

GUIDED READING



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ESSENTIAL QUESTIONS

- How do I manage guided reading?
- What are the important components of a guided reading lesson?
- How do I assess students?

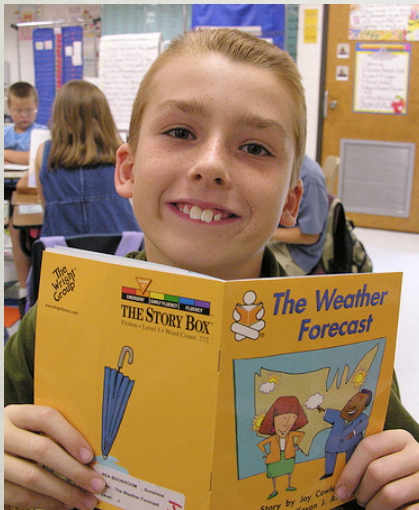
GRADUAL RELEASE OF RESPONSIBILITY

Read Aloud

Shared Reading

GUIDED READING

Independent
Reading



Students gain the most when
reading at their *instructional level*
--at the point of need.

Very little learning takes place
when the material is frustrating or
too easy.

--Vygotsky

What is it?

- 🌀 **Guided Reading (ELA Framework)**
- 🌀 **Guided Reading with Emergent Readers**
- 🌀 **Other resources: Books, Prior Knowledge, and Internet Sites**



End Product...

- 1-Create a poster outlining the TOP 10 Components of Guided Reading.
- 2-Draw 10 Visuals that represent Guided Reading (i.e. a picture of a small group, leveled text, etc.)
- 3-Create a live newscast about Guided Reading.
- 4-Write a song/rap about Guided Reading.
- 5-Write a persuasive speech sharing WHY teachers should use Guided Reading.
- 6-Create a skit about Guided Reading.

MANAGEMENT



HOW DO I KEEP FROM GOING INSANE?

MANAGEMENT

 Needed Resources

 Literacy Workstations

 Organization

Needed Resources

- Sticky Notes and Highlighters**
- Leveled Books**
- Browsing Boxes**
- Leveled Books**
- Lesson Plans**
- Manipulatives** (letters, sight word cards, word sorts, reading phones, white boards, etc.)

Literature Workstations

Reading

- Browsing Boxes
- Independent Reading
- Word Work (Letter-words)
- Fluency Center
- Read Around the Room
- Poetry, Newspapers, Magazines
- Text Structure, Author, Genre Studies

Writing

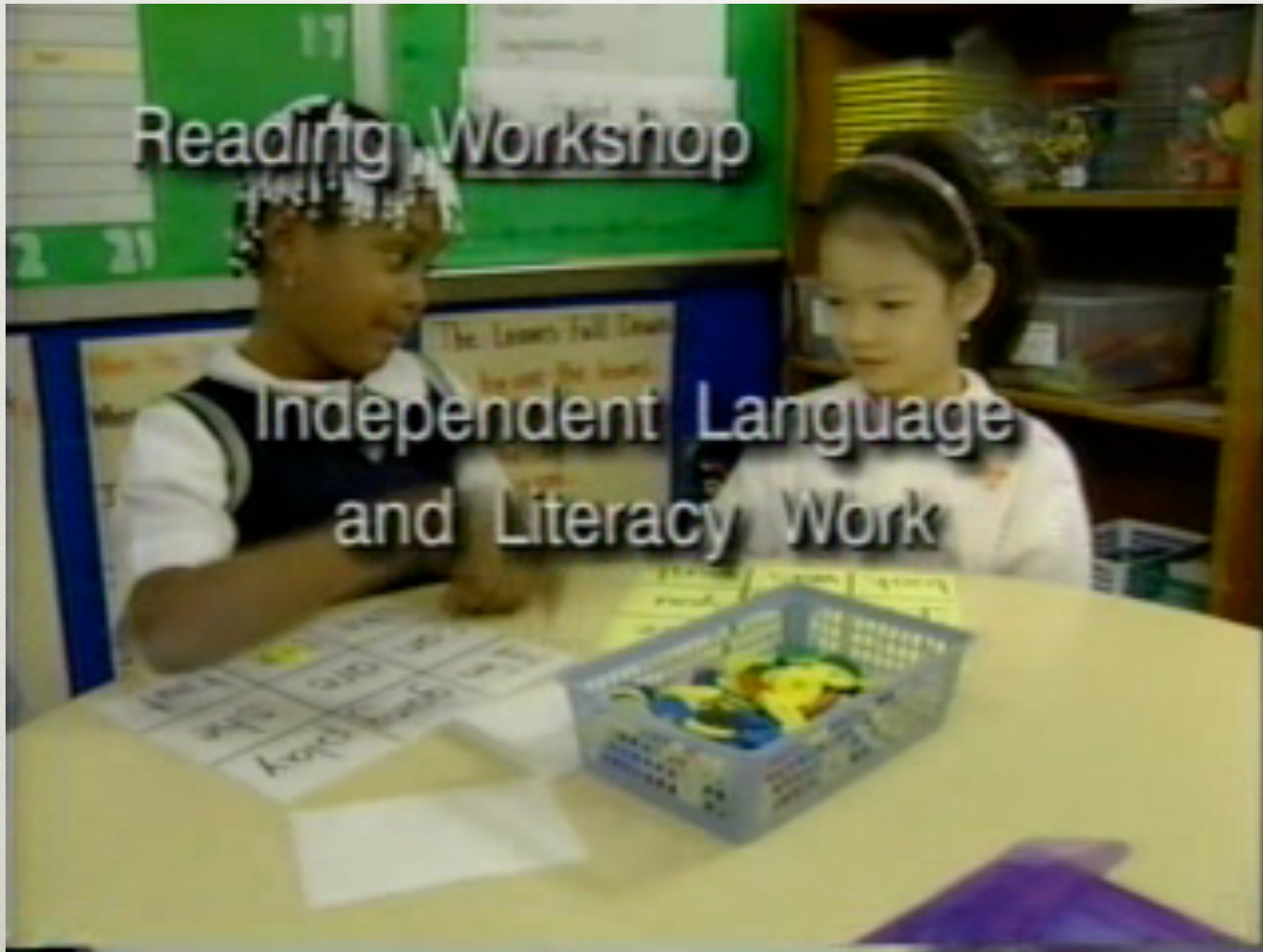
- Prompts (pictures, objects, story-starters)
- Class Yearbooks, Newsletters, Posters
- Writer's Workshop
- Journals

Management



http://www.busyteacherscafe.com/literacy_centers/management.htm

LITERACY WORK STATIONS MANAGEMENT



ABC/WORD WORK



BROWSING BOXES



FLUENCY CENTERS

Books



Reading a-z Fluency Passage **Level G**

Name _____ Snakes
Word Count: 89

I love to go to school.	6
There is so much to do at school.	14
I can read and write.	19
I like to read and write about snakes.	27
I can paint and color.	32
I like to paint and color snakes.	39
I color snakes red and green and black.	47
We sing songs at school.	52
I like to sing songs about snakes.	59
There are not many songs about snakes so I do not sing very much.	66 73
I like school a lot.	78
Next week I am going to learn how to add snakes!	86 89

Number of Errors

1	2	3	4	5	6
---	---	---	---	---	---

 Accuracy (%):

Reading Rate (Words Per Minute):

Passages



List 1 Phrases

- he had to
- she said that
- to the
- you and I
- but they said
- on a
- for his
- of that
- it was

WORKSTATION WEBSITES

- ★ <http://www.carlscorner.us> - **Alphabet activities**
- ★ <http://web.mac.com/inmanschools/iWeb/EssentialFridays/Welcome.html> - **Early Literacy Center Ideas**
- ★ <http://www.theschoolbell.com> - **Sight word activities**
- ★ <http://www.teachingheart.net/LC.htm> - **K-3 Centers**
- ★ <http://comsewogue.k12.ny.us/~rstewart/k2003/Teachers/Centers/centersindex.htm> - **K-1 Centers**
- ★ <http://www.fcrr.org/Curriculum/studentCenterActivities.htm> - **K-5 center activities for the phonemic awareness, phonics, fluency, vocabulary, and comprehension**
- ★ <http://www.suelebeau.com/nie.htm> - **Newspaper activities**

Organization

- Notebook or File Folders**
 - Anecdotal Notes**
 - Lesson Plans**
 - Developmental Continuums/
Rubrics**
 - Generic Questions**

PLANNING



**HOW DO I MEET THE NEEDS OF THE VARIED
LEVELS OF READERS AND WRITERS?**

Grouping Students



Keep in mind...

- * Developmental stage of reading
- * **Instructional Level**
- * Language-proficiency level
- * **Strategies they know how to use**

How Often Should They Meet?

Teachers create Guided Reading schedules after considering the following variables:

- **Reading Levels and Needs:** What do the group of students need?
- **Size:** How many students in the group?
- **Frequency:** How often will you meet with them?
- **Time:** How long will the lesson last?

For Example...

- **Foundation and Emergent groups are:**
 - Small (3–5 students),
 - Meeting frequently (every day for struggling readers), and
 - Meeting for short periods of time (10–15 minutes).

- **Early Fluent and Fluent groups are:**
 - Larger (4-6 students),
 - Meeting less frequently (3 times per week), and
 - Meeting for longer periods of time (20–30 minutes).

Levels Correlation Table

Stage	Grade	Fountas & Pinnell	Reading Recovery	DRA	Reading a-z	Wright Group	Lexile
Early Emergent	K	A	A, B, 1	A - 1	aa	A	200-299
	K	A	1	A - 1	A	A	
	K	B	2	2	B	B	
	K	C	3 - 4	3-4	C	C-D	
Upper Emergent	1	D	5-6	5-6	D	E	200-400
	1	E	7-8	7-8	E	F	
	1	F	9-10	9-10	F	G	
	1	G	11-12	11-12	G	H	
	1	H	13-14	13-14	H	I	
	1	I	15-16	15-16	I	J	
Early Fluency	1	J	17-18	18-20	J	K-L	300-500
	2	K	19-20	24	K	M	
	2	L	20	24	L	N	
Fluency	2	M	20	30	M	O	500-700
	2	N	20	30	N	P	
	2	O	22	34	O	Q	
	3	P	22	38	P	R	600-800
	3	Q	24	38	Q	S	
	3	R	24	40	R	T	
Proficiency	3	S	26	40	S	U	700-900
	4	T	27	44	T	V	
	4	U	28	44	U	W	800-1000
	4	V	28	44	V	X	
	5	W	27	50	W	Y	800-1000
	5	Y	28	60	X	Z	
	6	V	30		Y		
	6		32-24		Z		

DEVELOPMENTAL STAGES

Supporting Different Reading Levels

Emergent Readers (Levels A-B)	Emergent Writers
<ul style="list-style-type: none"> ▪ Become aware of print ▪ Read orally, matching word by word ▪ Use meaning and language in simple texts ▪ Hear sounds in words ▪ Recognize name and some letters ▪ Use information from pictures ▪ Connect words with names ▪ Notice and use spaces between words ▪ Read orally ▪ Match one spoken word to one printed word while reading 1 or 2 lines of text ▪ Use spaces and some visual information to check on reading ▪ Know names of some alphabet letters ▪ Know some letter-sound relationships ▪ Read left to right ▪ Recognize a few high frequency words 	<ul style="list-style-type: none"> ▪ Write name left to right ▪ Write alphabet letters with increasingly accurate letter formation. ▪ Hear and represent some consonant sounds at beginning and ends of words. ▪ Sometimes use spaces to separate words or attempted words. ▪ Label drawings. ▪ Establish a relationship between print and pictures. ▪ Remember message represented with letters or words. ▪ Write many words phonetically. ▪ Write a few easy words accurately. ▪ Communicate meaning in drawings.
Text for Emergent Readers	Writing Expectations
<ul style="list-style-type: none"> ▪ Simple Texts with 1-2 lines ▪ Predictable Text ▪ Decodable Text 	<ul style="list-style-type: none"> ▪ Drawings and labels ▪ Short and simple sentences
How we approach Guided Reading with Emergent Readers:	
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EARLY EMERGENT GUIDED READING for ELLs

Levels A-C, 1-4

STEPS	SCAFFOLDING FOR STUDENTS	CONSIDERATIONS FOR ELL STUDENTS IN ADDITION TO COLUMN 2
	The following procedure would typically take two days to complete.	The following additions would require extra time. You may spend three days with one book.
1. Select a text.	<p>The teacher selects a text that:</p> <ul style="list-style-type: none"> • provides opportunities for students to work on focus skills and strategies; • builds on students' background knowledge; • is suitable for students' language level and conceptual understandings; and • is at students' instructional level (90-94% accuracy). 	<p><i>Texts for ELLs should have:</i></p> <ul style="list-style-type: none"> • <i>strong picture support (i.e., photos or clear, realistic illustrations);</i> • <i>familiar concepts;</i> • <i>repetitive sentence structure patterns;</i> • <i>high-utility oral language structures and familiar vocabulary;</i> • <i>high-frequency words; and</i> • <i>simple, natural-sounding sentence structures.</i>
2. Introduce the text.	<p>The teacher:</p> <ul style="list-style-type: none"> • hands the text to students. • gives a brief overview of the story. • helps students activate their background knowledge as they make predictions based on the cover and title. • does a "picture walk" through the book to help students construct the meaning of the text. • uses language of the book to help children predict what the book will say. • may have students locate one or two words or practice unusual language that might otherwise be tricky for students to read. 	<p><i>Introductions for ELLs should emphasize:</i></p> <ul style="list-style-type: none"> • <i>giving students multiple opportunities to talk!</i> • <i>activating background knowledge students have about the concepts.</i> • <i>using realia and visuals to build background and vocabulary.</i> • <i>giving comprehensible input during the overview of what happens in the story (fiction) or what they will be reading about (nonfiction).</i> • <i>doing a "picture walk" that models language structures and vocabulary from the text as well as helps students construct meaning.</i> • <i>having students practice the language structures from the text.</i>
3. Read the text and discuss it.	<p>Before reading: The teacher models a focus strategy or reminds students to use strategies they've been learning. ("Today when you are reading, remember to use the words you know to help you point to the words.")</p> <p>During reading: Children read the book on their own, simultaneously but not chorally (for themselves, by themselves), with soft voices. They may read the book two</p>	<p>Before reading: In modeling a focus strategy, the teacher should use charts with icons and/or visuals to support student understanding.</p> <p>During reading: As the teacher listens to students read, it will be important to notice whether students' miscues are related to language issues or reading strategies and</p>

Types of Text to Use...

- Predictable
- **Decodable**
- **Sight-Word** (High Frequency)
- **Authentic Literature**
- Poetry
- **Short Articles**

Reading A to Z



Steps in a Guided



The Guided Reading Lesson

- **Introduce the text.**
- Read the text and discuss it.
- **Work on skills and strategies.**
- Extend the text.



**GUIDED READING IS NOT
ABOUT LEARNING TO READ A
SPECIFIC BOOK; IT IS ABOUT
learning how to read.**

Test Prep...

WE CAN ALSO
PREPARE
STUDENTS FOR
THE **STATE**
ASSESSMENT
THROUGHOUT THE
YEAR WHILE
READING
MEANINGFUL
TEXT!

Sample STEMS for Common Reading Assessments

Context Clues

- The passage states that Sarah got a job as a laundress. A laundress is a woman who...
- Read the following sentence from the passage. "Nora hesitated..." The word hesitated most likely means...
- What does the word nocturnal mean as it is used in the passage...
- What is the meaning of (word or phrase) in paragraph (number) of the story?
- What is the meaning of (word or phrase) in the sentence, "(quote)"? (Note: Use when it is difficult to give the number of a paragraph).

Word Structure

- Which word most likely comes from the root word mem, meaning "of the mind"?
- In the word prejudice the prefix pre means...

Figurative Language

- Read the following sentence from the passage. "Its jewels shone like stars." This sentence is an example of what type of figurative language?

Text Features

- Under which of the following headings would you find information about _____?
- Under which heading would you find information on _____?
- What is the purpose of the (text feature) as it is used in this passage?

Make Inferences/Draw Conclusions

- What does the author mean when he/she says...
- Based on the passage, what can you infer about...
- Based on the passage, what conclusions can you draw about?
- With which statement would the author most likely agree?
- After reading this passage, what can you conclude about animals?
- After reading this paragraph, what inferences can you make about bugs?
- What was the character thinking when?
- From the facts and opinions presented in this article we can conclude that...

Text Structure

- The author uses cause and effect text structure most likely to explain...
- Which of the following steps are needed to make...
- Read the following sentences/paragraph from the passage. "Sentence/paragraph are listed." Identify the text structure in this section of the passage.
- What problem were they trying to solve at the beginning of this story?
- The author uses sequence in this passage most likely to explain...
- According to the passage, what was the cause of ...?
- What event happened just after the...?

Compare/Contrast

- Which statement tells how ___ are alike or different?
- According to the selection, what is the main difference between...?
- What differences or similarities does the author show between ___ and ___
- According to the passage, how are the two characters alike?
- According to the passage, what is the main difference between...?

Lesson Plan Examples...

Guided Reading
Teacher:

Week:
Grade Level:

Monday	Tuesday	Wednesday	Thursday	Friday
Text:	Text:	Text:	Text:	Text:
Prereading Activity:	Prereading Activity:	Prereading Activity:	Prereading Activity:	Prereading Activity:
Background Knowledge:	Background Knowledge:	Background Knowledge:	Background Knowledge:	Background Knowledge:
Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:
Purpose:	Purpose:	Purpose:	Purpose:	Purpose:
During Reading: <input type="checkbox"/> Shared <input type="checkbox"/> Echo <input type="checkbox"/> Choral <input type="checkbox"/> Paired <input type="checkbox"/> Independent <input type="checkbox"/> Flexible	During Reading: <input type="checkbox"/> Shared <input type="checkbox"/> Echo <input type="checkbox"/> Choral <input type="checkbox"/> Paired <input type="checkbox"/> Independent <input type="checkbox"/> Flexible	During Reading: <input type="checkbox"/> Shared <input type="checkbox"/> Echo <input type="checkbox"/> Choral <input type="checkbox"/> Paired <input type="checkbox"/> Independent <input type="checkbox"/> Flexible	During Reading: <input type="checkbox"/> Shared <input type="checkbox"/> Echo <input type="checkbox"/> Choral <input type="checkbox"/> Paired <input type="checkbox"/> Independent <input type="checkbox"/> Flexible	During Reading: <input type="checkbox"/> Shared <input type="checkbox"/> Echo <input type="checkbox"/> Choral <input type="checkbox"/> Paired <input type="checkbox"/> Independent <input type="checkbox"/> Flexible
Postreading Strategy : Objective:	Postreading Strategy : Objective:	Postreading Strategy : Objective:	Postreading Strategy : Objective:	Postreading Strategy : Objective:

EXPERIENCING GUIDED READING

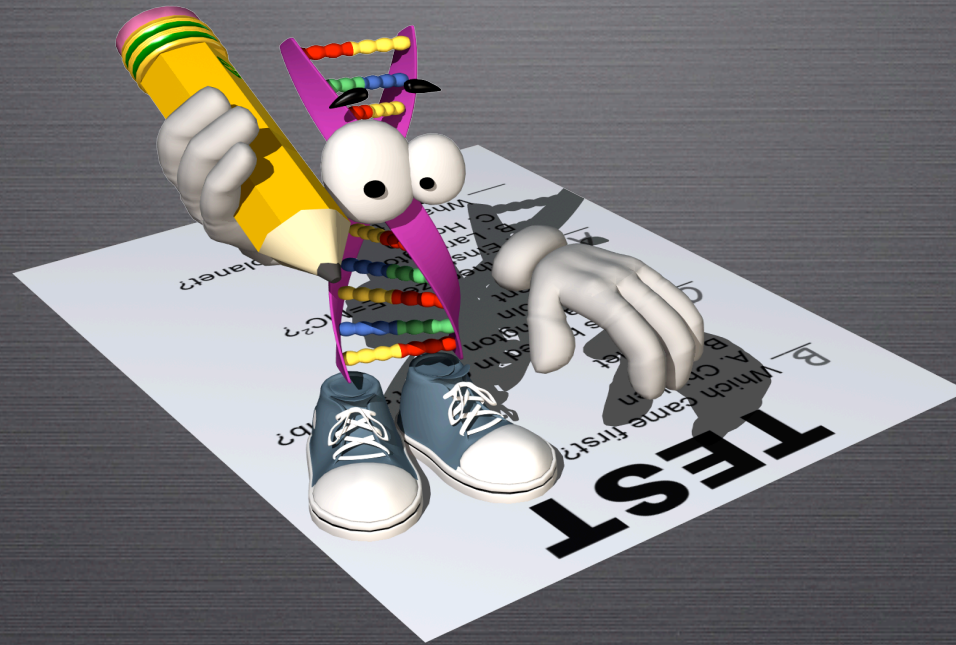
EXPERIENCING GUIDED READING

PLANNING A
GUIDED
READING
LESSON

EXPLORING
CENTERS

GUIDED
READING WITH
TAMARA

ASSESSMENT



HOW DO I KEEP FROM GOING INSANE?

Assessment Practices:

- **Screening Tools** (PAST, Letter/Sound Recognition, Concepts About Print)
- **Frequent progress monitoring** (running records)
- **Ongoing Observation** (checklists, anecdotal notes)
- **Diagnostic Tools** (running records)

OBSERVATIONS

Talking about Reading: Observing for Evidence of Thinking—Four Students

CONTEXT: INTERACTIVE READ ALOUD LITERATURE DISCUSSION GUIDED READING OTHER

Thinking within the Text

Students

Notifies and discusses interesting vocabulary.

Recalls important information from the text.

Summarizes parts of a text or the entire text.

Thinking beyond the Text

Students

Makes predictions about what will happen.

Connects the text to personal experiences.

Brings background

CHECKLISTS

Name _____ Week of _____

Book Title _____

Grading Criteria	Mon	Tues	Wed	Thurs	Fri
Completed assigned reading					
Prepared for meeting with book and assignment					
Participated actively in Literature Circle					

Ex = Excellent

S = Satisfactory

N = Needs Improvement

U = Unsatisfactory

Comments:

Weekly Literature Circle Grade →

“Guided reading is an **enabling** and **empowering** approach where the focus is on the child as a long term learner being shown **how and why and which strategies** to select and employ to ensure that meaning is gained and maintained during reading and beyond.”

~ Jan Turbill

Ultimate Goal?

To enable children to become **independent**, **fluent**, and **strategic** readers.



Paired Verbal Fluency



- Determine A and B
- A talks for 20 seconds
- B talks for 20 seconds (without repeating anything A has said)
- Repeat for 40 seconds
- Repeat for 60 seconds

3 - 2 - 1 Share



3 things you **learned or liked**

2 things you **plan to implement**

1 **question** you have or a
connection you made