

A PARENT'S GUIDE TO READING WORKSHOP

Bacich Elementary School 2017-2018

WHAT IS BALANCED LITERACY?

A framework that strikes a balance between explicit and implicit literacy instruction. In this framework we value high and clear expectations, interactions with and exposure to quality literature, and also promote the self-actualization of being a reader and a writer. We believe that how you teach is just as important as what you teach. The framework promotes a culture of reading and writing through predictable structure and common language. The classroom environment is print rich and student centered, serving as the foundation for all of the above to take root. The teacher makes thoughtful decisions each day about the best way to help each child become a better reader and writer.

COMPONENTS OF READING WORKSHOP

Mini Lesson

Independent Reading/Partner Work/Book Clubs

Small Group Instruction/Conferences

Share

MINI LESSON

The teacher directly instructs the whole class on a skill or strategy, or habit they need to learn and use during independent work; brief, explicit teaching opportunities that follow a specific architecture: Connection, Teaching Demonstration, Active Engagement, and Link to Work.

INDEPENDENT READING

Private reading time when children read just-right books selected from classroom library.

Teacher confers with individual readers and may work with small groups for strategy lessons or guided reading.

Students read independently and at their own pace.

SMALL GROUP INSTRUCTION

The teacher meets with a small group of students in a guided reading or strategy group to explicitly teaches skills and strategies needed to advance to the next reading level and deepen comprehension.

SHARE

A time for students to gather, share, and discuss their reading with other students to deepen comprehension and apply what has been learned. Also during this time, teachers will often emphasize the skills and strategies that proficient readers use.

CONDITIONS OF LEARNING TO SUPPORT READERS

Brian Cambourne: Prominent Australian researcher of literacy and learning; proposed that children acquire early facility with oral and written language most easily when certain conditions are present in their environments, both at home and school; constructivist framework.

- **Immersion:** We immerse our students in lots of texts - books in the class/school library, read aloud, shared reading, charts on the wall, and rich conversations.
- **Demonstration:** Explicitly show the process of using a strategy to get at a skill.
- **Engagement:** The most important! Do kids have purpose and value in doing this work? Is it free from anxiety? Choice/just right book (a little challenge, but also feels comfortable).
- **Expectations:** We value high and clear expectations, interactions with and exposure to quality literature, and also promote the self-actualization of being a reader.
- **Responsibility:** Choose books to read, how they respond to text, how to log books.
- **Employment:** Practice - we cannot expect kids to be better readers unless they have lots of time to practice the skills taught.
- **Approximation:** Allowing space for students to try it out, to mess up.
- **Response:** Feedback is immediate and direct - it makes students better readers.

WAYS WE BUILD A COMMUNITY OF READERS

- Morning meeting, establish a community of respect and comfort for sharing ideas and experiences
- Share stories – the good the bad the ugly, be real, set the example for students to do the same
- Demonstrate a love for all genres
- Tell stories about when reading really works
- Design a reading notebook
- Reading Partnerships & Book Clubs
- Book recommendations
- Surveys (Beginning of the year, revise in the middle, etc.)
- Share a timeline of our reading life
- Speed booking/Talk about books they love/sharing titles

A PROFICIENT READER READS WITH...

1. Accuracy: Reading the words correctly.
2. Fluency: The ability to read a text quickly and accurately with expression; fast effortless reading of words in sentences or paragraphs.
3. Comprehension: The ability to read a text, process it, and understand its meaning.

I like to read
because it gives
me an imagined
adventure. Also
my mom tells me too.

HOW TO SUPPORT READING WORKSHOP AT HOME

- TIME IN TEXT - READING JUST-RIGHT BOOKS
- READ ALOUD PICTURE OR CHAPTER BOOKS - TALK ABOUT BOOKS
- READING INVENTORY TO EXPAND AND REVISE READING IDENTITY
- TRIPS TO THE LIBRARY, BOOKS AS GIFTS, BOOK EXCHANGE WITH FRIENDS AND NEIGHBORS
- PARENT-CHILD OR FAMILY BOOK CLUB / USE TECHNOLOGY TO CONNECT WITH FAMILY ABOUT BOOKS AND EXTENSION ACTIVITIES SUCH AS ART & MAKER PROJECTS
- [COMMONSENSEMEDIA.ORG](https://www.commonsensemedia.org) - A GREAT RESOURCE FOR CHECKING TEXT APPROPRIATENESS

READ ALOUD

“Listening to an adult model fluent reading increases students’ own fluency and comprehension skills (Trelease, 2001), as well as expanding their vocabulary, background knowledge, sense of story, awareness of genre and text structure, and comprehension of the texts read.” (Wu & Samuels, 2004).

10 BENEFITS OF READING ALOUD TO CHILDREN

BUILDS VOCABULARY

IMPROVES READING COMPREHENSION

PROMOTES EMPATHY

REDUCES STRESS

BOOSTS BRAIN DEVELOPMENT

EXPOSES CHILDREN TO DIFFERENT EXPERIENCES

INCREASES CHANCES OF LATER SUCCESS

HELPS DEVELOP COMMUNICATION SKILLS

BUILDS SELF ESTEEM

DEEPENS FAMILY CONNECTIONS