The Reading Workshop Defined
Not a Program, nor 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 Authentic Texts
Theoretical Principles

Primary Goal of the Reading Workshop
The Primary Goal of the Reading Workshop is to Change the Way Students and Teachers Think and Talk about Texts.

Reading Workshop: 10 Theoretical Principles
1. Realize the strategies and skills students need to comprehend the complex texts they encounter nowadays have expanded beyond the strategies for reading written text alone.
2. Decrease the amount of time standing in front of the whole class delivering lessons that work only for a few readers, and spend more time in small groups working at readers’ points of need.
3. Demonstrate how to approach, navigate, and closely analyze a wide variety of texts.
4. Reduce the dominance of the fictional novel in the reading curriculum to allow room for the other types of texts readers in contemporary society spend time reading.
5. Foster a sense of independence in one’s readers.
6. Organize the reading workshop in response to the needs, skills, and interests of the readers in one’s classrooms.
7. Read aloud everyday from a variety of texts and for a variety of purposes.
8. Learn how to facilitate sophisticated discussions about the texts being read and shared.
9. Develop a sense of wonder and teach readers how to tolerate the ambiguity inherent in many texts and experiences.
10. Explore the potential for web-based and digital tools available to support the instructional practices in the reading workshop.
Reading Workshop: 4 Pedagogical Strands

Pedagogical Strand #1: Opportunity
Readers need time to read, access to quality texts, and physical and social spaces that support engaging in the act of reading.

Pedagogical Strand #2: Choice
Readers need choice in what they read, where they read, whom they read with, and how the texts they select are accessed and delivered.

Pedagogical Strand #3: Response
Readers need timely and effective responses to their efforts and ideas.

Pedagogical Strand #4: Community
Readers need to spend time in the company of other readers, identify themselves as readers, and be allowed to make mistakes.

The Reading Workshop: Instructional Components
A Supportive, Literate Environment
Read Aloud Experiences
Interactive Discussions
Extensive & Intensive Reading
Lessons in Comprehension
Literacy Assessment

The Reading Workshop: Daily Schedule
Shared Literary Experience
Reading Lesson
Literacy Conferences
Workshop Time
Reflection Opportunities

Reading Workshop: Workshop Menu
Independent and Paired Reading
Listening Center
Author / Illustrator Studies
Response Experiences
Units of Study
Comprehension Strategy Groups
Literature Study Groups
Readers’ Theater
Connections to Writing Workshop
Inquiry Projects   Etc....
Workshop Time
Making the Shift to a Reading Workshop
Decrease in whole group – full frontal assault teaching
Increase in small group instruction and interactions
Decrease in teacher talk and questions
Increase in student talk beyond literal details
Good Bye to Round Robin Reading, Chapter Quizzes and Overuse of the Novel
Increase in variety and complexity of texts read and discussed

The Reading Workshop 2.0: Assertions About Reading in the Digital Age
1. The texts students will be reading are fundamentally different from the texts they have read in the past.
2. The strategies students will need to make sense of these new texts must go beyond cognitively-based reading comprehension strategies.
3. What it means to comprehend must extend beyond literal recall and close reading of text-based evidence.

Questions Driving My Work
What does a shift from Reading Workshop 1.0 (analog) to 2.0 (digital) entail?
What theoretical and pedagogical perspectives are useful for navigating and interpreting visual images and multimodal texts?
What skills and strategies do readers need in digital and multimodal environments?
How do teachers incorporate Web 2.0 resources into an already overcrowded literacy curriculum?

Major Shifts
1. From Print-Based Monomodal Texts to Multimodal Ensembles
2. From Web 1.0 (Consumers) to Web 2.0 (Producers)
3. From Comprehension (Product) to Interpretation (Process)
4. From Single Authority (Cliff Notes) to Multiple Perspectives (Social Media)

Digital Formats: Varying Levels of Interactivity
Downloadable
On-Line Access
Book Apps
CDs
Audio Books
Hybrid (ie. Skeleton Creek)
What’s next?
The Reading Workshop: Reading Devices

<table>
<thead>
<tr>
<th>Analog Reading Devices</th>
<th>Digital Reading Devices</th>
</tr>
</thead>
<tbody>
<tr>
<td>No power needed</td>
<td>Requires power</td>
</tr>
<tr>
<td>Libraries are full of them</td>
<td>Not all books yet available</td>
</tr>
<tr>
<td>Text and image</td>
<td>Multimodal features and Navigational Tabs</td>
</tr>
<tr>
<td>Linear structures</td>
<td>Non-linear structures</td>
</tr>
<tr>
<td>Easy to share with friends</td>
<td>Easy to carry many texts</td>
</tr>
<tr>
<td>Harder to store and carry</td>
<td>Can change font size</td>
</tr>
<tr>
<td>Original formats intact</td>
<td>Built in dictionary</td>
</tr>
<tr>
<td>References are separate</td>
<td>Hard to see how long a book is</td>
</tr>
<tr>
<td>Tactile dimensions</td>
<td>Comment – Highlight</td>
</tr>
<tr>
<td>Bookmarks and highlights are</td>
<td>Bookmarking can be public</td>
</tr>
<tr>
<td>permanent and personal</td>
<td>Text to Speech</td>
</tr>
<tr>
<td>Requires reading by self</td>
<td>Search Text</td>
</tr>
<tr>
<td>Searching is manual</td>
<td>Can change after publication</td>
</tr>
<tr>
<td>Permanent after publication</td>
<td></td>
</tr>
</tbody>
</table>

4 Reading 2.0 Processes

1. **Accessing & Navigating** – digital reading devices, on-line texts, supportive browsing, intentional selections, web-based aggregators, new navigational techniques
2. **Archiving & Sharing** – tracking readings, reading plan, bookshelves vs. digital storage, generating recommendations
3. **Commenting & Discussing** – highlighting, commentaries, synchronous & asynchronous discussions
4. **Interpreting & Analyzing** – resources for interviews, reviews, literary criticism, interpretations

Workshop 2.0 Processes: Accessing & Navigating

Learning how to access a variety of texts and information in digital formats.
Learning how to navigate the design features and hyperlinks associated with digital texts.
Working across genres in digital formats.
Learning the interactive capabilities of Book Apps and Interactive CDs.
Being able to manipulate text and design features to format personal preferences in font, color, size and presentation.

**Digital Texts to Access & Navigate**

- E-readers (Kindle, Nook, Sony, iPad)
- Mobile Devices (iphone, Android)
- Books on CD
- Interactive CDs
- Digital Bookshelves
- Interactive Storybooks
- Magazine Subscriptions
- On-Line Image Collections
- Aggregators and Web-Readers
- Digital Textbooks
Accessing & Navigating Newspapers, Magazines, Multimodal Blogs, Interactive Picturebooks, On-Line Image Collections, Aggregators (RSS)

Reading Digitally...
Provides instant access to many texts
Requires understanding of new navigational techniques
Offers instant access to epitextual resources and reference materials
Requires understanding multimodal and hypertextual features
Provides immediate recommendations and reviews of texts

Workshop 2.0 Processes: Archiving & Sharing
Digital records of texts read – digital bookshelves
Archive of reviews and recommendations
Social platforms to share reading life and preferences
Book recommendations for others
Twitter latest books and reviews
RSS feeds of book publishers
Goodreads – LibraryThing – Shelfari – Jacketflap
Book Scanners – Goodreads – Delicious 3

Workshop 2.0 Processes: Commenting & Discussing
Learning how to Code and Highlight digital texts
Understand the differences between Open vs. Selective Coding
Learn how to Bookmark digital texts
Learn how to aggregate comments, highlights and bookmarks
Learn a variety of ways of commenting on digital texts (in text and sidebars)
Accessing recommendations, book trailers, reviews, and discussion boards
Learn how to use digital tools to participate in Synchronous & Asynchronous discussions

Commenting & Discussing
Coding Digital Text, Highlighting Text, Highlight Aggregator, Commentaries

Commenting & Discussing Tools
Notes Plus
Penultimate
IA Writer
Notability
Citelighter
Paperport Notes
Evernote
Adobe Reader-Writer
PDF Pen
Commenting & Discussing
Video Book Talks, Book Trailers, Real Time, Discussion Boards

Workshop 2.0 Processes: Interpreting & Analyzing
Interpreting and analyzing visual images, text, and design features of multimodal and digital ensembles.
Going beyond close reading of textual elements to consider sites of production, reception and dissemination.
Using digital tools to select and compare elements of multimodal texts.
Using digital tools to respond to and analyze digital texts.

Interpreting & Analyzing
Wordle, Digital Commentary, Noticings-Meanings-Wonderings, Analytical Perspectives

3 Analytical Perspectives
Perceptual - Noticing, Navigating, Naming Elements of Multimodal Texts
Semiotic - Grammar and Conventions of Visual Images and Multimodal Texts
Ideological - Analysis of the Social Practices and Socio-Cultural Contexts of Visual Images and Multimodal Texts

Reading Workshop 2.0: Some Considerations
Reading Workshop 2.0 is still based on effective workshop instructional practices
Making sense of the world and the texts in it is still the focus of reading instruction.
Web-based and digital resources are simply TOOLS used in the reading workshop, not the whole workshop.
Whether digital immigrants or digital natives, teachers and students need help accessing and interpreting texts in a Web 2.0 environment.

Thank You!
www.frankserafini.com
@doctorserafini