WELCOME!

Overview of Readers Workshop

Presented by

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What is Readers Workshop?

• A teaching method in which the goal is to explicitly teach students strategies to become more skillful at comprehending text.

• Involves students in authentic reading experiences that focus on the strengths and needs of each individual student through differentiated instruction.

• Emphasizes the importance of student engagement and the interaction between readers and the text.
<table>
<thead>
<tr>
<th>Traditional Approach</th>
<th>Readers Workshop</th>
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<tr>
<td><strong>Instruction:</strong></td>
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<tr>
<td>• Whole class reading/Reading groups</td>
<td>• Whole class, small group, and independent reading</td>
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<td>• Limited/no independent reading time</td>
<td>• Explicit Modeling/Think-Alouds in whole group and targeted instruction in small group and conference.</td>
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<td>• Teacher teaches whole class reading skills</td>
<td>• Teach Reading Skills <strong>and</strong> Strategies</td>
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<td>• Lack of student participation</td>
<td>• All students participate (Turn and Talk)</td>
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<td>• Teacher sets the pace for reading (some students are held back, some fall behind)</td>
<td>• Students read at their own pace; they can move ahead or re-read as necessary</td>
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<td><strong>Application:</strong></td>
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<td>• Students read the SAME text over a period of time</td>
<td>• Students read different books (interest and level)</td>
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<td>• The students answer questions at the end of a story and complete worksheets to demonstrate the skill</td>
<td>• Students apply and demonstrate skills and strategies for their own books, leaving “tracks” of their thinking</td>
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<td>• Students not aware of teacher’s reading processes and practices</td>
<td>• Teacher models reading processes and shares reading practices (use of read alouds and think alouds)</td>
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<td>• Primary instruction of reading skills presented in a format based on basal</td>
<td>• Instruction emphasizes teaching reading strategies based on standards through selected literature</td>
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<td><strong>Assessment:</strong></td>
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<td>• Comprehension Multiple Choice Assessment</td>
<td>• Running records, conferencing, rubrics, notebook, self-reflection, comprehension open ended/multiple choice assessments</td>
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Research says...

- In the workshop model, students are invited to become actively involved in their learning, and in the process learn more about how to read various kinds of texts (Atwell).

- There is not much good to say about “hard reading.” If you want kids to fail, give them “hard books” they can’t read with less than 95% comprehension. The end result of a steady diet of “can’t do” is unmotivated, hard to manage, oppositional students (Allington).

- Students are given an opportunity to read at their own level and choose their own books. Research has shown that motivation predicts reading volume, which improves achievement (Allington).

- Reading improves when:
  - More time is provided in uninterrupted blocks
  - Students think about what they’ve read and explain their thinking
  - There is ongoing strategy instruction
  - Students have “literate conversations” (Allington).
5 Components to Reading Workshop

- Assessment/Running Records
- Mini-lesson/Read Aloud
- Independent Reading
- Conferring/Small Group
- Share
Assessment/Running Records

- Help teachers identify which level of texts students can read independently.
- Provide an analysis of comprehension, accuracy, and fluency.
  - Comprehension – Students are asked to retell the text and answer literal and inferential questions.
  - Accuracy – Students must read with 96% accuracy. Teacher codes and analyzes miscues and self-corrections.
  - Fluency – Teacher observes reading behaviors such as automaticity, reading rate, and expression.
How does the teacher determine a reading level?

- If a student can do the following he or she can read a text level independently:
  - Read a text with 96% accuracy
  - Read with comprehension – retell + questions
  - Read with fluency behaviors required at that level
Read Aloud

- Interactive
  - Teacher
    - Models fluent reading
    - Models higher level thinking and reading skills and strategies through think aloud
    - Exposes students to a variety of genres and literary styles
    - Builds vocabulary and comprehension
    - Involves students through active engagement activities such as “turn and talk,” “stop and jot,” & “act it out”
  - Students
    - Actively listen
    - Actively engage at teacher’s request
Mini-lesson (10 – 15 minutes)

- Connection
  - Hook
  - Connect to what was taught yesterday

- Teaching point
  - State what you are going to teach the children (skill and strategy - I am going to teach you ______ by ______)
  - Model the teaching point through demonstration.

- Active Engagement
  - Have the students practice what you have just modeled through “turn and talk”, “stop and jot” etc.

- Link
  - Link this to all they are doing in reading workshop as you send them off to read independently
Independent Reading

- Students select just right books (at their reading and interest level).
- Students apply and demonstrate skills and strategies to their own books.
- Students leave “tracks” of their reading through post-it marking and stop and jots.
- Students show accountability and evidence of learning through logs, responses in reader’s notebook or graphic organizers.
Conferring & Small Group

- Conferring
  - One-on-one conference between teacher and student
  - Teacher observes, assesses, and coaches the reader
  - Individualized instruction based on the student’s need

- Small Group Instruction
  - Strategy Group
    - Teacher works with a small group on a targeted strategy
  - Guided Reading
    - Teacher “guides” a small group of readers that are on the same instructional level
    - Teacher provides an opportunity to learn various reading strategies so students will possess the skills and knowledge required to read increasingly more difficult texts on their own.
    - Independent reading is the GOAL!
**Share**

- Reinforces the mini-lesson is by inviting students to discuss the work they have done in the workshop.
- Student's reflect on their thinking and talk about their learning.
- Teacher assesses what students have or have not learned.
- Teacher might highlight exemplar work that he/she noticed students doing.
Thoughts on Reading

- To LEARN to read, you NEED to read.
- READING IS THINKING!
- Time Matters! The amount of time spent reading is incredibly important. According to researchers... To maintain growth, 2 hours a day should be spent reading between home and school.
- Children need to have books they can read with 96-99% accuracy.
- Children need to have frequent opportunities to talk about their reading and their thinking as they’re reading.
- By teaching children to talk well about books, we teach them to think as they read.
More Thoughts on Reading

- Children need to hear fluent readers read aloud every single day.
- Children need to have a bonded relationship with someone who is a passionate reader.
- Children can be taught the skills and strategies that good readers use by hearing fluent readers read and think aloud AND by practicing those skills and strategies with a partner and as they read independently.
- Books are not “one size fits all.” Children need “just right” books.
- The goal of reading instruction is to create lifelong readers.
To recap... Students are given:

- **TIME** to choose books, read, think about their reading, and interact with others about what they read.
- **CHOICE** about the books they read and the strategies they use to help them comprehend.
- **STRUCTURE** that allows them opportunities to work with the teacher, one another, and independently.
- **OPPORTUNITIES** to share their thoughts and feelings about reading.
The following districts in our factor group are using Reading and Writing Workshop.

- Colts Neck
- Fair Haven
- Little Silver
- Rumson
- Princeton
- West Windsor-Plainsboro
- Tenafly
Questions?