

From Here To There

Shifts in 2nd Grade
Reading Workshop

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- Where is here?

First grade reading workshop usually begins with a read aloud which occasionally may be followed by a mini-lesson. During the workshop time, the children are actively involved in several literacy stations while the teacher meets with guided reading groups. Most children meet daily with the teacher for guided reading. The focus is on learning and developing early reading strategies.

Where is there?

In third grade, reading workshop opens with a mini-lesson. During the workshop, children are expected to select appropriate books and read independently for an extended period of time. In addition, they are expected to respond in writing to texts they have read. The teacher meets with guided reading groups fewer times each week. The teacher confers with individual readers. Children may also participate in book clubs/literature circles. The focus shifts toward developing independence in processing a wide variety of text as readers take more responsibility for their literacy learning.

What do they need to get from here to there?

- Choose appropriate books (“just right”)
- Read for increasing amounts of time (develop stamina)
- Begin to respond in writing to texts
- Spend more time on fewer, more complex tasks
- Work more independently

How do we get there--early in 2nd grade?

- Set the stage for what will be in place later in MIL
- Gradually decrease number of times per week for higher level guided reading groups
- Begin teaching children to talk about books
- Use mini-lessons at the start of each workshop session
- Slowly build stamina in independent reading
- Provide many materials at appropriate reading levels
- Teach how to choose “just right” books

How do we get there--mid-2nd grade?

- Continue to extend independent reading time
- Time spent on MIL tasks increases
- Begin more formal response to reading
- Children take more responsibility for discussion in guided reading groups as well as whole group discussions
- Individual conferences increase
- Guided reading groups for on and above level students meet fewer times per week
- Children may be expected to work with one text over a period of days

How do we get there--late 2nd grade?

- Discussions in guided reading are more often student led with teacher facilitating
- Students may participate in literature circles
- Number of MIL tasks decrease as more time is spent on each task
- Response to reading becomes more independent and developed
- Independent reading time has increased considerably
- Students take initiative to complete work with little teacher support

How do we know it's time to make a shift?

- Watch engagement during independent reading
- Complexity of tasks increases along with ability to do tasks without teacher assistance
- Wanting longer time to complete projects or continuing tasks beyond time normally allotted
- Ability to carry tasks over period of days
- Reading at self-extending levels
- Expressing thoughts in writing

Some things to consider:

- Every class will have different needs
- Some children will continue to need high teacher support throughout the year
- Ability to work independently varies
- Knowing where they are and where they are going is critical