District Initiated Guided Reading Program
What is Guided Reading?

- Guided reading is an instructional approach that involves a teacher working with a small group of students (4-6 maximum) who demonstrate similar reading behaviors and can all read similar levels of texts.
- The text is easy enough for students to read with teacher support. The text offers challenges and opportunities for problem solving, but is easy enough for students to read with some fluency.
- The teacher chooses text selections that help students expand their strategies.
Why Guided Reading?

- Guided Reading is an effective way to help students:
  - become more fluent readers
  - learn reading strategies that help them with more difficult texts
  - learn appropriate questions to ask about a text
  - have a conversation about the text
  - learn to think critically about a text
  - use their prior knowledge and experience and apply it to the text
How/Where do I Begin

• Prior to implementation, organize your classroom to support Guided Reading and learning centers.

• Establish and model clear routines and procedures at the beginning of the school year.
Organizing Your Classroom
Establish Norms, Routines, and Procedures

• Norms should be explicitly taught at the beginning of the school year. They can be taught in the form of a mini-lesson.

• For Guided Reading to be effective, the rest of the class must be engaged in other literacy activities that do not require direct teacher involvement and is NOT just busy work.

• Take a moment and think about what effective routines and procedures you would put in place in order to effectively implement Guided Reading in your classroom.
Establish Clear Norms, Routines and Procedures

• Turn and talk to your partner. Be prepared to share out responses that incorporate everyone’s ideas.
Creating Successful Learning Centers: During Guided Reading the Rest of the Class Should be Engaged in Learning Centers

- Establish a manageable number of learning centers that can be changed easily and routinely.
- Have supplies accessible and labeled for independent student use.
- Develop a signal or a problem-solving technique for students to use while they are at centers and you are working with your Guided Reading group.
- Create a plan for how students will rotate and a way to keep track.
Suggested Literacy Learning Centers

**Listening Center**
- Engage reading stories using audiobooks.
- Develop listening and reading for meaning.

**Reading Center**
- Share reading.
- Practice reading independently.
- Read with a buddy.
- Forward, backward, repeated.

**English Language Arts Center**
- Do phonics activities (younger students).
- Write in response to reading.
- Do activities that require instruction in vocabulary and word work.

**Technology Center**
- Research on a topic on the internet.
- Further explore science/social studies topics on the internet.
- Do while-reading activities for small group reading/decoding and information exchange.
- Conduct research for advance writing projects.

**Listen to Reading**
- CD Player, iPad, Books on Tape
- Pictures to retell the story
- Comprehension questions
- Tumblebooks.com
- Record voice when reading
- Fluency Practice
- Draw your favorite part/writing about it
- Discussion Questions
- Response Journal
- Libros Infantiles iPad App

**Word Work**
- Practice spelling words or vocab in the content areas
- iPad games
- Letter Soup
- Build Words with Magnets
- Build Words with Stamps
- Word Sorts/Picture Sorts
- A-Z Write the Room
- Playdough
- Tic Tac Toe Activities
- Battleships wSpelling Words
- Shake it Up w Sight Words

**Read to Self**
- Talk with a puppet while reading
- 5 ways to read a book
- Use phones to listen to themselves
- Use “thinking” post its
- Keep a “Book Log”
- Response journal about what was read
- Seating Chart showing where to read
- Write connections students make with text
- Provide thinking statement starters

**Read to Someone**
- EEK/CRR
- Story summaries with partner
- Wait time before helping a friend with a word
- Ways to Read: I read, you read, Choral reading
- Students ask one another comprehension questions to monitor
- Thought Bubbles/Reading Salad
- Road to Retelling

**Work on Writing**
- Story Prompts/Sentence Starters
- Writing letters
- Mini-Books (Library Mouse)
- Pictures to form sentences/stories
- Idea Charts
- Themed Journals
- Weather Reports
- Research
- Comics
- Responses to text (F/NF)
Organizing Your Classroom

Arranging your classroom and organizing materials for effective literacy learning centers takes thought and planning. Here is a sample classroom setup.

- Classroom library for independent reading
- Independent writing and follow-up practice at student desks
- Whole-class direct instruction
- Technology Learning Center
- Guided Reading small group instruction
- Teacher’s desk
When do I do Guided Reading?

<table>
<thead>
<tr>
<th>MINUTES</th>
<th>DAY A</th>
<th>DAY B</th>
<th>DAY C</th>
<th>DAY D</th>
<th>DAY E</th>
<th>DAY F</th>
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<tr>
<td>40</td>
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- A reading mini-lesson with the whole group should occur daily focused on an SLO within the current unit of instruction. This should be done prior to meeting with small groups for guided reading.
- Reading instruction can be conducted using the Comprehension Club read alouds or additional resources as long as aligned to the SLOs.
- During IFL units, please adjust the time accordingly to accommodate instruction utilizing IFL materials. Instruction utilizing IFL materials should not exceed 40 minutes daily.

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</table>
Steps for Getting Started Prior to Implementing Guided Reading

• Model Literacy Activities, Such As:
  - close reading through interactive read-alouds
  - shared reading and shared writing
  - citing textual evidence
  - Show students how to keep reader’s notebook to keep track of their reading and how to use graphic organizers and post-its as they interact with the text.

• Assess Students as Readers – use running records to determine their instructional reading level and check fluency in both reading and writing to help you determine the right books.
Steps for Getting Started Continued

• **Foster Teamwork** – assign a variety of timed literacy activities and learning games. Watch teams as they interact and praise them for what they did well. *For the purposes of getting started, these activities need not be assigned by reading levels.*

• **Encourage/develop independence** – discuss, post, and practice rules and routines to help students problem-solve on their own as they work independently or within their assigned team for group work.
Implementing Guided Reading: Grouping

• Based upon the data you have collected from observations and administration of running records, group students accordingly.

• Students should be grouped based upon similar instructional needs and their reading level.

• Two Guided Reading groups should be seen during the Literacy block.

• The lowest functioning group must be seen on a daily basis.
Implementing Guided Reading: Before Reading the Text (5 minutes)

The teacher…

- Provides a brief, focused introduction of the text (picture walk)

- Discusses selected text features, layout, unusual language structures, and/or unfamiliar vocabulary (picture walk)

- Uses anticipatory tasks, such as previewing, skimming, and anticipation guides (picture walk)

- States explicitly the particular focus (strategy or skill) students will be practicing

- Sets a purpose for reading (the actual activity students will be engaged in)
Implementing Guided Reading:
*Before Reading the Text (5 minutes)*

The students...

- Participate in a brief discussion on the introduction of the **Guided Reading** text
- Raise questions
- Build expectations
- Notice information about the text
Implementing Guided Reading: *During Reading of the Text (10 minutes)*

The teacher…

- Provides support while students whisper read or silently read the text independently

- Observes students’ *reading behaviors* and takes anecdotal notes

- Instructs early finishers to reread the text

- Confers briefly with individual students about the text to clarify meaning, helps with understanding, and makes a teaching point when needed
Implementing Guided Reading: 
**During Reading of the Text (10 minutes)**

The students...

- Read the entire selected portion of the **Guided Reading text independently**
- Reread text (when time allows)
- Request help in problem-solving when needed
Example of Reading Behaviors to Notice and Support *During* Reading

**Using the Guided Reading Program**

**Characteristics of Text**

Level H books are similar in difficulty to Level G, but Level H has a wider variety, including books with poetic or literary language. Sentences vary in length and difficulty, and some complex sentences carry over several pages. Children will need to be familiar with the syntactic patterns that occur.

Books have fewer repeating events and language patterns, requiring more control of aspects of print. The vocabulary is expanded and includes words that are less frequently used in oral language. The size of print varies widely.

**Behaviors to Notice and Support**

<table>
<thead>
<tr>
<th>Behavior to Notice and Support</th>
<th>Level H</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reads fluently and rapidly, with appropriate phrasing</td>
<td></td>
</tr>
<tr>
<td>Follows the text with eyes, using finger only at points of particular difficulty</td>
<td></td>
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<tr>
<td>Notices and uses punctuation to assist smooth reading</td>
<td></td>
</tr>
<tr>
<td>Recognizes most words rapidly</td>
<td></td>
</tr>
<tr>
<td>Uses sound/letter relationships, known words, and word parts to figure out new words</td>
<td></td>
</tr>
<tr>
<td>Uses meaning, visual information, and language syntax to solve problems</td>
<td></td>
</tr>
<tr>
<td>Rereads phrases to figure out words, self-correct, or improve phrasing and expression</td>
<td></td>
</tr>
<tr>
<td>Rereads to search for meaning</td>
<td></td>
</tr>
<tr>
<td>Remembers details to support meaning accumulated through the text</td>
<td></td>
</tr>
<tr>
<td>Uses pictures for information but does not rely on them to make predictions</td>
<td></td>
</tr>
<tr>
<td>Searches for meaning while reading, stopping to think or talk about ideas</td>
<td></td>
</tr>
</tbody>
</table>

The Guided Reading Teacher’s Guide provides a checklist of Behaviors to Notice and Support that correlates to each reading level.
Throughout a Guided Reading session, the teacher prompts, encourages and confirms students’ attempts at problem-solving, and provides students with a variety of strategies as they read. The Guided Reading Teacher’s Guide provides several prompts to support problem-solving strategies.
Implementing Guided Reading: 
*During* Reading of the Text (10 minutes)

**Stuck on a Word? Strategy**

![Stuck on a Word? Strategy](image)

- **Bird’s Eye** - Look at the pictures!
  - Look at the pictures for clues
  - Look for missing information

- **Lips the Fish** - Get your lips ready!
  - Say the first few sounds of the new word
  - Read to the end of the sentence and say it again

- **Stretchy Snake** - Stretch it out!
  - Stretch the word out slowly
  - Put the sounds back together

- **Chunky Monkey** - Chunk the word!
  - Look for a chunk that you know
    - (-at, -an, -in, -at, etc.)
  - Look for a word part (-ing, -er, etc.)

- **Skippy Frog** - Skip it and hop back!
  - Skip the word
  - Read to the end of the sentence
  - Hop back and read it again

- **Tryin’ Lion** - Try it again!
  - Try to re-read the word
  - Try a word that makes sense

- **Flippy Hippo** - Flip the vowel sound!
  - Try a short or long vowel sound
  - Which one makes sense?

Ask for help after you have tried all the strategies and READ ON!
Implementing Guided Reading: After Reading the Text (5 minutes)

The teacher…

- And students discuss the text to deepen their understanding of it
- Returns to the focus and purpose for reading
- Promotes listening to one another and talking about the text
- Coaxes students to explain and justify thinking, comments, or points of view by referring to the text
- Explores concepts, vocabulary, and text features in greater detail. May use a white board or chart
- Gives direction for further reading and/or next steps
Implementing Guided Reading: 
*After Reading of the Text (5 minutes)*

The students...

• Respond to the **Guided Reading** text and learns about reading

• Check predictions and react to the story or information

• May engage in extension of the text or word work activities
Noticings and Wonderings

• As you view the video, take notes on what you see the teacher doing and what you see the students doing throughout the Guided Reading session.
Running Records

How to Take a Running Record
Formative Assessment: Running Records

• The purpose of Running Records is to:

  ➢ Determine a student’s placement in a Guided Reading group and the type of support he/she needs

  ➢ Document growth over time

  ➢ Identify the instruction level (90-94% accuracy and a minimum comprehension score of a 2 on the Retelling Rubric)
Administering a Running Record

• Select a Benchmark Book

A benchmark book is the book used to administer the running record. The list of benchmark books, as it correlates to the reading level, is provided in the Guided Reading Teacher’s Guide. Please note that initially this will take some trial and error. It is advised to have a couple of books below and above level. A reading level correlation chart is also located in the Guided Reading Teacher’s Guide.
Administering a Running Record
Continued

Sit beside the child as he/she reads the selected portion of the book as indicated on the running record sheet, in a natural and relaxed environment.
Administering a Running Record
Continued

Sit beside the child as he/she reads the selected portion of the book as indicated on the running record sheet, in a natural and relaxed environment.

Because there is a very little space between the text on the Running Record Sheet, you may wish to enlarge the copy to record miscues, as opposed to using the analysis section.
Administering a Running Record Continued

• Observe and record what the student says and does during the reading

• Record the correct reading and miscues on the Running Record Sheet using symbols

• Determine the type of miscue (visual, meaning, structure)

• Calculate the miscues
Scoring/Coding a Running Record

- Count as an error/symbol
  - Substitution/dog
  - Omission/have
  - Insertion/^  
  - Teacher told/T

Please note that if a student substitutes the same word more than once, it is still considered one error unless the word they substitute changes throughout the reading.
Scoring/Coding a Running Record
Continued

• Do not count as errors/symbol

- Self-corrections/hat/SC
  hit (text)

- Repetitions/R or R with an arrow for repetition of a phrase

- Accurate reading/✔
Scoring the Running Record

• $100 - \left( \frac{\text{errors}}{\text{total words}} \times 100 \right) =$ Accuracy Rate

Example:
Total Words = 115
Errors = 8
$100 - \left( \frac{8}{115} \times 100 \right)$
$100 - (7) = 93\%$

95-100% = Easy  90-94% = Instructional  89% or below = Hard
Critters in Camouflage

Animals in trees use camouflage.

Look at this snake.

It is hard to see.

Its green color helps it hide.

This leopard has spots.

The spots make it hard to see in a tree.

The spots help the animal hide.

Animals in the sea use camouflage.

This fish looks like a rock in the sea.

That makes the fish hard to see.

Camouflage helps the fish hide.
Critters in Camouflage

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This fish looks like a rock in the sea.

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Camouflage helps the fish hide.

With a partner, count and identify the number and type of miscues that would be considered as errors. Be prepared to share out!
Running Record Role Play

• Get into triads and assign yourselves a letter – A, B, or C.

• A reads the text as the student, B records the miscues, and C is the observer who shares observations of the running record process.

• Repeat with different roles.
There are two types of Retell Rubrics. One rubric is to be used with informational text and the other rubric is to be used with literature. Students should be taught how to retell.
Recording Running Record Results: Sample Chart

### Running Record Result Chart

<table>
<thead>
<tr>
<th>Student's Name</th>
<th>Pre Running Record Level</th>
<th>Pre Running Record Accuracy</th>
<th>Pre Retelling Score</th>
<th>Post Running Record Level</th>
<th>Post Running Record Accuracy</th>
<th>Post Retelling Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex. Mary Smith</td>
<td>B</td>
<td>93%</td>
<td>2</td>
<td></td>
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A packet of teaching cards is included in the Guided Reading kit. The majority of the information on the card correlates to the Skills and Strategies Chart located in the back of the Guided Reading Teacher’s Guide. This is an additional resource that can be used to guide your instruction.
Additional Resource: Short Reads

Make a Fruit Face

1. Add the eyes.
   - The eyes are blueberries.

2. Add the nose.
   - The nose is a strawberry.

3. Add the mouth.
   - The mouth is an orange slice.

4. Look at the fruit face!
Let’s See What You Know!
Who can tell us:

1. What are the three components of Guided Reading and how much time should be spent on each component?
2. What is the difference between the focus and the purpose?
3. What is the Oral Reading Fluency percentage that determines a child’s Instructional Level?
4. Identify the four miscues that would be considered an error when administering a Running Record.

Bonus! Name at least 2 differences between Guided Reading Concepts and Traditional Reading Concepts.
Question & Answer

• Does anyone have any questions about today’s training?