

The (Primary) Reading Workshop
Creating Space for Instruction, Interpretation & Dialogue
Dr. Frank Serafini
Associate Professor - Arizona State University
www.frankserafini.com

Components of Reading

Phonemic Awareness
Phonics
Vocabulary
Fluency
Comprehension

Theoretical Assertions

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

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.

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.

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 Real Texts
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 (Pedagogical Principles)

Readers need TIME to read and discuss texts, ACCESS to a wide variety of quality reading materials, CHOICE in what they read, informative RESPONSE to their efforts, and quality DEMONSTRATIONS of literate behaviors.

The Reading Workshop (Essential Components)

A Supportive, Literate Environment

Read Aloud Experiences

Interactive Discussions of Literature

Extensive & Intensive Reading

Lessons in Comprehension

Literacy Assessment

Primary Reading Instruction

Calling to conscious attention the uses, patterns and structures of language.

Helping young children find purpose and enjoyment in transactions with texts.

Decoding and Comprehension Instruction Should BOTH be part of primary classrooms

All of the Instructional Experiences We Provide, must be done IN-SERVICE of MEANING

Components of Primary Reading Instruction

Reading & Writing Opportunities

Alphabetic Understandings

Graphophonic Proficiency

Expanding Vocabulary

Navigating Text

Comprehension Strategies

A Literate Environment

Structured for Interaction

Comfortable Places to Read

Access to Reading Materials

Labeled for Organization

Covers, Not Spines

Open Access To Supplies

Interactive Wall Charts

Desk as Monument

Teacher's Desk

Literacy Displays

An Extensive Classroom Library

Principles of a Classroom Library

Accessible
Variety
Relevant
Quality
Up to Date
Organized
Inviting

Selecting Literature

Attractive / Appealing
Worth Re-Reading - Revisiting
Provides Opportunities for Teaching and Discussing Significant Topics
Appropriate Conceptually
Relevant to the Lives of Our Students
Doesn't Reveal Itself Immediately

Texts in the Primary Classroom

Alphabet Books
Counting Books
Repetitive Phrases / Patterned Stories
Cumulative Language in Stories
Rhymes - Chants - Poetry - Dr. Seuss
Predictable Texts - Picture-Text Symmetry
Leveled Readers
Predictable Genres - Fairy Tales, etc.
Transitional Chapter Books
Novels for Read Alouds

Leveled (Leveling) Texts

PROS:

Provides support for teachers' decisions in
Provides support for readers making appropriate selections
Encourages teachers to attend to the supports and challenges in texts
Provides novice teachers with a place to start

CONS:

Problems with criteria used in leveling texts
Readers see themselves as a particular level rather than reader
Overemphasis on decoding in leveling
Limits access to reading material
Takes ownership and responsibility away from readers

Considerations for Leveling Texts

Decrease “Visibility” of Levels
Larger Groupings
Only 25% of Library is Leveled
Involve Students
Teacher as Guide, Not Levels
Play Down Importance of Levels
What is an Appropriate Text?

Why Read Aloud with Readers

Introduces Readers to New Titles, Authors, Genres, Illustrators
Sets Expectations for Response
Develops Common Vocabulary
Demonstrates the Negotiation of Meaning
Generates Curriculum
Demands a Respect for Literature as a Work of Art

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

Questions About “Performing” Literature

Should I Strive for Word “Perfect” Reading?
How Long Do I Show the Illustrations?
Should Students have a Copy of the Book?
How Often Do I Stop and Ask Questions, or Should I Just Read the Book Straight Through?
Should I Re-Visit Our Favorite Stories or Should I Always Read New Ones?
Do I Stand or Sit? Where Do Students Sit?
How Do I Introduce the Book?

Responding to Reading

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

Book Share Circles

Read

Connected texts

Re-Read

Question the Text

Write

Reader Response Logs

Inquiry Projects

Book Reviews

Write to Author

Ideas for Own Writing

Authors as Mentors

Act

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?

Promotes Thinking: How does this activity promote thinking about texts and reading?

LUNCH

Interactive Discussions

The quality of the discussion is related to the quality of the literature being discussed

Each student is responsible for Articulating their interpretations & ideas to other students

Readers need to be Active Listeners during the discussion

Utilizes Visual Artifacts & Coding to extend discussions across time

Set Expectations that are Clear, Transparent & Obtainable

Setting Expectations for Discussions

Honestly Reported

Listening Well & Thinking Deeply are As Important As Talking Well

Address Other Students as Well as the Teacher

Half Baked Ideas are Accepted and Encouraged

Consider What Has Been Offered

Interactive Discussion Strategies

Noticings / Connections / Wonderings

Four (4) Post-Its

Graffiti Boards

Speech Bubbles

Word Storms

Think & Sketch

Connections Board

Developing Alphabetic Understandings

Alphabet Books

Alphabet Charts

Chants - Poems - Songs

Letter Games

Daily Sign In

"I Spy"

Name Cards

Alphabet Charts

Alphabet Concentration

Show Us What You Know

Environmental Print Walks

Shared Reading Approaches

Classroom Writing Time

Language Experience Approach

Literacy Conferences & Interviews

Running Records

Developing Literate Abilities

Literacy Play Centers

Environmental Print Centers

Language Experience Approach

Daily Authentic Writing Experiences

Book Exploration Time

Board Games (Scrabble, Boggle)

Shared & Guided Reading Experiences

Listening Centers

Decoding Strategies

Ways to "Read" Words

Sight - recognize words on sight, works well for high frequency, irregular words

Decoding - using graphophonic knowledge to decode words

Analogy - using learned word patterns to read novel words

Contextual Guessing - figuring out words based on the context they appear in

Developing Grapho-Phonic Relationships

Shared Reading Experiences

Language Pattern Books

Writing Experiences

Onset-Rime Instruction

Whole-Part-Whole Instruction IN Context

Shared Reading Experiences

Can see text with verbal support from an experienced reader

Can be done with any text

Students engage at their level

Low Risk strategy

Expectations for student participation

Demonstrates what texts can do, how they work and why we read them

Onset-Rime Patterns

Commonly called Word Families

Onset - part of a word before the first vowel in a syllable

Rime - part of a word from the vowel onwards in a syllable

Teaches more consistent patterns

Occurs in large percentage of easy to read books (37 rimes = over 500 words)

Draws on analogy as a reading strategy

How Do Students Know Words?

Unknown - No Recognition

Perceptual Recognition - Seen or heard word but no idea what it means

Contextual Recognition - can make sense of word in supportive context

Performance - can use word in reading, writing and speaking

Vocabulary Acquisition

Environmental Print

Writing Experiences & Demonstrations

Language Experience Approaches

Classroom Talk

Extensive Reading Opportunities

Shared Reading Lessons

Learning Words by Using Them

3 Principles of Vocabulary Instruction

Include BOTH definitional and contextual information

Involve children in actively processing new word meanings

Use discussion to introduce new words and meanings, clarify misunderstandings

Vocabulary Instruction

Calling Attention to Language (Word Walls)

Word Games / Word Play

Building Strategies for Independence (Dictionaries, Thesaurus)

Develop Relationships To and Among Words

Direct Instruction of Specific Vocabulary

Read and Talk Widely

Types of Context Clues

Definition - defined in context

Example - examples given in sentence

Contrast - compared to known word in sentence

Root Words - Affixes - break words down to meaningful units

Syntax - what fits in a sentence

Cautions for Vocabulary Instruction

May distract reader from making meaning of texts to learning individual words

Over-emphasis on low-level skills

Must be linked to context and purpose

General vocabulary development is difficult to teach directly

Direct vocabulary instruction cannot substitute for time to read and talk

Words don't have meaning until we use them in contexts for purposes

What is Fluent Reading?

Accuracy

Appropriate Reading Rate

Phrasing

Prosody

Developing Fluency

Repeated Readings of Text on Independent Levels or Lower

Develop Sight / High Frequency Words through use and extensive reading

Oral Reading Performances - Chants, Poems, Songs, Charts

Listening Centers - Shared Readings

Choral Reading Experiences

Navigating Text....Or Decoding ... And Beyond!

Word Level Strategies

Use Context / Illustrations
Stop, Go Back and Read it Again
Read ON and Then GO BACK
Sound-It-Out (Decoding)
Think about what you know
Look for Patterns - Analogies
Chunk Letters Together
Attend to Syntax of Language
THEN Ask for Assistance

Navigating Strategies

Directionality
Textual Structures
Skimming / Previewing
Punctuation
Concept of "Word"
Spacing
Parts of a Book
Graphic Elements
Genre Expectations

Demonstrating Navigation

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

Effective Comprehension Lessons

Retain an Expanded Definition of what it means to comprehend
Are Focused Demonstrations of literate behaviors
Build upon the Knowledge and Prior Experiences of readers
Call Conscious Attention to what successful readers do
Are based on a Gradual Release of Responsibility Model
Emerging Expertise

Comprehension Strategies

Cognitive Focus

Setting a Purpose for Reading
Visualizing
Anticipating / Predicting
Asking Questions
Summarizing
Making Connections
Monitoring Comprehension

Literary Focus

Change in Character
Literary Elements
Tension - Resolution
Textual Structures
Visual Interpretations
Symbolism
Design Elements
Narrator's Perspective

Concerns about Comprehension Strategy Instruction

Comprehension strategies become an end in themselves
Trying to Teach too many strategies at once, or in isolation
Strategies are assumed to work for all texts and all purposes (contextually irrelevant)
Relying on Scripted Instructional Approaches rather than teacher's knowledge and decision making skills

Rethinking Reading Assessment

We conduct too much External Assessment, and not enough Internal Assessments
How we define comprehension affects how we assess it and vica versa
Not every learning experience can or should be assessed

Assessing Comprehension

Observational Records
Observational Checklists
Reading Response Logs
Oral Reading Analysis
Think Alouds
Weekly Conferences
Reading Interviews
Response Experiences (book reviews)

So, Where Do I Start?

Increase Your Knowledge of Children's Literature
Use Classroom-Based Assessments to Know Your Readers
Read Aloud on Daily Basis
Begin Invested Discussion Ideas
Demonstrate Reading Comprehension Practices Through Think Alouds
Share Your Reading Life