

# Reading Workshop

Presentation to the Board of Trustees

December 10, 2014

Dr. Brett Geithman, Rose Ahrens, & The MBUSD Reading Committee

# Recommendation Process

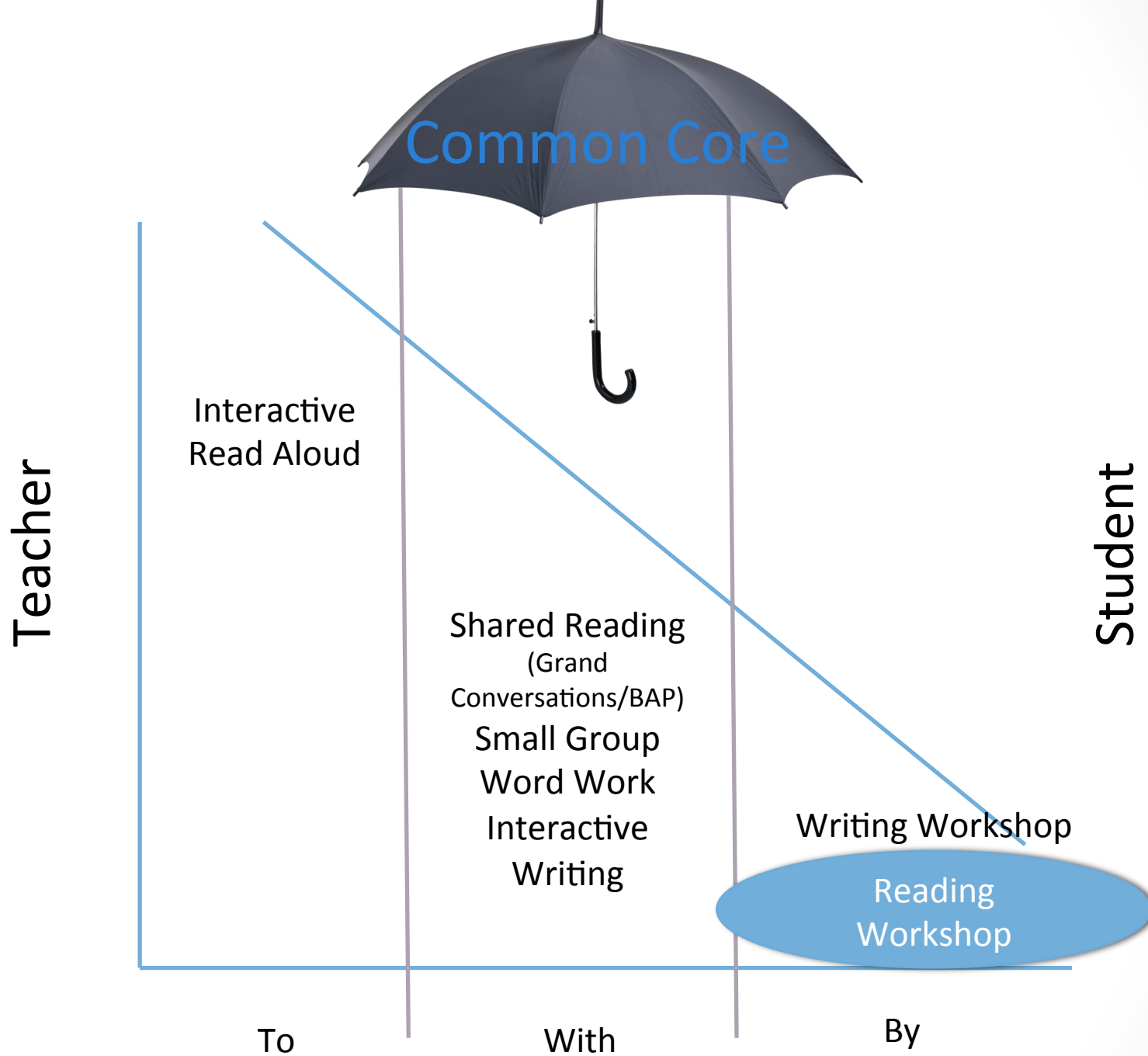
- Fall 2013 MBUSD Reading Committee was formed
- April 2, 2014 Recommendation for Balanced Literacy
- 2014-15 Common Core Professional Development through the lens of Balanced Literacy (K-5)
- Committee researched best practices for independent reading
- Los Alamitos USD Reading Observations, November 2014
- Reading Committee unanimous recommendation for Reading Workshop as our district reading curriculum, November 2014

# Reading Committee Definition of Balanced Literacy

We believe the best strategies for teaching Common Core English Language Arts standards lay within a Balanced Literacy framework of instruction. Balanced Literacy entails the explicit teaching of skills and strategies and authentic writing and reading opportunities (Pressley, 2006).

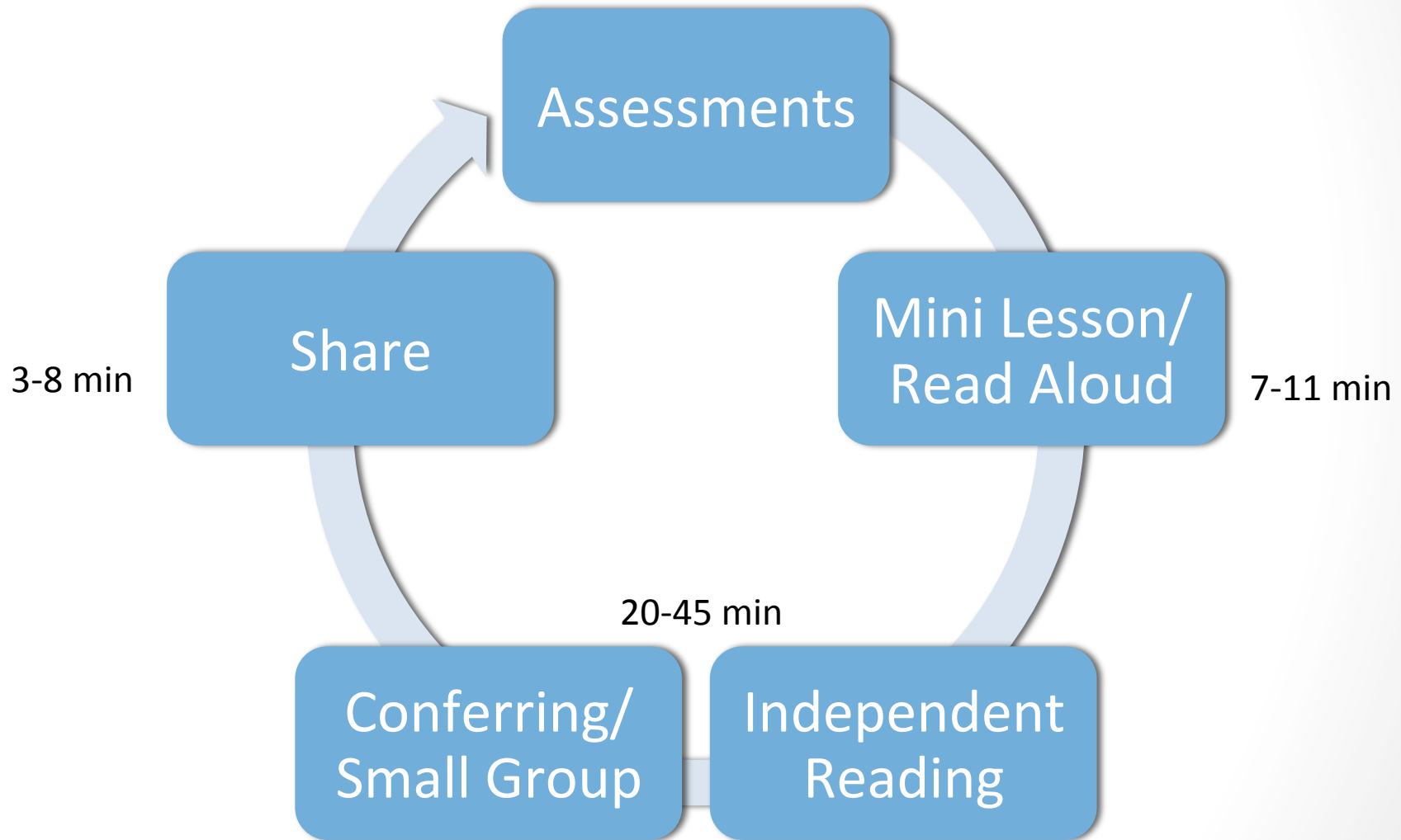
It is a decision-making approach through which the well-informed teacher makes thoughtful choices each day about the best way to improve proficiency for all students, from those who struggle to those already exceeding grade-level reading and writing standards (Pressley, 2006; Spiegel, 1998).

In support of the Balanced Literacy approach, MBUSD must develop teachers' knowledge and skills in teaching reading and writing, provide each site with necessary and equitable resources for implementation, and improve accountability.



Traditional Approach	Readers Workshop
<p><b>Instruction:</b></p> <ul style="list-style-type: none"> <li>• Whole class reading/Reading groups</li> <li>• Limited/no independent reading time</li> <li>• Teacher teaches whole class reading skills</li> <li>• Lack of student participation</li> <li>• Teacher sets the pace for reading (some students are held back, some fall behind)</li> </ul>	<p><b>Instruction:</b></p> <ul style="list-style-type: none"> <li>• Whole class, small group, and independent reading</li> <li>• Explicit Modeling/Think-Alouds in whole group and targeted instruction in small group and conference.</li> <li>• Teach Reading Skills <i><b>and</b></i> Strategies</li> <li>• All students participate (Turn and Talk)</li> <li>• Students read at their own pace; they can move ahead or re-read as necessary</li> </ul>
<p><b>Application:</b></p> <ul style="list-style-type: none"> <li>• Students read the SAME text over a period of time</li> <li>• The students answer questions at the end of a story and complete worksheets to demonstrate the skill</li> <li>• Students not aware of teacher's reading processes and practices</li> <li>• Primary instruction of reading skills presented in a format based on basal</li> </ul>	<p><b>Application:</b></p> <ul style="list-style-type: none"> <li>• Students read different books (interest and level)</li> <li>• Students apply and demonstrate skills and strategies for their own books, leaving "tracks" of their thinking</li> <li>• Teacher models reading processes and shares reading practices (use of read alouds and think alouds)</li> <li>• Instruction emphasizes teaching reading strategies based on standards through selected literature</li> </ul>
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Comprehension Multiple Choice Assessment</li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Running records, conferencing, rubrics, notebook, self-reflection, comprehension open ended/multiple choice assessments</li> </ul>

# 5 Components of Reading Workshop



# Professional Development Board Workshop

- Resources (leveled libraries, guided reading books, curriculum)
  - Scope and Sequence
  - Ongoing Professional Development
  - Time
- 
- Question: What should the annual professional development budget be K-12?
    - \$540,000
    - K-12 Common Core

# How will we transition to Reading Workshop?

## 2014-15 School Year

- Books (\$250,000)
  - Leveled libraries for each classroom K-5
  - Guided reading books for each school
  - Staff developer support for recommendations
- Teacher Resources (\$3,000)
  - *Growing Readers* for K-2
  - *Units of Study for Reading Workshop*
- Curriculum Maps (\$15,000)
  - Staff developers to facilitate the creation of MBUSD maps for each grade level
  - Each school may send one teacher per grade level to participate in creating the district-wide curriculum maps for Reading Workshop
- Fountas and Pinnell Leveled Literacy Intervention (LLI) (\$7,000)
  - Pilot at one site for Spring 2015



# How will we transition to Reading Workshop?

**2015-16** School Year (proposed plans, pending Board approval)

- Curriculum maps
  - Will be provided for each grade level (created through the work done in Spring 2015)
  - Will be updated in Spring 2016 by the same group of teachers
- November 2015 (tentative publication date) – Purchase updated *Units of Study for Reading Workshop* for every teacher
- Full day workshops offered
- Coaching, Lesson Study, and other job-embedded professional development structures offered
- Fountas and Pinnell Leveled Literacy Intervention (LLI)
  - Based on pilot, implement (with training) at each site or pilot another research-based intervention

# How will we transition to Reading Workshop?

**2016-17 School Year** (proposed plans, pending Board approval)

- Curriculum maps
  - Will be provided for each grade level (updated Spring 2016)
  - Will be updated in Spring 2017 by the same group of teachers
- Full day workshop(s) offered
- Coaching, Lesson Study, and other job-embedded professional development structures offered
- Fountas and Pinnell Leveled Literacy Intervention (LLI)
  - Ongoing training and support

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