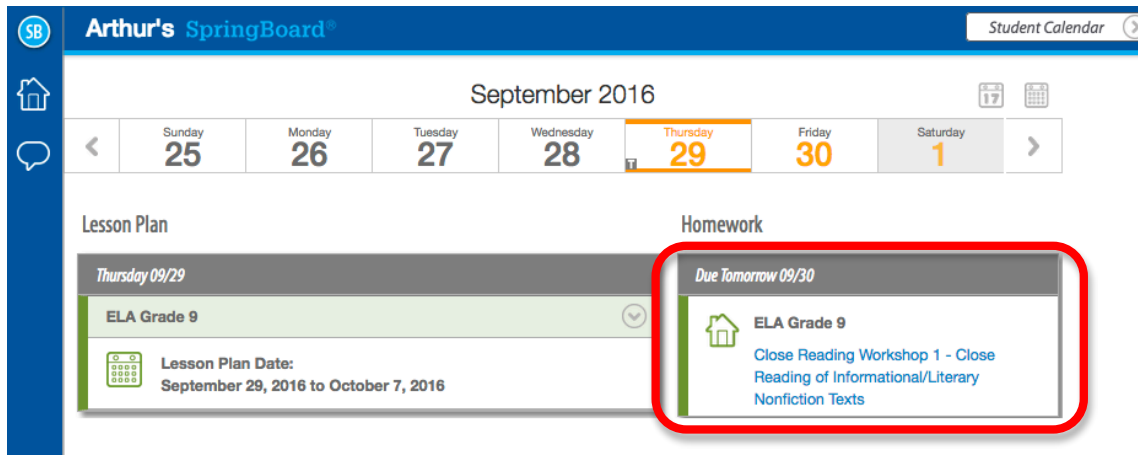
1. Student navigates to My Calendar & Assignments
2. Student selects workshop
3. Student navigates and completes work
4. Student tracks their work via progress indicators in workshop navigation

Access and Work on Workshops

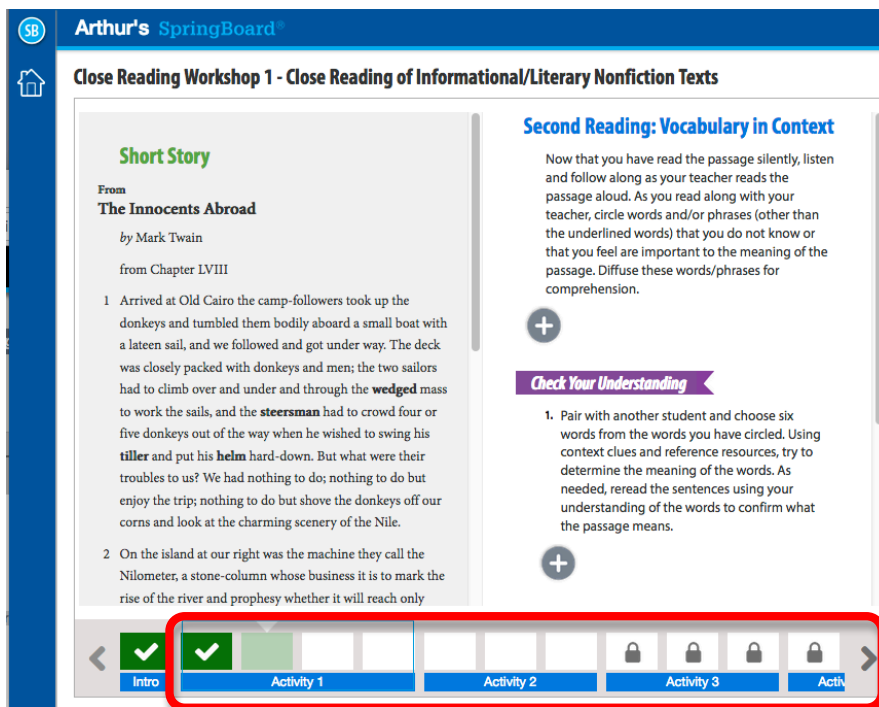
1. After logging in, student selects **My Calendar & Assignments** from the dashboard.



- Student selects the workshop assignment by clicking the associated hyperlink.



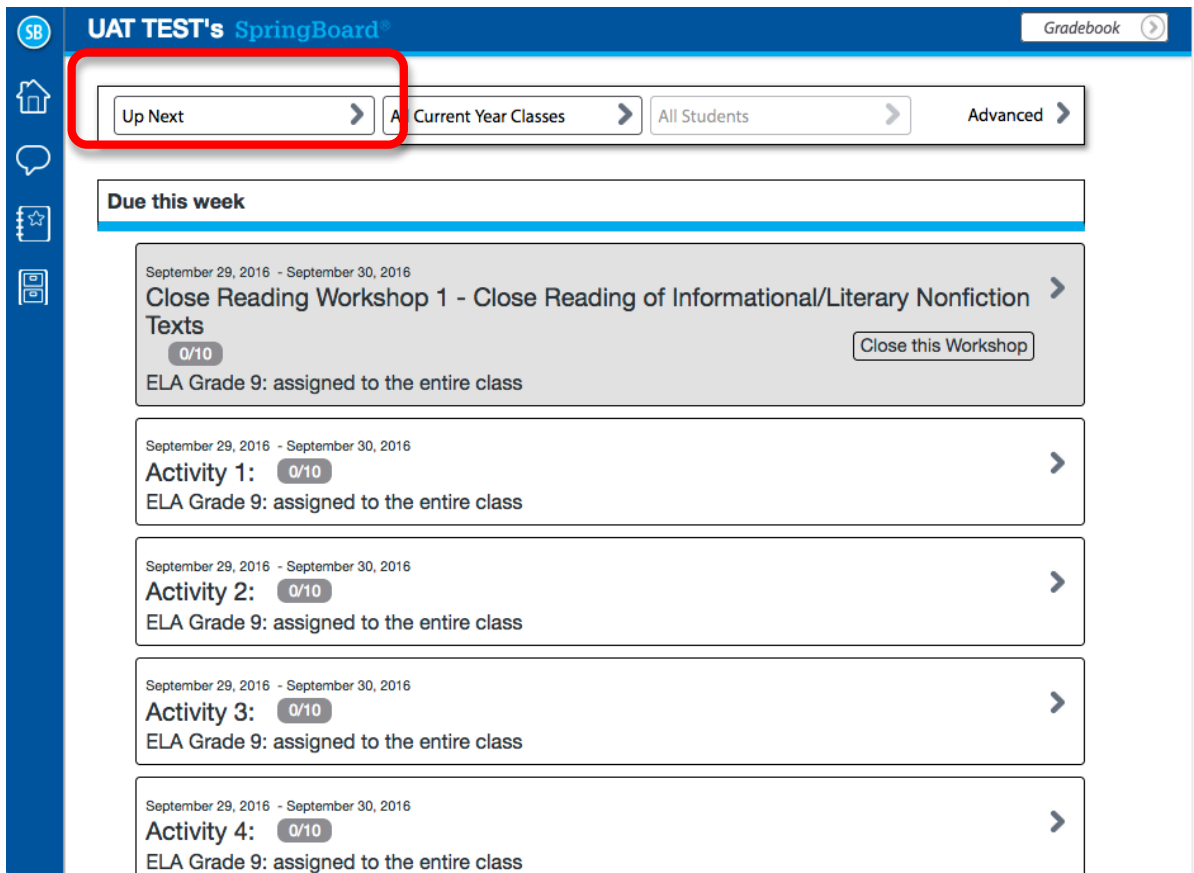
- Student reads and completes assignments within answer boxes by clicking the plus sign and entering text in the text fields.
- To indicate student progress, the slide is shaded in light green in the navigation when a student has viewed it, and checked when all fields have been completed. Any activity which has not been unlocked by the teacher will feature a lock icon.



Grading Workshops in Gradebook

Grading workshops – as with most SpringBoard Digital grading – is done in the Gradebook. You'll want to wait to grade workshops when your class has finished all activities, because you'll need to **close the workshop** prior to grading.

1. Click Gradebook and select Up Next from the first dropdown menu. Click Close this Workshop in order to begin grading. Ensure that all students have submitted their work for all activities prior to closing the workshop.



The screenshot shows the SpringBoard Gradebook interface for a user named "UAT TEST's". The top navigation bar includes a "Gradebook" button. Below the navigation bar, there are four dropdown menus: "Up Next", "All Current Year Classes", "All Students", and "Advanced". The "Up Next" dropdown menu is highlighted with a red box. Below the navigation bar, there is a section titled "Due this week" which lists several activities. The first activity is "Close Reading Workshop 1 - Close Reading of Informational/Literary Nonfiction Texts" with a score of 0/10 and a "Close this Workshop" button. Below this are four other activities, each with a score of 0/10 and a right-pointing arrow.

2. To see and grade a student's work, use the Student Information dropdown menu to select a student.

The screenshot shows the SpringBoard interface for a class named "UAT TEST's SpringBoard®". The activity is "Activity 1: 0/10" and is assigned to the entire class. The interface shows class information (1/10 assignments active, 0/10 assignments graded) and a student information section with a "Select Student" dropdown menu. The dropdown menu is open, showing a list of student names: Quentin Robert, Steve Farrar, Gina Henry, Arthur Bee, Kay Laurel, Matt Nolan, and Ivo James. The name "Arthur Bee" is highlighted with a red rectangular box.

3. Evaluate and mark each student response. You can use Quick Comments along with adding in your personal comments by clicking the plus sign.

The screenshot shows the SpringBoard interface for a reading activity. The text of the passage is visible: "few miles the Pyramids rising above the palms looked very clean-cut, very grand and imposing, and very soft and filmy, as well." The section is titled "Second Reading: Vocabulary in Context". Below the text, there is a student response by Arthur Bee, saved on Thursday, September 29th 2016 - 4:01 pm. A red rectangular box highlights a plus sign (+) icon in the left margin, and another red rectangular box highlights a "Quick Comment" button with icons for a hand, a right arrow, and a warning triangle. Below this, there is a section titled "Check Your Understanding" with a numbered list of questions. The first question is: "1. Pair with another student and choose six words from the words you have circled. Using context clues and reference resources, try to determine the meaning of the words. As needed, reread the sentences using your understanding of the words to confirm what the passage means." Below this question, there is another student response by Arthur Bee, saved on Thursday, September 29th 2016 - 4:01 pm. A red rectangular box highlights a plus sign (+) icon in the left margin, and another red rectangular box highlights a "Quick Comment" button with icons for a hand, a right arrow, and a warning triangle.

- When you finish grading all assigned sections, you can then tally the final score at the end of the workshop. To save the grade, click **save grade**.

The screenshot shows the SpringBoard UAT TEST's interface. At the top, it says "UAT TEST's SpringBoard®" and "Grad". Below this is a writing prompt: "Based on your current understanding of the passage, summarize Twain's attitude about travel. Write a paragraph that explains your interpretation of his perspective on this topic. Be sure to".

- Identify the subject, purpose, and tone of the passage in a topic sentence.
- Provide one piece of textual evidence that supports your statement.
- Explain how the evidence supports your topic sentence.

Below the instructions is a "Quick Comment" button with icons for a hand, a right arrow, and a warning sign. A red box highlights the "Overall Grade" section, which shows a score of 8/10, a current score of 24, and a target score of 26. A "save grade" button is located next to the scores.

Below the grade summary are three activity cards, each for the period "September 29, 2016 - September 30, 2016":

- Activity 2: 0/10
ELA Grade 9: assigned to the entire class
- Activity 3: 0/10
ELA Grade 9: assigned to the entire class
- Activity 4: 0/10

Note: as with all scores, you'll have the ability to change the scoring method

The screenshot shows the "Overall Grade" section with a row of scoring method icons: a red circle with a white 'X', a grey circle with a white percentage sign, a grey circle with a white fraction $\frac{8}{10}$, a grey circle with a white letter 'A', a grey circle with a white checkmark, and a grey circle with a white 'MC'.