

Guided Reading for Beginners Through 2nd Grade Readers

HIGHLY RECOMMENDED READING

Cunningham, P. & Allington, R. (2003). *Classrooms that work: They can all read and write (3rd Edition)*. Boston: Allyn & Bacon.

Erickson, K. & Koppenhaver, D. (2007). *Children with disabilities: Reading and writing the four-blocks way*. Greensboro, NC: Carson-Dellosa Publishing Company, Inc.

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 DLT (Directed **L**istening 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 Inspiration www.inspiration.com

Microsoft Word tables DraftBuilder 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
- make up a new title for this story
- 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!

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

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

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Koch, K. (2000). *Wishes, lies, and dreams: Teaching children to write poetry*. New York: Harper Paperbacks.

Musselwhite, C. & Wagner, D. (2006). *Poetry Power: JumpStarting Language, Literacy, and Life*. Litchfield Park, AZ: AAC Intervention. www.aacintervention.com

Ogle, D.M. (1986). K-W-L: A teaching model that develops active reading of expository text. *The Reading Teacher*. 39 (6): 564-570.

Reutzel, R. & Cooter, Jr. R, (1992). *Teaching Children to Read: From Basals to Books*. New York: Macmillan Publishing Co.

Stauffer, R. (1969). *Directing reading maturity as a cognitive process*. New York: Harper & Row.

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/>

Musselwhite & Sennott, CTG 08 www.aacintervention.com