

## 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 ..... student selected books  
books


teacher selected pace ..... students work at their own  
pace

small group ..... individualized instruction  
instruction

grouping based on ..... grouping based on skill  
reading level needs



[http://www.youtube.com/watch?v=cgN2WUMW6zM&safety\\_mode=true&persist\\_safety\\_mode=1&safe=active](http://www.youtube.com/watch?v=cgN2WUMW6zM&safety_mode=true&persist_safety_mode=1&safe=active)

A vertical spiral binding on the left side of a yellow notepad, with the metal coils visible.

"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.



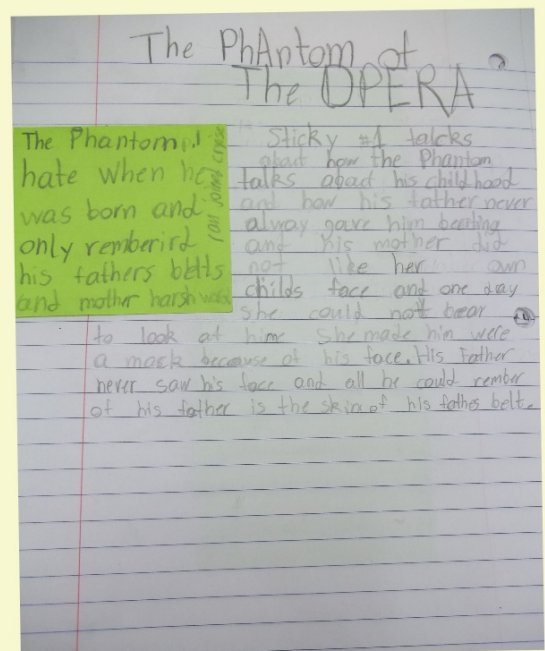
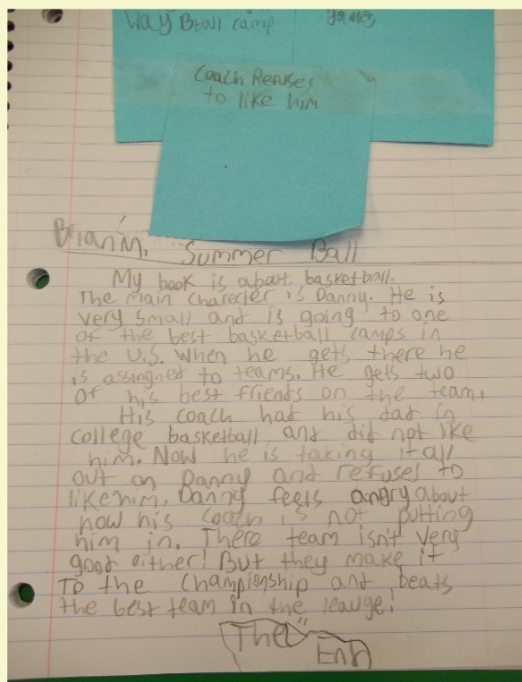
Students will be assessed in multiple ways.


- 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






## 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

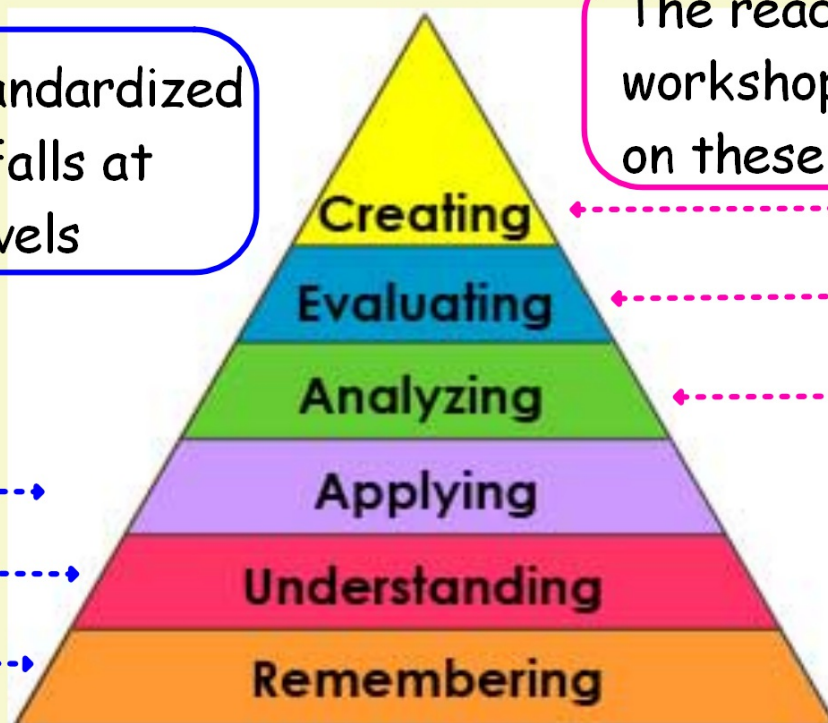
- Group Work/Communication
  - Interpretation
  - Critical Reading
- 
- Historic fiction is inherently complex - students don't have experiences with these places and times. We start to explore social justice.
  - Supports a new social structure - book clubs
  - Keeping track of multiple plotlines, many 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**

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**Thank you for coming! Please email me if you  
have any questions**

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