The Readers’ Workshop in the Upper Grades

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Literacy Night Presentation
Today's Learning Outcomes

- Differences in readers K-2 & 3-5
- Needs of proficient readers
- The Readers' Workshop Philosophy
- The Readers' Workshop Components
- Curriculum Plan 3-5
- Effects on SOLs
- Test Taking as a Genre
Primary Reading Instruction vs. Upper Grade Reading Instruction

**Grades K-2**
- Learning to Read
- Phonemic Awareness
- Reading Conventions
- Explicit Instruction of Skills

**Grades 3-5**
- Reading to Learn
- More Expository Text
- Complex Comprehension
- Vocabulary Instruction
- Indirect Methods
- Self-Directed
Skills and strategies of proficient readers:

- stamina
- fluency
- monitoring for sense
- visualizing
- activating prior knowledge
- prediction
- empathy
- text connections
- determining importance
- text structures
- summary
- interpretation
- critical reading
- inference
What is The Readers' Workshop

The Readers' workshop allows students to gain the benefits of reading by self-selecting, self-pacing, and spending time reading and sharing books.

The teacher demonstrates how to explore and comprehend literature and supports students in the process.

Students gain the knowledge to understand literature on multiple levels and respond to it thoughtfully.
Guided Reading vs. Readers' Workshop

teacher selected books  student selected books

teacher selected pace  students work at their own pace

small group instruction  individualized instruction

grouping based on reading level  grouping based on skill needs
http://www.youtube.com/watch?v=cnN2WUMW6zM&safety_mode=true&persist_safety_mode=1&safe=active
“Workshops are deliberately kept simple and predictable, like an art studio or a researcher’s laboratory, because it is the work itself that is ever-changing and complex. Each day’s teaching in a workshop does not set up a new hoop for the students to all jump through in sync. Instead, for the bulk of time during each day, students carry on with their work. As they do so, they draw upon a growing repertoire of skills, tools, strategies, and habits.”
—Lucy Calkins
Minilesson
A focused 10-minute minilesson rallies students to apply the strategy or concept to be learned and is divided into four components: connection, teaching point, active involvement, and the link.

Independent Reading/Small Group Work
Conferences and small group work offer the opportunity to individualize and differentiate instruction.

Mid-Workshop Teaching Point
Themed-workshop teaching point interrupts reading time to translate the minilesson into practice.

Independent Reading/Small Group Work

Teaching Share/Closing
The teaching share reconvenes the class to make a closing point and help kids integrate what they have done with what they learned earlier.
Students will be assessed in multiple ways.
- conferences
- observations
- projects
- reading responses
Reading Responses
Simply put...children respond to their reading in writing
○ Prompt by teacher
○ Quick write
○ Write longer from Post-Its

The Phantom of the Opera

Sticky at nights... she had been always been good at basketball. She was born and only played basketball. Her father loved basketball her whole childhood. In the 1970s, when she was ten, her father gave her a basketball. She was a good player and she played for her school team. She played in the championship and made it to the final four, and her team won. She was very happy.
UNIT 1: Building a Reading Life
Stamina, Fluency, and Engagement

○ introduces structures and rituals of the reading workshop

○ readers learn to read with stamina, monitor for sense, and practice retelling that shows basic comprehension

○ inspires students to see themselves as readers in a community of learners

○ helps you assess readers and match them to books
UNIT 2: Following Characters into Meaning

Envisionment, Prediction, and Inference

- students learn to see and sense the world from inside a character's mind
- highlights personal response, envisionment, and empathy
UNIT 3: Navigating Nonfiction

Determining Importance & Synthesizing

- while analyzing the structure of expository text students identify big ideas and the pertinent information that supports them

- responding to and asking questions of what they learn
UNIT 4: Tackling Complex Texts Historical Fiction Book Clubs

- Group Work/Communication
- Interpretation
- Critical Reading

- Historic fiction is inherently complex - students don't have experiences with these places and times. We start to explore social justice.

- Supports a new social structure - book clubs

- Keeping track of multiple plotlines, many characters, and shifts in time and place.
Bloom's Taxonomy
classification of levels of intellectual behavior
important in learning

Most standardized testing falls at these levels

The readers' workshop focuses on these levels
What Makes Standardized Tests Unique?

- Silent
- Solitary
- Stationary
- Structure unique
- Time limited

Knowing what makes test-taking unique allows us to teach skills as we would in any genre.
Using Strategies to Learn the Genre
- Learning to work silently
- Learning to work alone
- Building stamina for work
- Sustained reading
- Working without fatiguing
Learning Structure in the Testing Genre
- Multiple choice
- How to read
- How to reason through if you don’t know answer - educated guessing
What can you do at home to support our efforts at school?

- help your child keep their reading log
- monitor their reading at home
- talk about books
- read the same book as your child
- keep a reading response journal at home
Thank you for coming! Please email me if you have any questions

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