

One Size Does Not Fit All

Reading Workshop Overview



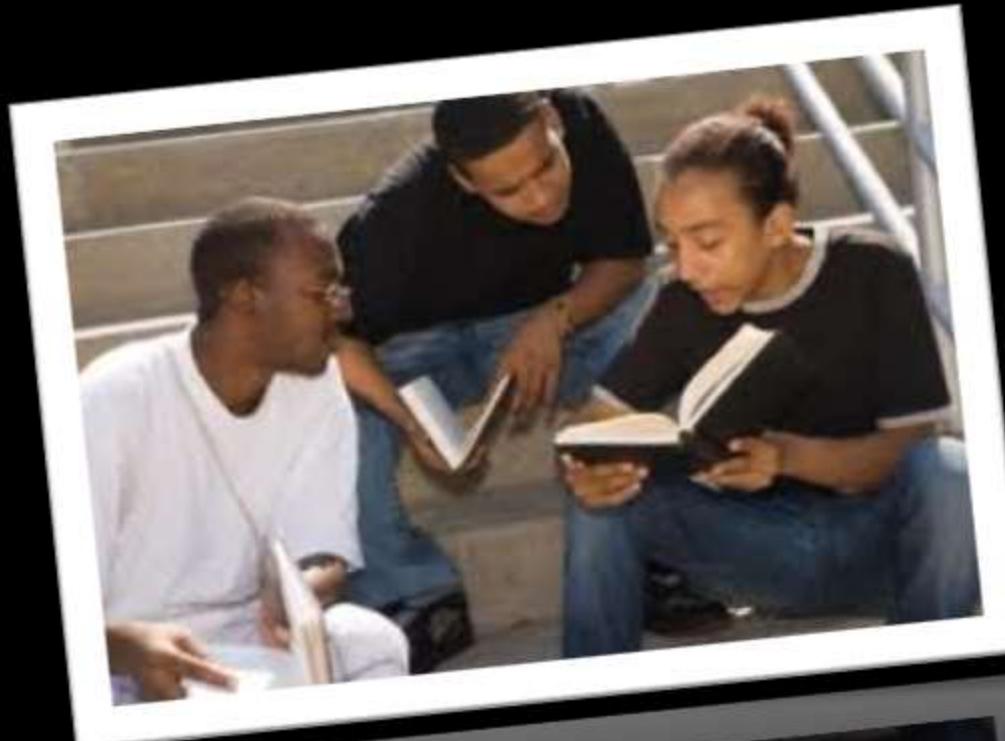
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One Size Does Not Fit All

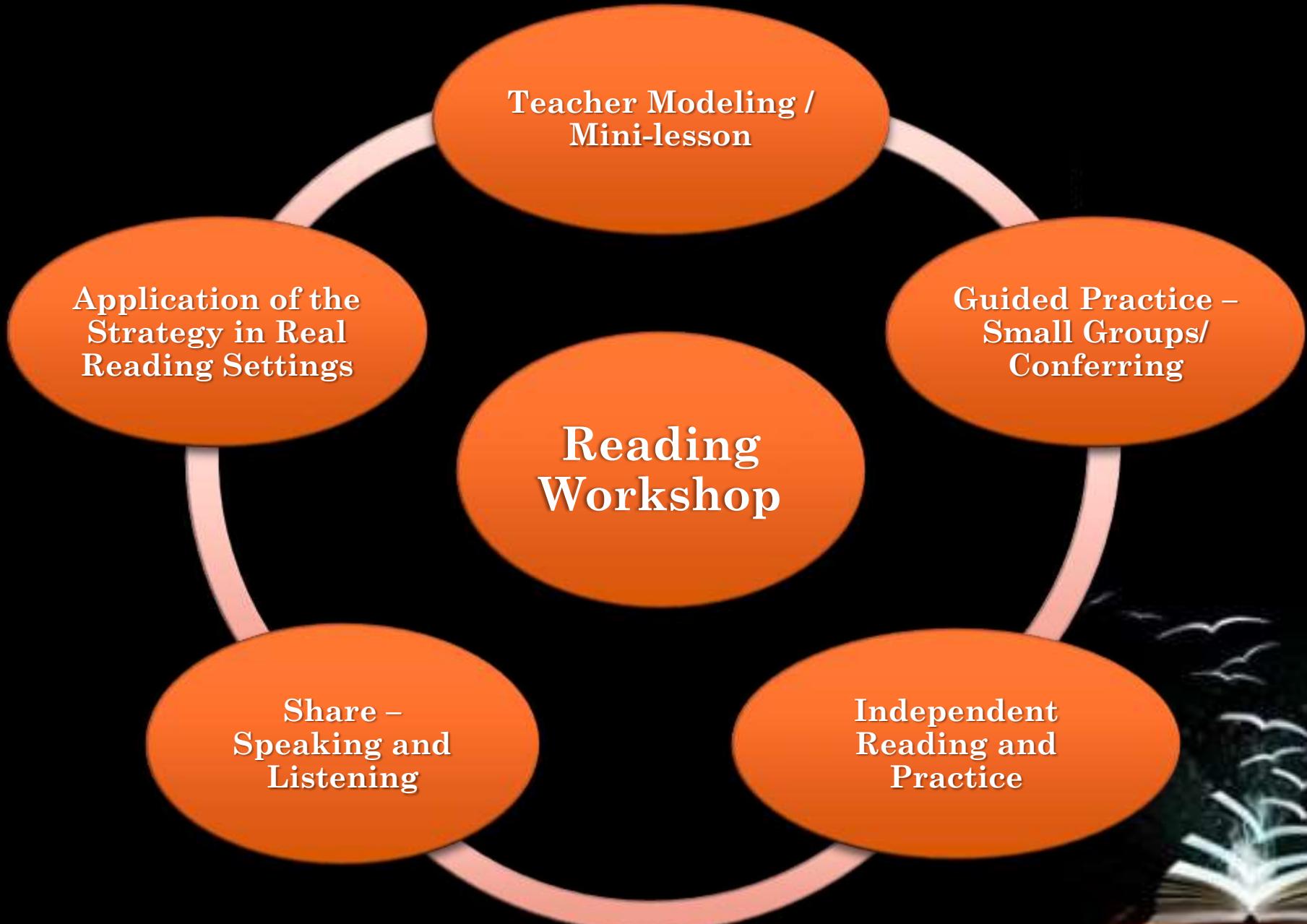
- ❖ In a typical U.S. classroom of 25 students, three to four students are considered to be learners with unique learning needs. (Snow, Burns, & Griffin, 2011).
- ❖ Schools need to consider the nature of upper elementary learners when designing and planning curricula.
- ❖ Curricula must consider and develop a thorough understanding of:
 1. the nature of upper elementary learners
 2. the environment and experiences that help upper elementary learners thrive
 3. the challenges of teaching to and thinking with upper elementary learners

The Instructional Model

One way to incorporate these experiences is through the workshop model and a curriculum grounded in various active reading strategies.



The Instructional Model



What is the Difference?

Traditional Approach	Reading Workshop Approach
<p>Instruction:</p> <ul style="list-style-type: none">• Whole class reading/reading groups• Limited/no independent reading time• Teacher teaches the whole class reading skills• Limited student participation• Teachers set the pace for reading (some are held back while others fall behind)	<p>Instruction:</p> <ul style="list-style-type: none">• Whole-class, small group, and independent reading• Explicit modeling and “think alouds” in whole group and targeted instruction in small group and individual conferences• Teach reading skills and strategies• All students participate (share and turn/talk)• Students read at their own pace; they can move ahead or re-read as necessary
<p>Application:</p> <ul style="list-style-type: none">• Students read the same text over a period of time• Students answer questions at the end of a story and complete worksheets to demonstrate the skills• Students are not aware of the teacher’s reading processes and practices	<p>Application:</p> <ul style="list-style-type: none">• Students read different books (interest and level)• Students apply and demonstrate skills and strategies for their own books, leaving “tracks” of their thinking• Teacher models reading processes and shares reading practices• Instruction emphasizes teaching reading strategies based on standards and students’ needs.
<p>Assessment:</p> <ul style="list-style-type: none">• Comprehension multiple-choice assessment• Teacher questioning	<p>Assessment:</p> <ul style="list-style-type: none">• Running records, conferencing, rubrics, notebook, self-reflection, comprehension/critical thinking assessments, writing about reading assessments• Teacher questioning and peer questioning

Reading is more than decoding!

Reading Workshop explicitly teaches students the skills and strategies to build one of the FACE skills.



Fluency - reading rate, expression, and automaticity

Accuracy - 96% accuracy through running record of reading

Comprehension - Develops the key reading strategies

Expanding knowledge - Through vocabulary development and application of knowledge

Reading Workshop

Allows for:

- Allows for:
 - Explicit instruction on reading strategies so that students become more skillful at comprehending texts.
 - Differentiated reading instruction so that all students are involved in authentic reading experiences.
 - Guided strategic reading to further individualize and support students in small group reading experiences.
- Gives students the tools they need to construct meaning and build new understandings.
- Brings the “invisible” practices of good readers to the forefront of instruction.



The Workshop Strategy Framework

Teacher Modeling /
Mini-lesson

Teacher:

- Models fluent reading
- Models metacognitive thinking, reading skills, and strategy use through “think alouds”
- Exposes students to a variety of genres, literary styles, authors
- Builds vocabulary and comprehension
- Engages students in reflection activities

Students:

- Actively listen
- Pose questions
- Engage with peers (when appropriate)



The Workshop Strategy Framework

**Guided Practice –
Small Groups/
Conferring**

Conferring:

- One-on-one conferences between teacher and student
- Teacher observes, assesses, admires, and coaches the reader
- Teacher creates an individualized instruction plan based on the student's need

Small Group Instruction:

- Strategy Groups
 - Teacher works with a small group of students on a targeted strategy.
 - Students are in mixed-ability groupings.
- Guided Reading Groups
 - Teacher “guides” a small group of readers who are on the same instructional reading level.
 - Teacher provides an opportunity to learn various reading strategies so students will practice the skills and strategies required to read more complex texts independently.



The Workshop Strategy Framework

Independent
Reading and
Practice

Teacher:

- Assess students' independent reading
- Develops conferring plans for students
- Conducts reading records
- Reviews and assesses student evidence of learning

Students:

- Select "just right" books (reading and interest level - varies by genre)
- Practice, apply, and demonstrate skills and strategies while working within their books.
- Leave "tracks" of their reading through the use of reader's notebooks, Post-It notes, and stop and jots.
- Show evidence of learning through reading logs, reading responses, graphic organizers, and performance tasks.

The Workshop Strategy Framework



Independent
Reading and
Practice



The Workshop Strategy Framework

**Share –
Speaking and
Listening**

- Reinforces the mini-lesson by inviting students to discuss the work that they have done during the workshop
- Gives students the platform to “talk about reading” in meaningful ways
- Allows for assessment of learning
- Provides an opportunity for the teacher to highlight exemplary work
- Provides time for the practice of Accountable Talk that stimulates higher-order thinking – helping students to learn, reflect on their learning, and communicate their knowledge and understanding



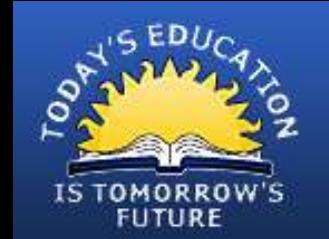
Reading Workshop



Creating life-long readers



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