

# **Essentials of Reading Instruction in a Reading Workshop Environment**

When does reading instruction really “work” for kids?

Learners need...

- teachers who demonstrate what it means to live richly literate lives, and who share their love of reading.
- long stretches of time to read.
- opportunities to read high-interest, “just right” books of their own choosing, in a wide variety of genres. Teachers will guide students to these “just right” books, those that they can read with expressive fluency, strong accuracy, and deep comprehension.
- a consistent, predictable environment for reading instruction.
- clear, specific instruction in the skills/strategies of proficient reading, often through demonstration, modeling, and supported practice.
- opportunities to talk in response to texts.
- assessment-based instruction, including feedback that is tailored specifically to them, in conferences and small groups. Struggling readers need instruction that is tailored to their specific strengths and needs, as well as extra time and extra help.
- teachers to read aloud, for various purposes.
- a balanced approach to language arts, one that includes a responsible approach to the teaching of writing as well as to reading.

# **Reading Workshop: A Consistent, Predictable Environment Allows Teachers to Teach and Students to Read and Learn**

## What are the Daily Structures of Reading Workshop?

- ❖ Minilesson – teacher quickly shares a powerful reading skill or strategy to be added to students’ repertoire, often through demonstration
- ❖ Independent Reading – children engage in ongoing reading work; teacher engages in conferring and small group work
- ❖ Mid-Workshop Teaching Point – when needed, teachers “pause” the group briefly, in order to remind students of a skill that some may have forgotten, or to spotlight one that some readers are using well
- ❖ Resume Independent Reading, Conferring and Small Group Work – many teachers use this half of reading workshop to engage children with reading partners and book clubs
- ❖ Writing About Reading – depending on grade level, children reflect upon their reading in developmentally appropriate ways – using post-it notes, and/or (in the upper grades) reading notebooks
- ❖ Teaching Share – After readers work with partners and book clubs, teachers celebrate the work of a few readers, as this work can apply to other readers
- ❖ Read-Aloud Time – Teachers lead interactive read-alouds at various times of day, briefly during minilessons, at a designated read aloud time, and/or in the content areas. Often read-alouds lead to whole class conversations about texts, during which students learn and practice both comprehension and conversation skills.