More than Time and Choice

Moving Beyond SSR for Reluctant Readers
Presenters

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Demographics
Low SES 30%
At Risk 49%
SPED 29%
Minority 42%
We can agree that readers need:

Time

Choice
Why Can’t I Skip My 20 Minutes of Reading Tonight?

Student “A” reads 20 minutes each day
3600 minutes in a school year
1,800,000 words

Student “B” reads 5 minutes each day
900 minutes in a school year
282,000 words

Student “C” reads 1 minute each day
180 minutes in a school year
8,000 words

By the end of 6th grade Student “A” will have read the equivalent of 60 whole school days. Student “B” will have read only 12 school days. Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school…and in life?

(Nagy & Herman, 1987)
Reasons why SSR is not enough

- Reading research does not support it
  - “Report of the National Reading Panel (2000), the experimental design studies on SSR indicate no statistically or educationally significant differences between those students who do SSR and those students who do not”
- There is little to no teaching
  - Does not maximize reading development
  - No accountability for reading
  - Little to no opportunity for reader response
SSR → Reading Workshop
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Time

Choice

Teaching - Mini lessons
- Conferring

Accountability & Response
- during conferring
- during debrief
Structure of Reading Workshop

- **Share**: 10 minutes
- **Mini-lesson**: 10 minutes

**Teacher**:
- Conferences
- Small Group Instruction

**Students**:
- Independent

**The Heart of the Workshop**: 30 minutes

Reading

Reading
Reading Workshop Supports **ALL** TEKS

- **Strand 2** (these are just a few from the new TEKS, but they ALL fit the workshop model)
  - A: Purpose for reading & Self Selected Texts
  - B: Questions about text to deepen understanding
  - C: Make predictions using text features
  - D: Create Mental Images
  - E: Make Connections
Mini lesson

- Create Mental Images (Strand 2)
- Envisionment
CONFERRING--Purpose

- Interrupt their thinking
- Accountability
- Assessment
- Grow readers
- Differentiation

IT’S THE TEACHING!!!!

Frequency?
Conferring--What does it look like?

- Conversation
- Brief -- 5 Minutes (ish)
- 1-2 times each week/each student
Reading Workshop Supports **ALL** TEKS

- **Strand 4** (these are just a few from the new TEKS, but they ALL fit the workshop model)
  - **A:** Analyze how themes are developed through characters & events
  - **B:** Analyze Characters’ motivations and behaviors influence events and resolution of the conflict
  - **C:** Analyze non-linear plot elements: foreshadowing, subplots, and parallel plot structure
  - **D:** Setting influences values and beliefs of characters
Mini lesson

- Analyze Characters’ motivations and behaviors influence events and resolution of the conflict (Strand 4)
- Characters
CONFERRING--The How

- Interrupt the thinking, sit beside the reader
- Research
  - Ask questions to figure out what the reader is doing
  - Possibly check in from the last conference
  - Possibly have student read section aloud
- Decide what to teach
  - What can grow this reader's thinking?
- Teach
  - Offer a strategy or way of thinking that the reader can use during any reading moment
- Leave the student working
Reading Workshop--on the Continuum

- Try it out
- Seek help from other workshop teacher
- Join the workshop support group

Questions? Comments?
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