

# Reader's Workshop

## Reading Units of Study

McMillin Elementary  
Family Friday

February 9, 2018

Presented by: Resource Teacher Krista Cardenas

# Family Friday Agenda - February 9, 2018

8:20-8:40 - Reader's Workshop Presentation

8:40-9:05 - Reading with your child

9:05 - 9:20 Wrap up option in auditorium

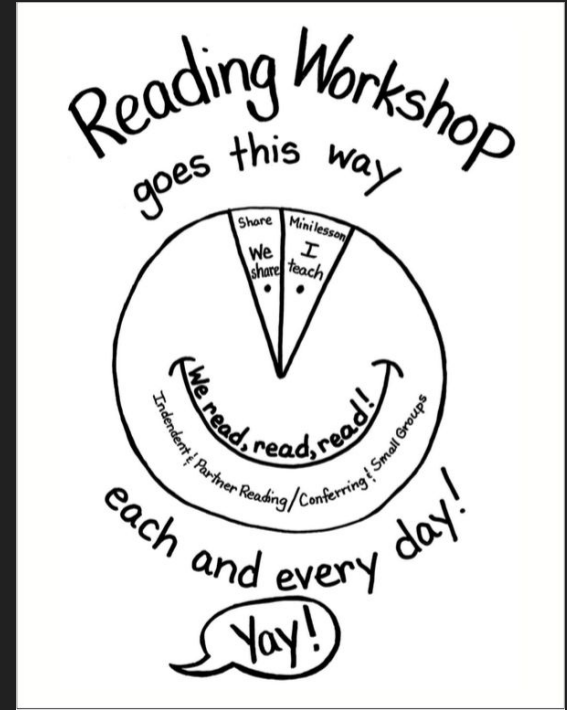
# Objectives

Parents will understand:

1. ...the components of Readers Workshop, and why we use it.
2. ...what the reading book levels mean.
3. ...student reading goals.
4. ...how to help their children at home in reading.

# Components of the Reading Workshop

1. 10 Minute Minilesson
2. 35-40 Minutes of Reading
  - a. Independent
  - b. Conferring
  - c. Partner Reading
  - d. Small Groups
3. Mid-Workshop Teaching
4. Share





# What do the reading levels mean?

Books are leveled A-Z

There are characteristics in each of the text levels, and skills and strategies that you want to see your students using consistently when reading books within that level.

Students are taught skills and strategies that will help them demonstrate mastery at each level and move on to the next level of difficulty.

# Levels A-J - Learning to read

Students in levels A-J are working on foundational skills

Concepts of print

Phonics

Fluency

Vocabulary

Comprehension

# Level A & B

## Text Characteristics

Enable children to look at print and match what they are reading to the words on the page.

Repeated patterns, predictable

Words are supported by the pictures

## Behaviors/Skills/Strategies

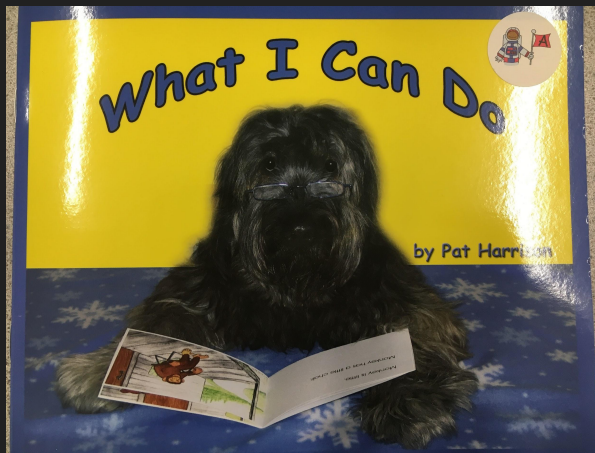
Uses the cover (title, illustrations, a look at some of the pictures in the book ) to get ready to read.

Matches spoken words to printed words

Moves from left to right

Locates know words (sight words)

# Level A Books



I can run.



I can dance.



# Level C & D

## Text Characteristics

Require children to begin using some of the letters in a word.

First attends to beginning letter and the progresses to using final letter.

## Behaviors/Skills/Strategies

Make return sweep on more than one line of print.

Reads known words automatically

Making sure it makes sense, sounds right and looks right

Retells the story, keepin story events in order, making inferences ©

Analyzes story to comment on events or characters and make inferences (D)

# Level C Books

There is one boy  
in the pool.



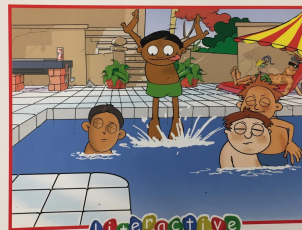
2

There are two boys  
in the pool.



4

## In the Pool



LitActive

Written by Derry Dillon

Illustrated by Ian Kenny

There is a shark  
in the pool.



10

# Level E & F

## Text Characteristics

Require children to orchestrate the strategies using all the sources of information, graphophonic, meaning and syntax (word order).

Illustrations are less supportive.

Literary language is more prevalent (dialogue statements, less predictable patterns).

## Behaviors/Skills/Strategies

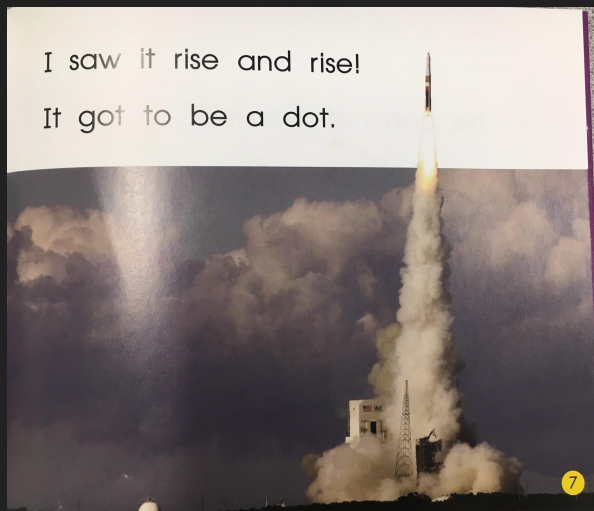
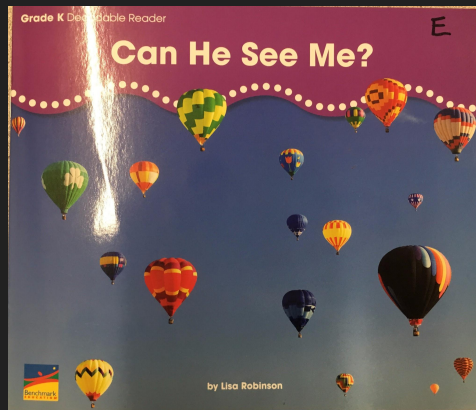
Notice errors and cross-checks with unused source of information.

Use internal parts of words - with beginnings and endings .

Track print with eyes, uses finger only at points of difficulty.

Begins to read with fluency and phrasing on repeated readings of the same text.

# Level E Books





# Level G

## Text Characteristics

Wider range of text including simple animal fantasy, realistic fiction & folktales.

Minimal repetition of familiar sentence patterns with more difficult vocabulary & story elements.

Font size is smaller and three to six lines of print per page.

## Behaviors/Skills/Strategies

Read increasingly more difficult words

Use parts of known words to read unknown words.

Begin to monitor and self-correct at the point of error. Rereading or skipping to go on.

# Level H & I

## Text Characteristics

Longer books, including short chapter books.

Longer, more complex sentences.

More complex literary (story) language, more complex vocabulary, and more technical vocabulary.

Greater need for comprehension and meaning analysis.

## Behaviors/Skills/Strategies

Envision the story to compensate for low picture support.

Keep the accumulating story events in mind.

Process more complex vocabulary and literary structures including non-fiction.

Stop and self-correct at point of error.

Read with fluency.

# Level J

## Text Characteristics

Introductions to nonfiction, simple biographies, and some traditional folk-tales.

Longer more complex sentences.

Minimal picture support.

## Behaviors/Skills/Strategies

Communicate understanding of the text.

Word solve with control and independence, at the point of error.

Read with fluency and phrasing on longer passages of text.

# Levels K-Z - Thinking about reading

Literal Comprehension

Interpretive Comprehension

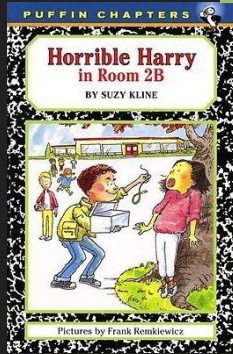
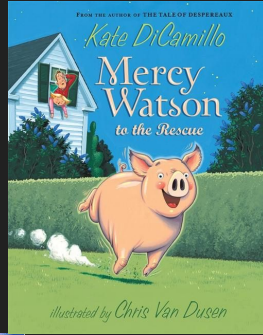
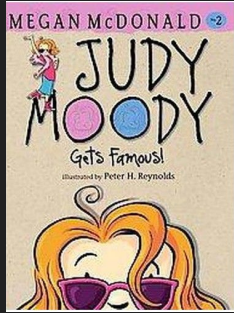
Analytic Reading

# Bands of Text Complexity

## BANDS of text complexity

	<b>kim</b> <i>Lower End: Note the Great Higher End: Freckle Juice</i>	<b>nopq</b> <i>Lower End: Amber Brown Higher End: Fudge-a-Mania</i>	<b>RSt</b> <i>Lower End: Because of Winn Dixie Higher End: Bridge to Terabithia</i>	<b>UVW</b> <i>Lower End: Loser Higher End: Walk Two Moons</i>
<b>structure/plot</b>	<ul style="list-style-type: none"> <li>One clear, central problem and solution</li> <li><u>QR</u> one clear, central problem and <u>resolution</u></li> </ul>	<ul style="list-style-type: none"> <li>Characters encounter not just one concrete problem, but a blend of pressures, or a multidimensional problem.</li> <li>Between the character's motivation and the story's resolution there will be a few subplots</li> </ul>	<ul style="list-style-type: none"> <li>Stories are layered with meaning</li> <li>Only part of the problem is labeled and discussed; the other parts of the problem have to be extracted</li> <li>Problems are too big and too layered for all to be solved</li> </ul>	<ul style="list-style-type: none"> <li>Multiple plotlines</li> </ul>
<b>characters</b>	<ul style="list-style-type: none"> <li>A lot of dialogue between several main characters which isn't always tagged</li> <li>Characters are static</li> <li>Characters have a few dominant characteristics which are explicitly and repeatedly labeled</li> <li>Feelings change over the course of the story, but traits are fairly consistent (and these are usually related to the main problem)</li> </ul>	<ul style="list-style-type: none"> <li>Characters are conflicted and therefore more ambivalent.</li> <li>What characters want is usually more complex or complicated</li> <li>Character traits change from beginning to end</li> <li>Narrator or character will tell the reader about the character's complexities. Reader can pay attention to what characters do, say and think to get a full understanding of the character</li> </ul>	<ul style="list-style-type: none"> <li>Character traits are not explicitly stated</li> <li>Characters encounter problems and work to respond to those problems, changing and learning in the process</li> <li>Characters are gray; good and bad; more than one way as a result of complex internal emotions (which the characters or the narrator does not come right out and say as in the preceding band)</li> <li>Minor characters become important. Reader has to pay attention to how the minor characters influence and teach the reader about the main character</li> </ul>	<ul style="list-style-type: none"> <li>Characters continue to become more complex and nuanced</li> <li>Characters are increasingly teenagers <b>CAUTION:</b> If the reader isn't a teenager it can be hard to empathize with the characters and therefore can miss out on a huge part of the story</li> <li>The point-of-view of each character</li> </ul>

# Books in K/L/M Band

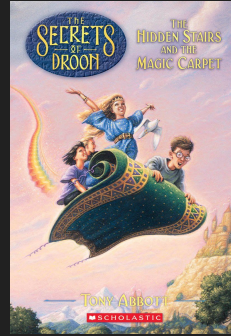
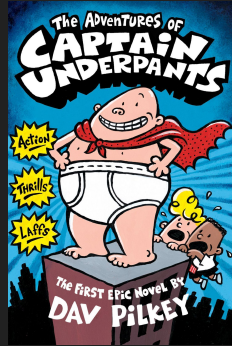
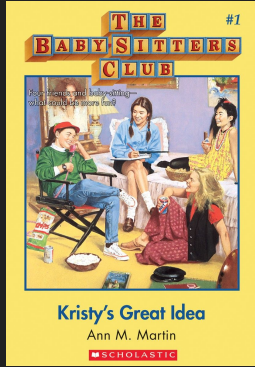


Structure/Plot

One character

One problem/solution

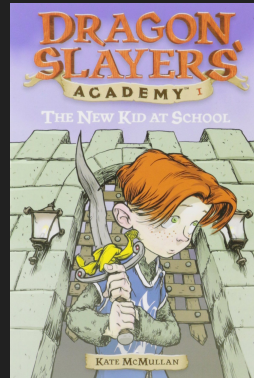
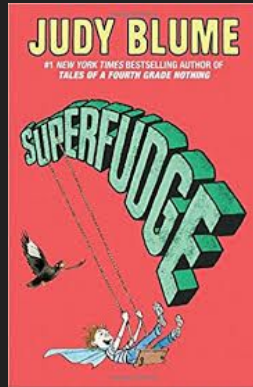
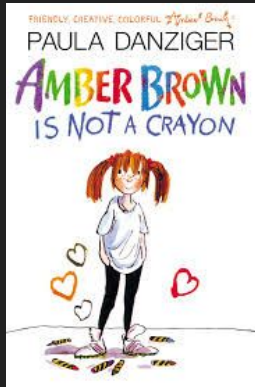
# Books in N/O/P/Q Band



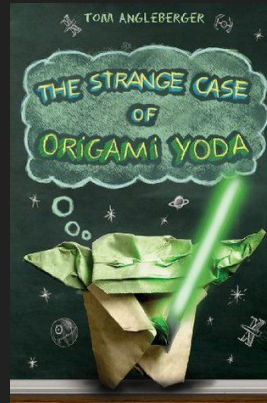
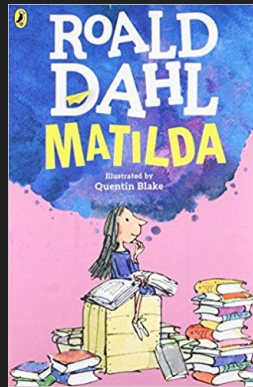
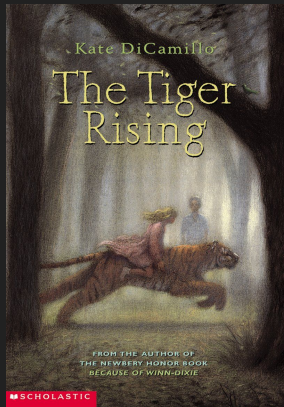
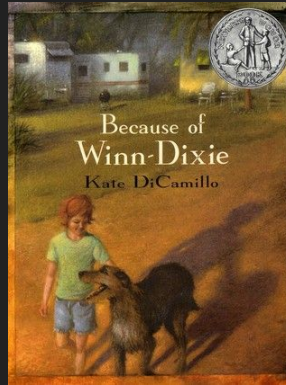
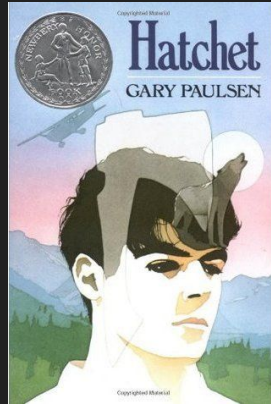
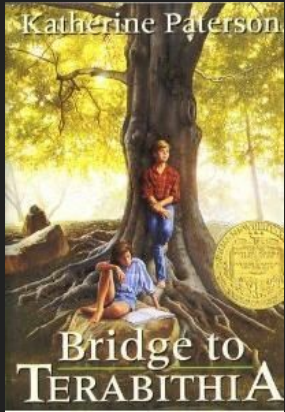
## Structure/Plot

Characters encounter not just one concrete problem, but a blend of pressures, or multidimensional problems

Between the character's motivation and the story's resolution there will be few subplots



# Books in R/S/T Band



## Structure and Plot

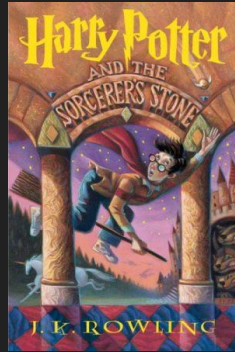
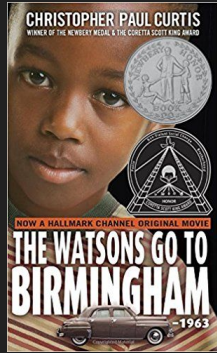
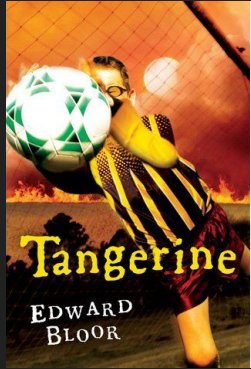
Stories are layered with meaning

Only parts of the story are labeled and discussed; the other parts of the problem have to be extracted

Problems are too big and too layered for all to be solved



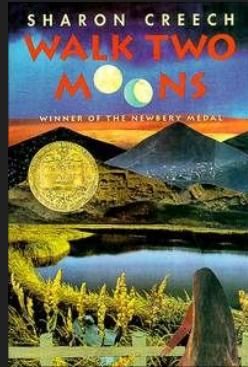
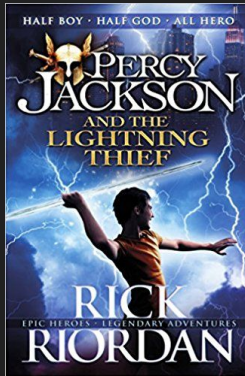
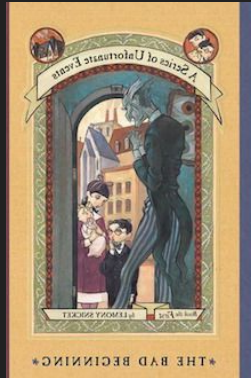
# Books in UVM Band



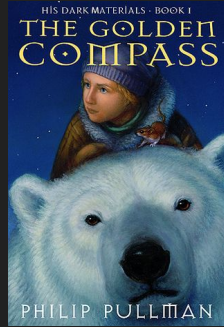
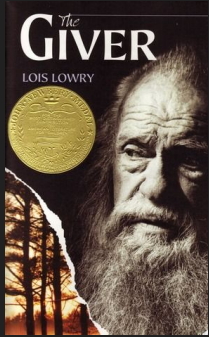
## Structure/Plot

Multiple plot lines

There might never be a "main problem" or it could be highly symbolic.

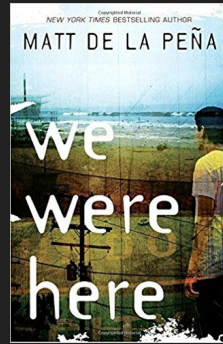
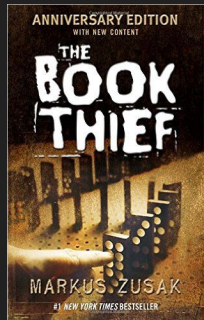
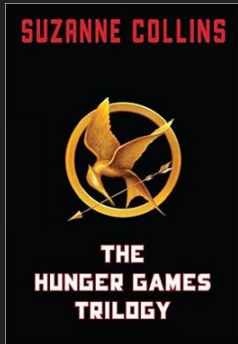


# Books in X/Y/Z Band



## Structure/Plot



Plot notably more complex. The reader often learns alongside a main character who starts out confused or is the middle of trouble.



# Reading Goals - Habits

Goals selected by both student and teacher based off of strategies students use to make meaning in reading, and what they can build on to move to the next reading level.

Once the student demonstrates the goal in their reading, it is moved to a habit and a new goal is selected.

Goals 	Habits 
<input type="checkbox"/>	

# STUDENT A

- 20 MINUTES PER DAY
- 1,800,000 WORDS PER YEAR
- SCORES IN THE 90<sup>TH</sup> PERCENTILE ON STANDARDIZED TESTS





# STUDENT B



- 5 MINUTES PER DAY
- 282,000 WORDS PER YEAR
- SCORES IN THE 50<sup>TH</sup> PERCENTILE ON STANDARDIZED TESTS

# STUDENT C

- 1 MINUTE PER DAY
- 8,000 WORDS PER YEAR
- SCORES IN THE 10<sup>TH</sup> PERCENTILE ON STANDARDIZED TESTS



If you read **60** minutes a day, how many books should you read in a week?

Book level	Number of books
A-G	8-10 w/re-read
H-J	6-8 w/re-read
K-M	5-7 books
N-Q	3-5 books
R & Above	2-3 books

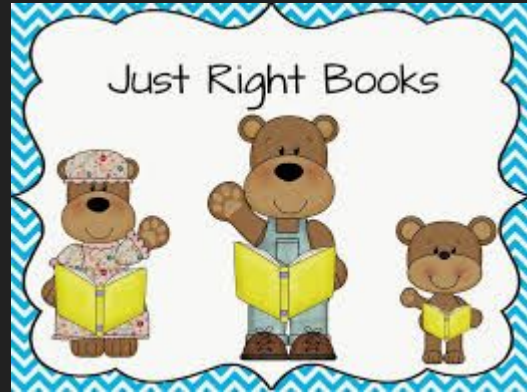
Read ... Read ... Read

# How can you support your child at home?

Set aside 20 minutes of reading time a day.



Ask your child to tell what their "just right" level is in reading





Ask your child to tell you about the book(s) they are reading.



Ask them what their goal is in reading-What is your teacher teaching you in reading?

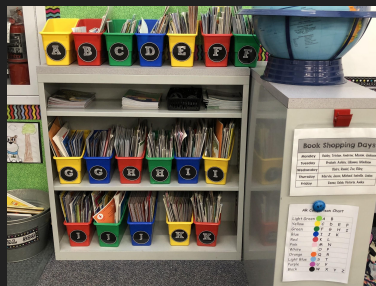


Read aloud to your child.



# Classroom Visit Look Fors



Leveled Libraries



Anchor Charts/Reading Bulletin Boards



Reading Goals

Goals	Habits
	

# Classroom Visit

This is a time to read with your child.

Please do not disrupt instruction or talk to the teacher about your child's progress/behavior.

Make your way to the auditorium at 9:05!



# Your Opinion is Needed

		
<b>SHARE</b>	<b>STAR</b>	<b>DISCOVER</b>
<i>Submit Thoughts</i> Provide feedback on issues that matter to you.	<i>Prioritize Thoughts</i> Consider and communicate the ideas that are most important.	<i>Reveal What Matters</i> Discover the priorities of your community.

## Family Friday Parent Survey

Parent Survey

What did you find most helpful about the Family Friday event?

Short answer text  
.....

What would you like to learn more about?

Short answer text  
.....

Do you have any other comments or questions?

Long answer text  
.....

I have a better understanding of McMillin's reading program and have the information I need support my child at home with reading.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree