

Implementing a *Guided Reading* Program



KnoxEducation
www.knoxeducation.com

Charlotte Knox
Knox Education

Phone: 510-697-1569

Email: charlotte@knoxeducation.com

Table of Contents

	Page
Before Starting a Guided Reading Program – and Introduction to Guided Reading	5-6
Balanced Literacy and the Gradual Release of Responsibility Model	7
Research-based Principles for Reading Instruction	8
How Do We Actually Read? Cueing Systems chart	9
Guided Reading – Suggested Teaching Sequence	10-11
Reading Level Correlation Chart (Reading Recovery and Fountas-Pinnell/DRA)	12
Basic Guided Reading Lesson Structure	13
Guided Reading Lessons with Fiction DRTA (Directed Reading Thinking Activity)	14
KWL+H (What I know, What I want to Know, What I Learned, How I Learned it)	15
Making Connections between Text and Self	16
Guided Reading Lessons with Nonfiction	17
Accessing Reading Comprehension	18
Using Retelling Procedures to Assess Reading Comprehension; Read, Cover, Remember, Retell	19
Shared-to-Guided Reading Instruction	20
Guided Reading with English Language Learners	21-23
References for Planning and Implementing Guided Reading	24
What About the Others? – Rule of Thumb	25
Classroom Management: The Reading Ticket	26
Guided Reading with Young Readers	27
Guided Reading Lesson Observation Sheet	28-29
Informal Reading Assessment with Reading Conferences	30
Summary of Conventions and Errors in Reading	31
The Assessment Binder	32
Reading Conference Checklist	33

Before Starting a Guided Reading Program

Teachers need to:

- Assess student reading through running records and informal observations of reading strategy use.
- Have access to a leveled set of books with multiple copies available (6-8)
- Develop a classroom management system that promotes student independence and involves students in meaningful literacy tasks.

Guided Reading

- Allows a **small group** of students at a **similar level** of development to work together.
- Provides an opportunity for the teacher to observe evidence of the **strategies students use independently** so that future instruction may be planned.
- Gives students the opportunity to read **increasingly difficult** texts with the support and guidance of the teacher.
- Helps students develop **positive attitudes** toward reading because they are able to read selections successfully.
- Allows teachers to teach features of language and text organization in context.

“In guided reading.... The teacher’s role is to predict the type and amount of support the group needs in order to be able to read and understand the book or story. She prompts them to apply reading strategies... and she intervenes only when a student is unlikely to problem-solve independently, is frustrated, or is in jeopardy of losing meaning... She also provides specific feedback that praises an appropriate processing behavior: for example, “That’s good that you went back to the beginning and reread that part. That helped you figure it out.”

p. 41 Apprenticeship in Literacy

"Guided Reading is a teaching approach designed to help individual students learn how to process a variety of increasingly challenging texts with understanding and fluency."

- Fountas and Pinnell

Guided Reading is

...using leveled reading materials to support the reader at each level.

...working with students with a common need. A good assessment will give the teacher this data.

...developing independent readers by helping them to internalize their strategies and having them reread the same text several times to gain fluency.

...modeling what good readers do: predicting, clarifying, questioning and summarizing.

...word study to understand how words work.

...writing to make meaning of the text.

...changing group membership every 6 weeks by re-assessing the strategies and comprehension of the students.

Guided Reading is not ...

...consistently using the basal with some or all students. The basal does not provide leveled text support for the reader.

...working with a group of students who appear to be on the same level because of a test score.

...encouraging students to read text once or using round robin reading with the teacher providing the corrections. The skill instruction is isolated from the text.

...asking the student to read without establishing a purpose to read and without making connections to the reader's experience.

... asking the readers to write vocabulary definitions without making connections back to the text.

...writing to fill in blanks or copy the text.

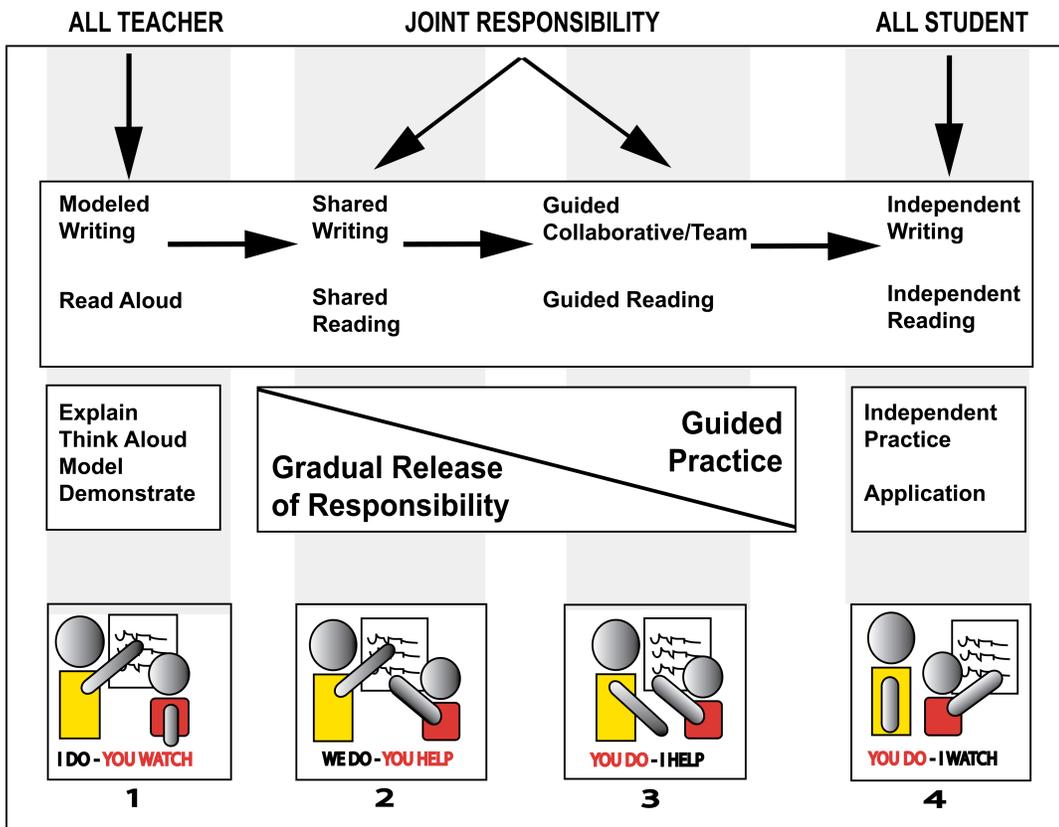
...leaving the group membership the same for long periods of time or all year.

Balanced Literacy

Literacy and the Common Core Standards



The Gradual Release of Responsibility Model of Instruction



Research-based Principles for Reading Instruction:

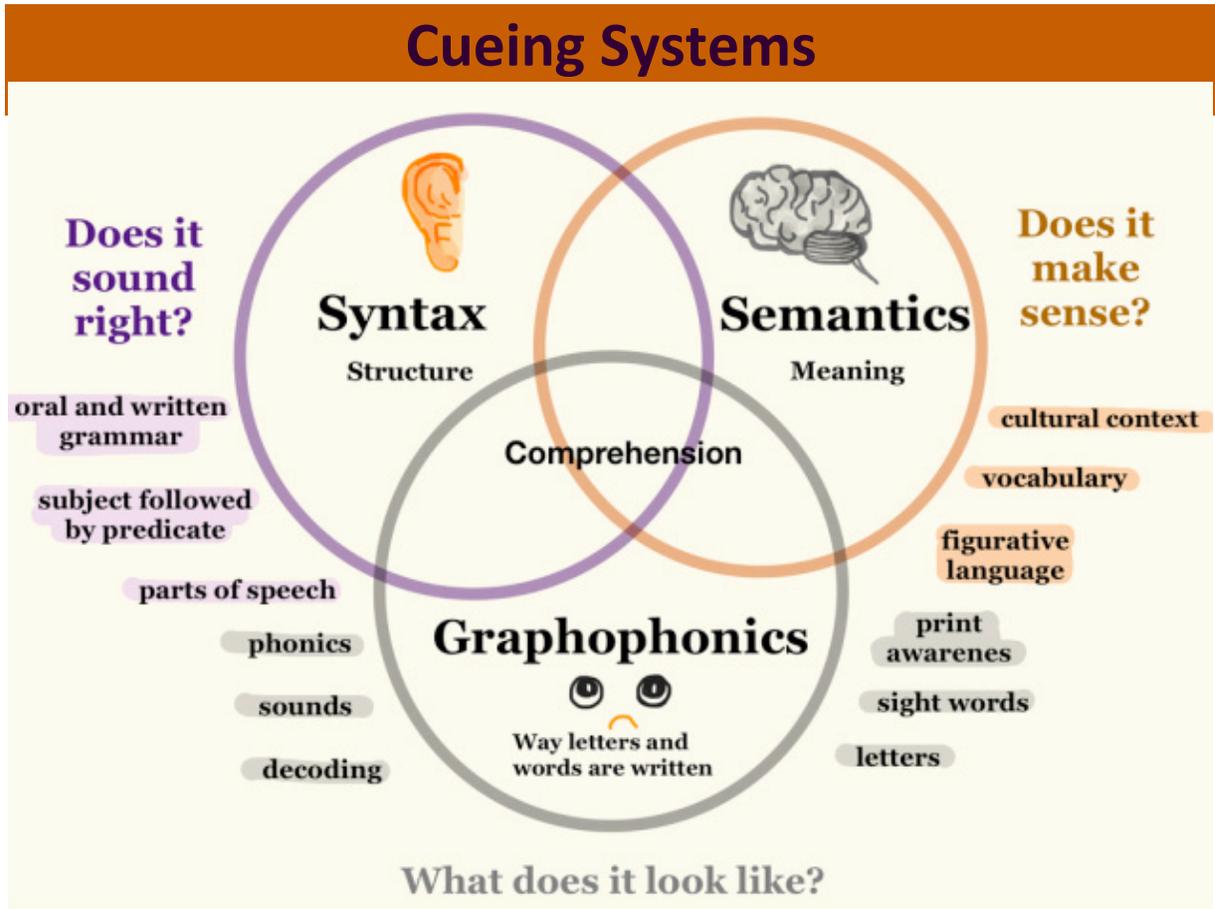
Principles		Notes
1. Students need to read a great deal to become proficient readers.		
2. Students need access to appropriately leveled books.	<input type="checkbox"/>	
3. Students need to develop fluency in reading to become proficient.	<input type="checkbox"/>	
4. Students need to receive explicit instruction in reading comprehension in order to become strategic readers.	<input type="checkbox"/>	



Adapted from: Allington, R. (2001) *What Really Matters for Struggling Readers: Designing Research-Based Programs*.

How Do We All Actually Read?

<http://peelingtothecore.weebly.com/literacy-instruction.html>



Guided Reading - Suggested Teaching Sequence

Before Reading:

- Select an appropriate text.
- Determine focus for reading.
- Look for supports and challenges within the text.

Some Common Challenges:

- Lack of background information about the topic
- Difficult vocabulary
- New language structures
- Lack of picture support
- Unfamiliar events
- Literary language

Some Common Supports:

- Familiar topic
- Topic connected to thematic instruction in classroom
- Oral language structures
- Pictures
- Familiar events
- Topic of personal interest to the student

Deciding on the teaching approach to use with a text:

- If the challenges outweigh the supports use it for **Read Aloud or Shared Reading**.
- If you think the challenges will be manageable for the students because there are enough supports to facilitate new learning use the book for **Guided Reading**.
- If the supports outweigh the challenges the book is suitable for **Independent Reading**.

Adapted from Reading for Life p. 70

Features of developmentally leveled text:

Emergent (Levels A-D)

1. Simple texts with a simple topic or concept
2. Familiar concepts, objects and actions
3. Consistent placement of print
4. Well-sized and spaced print
5. Repetitive text structures with one-word changes
6. Syntax reflects oral language
7. Close picture/text match

Early text (E-G)

8. More variety in sentence patterns with repeated phrases or refrains
 9. Syntax reflects a blend of oral and written language structures
 10. Varied placement of text
 11. Moderate picture/text match
 12. Longer stories/texts
- Some unfamiliar or specialized vocabulary
 - Less reliance on illustrations as a clue to meaning in text
 - Some nonfiction text features (i.e. contents, glossary, labels)

Fluent text (G and up)

- A range of topics, formats, text types, and illustrative styles
- Longer stories and chapter books
- Many full pages of print
- More fully developed narratives and complex plots
- New concepts expand background knowledge
- Rich, varied vocabulary
- Various language forms
- Illustrations provide for mood rather than specific events
- All nonfiction text features present (i.e. diagrams, captions, map keys, glossary, index etc.)

Reading Level Conversion Chart

Lexile	AR Level	Fountas & Pinnell	Reading 3d Level	Reading Stage
25	0.1-0.5	A	RB/PC	Emergent Reader
50	0.5-1.0	B	B	
75	1.2	C	C	
100	1.2	D	D	Early Reader
125	1.3	E	E	
150	1.3	E	E	
175	1.4	F	F	
200	1.5	G	G	
225	1.6	H	H	
250	1.6	H	H	
275	1.7	I	I	
300	1.8	J	J	Transitional Reader
325	1.9	J	J	
350	2.0	K	K	
375	2.1	K	K	
400	2.2	L	L	
425	2.3	L	L	
450	2.5	M	M	
475	2.6	M	M	
500	2.7	N	N	
525	2.9	N	N	
550	3	N	N	
575	3.2	O	O	
600	3.3	O	O	
625	3.5	O	O	
650	3.7	P	P	

Lexile	Grade Level AR	Fountas & Pinnell	Reading 3d Level	Reading Stage
675	3.9	P	P	Transitional Reader
700	4.1	Q	Q	Fluent Reader
725	4.3	Q	Q	
750	4.5	R	R	
775	4.7	S	S	
800	5.0	S	S	
825	5.2	S	S	
850	5.5	T	T	
875	5.8	U	U	
900	6.0	V		
925	6.4	V		
950	6.7	W		
975	7.0	W		
1000	7.4	X		
1025	7.8	Y		
1050	8.2	Z		
1075	8.6	Z		
1100	9.0	Z+		
1125	9.5			
1150	10.0			
1175	10.5			
1200	11.0	College and Career Ready		
1225	11.6			
1250	12.2			
1275	12.8			
1300	13.5			

Green= Beginner Blue = Intermediate Orange = Early Advanced Purple = Advanced

Compiled by Kimberly Taybron / Marie Lee

PCS ELA Curriculum Resource Specialists

9/27/2012

Basic Guided Reading Lesson Structure

Book Introduction

Teacher engages students in a **brief discussion**, which helps students connect to prior knowledge and experiences, and sets the **purpose for reading**. Potentially challenging sentence structures or vocabulary may be “seeded” within this discussion as a support. At the emergent and early levels a brief preview of the book may be needed. During this “Book Talk” you may ask students to locate words that may be difficult.

The goal of the introduction is to:

- Arouse interest in reading the book
- Remind students of strategies to try when they get stuck
- Set expectations for what they will learn from the text

During Reading

As students each read their own copies of the text independently, the teacher:

- **Observes** and makes note of students’ use of reading strategies
- Confirms students problem solving attempts with **specific feedback**
- **Coaches** individual students experiencing difficulty when needed

After Reading

When all the students in the group are finished reading the teacher:

- Invites responses to the text by asking open-ended questions.
- Sometimes returns to specific points in the text for one or two teaching points.
- Assesses understanding of what was read through discussion and/or response activities.

Basic Prompts used in teaching for strategies:

Does it make sense?

Does it sound right?

Does it look right?

Try that again, reread.

Skip it, and then come back,

What was the hard part?

Do you see anything you know?

You said ____, does that make sense? You said ____, does that sound right?

Do you know a word that starts/ends with those letters?

***See Chapter 12, *Teaching for Strategies* in *Guided Reading* for a thorough discussion of prompts and their uses.

Guided Reading Lessons with Fiction

DRTA (Directed Reading Thinking Activity)

The purpose of the strategy is to help students be more effective readers of narrative fiction. Students must have some experience with making and confirming predictions prior to using this strategy. The main benefit of this strategy is that it helps students become active eager readers as they anticipate, and confirm or reject their predictions of the text.

Before Reading:

Select a short interesting story with clear plot development. Find three or four stopping points in the plot for discussion.

Book Introduction:

1. State that today the students will be practicing a reading strategy that will help them become better readers. Explain to the students how predicting the events of a story as you read helps you anticipate what you will be finding in the book, and makes it easier to read.
2. Before students read the book ask questions such as **“based on the title and cover of this book, what do you think the story will be about?”**

During Reading:

1. Have students read the first section you have selected (Usually just the first page) then ask:
“What do you think now?”
“What in the story makes you think that?”
“Now what do you think might happen?”
2. Repeat this series of questions for each of the sections of the story. Direct students to confirm or revise their predictions based on what they read. Encourage students to use evidence from the story to confirm their responses. If the students are revising predictions based on illustrations alone, ask them to show you the sections of text that told them what they thought.

After Reading:

1. Students may discuss their general response to the story. Ask students to tell you how predicting and revising predictions as they read helped them understand the story better. Students may write summary retellings of the plot if further practice in sequencing is needed.

Adapted from Tarasoff (1993) *Reading Instruction that makes Sense*.
Active Learning Institute, Canada

KWL+H A strategy for supporting students with non-fiction text

What I KNOW.

What I WANT to know.

What I LEARNED.

HOW I learned it

The purpose of this strategy is to help students take an active role in reading and learning from non-fiction text. Before trying this strategy students need to have experience with asking questions, brainstorming what they know about a topic, and summarizing what they have learned. Second language learners, in particular will need lots of support in forming questions. Teachers may list question words on a chart ahead of time and model several questions for the group.

Book Introduction:

1. Students look at the cover of the book selected and brainstorm what they already know about the topic. During this **brief** discussion, the teacher may assess the extent of prior knowledge that the students have about the topic. This will help the teacher decide how much support the students may need as they work through the text.
2. Students ask questions they have about the topic that might be answered in the text. These may be listed on a chart or recorded individually by students.
3. Teacher asks students to tell **how they may find out** the answers to their questions by using various parts of the book. Teacher observes to see if students know to use the basic features of non-fiction books such as: the table of contents, index, headings, tables, graphs, diagrams etc. Teacher provides guidance with features as necessary depending on the purpose for the session.

During Reading:

1. Observe students' ability to use nonfiction text to learn new information. Ask students to summarize what they have learned after reading a single passage or page in order to check for understanding.
2. If students are having difficulty comprehending the text, you may want to conduct a shared reading of a particular passage and then have the students summarize what was learned as a group.

After Reading:

13. The students discuss what they learned. They may have answered their questions or discovered the need to read further.
14. Students and/or teacher record what was learned on a chart. Graphic organizers may be devised for keeping this information organized.

Variations on using KWL in guided reading lessons:

Teachers may choose to use modeled and shared writing techniques during the guided reading lesson as necessary. For example, Questions and/or the summary of what was learned may be written collaboratively on a chart. The teacher may model note-taking strategies prior to or during the reading. The teacher may also follow the lesson with a modeled writing lesson on paragraphs.

Making Connections between Text and Self

Book Introduction:

1. **Tell** students that one of the important strategies good readers use is to make connections between their lives and what they are reading. Tell them that as they read the text they will be practicing this.
2. **Model** what you mean by reading aloud the first page or so of the text and stopping to **think aloud** about the connections you are making. Use clear language to describe your thinking:

“ _____ (specific language from the text) reminds me of
_____ (a connection to your life).”

During Reading:

1. Ask students to read into the text until they come up with a connection to their own lives. They may mark this with a post-it or hold the place with their finger.
2. Ask individual students to share their connections with the group.
3. Have students continue to read on individually and mark, or remember connections

After Reading:

1. Students may share further connections orally within the group or list them in writing.
2. Remind students to connect specific text to their life experiences.
3. Written responses may be written using the following frame:

Quote or picture from text:

This reminds me of.....

Adapted from Harvey & Goudvis (2000) *Strategies that Work*.

Guided Reading Lessons with Nonfiction

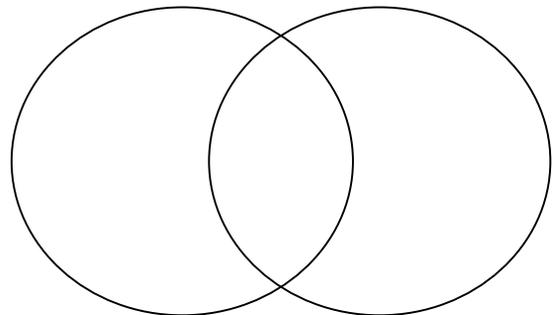
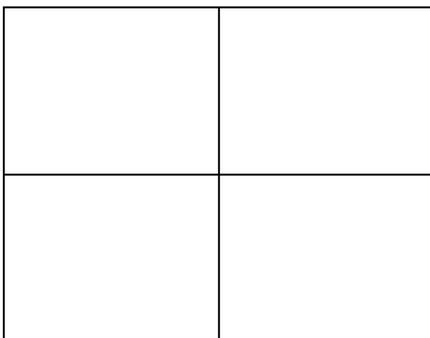
Using Graphic Organizers to Take Notes:

General Guidelines:

- It is probably best to teach students how to use various graphic organizers first in a whole group context using shared reading of text. During the guided reading lesson there is usually not enough time to teach students how to use each device.
- When introducing a new graphic organizer to the class, the graphic organizer itself represents the new learning for the students. Use very familiar information initially. Easy topics include pets, birthdays, sports etc.
- You can start off the guided reading session by reminding students how the graphic organizer works, and then working collaboratively to enter some of the information from the reading. Then let the group read and enter information independently. Later in the session, or the next day you may check in with the group to review. You may want students to enter page numbers next to information.
- Once students have filled in the graphic organizer, you can show them how to use the structure of their notes to write. For example a Venn diagram may prepare students to write a compare and contrast piece. A timeline prepares students for a sequence selection. A matrix provides the structure for a report containing several paragraphs.
- English language learners will need support in moving from a list/notes to connected text writing. You may want to provide a shared writing experience for this, or sentence frames.
- For example under prey predator relationships students could write:

“ The enemies of ____are_____”

“ _____Protect Themselves By_____”



Assessing Reading Comprehension

(Remember: testing reading comprehension is not teaching reading comprehension...)

What are you using now?

What reading comprehension processes does this require the student to use?

Which of these do you teach?

Opportunities for Assessing Reading Comprehension

Responding to reading:

MODALITY	HOW ASSESSED
Oral Discussions	
Written Responses	
Artistic Responses	
Other	

Using Retelling Procedures to Assess Reading Comprehension

It is critical to teach students how to retell their reading prior to using retelling as an assessment tool.

Some of the strategies for teaching retelling include:

Shared Writing of Retell summaries following a shared reading of a text:

Procedure:

1. Conduct a shared reading of a text using a big book, transparency or multiple copies of a text.
2. Discuss the sequence of the story as a group. You may want to start with think-pair-share processes to get all students involved. For example say: "turn to your neighbor and talk about the first part of the story."
3. Write a class retelling of the story on large chart paper. Students take turns providing sentences or ideas. The teacher guides the process to make sure the retelling is complete. Try to involve as many students as possible. Incorrect or incomplete ideas can be negotiated with the group. Say, for example, "Is there another way we could tell about what happened next?"
4. Re-read the retold version as you go in order to help students stay focused on what needs to be told next.
5. You can create a class-made big book version of the retelling by assigning students to type or recopy a sentence on a large piece of paper and then illustrating it. Have students also create a cover, title page, and table of contents (if necessary). Each student gets to sign the cover under "retold by". Assemble and bind the book as a group task. This will teach students how books are put together.

Read, Cover, Remember, Retell

This will help students who don't monitor comprehension as they read. It is a very simple strategy that may be used for a few days in order to develop the habit of monitoring.

- **READ** only as much as your hand can cover.
- **COVER** the words with your hand.
- **REMEMBER** what you just read (it is ok to take another look)
- **RETELL** what you just read inside you head or to a partner.

Shared-to-Guided Reading Instruction

Shared to guided reading is the ideal way to involve stage one and two students with a guided reading session. The high level of support provided by the teacher allows all students to successfully read their own copy of a book.

Select the Text

- Real-world topics supported by photos or clear, realistic illustrations
- Caption text
- A single simple sentence pattern used throughout, i.e. *Dad is cooking. Dad is running.*
- Oral language structures

Set the Scene

- Help students connect speech to print by flipping through the pages and discussing what you see together. For example say, *this book is about things we have at school. Let's figure out the words by looking at the pictures.*
- Point clearly to the pictures as you are discussing the meaning of each

Read the Text

- Model how to hold the book, turn the pages, and track the print from left to right.
- Read the entire story aloud with the students for the first reading
- Point to and use illustrations to create comprehensible input
- Students read along with the teacher for the second and subsequent readings

Return to the text

- After repeated re-readings with the teacher, encourage the students to read the text on their own, with partners, or in independent groups
- Provide access to the book so that students may revisit the text during center time or independent reading time.

Respond to the text

- Use the pattern of the text for shared writing.
- Create class books or individual books based on the pattern. The teacher writes the text and the students can illustrate it to demonstrate their comprehension.

Completing assignments related to the reading

- Allow students to use the specific language structures from the text, **or** their own words in their written responses
- Beginning-intermediate students may draw or label instead of writing connected text. Listing, note-taking with graphic organizers, and framed paragraphs may also be more accessible.
- Allow students to keep a copy of the book to revisit text for multiple re-readings, writing support, and as a spelling resource
- Write a simple explanation of the steps for the assignment on the board to help them remember what the assignment entails.

Guided Reading with English Language Learners:

Some important differences to consider:

PLANNING

Selecting Texts:

English language learners will be most able to read new texts which:

- ◆ provide illustrations that make content and new words comprehensible
- ◆ include grammar structures that match those students have in control in oral English
- ◆ connect to current classroom content
- ◆ link and extend background knowledge of students
- ◆ minimize use of idiomatic expressions in English
- ◆ contain a glossary when appropriate

INSTRUCTION

Introducing the new text:

- make explicit connections to previous classroom content
- use illustrations and other contextual clues (realia, charts, role play etc.) to frontload vocabulary
- Use the same sentence structures from the text during the introduction
- State purpose/focus for reading and provide a demonstration of this to make sure it is understood.
- Actively engage all students by providing multiple levels for response.
- Use choral response to have students practice pronouncing new words prior to reading

During reading:

Using Reading Prompts with English language learners:

Typical reading prompts listed in teacher's manuals and guidebooks may be incomprehensible to English language learners. For example "Does it make sense?" or "Does it sound right?" requires the student to call on a native speaker's intuitive grasp of English, which the second language learner naturally does not have. Many prompts include abstract language that describes the unseen processes inside the reader's head. An alternate way to provide validation for the problem-solving observed during reading is to provide clear and explicit demonstrations of what you are talking about in lieu of a prompt.

Guided Reading with English Language Learners:

Provide clear and explicit demonstrations of the target behavior

“When I say this: *“Check the first letter and the picture to see if it looks right and makes sense”* (reading strategy description),

This is what I mean

Point to the picture and the first letter in the word (demonstrate the strategy),

and

Now I want you to show me how you use pictures and the first letter in a word to help you figure out words you don’t know. *(the strategy)”*

Use consistent language

- ◆ Make and illustrate a list of the target strategies for solving unknown words
- ◆ Point to this list when you are reminding a student to use a strategy
- ◆ Introduce new strategies as others become automatic

Validate effective use of strategies with specific praise and demonstrate the behavior for the other students in the group. *For example:*

I saw Jaime change his prediction about what would happen when he read this part of the story (point to the text). He shook his head and said, “ohh, that’s different”

After reading:

- Discuss the text. In order to engage students at all levels of English language acquisition, have students use a range of ways to respond such as pointing to illustrations and rereading portions of text to share comments and opinions
- Have students to collaborate and extend upon each other’s responses. Facilitate this discussion by saying things like:
 - *Who else agrees with_____*
 - *Did anyone think something different?*
 - *What more can we say about _____*
- Suggest that students reread the text when they have little to say in a discussion. You may even want to suggest a particular section to reread which contains the concept/event involved in the discussion.

Guided Reading with English Language Learners:

Ask stages 3-5 students to use language to tell you how they figured out the unknown word

- Observe and adjust level of support in coaching as needed, provide “just enough” for the child to problem-solve on his or her own.
- Use consistent language
- Introduce new strategies as others become automatic
- Validate problem-solving behavior with clear descriptions of and demonstrations of what you observed the student successfully doing.

Return to the text:

- Discuss the text, in order to engage students at all stages of English language acquisition, allow alternate ways to respond such as pointing to illustrations and rereading portions of text to share comments and opinions
- Discussion may be initiated by one student and then added to in a collaborative manner by others. The teacher’s role is to observe and extend the language of the students during discussion. All students are expected to respond.
- Validate reading strategy use by providing demonstrations of what successful strategy use you observed
- Allow children to reread the text

Respond to the text

- Allow children to use the specific language structures from the text, or their own speech in their written responses
- Stage 1-3 students may draw/label responses, or may find listing, graphic organizers, etc. More accessible responses
- Allow children to keep a copy of the book to revisit text for multiple re-readings, writing support, and as a spelling resource

With Stage One and Two English Language Learners

When are students ready for Guided Reading? Some signs include:

- Listening and responding to read aloud experiences
- Returning to re-read favorite books
- Confidently taking part in shared reading
- Showing understanding of some concepts of print such as left-to-right directionality, one to one matching of words, and knowing the difference between letters and words
- Knowing most letters of the alphabet and a few high frequency words (is, the, it, etc.)
- Linking sounds with symbols when writing
- Noticing some features of print in the environment (for example the same word in different contexts, words with same beginning letters etc.)
- Achieving stage 3 or above language acquisition stage

Adapted from Parkes, 1997 and Dorn et al, 1998

References for Planning and Implementing Guided Reading

- Allen, V. (1994) *Selecting Materials for the Reading Instruction of ESL Children*. in Spangenberg-Urbschat, K. & Pritchard, R. eds. (1994) *Kids come in all languages: Reading Instruction for ESL Students*. Newark, DE: International Reading Association.
- Allington, R. (2001) *What Really Matters for Struggling Readers: Designing Research-Based Programs*. New York, NY: Longman.
- Gentile, L. (1997) *Oral Language: Assessment and Development in Reading Recovery in the United States*. in Swartz, S. and Klein, A. (1997) *Research in Reading Recovery*. Portsmouth, NH: Heinemann. (contains a lengthy description of modifications to the reading recovery lesson for English language learners)
- Au, K. (1993) *Literacy Instruction in Multicultural Settings*. New York, NY: Harcourt Brace.
- Peregoy, S. & Boyle, O. (1997) *Reading, Writing & Learning in ESL*. New York, NY: Longman.
- Dorn, French, & Jones (1998) *Apprenticeship in Literacy*. York, Maine: Stenhouse
- Fountas & Pinnell (1996) *Guided Reading: Good first Teaching for ALL Children*. Portsmouth, NH: Heinemann
- Harvey, S. & Goudvis, A. (2000) *Strategies that Work*. York, Maine: Stenhouse
- Hoyt, L. (1999) *Revisit, Reflect, Retell*. Portsmouth, NH: Heinemann.
- Hill, B., Ruptic, C. & Norwick, L. (1999) *Classroom Based Assessment*. Norwood, MA: Christopher Gordon..
- Opitz, M. (1998) *Flexible Grouping in Reading*. New York, NY: Scholastic.
- Learning Media Limited (1996) *Reading for Life: the Learner as a Reader*. Wellington, New Zealand.
- Mooney, M. (1990) *Reading to With, and By Children*. New York: Richard C. Owen
- Tarasoff (1993) *Reading Instruction that makes Sense*. Active Learning Institute, Victoria, BC, Canada.

What About The Others?

Rule of thumb:

Teach each independent literacy activity for a week or so until students can reliably and productively engage in the task. Try role playing the task incorrectly and let the class give you feedback so that you KNOW they know what to do. Take time to give feedback and praise about the independent literacy activities at the end of each session.

Which ELA/Literacy activities from my daily routine can students engage in independently?

What materials do they need?

How will I train them to be independent?

Examples:

- Sustained Silent Reading with a log or some sort of tracking
- Book boxes for repeated reading
- Fluency practice with a timer or partner
- Word work/Vocabulary activities as follow up to foundational skills lesson
- Computer based programs
- Word processing writing following instruction

Classroom Management

READING

TICKET

Name _____

Date _____

Book Club _____

	Mon.	Tues.	Wed.	Thur.	Fri.
Have-Tos					
Book Club (guided reading group)					
Response Journal (to guided reading lesson)					
Independent Reading					
Fluency Practice					
Once-a-Weekers					
Word Studies/vocabulary					
Editing					
Spelling					
Teacher's Choice					
Choices					

Adapted from: What Are the Other Kids Doing While You Teach Small Groups?
(1997) Creative Teaching Press

Guided Reading with Young Readers

COVER:

1. Show the cover and read the title.
2. Have the students read the title.
3. Then, ASK:
 - "What did you see?"
 - "What else might you see in the book?"
 - "What do you know about _____?"

TITLE PAGE:

1. Read it to the students and point to the words.
2. Have the students read the title and point.

PICTURE WALK:

Look at each page in the book and have the students talk about what they see.

READ THE BOOK:

1. Read the sentences while you point to each word.
2. Have the students read the sentences and point.
3. If the students get the pattern, have them try to read the sentences on their own using the patterns and pictures to help.
4. If a student gets stuck, prompt as follows:
 - "Check the first letter."
 - "Look at the pictures."
 - "Go back and reread the sentence from the beginning."

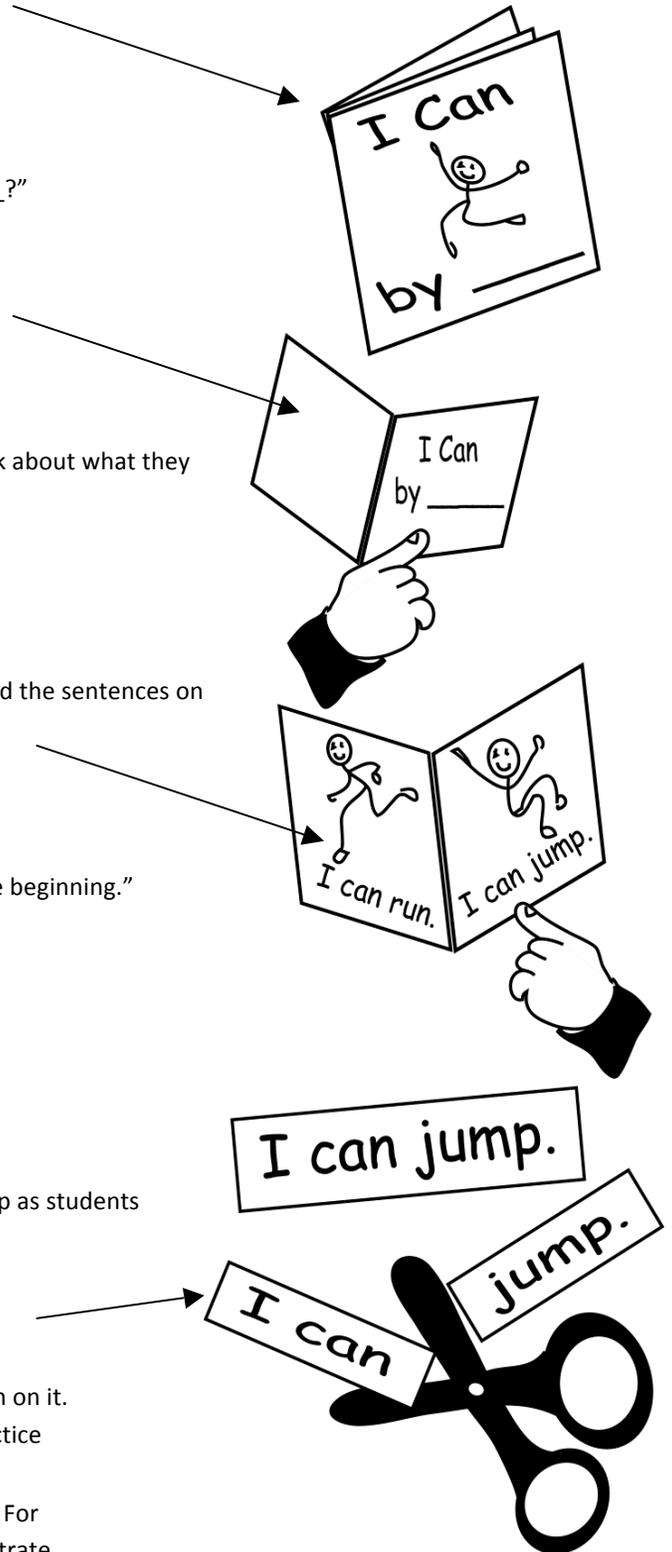
AFTER READING:

Talk about the book, ASK:

- "What was your favorite part?"
- "What did you read about in the book?"

CUT-UP SENTENCE:

1. Copy a sentence from the book onto a sentence strip as students watch.
2. Have the students read the sentence back to you.
3. Cut the words apart and have the students put the sentence back together.
4. Give each student a paper with the sentence written on it. They cut the words apart, mix them up and then practice arranging the words back into the sentence.
5. Have each student put the words into an envelope. For homework, they glue the sentence together and illustrate.



Guided Reading Lesson Observation and Planning Sheet

PLANNING

Teacher/grade _____ Coach _____ Date _____ demo/observe,?

The Group: literacy level _____ English Language Level(s) B/1 E/2 I/3 EA/4 A/5

Names:

The Text:

- Title/level
- Supports and Challenges
- Reading Standards/skills to address:
- Glad/curriculum connections:

THE LESSON

INTRODUCTION

- Orientation
- Background connections
- Strategy focus
- Purpose for reading

DURING READING

- Observe and coach for strategy use

AFTER READING

- Retell
- Summary
- Written response
- Note taking
- Review of reading strategy

DEBRIEF

Next steps for students:

Next steps for teachers:

- Goals
- Management tips
- Support requests
- Professional reading

Informal Reading Assessment with Reading Conferences

Conduct individual reading conferences with each student by doing the following:

At the beginning of the year begin this process allowing students to self select 3 books to read with you (an easy, medium, and hard).

1. Allow the student to read silently a portion of the book in order to be able to focus initially on meaning. Also have the student read a portion of the book to you aloud.
2. Use the **Reading Conference Checklist** to take notes about what you observe.

Check Accuracy: Ideally students are reading books at 90% + accuracy level. Listen to them read about a 100 word passage, note errors, if there are more than 10 errors, direct the student to easier books; if 10 or fewer errors, they've selected a comfortable reading level.

Check comprehension: Literal and interpretive by asking a few questions about what was read.

Here are some sample question stems for each level:

Literal / Right there in the text sample questions:

FICTION	NONFICTION
<ul style="list-style-type: none"> ▪ Who are the main characters? ▪ What was ___doing in the beginning of the story? ▪ How did ___do ___? ▪ What happened after ___? 	<ul style="list-style-type: none"> ▪ What was this about? ▪ What is something you remember? ▪ Tell me about what you learned.....

Inferential /between the lines sample questions:

FICTION	NONFICTION
<ul style="list-style-type: none"> ▪ Why do you think ___did ___? ▪ What is the character like? ▪ How did the author feel about ___? ▪ What was the most important thing the story told you about ___? ▪ What do you think about the way ___solved the problem in the story? Why? ▪ What did the story mean to you? 	<ul style="list-style-type: none"> ▪ Why questions..... ▪ What did you learn that you didn't already know? ▪ What did you notice about how the book was organized? ▪ What do you think was the author's opinion about ___? ▪ What questions do you still have about ___? How will you find out?

Assessment: Summary of Conventions and Errors in Reading

Adapted from TV Ontario Workshop Assessment Running Records

Convention	How to Record It	Error?	Explanation
Standard Notation	<u>"student"</u> "text"		If there are two ways to score responses, choose the scoring that results in the fewest errors.
Accurate Reading	✓ ✓ ✓	NO	<ul style="list-style-type: none"> If a word is pronounced like two words (e.g., in/to) it is considered a pronunciation error, not a reading error, and is not counted. Mispronunciations due to speech difficulties or accents are not counted as errors (e.g., 'wif' for 'with' or 'dis' for 'this').
Substitution	<u>went</u> <u>want</u> <u>for</u> <u>fit</u> <u>fix</u>	YES	<ul style="list-style-type: none"> If the student makes an error (e.g., 'the' for 'a') and makes the error repeatedly, it is counted as an error each time. Substitutions of proper nouns (e.g., 'Jack' for 'John') are counted only once. Subsequent repeated errors are coded but not counted. Contractions are counted as one error, as they are considered one grammatical unit. $\frac{I}{I'm}$ or $\frac{I'm}{I am}$ If the student makes multiple attempts to read one word and still does not correctly read the word, it is scored as one error.
Self-Correction (SC)	<u>went</u> SC <u>want</u>	NO	<ul style="list-style-type: none"> If the student makes one or more attempts but finally corrects the word, there is no error.
Repetition (R)	R or ✓✓  R or R ₂	NO	
Omission	$\frac{-}{\text{very}}$	YES	<ul style="list-style-type: none"> If an entire line or sentence is omitted, each word is counted as an error. If an entire page is omitted, no errors are counted. The number of words on the page should be deducted from the running word total.
Insertion	$\frac{\text{little}}{-}$	YES	Each insertion is one error, so there can be more errors than words on a line. However, a student cannot receive a minus score for a page.
Appeal (A) Teacher response to appeal: "You try it" (Y)	$\frac{-}{\text{sometimes}}$ $\frac{A}{Y}$	NO	
Told (T)	$\frac{-}{\text{thought}}$ T	YES	
Try That Again (TTA)	[] TTA	YES	Each insertion is one error, so there can be more errors than words on a line. However, a student cannot receive a minus score for a page.
Additional Scoring Method	$\frac{c-a-t}{\text{cat}}$ (error) C-A-T (error)	YES	<ul style="list-style-type: none"> If the student does not solve the word. If a student tries to decode by segmenting a word (or "sounding out"), it is counted as an error if the student does not blend the sounds and say the actual word. Use lower-case letters with dashes to denote sounds. If the student spells the word and then does not say the word, then it is counted as an error. Use upper-case letters with dashes to denote spelling.
	$\frac{c-a-t}{\text{cat}}$ ✓ (not an error) $\frac{C-A-T}{\text{cat}}$ ✓ (not an error)	NO	If the student solves the word.

The Assessment Binder

Directions for Setting Up a Manageable System

Materials needed:

- 3-ring binder (at least 1-1/2 inch thick)
- Dividers numbered 1-20 (or beyond if you have more students)
- Sticky notes
- Whole-class checklists
- References for scoring assessments: district writing rubrics, conversion charts for oral reading records, etc.
- Binder paper for noting observations that direct whole or small group instruction

Procedure:

- 1.** Identify each section with a number and then assign a number to each student in your class. List these on a separate sheet for reference at the front of the binder. Use a pencil for this so that if a student moves you can write the name of a new student in that place and not have to rearrange the whole binder.
- 2.** Collect individual assessments for each student and file them behind the section number to which they are assigned. These may include writing samples, oral reading records, and any other assessments you use routinely.
- 3.** Use post-its to collect anecdotal notes based on in-class observations of students. These can simply be placed on the divider for that student, or on a separate sheet of binder paper.
- 4.** Enter your evaluations of these individual assessments onto whole class checklists for reading and writing development. Take note of the trends you see in order to plan whole- small-group instruction.

