

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.

THE VELVETEEN RABBIT

“IT DOESN'T HAPPEN ALL AT ONCE,” SAID THE SKIN HORSE. “YOU BECOME. IT TAKES A LONG TIME. THAT'S WHY IT DOESN'T OFTEN HAPPEN TO PEOPLE WHO BREAK EASILY, OR HAVE SHARP EDGES, OR WHO HAVE TO BE CAREFULLY KEPT. GENERALLY, BY THE TIME YOU ARE REAL (A TEACHER) MOST OF YOUR FUR HAS BEEN LOVED OFF, AND YOUR EYES DROP OUT AND YOU GET LOOSE IN YOUR JOINTS AND VERY SHABBY. BUT THESE THINGS DON'T MATTER AT ALL, BECAUSE ONCE YOU ARE REAL (A TEACHER) YOU CAN'T BE UGLY, EXCEPT TO PEOPLE WHO DON'T UNDERSTAND.”

THANK YOU!