

## **10 BOOKS AND COUNTING...**

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## **THE READING WORKSHOP: CREATING SPACE: BUILDING A COMMUNITY OF READERS**

*Readers Learn to Read by Reading, Sharing Books and Talking About Them*

- ACCESS
- CHOICE
- TIME
- DEMONSTRATIONS
- Social, Physical, and Virtual Spaces

## **READING ALOUD AND BEYOND: FOSTERING THE INTELLECTUAL LIFE WITH OLDER READERS**

- INTRODUCES READERS TO NEW TEXTS
- DEVELOPS A SENSE OF COMMUNITY
- PROVIDES DEMONSTRATIONS OF PROFICIENT READING

## **LESSONS IN COMPREHENSION: EXPLICIT INSTRUCTION IN THE READING WORKSHOP**

*THE STRATEGIES READERS UTILIZE WHEN READING ARE DIRECTLY RELATED TO THE TEXTS THEY ARE READING AND WHY THEY ARE READING THEM.*

## **READING WHERE THE WILD THINGS ARE:**

- As a bedtime story...
- For one's own enjoyment...
- For a discussion in a children's lit class...
- To write a book review...
- To take an Accelerated Reader quiz...
- As a model for one's writing...
- As a model for one's illustrations...
- In a guided reading group...

## **Texts, Tasks, and Teaching**

### **GRADUAL RELEASE OF RESPONSIBILITY**

- CLARIFY EXPECTATIONS: (FULL DISCLOSURE)
- DESCRIBE READING PRACTICE: (BEING EXPLICIT)
- DEMONSTRATE THE READING PRACTICE: (MAKING IT VISIBLE)
- PROVIDE GUIDANCE WITH THE PRACTICE: (SMALL GROUP WORK)
- PROVIDE OPPORTUNITIES FOR STUDENT APPLICATION: (INDEPENDENT READING)
- PROVIDE OPPORTUNITIES FOR REFLECTION: (SHARE CIRCLES)

## **AROUND THE READING WORKSHOP IN 180 DAYS: THE READING WORKSHOP**

- NOT A PROGRAM, NOR SCRIPT TO FOLLOW
- AN ORGANIZATIONAL FRAMEWORK
- A STRUCTURE TO LOCATE READING INSTRUCTION
- AN ARRAY OF LEARNING EXPERIENCES
- A SPACE FOR STUDENT INTERACTION
- A TIME FOR ENGAGING WITH AUTHENTIC TEXTS

## **AROUND THE READING WORKSHOP IN 180 DAYS**

- WHAT HAPPENS IN AUGUST AND SEPTEMBER SETS THE FOUNDATION FOR THE YEAR.
- EACH MONTH HAS A DIFFERENT FOCUS, SET OF EXPECTATIONS, AND CHALLENGES.
- WE NEED TO BUILD UPON THE STRUCTURES WE SET IN PLACE THROUGHOUT THE YEAR TO HELP CHILDREN TAKE CHARGE OF THEIR OWN LEARNING.

## **INTERACTIVE COMPREHENSION STRATEGIES: FOSTERING MEANINGFUL TALK ABOUT TEXTS**

THE PRIMARY GOAL OF THE READING WORKSHOP IS TO CHANGE THE WAY TEACHERS & STUDENTS **THINK** AND **TALK** ABOUT TEXTS

THE RECITATION SCRIPT: INITIATE-RESPOND-EVALUATE

### **Two Ethos:**

Ethos of Engagement

Ethos of Intellectualism

## **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

## **MORE (ADVANCED) LESSON IN COMPREHENSION: EXPANDING STUDENTS' UNDERSTANDING OF ALL TYPES OF TEXTS**

### **COMPREHENSION STRATEGY INSTRUCTION MUST BE:**

- *CONTEXTUALIZED* – TAKE INTO CONSIDERATION SETTING & PURPOSE OF THE READING EVENT
- *INTENTIONAL* – MUST HAVE A STATED REASON FOR INCLUSION
- *OBVIOUS* – MUST DRAW UPON TEXTS THAT MAKE THE STRATEGY APPARENT
- *CONNECTED* – MUST MAKE CONNECTIONS TO THE TEXT AND THE READER'S PURPOSE
- *IN SERVICE OF MEANING* – MUST FOCUS ON MEANING AND NOT DECODING OR OTHER SKILLS

**Performance: Comprehension is related to what we ask students TO DO with a text**

## **CLASSROOM READING ASSESSMENTS: MORE EFFICIENT WAYS TO VIEW AND EVALUATE YOUR READERS**

- Our assessment tasks and practices should provide ways to Make Students' Literate Abilities Visible
- This visibility in students' literate abilities should be used as a basis for Making Instructional Decisions
- Our assessment practices should be efficient (most bang for the buck) and should interfere with teaching and learning as little as possible

## **READING THE VISUAL: AN INTRODUCTION TO MULTIMODAL LITERACY**

- Calling Students Attention to Visual Images and Design Features
- Texts include More Visual Images than Ever
- We need to develop a metalanguage for talking about visual grammar

## **READING WORKSHOP 2.0: READING IN THE DIGITAL AGE**

SHIFTS IN TECHNOLOGY REQUIRE SHIFTS IN SOCIAL PRACTICES

### **WHERE ARE WE HEADED? From Page to Screen**

- FROM PRINT-BASED TO DIGITAL TEXTS
- FROM MONOMODAL TO MULTIMODAL TEXTS
- FROM STATIC TO INTERACTIVE TEXTS

### **READING WORKSHOP 2.0 PROCESSES**

- ACCESSING & NAVIGATING
- ARCHIVING & SHARING
- COMMENTING & DISCUSSING
- INTERPRETING & ANALYZING

## **REMIXING MULTILITERACIES: THEORY AND PRACTICE FROM NEW LONDON TO NEW TIMES THE NEW LONDON GROUP**

- DESIGN, AVAILABLE DESIGNS, DESIGNING
- MULTILITERATE, MULTIMODAL, MULTI...
- THE WORLD TOLD IS NOW THE WORLD SHOWN.
- NEW TEXTS, NEW PRACTICES, NEW TASKS

### **SOME FINAL ASSERTIONS**

- CREATING **SPACE** AND GIVING CHILDREN **ACCESS** AND **CHOICE** AND **TIME** ARE STILL IMPORTANT
- BUILDING A **COMMUNITY OF READERS** HAS MORE TO DO WITH TEACHING READING THAN ANY LESSONS I HAVE CREATED
- WE WOULD BE BETTER READING TEACHERS IF WE WORKED ON BEING **BETTER READERS**, NOT JUST BETTER TEACHERS
- WHEN CHILDREN ARE **BORED AND CONFUSED**, SOMETIMES IT'S BECAUSE TEACHERS CAN BE BORING AND CONFUSING.

**THANK YOU!**