

<b>Tool:</b>	Reading Workshop
<b>Category:</b>	Classroom Instruction
<b>Urban Specialist:</b>	Anne Thomas-Abbott
<b>School Level:</b>	Middle and High School Language Arts/English
<b>Target Audience:</b>	Pre-service Teachers Novice Teachers In-service Teachers
<b>References:</b>	Atwell, N. 1998. <u>In the Middle</u> . 2nd edition, Boynton/Cook

**Rationale:** Student reading comprehension and ability will improve when students select the literary texts they read and monitor their own progress.

**Description:** Using a modified version of Nancie Atwell's (1998) reading workshop model, students in an English/language arts class select their own literature texts and track the progress of their reading comprehension and ability improvement. The inclusion of Accelerated Reader (AR), a reading improvement software program, is an excellent yet optional support structure with this model. Students are first assessed using a CLOZE reading test or other assessment (STAR reading assessment with AR). Students then select texts based upon their current reading level, making sure that their selections are appropriate within a range based upon their current reading level. (The lower a student's reading level, the more narrow the range; the higher a student's reading level, the more wide the range). Students log their selections, noting title, author, beginning date, pages read per day in class and outside of class, completion or abandonment date, and rating based on 1-10 scale. Students are given a minimum of thirty-minutes per class period to read. The teacher monitors student conduct and progress by conducting status-of-the-class conferences to assess and check student understanding. The teacher records for each student current title and current page number. The teacher engages in a brief, quiet conference with the student regarding any aspect of reading comprehension. Sample questions include: What are you reading? Tell me about the main character. Why is he/she acting in this way? What do you predict will happen next? What do you like about the way the book is written? The teacher could incorporate any current literary, writing, or language arts concept into conference questions. Upon completing a novel, the student participates in an assessment process. In models utilizing the AR software, students would take a 10-20 question quiz designed to assess comprehension and retention. Other assessments include but are not limited to: teacher-made quizzes or tests, review writing for rubric evaluation, or presentation. At the end of the semester or course, students are reevaluated using CLOZE, STAR, or other appropriate reading comprehension and ability instrument.