



## **Professional Development Institute**

### **Flex Course Syllabus**

## **Reading Workshop Approach in the Middle Grades (4-8)**

**PDI Course Number: 26T02**

**UCSD Course Number: EDUC41450**

If you would like information about receiving post-baccalaureate (graduate) credit for completing this course, [please click here](#).

### **Course Text**

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

### **Course Description**

Are you interested in learning the whys, whats, and hows of implementing a reader's workshop approach in your classroom? Are you concerned about how to manage a reader's workshop? The course begins by establishing the foundations of implementing a reader's workshop approach in your classroom. Then, commonly used and easy to administer assessment options are provided that can help teachers build group reading profiles. Once groups are established, teachers learn how to choose appropriate leveled books, how to help students set realistic goals, and how to confer with students about skills and strategies for independent growth to achieve maximum results. Teachers will also learn how to create learning stations that allow students some voice and choice. Suggestions for motivating students including creating book talks are shared. Differentiation strategies are also provided so that teachers may reach students at all skill levels. There is also an emphasis on management and routines to help the reader's workshop run effectively and efficiently. By the end of this course, teachers will feel capable of successfully implementing a reader's workshop approach in the classroom.

## **Educational Outcomes**

1. Teachers will understand the basics of administering various reading assessments.
2. Teachers will learn management routines to help them implement a reader's workshop approach.
3. Teachers will learn how to develop routines that will support their class reader's workshop.
4. Teachers will understand how to assemble and teach to flexible reading and learning groups.
5. Teachers will learn how to foster students' growth as managers of their own learning.
6. Teachers will learn to structure guided reading lessons.
7. Teachers will learn how to develop learning stations.
8. Teachers will learn strategies for motivating students.
9. Teachers will learn how to lead book talks.
10. Teachers will learn how to structure cooperative reading groups.
11. Teachers will learn how to level books.
12. Teachers will learn how to effectively conference with students.
13. Teachers will learn strategies for scaffolding a reader's workshop with whole class mini-lessons and short text studies.
14. Teachers will learn to plan for genre-based or thematic-based learning.
15. Teachers will be able to help students find books that best meet their needs.

## **Instructional Media**

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

## **Evaluation**

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Cumulative Assignment/Project: Develop a Book Project (20% of final grade)

- Culminating Practicum (20% of final grade)

## Topical Outline

### Unit One

- Common Approaches to Teaching Reading
- What, Why, and How of a Reader's Workshop Approach
- Management and Routines in a Reader's Workshop
- **Assignment #1**  
*Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about establishing a reader's workshop program. Your autobiography should be a minimum of three paragraphs.*
- **Test #1**

### Unit Two

- Reasons To Collect Reading Data
- Commonly Used and Easy to Administer Assessments
- Group Reading Profiles
- **Assignment #2**  
*As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.*
- **Test #2**

### Unit Three

- Overview of Whole Class Instruction
- Shared Short Texts
- Genre-Based and Thematic-Based Units
- **Assignment #3**  
*Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to starting a reader's workshop program and will make a difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to easily follow. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom.*
- **Test #3**

## Unit Four

- Guided Reading and Learning Groups
- Leveling Books
- **Test #4**

## Unit Five

- Skills and Strategies for Independent Growth
- Individual Goal Setting
- Conferring With Readers
- Learning Stations
- **Test #5**

## Unit Six

- Motivating Students
- Voice and Choice for Students
- Book Talks and Other Strategies
- Cooperative Groupings
- Asking Students to “Show They Know”
- **Assignment #4**

*It is important that students participating in a reader’s workshop are accountable for their learning. Think of a book you will be using in one of your classes. Design a book project that students can work on during individual time. Be sure to note the title and author of the book you used. The book project must be very specific with all the details of exactly what students are to do. You must also include a minimum four-point rubric for grading the book project. Keep in mind that this assignment is a cumulative project and therefore, you are expected to demonstrate the knowledge you gained from the course and your ability to apply what you have learned in a practical setting.*

- **Assignment #5**

*The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.*

## Bibliography

Allington, R. L. (2001). *What really matters for struggling readers*. New York: Longman.

Anderman, L. H., & Midgley, C. (1998). *Motivation and Middle School Students* [ERIC digest]. Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education.

Dev, P.C. (1997). Intrinsic Motivation and Academic Achievement What Does Their Relationship Imply for the Classroom Teacher? *Journal of Remedial and Special Education*. Volume 18, Issue 1.

Dweck, C. (2006). *Mindset: The New Psychology of Success*. New York: Random House.

Fountas, I. & Pinnell, G. (1996). *Guided Reading*. Portsmouth, NH: Heinemann.

Fountas, I. & Pinnell, G. (2001). *Guiding Readers and Writers*. Portsmouth, NH: Heinemann.

Harvey, S., & Goudvis, A. (2000). *Strategies that work: Teaching comprehension to enhance understanding*. Portland, ME: Stenhouse.

Jones, B.F., Valdez, G., Nowakowski, J., & Rasmussen, C. (1995). *Plugging In: Choosing and Using Educational Technology*. Washington, DC: Council for Educational Development and Research, and North Central Regional Educational Laboratory.

Kohn, A. (1999). *Punished by Rewards*. Boston: Houghton Mifflin.

Kohn, A. (1993). *Why Incentive Plans Can't Work*. Harvard Business Review. September-October 1993 Issue.

Marzano, R., Pickering, D., & Pollack, J. (2001). *Classroom Instruction That Works: Research based strategies for increasing student achievement*. Alexandria, VA: ASCD.