

Readers' Workshop in a Kindergarten Classroom

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Inquiry Questions



- **How can I implement a Reading Workshop program in my classroom for my Kindergarten students that gets them excited and interested in books and reading?**
- **How do I organize small group teacher instruction, individual reading, and partner reading together without causing chaos in the classroom?**
- **How can I create a system in which the students can chose what they want to read; based on their individual reading level?**

Reading Instruction Practices that I currently use:

- Sustained Silent Reading (SSR)
- DEAR (Drop Everything and Read)
- Guided Reading Groups
- Independent Worktime (Montessori Classroom)
 - Students choose from literacy work on the language arts shelves
 - Individual and small group lessons taught on literacy concepts during this time



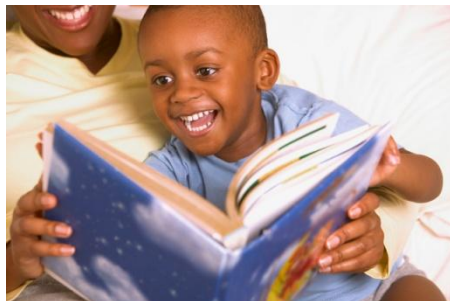
Readers' Workshop is...

- “a teaching method in which the goal is to teach students strategies for reading and comprehension. The workshop model allows teachers to differentiate and meet the needs of all their students. Reading Workshop helps to foster a love of reading and gives students chances to practice reading strategies independently and with guidance” (www.BusyTeachersCafe.com)
- “an instructional model for reading that marries explicit instruction in reading strategies with opportunities for students to practice each reading strategy independently, with a peer, and in small groups” (www.ourclassweb.com)
 - It focuses on student engagement and the interactions between the text and its reader, teaching reading strategies, and encourages independence among readers
- “The basic philosophy behind the Reading Workshop is to allow students to spend an extended amount of time reading authentic texts that interest them on a daily basis and to provide opportunities to talk about literature. The ultimate goal of a Reading Workshop is always to develop life-long passionate readers” (www.thelearningpad.net)



Readers' Workshop is...

- “The program emphasizes the interaction between readers and text. Students learn to ask questions, make connections with prior knowledge and previously read texts, and ask questions to clarify faulty comprehension they recognize has occurred” (www.readersworkshop.org)
- “Readers' workshop allows students to gain the benefits of reading by self-selection, self-pacing, and time spent reading and sharing books. The teacher demonstrates how to explore literature and supports student-led discussion groups. Students gain the knowledge to understand literature on multiple levels and respond to it thoughtfully” (www.cfisd.net)



Why Implement Readers' Workshop?

- Sometimes as teachers we find that we simply just don't have the time to fit everything we need to teach into the curriculum and still find time to work with struggling and excelling students.
- Readers' workshop gives teachers time to accomplish a variety of goals throughout our instruction, such as:
 - Having time for quality interaction with ALL students
 - Being able to address the needs of ALL students no matter what their reading level and ability
 - Being able to give ALL students the chance to talk about their opinions of literature and share their excitement with the rest of their classmates
 - Forms a reading community in your classroom that allows for honest communication and provides a safe atmosphere where students can express their feelings and opinions openly.



Why Implement Readers' Workshop?

- “A readers’ workshop builds on connections between students’ experiences and provides a structured community in which students can share readings as they learn about themselves” (Taylor & Nesheim, 2001, p. 48).
 - Its not just about having your students sit down and read. The children learn a variety of reading strategies and are given considerable amounts of time to practice these strategies; selecting the text they want to read
- Reading workshop “enables students to become lifelong readers by combining the study of classic literature with free-choice reading that builds their reading skills” (Lause, 2004, p. 25).
 - You are instilling skills in your students that the students will carry with them their entire lives
 - The teachers role is to be a “supportive cheerleader” and put books into the hands of the students, as well as keep the communication going about all types of literature
 - Students begin to want to read within a community; like most adult readers do



Elements of Readers' Workshop



- ❖ It is a time to choose books, read, and interact and discuss with others what they have read while thinking about their own personal connections to the text
- ❖ Students have choice in the books they read, their purpose for reading, and in the strategies they use while reading to help them understand the content
- ❖ Students learn responsibility for their learning as well as their communication with peers and the teacher
- ❖ It provides structure for the students; preparing them for what will happen every day during this time. Structure is very important to most students.
- ❖ Encourages a supportive community that helps to build self esteem and confidence

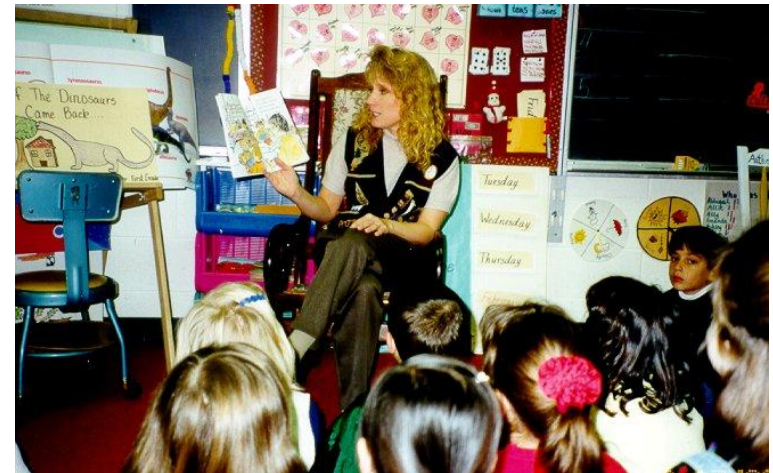
Components of Readers' Workshop

1. Sharing Literature – Read Aloud (5-10 min)
2. The Mini-Lesson (10-15 min)
3. Independent Reading & Conferring, Guided Reading, Response and Reflection or Activity (30-60 min)
4. Sharing and Closing (5 min)



“Sharing Literature –Read Aloud”

- The teacher reads a book aloud to the whole group with the purpose of modeling appropriate reading behaviors and strategies
- Children get exposed to a variety of literary styles and genres
- The teacher can show students how exciting reading can be while teaching them how to think about text and discuss it with their peers.
- Teachers need to make sure they have a planned purpose for each read-aloud
- Make sure to read with enthusiasm; using proper rhythm, intonation and fluency. This models how you want them to read. You can use the read aloud in combination with the mini-lesson because it gives the students the ability to see you model the lesson using appropriate text.



“The Mini-Lesson”

- Teachers introduce the “teaching point” for the day that introduces and reviews reading and comprehension concepts, strategies, and techniques while engaging students in good literature
- Teachers have the opportunity to give direct instruction to students and model the lessons using authentic literature.
- Mini-lessons can include:
 - comprehension strategies
 - finding “just right books”
 - procedures for Reading Workshop
 - reading strategies and skills
 - literary elements
 - literary techniques (i.e. voice, descriptive words, etc.)
 - How to come to the carpet
 - Using the classroom library; taking care of books
 - Being an attentive listener
 - Procedures for sharing
 - How to use reflection journals
 - For more great ideas on mini-lessons visit <http://www.cfsd.net/dept2/curricu/ellang/Readers'%20Workshop.pdf>

Mini-Lesson



You and your classmates sit on the carpet for a short lesson while the teacher teaches you a strategy to help you become a better reader.

“The Mini-Lesson”

- Students then get a chance to practice the skill or strategy on their own or with a partner. This part of the mini-lesson is called the active engagement.
- used to teach a specific skill or strategy or to give information.
- allow the teacher to focus on the needs of each of the students and allow them to apply what they have learned as they read and write
- helps students connect what they have learned to their situations in school and at home
- One suggestion is to, at the end of each lesson, tell your students, “Today when you’re reading I’d like you to” Review the technique or strategy taught within the mini-lesson and encourage them to use during independent reading time and at home. It helps the students to connect what they have learned with their day to day reading.



“Independent Reading & Conferencing”

(Option 1 for this component)



- This is considered “the heart of the Reading Workshop”
- Students are able to practice the strategies introduced and modeled in the mini-lesson as well as practice reading in general.
- In this component, children can read alone, in pairs, or in small groups.
- The teacher can either use this time to teach small-group lessons on a specific skill, conference with individual or a group of students about what they are reading, or teach guided reading lessons.
- This is the time that teachers can complete assessments (running records, anecdotal notes, story retellings) to be aware of student progress
- Suggested activities include:
 - Reader's response notebook in which students write a response to the text that they have read
 - Literature circles, book talks, or story chats – where students gather together to talk about and discuss what was read
 - Reading buddies/partners
 - Individual Silent reading

More on Conferencing

- Conferences should be short (5-15 min based on how many students you are conferencing at one time)
- Try and meet with each student once a week
- Open a conference with an open-ended question that focuses on text content, student connections, or the mini-lesson that was taught that day (this helps get the conversation started)
- Example: “I see you’re reading. How do you like it so far? Can you tell me more about it?”
- The main goal of conferencing is for the teacher to talk LESS than the students
- Conferences with students help teachers to:
 - Develop close relationships with the students
 - Stretch the abilities of the students
 - Check for understanding
 - Evaluate the growth of the students
 - Listen to the students read orally
 - Brainstorm new ideas for future mini-lessons
 - Act upon “teaching moments” that surface



Example of Conferencing Folder for Teachers to Record Information



“Guided Reading”

(Option 2 for this component)

- The teacher works with a small group of students that are on the same (or similar) reading level.
- The ideal situation is that every student has their own text and the teacher works with the students on skills depending on what their needs are
- Some skills include reading comprehension, word attack, phonemic awareness, and fluency
- This reading is completed while the rest of the students are independently reading



“Response & Reflection”

(Option 3 for this component)



- This is when students receive time to reflect and respond about what they are reading
- This is when they explain their thinking, consider questions and develop their own ideas and opinions
- Students can:
 - Talk about their personal connections with the text or mini-lesson that was taught
 - Write a response or reaction to their text in their Reader's response journal or keep a reading log
 - Complete a character map, beginning/middle/end books, concept map, or summary
 - Conference with teacher or other classmates about what they read

“Sharing and Closing”

- At the end of Readers’ Workshop, the whole class comes together to talk about what they learned and some of the things they talked about in their groups. They can also discuss projects they worked on or skills they practiced while independently reading.
 - Some questions to ask include: *What did you learn about reading today? What did you learn about yourself as a reader?*
- This is a very important time and although this may seem like the easiest time to skip, it is very important NOT to skip this step.
 - Share time provides a way to assess what students have learned and what they may need more instruction on
 - The children learn to listen to each other, think, and talk about what they have learned
 - Helps the students stay on task because they know that they will be asked to talk about what they accomplished
- Here are some examples of sharing techniques:
 - **Knee to knee:** partners sit facing each other with both of their knees touching while they discuss what the teacher’s question is
 - **Individual Share:** teacher asks one student to share something they learned or practiced that day
 - **Group Share:** students sit in small groups to discuss teacher’s question



Importance of Sharing



- For teachers
 - efficient way to observe and evaluate how students interact with one another
 - authentic setting for assessment
 - makes you aware of the reading strategies that your students are using
 - integrates reading, writing, listening, speaking and thinking together
 - creates a safe and respectful classroom community
- For students
 - helps them to make sense of their ideas and encourages them to express what they have learned
 - creates opportunities for positive feedback from others
 - gives them a way to connect their prior experiences and knowledge with what they are reading
 - helps them practice retelling skills as well as going deeper into their emotional connection with the text
 - helps to develop listening, question asking, and decision making skills

“Setting the Stage” With Your Students

(Bryan, 1999)

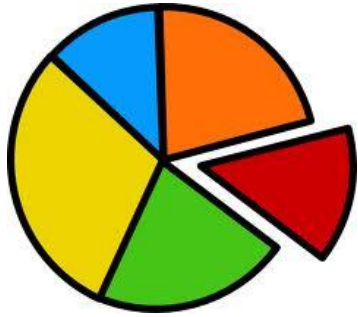
▫ Week 1: “Set Up”

- Use a pie chart to introduce the time breakdown for your Readers’ Workshop schedule (suggests using a pizza for representation)

Take this time to model, demonstrate, and practice appropriate procedures and rules for your Readers’ Workshop

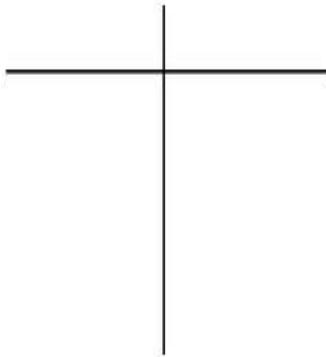
This is when you explain the setup of your library (using small baskets to organize books and gallon sized bags for “shopping”)

Practice routines without reading; just getting procedures understood as much as possible



▫ Week 2: “Smooth Operations”

- Introduce a wide variety of books (read aloud) to gain the interest of the students; these books will usually be picked first during shopping days
 - Construct T-charts with the students to model how to organize their thinking while they are reading
- “Good literature promotes discussion” (Bryan, 1999, p. 539).
 - It is very important to allow students to share their understanding and discuss a story WHILE reading together as a group. Allow the students to make comments and predictions throughout the story and then allow them to discuss outcomes with their classmates. Discussion will foster their engagement and understanding.



“Setting the Stage” With Your Students

(Bryan, 1999)

▫ Week 3: “The Alphabet Gang”

- Once the students have formed their routines, the teacher will be able to gradually release responsibility to the students and they won't have to be monitored so closely.
- This is the time to begin your small group and individual instruction (maybe focusing on a group of students that you notice has very little letter knowledge as Bryan did in his “alphabet gang”)
- This is also the week to focus on student sharing about what they have read whether it is something they really liked about the book or even things they didn't like. This also encourages other students to pick up these books and read them for themselves.

▫ Week 4: “A Technological Boom”

- This is where Bryan suggests introducing listening centers in the mix; if this is something that you have the resources to do. This provides other opportunities for the students to engage in different types of literature.
- It also suggests that this week focuses on expanding the students' reading collection of emergent reader books. Read as many books as you can to them; and of varied topics and difficulties! Focus on sight words each week to help build their knowledge of words they might see in text.



Classroom Management:

- **Book Nooks** – students must find their own private place to read during silent reading in which they won't distract others
 - If you have a special cozy spot in the classroom (or a unique spot that everyone wants), make a monthly schedule of who gets to be in that area each day
 - Have pillows, bean bags, cushions, carpet squares, etc available for use (this may also need a schedule if you don't have enough for all students)
- **Book Boxes** – students have their own individual boxes that contain a variety of books at their reading level
 - Gallon size Ziploc bags work well for this too)
 - These should all be located in the same place; preferably on a shelf
 - A great idea would be to have “shopping days” where a few students can go to your school or classroom library and rotate their books for the following week; this takes away the interruption of searching for books during classroom instruction time



Classroom Management (Cont):



- Classroom Library (organized) - students need to be able to find appropriate level and topic books without long amounts of time browsing
 - If you don't have the ability to level your entire library, parts of it should be leveled
 - You also need to do your best to organize your library by themes, series, nonfiction, topics and genres. As students begin to read more, their interests will develop and they want to read books related to those interests.
- Reading Logs – a notebook or record sheet where students record every book they read throughout the year
 - They can look back at this log to find out whether or not they have read a certain book or not.
 - Teachers can look at this log to understand interests and progress of individual students
 - Students can access their reading progress and set goals for the future

Name: _____				
My Reading Log				
Date	Title	Author	Minutes	Parent Signature
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

Pick-Mot
Anything can happen... when you open a book!

Classroom Management (Cont):

- Reading Checklist – this is a checklist that students fill out independently that focuses on what they should be doing during independent reading time



- For younger students, checklist with pictures would be most useful
- This should be a short checklist that does not take long to complete
- It creates accountability for the students and is a reminder of behavior that is expected during this reading time.
- Teachers can review for progress as well as instructional ideas or discussion points

- Interruptions

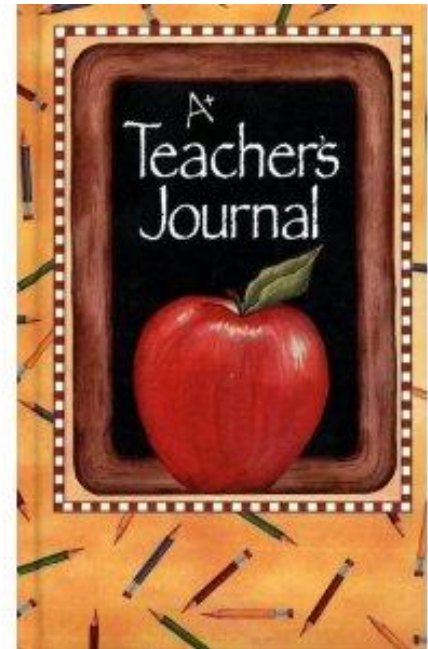
- once reading workshop begins, it is important to limit (as much as possible) any interruptions including bathroom breaks, pencil sharpening, book nook arguments, and book browsing



- This is why having the students “shop for books” the week before may be a good idea; to avoid wasting time doing it daily

Record Keeping

- Organized record keeping is imperative to evaluate student progress throughout the school year
- Some examples of record keeping include:
- Students can keep their own records as well using checklists, charts, journals, reading logs/lists, etc.
 - Anecdotal records
 - Teachers Journal
 - Checklists
 - Status of the Class (a brief checklist that you fill out prior to the beginning of independent reading time which concludes what each student will be working on that day)



“Status of Class”

http://www.teacher2teacherhelp.com/wp-content/uploads/StatusoftheClass_B716/StatusoftheClass.pdf

Reading Workshop - Status of the Class

Name	Date: 10/1	Date: 10/2	Date: 10/3	Date: 10/4	Date: 10/5
1. Caitlin					
2. Zach B.	RL				
3. Ross	Universe				
4. Daniel	RL				
5. Nathan					
6. Ross					
7. Daniel					
8. Daniel					
9. Daniel					
10. Daniel					

Reading Workshop

Name	Date: 10/2	Date: 10/3
1. Caitlin	Karen's Babysitter 32	Kittens in the Kitchen 24
2. Zach B.	RL	The Elevator Family
3. Ross	Universe	same
4. Daniel	RL	Balloon Children 13
5. Nathan		(E) The Janitor's Boy 101

Organizational Strategy

http://www.scholastic.com/teachers/top_teaching/2009/10/reading-workshop

Date: _____

Reading Workshop Planning Sheet

Book to be read ahead of time (if necessary): _____

Mini-Lesson: *Procedural - Literary - Strategy - Skill*

Teaching Point:

Active Engagement:

IDR Task:

Resources (What materials do I need for this lesson?):

Guided Reading/Strategy Group:

Skill:

Students:

Materials:

Conference with:

- 1.
- 2.
- 3.
- 4.

Guided Reading/Strategy Group:

Skill:


Students:

Materials:

Things I Noticed Today:

- 1.
- 2.
- 3.
- 4.

Closing/Sharing:



Evaluation Suggestions

- Consider how the students are doing based upon what you know to be their individual ability; try not to group the students together while evaluating progress
- Evaluate only what has been taught; don't assume that your students know a skill until you have introduced it to them
- Make the students aware of what will be evaluated and when
- Develop a generic rubric or checklist for evaluation to use for each child



Goal Setting Suggestions

- Before you ask the students to set goals for themselves, make sure you teach them HOW to set goals (great suggestion for a mini-lesson)
- Make a list of goals on the board and have students choose the goal they want and write it down. While conferencing with students, goals can be changed, added, or removed during discussion
- Make sure to conference with students frequently throughout the year to talk about progress being made and possibly adding new goals



Possible Challenges of Readers' Workshop



- Difficulty of planning ahead
 - This can be a very time consuming process to set up; but it seems to be well worth it in the end! Time management is very important!
- Outside interruptions
 - Do whatever you can to PREVENT interruptions (i.e. bathroom breaks, pencil sharpening, etc). This will help your workshop time run much smoother.
- Behavior management
 - Make sure you have an established classroom management system in place before beginning Reading Workshop. All procedures and expectations need to be clearly understood before launching this program.
- Lack of resources
 - Hopefully this presentation has provided you a variety of resources to start with. As for books for your students, make sure to visit your local library and check out Scholastic.com! They have some amazing deals for teachers and have annual Warehouse sales that give you awesome deals on new books! As teachers, you can also volunteer to “work” and earn vouchers toward free books!

Where to go for more information:

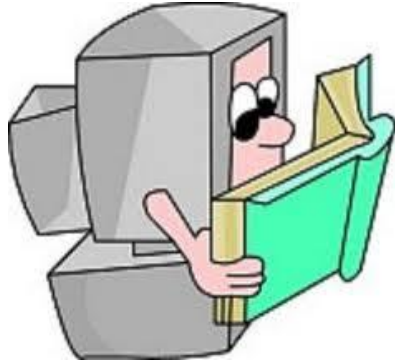


- Mini Lesson Suggestions
 - <http://hill.troy.k12.mi.us/staff/bnewingham/myweb3/Mini%20Lessons.htm>
 - <http://www.tips-for-teachers.com/Mini%20Lessons.htm>
 - <http://www.learner.org/libraries/makingmeaning/makingmeaning/support/workshop.pdf>
 - <http://www.readinglady.com/mosaic/tools/tools.htm>
- Sites on Read Aloud Suggestions
 - <http://www.esiponline.org/classroom/foundations/reading/readalouds.html>
 - <http://www.mrsmcgowan.com/books/index.html>
 - <http://www.literacyconnections.com/ReadingAloud.php>
 - <http://www.trelease-on-reading.com/rah-ch1.html>
 - <http://www.carolhurst.com/profsubjects/reading/readingaloud.html>
- Literature Circles Information
 - http://www.busyteacherscafe.com/literacy/literature_circles.htm
- Guided Reading Information
 - http://www.busyteacherscafe.com/literacy/guided_reading.html

Where to go for more information:



- Reader's Response Information
 - http://www.busyteacherscafe.com/literacy/readers_response.html
 - http://www.amazon.com/gp/product/0439309611?ie=UTF8&tag=busyteachesob-20&link_code=as3&camp=211189&creative=373489&creativeASIN=0439309611
 - <http://education.llnl.gov/bep/english/9/tResponse.html>
 - http://www.amazon.com/gp/product/0439309417?ie=UTF8&tag=busyteachesob-20&link_code=as3&camp=211189&creative=373489&creativeASIN=0439309417
 - <http://www.slideshare.net/eduhawk/readers-response-journal/>
 - <http://hill.troy.k12.mi.us/staff/bnewingham/myweb3/Reader's%20Notebooks.htm>
- Book Nooks
 - <http://hill.troy.k12.mi.us/staff/bnewingham/myweb3/FrameNooks.htm>
- Book Boxes
 - <http://hill.troy.k12.mi.us/staff/bnewingham/myweb3/Book%20Boxes.htm>
- Library Organization
 - <http://hill.troy.k12.mi.us/staff/bnewingham/myweb3/library%20Organization.htm>
- Overall Reading Workshop Strategies (videos, printables, and more!)
 - <http://www.lauracandler.com/strategies/readingworkshop.php>
 - <http://www.readersworkshop.org/>



Resources



- Harvey, S. and Daniels, H. (2009). *Inquiry Circles in Action: Comprehension and Collaboration*. Portsmouth, NH: Heinemann.
- Miller, D. (2002). *Reading with meaning: Teaching comprehension in the primary grades*. Portland, ME: Stenhouse Publishers.
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Resources

<http://www>

- Newingham, B. (2009). Reading Workshop: What It Looks Like in My Classroom. Retrieved from http://www.scholastic.com/teachers/top_teaching/2009/10/reading-workshop
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- The Reading Workshop. (n.d.). Retrieved from http://www.busyteacherscafe.com/literacy/reading_workshop.html
- Welcome to Readers' Workshop. (n.d.). Retrieved from http://www.ourclassweb.com/sites_for_teachers_readers_workshop.htm#Getting_Started
- Coats. (n.d.) Retrieved from <http://www.thelearningpad.net/readersworkshop.html>
- Readers' Workshop. (n.d.). Retrieved from <http://www.cfid.net/dept2/curricu/ellang/Readers'%20Workshop.pdf>