

The Educator's Science of Reading Toolbox: Instructional Approaches That Align with the Science of Reading:

Workstation Jobs to Reinforce Foundational Reading Skills

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Summary

Alana Mangham, as a literacy specialist for the Center for Development and Learning (a member of the Louisiana's Early Literacy Commission), supports teachers in designing meaningful learning stations for their students to support acquisition of early foundational literacy skills. Ms. Mangham refers to the work that students are to complete within the "workstations" as *jobs*.

I prefer to call workstations "jobs" because this elevates their level of importance in students' minds. I let students know that their literacy jobs are just as important as grown-up jobs (p. 57).

Several quotes from the article may resonate with the reader:

Skill reinforcement gained through fun and meaningful jobs within a well-organized classroom management system can provide the additional exposure needed to close gaps (p. 57).

Jobs should feature these components:

- Alignment with student data (jobs should be assigned, not free choice);
- A clear goal/objective;
- Instructions that are easy to understand and follow;
- Accountability (i.e., how will you know the students performed the job correctly and that the desired learning took place?) (p. 57).

The workstations designed within the article included:

- ✚ Letter Name Knowledge – matching letters from a cup with the letters on an alphabet strip (grouped into quartiles).
- ✚ Phonological Awareness – pictures are presented, and students are asked to say the word represented in the picture, then use beads on pipe cleaners to segment the phonemes within the word.
- ✚ Decoding – students work with partners; students complete word chaining activity with letters printed on paper chips with worksheets for students to write the letters composing the word chains (modeled from an FCRR activity – <https://tinyurl.com/4xey984f>).

Reference

Mangham, A. (2021, May/June). Workstation jobs to reinforce foundation reading skills. The Reading League Journal, 2(2), 57-61.

Additional Reading: Steps To Create a Chaos-Free Classroom by Alana Mangham - <https://mycll.org/implementation-of-workstation-jobs/>

Resources:

Be sure to determine if the activities suggested align with scientifically based reading research (wording within HB 319 (Virginia Literacy Act); science of reading research) and the grade level standards that you are teaching or reviewing with students.

What is the science of reading? A defining guide from The Reading League - <https://www.thereadingleague.org/what-is-the-science-of-reading/>

Virginia [English Standards of Learning](#) - https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fdoe.virginia.gov%2Ftestin%2Fsol%2Fstandards_docs%2Fenglish%2F2017%2Fcf%2Fenglish-cf-2017.docx&wdOrigin=BROWSELINK

Think about methodologies that align with explicit instruction, p. 20 – [Intensive Interventions for Students Struggling in Reading & Math.pdf \(centeroninstruction.org\)](#)

<https://intensiveintervention.org/resource/intensive-interventions-students-struggling-reading-and-mathematics>

Florida Center for Reading Research Student Activity Centers - <https://fcr.org/student-center-activities>

Mrs. Winter's Bliss - [The Best Literacy Centers for K-2 Students - Mrs. Winter's Bliss \(mrswintersbliss.com\)](#)

University of Florida Literacy Institute (UFLI) Resources - <https://ufl.edu/education/ufl.edu/resources/>

Virginia Literacy Partnerships (look for activities to be posted) - <http://literacy.virginia.edu/educators>