

# Wide Reading



*Second Grade Teacher Reading Academy*



## Suggestions for Promoting Wide Reading

Place a checkmark if you plan to try this idea next year. Add other ideas that you already use in your classroom.

### Provide models of reading:

- Read aloud to students (e.g., whole books, or showcase one or two chapters or parts of books, stories, or informational articles).
- Share your own personal reading experiences.
- Invite people from the community to read to your students.
- Provide opportunities for students to interview others (e.g., about what they are reading or their reading interests and habits).
- Incorporate studies of authors and illustrators.

### Involve students by providing opportunities for them to:

- Own books through monthly book-club sales or used-book sales.
- Exchange books during a book swap.
- Discuss ideas and reactions to books.
- Keep book lists and reading logs (e.g., records of books read and personal reactions or entries for interesting words or quotes).
- Make posters to recommend books they like.
- Write in dialogue journals (i.e., write letters to each other and/or the teacher about what they read).
- Make choices (e.g., which books they read, whether they read aloud or silently, or what they write about in journals).
- Set goals (e.g., number of books or different genres they will read).
- Build new interests by listening to read-alouds and book talks.
- Take books home to read.

### Provide access to a broad range of reading materials:

- Display and showcase a variety of books so students can see front covers (change often to reflect books read aloud or those related to themes/topics of study).
- Provide a classroom library that includes an abundance of different genres that address a range of student interests (e.g., classic literature, popular fiction and nonfiction, magazines, specialized dictionaries and other resources, newspapers, catalogs, brochures, reference books, books on tape, books and references on CD-ROMs).
- Include a range of levels of reading materials that address students' abilities from easy-to-read to challenging.
- Organize books in a variety of ways by levels, topics, students' interests, etc. (e.g., label, color-code, or store in baskets).
- Develop an easy-to-use system to check out books to take home.
- Schedule regular visits to the school library.
- Plan a field trip to the community library.
- Invite the librarian to showcase new books, topics of study, or themes.

**Incorporate time to read:**

- Allow ample time for reading every day to show that reading is important.
- Use paired and supported reading groups for readers who need more support to engage in longer periods of reading time.

**Extend reading beyond the classroom to home and community:**

- Have students read nightly and keep logs of pages they read.
- Videotape reading lessons and send home for students to share with parents.
- Send response journals or dialogue journals home for parents to read, write responses, and/or sign.
- Encourage participation in summer reading programs or activities at local libraries.
- Introduce students to newspapers and magazines that are published especially for students or that include pages for students to read.

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