

The journey begins . . .

with a commitment and desire to improve the reading instruction in your classroom. Reader's Workshop is a proven approach which can be adapted for use in any grade level.

The road map . . .

It is generally agreed that a reader's workshop format has these components:

- **Mini-lesson** (focused on a skill or strategy based on student needs)
- **Reading time** (used for independent reading, buddy reading, small-group instruction, or teacher conferencing)
- **Share time** (Students reconvene to share how the mini-lesson was applied to independent reading for that day.)

Preparation . . .

Find 90 minutes of uninterrupted time. Prepare charts to accompany mini-lessons and guide student reading. Provide student notebooks to organize student handouts and reading response materials. Keep a teacher reflection journal.

Pitfalls to avoid . . .

Most research suggests that it will take as much as 3 years to fully implement a successful program such as Reader's Workshop. It takes time to feel confident in the process and to find your own "niche." Do not let discouragement get in the way. Know that others have blazed the trail and learn from them.

The biggest frustration is a lack of time. That's why it's important to allow at least 90 minutes. If not, students will not have enough time to "get lost" in a book and develop reading stamina, which is one of the goals of this reading approach.

Detours . . .

Although you plot your reading journey with well-planned lessons, you may find that the road becomes bumpy! Remember these points:

- Don't be afraid to start over!
- Periodically review the teaching charts you've posted around the room to remind students (and yourself) of your progress.
- Let your students' needs guide your instruction.

Rest stops . . .

There may be times when you need to read about successful programs, especially when you have started and want some support. Try one of these:

<http://www.readinglady.com>
<http://www.busyteacherscafe.com>

Sightseeing along the way . . .

Capture thoughts of your students by giving them lots of sticky notes to record their thoughts while reading. Later, these can be easily transferred to chart paper for class discussions. Also, keeping a journal is a good way to record feelings and those "aha!" moments that might be forgotten if not recorded daily. Take lots of pictures! Consider making a scrapbook!

Final destination . . .

You'll know your workshop approach was successful when you hear student comments such as these:
"If I didn't have Reader's Workshop I couldn't have read a whole chapter book this week!"
"I'm not through! Can I stay longer?"

Ideas for Mini-Lessons

- ✚ Daily Routines
- ✚ Procedures for Sharing
- ✚ Reading to Self
- ✚ Buddy Reading
- ✚ Response to Literature
- ✚ Character Analysis
- ✚ Summarizing
- ✚ Book Recommendations
- ✚ Story Elements
- ✚ Genres of Literature
- ✚ And . . .
- ✚ Anything else that comes from your students' work!

Additional resources . . .

Au, K., Carroll, J., & Scheu, J. (2001). *Balanced Literacy Instruction: A Teacher's Resource Book* (2nd Ed). Norwood, Massachusetts. Christopher-Gordon Publishers, Inc.

Boushey, G. & Moser, J. (2006). *The daily 5: fostering Literacy and independence in the elementary grades*. Portland, Maine. Stenhouse Publishers.

Calkins, L. M. (2000). *The Art of Teaching Reading*. New York: Allyn & Bacon Publishers.

Miller, Debbie (2002). *Reading with meaning*. Portland, Maine. Stenhouse Publishers.

Roller, C. M. (2002). Accommodating variability in reading instructions. *Reading & Writing Quarterly*, 18, 17-38.

Towle, W. (2000). The art of the reading workshop. *Educational Leadership*, September, 38-41.



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Reader's Workshop



The Road to Implementation
