**Guided Reading for Beginners Through 2nd Grade Readers**

**HIGHLY RECOMMENDED READING**


**David Koppenhaver Recommends:**

- 2 texts a week maximum (for reading comprehension purposes)
- PREFERABLY, 1 book, reading / listening for multiple purposes

**BEFORE READING**

**Set A Purpose for Reading**

*Note:* YOU need to know the purpose before you plan / execute the other before activities. Often, you will be building / activating background knowledge relative to today’s purpose.

- See sample purposes on *page 4* of this handout.
- Use the ‘Always Activities’ from the Literacy Starter Teacher Guide (with every STFLS kit)
  - Selecting a Book Title
  - Predicting
  - Listing or Describing characters, settings, & other story elements
  - Sequencing
  - Summarizing
  - Text-to-Self / Activating Background

**Build / Activate Prior Knowledge**

*See Page 4*

**Connect to Personal Experiences**

Talk about links that you know (“Jerrod, you were in the hospital last month. Who else?”)

Send a note home to elicit a variety of links

- photos
- remnants
- notes
- messages on devices
Develop Vocabulary Essential for Comprehension

- Select **key vocabulary words** to support - if you need to teach a gazillion words . . . perhaps the book is not appropriate for the audience
- Use existing vocabulary and concepts to teach new vocabulary – not definition memorization!
- Think about how you can make connections from known to unknown words
- Focus on frequently-used words, not once-a-year words!
- Use word-chaining activities to relate to new vocabulary . . . think broadly!
  - describing words
  - places
  - things that relate
- Consider how to deal with new vocabulary for AAC users
  - Old MacDonald approach (here a word, there a word . . . )?
  - light tech dictionaries?
  - password – using known words to describe infrequent words such as ‘lava’

Take A 'Picture Walk' and Device Walk if Needed
- Look at photos / pictures to help students learn the context
- Use devices to model labeling words that you might be using in activities (e.g., actions, items)

Make Predictions
- Be sure that students know the word ‘predict’ – help them understand that it’s about making a ‘smart guess’
- Selecting books for predictions: be careful that the cover / pictures don’t give the farm away!
- Title clues: Ex: Looking Great – “hmmmm . . . wonder WHY they want to look great? Is it somewhere they’re going??”
- Picture clues: Look at the ‘background’ to get extra cues. Help students to move beyond the obvious. Using projectors & laser pointers is VERY helpful for this activity.

Directed Reading/Thinking Activity (DRTA) Stauffer (1969); Reutzel & Cooter (1992)
- for some students, this will be DLTA (Directed **Listening** Thinking Activity)
The directed reading/thinking activity (DRTA) encourages readers to engage actively in a three-step comprehension cycle.
1. Sample the text.
2. Make predictions.
3. Sample the text to confirm or correct previous predictions.
- REMEMBER – you need to pick the stopping points in advance, to be most effective
**Start A Graphic Organizer**

- Use both light and high tech organizers
- Use multiple types, so students understand that it’s about the process, NOT one particular product or software program

**KW(H)L: Know, Want to Know, Learned** (Ogle, 1986)

Great for expository text

**Know:** List things that students already know – categorize them if possible

**Want to Know:** Have students list what they want to know – may divide & conquer, or vote on items to research

**How We Will Learn:** brainstorm a variety of ways to find out (a la Cash Cab)
  - ask a friend / parent / teacher
  - go online
  - read the text
  - find another book

**Learn:** After research, summarize what you’ve learned / still need to learn

**Concept Maps:** Just as we created maps for vocabulary, we might create topic maps to gather information on a topic

**Software to Support Graphic Organizing**

- Kidspiration [www.inspiration.com](http://www.inspiration.com)
- Inspiration [www.inspiration.com](http://www.inspiration.com)
- Microsoft Word tables
- DraftBuilder [www.donjohnston.com](http://www.donjohnston.com)

**Remember Light Tech Charts & PostIts!**

- Start a chart with information the students know (ex: lists of bugs)
- Read / listen to the story to find those parts
- Go back to the chart to see which parts are in the story (yes / no)
- ACCEPT ALL ANSWERS
- Then go back and evaluate responses, having students go back to the book to figure out if they are correct
- REMEMBER: These are all teaching strategies, not testing!

**Set A Purpose for Reading**

*Note:* The student should hear this in the form of:

“Read so that you can ______________” or “Listen so that you can ______________”

- list all of the settings in this story, so we can make a map
- make a list of the characters in this story
- summarize this story in 10 words
- find out if Danny in our story likes the same toppings on his pizza that you do
- write words that describe the character
- put all of the events in the story in order, from the beginning to the end

**REMEMBER:** If we do NOT set a clear purpose, the implied purpose is: Read this to remember everything / Read this to guess what I’m going to ask you (Koppenhaver)

We do NOT want to practice GOTCHA teaching!

Musselwhite & Sennott, CTG 08  [www.aacintervention.com](http://www.aacintervention.com)
Characteristics of Good Purposes (Koppenhaver, 2006)
Requires processing of entire text, at least initially.
• Yes: ...tell in 10 words or less what this story is about.
• No: ...tell where the hero lived.
Requires search for main ideas.
• Yes: ...tell how you think the story will end.
• No: ...tell which words on p. 7 have a short /i/ sound.
Helps the reader focus attention.
• Yes: ...tell which of these adjectives describe the boy and which describe the girl in the story.
• No: ...answer the questions at the end of the chapter

DURING READING

Remind Students of the Purpose 1 - 2 Times
• “Remember! We’re listing to find out which of the bugs we listed are in our story.
• Do NOT point out features (“Oh, mosquito. There’s a bug.) but be general.

Reading Variations

Choral Reading
• Great for building fluency
• Best with short texts, poetry, and books with lots of dialogue / conversation
• Students who are reading at a lower level than peers can read a split second behind peers
• IMPORTANT: student must follow along in the text as they anticipate
• Good activity for books with harder & easier pages
• Mix it up:
  - girls table
  - boys table
  - read like Sidney (read it in your head)
• For students who use AAC – do NOT have them do this sentence by sentence (not reading) or word by word (not fluent). Instead, have them ‘read it in your head’

Echo Reading
• Great for building fluency and intonation; pick short voices w/ good ‘voice’
• Teacher or other trained adult reads line, and students read back (copying a good model)
• Erickson & Koppenhaver (2007) suggest practice activities
  - teacher records a short passage one sentence at a time, with a pause between each sentence
  - students echo
  - consider using PowerPoint for this purpose

Musselwhite & Sennott, CTG 08  www.aacintervention.com
**Shared Reading**
- Repeated reading of favorite books (remember – typically developing children from literate homes have heard their favorite stories 200 – 400 times . . . each!!)
- Student gradually takes over ‘ownership’ assuming a greater role (parallels ‘lap reading’)
- Best texts are predictable; big books / projected books / computer books work well for groups
- Idea: use this shared reading text as an opportunity for echo reading w/ multiple partners
- *Note:* Oral language is the goal of this activity, so programming an entire repeated line is fine

**Partner Reading**
- The ‘new’ round robin – with pairs, choosing a book that matches the lowest reader
- Take-Turn Day: each student takes a turn reading a SHORT easy-enough text
  - AAC user might have a single word that they insert
  - Or, might have several words on an 8-location device
- Ask-Question Day: struggling student studies text, then they read together orally; then they work together to ask questions (Why did the . . . ; Where is . . . ; Who is the . . . )
- *Note:* Partner must be a true partner, not a mini-teacher!

**Coaching: Small, Flexible Groups**
- Push-in approach, where specialists work in the classroom with small, flexible groups that include students who are struggling the most
- Groups change frequently – good readers are included, with struggling readers often included
- Coaching groups often do text-based activities (look for the same word several times, look for words that rhyme, etc.)

**Three-Ring Circus**
Simultaneously, children read for the same purpose in three formats (so that some groups can be coached as needed)
- a) With teacher (children requiring greatest guidance for success, plus a couple of models)
  - b) With partners (children who need or are good at providing support)
  - c) Individually (children who can read text and complete task independent of assistance of any kind)

**Book Club Groups**
- Select 3-4 books, related by author, topic, theme, genre, etc.
- Put a set on the table, enough for each student (ex: different books, differing levels of difficulty); Note – might put several easy books on table, to increase chances
- Children review & mark preferences, 1 – 3
- Book clubs can meet daily or weekly, as desired
• Use some type of structure, such as:
  - KWL w/ nonfiction
  - Daily reporting to class of what has been learned
  - Other inquiry or collaborative, creative responses also work well

• With beginning readers, you can probably do this only for a day; for more conventional readers, you can probably sustain it for a week

**Everyone Read To (ERT)**
• Way to guide whole class or group through reading of a selection especially useful when support is needed

• Tell students what segment to read and provide a clear purpose
  - read to the bottom of p. 33 to see what new things we learn
  - read to p. 40 to figure out what the boy’s problem is at school

**Sticky Note Reading**
• Alone, partners, whole class, using self-adhesive notes
• Mark what’s interesting, important, confusing
• Works well in combination w/ prediction activities (KWL, DR-TA)
• Allows writing words reader can’t pronounce or for which s/he doesn’t know meaning
• Increases student discussion

**Guided Reading No-No’s**  (Koppenhaver, 2006)

• Ability-grouping
• Round robin or popcorn reading
• Failing to do before/during/after
• supports for learning whenever you read text (e.g., not just before chapter one in a chapter book)
• **over symbolizing** – ‘More than two decades of research that this practice diverts the reader’s attention from the text.’ (K & E, 2007, p. 71)

_REMEMBER!!_ “Actual reading should occupy the majority of a Guided Reading lesson.” (E & K, 2007). We must support students in reading more, not just listening!! Ex: student looks for a specific word that they know in a text – forces them to look at the entire text!
AFTER READING

Discuss the Text / Literature
• Stay focused!! Remember the formula: Before + After < / = During!!
• Discussion should be related to the purpose
• Students can use connected ideas for extension writing, small-group talks, etc.

Connect New Knowledge to Known Information
• All about generalizing & storing new info to be background knowledge for future reading!
• Go back to graphic organizers to connect old & new information
• Be explicit re: connections
  - text to text connections
  - text to self
  - text to world
• Idea: yearlong web of book connections . . . created by the students!

Follow Up on Predictions
• Predictions are great for reluctant readers (afraid to be wrong)
• No value judgment on initial predictions
• Refer to the text to support or refute predictions, changing predictions as appropriate

Acting Out the Story
• Goal: supporting story comprehension (remember, process over product!)
• Consider reader’s theatre
• Choose texts carefully (lots of action / dialogue)

Complete K-W-L Chart
• Provides lots of links to knowledge for students with disabilities, cognitive delay
• Many opportunities to share as part of a group, AND to learn from peers
• Consider turning the KWL chart into a book for students with disabilities

Graphic Organizers
• So important to support memory, understanding . . . AND communication!
• Work well in large-group or small-group situations
• Can link device to computer to send text directly to graphic organizer
• Portable keyboards (AlphaSmart, Neo, Writer) work well to collect ideas, which can then be beamed or wired to the computer, and inserted into graphic organizers
• Diagram to outline & back is very useful for helping support learning styles
Writing Connected to Reading
• Writing helps us see how students are learning & understanding; especially helpful for students who use AAC (window into their mind)
• Write a new ending (read to page __, then write your own ending)
• Reading response – feelings, characters, etc.
• Change one element (setting, character, audience, actions) and write about it
• Use story vocabulary to write poetry (see Poetry Power by Musselwhite & Wagner and Wishes, lies, and Dreams by Kenneth Koch).
• Write to characters (invitation, condolence, thank you, sharing secrets)

Discuss What They’ve Learned and How They Are Becoming Better Readers
• Be meta-cognitive about the learning process
• This supports cognitive clarity, helping both students AND STAFF be reflective about learning
• Discuss which strategies help in various situations.

Selected References


Selected Websites
AAC Intervention www.aacintervention.com
Center for Literacy & Disability Studies http://www.med.unc.edu/ahs/clds/
Route 66 Demo http://www.route66literacy.org/demo/index.shtml
Sam Sennott’s blog http://alltogether.wordpress.com/
Tar Heel Reader http://tarheelreader.org/

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