

# Elements of a Reading Workshop

## to increase Stamina, Fluency, & Joy

### **Time**

Students need time to read in class in order to create a habit of reading and set the stage for homework reading, and teachers need reading time to confer individually with students about their choices, stamina, engagement, and goals. Students need time to discuss choices with classmates, time to analyze their progress, and time to practice fluency & comprehension strategies under the direction of the teacher.

### **Choice**

Students need to make choices in reading that reflect their interests because interest drives engagement. Teachers should encourage wide reading in all genres as well as students who pursue an author or genre study. Allow students to reread favorite books and to abandon a book that no longer interests them.

### **Response**

Teacher conferences are the primary tool for assessing progress, encouraging goal-setting and reflection, and analyzing student needs. Students will reflect on reading in writing (themed notebooks & writers' notebooks), facilitate discussions in small groups, join blogs or reading sites for discussions outside of class, and respond regularly to other readers in the room.

### **Vision**

*Daily* book talks present a wide range of voices, styles of text, categories of interest, etc. and are essential for helping students develop their own 'to read next' lists. We must commit to helping students define themselves as readers who like...

### **Expectations**

All readers will develop the stamina to read longer and with greater fluency with daily practice. A reading rate is calculated regularly and students are expected to meet a weekly goal based on the challenge of the current selected text. All readers will update book lists, set goals, and read regularly each week at home.

### **Challenge**

Monitor reading lists & teach all students to analyze choices and increase challenge; set goals based on progress towards college expectations: 200-600 pages/week; create reading ladders that help students find books of increasing difficulty within a genre; book talk a wide variety of choices including classics and world literature.

### **Modeling**

Use short mentor texts to increase complexity & demands on readers; model storyboarding to help students understand the craft construction in short stories & novels; model your own choices as a reader: post your reading list, share books you love; show thinking & annotations in a mentor text and model "fix-it" strategies.