

# Ohio Literacy Conference for K-3rd Grade Teachers

December 8, 2011 - December 9, 2011

## **B-2** Guided Reading: Beyond the Basics (Gr. K-3)

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# What is Guided Reading?

Guided reading provides the opportunity to match reading instruction to the individual.

The tailored small group instruction allows the teacher to model and prompt the student to think about the reading process supported by independent reading strategies.

The instruction is guided by the student's needs through careful assessment and observations.

Guided reading is one of the most effective instructional practices for accelerating the progress of struggling readers.

***Text selection for guided reading should be at an instructional level*** (children can read it with an accuracy rate of 90 – 94%).

## Why is Guided Reading so Important??

1.

2.

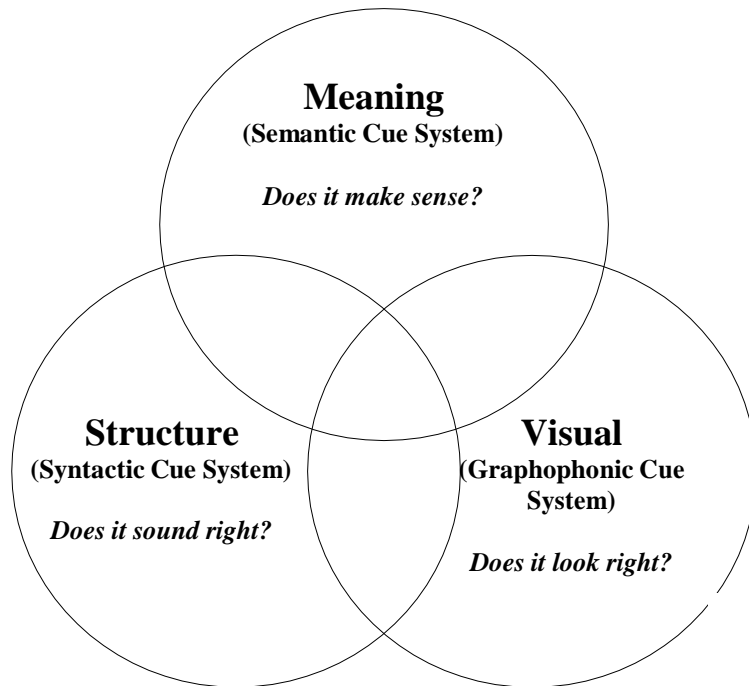
3.

4.

5.

# The Cueing Systems

Story Sense  
Prior Knowledge  
Text  
Illustrations








Natural Language  
Knowledge of  
English  
Grammatical  
Patterns and  
Language  
Structures

Sounds and Symbols  
Analogies  
Print Conventions  
Directionality  
Words / Spaces  
Letters  
Beginning and  
Endings  
Punctuation





*The goal for all readers is for them to use all the cueing systems simultaneously to help them read and comprehend the text.*

# Cue Systems and Strategy Prompts








## Meaning (Semantics)

-  Did that make sense?
-  Look at the illustrations or graphs.
-  What happened in the story when...?
-  What do you think it might be?
-  Can you re-read this?





## Structure (Syntactics)

-  Did that sound right?
-  Can you say it another way?
-  What is another word that might fit here?
-  Can you re-read this?






## Visual (Graphophonic)

-  Does it look right?
-  What sound / letter does it start with?
-  What would you expect to see at the beginning, middle, and end?
-  Where do you start reading?
-  Point to the words.
-  Did that match?
-  Can you find \_\_\_\_\_?





## Self-Corrections

-  Can you find the tricky part?
-  Are you right?
-  Take a closer look at \_\_\_\_\_?
-  How did you know that the word was \_\_\_\_\_?





## Self-Monitoring

-  Try that again.
-  What did you notice?
-  Were you right?
-  How did you know?
-  Why did you stop?

## Fluency

-  Can you read this quickly?
-  Put your words together so it sounds like talking.
-  Use the punctuation to help you know how to group words together.
-  Slow down







## Cross-Checking

-  How did you know that was \_\_\_\_\_?
-  Is there another way to tell?
-  It could be \_\_\_\_\_, but look at \_\_\_\_\_.
-  It looks right, but does it make sense?

# Informal Assessment

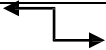

## (Running Records, Anecdotal Records)

**“The primary purpose of assessment is to collect data to inform our teaching. If assessment does not result in improved teaching, then its value diminishes greatly. Assessment allows us to see the results of our teaching, to guide us in our teaching, and to make valid judgments about student’s literacy.”** *Guided Reading*

-  Essential, daily, on-going activity
-  System should be practical and usable
-  Provides evidence of what the student knows and can do
-  Most important – find a system that is convenient and informative for you. Keep revising your system over time.
-  Great information to share with parents, child study teams, etc.
-  Make it a goal to become a good observer of each child’s processing behavior.

### Cheat Sheet for taking quick Anecdotal Records

Child attempt  
Text

Convention	Meaning of Convention
TP	Teaching point
	Re-reading
MS	Make sense?
LR	Look right?
Focus	Focus on / look for
SC	Self corrected
M	Meaning
S	Structure
V	Visual
?	Something to think about
FAP	Find a part you know
	Praise child for that behavior

# Running Record

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Text Level:

___ Running Words	1:___ = Error Rate	Accuracy = ___%	1:___ = Self Correct Rate
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**Reading Level:**

___ Independent (95 - 100%)	___ Instructional (90 - 94%)	___ Frustrational (50 - 89%)
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**Formulas:**

$\frac{RW}{E} = \text{Error Rate}$	$\frac{E+SC}{SC} = \text{Self-Correct Rate}$
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Error Rate / Accuracy Percent Conversion Table			
1:200	99.5	1:10	90
1:100	99	1:9	89
1:50	98	1:8	87.5
1:35	97	1:7	85.5
1:25	96	1:6	83
1:20	95	1:5	80
1:17	94	1:4	75
1:14	93	1:3	66
1:12.5	92	1:2	50
1:11.75	91		

<p><b>Competencies (circle predominate behaviors)</b>          1 to 1 Match      Directionality      Fluent Reading</p>
<p><b>At an unknown word:</b>          No attempt      Seeks help      Rereads      Reads on</p>
<p><b>Attempts using:</b>                           Visual      Meaning      Syntax</p>
<p><b>After an error:</b>          Ignores      Seeks help      Rereads      Attempts s/c</p>
<p><b>Self corrects using:</b>                           Visual      Meaning      Syntax</p>

Page	Title:	Totals		Cues Used	
		E	SC	E VMS	SC VMS

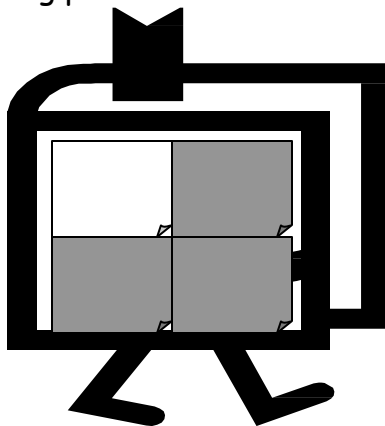
## Good Readers Activate Prior Knowledge

Tony Stead's RAN (Reading and Analyzing Nonfiction) Chart

<u><b>K</b></u>	<u><b>C</b></u>	<u><b>L</b></u>	<u><b>W</b></u>
What I know	What I clarified	What I learned	What I still want to learn

## Cover Up

Using two different colors of Post-Its, cover up the cover of the text. Cover the title in one color and the rest in the second color. Students uncover one square at a time while making predictions about the text.



## Good Readers Make Connections

Good Readers constantly make connections between what they are reading and their lives, the world, and other texts. Making connections deepens understanding and brings meaning to the text.

### Text-to-Self

This story reminds me of...

I felt the way the character did in this story when.....

### Text-to-Text

The main character in this story reminds me of the main character in \_\_\_\_\_.

The problem in this story reminds me of the problem in \_\_\_\_\_ because...

The solution in this story reminds me of the solution in \_\_\_\_\_ because...

The lesson in this story reminds me of the lesson in \_\_\_\_\_ because...

The illustrations in this story remind me of the illustrations in \_\_\_\_\_ because...

The way this story is written reminds me of \_\_\_\_\_ because...

### Text-to-World

This story makes me think of...



# Good Readers Ask Questions

Good Readers constantly ask questions before, during, and after reading. Questioning provides a purpose for reading and keeps the reader engaged in the text. It encourages the reader to search for answers to their questions. Questions can be answered in many different ways: in the text, from prior knowledge, inferences, and further research.

## Before Reading

I wonder.....?  
What do I think is going to happen?  
What am I going to learn?  
Why did the author choose this title?  
Why did the author write this?  
When did the story take place?  
Who is the story about?  
Who is telling the story?

## During Reading

What do I think will happen next?  
How does the character feel?  
Why did \_\_\_\_\_ happen?  
I wonder why \_\_\_\_\_?  
What would I do?  
How is the problem going to be solved?  
Do you think \_\_\_\_\_ should have \_\_\_\_\_?  
Am I paying attention to the message?  
Would I be friends with \_\_\_\_\_?  
What might happen if \_\_\_\_\_?  
What do I still need to find out?  
Why is this information important?  
Do I understand what the author is saying?

## After Reading

How did I feel when.....?  
What was my opinion of.....?  
When the author said \_\_, I wondered....?  
Why do you think the author.....?  
What was the main idea.....?  
Do I know someone like...?  
What would have happened if.....?  
Do I agree with what the author said?  
Would I be friends with \_\_\_\_\_?  
What might happen if \_\_\_\_\_?  
What do I still need to find out?  
Why is this information important?  
Do I understand what the author is saying?

# QAR Question Stems

## Right There Questions

Who \_\_\_\_\_? What \_\_\_\_\_?

Where \_\_\_\_\_?

When \_\_\_\_\_?

## Think and Search

Why \_\_\_\_\_?

What cause \_\_\_\_\_?

Tell me in your own words \_\_\_\_\_? What happened first, second or third? What are the characteristics of \_\_\_\_\_?

Characters/Setting/Problem/Events/Solution?

## Author and You

What can you infer about \_\_\_\_\_'s feelings in this section of the text?

What do you predict will happen next? Why do you think so?

The setting is never stated but where do you think the story is taking place?

Why \_\_\_\_\_?

What if \_\_\_\_\_?

What does the author mean when \_\_\_\_\_?

Tell me the most important reason \_\_\_\_\_?

What are the themes of this text?

Tell me the biggest problem \_\_\_\_\_?

## On My Own

Do you think \_\_\_\_\_? How would you \_\_\_\_\_?

Which is better \_\_\_\_\_?

Would you agree that \_\_\_\_\_?

Were you ever \_\_\_\_\_?

In your opinion \_\_\_\_\_?

Would it be better if \_\_\_\_\_?

# Comprehension Strategies

Adapted from Mosaic of Thought by Ellin Oliver Keene and Susan Zimmerman

## Connections/ Schema:

- Tone
- Theme
- Character Traits
- Structure
- Author's Schema
- Vocabulary Skills
- Compare & Contrast
- Reading for a Purpose
- Story Elements
- Genre

## Inference:

- Cause/Effect
- Drawing Conclusions
- Rereading
- Compare/Contrast
- Fact/Opinion
- Evaluating Information
- Theme
- Point of View
- Foreshadowing
- Connections
- Vocabulary Skills

## Synthesis:

- Retelling
- Rereading
- Research Skills
- Schema
- Summarizing
- Theme
- Determining Importance
- Literal to Inferential

## Sensory Imagery:

- Vocabulary Skills
- Drawing Conclusions
- Creating Imagery
- Senses
- Character Traits
- Literary Devices
- Story Details

## Questioning:

- Research Skills
- Fact/Opinion
- Note-taking
- Question-Answer- Relationships
- Rereading
- Predicting
- Cause/Effect
- Study Skills
- Author's Purpose

## Determining Importance:

- Skimming/Scanning
- Power Notes
- Summarizing Study
- Skills Research
- Skills Drawing
- Conclusions Story
- Mapping
- Note-taking
- Evaluating Information

## Songs

used with permission from "Songs about Teaching and Stuff"

### Visualizing (London Bridges)

#### VERSE ONE

Make a picture in your head  
In your head  
In your head  
Make a picture in your head  
Use your senses

#### VERSE TWO

Like a movie when you read  
When you read  
When you read  
Like a movie when you read  
A mental image

### Schema (Are You Sleeping?)

Schema, Schema,  
Schema, Schema,  
What I know  
Watch it grow  
I can make connections  
Meaningful connections  
**TEXT TO SELF**  
**TEXT TO TEXT**  
**TEXT TO WORLD**

### Questioning (London Bridge)

Asking questions when I read,  
When I read,  
When I read.  
Asking questions when I read,  
Before, during, and after.

## Games

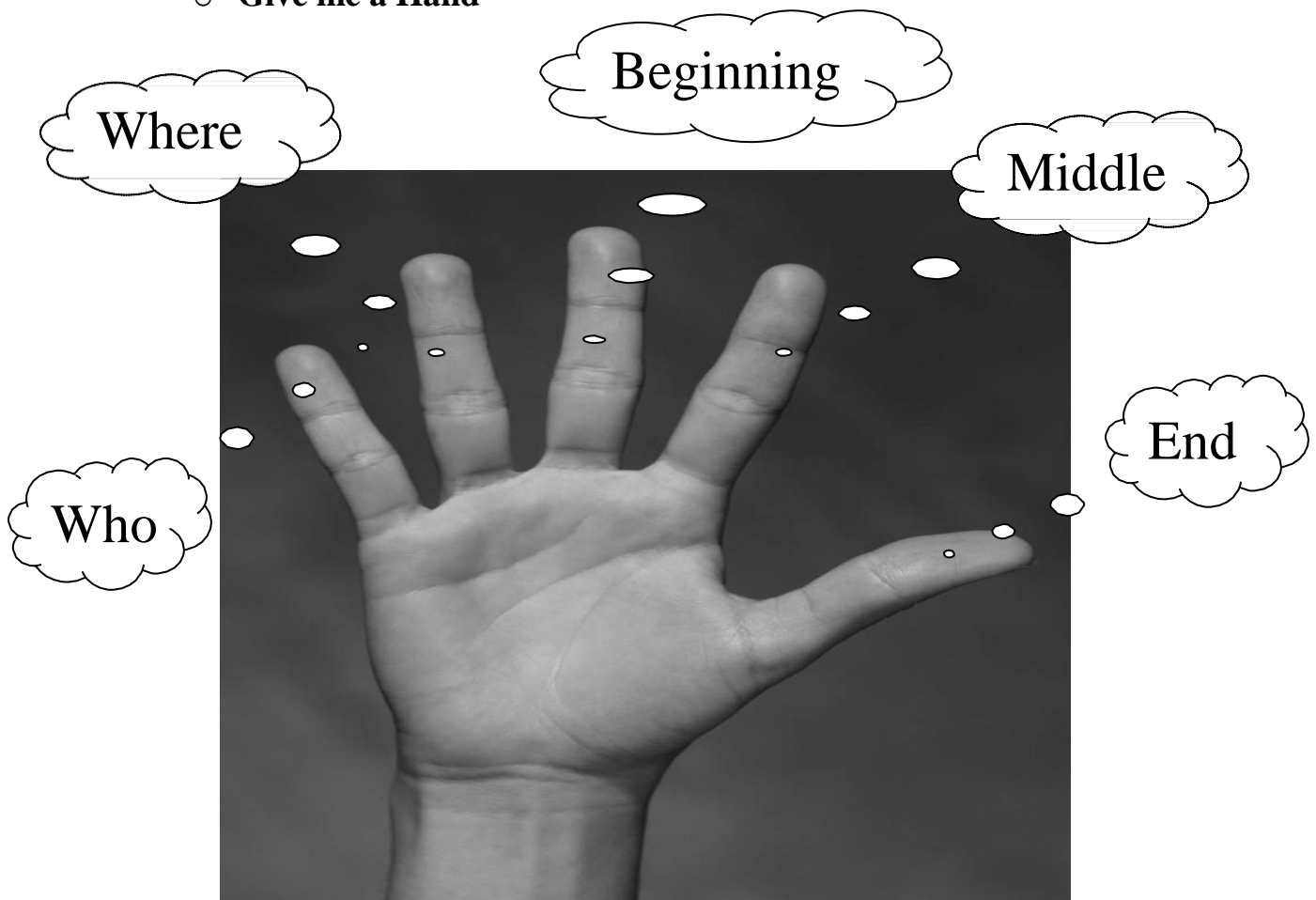
**Pictures** – Teachers show pictures and ask all four levels of questions from the QAR Strategy

**What's Wrong, You Don't Belong!** – Teachers display pictures, words, or parts from the story and the students must identify the one item that is different from the others

**Pyramid or Jeopardy**

**Retells**

- **Partner Talk**
- **Give me a Hand**



## LIST OF RELATED CITATIONS

"Guided Reading: Beyond the Basics" Presented by  
Staff Development for Educators (SDE) Melissa  
Dickson

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Pinnell and Scharer, Patricia. (2003). *Teaching for Comprehension in Reading, Grades K-2*. New York: Scholastic Professional Books.

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