

GUIDED READING: Reading / Writing / Speaking / Listening Series (Musselwhite, 2011)

WHAT

It is very important to integrate reading, writing, speaking, and listening. This tip suggests strategies for integrating these areas through guided reading activities.

Background

These activities follow the 5-step comprehension lesson framework based on the work of Tierney & Cunningham (1984), as adapted by Erickson (2004).

The five steps are:

Before Reading:

Step 1: Build or Activate Background Knowledge

Step 2: Set a Purpose for Reading

During Reading:

Step 3: Read or Listen to the Text

After Reading:

Step 4: Complete a Task

Step 5: Provide Informative Feedback

Speaking

During the BEFORE section, students the teacher supports students in building or activating background knowledge **for the current purpose**. For example, the teacher might be reading *Dear Zoo* for the purpose of identifying characters, which are zoo animals. Students could share ideas of zoo animals that might be in the book. Then they can listen or read the text for the following purpose:

'Listen so you can tell me which of the animals on our list are in the book.'

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The chart below shows several ideas for purposes, books to be read, and how teachers can support building background knowledge. Note that for each reading only ONE purpose is used.

Text	Purpose	Information Shared and Charted
<p><i>When Your Work Is Done</i> by Caroline Musselwhite</p> <p>Don Johnston Start to Finish Literacy Starters</p> <p>http://www.donjohnston.com/products/start_to_finish/literacy/index.html</p>	<p>Listen to predict if he will get to go fishing</p> <p>Listen for Robert's chores</p> <p>Listen for Robert's Mom's chores</p> <p>Listen for Robert's feelings throughout the book</p> <p>Listen for settings, or places where Robert went</p> <p>Listen for bribes that Robert offered his Mom</p>	<p>Students make predictions</p> <p>Make a list of your chores</p> <p>Make a list of your Mom's chores</p> <p>Make a list of your feelings when you are working hard</p> <p>Make a list of places where you went today</p> <p>Make a list of ways you might bribe your Mom to do what you want</p>
<p><i>Good Day, Bad Day, In Learning to Work</i> by Caroline Musselwhite & Laurel Richardson</p> <p>Attainment Company</p> <p>http://www.attainmentcompany.com/product.php?productid=16646&cat=302&page=2</p>	<p>Listen to find out if your predictions about why it was a bad day are true</p> <p>Listen to find out the boy's feelings throughout the story</p> <p>Listen to find out what the boy dropped</p>	<p>Make a list of predictions for why it was a bad day</p> <p>Make a list of feelings you might have if you sold burgers</p> <p>Make a list of things you think the boy might drop</p>

Listening

Many students will need to listen to the story, for the DURING section, rather than reading the story independently.

Reading

Some students will be able to read the book independently. For many students with disabilities, they will be listening rather than reading. However, all students should be encouraged to read the lists that they have made in the BEFORE stage, before listening to or reading the book. For example, for the *When Your Work Is Done*, students will be reading different lists on different days, such as:

- Robert's chores
- Mom's chores
- Robert's feelings

For students who are not able to read aloud, ask them to follow along and 'say it in your head.' This will help students develop their 'inner voice', an important part of reading.

You can also have students re-read the list at the beginning of the AFTER stage, before they respond to which characters / settings / feelings on their list were in the story.

Here's one more way to support reading. Let's say that students listened for chores, but several said 'yes' Robert washed dishes in the story, and 'no' he didn't feed animals. You can give two students cards with one of those chores each. They can be the 'expert' on that item, and can listen exclusively for that item on the 2nd reading of the story, then report back at the end of the reading.

Writing

Writing is a small part of these lessons, but can be helpful.

Samples include:

- Students can write their predictions, votes, etc, such as writing 'feed cat' when asked to give a chore that they do
- Students who give a response orally or using a communication device can help you write it, by giving the initial sound
- Students can take notes while listening to the story, using a white board, labeler, communication device, portable keyboard, etc. We have found this especially useful for students with Autism Spectrum Disorder. We often wait until students are clearly failing before teaching note-taking skills - instead, let's be proactive!

Resources & References

Cunningham, P., & Allington, R. (2003). *Classrooms that work: They can all read and write*. (3rd ed). New York: Harper Collins.

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