The Reader’s Workshop is a powerful method of delivering reading instruction! When using the Reader’s Workshop, teachers make informed instructional decisions based on their knowledge of the reading process. Teachers carefully assess their students to determine needs and wants. They use the resources they have available to structure workshop lessons in their classrooms. (Frank Serafini, [http://www.frankserafini.com/](http://www.frankserafini.com/))

From Lucy Calkins, “students benefit from being part of a buzzing community of practice, where learning occurs sideways, from each other, as well as from the hands and mind of the teacher.” (Lucy Calkins, Planning a Year-Long Curriculum for Teaching Reading)

### The Basic Reader’s Workshop Structure

- **Mini-Lesson**
  - Teacher demonstration/strategy lesson
  - Students listen, interact, take notes
- **Work Time**
  - Teacher meets with students one-to-one or in small groups
  - Students read independently or with a partner
  - Students practice and apply strategies
- **Share**
  - Students share from their reading or their response
  - Teacher shares insights from conferring

What does your class/your students need? That is how you determine the workshop curriculum. Do your students need work with narrative strategies? If yes, then select narrative teaching strategies. If you need to focus on reading and writing essays, then choose mentor texts carefully. Also, consider your students needs with expository reading strategies. There is no right way to teach reader’s workshop, other than being response to your students’ needs.

Considering starting a [blog](http://www.exampleblog.com) or [wiki](http://www.examplewiki.com) for student’s to do reading responses online. Other platforms are [Schoology](http://www.example.com) (not sure about free, though), [Google Classroom](http://www.example.com), or other [Google Apps for Education](http://www.example.com).

**Mrs. Perrien’s Hard & Fast Workshop Rules**

- Absolutely no walking & no talking during workshop time!
- Students turn in two journal entries per week. These are graded using a student-developed rubric.
- Teacher uses a State of the Class document 2-3 times per week
- Students have “Free Read Friday.” This means they may read a comic book, a magazine, or continue to read their chosen chapter book.

### Student-Developed Rubric (Amy Croel-Perrien’s Class) 10 point scale

- Student lists book title & author, plus date of the response (1)
- Student tells the type of strategy he/she is using (1)
- Student write a short summary of the day’s reading (3)
- Student uses a reading strategy of his/her choice and responds to the literature. (5)

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Croel-Perrien, A. A. (2016). *Using reading workshop in a Montessori classroom: Successfully meeting the needs of individual readers.* Unpublished manuscript.
### Possible Workshop Big Picture—Year View

<table>
<thead>
<tr>
<th></th>
<th>Reading Workshop</th>
<th>Writing Workshop</th>
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</thead>
<tbody>
<tr>
<td><strong>September</strong></td>
<td>• Establishing Routines&lt;br&gt;• Getting to Know Self as a Reader</td>
<td>• Launching the Writing Workshop&lt;br&gt;</td>
</tr>
<tr>
<td><strong>October</strong></td>
<td>• Launching and Review&lt;br&gt;• Moving into Strategies</td>
<td>• Raising the Quality of Narrative Writing&lt;br&gt;</td>
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<tr>
<td><strong>November</strong></td>
<td>• Reading Fiction—focus on strategies&lt;br&gt;&lt;br&gt;o Visualize&lt;br&gt;o Schema&lt;br&gt;o Questioning</td>
<td>• Writing Fiction&lt;br&gt;o Tenets of fiction writing&lt;br&gt;o Focus on a genre&lt;br&gt;</td>
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<tr>
<td><strong>December</strong></td>
<td>• Reading Nonfiction</td>
<td>• Writing the Personal Essay&lt;br&gt;</td>
</tr>
<tr>
<td><strong>January</strong></td>
<td>• Reading Nonfiction</td>
<td>• Writing the Opinion Essay&lt;br&gt;</td>
</tr>
<tr>
<td><strong>February</strong></td>
<td>• Reading Fiction—focus on strategies&lt;br&gt;&lt;br&gt;o Synthesizing&lt;br&gt;o Inferring&lt;br&gt;o Metacognition</td>
<td>• Writing the Literary Essay&lt;br&gt;</td>
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<tr>
<td><strong>March</strong></td>
<td>• Reading Fiction&lt;br&gt;o Literary Elements&lt;br&gt;o Literary Appreciation</td>
<td>• Writing Fiction—focus on a genre (i.e., adventure)&lt;br&gt;</td>
</tr>
<tr>
<td><strong>April</strong></td>
<td>• Reading Poetry</td>
<td>• Writing Poetry&lt;br&gt;</td>
</tr>
<tr>
<td><strong>May</strong></td>
<td>• Genre Study&lt;br&gt;• Author Study&lt;br&gt;• Reflection</td>
<td>• Cause/Effect &amp;&lt;br&gt;• Compare/Contrast Writing&lt;br&gt;• Reflection&lt;br&gt;</td>
</tr>
<tr>
<td><strong>Flexible Foci</strong></td>
<td>• Genre of a Test&lt;br&gt;• Peer Response</td>
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### Record-Keeping

**State of the Class**
- Use as a record of the student’s work.

**State of the Class—Reader’s Workshop**

<table>
<thead>
<tr>
<th>Name</th>
<th>Book Title</th>
<th>Page Prediction</th>
<th>Notes</th>
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</table>

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Conferring

- Keep track of frequency
- Keep track of conferring notes
- Use conferring notes to develop mini-lessons. What items/issues/gaps do you notice when meeting with readers?

Grades

- Grade particular responses, or grade a set number per week or month
- Provides choice and accountability

See the resources list for several books that I recommend for strategy lessons.

**Reader’s Workshop Resources**


