

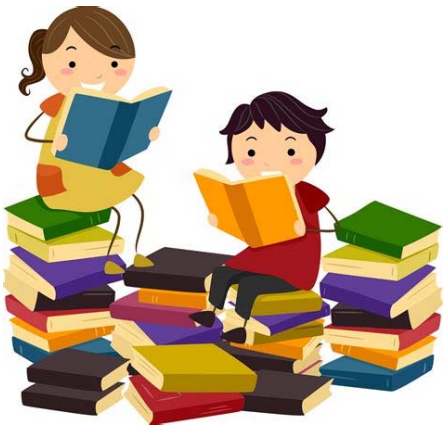
Reader's Workshop in Action

At

Lyndeborough Central School

&

Florence Rideout Elementary School



ELA Committee Members

- Tammy Cargill – Reading Specialist
- Erin Tierney –Grade 5 Teacher
- Sandy Reid – Grade 4 Teacher
- Bridgette Fuller – Grade 4 Teacher
- Heather Desmarais – Grade 2 Teacher
- Kristen Hebert – Grade 2 Teacher
- Vicki Macpherson – Kindergarten Teacher
- Tim O’Connell - Principal

What is Reader's Workshop?

Readers Workshop is a part of a “BALANCED LITERACY” Approach to oral and written language instruction.

Explicit teaching of basic skills and strategies used by readers and writers and a literature rich classroom in which students select, read and respond to authentic literature.

What is Reader's Workshop?

10 Essentials of Successful Reading Instruction

1. Above all, good teachers matter.
2. Readers need long stretches of time to read.
3. Readers need opportunities to read high-interest, accessible books of their own choosing.
4. Readers need to read increasingly complex texts appropriate for their grade level.
5. Readers need direct, explicit instruction in the skills and strategies of proficient reading.

What is Reader's Workshop?

10 Essentials of Successful Reading Instruction

6. Readers need opportunities to talk and sometimes write in response to texts.
7. Readers need support reading nonfiction books and building knowledge base and academic vocabulary through information reading.
8. Readers need assessment-based instruction, including feedback that is tailored specifically to them.
9. Readers need teachers to read aloud to them.
10. Readers need a balanced approach to language arts, one that includes a responsible approach to the teaching of writing as well as reading.

What is Reader's Workshop?

READER'S WORKSHOP

- Designed to address *Common Core Standards* and meet our district competencies
- Implemented using “whole class”, “small group”, and “individualized” approaches
- Promotes higher STUDENT ENGAGEMENT through individual choice and authentic reading
- Requires differentiation/personalization of reading skills, assessments, and texts
- Uses real authentic literature
- FOSTERS a Love of reading and language!

BASAL PROGRAM (Treasures-McGraw-Hill)

- Designed to address *Common Core Standards*
- Implemented using a traditional “whole class” approach
- Bases skill lessons on one specific reading selection
- Designed to address all areas of reading in a set program
- Provides set assessments to address skills only within that reading selection

What is Reader's Workshop?

We use Lucy Calkins' *Units of Study for Teaching Reading*. This research-based curriculum serves as a guide for teachers to implement highly engaging and individualized instructional opportunities for all students.

The *Units of Study for Teaching Reading* program requires teachers to develop a specific routine that gives adequate time for instruction, practice, and assessment or feedback.

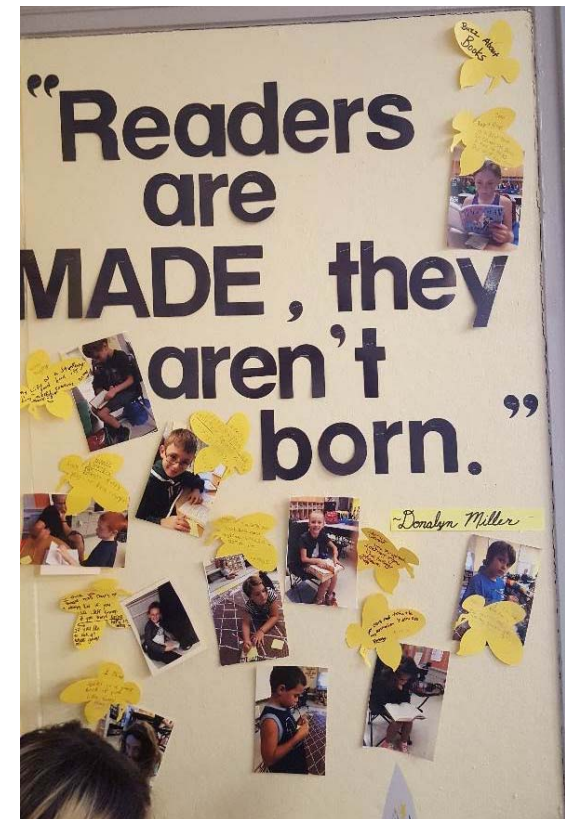


What is Reader's Workshop?

Reader's Workshop combines instruction in reading words and understanding what students read.

There is lots of time for children to practice reading with books of their own choosing at their independent level.

We hope to create a classroom community in which reading becomes a source of excitement and joy.



Slide 8

JH1

Would be good to reduce this shorter and more concise.

Julie Heon, 2/8/2018



Focus Lessons

There are several components to Reader's Workshop.

Focus lessons are taught by the teacher, centered around various skills and knowledge.

Teachers use many forms of authentic children's literature.

Focus Lessons

While the content of the focus lesson changes daily, the structure remains the same. Each lesson contains the following components:

1. CONNECTION
2. MODELING
3. GUIDED PRACTICE
4. SEND OFF



Connection



The Connection links the Focus Lesson to other lessons and skills.

It is important for students to make sense of the lesson within the context of all reading.

Modeling



The teacher models the new reading strategy, often with an example, and then shows the students exactly how to do it through demonstration, (“Watch me do this as I read.”), and by thinking aloud.

Guided Practice



Guided practice gives students an opportunity to try out what the teacher modeled. While students are practicing (on their own, with a partner, or in a small group), the teacher listens and coaches to provide feedback and support.



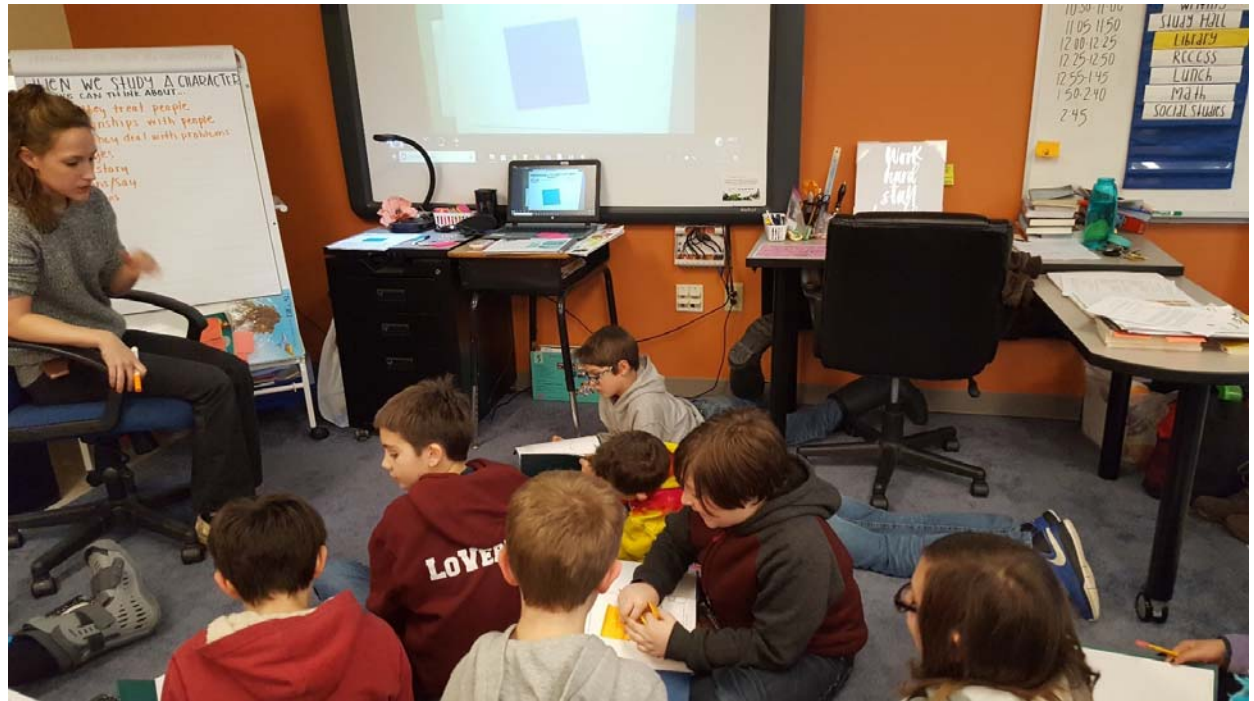
Turn and Talks

Turn and talk is when a student talks with another student about the lesson in order to have a deeper understanding.

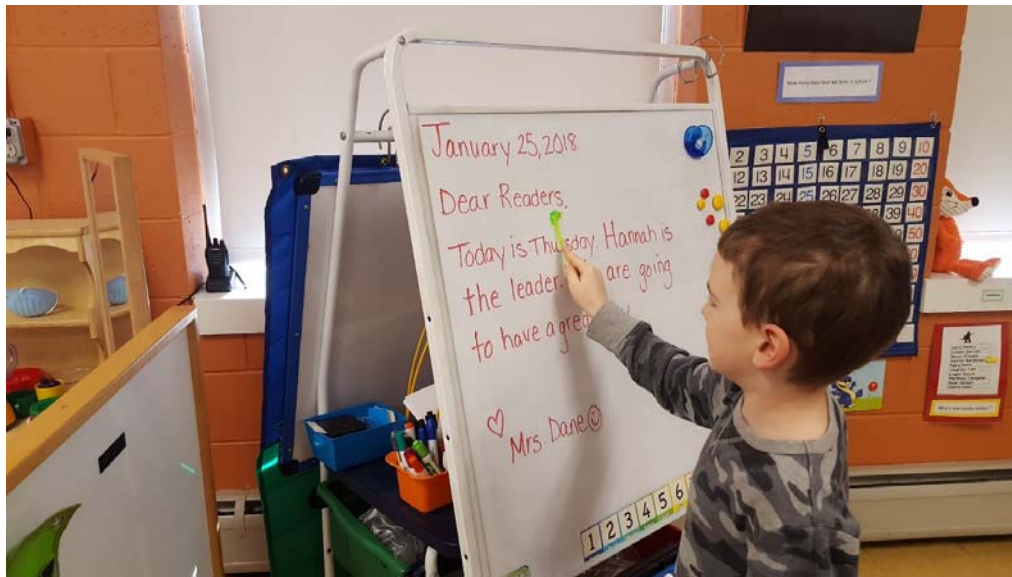


Send-Off

The Send-Off summarizes the teaching point of the Focus Lesson.



Reading Strategies



Reading strategies are “in-the-head”, problem solving processes that readers use to choose appropriate reading material, decode words, maintain fluency, comprehend text and understand new vocabulary.



Students in first grade practicing a reading strategy Manipulating Letters to Solve Words.

Third grade students figuring out the Main Ideas and Details of a text using their hands.



Decoding Strategies

- Using beginning letters to predict the word
- Using phonics skills to decode unfamiliar words
- Using chunks (parts of words) to figure out unfamiliar words
- Using a Pattern to read. Noticing when patterns in a text changes
- Matching picture clues to predict or confirm words

Fluency Strategies

- Reading with proper voice, expression
- Paying attention to meaning and punctuation
- Reading high frequency words automatically
- Adjust pace of reading when necessary

SOME EXAMPLES OF READING STRATEGIES USED BY PROFICIENT READERS:

Vocabulary Strategies

- Using context clues to infer meaning of unfamiliar words
- Analyzing word parts to understand unfamiliar words

Comprehension Strategies

- Asking questions
- Making connections
- Activating prior knowledge
- Determining importance
- Drawing inferences, etc.

Teacher Created Anchor Charts



An anchor chart is a visual aid, usually on easel paper which summarizes essential concepts or new learning.



Classroom Libraries



The classroom library must contain texts on a variety of topics that match the diverse interests and independent reading levels of readers in the classroom as well as the *Units of Study* for the year.

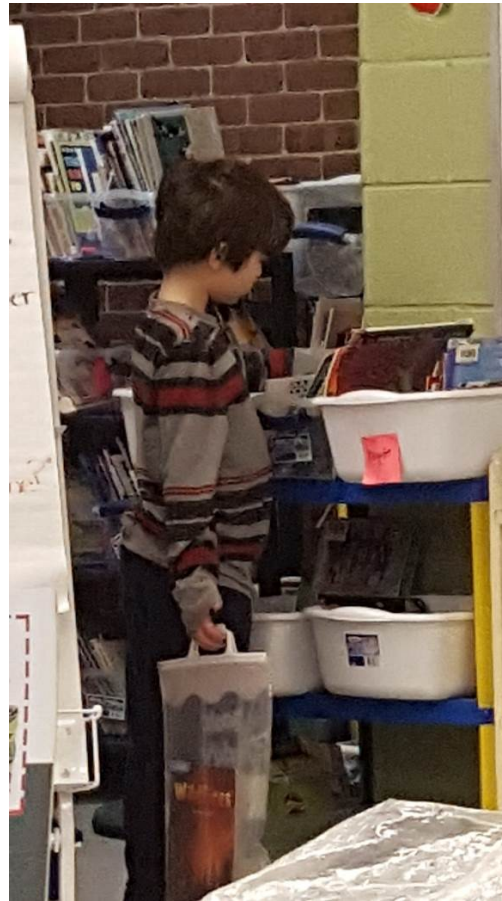
Classroom Libraries - Build Engagement

In grades 3 - 5 nearly all the books should be organized by category. In K-2 approximately one third of the books should be organized by independent reading level.



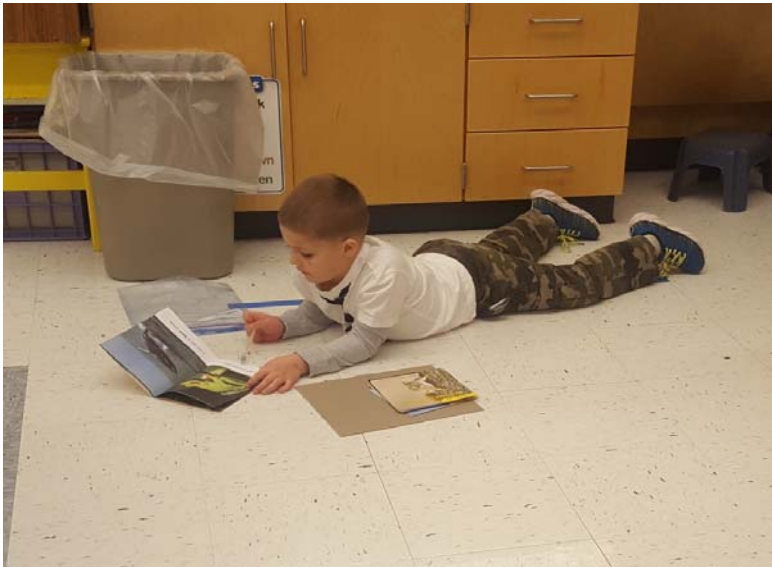
Book “Shopping”

Students read books that have been carefully matched to their interest, strategy needs, and independent reading levels. Students freely choose their independent reading books from their *classroom libraries*, learning how to select books that are “just right” for them.



Independent Reading

Independent Reading is a component of Reader's Workshop during which students read text at their "just right" instructional level in order to practice reading strategies, make meaning, and develop fluency.



Students may respond to the text in meaningful ways through writing , discussing or sketching. *Independent reading* typically takes place after the *focus lesson* and before the *group share*. While students are reading the teacher *confers* with them one on one or teaches *small group lessons*.

Independent Reading



Students need lots of time to read books at their independent reading level. The length of independent reading varies depending on the grade level and time of the year.

For example at the beginning of first grade independent reading time maybe as short as 10 minutes. As student develop stamina as readers, the time is gradually increased to as much as 30-40 minutes.



Independent Reading

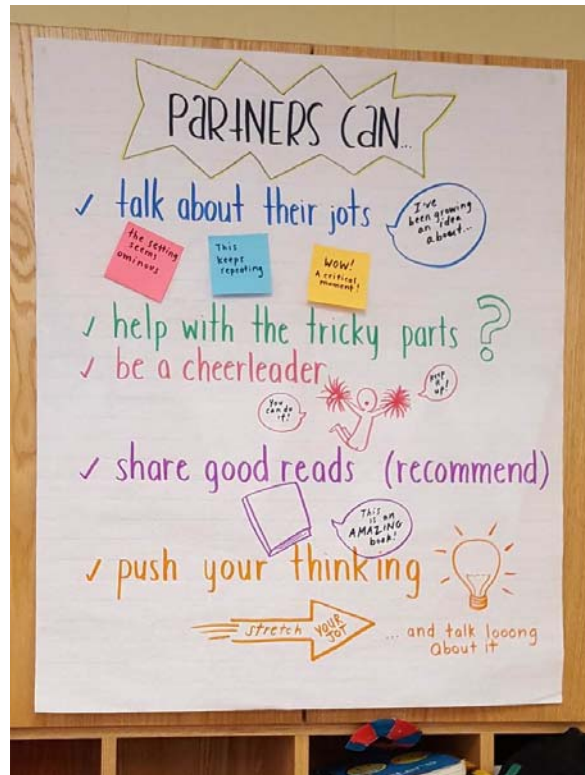


Book bins/bags and STOP GO Mats are used to help manage independent reading for Kindergarten and 1st grade students.



Partner Work

Independent reading time can also have students read with a reading partner. Paired reading is a research-based fluency strategy used with readers who lack fluency.



Conferring

Reading conferences are one-on-one conversations between student and teacher, focused on something the student needs to learn about their reading. The teacher uses the conference to assess what the student needs to learn and then to teach the student one thing that will help him or her become a better reader.



Group Share

The Group Share is the last portion of Reader's workshop, when the class reconvenes as a community of readers. During the Group Share, students often talk in partnerships or small groups.



READER'S WORKSHOP EFFECTIVENESS

- What changes are we seeing?

	WINTER 2016 (NWEA READING RIT score converted to STAR 360 Scaled Score Average)	WINTER 2017 (NWEA READING RIT score converted to STAR 360 Scaled Score Average)	WINTER 2018 (STAR 360 Scaled Score Average) READER'S WORKSHOP
1 st Grade	130	117	134
2 nd Grade	304	247 (+117)	332 (+215)
3 rd Grade	435	435 (+131)	401 (+154)
4 th Grade	456	538 (+103)	516 (+81)
5 th Grade	618	583 (+127)	701 (+163)

Average growth as measured between 2015/16-2016/17 was 119.5 points.

Average growth as measured between 2016/17 – 2017/18 is 153.25 points.