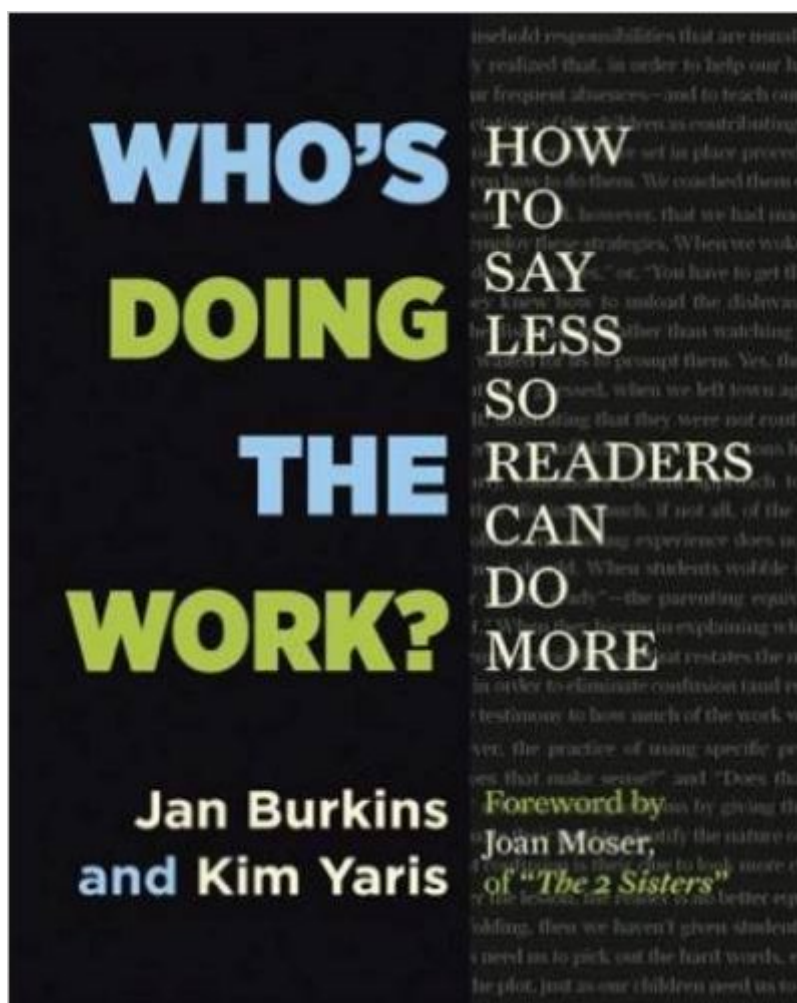


The book was found

Who's Doing The Work?: How To Say Less So Readers Can Do More



Synopsis

In their follow-up to *Reading Wellness*, Jan Burkins and Kim Yaris explore how some traditional scaffolding practices may actually rob students of important learning opportunities and independence. *Who's Doing the Work?* suggests ways to make small but powerful adjustments to instruction that hold students accountable for their own learning. Educators everywhere are concerned about students whose reading development inexplicably plateaus, as well as those who face challenging texts without applying the strategies they've been taught. When such problems arise, our instinct is to do more. But when we summarize text before reading or guide students when they encounter difficult words, are we leading them to depend on our support? If we want students to use strategies independently, Jan and Kim believe that we must question the ways our scaffolding is getting in the way. Next generation reading instruction is responsive to students' needs, and it develops readers who can integrate reading strategies without prompting from instructors. In *Who's Doing The Work?*, Jan and Kim examine how instructional mainstays such as read-aloud, shared reading, guided reading, and independent reading look in classrooms where students do more of the work. Classroom snapshots at the end of each chapter help translate the ideas in the book into practice. *Who's Doing the Work?* offers a vision for adjusting reading instruction to better align with the goal of creating independent, proficient, and joyful readers.

Book Information

Paperback: 158 pages

Publisher: Stenhouse Publishers; New edition (April 13, 2016)

Language: English

ISBN-10: 1625310757

ISBN-13: 978-1625310750

Product Dimensions: 7.3 x 0.5 x 9.2 inches

Shipping Weight: 12.8 ounces (View shipping rates and policies)

Average Customer Review: 4.9 out of 5 stars See all reviews (18 customer reviews)

Best Sellers Rank: #9,591 in Books (See Top 100 in Books) #7 in Books > Education & Teaching > Schools & Teaching > Education Theory > Language Experience Approach #45 in Books > Education & Teaching > Schools & Teaching > Instruction Methods > Reading & Phonics #114 in Books > Textbooks > Education

Customer Reviews

Jan Burkins and Kim Yaris provide guidance for next generation literacy instruction that will result in

independent, proficient and joyful readers. They don't leave it to chance. Instead they let teachers see how saying less to students provides the extra time and practice for the readers to take control of their learning. This results in deeper learning and transfer across the students lives as literacy instruction is bigger than just "reading and writing during the school day". Teachers will NOT be abdicating responsibility for student learning because they will be MORE responsive to student needs! You NEED this book to improve your instruction!

As an avid professional reader, I'm always searching for a book that makes my teacher heart sing in great joy. From the first page of *Who's Doing the Work*, I knew that this was a book that had to be in every teacher's hands. Jan and Kim have repositioned students at the center of our work by making them active participants in the learning process. This shift has been sorely needed as teacher-centered instruction has become the norm as students wait dutifully to be told what to do, when to do it and how to do it. Throughout this masterful book, Jan and Kim SHOW us how we can put students back into the mix by placing more responsibility for learning in their hands. This is the book we have been waiting for in education and it is students who will be the lucky recipients of our renewed understanding about WHO should be doing the work!

I read this book cover to cover on the Stenhouse website (you know they offer new books to preview for free for a limited time, right? Check them out!) and I was completely hooked! The authors made me rethink the idea of scaffolding, the structures necessary for students to do the work of reading, and what a true comprehensive reading program will look like in order to provide students the path to independence. I loved their analogy that compared teaching reading to dancing in its various stages, it was so relatable. But the best part was the explanation of a scaffold: it is used to allow painters and builders to reach higher than their actual height allows, and when the job is over, the scaffold is removed. This doesn't mean that the painter/builder is able to reach higher next time without the scaffold, which is problematic for teachers who use scaffolds that then become a permanent crutch. Finally, their explanations of the essential aspects of a reading program were exactly in line with my beliefs in teaching, since it all is to the aim of independence for our young learners! I feel freer having read this book, backed with the how and why to restructure my reading lessons, less tied to teacher-led activities and more focused on giving kids the time and tools to read. This is a wonderful, fast, must-read book! Now that it's available in print, I will be buying a copy and sharing with all my teacher friends!

Every teacher should read this book! Starting with balanced literacy instruction principles with a student-centered approach, but with a new lens toward student agency and independence. This is a book that is needed to help shift our focus from the work that we are doing to how we create the conditions for the students doing the thinking and learning work in the literacy classroom.

Every elementary teacher should read this book. I also believe this book should be used in college courses that teach pre-service teachers how to teach reading! This is the most comprehensive book I have found to explain the different types of reading instruction in a clear and concise way (the whole book is less than 150 pages). The book includes specific examples of what next generation reading should look like for types of reading (read-aloud, shared-reading, and independent reading) at several (2-3) elementary grade levels. Pick up this book - you will not be sorry!

Amazing book that creates forward-thinking in the area of literacy! A must-own. :)

This is a book that EVERY teacher should read!!!! They refer to "next generation" and how reading should look today! Very informative with classroom examples.

I have taught for 25 years and I have read tons of professional books. This one is a MUST have for every reading teacher!!!!

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