The Reading Workshop: What is it?
- Not a Program, nor Script to Follow
- An Organizational Framework
- A Structure to Locate Reading Instruction
- An Array of Learning Experiences
- A Space for Student Interaction
- A Time for Engaging with Authentic Texts

The Reading Workshop is Focused on Changing the Way Students and Teachers Think and Talk about Texts and Images.

The Reading Workshop: Pedagogical Strands
- Opportunity
  - Access + Time + Community
  - Access to a Variety of Quality Reading Materials
  - Ample Time to Explore, Read and Discuss Texts
  - Fostering a Sense of Community Among Readers

Pedagogical Strand #2: Choice
Choice
  - Selecting what to read
  - Choosing where to read
  - Deciding whom to read with
  - Deciding how long to read
  - Supportive Browsing

Pedagogical Strand #3: Supportive Contexts
- Physical
- Social
- Virtual
The Reading Workshop: Instructional Components

- Read Aloud Experiences
- Interactive Discussions
- Extensive & Intensive Reading
- Lessons in Comprehension
- Literacy Assessment
- Daily Schedule & Menu

The Reading Workshop: Daily Schedule

- Shared Literary Experience
- Reading Lesson
- Daily / Weekly Check-Ins
- Workshop Time
- Reflection Opportunities

The Reading Workshop Menu

- Independent and Paired Reading
- Listening Center
- Author / Illustrator Studies
- Response Experiences
- Units of Study
- Comprehension Strategy Groups
- Literature Study Groups
- Other Small Group Instruction
- Readers’ Theater
- Connections to Writing Workshop
- Workshop Time

Why Picturebooks?

- Micro-Texts - able to read and discuss complete text in a single session
- Contain a wide variety of genres, topics, themes, authors, illustrators, formats, literary devices
- Introduce strategies in familiar contexts
- Provide opportunities for discussion of significant topics
- Picturebooks draw upon several systems of meaning (text, image, design)

Picturebooks Defined

A picturebook is text, illustrations, total design; It hinges on the interplay of illustrations and written text, the simultaneous display of two facing pages and the drama of the turning page. (Bader, 1976)
Reading Aloud with Readers

- Includes Teacher as Co-Reader
- Sets Expectations for Response
- Develops Common Vocabulary
- Involves Negotiation of Meaning
- Allows the Literature to “Speak First”
- Generates Curriculum
- Demands Respect for Literature as a Work of Art

Questions About reading aloud

- Should I Strive for Word “Perfect” Reading?
- How Long Do I Show the Illustrations?
- Should Students have a Copy of the Book?
- How Often Do I Stop and Ask Questions, or Should I Just Read the Book Straight Through?
- Should I Re-Visit Our Favorite Stories or Should I Always Read New Ones?
- Do I Stand or Sit? Where Do Students Sit?
- How Do I Introduce the Book?

Book Talks

- Give people a sense of what a book is about.
- Short – 2-3 minutes is plenty of time.
- Used as an advertisement or teaser.
- Connect the book being recommended to other books people may have read.
- Can be organized by genre, author, illustrator, topic, theme…
- Focus on books students may not have discovered.

Supporting Independent Reading

- Assessing Readers - know readers abilities to support selections and strategies
- Book “Baskets” - novels, poems, picturebooks, non-fictions, magazines, etc.
- Accountability - reader response notebooks, discussions, conferences
- Access - opportunities to choose texts that interest readers at levels of manageable challenge
- Reduce Extrinsic Reward Systems
- Daniel Pennac’s – Readers’ Bill of Rights

Multimodal Picturebook Elements

1. Written Text
2. Visual Images
3. Design Elements
Multimodal Elements to Consider
- Endpapers
- Typography
- Design Features
- Narrative Structures

Picturebook Elements: Endpapers
- Serve as a boundary between storyworld and real world of reader.
- Act as “curtains” that open and close the narrative.
- May serve an aesthetic purpose as well as a narrative one.
- Are Connected to the story in different ways.
- Connections: Color Palette, Objects, Patterns, Thematic, Narrative Element

Picturebook Elements: Typography
- Typography is the visual component of language
- Style, arrangement, and appearance of words on a page
- Attributes to both planes of expression and planes of meaning
- Tool for doing things with text

Typography
- Bold vs. Timid
- Modern vs. Classic
- Playful vs. Serious

Typographical Feature: Weight
Used to create emphasis – bold to thin
Can be used by readers to determine significance

Typographical Feature: Color
Color can be used for classifying elements and developing associations among elements.
Color has been associated with particular meanings or emotions in social contexts.

Typographical Feature: Size
Size can add emphasis or importance to certain words.
Relatively equal sizes can suggest association or decrease emphasis.

Typographical Feature: Formality
Formal and informal fonts suggest status, personality and power relations.
Can also relate to thematic elements.

Typographical Feature: Flourishes
Flourishes can suggest action, style, vectors, and movement.
Can add to readers’ interpretations
**Picturebook Elements:** Visual Design Features
- Are part of the illustrations or ancillary to them
- Adds motion and designates movement paths
- Signifies who is speaking
- Shows mental states or provides interior dialogue

**Visual Design Features**
- Speech / Thought Bubbles
- Upfixes
- Impact Stars
- Motion Lines
- Reduplication

**Picturebook Elements:** Narrative Text Structures
- Traditional Plot
- Parallel Structures
- Hero Cycle

**Picturebook Lesson:** Approaching Picturebooks
- Attend to Visual, Textual, & Design Elements
- Set Expectations & Purpose for Reading
- Activate Relevant Prior Knowledge
- Make Connections before Reading
- BRIEFLY Preview the Text, Images, & Designs
- Determine what may be Significant

**The Lesson Continues…**
- In pairs, approach the texts provided in the same manner as demonstrated.
- Keep track of what you do, what works, and what challenges arise.
- Be ready to report to the group about what you did.
- Make Visual Display of Ideas

**Promoting Interactive Discussions**

**Interactive Discussions Defined**
- Each student is responsible for Articulating their ideas
- The Lines of Communication are from student to student as well as from student to teacher
- Readers need to be Active Listeners during the discussion
- Meaning is Negotiated during the interactions
- The quality of the discussion is related to the quality of the literature being discussed
- Expectations that are Clear, Transparent & Obtainable
Setting Expectations for Discussions
- Honestly Reported
- Listening Well & Thinking is As Important As Talking Well
- Address Other Students as Well as the Teacher
- Half Baked Ideas are Accepted and Encouraged

7 Interactive Discussion Strategies

Discussion Strategy #1: Turn, Pair, and Share
- Moved Physical Location & Position
- Increased Amount of Talk
- More Voices Heard From
- Visual Attention Cues
- Piggybacking – Uptake
- Time Challenges

Discussion Strategy #2: Noticings / Connections / Wonderings

<table>
<thead>
<tr>
<th>Noticings</th>
<th>Connections</th>
<th>Wonderings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Discussion Strategy #3: Noticings / What Might It Mean? / So What?

<table>
<thead>
<tr>
<th>Noticing</th>
<th>What Might It Mean</th>
<th>So What?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Discussion Strategy #4: Four (4) Post-Its

Four (4) Post-Its
1. One Way a Character Changed
2. Something That Challenged You as a Reader
3. Something You Expected
4. Something that was Missing from the Story

Discussion Strategy #5: Word Storms
Have students write down ten words that come to their minds as you are reading a book aloud. Then each student chooses three words and writes a brief reflection concerning their reasons for choosing those three words. Discuss choices and reasons in small groups or whole class.

Discussion Strategy #6
Graffiti Boards
Discussion Strategy #7
Story Structures

Why So Many Charts?
- Help Us Remember Where We Have Been
- Allow Students to Revisit Discussions and Lessons
- Provide Support for Future Discussions
- Create Archive of Our Teaching

Research Suggests…
- Discussion must address issues of engagement as well as intellectualism
- Guessing What is in the Teacher’s Head is not a discussion.
- As little as ONE Minute of Discussion PER DAY can have Significant Results in Students’ Reading Abilities.
- The positive effects of discussion are greater for average and below average readers.

Some Final Thoughts
- Create a space where children can focus on and discuss multimodal elements of texts.
- Help students notice new elements and develop a vocabulary to support their noticings.
- Go beyond noticing various design and visual elements to talking about the potential meanings of these aspects of texts.
- Support children as they begin to use these elements in their writing.

Thank You!
www.frankserafini.com