**Getting Started in the Reading Workshop**
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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.**

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

**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.

**Time – Access - Community**
- Time to read and discuss texts
- Access to Quality Reading Materials
- Supportive Physical Spaces
- Supportive Social Spaces
- Fostering Independence

**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.

**Choice**
- Selecting what to read
- Choosing where to read
- Deciding whom to read with
- Choosing technologies
- Supportive Browsing

**Supportive Browsing**
- Keep current with children's and young adult literature (Hornbook, IRA)
- Conduct book talks daily
- Interview students about interests
- Demonstrate how to browse
- Share criteria for selecting texts
- Invite students to share favorites
- Recommendations (Amazon)

**Pedagogical Strand #3:** Readers need instruction based on their needs, interests, and abilities, not on a predetermined curriculum.

**Joyfully Literate Human Being**
- Multi-Literate
- Shares Reading Life
- Reads Children's Literature
- Sense of Humor
- Enjoys Children
- Literary Docent

**Instructional Components**
Read Aloud Experiences
Interactive Discussions
Extensive & Intensive Reading
Lessons in Comprehension
Literacy Assessment

**The Reading Workshop:** Daily Schedule
Shared Literary Experience
Reading Lesson
Daily / Weekly Check-Ins
Workshop Time
Reflection Opportunities

**The Reading 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

**Four (4) Phases of Implementation**

**Phase 1: Time, Space, & Resources**
- Creating an Extensive Classroom Library
- Establish Procedures for Choosing a Text and Independent Reading
- Discuss Reading Workshop Expectations
- Establish Discussion Expectations
- Reading Aloud
- Conduct Book Talks
- Share Reading Lives and Histories
- Shoebox Autobiographies

**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

**Phase 2: Becoming Independent**
- Response to Literature Procedures:  Literature Response Logs, Share Time
- Approaching a Text Lesson
- Unit of Study: What does it mean to be a Reader?
- Technology and Reading: ipods, ipads, kindles and the internet – accessibility
- Keep Individual & Class Reading Logs / Goodreads
- Introduce Listening Center

**Supporting Extensive Reading**
- 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
- Connections to Instruction - support readers independent strategies
- Access - opportunities to choose texts that interest readers at levels of manageable challenge
- Reduce Extrinsic Reward Systems
- Daniel Pennac's – Readers' Bill of Rights

**Lifelong Readers…**
- 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
- **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

**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?

**Phase 3: Coming to Know Readers**
- Running records, interviews, observations, inventories, response notebooks, reading conferences
- Setting parameters for small group instruction
- Collaborative Cloze Lesson – Charts
- Introduce Book Clubs
- Author / Illustrator Studies

**Conferences -   Interviews**
- Short Discussions
- Focus on the Strategies Readers Employ
- Attend to what Readers have been doing
- Conducted Approximately Once a Week
- Longer Discussions
- Focus on Readers' Dispositions, Learning, Growth as Readers…
- Attend to what Readers have been Thinking about Reading and Being a Reader
- Conducted Twice a Year

**Interview Questions**
- What are your favorite books, genres and authors?
- Who is a good reader you know? Why are they good at reading?
- What do you do when you don't understand what you are reading?
- How would you help someone having trouble reading?
- What do you like best / least about reading in school?

**Oral Reading Analyses**
- Running Records and Miscue Analysis
- To develop a "Miscue Ear"
- Goes beyond correct and incorrect
- Focus on what the reader is attending to, and what strategies the reader employs
- Always involves a retelling
- Can be done on a variety of texts

**Reader Response Notebooks**
- Designed to get readers to share their ideas and reactions to what they have read
- Can become glorified book reports
- Need continued response from peers and teacher
- Not a writing assessment

**Phase 4: 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

**Two Ethos:**
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

**Making the Shift to a Reading Workshop**
- Decrease in whole group – full frontal assault teaching
- Increase in small group instruction and interactions
- Decrease in teacher talk and questions
- Increase in student talk beyond literal details
- Good Bye to Round Robin Reading, Chapter Quizzes and Overuse of the Novel
- Increase in variety and complexity of texts read and discussed

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