



WELCOME!

Overview of Readers Workshop



Presented by

Lori Hawksby, Reading Specialist, Indian Hill School
Erin Fetter, Reading Specialist, Village School

What is Readers Workshop?

- A teaching method in which the goal is to explicitly teach students strategies to become more skillful at comprehending text.
- Involves students in authentic reading experiences that focus on the strengths and needs of each individual student through differentiated instruction.
- Emphasizes the importance of student engagement and the interaction between readers and the text.



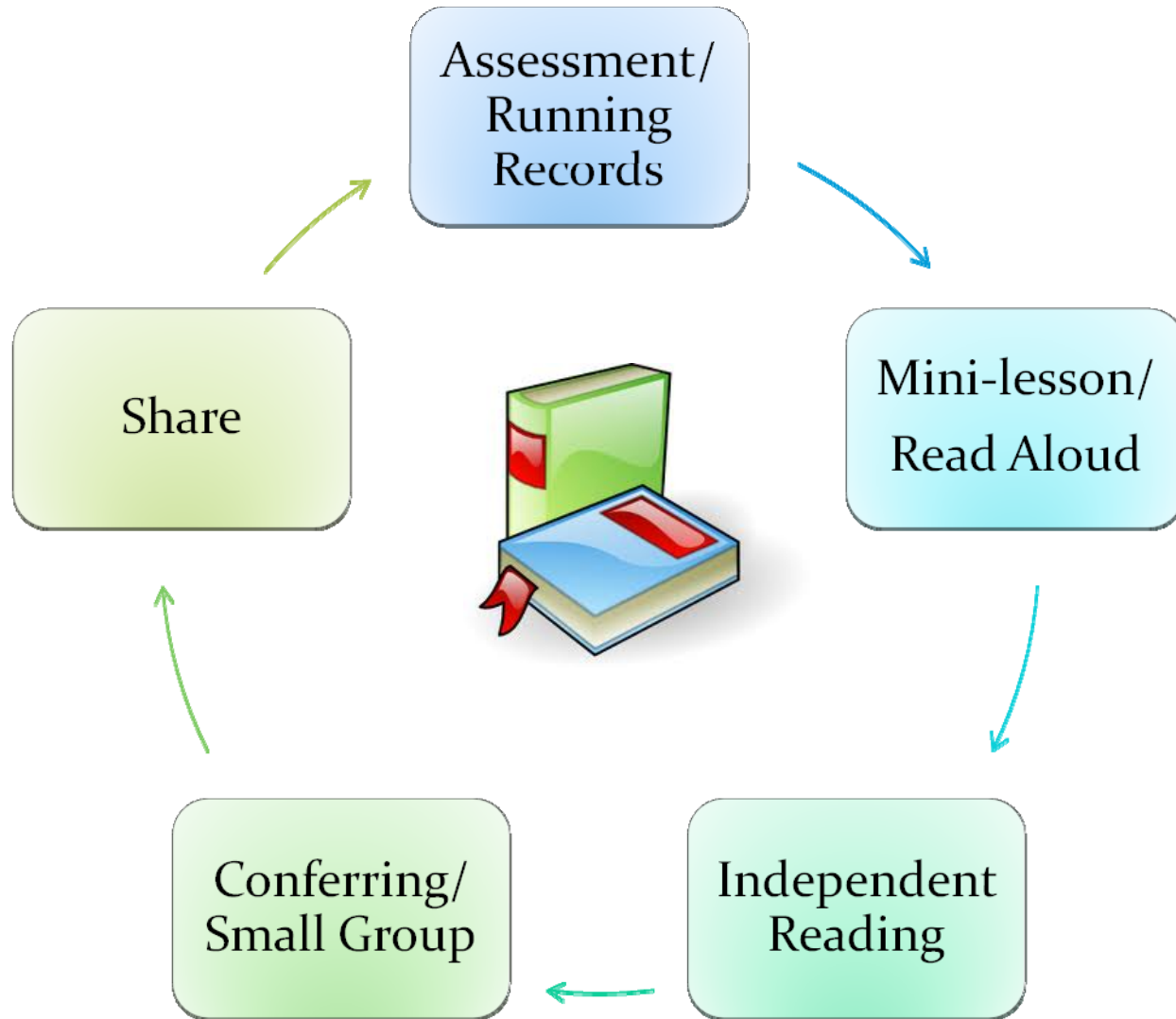
Traditional Approach	Readers Workshop
<p>Instruction:</p> <ul style="list-style-type: none"> • Whole class reading/Reading groups • Limited/no independent reading time • Teacher teaches whole class reading skills • Lack of student participation • Teacher sets the pace for reading (some students are held back, some fall behind) 	<p>Instruction:</p> <ul style="list-style-type: none"> • Whole class, small group, and independent reading • Explicit Modeling/Think-Alouds in whole group and targeted instruction in small group and conference. • Teach Reading Skills <i>and</i> Strategies • All students participate (Turn and Talk) • Students read at their own pace; they can move ahead or re-read as necessary
<p>Application:</p> <ul style="list-style-type: none"> • Students read the SAME text over a period of time • The students answer questions at the end of a story and complete worksheets to demonstrate the skill • Students not aware of teacher’s reading processes and practices • Primary instruction of reading skills presented in a format based on basal 	<p>Application:</p> <ul style="list-style-type: none"> • Students read different books (interest and level) • Students apply and demonstrate skills and strategies for their own books, leaving “tracks” of their thinking • Teacher models reading processes and shares reading practices (use of read alouds and think alouds) • Instruction emphasizes teaching reading strategies based on standards through selected literature
<p>Assessment:</p> <ul style="list-style-type: none"> • Comprehension Multiple Choice Assessment 	<p>Assessment:</p> <ul style="list-style-type: none"> • Running records, conferencing, rubrics, notebook, self-reflection, comprehension open ended/multiple choice assessments

Research says...



- In the workshop model, students are invited to become actively involved in their learning, and in the process learn more about how to read various kinds of texts (Atwell).
- There is not much good to say about “hard reading.” If you want kids to fail, give them “hard books” they can’t read with less than 95% comprehension. The end result of a steady diet of “can’t do” is unmotivated, hard to manage, oppositional students (Allington).
- Students are given an opportunity to read at their own level and choose their own books. Research has shown that motivation predicts reading volume, which improves achievement (Allington).
- Reading improves when:
 - More time is provided in uninterrupted blocks
 - Students think about what they’ve read and explain their thinking
 - There is ongoing strategy instruction
 - Students have “literate conversations” (Allington).

5 Components to Reading Workshop



Assessment/Running Records



- Help teachers identify which level of texts students can read independently.
- Provide an analysis of comprehension, accuracy, and fluency.
 - Comprehension – Students are asked to retell the text and answer literal and inferential questions.
 - Accuracy – Students must read with 96% accuracy. Teacher codes and analyzes miscues and self-corrections.
 - Fluency – teacher observes reading behaviors such as automaticity, reading rate, and expression.

How does the teacher determine a reading level?

- If a student can do the following he or she can read a text level independently:
 - Read a text with 96% accuracy
 - Read with comprehension – retell + questions
 - Read with fluency behaviors required at that level



Read Aloud

- Interactive
 - Teacher
 - Models fluent reading
 - Models higher level thinking and reading skills and strategies through think aloud
 - Exposes students to a variety of genres and literary styles
 - Builds vocabulary and comprehension
 - Involves students through active engagement activities such as “turn and talk,” “stop and jot,” & “act it out”
 - Students
 - Actively listen
 - Actively engage at teacher’s request



Mini-lesson(10 – 15 minutes)

- Connection
 - Hook
 - Connect to what was taught yesterday
- Teaching point
 - State what you are going to teach the children (skill and strategy - I am going to teach you _____ by _____)
 - Model the teaching point through demonstration.
- Active Engagement
 - Have the students practice what you have just modeled through “turn and talk”, “stop and jot” etc.
- Link
 - Link this to all they are doing in reading workshop as you send them off to read independently



Independent Reading



- Students select just right books (at their reading and interest level).
- Students apply and demonstrate skills and strategies to their own books.
- Students leave “tracks” of their reading through post-it marking and stop and jots.
- Students show accountability and evidence of learning through logs, responses in reader’s notebook or graphic organizers.

I♥Reading! I♥Reading! I♥Reading! I♥Reading!



Conferring & Small Group



- Conferring
 - One-on-one conference between teacher and student
 - Teacher observes, assesses, and coaches the reader
 - Individualized instruction based on the student's need
- Small Group Instruction
 - Strategy Group
 - Teacher works with a small group on a targeted strategy
 - Guided Reading
 - Teacher “guides” a small group of readers that are on the same instructional level
 - Teacher provides an opportunity to learn various reading strategies so students will possess the skills and knowledge required to read increasingly more difficult texts on their own.
 - Independent reading is the GOAL!

Share

- Reinforces the mini-lesson is by inviting students to discuss the work they have done in the workshop.
- Student's reflect on their thinking and talk about their learning.
- Teacher assesses what students have or have not learned.
- Teacher might highlight exemplar work that he/she noticed students doing.



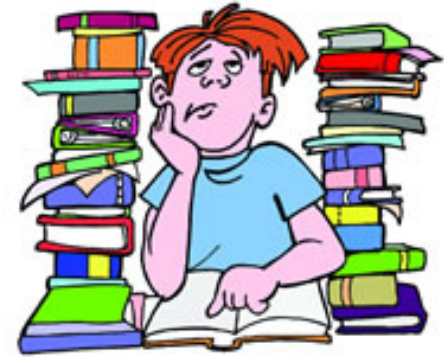


VIDEO CLIP

<http://www.youtube.com/watch?v=ZYdbX-kpYEo>

Thoughts on Reading

- To LEARN to read, you NEED to read.
- READING IS THINKING!
- Time Matters! The amount of time spent reading is incredibly important. According to researchers... To maintain growth, 2 hours a day should be spent reading between home and school.
- Children need to have books they can read with 96-99% accuracy.
- Children need to have frequent opportunities to talk about their reading and their thinking as they're reading.
- By teaching children to talk well about books, we teach them to think as they read.



More Thoughts on Reading

- Children need to hear fluent readers read aloud every single day.
- Children need to have a bonded relationship with someone who is a passionate reader.
- Children can be taught the skills and strategies that good readers use by hearing fluent readers read and think aloud **AND** by practicing those skills and strategies with a partner and as they read independently.
- Books are not “one size fits all.” Children need “just right” books.
- The goal of reading instruction is to create lifelong readers.



To recap... Students are given:

- **TIME** to choose books, read, think about their reading, and interact with others about what they read.
- **CHOICE** about the books they read and the strategies they use to help them comprehend.
- **STRUCTURE** that allows them opportunities to work with the teacher, one another, and independently.
- **OPPORTUNITIES** to share their thoughts and feelings about reading.





The following districts in our factor group are using Reading and Writing Workshop.

- Colts Neck
- Fair Haven
- Little Silver
- Rumson
- Princeton
- West Windsor-Plainsboro
- Tenafly

Questions?

