

**Around the Reading Workshop in 180 Days:
Creating Space for Interpretation, Dialogue & Instruction**
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Assertions About Literacy Education

- No Significant Changes in Instructional Practices will occur until a Parallel Development in Theoretical Understandings takes place.
- We need to create a *Preferred Vision* for the types of readers we want to support, the communities of readers we want to develop and the kinds of learning experiences that will help us achieve our goals.

Creating a Preferred Vision Of...

Organizing a Reading Workshop
The Role of the Reading Teacher
A Literate Environment
Textual Resources
Readers in New Times
Reading Aloud with Students
Extensive Reading Opportunities
Responding to Literature
Interactive Literature Discussions
Lessons in Comprehension

The Reading Workshop (Defined)

Not a Program or Script to Follow
An Organizational Framework
A Structure to Locate Reading Instruction Within
An Array of Learning Experiences
A Space for Student Interaction
A Time for Engaging with Real Texts

The Reading Workshop (3 Primary Goals)

Change the Way We Think and Talk about Texts and Literature
Expand What it Means to Comprehend
Develop Novice Readers' Abilities to Manage the Challenges of Reading

The Reading Workshop (Essential Components)

A Supportive, Literate Environment
Read Aloud Experiences
Interactive Discussions of Literature
Extensive & Intensive Reading
Lessons in Comprehension
Literacy Assessment

The Reading Workshop (Daily Schedule)

Shared Literary Experiences
 Reading Lessons
 Literacy (Check-In) Conferences
 Workshop Time
 Reflection Opportunities

Workshop Menu

Independent and Paired Reading
Listening Center
Author / Illustrator Studies
Response Experiences
Comprehension Strategy Groups
Literature Study Groups
 Readers' Theater
 Connections to Writing Workshop
 Inquiry Projects Etc...

A Preferred Vision: Establishing a Literate Environment

Designed for Interaction
 Reading & Discussion Area
 Comfortable Places to Read
 Access to Reading Materials
 Open Access to Supplies
 Interactive Wall Charts
 Hidden Teacher Desk

Principles of a Classroom Library

Accessible / Variety / Relevant / Quality / Up to Date / Organized / Inviting

40% Fictional Literature / 40% Expository Texts / 20% Poetry and others

A Preferred Vision: Library Collections

Easy reading picture books (Dr. Seuss) - Complex picture books
 All genres of novels - Poetry anthologies - Newspapers & Magazines - Short story collections - Reference books - Riddle-jokes books & comics – Plays - Student authored books - Wide Variety of Non-fiction - Transitional chapter books

Building a Classroom Library

Box a Day Exploration
 List - all types of books
 Group - common genres and books
 Label - designate a label for genres
 Investigate other collections and organization schemes

Research Suggests...

Few classroom libraries meet the ALA guidelines of 20-25 books per child
 Libraries need to be evaluated for their representations (who is omitted)
 Leveling books has created as many challenges as it has provided support.
 Funds used for commercial programs drain resources for classroom libraries.

A Preferred Vision: Social Dimensions*Interaction Patterns*

Beyond IRE

Aspects of Engagement

Aspects of Intellectual Complexity

Discussions with Integrity

Joyfully Literate Human Being

Multi-Literate

Shares Reading Life

Conducts Book Talks

Sense of Humor

Enjoys Children

Delectando Monemus

Provides Resources

The Literary Docent

Has an Extensive Knowledge of Literature and Literacy Processes

Develops Students' Interpretive Repertoires

Challenges Readers to "Go Deeper"

Facilitates Discussions and Inquiry

Keeps Current on Research and Pedagogy

Research Suggests...

Fewer than 6 states in the U.S. require a course in ch lit for initial licensure.
 Elementary school teachers rarely take a course in literary theory or criticism.
 A majority of classroom teachers are technologically "challenged".
 Teachers report difficulties in extending students' discussions about literature and literary elements.

A Preferred Vision: Selecting Literature

Attractive / Appealing

Worth Re-Reading

Provides Opportunities for Teaching and Discussing Significant Topics

Appropriate Conceptually

Relevant to the Lives of Our Students

Doesn't Reveal Itself Immediately

Core Program – As Resource, Curriculum or Script

A Preferred Vision: Readers in New Times

Find a Place for Reading in Their Lives
 Enjoy Reading & Its Challenges
 Utilize a Variety of Reading Strategies to Make Sense of Texts
 Are Able to Make Informed Selections
 Are Emotionally Invested in Literature
 Read a Wide Variety of Texts
 Understand that Texts May Possess Meanings Beyond What is Represented
 Understand Texts are Social Artifacts

The 4 Roles of the Reader

Reader as Code Breaker / Meaning Maker / Text User / Text Analyst

Why Read Aloud *with* Readers

Introduces Readers to New Titles, Authors, Genres, Illustrators
 Sets Expectations for Response
 Develops Common Vocabulary
 Demonstrates the Negotiation of Meaning
 Generates Curriculum
 Demands a Respect for Literature as a Work of Art

Reading Aloud Tips

Only Read Books You Love
 Read with Cool Voices!
 Let Us Talk about the Book
 Read Non-Fiction Too!
 Practice Reading Aloud
 Show the Pictures... Slowly!
 Let Us Choose Books Sometimes
 Don't Read Too Fast

Questions About “Performing” Literature

Should I Strive for Word “Perfect” Reading?
 How Long Do I Show the Illustrations?
 Should Students have a Copy of the Book?
 How Often Do I Stop and Ask Questions, or Should I Just Read the Book Straight Through?
 Should I Re-Visit Our Favorite Stories or Should I Always Read New Ones?
 Do I Stand or Sit? Where Do Students Sit?
 How Do I Introduce the Book?

Research Suggests...

The amount of time spent reading aloud decreases after primary grades, and shifts from picture books to chapter books.

Reading aloud builds students' vocabularies.

The amount of time teachers report Reading Aloud has decreased significantly since 2000.

Fictional literature dominates expository texts during classroom read alouds.

Research has focused on the level of "interactivity" during read alouds.

A Preferred Vision: Supporting Extensive Reading

Assessing Readers - know readers abilities to support selections and strategies

Book "Baskets" - novels, poems, picturebooks, non-fictions, magazines, etc.

Accountability - reader response notebooks, discussions, conferences

Connections to Instruction - support readers independent strategies

Access - opportunities to choose texts that interest readers at levels of manageable challenge

Reduce Extrinsic Reward Systems

A Preferred Vision for Responding to Reading

Talk About Texts

Read Another Connected Text

Make Suggestions for Other Readers

Sketch Ideas About Texts

Research a Related Topic of Interest

Question the Text / Ideas

Re-Read Text

Reflect in Writing

Write to the Author / Illustrator

Use Ideas for Own Writing

A Preferred Vision: Responding to Literature in Classrooms

Talk

Literature Study Groups

Class Discussions

Not-So-Silent Reading

Read

Connected texts

Re-Read

Question the Text

Writing

Reader Response Logs

Book Reviews

Write to Author

Authors as Mentors

Art / Drama

Reader's Theater

Interpretive Drawings – Sketching

Criteria for Evaluating Response Activities

Relationship to Literature: What is the connection between the activity and the reading?

Time Ratio: Is the amount of time to respond greater than the time to read?

Objective / Purpose: Does the activity become an end in itself?

Locus of Control: Do students have any choice in the activity?

Relevance: Does this activity remind you of anything that occurs in the world?

Promotes Thinking: Does this activity promote thinking or naming and recall?

LUNCH BREAK

Interactive Discussions

1. How To Talk to Each Other
2. What to Talk About
3. How to Support the Talk We Want

Interactive Discussions

Each student is responsible for Articulating their interpretations & ideas

The Lines of Communication are from student to student as well as from student to teacher

Readers need to be Active Listeners during the discussion

Meaning is Negotiated during the interactions

The quality of the discussion is related to the quality of the literature being discussed

Utilizes Visual Artifacts & Coding to extend discussions across time

Setting Expectations that are Clear, Transparent & Obtainable

Setting Expectations for Discussions

Honestly Reported

Listening Well & Thinking is As Important As Talking Well

Address Other Students as Well as the Teacher

Half Baked Ideas are Accepted and Encouraged

Consider What Has Been Offered

Interactive Discussion Strategies – Picture Books

Noticings-Connections-Wonderings

Speech Bubbles

Insider – Outsider Perspectives

Graffiti Boards

Story Structures

Story Comics

More Info Available:

<http://www.frankserafini.com/ClassroomResources/InvDiscussions.htm>

Noticing

What Might It Mean

So What?

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Four (4) Post-Its

1. One Way a Character Changed
2. Something That Challenged You as a Reader
3. Something You Expected
4. Something that was Missing from the Story

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Word Storms: Write Down 10 words that come to your mind during the story. Choose 2 and elaborate on your choice.

Intertextual Connections

There is a difference between robust and superficial connections
 Connections are made from text to experience and experience to text
 Connections do NOT guarantee sophisticated understandings
 Connections are constructed not Found

Working With Novels

Notetaking – Notemaking – Thinking Trail
 Comparing Covers
 Open Coding
 Reflecting on Codes
 Open Coding – Three Coders
 Literary Dinner Party
 My Space Characters

Invested Discussion Techniques

Raising Hands No Longer Necessary to Enter Discussion - “Getting the Floor”
 1st Person Plural - Reciprocal Objectives
 Notetaking - Post-Its - Coding
 Teacher Gaze - Handing Off
 Exploratory Pausing (Wait Time)
 Taking Up (Uptake) From What is Offered
 First we Thought, Now we Think
 Re-Voicing - So let me understand what you have said so far...

Some Things to Consider

Begin with Reading Aloud, Discussing Literature and Independent Reading, then add Other Components Slowly!

As little as ONE Minute of discussion per day can have significant results in students' reading abilities.

There is a fine line between Grand Conversations and “Not-So-Gentle” Inquisitions.

Without conscious attention to patterns of classroom discourse, teachers revert to traditional ways of talking.

The text needs to be conceptualized as a “Point of Departure” for discussions.

Picture Books, Novels & Poetry Are ALL Important Resources in ALL Grades.

Reading Workshop Institute Day 2

Key Points from Day 1

Reading Aloud & Discussion sets the stage for other components of the reading workshop.

Students need access to quality reading materials and time to read.

Teachers need to engage with texts the same way they expect novice readers to engage with texts.

There is a difference between filling in ditto sheets, book reports and the interactive discussion strategies we presented.

The Primary Goal of the Reading Workshop is to Expand what it Means to Comprehend

Units of Study Framework

Exposure

Immersion in the Unit of Study

Exploration

Understand the elements and structures of the genre, author theme, topic, ect

Engagement

Make Competence Visible

Multi-Literacies

A Preferred Vision: Units of Study in the Reading Workshop

Selecting the Focus of the Unit – Genre, Topic, Theme, Author, Illustrator etc.

Choose Cornerstone Text

Set Unit Objectives

Design Learning Experiences

Select Resources – Text Sets

Plan for Culminating Experiences

A Preferred Vision: Reading Comprehension

We Need to Expand Our Definition of Reading Comprehension Beyond the Recall of Literal Details to Include Interpretation

As children learn HOW to read, they also learn what reading IS.

What is Reading?

Behaviorist / Performance Models

Reading as Oral Performance

Reading as Decoding

Reading as Literal Recall

Challenges With Oral Performance, Decoding, Literal Recall

Focuses on correctness and accuracy, rather than thinking and interpretation.

Assumes a single, stable, universal meaning is found in the text.

Creates readers that can say words aloud, but may not comprehend.

Constructivist Models

Reading as a Process of Constructing Meaning *with* Text

Reading as a Process of Constructing Meaning *with Texts in a Social Context*

Critical Dispositions

Readers understand that reading is a process of making meaning with texts.

Readers assume responsibility for understanding what they are reading.

Readers develop an awareness of their thinking when reading.

Readers are willing and able to recognize confusion.

Readers are willing and able to acknowledge confusion.

A Preferred Vision: Lessons in Comprehension

Retain an Expanded Definition of What it Means to Comprehend

Are Focused Demonstrations of Literate Behaviors

Build upon the Knowledge and Prior Experiences of readers

Call Conscious Attention What Successful Readers Do

Are Based on a Gradual Release of Responsibility Model

Gradual Release of Responsibility / Emerging Expertise Model

Clarify Expectations (Full Disclosure)

Describe Reading Practice (Explicitness)

Demonstrate the Reading Practice (Making It Visible)

Provide Guidance with the Practice (Scaffolding)

Provide Opportunities for Student Application (Independent Reading)

Provide Opportunities for Reflection (Literary Share Circles)

Examples of Lessons in Comprehension

The Challenge
 Instructional Intentions
 Lesson Overview / Introduction
 Language of Instruction
 How it might go...
 Instructional Trajectory
 Classroom Artifacts
 Closing Comments

Differentiating Instruction: What Makes Learners Different?

Interests - Preferences
 Background Experiences
 Language Experiences
 Gender
 Cognitive Abilities
 Cultural Experiences
 Purposes for Learning

What is Differentiation?

1. Across Instructional Approaches
2. Across Resources (Texts)
3. Across Contexts
4. Across Tasks

Comprehension Lessons in Action: Understanding Reading Strategies

Choose appropriate text
 Select words to conceal
 Have students generate possibilities
 Ask Two Questions: Sense & Syntax
 Discuss how they figured out missing words
 Make list of strategies used for student bookmarks

Comprehension Lessons in Action: Approaching a Fictional Text

Help Students Attend to Extra-Textual Resources (Inside & Outside the text)
 Set Expectations for Reading / Activate Relevant Prior Knowledge
 Attend to Visual and Textual Cues
 Determining Significance

The Lesson Continues ...

In pairs approach the texts provided in the same manner as was demonstrated.
 Keep track of what you do, what works, and what challenges arise.
 Be ready to report to the group about what you did.
 Make Visual Display of Ideas

Instructional Trajectory

How the lesson will affect reading in the future in the classroom?
 Look for indicators of use in reader response notebooks
 Purposefulness / Relevance of strategy
 Demonstrate continued strategy use during read alouds

Comprehension Lessons in Action: Drawing Inferences

Literary Talk Show

Students act and respond as characters
 Class asks questions & Characters respond
 Discuss characters' responses
 Were the answers logical and in line with what you thought about the character?

Comprehension Lessons in Action: Reader Response Notebooks

Designed to get readers to share their ideas and reactions
 Can become glorified book reports
 Need continued response from peers and teacher
 Not a writing assessment
 Used with Homework Reading

Reader Response Notebooks 1

Title-Author-Date-Genre
 Retell What Happened 25% / React to What Happened 75%

Reader Response Notebooks 2

Title / Author / Date / Genre
 Noticings / Connections / Wonderings / Additional Thoughts

Assessing Reading Response Notebooks

Engagement

Able to describe visual images
 Follows along with, puts self in place of the characters
 Anticipates events in story
 Recalls specific events, language and story details
 Offers immediate reactions (laughs, worries, etc)
 Able to enter the secondary world of the story

Interpretation

Connects story to other texts, one's experiences, and the world
 Seeks meaning beyond the literal level of the text
 Understands characters challenges as connected to real world challenges
 Inquires about particular motifs, symbols, and events and their meanings
 Develops themes and connections to larger ideas and theories

Critique

Generalizes from literary experiences to world experiences
 Evaluates characters motives
 Infers author's intentions / histories / perspectives
 Evaluates "quality" of the story
 Understands relationship between parts of a story and the whole
 Analyzes own responses to stories
 Re-examines own worldview

Comprehension Lessons in Action: Interplay of Text & Illustrations

Symmetrical - images parallel the information provided in the text and vice versa
 Enhancing - illustrations enhance the text and text enhances illustrations
 Counterpoint - images provide information that is contradicted by the text

The Lesson Continues...

Have picture books available for exploration that contain a variety of text-image relationships
 Have students explore picturebooks noting what relationships they encounter
 Discuss in whole group what has been learned
 Create a class chart that supports these understandings

Comprehension Lessons in Action: Visual Literacy

Kress & van Leeuwen

Perspective (Size - Placement)
 Representation (Motif - Symbols)
 Image Zones (Left-Right & Up-Down)
 Salience (Signification)
 Modality (Reality Value)

Deconstructing Advertisements: Questions to Consider

What catches your eye first?
 Are the actors looking at you (gaze)?
 Where are components located in the advertisement (top/bottom)?
 Who is portrayed, not portrayed?
 How are text and images connected?
 Who is the intended audience?
 What is the "catch or hook"?

Concerns about Comprehension Instruction

Comprehension strategies become an end in themselves
 Most Comprehension Instruction is Comprehension Assessment in Disguise
 Beware of Teaching too many strategies at once
 Strategies are assumed to work for all texts and all purposes
 The Expansion of Scripted Instructional Approaches

My 7 Efficient Reading Assessments

Teacher Observation
 Reader Response Logs
 Oral Reading Analyses
 Think Aloud Protocols
 Reading Conferences
 Reflection Logs
 Retellings

For Consideration...

Explore & Analyze Children's Literature More Deeply
 Attend to Purpose, Why We Do Things, Not Procedures or How We Do Things
 Maintain the Focus of a Lesson, Beware of "Over-Teaching"
 The Images We Encounter are as Important as the Words We Read

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Children's Literature Referenced:

The Library Dragon – Deedy
 The Library – Stewart
 Wolf – Bloom
 The Girl Who Hated Books – Pawagi
 More Than Anything Else – Bradby
 Tomas and the Library Lady – Mora

Santa's Book of Names –McPhail
 The Red Book – Lehman
 Richard Wright and the Library Card
 – Miller
 The Three Pigs – Weisner
 A Walk in the Park – Browne

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| Piggybook - Browne | The Pigeon Finds a Hot Dog – Willems |
| Voices in the Park – Browne | Kitten’s First Full Moon – Henkes |
| Wolves – Emily Gravett | The Boy Who Looked Like Lincoln – Reiss |
| Sister Anne’s Hands – Lorbiecki | Alice the Fairy – Shannon |
| Arlene Sardine - Raschka | Hop on Pop – Seuss |
| Where the Wild Things Are – Sendak | Chocolate Moose for Dinner – Gwynne |
| Weslandia – Fleischmann | Into the Forest – Browne |
| Humphrey’s Bear – Wahl | Zoo – Browne |
| Moon Tiger – Root | Gorilla – Browne |
| The Salamander Room – Mazer | Look What I’ve Got – Browne |
| The Paradise Garden – Thompson | Kirsty Knows Best – Browne |
| Edward and the Pirate – McPhail | The Tunnel – Browne |
| Bears – Krauss | Rosie’s Walk – Hutchins |
| There’s a Nightmare in My Closet – Meyer | Hansel and Gretel – Browne |
| Black & White – Macauley | The Bunyip of Berkeley’s Creek – Wagner |
| The Jolly Postman – Ahlberg | Changes – Browne |
| What’s Wrong With This Book? – McGuire | The Visitors Who Came to Stay - McAfee |
| The Stinky Cheeseman – Sczieska | Do Not Open This Book - Muntean |
| Bright & Early Thursday Evening – Wood | The Big Bad Wolf and Me - Perret |
| Tuesday – Wiesner | |
| Come Away from the Water, Shirley - Burningham | |

Recommended Professional References

Tell Me – Chambers
 Reading Images – Kress & van Leeuwen
 Picture This – Bang
 Reading Contemporary Picture Books - Lewis
 Grand Conversations – Peterson & Eeds
 Talking, Listening, Learning – Myhill, Jones, & Hopper
 Making Meaning with Texts – Rosenblatt
 Children Reading Pictures – Arzipe & Styles
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