WHO'S DOING THE WORK?

Jan Burkins and Kim Yaris

HOW TO SAY LESS SO READERS CAN DO MORE

Foreword by Joan Moser, of "The 2 Sisters"

Professional development training for teachers provided by Stenhouse Publishers
CONTENTS

LAUNCHING YOUR BOOK STUDY ................................. 4

CHAPTER 1 Reading Process: Beginning with the End in Mind ...... 7

CHAPTER 2 Read-Aloud: Giving Students a Reason to Learn to Read 11

CHAPTER 3 Shared Reading: Bridging the Gap Between Read-Aloud and Guided Reading ........................................ 14

CHAPTER 4 Guided Reading: Reading Practice Under the Teacher’s Watchful Eye .................................................. 17

CHAPTER 5 Independent Reading: Learning to Love to Read ...... 20

CHAPTER 6 Putting It All Together .................................. 24
Dear Readers,

While writing *Who’s Doing the Work?* took a little more than a year, developing and working with the ideas in the book has been the work of our entire careers. Even though we understand and practice the ideas in this book, we still find we have to often ask ourselves—“Who’s doing the work?,” as fine-tuning such thinking requires a lifetime of attention and practice.

When we sat down to write this study guide, we imagined you active and engaged, i.e., doing the work! We wanted to create the kind of questions and prompts that would embody the spirit and philosophy of this book, so we worked to offer you something engaging, interactive, and open-ended.

As you will see, this guide includes activities and questions to consider before, during, and after reading each chapter. We’ve included enough options for you to choose the exercises that best suit your group. You will find some traditional choices—such as discussion prompts and quotes to ponder—and some nontraditional options—such as magnetic poetry. Because agency is a central theme in *Who’s Doing the Work?*, and because we believe that we are all better teachers when we develop our own growth mindset, this study guide also includes opportunities to stretch this thinking into your work with students.

We hope you will take some risks, push each other, and have a lot of fun learning together. When we picture you in this sort of dedicated study with your colleagues, we imagine you feeling really connected, engaged, and joyous, and it makes us very happy. We sincerely hope that your study of *Who’s Doing the Work?* gives you a revised paradigm for supporting students, as well as new insights into yourselves as learners.

Be well. Teach well,
Jan and Kim
### Launching Your Book Study

(Foreword and Introduction)

Do one or more of the following to launch your work together.

**Anticipation Guide-ish**

Before you begin reading *Who’s Doing the Work?*, indicate how much you agree/disagree with each statement below by writing 1-5 in the blank that precedes each question, with 1 indicating the lowest agreement and 5 indicating the highest agreement. On the lines below each statement, elaborate on your thoughts about it. Discuss your ratings and your responses with your colleagues.

1. _______ Teacher scaffolding should help students do what they can’t do on their own.

2. _______ Disengaged students are an indication of too much scaffolding.

3. _______ Students should enjoy reading lessons.

4. _______ Students generally don’t find it enjoyable to figure out things that are difficult.

5. _______ The most important information for appropriately scaffolding students is their reading level.
6. _______ Guided reading is more important than read-aloud, shared reading, and independent reading.

7. _______ It is important for me to scaffold students by preteaching vocabulary.

8. _______ It is important for me to explain ideas before reading in order to build student background knowledge.

9. _______ Shared reading is mostly about building student fluency.

10. _______ Reading a text several times helps students comprehend it better.

11. _______ My students love reading.

12. _______ In my classroom, students are doing the work.

Foreword by Joan Moser

Have someone in your group read aloud the foreword to Who’s Doing the Work. While you are listening, jot down words, phrases, or sentences that resonate with you. Discuss your jottings with your colleagues. Why did they resonate with you?

Copyright © 2016 by Jan Burkins and Kim Yaris
Quick Writes
Write a response to one of the questions below. Share your writing with a partner or the group.

• Why did you decide to read this book? What are you looking for?
• Beginning with the end in mind, what is the “end” goal of your reading instruction?

Collecting Questions
As you read the foreword and/or the introduction, jot down questions that you want to answer as you read Who’s Doing the Work? Share within the group and notice which questions are similar or related. What common learning is the group pursuing? Compile the group’s questions onto an anchor chart and refer to it throughout the book study.

Discussion Prompts
After reading the introduction, use the questions below to prompt discussion.

• Describe a lesson that you recently taught that was fabulous. In what ways did this lesson let students do the work?
• Consider the “Who’s Doing the (House)work?” anecdote. What is the difference in teaching students how to do something and teaching them when to do something?
• Discuss the connection between “challenging” students and productive effort.
• What is the relationship between learned helplessness and agency?
Chapter 1

Reading Process: Beginning with the End in Mind

BEFORE READING: Acts of Appreciation
Give three people a hug and/or tell them what you appreciate about them. If there aren't three people around, give one person three hugs.

BEFORE READING: Take three long, deep breaths.

BEFORE READING: Thinking About Scaffolding
Look at the photograph below by Nathaniel Burkins. What connections can you make between the image and classroom scaffolding?

![Photograph of two children hugging each other](image-url)
BEFORE READING: Word Splash
Write a paragraph that uses five or more of the words listed below and is related to teaching reading. Share your paragraph with a partner or with the whole group.

• scaffold
• empowered
• energy
• transformative
• love
• process
• motivation
• risk
• learn
• effort
• choice
• trust
• independence

BEFORE READING: Quotes to Ponder
Before you begin reading Chapter 1, read some or all of the following quotes aloud. Discuss your responses to the quotes with your group or write about your thoughts and feelings.

“To grow and develop as readers, children need instruction that mirrors the ‘end’ goal—readers with smoothly operating, balanced reading processes who feel empowered and motivated to take charge of their reading lives” (24).

“Knowing a student’s reading level, however, does not tell us anything about how that student reads ...” (34).

“Each instructional context, from read-aloud through independent reading, makes a unique contribution to students’ growth in proficiency and agency” (27).

“Teaching across the gradual release of responsibility with an emphasis on reading process—versus an emphasis on reading level—will change the way you teach reading forever” (27).

DURING READING: Simulations
Throughout Chapter 1, there is a series of simulations. As you read the sample texts, write about your reading process and your reflections. Discuss your
experiences with your colleagues. What insights into student reading processes did these simulations give you?

**DURING READING: Favorite Things**
As you read, identify three favorite sentences to share with the group. Be prepared to share why you selected them.

**DURING READING: Quotes to Ponder**
As you read, look for the quotes (shown on page 8). When you find them, think about the context that surrounds them. Connect this context to your thoughts about the quotes prior to reading the chapter.

**AFTER READING: Discussion Prompts**
After reading Chapter 1, use some or all of the questions below to prompt discussion.

- Reread the “Quotes to Ponder” from earlier in this study guide. How has your thinking developed around these ideas through reading Chapter 1?
- Think about Daisy. What experiences have you had with assigned reading levels? How have levels served your students? How might they be limiting them? Do you see a need to adjust your instruction? How might you do so?
- In your own words, summarize the reading process ideas from this chapter.
- For each of the Venn diagram representations, choose at least one student from your classroom whose reading process can be described by that illustration.
- Look at the chart of questions you wrote when you read the introduction. What answers did you find in Chapter 1?

**AFTER READING: Favorite Things**
Sitting in a circle, take turns reading aloud a favorite sentence from Chapter 1. Don’t stop for discussion. Instead, sit with the words a bit, perhaps punctuating each sentence by taking a deep breath together. If someone else reads your sentence before it is your turn, don’t pick a new sentence. Instead, read the sentence again. Notice which sentences resonated with the group as a whole.
APPLICATION: From Theory to Practice

Use the questions/prompts below to help you plan for and/or reflect on your implementations of the ideas in Chapter 1.

• Draw a Venn diagram to represent the reading process of each of your students.

• Consider your small group arrangements. How are the reading processes of students in these groups similar or different?

• Integrate qualitative data discussion into data team meetings and progress monitoring. How can you collect data around how students read?

• Bring in recordings of students reading. With your colleagues, listen/watch students read and discuss their reading processes. Which of the Venn diagrams best represents each student’s reading process?
Chapter 2

Read-Aloud: Giving Students a Reason to Learn to Read

BEFORE READING: Happies
Write down three specific things you are happy about today. They may or may not be related to teaching. Share them with a friend.

BEFORE READING: Take three long, deep breaths.

BEFORE READING: Learning to Dance
Imagine that you are compelled by law to spend several hours each day learning to tap dance. In fact, imagine that learning to tap dance well will determine much of your success or failure across your whole life. You have no choice about whether you will work on learning to tap dance every day. Will you be in the advanced tap dancing group (The Rapid Feet), or will you be pulled out for remedial tap dancing support in the struggling tappers group (The Two-Left Feet Group)? How does this make you feel?

Now imagine that your teacher is Sarah Reich, who dances “The Tap Awakens” for you (https://youtu.be/tZcbwz3N2eU). In fact, she dances a new tap dance for you every day and tells you how wonderful it will be when you learn to tap dance. How does this make you feel about working hard to learn to tap dance?

BEFORE READING: Quotes to Ponder
Before you begin reading Chapter 2, read some or all of the following quotes aloud. Discuss your responses to the quotes with your group or write about your thoughts and feelings.

“Because of its place at the beginning of the gradual release of responsibility and because only teachers can see the text, it is natural to assume that teachers do most of the work during read-aloud” (36).
“By and large, read-aloud is a relatively straightforward instructional context; however, the process of supporting students as they construct meaning together is filled with complexities” (40).
“With the advent of standards-based instruction, it has become common to presume that the purpose of read-aloud is to explicitly teach standards or reading strategies” (44).

“... There is no excuse for wasting a minute of instructional time with books that are marginally appealing, have no substantial ideas, or present uninspired illustrations” (45).

BEFORE READING: Read-Aloud Assumptions
What do you believe about read-aloud? What elements of read-aloud instruction are most important to you. Take five to ten minutes to make a list.

DURING READING: Quotes to Ponder
As you read, look for the quotes (above). When you find them, think about the context that surrounds them. Connect this context to your thoughts about the quotes prior to reading the chapter.

DURING READING: Read-Aloud Assumptions
As you read, think about the list of assumptions you made before you began reading the chapter. As you come across references to these ideas, note page numbers next to the items on the list. Does each item on your list fit within conventional read-aloud practices or next generation read-aloud practices? Remember, there is room for both in classrooms.

AFTER READING: Discussion Prompts
After reading Chapter 2, use some or all of the questions below to prompt discussion.

• Describe the role(s) read-aloud plays in your classroom. What would you like to do differently with read-aloud?
• What are some of your favorite read-aloud texts? What makes them appealing to you and your students?
• Look at the chart of questions you wrote when you read the introduction. What answers did you find in Chapter 2?
• Discuss “What’s Tricky About Read-Aloud?” on pages 40 through 43. What solutions do you have to any of these challenges?
AFTER READING: Read-Aloud Assumptions

Look at the table on pages 32 and 33 and think about each of the rows. What on this table represents a shift in thinking for you? What validates your current practices? What ideas does this give you? Discuss your next steps with colleagues.

APPLICATION: From Theory to Practice

Use the questions/prompts below to help you plan for and/or reflect on your implementations of the ideas in Chapter 2:

• Experiment with the prompts you use during read-aloud, ranging from specific, text-based questions to simply saying “What do you notice?” Document the engagement and responses of students and debrief your results in your study group.

• Bring favorite read-aloud titles to your study group to share. Develop a rubric based on your favorite titles that helps you identify the characteristics of a strong read-aloud text.

• Experiment with student seating and interaction during a read-aloud. What happens when you have space to circulate and listen while they discuss? What happens when they have regular partners with whom they can talk? What happens when you let them turn and talk more often? Less often? Share your discoveries with your study group.

• Set up a camera facing the students and film a read-aloud. Later, review the children’s responses to the text. How do they respond physically? What do they say? How do you know they are comprehending? How do you know they are engaged? How do you know the text selection was sound? What do you do well?
Chapter 3

Shared Reading: Bridging the Gap Between Read-Aloud and Guided Reading

BEFORE READING: Take three long, deep breaths.

BEFORE READING: KWL

Complete the following chart with what you KNOW about the shared reading. Share your thoughts with a partner or with the whole group.

<table>
<thead>
<tr>
<th>What I KNOW</th>
<th>What I LEARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

BEFORE READING: Learning to Dance

Watch Christopher Tyler’s YouTube video of a tap dance class (https://youtu.be/iO_j8IWv6hE). What do you notice about the work of the students? How does the song support students in ways that are similar to the teacher’s role during shared reading?

BEFORE READING: Quotes to Ponder

Before you begin reading Chapter 3, read some or all of the following quotes...
aloud. Discuss your responses to the quotes with your group or write about your thoughts and feelings.

“Shared reading combines the auditory engagement factors of the teacher reading aloud, the visual engagement factors of following along in the text, the emotional pull of an excellent text, and the cognitive lure of productive effort” (53).

“Shared reading primes the students with upcoming vocabulary and text features while also helping them formulate visions of their reading futures” (58).

“Because shared reading addresses a critical instructional step in the gradual release of responsibility, it is not only a suitable context for children of all ages, but also, we would argue, an essential one” (65).

**DURING READING: Favorite Things**

As you read, identify five favorite words to share with the group. Be prepared to read them aloud to the group in context and to share why you selected them.

**DURING READING: Quotes to Ponder**

As you read, look for the quotes (above). When you find them, think about the context that surrounds them. Connect this context to your thoughts about the quotes prior to reading the chapter.

**AFTER READING: Dance Video**

Rewatch Christopher Tyler’s video through the lens of the ideas represented in Chapter 3. What do you notice? Have your perspectives shifted? If so, how? Take a moment and discuss your thoughts with your colleagues.

**AFTER READING: Discussion Prompts**

- Revisit your KWL chart and complete the column about what you learned about students’ shared reading. Discuss your learning with your colleagues.
- What role does shared reading play in your classroom? Will you revise this role after reading Chapter 3? Why or why not?
- Discuss the connection between reading process (Chapter 1) and shared reading (Chapter 3). How does shared reading support students in learning
to read efficiently?

- Discuss “What’s Tricky About Shared Reading?” on pages 63 through 65. What solutions do you have to any of these challenges?

**AFTER READING: Favorite Things**

Sitting in a circle, take turns reading aloud a favorite word, one at a time. Go around the circle five times until everyone has shared all their words. Keep the sharing moving so that the reading of the words almost sounds like spoken poetry. Notice which words are chosen/spoken several times.

**APPLICATION: From Theory to Practice**

Use the questions/prompts below to help you plan for and/or reflect on your implementations of the ideas in Chapter 3:

- Analyze potential shared reading texts with your colleagues. Develop a rubric that describes excellent shared reading texts. Identify a collection of excellent shared reading texts using the rubric.

- Engage in a lesson study with your colleagues. Develop a shared reading lesson together. Take turns teaching the lesson as your colleagues watch. Debrief the lesson together. Lather. Rinse. And repeat with a different teacher and/or group of students.

- Bring to your study group anchor charts that you develop during shared reading. How do you know they are useful for students? Talk about the ways the anchor charts were developed and how you support students in using them.

- Experiment with integrating guided reading instructional moves into shared reading contexts. Observe students’ use of reading strategies. What do you notice? What seems to be working well? What needs to evolve?
BEFORE READING: Take three long, deep breaths.

BEFORE READING: Learning to Dance
Watch YouTuber ballerinamama’s video of a tap dance class (https://youtu.be/VI84LYNQdqM). What do you notice about the work of the students? What do you notice about the teacher? How is this similar to or different than guided reading?

BEFORE READING: Quotes to Ponder
Before you begin reading Chapter 4, read some or all of the following quotes aloud. Discuss your responses to the quotes with your group or write about your thoughts and feelings.

“With rising concerns that conventional guided reading instruction may actually create dependence rather than support independence, educators have begun looking closely at a range of previously overlooked factors that may contribute to student dependence” (79).

“In the gradual release of responsibility (Pearson and Gallagher 1983), guided reading is the final point of support before students reach independence” (81).

“Next generation guided reading lets student responses to the text guide the lesson more than conventional guided reading instruction does, but this does not mean that we should not intervene when students are obviously frustrated” (94).

“...next generation guided reading—which can be used less often than conventional guided reading because it is thoughtfully coupled with intentional shared reading and read-aloud—can accomplish more in less time” (100).
DURING READING: Favorite Things
As you read, identify three favorite sentences to share with the group. Be prepared to share why you selected them.

DURING READING: Quotes to Ponder
As you read, look for the quotes (on page 17). When you find them, think about the context that surrounds them. Connect this context to your thoughts about the quotes prior to reading the chapter.

AFTER READING: Dance Video
Rewatch the dance video through the lens of the ideas represented in Chapter 4. What do you notice? Have your perspectives shifted? If so, how?

AFTER READING: Discussion Prompts
After reading Chapter 4, use some or all of the questions below to prompt discussion.

• What is the difference between doing the work and facilitating the work? Elaborate.
• How do you group students for guided reading? What changes or adjustments might you make after reading this chapter?
• Which suggestions for “next generation” guided reading feel most comfortable? Which feel most uncomfortable? Why?

AFTER READING: Favorite Things
Sitting in a circle, take turns reading aloud a favorite sentence from Chapter 4. Don’t stop for discussion. Instead, sit with the words a bit, perhaps punctuating each sentence by taking a deep breath together. If someone else reads your sentence before it is your turn, don’t pick a new sentence. Instead, read the sentence again. Notice which sentences resonated with the group as a whole.

APPLICATION: From Theory to Practice
Use the following questions/prompts to help you plan for and/or reflect on your implementations of the ideas in Chapter 4:

• Does your guided reading instruction currently take up approximately the
same amount of instructional time as read-aloud, shared reading, and independent reading? If it does not, how might you adjust your schedule?

• Audio- or videotape an interaction with a student during guided reading. As you work with the student, attempt to use open-ended prompts. What happens? Discuss with your colleagues.

• Analyze the reading processes of all the students within a guided reading group. How similar or different are their reading processes? Would it make sense to move one or more students to another group to help address any notable imbalances in their processes?
Chapter 5

Independent Reading: Learning to Love to Read

BEFORE READING: Take three long, deep breaths.

BEFORE READING: Booktalks
Make a list of what you typically read (novels, professional texts, research, magazines, newspapers, etc.). How do these texts make different demands of you as a reader? In what ways is each “just right” for you?

BEFORE READING: Learning to Dance
Watch the video of a young dancer found at https://youtu.be/Ygej3tZkScg. What do you notice about the child’s dancing? What do you notice about the parent’s response? What do you notice about the sibling’s response? What do you think the experience will contribute to the child’s growing identity as a dancer? In what ways does this dance video serve as a metaphor for independent reading?

BEFORE READING: “Magnetic” Poetry
Arrange the words below to create a poem about independent reading. Feel free to add additional words, use derivatives of these words, and/or not use some of the words. To make this activity hands-on, print out the following table and cut apart the words to manipulate them. Read your poems aloud to the group.

<table>
<thead>
<tr>
<th>skill</th>
<th>independent</th>
<th>encounter</th>
<th>conferences</th>
</tr>
</thead>
<tbody>
<tr>
<td>learning</td>
<td>difficult</td>
<td>agentive</td>
<td>struggles</td>
</tr>
<tr>
<td>automaticity</td>
<td>quiet</td>
<td>responsibility</td>
<td>community</td>
</tr>
<tr>
<td>apply</td>
<td>strategy</td>
<td>differences</td>
<td>evolved</td>
</tr>
<tr>
<td>solve</td>
<td>pleasure</td>
<td>assessment</td>
<td>books</td>
</tr>
</tbody>
</table>
BEFORE READING: Quotes to Ponder

Before you begin reading Chapter 5, read some or all of the following quotes aloud. Discuss your responses to the quotes with your group or write about your thoughts and feelings.

“Independent reading is the pot of gold at the end of the gradual release of responsibility rainbow, the place where students can discover their power and the power of books” (103).

“Students have some latitude to attempt texts that are challenging for them, and the conferences about these texts revolve around productive effort rather than text level” (106).

“After all, if students can’t apply previously taught strategies and skills independently, then to what advantage is our reading instruction?” (108).

“Well intentioned, strict definitions of ‘just right’ (and rigid adherence to them) can seriously limit student choice and ultimately rob students of reading energy” (117).

DURING READING: Favorite Things

As you read, identify five favorite words to share with the group. Be prepared to read them aloud to the group in context and to share why you selected them.

AFTER READING: Dance Video
Rewatch the dance video through the lens of the ideas represented in Chapter 5. What do you notice? Have your perspectives shifted? If so, how?

**DURING READING: Quotes to Ponder**

As you read, look for the quotes (on page 21). When you find them, think about the context that surrounds them. Connect this context to your thoughts about the quotes prior to reading the chapter.

**AFTER READING: Discussion Prompts**

After reading Chapter 5, use some or all of the questions below to prompt discussion.

• Return to the “Magnetic” Poetry words. Read through them and think about which you think are most relevant based on how they were used in the chapter.

• What are your feelings about students reading books that might be slightly easier or harder than their independent reading level?

• What do you find tricky about independent reading? How do you address those tricky parts with your students?

• Look at the chart of questions you wrote when you read the introduction. What answers did you find in Chapter 5?

**AFTER READING: Favorite Things**

Sitting in a circle, take turns reading aloud a favorite word you selected, one at a time. Go around the circle five times until everyone has shared all their words. Keep the sharing moving so that the reading of the words almost sounds like spoken poetry. Notice which words are chosen/spoken several times.

**APPLICATION: From Theory to Practice**

Use the questions/prompts below to help you plan for and/or reflect on your implementations of the ideas in Chapter 5:

• When you observe your students reading during independent reading, what observations indicate that your instruction has transferred? Can you identify evidence of things that you have taught that are not transferring? How might you respond to this observation?
• Transcribe a next generation independent reading conference with one of your students. What happens when you say, “Tell me about what you are reading”? What does this conference reveal about this student’s independence as a reader?

• Listen to a student read aloud from his or her independent reading book. Next, ask the child about what was understood and the “just-rightness” of the book. Do you agree? Was the child’s effort productive throughout the reading of the text? How do you know?
Chapter 6

Putting It All Together

BEFORE READING: Mission/Vision Statements
Read aloud your school or district mission and/or vision statement.

BEFORE READING: Take three long, deep breaths.

BEFORE READING: Video

BEFORE READING: Quotes to Ponder
Before you begin reading Chapter 6, read the following quotes aloud. Discuss your responses to the quotes with your group or write about your thoughts and feelings.

“What if there is a happy medium—somewhere between taking on most of the work ourselves and leaving students to weep over their books? What if we simply prompted students to rely on themselves and on the text a little bit more, and to lean on us a little bit less?” (131)

“[Next generation scaffolding] involves making informed decisions about how to intentionally support students by scaffolding in ways that consider the students, the texts, and the task in order to maximize productive effort” (134).

“Part of the productive effort required to learn to read involves interacting with text and working through difficulties” (134).

“Next generation instruction scaffolds differently regardless of instructional context, shifting the teacher’s role from one of primary support to one that prompts students to look to the text and to themselves to figure out how to do the work” (135).

DURING READING: Feelings
Notice the way this chapter makes you feel. In the margins or on sticky notes,
write the feeling word that represents your feelings while reading each passage, e.g. excited, curious, hesitant, frustrated, happy, eager, confused, etc.

**DURING READING: Quotes to Ponder**

As you read, look for the quotes (on page 24). When you find them, think about the context that surrounds them. Connect this context to your thoughts about the quotes prior to reading the chapter.

**AFTER READING: Discussion Prompts**

After reading Chapter 6, use some or all of the questions below to prompt discussion.

- Reread your school/district mission and/or vision statement. Discuss how it connects to *Who’s Doing the Work?* and the “big ideas” on pages 141 through 143.
- Study the prompting funnel on page 137. How does it compare to your prompting of students? How might you tweak your language?
- Revisit the chart of questions you wrote when you read the introduction to *Who’s Doing the Work?* Which questions were answered during the book study? Which questions remain unanswered? How will you pursue the remaining answers?

**EXTENSION: From Theory to Practice**

Use the questions below to help you plan for and/or reflect on your implementations of the ideas in *Who’s Doing the Work?*:

- What does “doing the work” look like for you and your students? What will you do to help students become independent as readers?
- How do the four instructional contexts—read-aloud, shared reading, guided reading, and independent reading—work together in your classroom? To which of these contexts might you dedicate some professional development?
- What has been your big learning during this book study? What will you do with it?
AFTER READING: Gratitude

Thank your colleagues for their time and support. Give someone a hug. Congratulate yourself for taking the risk of interrogating your practices and learning something new. You are remarkable!