

How to Help Your Child at Home

- Be a good model of reading. Let your child see you reading, and show that you think learning to read is important.
- Read with your child every day. Read aloud to your child and have him or her read aloud to you.
- Talk to your child about what he or she is reading. Define unknown words. Ask literal questions in which the answer can be found right on the page (What is the setting of this story?) and inferential questions in which your child has to use what is written on the page plus his background knowledge in order to come to an answer (How did the main character change from the beginning to the end of the story?). Use reading workshop vocabulary when talking about books.
- Most importantly...have your child read, read, read!

How will my child be assessed?

Reading Workshop assessment is ongoing. The teacher will closely monitor your child's progress through notes and running records taken during conferencing and small group work. Rubrics will be used to assess your student's fluency, comprehension, written response, and participation in workshop. Expect to see fewer worksheets coming home as this model provides more authentic reading and writing opportunities. Report card grades will reflect your child's understanding and growth during the Reading Workshop.

Reading Workshop Vocabulary

- **Comprehension**-Understanding what is read.
- **Fluency**-The ability to read accurately at a moderate pace.
- **Fiction**-A made up story.
- **Nonfiction**-A true story.
- **Genre**-A category of literature with a particular style, form, or content (examples: fantasy, historical fiction, realistic fiction, biography)
- **Reading Stamina**-The ability to slowly increase the amount of time spent focusing on reading.
- **Schema**-Background knowledge about a topic.
- **Metacognition**-Thinking about your thinking.

References

Teaching for Comprehending and Fluency by Irene C. Fountas & Gay Su Pinnell

Guiding Readers and Writers Grades 3-6 by Irene C. Fountas & Gay Su Pinnell

7 Keys to Comprehension: How to Help Your Kids Read It and Get It! By Susan Zimmerman & Chryse Hutchins

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A Parent's Guide to Reading Workshop





What is Reading Workshop?

Reading workshop is an instruction model that focuses on the strengths and needs of each individual reader. Teachers model reading behaviors and provide explicit instruction on reading strategically. Students are given time to read, an opportunity to choose their reading selections, and time to talk about books and strategies.



Reading Workshop Schedule

Mini lesson	10-15 minutes
Independent work time	20-40 minutes
Sharing	5-10 minutes

Kindergarten Reading Workshop Schedule

Mini lesson	8-10 minutes
Independent work time	10-20 minutes
Sharing	5-10 minutes



Components of Reading Workshop

Mini lesson: The teacher teaches a whole class lesson on a reading strategy or skill based on the needs of the students. Picture and chapter books are read as the teacher thinks aloud and demonstrates the skill.

Independent work time:

- Students are reading self-selected 'just right books' as they practice what they were just taught in the mini lesson. They are responding to what they read in a Reader's Notebook. They may participate in book clubs to read and talk about books with a group of students.
- The teacher is conferencing with students about what they are reading. He or she is providing instruction in small guided reading and strategy groups.

Sharing time: Students share what they read and how they applied the day's mini lesson. Class discussions and book recommendations are shared as well.

Keys to Reading Comprehension

An important part of reading instruction is teaching comprehension. The following is a list of what readers must be able to do in order to comprehend text.

Thoughtful readers...

Monitor & Correct-They pay attention when the text stops making sense. They go back and clean up the confusion.

Visualize-They create mental images supported by the five senses.

Make Connections-They retrieve and activate prior knowledge in order to connect to their own life, other texts, and the world.

Predict & Question-They generate predictions and questions before, during, and after reading.

Analyze-They examine the parts of the text in order to understand the whole.

Critique-They think about the information and evaluate the characters' actions or facts presented.

Determine Importance-They sift out relevant and useful information.

Summarize-They take time after reading to think about what happened or what was learned.

Infer-They draw conclusions and make predictions, and form interpretations.

Synthesize-They continually change their thinking in response to a text.

