

Reading Workshop 2.0
Teaching Reading in the Digital Age
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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

Questions Driving My Work

1. What does a shift from Reading Workshop 1.0 (analog) to Reading Workshop 2.0 (digital) entail?
2. What technology skills will readers need in digital and multimodal environments?
3. What reading skills will readers need in digital and multimodal environments?
4. How do teachers incorporate Web 2.0 resources into an already overcrowded literacy curriculum?

Major Shifts

1. From Web 1.0 (Consumers) to Web 2.0 (Producers)
2. From Single Authority (Cliff Notes) to Multiple Voices (Wikipedia)
3. From Book Reports & Quizzes to Interactive Media
4. From Print-Based Monomodal Texts to Multimodal Ensembles
5. From Reactive to Interactive Texts

A Shift From Teaching to Learning

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

Reading Workshop 2.0 Instructional Opportunities

- Whole Class Demonstrations
- Lessons in Comprehension
- Organizing Classroom Libraries
- Literature Study Groups
- Book Talks and Recommendations
- Independent Reading
- Reader Response Notebooks
- Listening Centers
- Picturebook Analyses & Discussions
- Pair Reading and Discussions
- Writing Workshop Connections

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.

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

Part 2 Reading Workshop 2.0: Teaching Reading in the Digital Age

Reading Workshop 2.0 Questions

- What types of digital texts are there?
- How do these texts differ from print-based texts?
- What are the differences between analogue and digital reading devices?
- What are Apps?
- What types of texts will students be asked to access and navigate?
- How do students navigate a digital reading device?

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
- Interactive E-Books
- Self-Contained Apps
- Print-Digital Hybrid Texts (ie. Skeleton Creek)
- CyberTexts
- Book-Game Hybrids
- Augmented Reality

The Reading Workshop: Reading Devices

Analog Reading Devices

No power needed
 Libraries are full of them
 Easy to share with friends
 Harder to store and carry
 Original formats intact
 References are separate
 Bookmarks and highlights are permanent and personal
 Requires reading by self
 Searching is manual
 Permanent after publication

Digital Reading Devices

Requires power
 Not all books yet available
 Hard to share with friends
 Easy to carry many texts
 Can change text features
 Built in dictionary
 Commenting, Highlighting, and
 Bookmarking can be made public
 Text to Speech
 Search Text
 Can change after publication

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

Seven 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 for Writing
5. Apps that offer enhanced features of texts that are contained in the app file itself.
6. Apps that offer interactive (hyperlinked) features that access the Internet and Social Media to work.
7. Apps for reading instruction and skill development.

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?

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)

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)

Reading Workshop 2.0 Processes: Accessing & Navigating

- Learning how to access a variety of texts in digital formats.
- Learning how to navigate and manipulate the design features of Digital Reading Devices.
- Learning how to navigate the interactive capabilities of Book Apps.
- Exploring the affordances of augmented reality apps

Types of Texts to Navigate

- E-Books
- Audio Books
- Newspapers
- Magazines
- Interactive Storybooks

- Blogs / Wikis
- Image Collections
- Website Aggregators
- Picturebook / Book Apps
- Graphic Novels - Comics
- Digital Textbooks
- Narrative Variants - Hybrids

Reading Workshop 2.0 Processes: Archiving & Sharing

- Digital records of texts read
- Document one's reading life
- Create digital bookshelves
- Archive of reviews and recommendations
- Use social media to connect to other readers

Resources for Archiving and Sharing

Digital Book Shelves

Social Media for Readers – Goodreads, LibraryThing, Shelfari

Goodreads Scanner

Twitter / Blogs

Book Talks and Trailers

Classroom Organizer (web-based)

Delicious Library

Try This!

- Download an E-book
- Try Some Interactive Book Apps (see list)
- Try a Web Aggregator
- Sign up for a Social Media Reader Site
- Create a Twitter account or Blog to share reading life
- Create a Classroom Library Organizer

Some Considerations

- 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.

Part 3 Reading Workshop 2.0: Teaching Reading in the Digital Age

Reading 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

Commenting:

responding to what has been read, personal, may be intended for others or not, annotations, coding texts for memory or discussion, *enhances comprehension*

Discussing:

sharing what has been commented upon, listening and talking to others, sharing ideas, dialogic, public forum, in-person or virtual, *enhances comprehension*

Commenting

- Using *comment features* of a DRD
- Annotating a text on digital reading devices – text box or free hand
- Bookmarking, highlighting, coding, and aggregating comments.
- Accessing book reviews and commentaries.

Commenting Strategies

- Learn how to Bookmark digital texts
- Learning how to Highlight digital texts
- Learn how to Code (comment) on digital texts
- Learn how to Aggregate Highlighted Text
- Learn how to Aggregate Codes and Comments
- Learn how to Share Highlighted Text
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Commenting Platforms

1. Digital Reading Devices (Kindle, Nook, iBooks)
2. Apps – Evernote, Notes Plus, Lino, Skitch, etc.
3. On-Line Commentary Websites

Commenting: Bookmarks & Highlighting

- Highlighting & Comments
- Text Box Comments
- Highlight Aggregator
- Social Aggregator

Possible Codes for Reading Fiction

- Noticings
- Connections
- Interpretations
- Strategies
- Wonderings
- Confusions
- Elements of Narrative
- Literary Devices

Possible Codes for Reading Non-Fiction

- Summary Annotations – write a short summary of the section read
- Questions Annotations – what questions remain after reading
- Connections to Research – how does this section connect to your research
- Interest Annotations – just something to return to later
- Sharing Annotations – mark something to share with another student

Apps for Commenting

- iAnnotate
- Evernote
- Notes Plus
- Paperport Notes
- Notability
- Lino
- Skitch

Online Commenting

- Instapaper
- Delicious
- Diigo

Commenting: Book Reviews

- Accessing Book Reviews Goodreads
- Accessing Book Reviews Amazon
- Other Online Book Review Sites
- New York Times Book Reviews
- Kirkusreviews.com
- Thechildrensbookreview.com
- Commonsensemedia.com
- Spaghetlibookclub.org
- Kidsread.com
- Hbook.com
- School Library Journal

Writing Online Book Reviews: Parts of a Picturebook Review

- Genre, style, and formats
- Basic overall impressions
- Provide brief summary of plot without giving away the ending
- Strengths and weaknesses of the book
- Discuss design elements: shape, orientation, borders, fonts, etc.
- Discuss artistic styles and movements
- Aspects of the writing
- Recommendations- who might like this book?

Discussing

- **Synchronous Discussions**
- **Asynchronous Discussions**

Discussion Board Ideas

- A little goes a long way!
- Only for discussions with people we have no chance of talking with face to face.
- Need many people to support quality on-line discussions.
- Not a truly interactive medium.
- Always challenged by typing everything you want to say.

Some Ideas to Start...

- Get more comfortable with the features on your DRD
- Download and play around with an app for aggregating and commenting
- Discuss coding options with students for fiction and non-fiction
- Download and play with a social bookmarking site
- Read some book reviews online

Some More Advanced Ideas...

- After reading some book reviews, try writing one and posting it online
- Explore online book trailers and outline a script for one
- Explore the tools necessary for creating a book trailer
- Create a blog or wiki for sharing ideas about books with students

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.

Close Reading vs. Analytical Reading

Close Reading

- Focuses on the text
- Often associated with a single main or key idea
- Not as concerned with the context of the text or reader
- Assumes meaning is stable, singular and universal

Analytical Reading

- Includes author, text, reader and context
- Realizes texts include written language, image and design
- Goes beyond the text itself to understand the contexts of production and reception

Four Sites for Analysis & Interpretation

Reader – Context – Text – Author

Focus on Text

Wordle

Annotating Text & Image

Think Alouds

Focus on Image and Design

Storyboards

Font

Non-Sense Flyers

Noticings – Meanings - Wonderings

Focus on Authors and Illustrators

Websites

Illustrator Studies

Focus on Context

Across Sources

Social Media

Using Images – Glogster

Intertextual Connections

Epitexts

Getting Started in Reading Workshop 2.0

- Begin playing around with as many new technologies as possible
- Demonstrate how to access and navigate texts on a particular reading device
- Create guidelines for on-line reading and accessing texts
- Read Aloud from a digital reading device
- Connect the DRD to an LCD projector to show how it works

Next... in Reading Workshop 2.0

- Try some book / picturebook apps that extend the narrative beyond the text
- Conduct “App Talks” to recommend various digital resources and texts
- Show students how to bookmark, highlight, annotate, and comment on texts using digital tools
- Consider the affordances of *transmedial narratives* (across platforms and modes)

Some Lingering Questions:

- Do students really prefer reading on digital reading devices?
- Do students have access to these texts and resources at home?
- Are students digital natives or just digitally naïve?
- Are proficient print readers also proficient digital readers?
- Does an increase in technology lead directly to an increase in student achievement?

Thank You!

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