

**Around the Reading Workshop in 180 Days:
Creating Space for Readers and Reading Instruction
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Assertions About Literacy Education & Professional Development

No Significant Changes in Instructional Practices will occur until a Parallel Development in Theoretical Understandings takes place.

There has been a shift from *Professional Development*, which focuses on expanding teachers' knowledge, theories of reading and teaching abilities, to *Training*, which focuses on the correct application of someone else's ideas and practices.

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.

The Reading Workshop (Defined)

An Organizational Framework
A Structure to Locate Reading Instruction Within
An Array of Learning Experiences
A Space for Student Interaction
A Time for Engaged Reading
A Community of Readers

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 and Confidence to Manage the Challenges of Reading

The Reading Workshop (Essential Components)

A Literate Environment / Reading Aloud / Invested Discussions of Literature
Extensive & Intensive Reading / Comprehension Lessons / Literacy Assessment

Pedagogical Essentials: Readers need **TIME** to read, **ACCESS** to quality reading materials, **CHOICE** in what they read, and **RESPONSE** to their efforts.

The Reading Workshop (Daily Schedule)

Shared Literary Experiences
Reading Lessons
Literacy Conferences
Workshop Time
Reflection Opportunities

Workshop Menu

Independent and Paired Reading
Listening Center
Author / Illustrator Studies
Comprehension Strategy Groups
Literature Study Groups

Book Clubs

Readers' Theater
Response Experiences
Writing / Reflecting
Inquiry / Research Projects

Establishing A Literate Environment

A Community of Readers
Rethinking the Role of Classroom Teacher
Organizing Physical Space
Building a Classroom Library

Building A Community of Readers

The Best Classroom Management Program is an Engaging Curriculum!
Involve Students in the Life and Creation of the Classroom Procedures, Rules and Responsibilities.
Establish Clear, Obtainable, Transparent Procedures and Expectations
Develop a Basic Respect Among Students even During Times of Intellectual Challenge and Disagreement

Rethinking the Role of Classroom Teacher

Reader - Literacy Promoter - Discussion Facilitator – Resource Provider
Joyfully Literate Human Being - Literary Docent

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
Understands a Variety of Literary Perspectives for Analyzing Texts

Classroom Management

The Best Management Program is an Engaging Curriculum!
Involve Students in the Life and Creation of the Classroom Procedures, Rules and Responsibilities.
Establish Clear, Obtainable, Transparent Procedures and Expectations

Library Collections

Easy reading picture books (Dr. Seuss) - Complex picture books
All genres of novels: science fiction, historical fiction, realistic fiction, fantasy, mysteries - 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

Leveled (Leveling) Texts PROS:

Provides support for teachers' instructional decisions
Provides support for readers making appropriate selections for independent reading
Encourages teachers to attend to the supports and challenges in texts

Leveled (Leveling) Texts CONS:

Overemphasis on decoding, not comprehension, in leveling texts
Problems with criteria used in leveling texts
Readers see themselves as a particular level rather than as a particular reader
Limits access to reading material
Takes ownership and responsibility away from readers

Considerations for Leveling Texts

Decrease "Visibility" of Levels
No More Than 25% of Collection is Leveled
Difference Between Letting Students Choose What to Read and TEACHING them to Make Informed Selections
Manageable Gradations of Difficulty
Focus on Comprehension and Purposes for Reading, Not just Decoding

BREAK -----

Readers that...

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 Images and Texts May Possess Meanings Beyond What is Represented
Understand Texts are Social Artifacts

Glenna Sloan

The truly literate are not those who know how to read, but those who read; independently, responsively, critically, and because they want to.

Excuses for Reading Aloud to Readers

Quiets children down after lunch
A Nice break for the teacher
Teacher stays in control
Fills time
It seems like a fun thing to do

Purposes for Reading Aloud *with* Readers

Exposes children to new genres, titles, authors, worlds
Sets expectations
Demonstrates fluent reading
Increases vocabulary
Builds a community of readers
Demonstrates literate behavior

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

Considerations for Selecting Texts & Literature

Provides Opportunities for Teaching and Discussing Significant Topics
Appropriate Conceptually
Relevant to the Lives of Our Students
Doesn't Reveal Itself Immediately

Extensive Reading

Teachers must know readers' abilities and preferences to ensure manageable challenge (appropriate "levels").
Extensive array of reading materials to ensure, choice, interest and pleasure.
Reinforces reading strategies and skills demonstrated during explicit instruction
Be leery of too much time spent responding, not reading.

Responding to Literature

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

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
Inquiry Projects
Book Reviews
Write to Author
Ideas for Own Writing
Authors as Mentors

Art / Drama

Reader's Theater
Interpretive Drawings - Sketches

Criteria for 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 “real” world?

Curricular Connection: How does this activity relate to other aspects of the curriculum?

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

Contexts for Reading and Comprehension Instruction

Whole Group Read Aloud & Discussions

Whole Group Demonstration Lessons

Comprehension Strategy Groups – Focus on Reading

Literature Study Groups – Focus on Literature

Individual Reading Conferences

Promoting Interactive Discussions:

Employs Quality Literature

Shared Contemplation

Expands Reader Perspectives

Focus on Initial Responses & Reflection

Utilizes Visual Artifacts

Interpretive Processes

Noticing – Attending to text, image, design, and format

Generating Meanings – Constructing Understanding

Representing Meanings – Articulate / Voice / Represent Meanings

Negotiate Meanings – Exploratory Talk

Reconsidering – Comprehending as a Process

Interactive Discussion Strategies

Noticings-Connections-Wonderings

Four (4) Post-Its

Graffiti Boards

Think & Sketch

Jigsaw Reading

Word Storms

Graphic Organizers

Open Coding

Structured Coding

Graphic Representations

Story Structures

Units of Study in Action

Select Central Focus

Choose a Cornerstone Text

Set Unit Objectives

Design Learning Experiences

Text Sets - Variety of Media,

Formats, Genres, Resources

Plan for Culminating Experiences

Insights from the Morning

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

We Have to Walk the Walk as Readers, Not Just Talk the Talk as Teachers

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

Teachers need an extensive knowledge of literature to support a reading workshop.

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

LUNCH BREAK

Assertions About Reading and Reading Instruction

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

What counts as proficient reading is defined through the expectations and practices enacted in our classrooms.

What is Reading and Reading Comprehension ?

Behaviorist / Performance Models

Reading as Oral Performance

Reading as Decoding

Reading as Literal Recall

Constructivist Models

Reading as Constructing Meaning *from* text

Reading as a Process of Constructing Meaning *with* Text

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

Challenges With Oral Performance, Decoding, Literal Recall

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

Assumes a single, stable, universal meaning in a text.

Privileges the text over the reader.

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

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.

Readers apply comprehension strategies when meaning breaks down.

Effective Lessons in Comprehension ...

Are Focused Demonstrations of Literate Behaviors
 Build upon the Knowledge and Prior Experiences of readers
 Are Conducted “In Service of Meaning”
 Call Conscious Attention What Successful Readers Do

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)

Comprehension Lesson: 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

Comprehension Lesson: Reading Strategies Bookmarks

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 Lesson: Approaching a Text

Attend to Extra-Textual Resources (Inside & Outside the text)
 Activates Relevant Prior Knowledge
 Attend to Visual and Textual Cues
 Determine Significance

Today's Workshop Schedule

Set Objective for the Workshop
Demonstrate Strategy
Set Expectations for Small Group Work
Create Class Chart

Peri-Textual Resources

Cover / Title - Fonts
 Dedication / Title Page
 End Pages
 Author Blurb
 Jacket Information

Para-Textual Resources

Book Reviews
 Author Interviews
 Critical Analyses and Articles
 Advertisements
 History of the Work
 Other Books from Author / Illustrator

Literary Demonstrations: Thinking Aloud

Explain what Approaching Means
 Share Ideas as YOU approach the text
 Use Language that Students are familiar with
 Allow opportunities for student questions and reactions
 Keep it authentic and in context

Guided Practice: Approaching a Text

In pairs or threes 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

Extending the Lesson: 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?

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

The 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 Frequently
 Attend to Purpose, Why We Do Things, Not Procedures or How We Do Things
 Maintain the Focus of a Lesson, Beware of "Over-Teaching"
 Be a Reader First, and a Teacher second

Children's Literature Referenced:

Wolf – Bloom	The Pigeon Finds a Hot Dog – Willems
The Girl Who Hated Books – Pawagi	The Boy Who Looked Like Lincoln – Reiss
More Than Anything Else – Bradby	Where the Wild Things Are – Sendak
Tomas and the Library Lady – Mora	Weslandia – Fleischmann
Santa's Book of Names – McPhail	Humphrey's Bear – Wahl
Richard Wright and the Library Card – Miller	Moon Tiger – Root
Edward and the Pirates – McPhail	The Salamander Room – Mazer
The Three Pigs – Weisner	The Paradise Garden – Thompson
Kitten's First Full Moon – Henkes	
Voices in the Park – Browne	