

What is READING WORKSHOP?

Reading Workshop is a powerful way to teach students strategies for reading and comprehension. Students have the opportunity for extensive, daily reading where they are able to practice reading strategies independently and with guidance. During Reading Workshop, teachers are able to differentiate and meet the needs of all of their students.

Students foster a love for reading by choosing their own books, participating in class and partner discussions and, most importantly, being successful as a reader.

TIPS for helping your child grow as readers:

Choose books that have:

- ❖ Book length may vary between 30 to 100 pages.
- ❖ Lots of dialogue and longer pages of text.
- ❖ Illustrations are still present but more meaning is made from the text.*
- ❖ A full range of text conventions (e.g. italics, indentations, bold print, complex sentences, many multi-syllabic words).
- ❖ Variety of print size and font with narrower word and line spacing.
- ❖ Themes that are familiar from personal experiences.
- ❖ Extended descriptions and character development.
- ❖ Range of genres (historical fiction, mysteries, informational texts, etc.)
- ❖ Nonfiction topics as well as fiction topics.
- ❖ Books in a series.

*The use of illustrations may vary. Some readers may still need more support from illustrations/pictures. All readers should use illustrations/pictures if they are present to make meaning of the text.

Authors to look for:

***NOTE: Most of the authors listed here write book series. Books in a series have a familiar story format in books and/or with characters. This helps students read with greater fluency, make predictions based on previous books, and helps students automatically make their next book choice.**

Keep in mind there are many other great texts in these levels that are not part of a series.

- ❖ **Beginning of 2nd grade:** David Adler (Young Cam Jansen stories), Frank Asch, Bourgeois and Clark (Franklin stories), Arnold Lobel (Frog and Toad, Mouse stories), Jonathan London (Froggie stories), Edward and James Marshall (Fox stories), Else Minarik (Little Bear), Tommy de Paola, Margaret Rey (Curious George), Cynthia Rylant (Henry and Mudge), Dr. Seuss, Rosemary Wells
- ❖ **Throughout the year (in addition to the above authors):** Betsy Byars (Golly Sisters stories), Norman Bridwell (Clifford stories), Edward Farrell (biographies for young readers), Don Freeman (Corduroy stories), Fowler (Rookie Science series), Lillian Hoban (Arthur stories), Susie Kline (Horrible Harry series and Song Lee series), Lauren Numeroff (If You Give a...), Peggy Parish (Amelia Bedelia stories), Andrew Woods (biographies for young readers)

❖ ***Please note that these authors may write books at a variety of different levels. Use "Choose books that have" guide (above) to help identify appropriate books for your child.**

Have your child read at least 20 minutes EVERY night.

You may have your child:

1. Read silently,
2. Read aloud to you,
3. Read with you,
4. Listen to you read, or
5. All of the above 😊

Try these tips when reading:

- Try different ways to figure out unknown words.
 - Practice and notice sight words (words kids need to automatically recognize and read: e.g.) and find them in all types of texts (signs, labels, newspapers, TV commercials, magazines, etc.)
 - Look for familiar words within a word (e.g. *Knowledge* has the word *know* in it)
 - Look for clues in the sentence and/or picture.
 - Always encourage your child to ask "Does that make sense?"
 - When your child has sounded out an unfamiliar word, have him or her re-read that sentence. Often kids are so busy figuring out a word they lose the meaning of what they've just read.
- Notice punctuation and use it to help read with appropriate rate, stress, phrasing, and pausing.
- Stop and have conversations with your child. Say something like:
 - "What do you think is going to happen next and why?"
 - "Does this remind you of anything that has happened to you?"
 - "What do you think the author means by this?"
 - "What are you thinking now after you read more from the book? Have your predictions/ideas changed?"
- Ask your child to picture the story in their mind as they read. Talk about what you see, hear, smell, etc.
- Ask your child to go back into the book and find "evidence" to support his/her thinking.
- Read books over days and have continued discussions about the book.
- Reread books many times. Rereading helps students read accurately and with expression.
- Discuss the character and what is happening with the character. Connect what your child reads with what happens in life.
- Storytell together. Kids love to hear stories about your life.

We learn 3 ways to read a book.

Encourage your child to read in these ways:

1. [Read the pictures](#). Encourage children to use the pictures and details of pictures to tell the story.

- ❖ Reading the pictures is **really** reading! At the beginning stages of reading, children use visual representations (illustrations and pictures) to help make meaning in a story. As the year goes on, encourage your child to continue to use pictures to help support the meaning of the words they are reading.

2. [Read the words](#). Encourage your child to “cross-check” the pictures and the words to make meaning of the story. Help them notice the words they talk about in their pictures.

3. [Retell a familiar story](#). Encourage your child to go through a familiar book page by page and retell with detail. They may use pictures and words to retell the story.

Also, [act out the story](#) with your child. Think about how characters might sound and how you can use your voices in different ways (e.g. sad voice or excited voice). This helps children begin to understand character and reading with expression.