Reading Workshop 2.0
Teaching Reading in the Digital Age
Dr. Frank Serafini
Arizona State University
www.frankserafini.com
@ doctorserafini

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 literal questions (IRE)
Increase in student talking and listening to one another
Good Bye to Round Robin Reading, AR, Chapter Quizzes, and Dioramas
Increase in variety and complexity of texts read and discussed
Moving beyond the novel

The Reading Workshop 2.0: **Assertions About Reading in the Digital Age**
1. The texts students read now are fundamentally different from the texts they have read in the past.
2. The strategies students need to make sense of these new texts extend beyond cognitively-based reading comprehension strategies.
3. We have to look beyond digital technologies themselves to the affordances and potential uses these resources provide.
4. New technologies may get students to initially engage in reading activities, but what we as teachers do with these technologies will determine whether they continue to engage.

Questions Driving My Work
What does a shift from Reading Workshop 1.0 (analog) to Reading Workshop 2.0 (digital) entail?
What technology skills will readers need in digital and multimodal environments?
What reading skills will 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 Book Reports & Quizzes to Interactive Media
4. From Single Authority (Cliff Notes) to Multiple Voices (Wikipedia)

Digital Text Characteristics
• Texts can be altered in size, font and color
• Features hyperlinks across texts and web resources
• Offers navigational tools and icons
• Includes a variety of modes (image, sound, video)
• Texts are "searchable"
• Texts can be immediately posted on the Internet
• Texts can be translated into other languages
• Texts include reference materials (dictionaries)

Digital Formats: **Varying Levels of Interactivity**
- Basic E-Books
- Audio Books on CD
- Enhanced Books (Extra Features in File)
- Online Books (Hyperlinked)
- Interactive Book Apps (Social Media)
- Hybrid (ie. Skeleton Creek)

The Reading Workshop: Reading Devices

Analog Reading Devices	Digital Reading Devices
No power needed	Requires power
Libraries are full of them	Not all books yet available
Easy to share with friends	Hard to share with friends
Harder to store and carry	Easy to carry many texts
Original formats intact	Can change text features
References are separate	Built in dictionary
Bookmarks and highlights are permanent and personal	Commenting, Highlighting, and Bookmarking can be made public
Requires reading by self	Text to Speech
Searching is manual	Search Text
Permanent after publication	Can change after publication

4 Reading 2.0 Processes
1. **Accessing & Navigating** – digital reading devices, on-line texts, supportive browsing, web-based aggregators, social media sites

2. **Archiving & Sharing** – tracking readings, reading plan, bookshelves, digital storage, generating reviews and recommendations

3. **Commenting & Discussing** – highlighting, commentaries, synchronous & asynchronous discussions

4. **Interpreting & Analyzing** – responding to what has been read and accessing resources for interviews, reviews, and literary criticism

Accessing Texts on a Digital Reading Device
E-Book Downloads
Apps (interactive texts)
Online Texts (hypertexts)

Six Types of Apps
1. Apps for searching and purchasing digital texts.
2. Apps for displaying and reading digital texts.
3. Apps for aggregating web-based content.
4. Apps that offer enhanced features of texts that are contained in the app file itself.
5. Apps that offer interactive (hyperlinked) features that access the Internet and Social Media to work.
6. Apps for reading instruction and skill development.

Reading on a Digital Device:
Provides instant access to many texts
Requires understanding of new navigational techniques
Offers access to epitextual resources and reference materials
Provides immediate recommendations and reviews of texts
Allows for highlighting, commenting, sharing opinions and reviews

Workshop 2.0 Processes: Accessing & Navigating
- How to access a variety of texts and digital content in a variety of formats.
- How to navigate the features of a particular reading device.
- How to manipulate text and design features to format personal preferences in font, backlighting, size of text, sound effects, and text-to-speech features.
- How to control the interactive capabilities of Book Apps and Digital Texts.

Types of Texts to Navigate
E-books
Audio Books
Newspapers
Magazines
Blogs
Interactive Picturebooks
Online Image Collections
Aggregators (RSS)

Aggregators
Feedly, RSS Notifier, Sqworl, Instapaper, Netvibe, Digg Reader, Delicious

E-Books

Free –
- Open Library
- Free-eBooks.net
- KoboBooks
- Openculture.com

Apps
- iBooks
- Play Books
- Stanza
- MegaReader
- ShuBook
- eBook Search

Resources for Digital Content Reviews
- Kirkusreviews.com
- Bookbrowse.com
- Carolhurst.com
- Eleanorsbooks.com
- Bookhive.org
- Hbook.com (The Horn Book)
- Justonemorebook.com
- Kidlitosphere.com
- En.childrenslibrary.org (International Digital Children's Library)
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Criteria for Selecting Book Apps
- What features have been removed or included?
- Is the app easy to navigate?
- Are the illustrations of high quality?
- Are sound effects / music appropriate?
- Are the features distracting for young readers?
- Is the app more of a game or a book?
- Are reference materials easily accessed?
- What have reviewers said about the app?

Online Reviews of Book Apps
- Commonsensemedia.com
- Appadvice.com
- Kidsbookapp.com
- iTunes store / Google Play
- Amazon.com
- Kirkusreviews.com
- Digital-storytime.com
- Hbook.com (the Horn Book)

Workshop 2.0 Processes: **Archiving & Sharing**
- Organize texts read – digital bookshelves
- Create booklists to share with other readers
- Archive and access reviews & recommendations
- Social platforms to share reading history, interests, preferences and opinions
- Make book recommendations for others
- Use social media to create on online identity as a reader
- Participate in an online community of readers

Resources for Archiving and Sharing
Digital Book Shelves
Social Media for Readers – Goodreads, LibraryThing, Shelfari
Jacketflap
Twitter
Delicious Library / Classroom Organizer (web-based)

Workshop 2.0 Processes: **Archiving & Sharing**
- Readers need to get comfortable accessing texts from apps, downloads, free sites and on-line resources.
- Organizing and sharing one's bookshelves can help build a community of readers.
- Use social media to create an online presence of oneself as a reader.
- Play around with these new technologies and be creative in how they might be used.

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 a variety of ways of commenting on digital texts (in text and sidebars)
- Learn how to aggregate comments, highlights and bookmarks
- Learn how to use digital tools to participate in Synchronous & Asynchronous discussions

Commenting & Discussing
Coding Digital Text, Highlighting Text, Highlight Aggregator, Comment Tools

Commenting & Discussing Tools
Notes Plus
Penultimate
IA Writer
Notability
Citelighter

Paperport Notes
Evernote
Subtext
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

Reading Workshop 2.0: Some Considerations
- The Reading Workshop 2.0 framework is still based on effective instructional practices.
- Technology is a tool to use, not the goal.
- Expand the concept of text to include multimodal ensembles in digital environments.
- Teachers need to take time to explore these technologies themselves if they are to use them with students.
- Being creative with these technologies is more important than being proficient.

Thank You!
Website: www.frankserafini.com
Twitter: @doctorserafini