

An Overview of Guided Reading

The guided reading lesson provides the opportunity for the teacher to interact with small groups of students as they read books that present a successful challenge for them. The teacher, as facilitator sets the scene, arouses interest, and engages students in discussion that will enable them to unfold the story line and feel confident and capable of reading the text themselves. As Brenda Parkes says, “conversation, not interrogation!”

Based on careful observation of students, the teacher selects books that are supportive, predictable, and closely matched to the student’s needs, abilities, and interests. The chosen text should support the objective, but be at a level of instruction for students to proceed with minimal assistance. (Approximately 90-94% accuracy) The assessments provide information for the homogeneous groupings which are necessary for guided reading. This allows the teacher to tailor instruction to suit students’ changing instructional needs.

Guided reading looks a little different in kindergarten than in other grades. It may only take place with a few children who are either reading or are showing signs that they are ready to read at the beginning of the year. As children are exposed to more text through shared reading, they may need to be placed into a group. Guided reading is reading that is done by the students. They are encouraged to make approximations and predictions. The teacher closely observes, monitors, and evaluates ways in which students process print utilizing reading strategies such as checking for meaning and self-correcting. When a student uses a particular strategy or makes an attempt to use a strategy, they receive praise.

Assessments to Determine Groups

The “Running Record” developed by Dr. Marie Clay provides the best information to determine placement in a guided reading group. It also provides the information needed to offer support and instruction to each child in the group. As mentioned previously, the goal for word accuracy is 90-94%. For more information on how to give a running record, please see Dr. Clay’s book, *Running Records for the Classroom Teacher*. This assessment only works with children who are reading.

Another assessment that is good to use with kindergartners and 1st graders is the *Observation Survey*, also developed by Dr. Marie Clay. This assessment tests the students in five areas: Letter Identification, Sight Word List, Writing Vocabulary, Concepts About Print, and Hearing and Recording Sounds in Words. By gathering this information on each of your students, you can make an informed decision about how to place them into groups for guided reading even if they are not technically reading.

You will use these assessments to change your groups on a fairly regular basis. When you notice that a certain student “stands out” in a particular group, it might be time to assess that child and then move them to a group that better meets his/her needs. You will continually be taking informal running records on students in your groups. This helps you monitor their progress and see if they are able to apply strategies you have taught.

To measure growth of the child over the school year, plan to take at least three formal running records and record their level. Included in this section of handouts is a record sheet for you to track your students’ progress throughout the school year.

Frequency for Meeting with Groups

In a classroom, it would be ideal to have three to four guided reading groups. After taking a running record, write each student's name and instructional level on a "sticky note". Use these notes to move around when determining groups and try not to have more than six children per group.



If you have one or two children in your class that do not fit into a group, consider working with another teacher who may have room for that child in one of their groups.

- Meet with your below level readers every day.

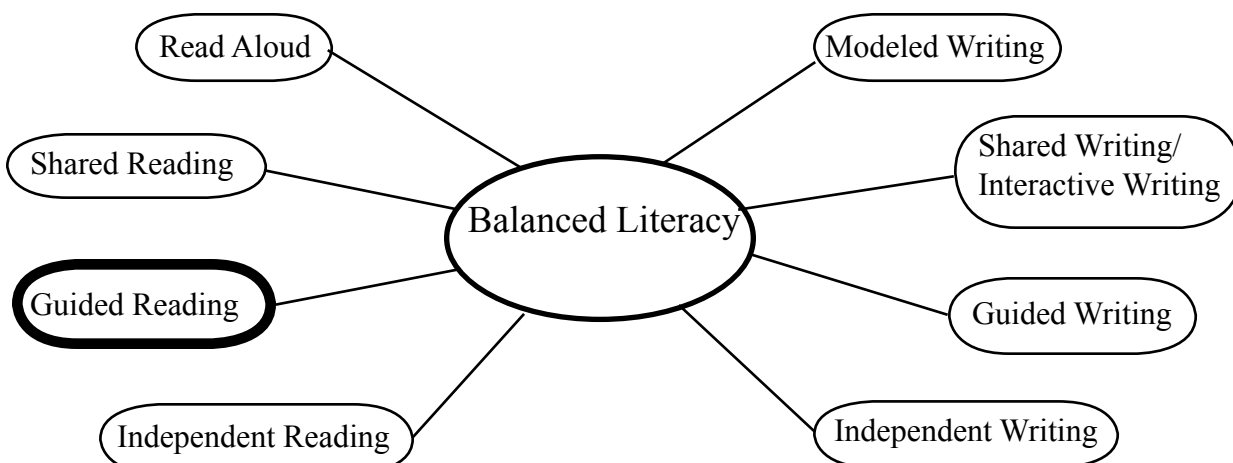
- Meet with your highest reading group about twice a week.

- Meet with your other groups somewhere in between.

Try not to always meet with the struggling or below level readers at the same time each day. Possibly pull the group first on Monday, last on Tuesday, and 2nd on Wednesday or something similar. This will help to prevent stigmas attached to the group. It also helps those children get started on an activity and have some support around them to do so. If you pull them first, they miss out on how everyone began that activity and then when they come back after reading group they find it difficult to get started.

As often as you can throughout the day, pull small groups of students together to work on different things. Maybe you have a group that needs to catch up on some work, or you might have a small group in math that needs additional time and support to learn a particular skill. Once again, the more you work with small groups of students throughout the day, the more the children benefit, and the more of a chance, there will not be a stigma attached to a group.

Guided Reading as One Part of a Bigger Picture



This book is written to help you with guided reading...for readings on any of the other components of balanced literacy, consult these other books.

Shared Reading

Read it Again, Brenda Parkes

Joyful Learning in Kindergarten, Bobbi Fisher

Read Aloud

The Read Aloud Handbook, Jim Trelease

Interactive ReadAloud

Reading Magic, Mem Fox

Independent Reading

Guided Reading, Irene Fountas, Gay Su Pinnell

Guiding Readers and Writers 3-6, Fountas, Pinnell

Shared Writing

Teaching the Youngest Writers, Marcia Freeman

Building a Writing Community, Marica Freeman

Guided Writing

Craft Lessons, Ralph Fletcher

Non-Fiction Craft Lessons, Ralph Fletcher

Interactive Writing

Interactive Writing, Andrea McCarrier, Irene Fountas,
and Gay Su Pinnell

Interactive Writing, Scholastic

Modeled Writing

Never too Young to Write, Bea Johnson

Independent Writing

Growing up Writing, Connie Dierking and Sherra
Jones

Reading Strategies

When children come to a word that they do not know when reading, they need several strategies to help them solve the word. Atypical response is usually, “I sound it out”. Research shows that this strategy does not even help children solve words 50% of the time. Children need to know other strategies that are more reliable or at least need several because they need to know what to do if the one strategy they have tried does not work. Listed below are strategies to teach your groups of children. The next few pages are visual reminders for different strategies to try when word solving. You can copy and post them by your guided reading table.

Picture Support-encourage children to use the pictures to help them solve a word.

Chunk-Look for a part of the word you know.

Go-ing “Do you see a small word that you know?”

Patterns in Words-Think of a word you know that looks like the word you are trying to solve.

“You know the word **ounce** and that helps you figure out the word **announce**”

Guess and Check-Look at the first letter of the word, guess a word and then read on to see if it makes sense.

Look at the first letter and make a guess...were you right?

Skip it, Read On, Then Go Back-when a child is stuck, encourage him/her to skip that word and read on. Sometimes this helps to figure out what makes sense there and then they can go back to fix the sentence.

Read _____ Read

Get Your Mouth Ready-Remind children to get their mouth ready to say the next word. Sometimes, this is all a child needs to read the correct word, because it just falls from their mouth.

Look the Whole Way Through the Word-Encourage students to look beyond the first letter of the word.

Primary Reading Strategy Bookmark

When Reading, always ask yourself...

Does it look right?

Does it sound right?

Does it make sense?

If you get stuck on a word try this...

Look at the picture.



Look for a part of the word you know.



Look for a familiar pattern.



Guess and then check.



Skip, it, read on, go back and fix.



Get your mouth ready to say the word.



Look the whole way through the word.



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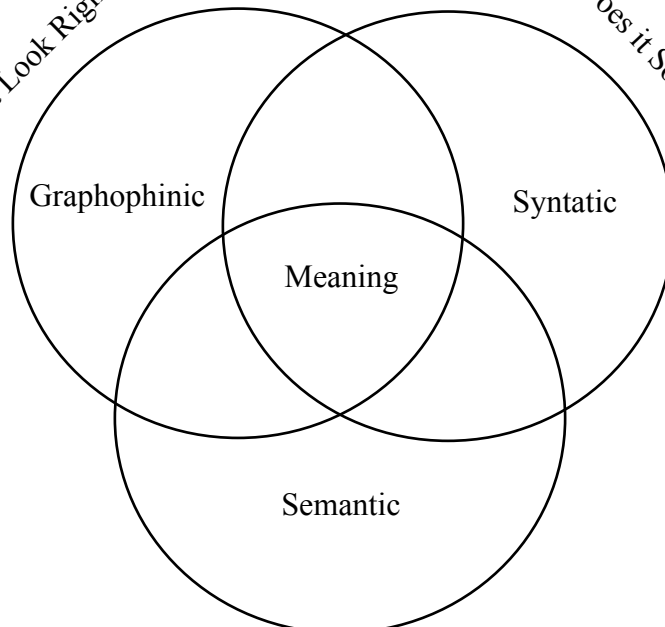
Look the whole way through the word.



Children are reading when the three information systems are used together.



Does it Look Right?



Does it Sound Right?

Does it Make Sense?



Instead of Saying, “Sound it Out”...Try this...

Questions for Meaning Cues...

- Did that make sense?
- You said _____. What does that mean?
- Have you heard a word like that before?
- What would make sense here?
- What is happening in the story? Does that word fit here?



Questions for Syntax Cues...

- Did that sound right?
- Can you say it that way?
- Would it be correct to say _____?
- Can you think of a better word that fits?
- What word would sound right?



Questions for Visual Cues...

- Did that look right?
- Do you know a word that looks like that?
- What do you notice about that word?
- Do you notice something familiar about that word?
- Do you see a part of the word you know?



Questions for Self-Corrections...

- Were you right?
- Why did you stop?
- What else did you notice?
- What else could you try?
- What else do you know that could help you?



A Common Format for a Guided Reading Lesson

<u>Format</u>	<u>Description</u>	<u>Activities</u>
<u>Practice</u>	as children arrive after calling a group, use this time to review high frequency words or new vocabulary	<ul style="list-style-type: none"> -Quick Words -Sentence Write -Review Vocabulary -Chunk of the Week Words
<u>Warm Up</u>	reread /revisit an old text or chapter) you could take a running record on one child during this time	<ul style="list-style-type: none"> -Whisper Read -Mumble Read -Cloze Read -Retelling -Follow the Leader -Echo Read
<u>Introduce a New Book/Chapter</u>	<ul style="list-style-type: none"> -discuss specialized vocabulary -go over features of a specific book (index, table of contents, etc) 	<ul style="list-style-type: none"> -Book Walk -Prop Talk -Predictions -Table of Contents Walk -Implanting Language -Heading Hunt
<u>Read the Book/Chapter</u>	each child does their own reading...do not go around the table and have others wait while one child reads a certain section of the book	<ul style="list-style-type: none"> -Whisper Read -Partner Read -Silent Reading -Reading Backwards -Choral Reading
<u>Comprehension Check</u>	make sure to ask high order thinking questions about the book as well as recall questions.	<ul style="list-style-type: none"> -Comprehension Cube -Question Cards -Story Boxes -Comprehension Question Cards

Reading Group: _____

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Practice</u>					
<u>Warm Up</u>					
<u>New Book/ Chapter Introduction</u>					
<u>Read the Book/ Chapter</u>					
<u>Comprehen- sion</u>					
<u>Observations</u>					

Group Names:

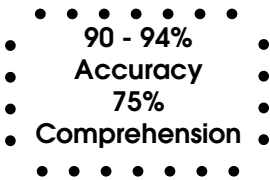
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Reading Continuum Chart

Student Name: _____

Teacher Name: _____

Grade: _____



	1st Qtr.	2nd Qtr.	3rd Qtr.	4th Qtr.
Z				
Y				
X				
W				
V				
U				
T				
S				
R				
Q				
P				
O				
N				
M				
L				
K				
J				
I				
H				
G				
F				
E				
D				
C				
B				
A				

1st Quarter Comments:

2nd Quarter Comments:

3rd Quarter Comments:

4th Quarter Comments:

List of Related Citations

presented by Staff Development for Educators (SDE)

Suzi Boyett

Cole, Ardis Davis. 2003. *Knee to Knee, Eye to Eye: Circling in on Comprehension*. Portsmouth, NH: Heinemann.

Fountas, Irene, and Gay Su Pinnell. 1996. *Guided Reading: Good First Teaching for All Children*. Portsmouth, NH: Heinemann.

Harvey, Stephanie, and Anne Goudvis. 2000. *Strategies That Work: Teaching Comprehension Strategies to Enhance Understanding*. York, ME. Stenhouse.

Miller, Debbie. 2002. *Reading with Meaning: Teaching Comprehension in the Primary Grades*. Portsmouth, NH: Heinemann.

Routman, Regie. 1999. *Conversations: Strategies for Teaching, Learning, and Evaluating*. Portsmouth, NH: Heinemann.

Routman, Regie. 2002. *Reading Essentials: The Specifics you Need to Teach Reading Well*. Portsmouth, NH: Heinemann.

Taberski, Sharon. 2000. *On Solid Ground Strategies for Teaching Reading K-3*. Portsmouth, NH: Heinemann.

Internet References

www.readinga-z.com
(online resource for leveled books)

<http://pt.liverpool.k12.ny.us/reading/rcalculator/assessmentcalc.htm>
(running record calculation and reporting form)