

Getting Started in the Reading Workshop
Creating Space for Readers and Reading Instruction
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The Reading Workshop

(Definition)

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

The Primary Goal of the Reading Workshop is to Change the Way Students and Teachers Think and Talk about Texts.

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.
 - 10 Theoretical Principles
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.

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.

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

The Reading Workshop

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....

Assertion #1

It is difficult to develop children as readers and writers when they have no Opportunities to read, talk and write.

Fostering Opportunities

Access to Quality Reading Materials
Time for Extensive Reading
Space for Discussions
Choice in Selecting Reading Materials
Support for Selecting Reading Materials
Access to Reading Materials
Comfortable Places to Read
Covers, Not Spines
Literacy Displays
Quality Reading Materials

Assertion #2

It is difficult to develop children as readers and writers when they don't know How to Choose Appropriate reading materials

Supporting Choice

Keep current with children's and young adult literature (Hornbook, IRA)
Conduct book talks daily
Interview students about interests
Pair students for browsing time
Demonstrate criteria for selecting
Invite students to share favorites
Websites for recommendations

Assertion #3

It is difficult to develop children as readers and writers when they have not been Read Aloud to and had a chance to discuss what has been read.

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

Interactive Discussions: Creating Space for Interpretation & Dialogue

Ethos of Engagement
Ethos of Intellectualism

Interactive Discussions

Each student is responsible for Articulating his or her interpretations & ideas
The Lines of Communication are from student to student as well as from student to teacher
Readers need to be Active Listeners during the discussion
Meaning is Negotiated during the interactions
The quality of the discussion is related to the quality of the literature being discussed
Utilizes Visual Artifacts & Coding to extend discussions across time
Setting Expectations that are Clear, Transparent & Obtainable

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
Consider What Has Been Offered

Assertion #4

It is difficult to develop children as readers and writers when they don't have the opportunity to Read Independently and Extensively

Supporting Extensive Reading

Access to a wide variety of reading materials
Assessing Readers - know readers abilities to support selections and strategies
Book "Baskets" - novels, poems, picturebooks, non-fictions, magazines, etc.
Accountability - reader response notebooks, discussions, conferences
Opportunities to choose texts that interest readers at levels of Manageable Challenge
Daniel Pennac: Readers' Bill of Rights

Assertion #5

It is difficult to develop children as readers and writers when we ask them to do things Life-Long Readers would never tolerate.

Authentic Responses

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

Authentic Responses in Classrooms

Talk

Literature Study Groups
Class Discussions
Not-So-Silent Reading
Book Share Circles

Read

Connected texts
Re-Read
Question the Text

Writing

Reader Response Logs
Inquiry Projects
Book Reviews
Write to Author
Ideas for Own Writing
Authors as Mentors

Art / Drama

Reader's Theater
Interpretive Drawings - Sketches

Getting Started: The First Four Weeks

The First Week: Time, Space & Resources

Reading Aloud to Build Community
Establish Procedures for Choosing a Text and Independent Reading
Upack the Classroom Library
Discuss Reading Workshop Expectations & Roles
Establish Discussion Expectations
Conduct Book Talks
Introduce Poem Du Jour

The Second Week: Becoming Independent

Response to Literature Procedures: Blogs, Notebooks and Share Time

Approaching a Text Lesson

What does it mean to be a Reader?: Shoebox Autobiographies

Technology and Reading: ipods, ipads, kindles and the internet – accessibility

Keep Reading Logs / Goodreads / Wall

Establishing Reading Plans

The Third Week: Coming to Know Readers

Running records, interviews, observations, inventories, response notebooks, reading conferences

Setting parameters for small group instruction

Collaborative Cloze Lesson – Charts

Introduce Listening Center

Author / Illustrator Studies

Introduce Book Clubs

The Fourth Week: Dialogue & Interpretation

Moving beyond engagement: Literal and Interpretive Responses

Expanding the menu

Elements of Literature Charts

“Up the Ante” on response notebooks

Reading Buddies

Comprehension Strategy Lessons

Picturebooks as a Genre Study

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