Follow along digitally by accessing this presentation on SCHED.
Guided Reading is one essential part of a Comprehensive Literacy Program.
1. Gather information about the readers to identify emphases.
2. Select and analyze texts.
3. Introduce the text.
4. Observe students as they read the text individually (support if needed).
5. Invite students to discuss the meaning of the text.
6. Make a teaching point.
7. Engage students in word work.
8. Extend understanding through writing about reading (optional).
9. Reflect on the lesson and plan tomorrow’s lesson.

Steps in the Guided Reading Process
Elementary Curriculum Non-Negotiables

- The LISD Learning Model will be used as the guiding document for decision making regarding educational practices in LISD.

- The LISD Elementary Essential Units of Study will be followed to determine what is taught within each 9 weeks for all subjects, PreK to 5th grade.

- Students will use technology to support their learning.

- Each 3rd-5th grade level/team will devise a grading plan that addresses giving students an opportunity to redo/relake failed assignments/assessments and will submit the plan to the principal for approval (TEC §28.0216; LISD Policy EIA (Local)). Campuses participating in the 3rd grade report card pilot do not have to submit a grading plan.

- Every K-2nd grade student shall be administered an early reading instrument (TPRI/ERI-Spanish) three times yearly to diagnose student reading development and comprehension. In addition, every K-5th grade student shall be administered the DRA/EDL a minimum of two times per year to determine his/her reading level. The data from the reading instruments will be used to instruct all students at their level in guided reading as well as additional small group settings as needed (TEC 28.006).

- District Assessments will be given to every K-5th grade student in Language Arts and Mathematics and every 3rd-5th grade student in Science. PreK student data will be gathered using authentic assessments throughout the year.

- Student data will be used by all instructional staff to make appropriate educational decisions and identify programming needs. Instruction will be differentiated during the school day to provide challenge and intervention.

- Accelerated instruction will be provided in the applicable subject for students who do not meet the passing standard on a state assessment (TEC §28.0211(a-1)).

- Consistent with our district focus on the Seven Student Learning Behaviors, every K-5th grade student will set goals and track progress. Student-led conferences will be conducted yearly to share goals and plans for improvement, and to celebrate successes.
# Elementary Language Arts Timeframe

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
<th>Fourth Grade</th>
<th>Fifth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Workshop</strong>&lt;br&gt;Whole Group Instruction&lt;br&gt;Includes Interactive Read Aloud/Shared Reading, Reading Mini-Lesson based on Essential Unit of Study, Explicit instruction in Phonics (Kinder to Second Grade)&lt;br&gt;40 consecutive minutes</td>
<td><strong>Reading Workshop</strong>&lt;br&gt;Work Stations&lt;br&gt;Students practice independent reading, writing, speaking, listening, and working with letters and words&lt;br&gt;Small Group Instruction&lt;br&gt;Teacher pulls Guided Reading groups and provides differentiated, purposeful instruction based on student need&lt;br&gt;30 consecutive minutes</td>
<td><strong>Reading Workshop</strong>&lt;br&gt;Work Stations&lt;br&gt;Students practice independent reading, writing, speaking, listening, and working with letters and words&lt;br&gt;Small Group Instruction&lt;br&gt;Teacher pulls Guided Reading groups and provides differentiated, purposeful instruction based on student need&lt;br&gt;35 consecutive minutes</td>
<td><strong>Reading Workshop</strong>&lt;br&gt;Work Stations&lt;br&gt;Students practice independent reading, writing, speaking, listening, and working with letters and words&lt;br&gt;Small Group Instruction&lt;br&gt;Teacher pulls Guided Reading groups and provides differentiated, purposeful instruction based on student need&lt;br&gt;25 consecutive minutes</td>
<td><strong>Reading Workshop</strong>&lt;br&gt;Work Stations&lt;br&gt;Students practice independent reading, writing, speaking, listening, and working with letters and words&lt;br&gt;Small Group Instruction&lt;br&gt;Teacher pulls Guided Reading groups and provides differentiated, purposeful instruction based on student need&lt;br&gt;25 consecutive minutes</td>
<td><strong>Reading Workshop</strong>&lt;br&gt;Work Stations&lt;br&gt;Students practice independent reading, writing, speaking, listening, and working with letters and words&lt;br&gt;Small Group Instruction&lt;br&gt;Teacher pulls Guided Reading groups and provides differentiated, purposeful instruction based on student need&lt;br&gt;15 consecutive minutes</td>
</tr>
<tr>
<td><strong>Writing Workshop</strong>&lt;br&gt;Whole Group Instruction&lt;br&gt;Includes explicit 10 minute mini-lesson in Spelling (First to Fifth Grade), Explicit instruction in Printed Handwriting Kinder to Second Grade, Cursive Third Grade (first semester only - shorten student writing time by 10 minutes), Writing Mini-lesson + 10 minutes based on student need&lt;br&gt;Small Group Instruction&lt;br&gt;Students work on writing while teacher conducts writing conferences with individuals or small groups - 30 minutes, Time to Share - 5 minutes&lt;br&gt;65 consecutive minutes</td>
<td><strong>Writing Workshop</strong>&lt;br&gt;Whole Group Instruction&lt;br&gt;Includes explicit 10 minute mini-lesson in Spelling (First to Fifth Grade), Explicit instruction in Printed Handwriting Kinder to Second Grade, Cursive Third Grade (first semester only - shorten student writing time by 10 minutes), Writing Mini-lesson + 10 minutes based on student need&lt;br&gt;Small Group Instruction&lt;br&gt;Students work on writing while teacher conducts writing conferences with individuals or small groups - 30 minutes, Time to Share - 5 minutes&lt;br&gt;65 consecutive minutes</td>
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</tr>
<tr>
<td>Writing Workshop: 45 consecutive minutes</td>
<td>Spelling: 10 minutes Writing Workshop: 45 consecutive minutes</td>
<td>Spelling: 10 minutes Writing Workshop: 45 consecutive minutes</td>
<td>Spelling: 10 minutes Writing Workshop: 45 consecutive minutes</td>
<td>Spelling: 10 minutes Writing Workshop: 45 consecutive minutes</td>
<td>Spelling: 10 minutes Writing Workshop: 45 consecutive minutes</td>
</tr>
</tbody>
</table>

## Total Language Arts Timeframe

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
<th>Fourth Grade</th>
<th>Fifth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>180 minutes</td>
<td>150 minutes</td>
<td>135 minutes</td>
<td>120 minutes</td>
<td>105 minutes</td>
<td></td>
</tr>
</tbody>
</table>

*The different components of Language Arts should be taught by the same teacher and should not be chunked into more than three parts throughout the day. If a grade level is departmentalized, a teacher should have no more than two Language Arts classes in order to meet the required Language Arts Timeframe.*
Prep and Analysis

*Gathering information
  Formal and informal
  Assessments and anecdotal notes

* Form Groups

*Select Texts

* Analyze Text
Gathering Information
Selecting Text

* Engaging
* Quality writing and illustrations
* Instructional level text
* Should be able to read in one lesson most of the time
* Variety of genre
* Consider age appropriateness
* Consider strategic actions
At the TABLE

Each and every part is important. No one piece should dominate your lesson or time at the table. Keep the lesson moving.

The key is consistency. Consistently do each part of the lesson, multiple times a week.
<table>
<thead>
<tr>
<th>Students:</th>
<th>Group:</th>
<th>Week Off:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Group Lesson Planner</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date:</strong></td>
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<tr>
<td><strong>Rewriting / R, Rev.:</strong></td>
<td>Focus Student:</td>
<td>Focus Student:</td>
<td>Focus Student:</td>
<td>Focus Student:</td>
<td>Focus Student:</td>
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<tr>
<td><strong>(5 min.)</strong></td>
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<tr>
<td><strong>Phonics / Word Work:</strong></td>
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<td><strong>(5 min.)</strong></td>
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<tr>
<td><strong>Writing About Reading:</strong></td>
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<tr>
<td><strong>(10 min.)</strong></td>
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<tr>
<td><strong>Book/Level:</strong></td>
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<tr>
<td><strong>Words to Locate:</strong></td>
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</tr>
<tr>
<td><strong>New Book:</strong></td>
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<tr>
<td><strong>(10 min. M,W,F)</strong></td>
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<tr>
<td><strong>(5 min. T, Th)</strong></td>
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<tr>
<td><strong>Take Home Book:</strong></td>
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<tr>
<td><strong>Teaching Point Notes:</strong></td>
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<tr>
<td><strong>Lesson Reflections:</strong></td>
<td></td>
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</tr>
</tbody>
</table>
Introducing the text

The book introduction is a powerful step in the Guided Reading Process. The introduction supports and sparks independent problem solving that helps readers build self-extending systems. (Fountas and Pinnell, Guided Reading: Responsive Teaching Across the Grades, 2016).

Five Steps to Preparing an Introduction to the Text

1. Read the text, thinking about how the book works, the messages of the text, and the other text characteristics.
2. Review the behaviors and understandings in The Fountas & Pinnell Literacy Continuum, noting what the readers control and need to learn how to control. Consider learning opportunities in the lesson and how you can attend to a few opportunities in the orientation.
3. Write a brief opening statement that will immediately engage the readers in thinking about the topic or story.
4. List page numbers where you mean to take the readers with a brief phrase or note to remind you of what you want to help them notice. (You might also place sticky notes on a few pages.)
5. Leave the readers with one or two things to think about that will drive them into the text and may initiate the discussion following the reading.
Five Steps to Preparing an Introduction to the Text

1. Read the text, thinking about how the book works, the messages of the text, and the other text characteristics.

2. Review the behaviors and understandings in *The Fountas & Pinnell Literacy Continuum*, noting what the readers control and need to learn how to control. Consider learning opportunities in the lesson and how you can attend to a few opportunities in the orientation.

3. Write a brief opening statement that will immediately engage the readers in thinking about the topic or story.

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5. Leave the readers with one or two things to think about that will drive them into the text and may initiate the discussion following the reading.

FIGURE 14-1 Five Steps to Preparing an Introduction to the Text
## Ten Text Characteristics for Guided Reading

<table>
<thead>
<tr>
<th>Genre/Form</th>
<th>Genre is the type of text and refers to a system by which fiction and nonfiction texts are classified. Form is the format in which a genre may be presented. Genres and forms have characteristic features.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>Structure is the way the text is organized and presented. The structure of most fiction and informational texts is narrative, arranged primarily in chronological sequence. Factually texts are organized categorically or topically and may have sections with headings. Writers of factual texts use several underlying structural patterns to provide information to readers. The most important are: description, chronological sequence, comparison and contrast, cause and effect, and problem and solution. The presence of these structures, especially in combination, can increase the challenge for readers.</td>
</tr>
<tr>
<td>Content</td>
<td>Content refers to the subject matter of the text—the concepts that are important to understand. In fiction, content may be related to the setting or to the kinds of problems characters have. In factual texts, content refers to the topic of focus. Content is considered in relation to the prior experience of readers.</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>These are the big ideas that are communicated by the writer. Ideas may be concrete and accessible or complex and abstract. A text may have multiple themes or a main theme and several supporting themes.</td>
</tr>
<tr>
<td>Language and Literary Features</td>
<td>Written language is qualitatively different from spoken language. Fiction writers use dialogue, figurative language, and other kinds of literary structures such as character, setting, and plot. Factually writers use description and technical language. In hybrid texts you may find a wide range of literary language.</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>Meaning is mapped onto the syntax of language. Texts with simpler, more natural sentences are easier to process. Sentences with embedded or conjuncted clauses make a text more difficult.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Vocabulary refers to words and their meanings. The more known vocabulary words in a text, the easier it will be. The individual’s reading and writing vocabulary refer to words that she understands and can also read or write.</td>
</tr>
<tr>
<td>Words</td>
<td>This category refers to recognizing and solving the printed words in the text. The challenge in a text partly depends on the number and the difficulty of the words that the reader must solve by recognizing them or decoding them. Having a great many of the same high-frequency words makes a text more accessible to readers.</td>
</tr>
<tr>
<td>Illustrations</td>
<td>Drawings, paintings, or photographs accompany the text and add meaning and enjoyment. In factual texts, illustrations also include graphics that provide a great deal of information that readers need to integrate with the text. Illustrations are an integral part of high-quality text. Increasingly, fiction texts are including a range of graphics, including labels, headings, subheadings, slideshows, photos and legends, charts, and graphs. After grade one, texts may include graphic texts that communicate information or a story in a sequence of pictures and words.</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>Book and print features are the physical aspects of the text—that readers cope with in terms of length, size, and layout. Book and print features also include tools like a table of contents, glossary, pronunciation guides, indexes, subtitles, and a variety of graphic features in graphic texts that communicate how the text is read.</td>
</tr>
</tbody>
</table>
What a book introduction is meant to do.

<table>
<thead>
<tr>
<th>The Book Introduction Does:</th>
<th>The Book Introduction Does Not:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create interest in a topic or story.</td>
<td>Laboriously preview every page.</td>
</tr>
<tr>
<td>Assess students' background knowledge so that confusions can be cleared up if needed.</td>
<td>Pre-teach vocabulary words.</td>
</tr>
<tr>
<td>Help readers understand the text structure as a support for comprehending.</td>
<td>Consist of a &quot;picture walk&quot; in which students look through the text and examine the pictures either individually, or as a group with the teacher.</td>
</tr>
<tr>
<td>Familiarize students with tricky language structures.</td>
<td>Remove the challenges from the text by communicating all information in advance.</td>
</tr>
<tr>
<td>Draw readers' attention to key information and where they will find it.</td>
<td>Tell readers what to think during and after reading the text.</td>
</tr>
<tr>
<td>Draw readers' attention to key vocabulary if needed.</td>
<td>Take longer than it takes to read the text.</td>
</tr>
<tr>
<td>Prompt thinking in response to the text.</td>
<td></td>
</tr>
<tr>
<td>Poise the readers to problem-solve their way through the text.</td>
<td></td>
</tr>
</tbody>
</table>

FIGURE 14-4 What a Book Introduction Is Meant to Do
**Good Job, Sam!** by Hadley Ruddock

**Build Background**
Read the title to children and talk with them about what the character is doing in the cover illustration. Ask children why Sam might be told, “Good job!” Then ask: When do people say, “Good job!” to you?

**Introduce the Text**
Guide children through the text, noting important ideas, and helping with unfamiliar language and vocabulary so they can read the text successfully. Here are some suggestions:

- **Page 2:** Explain that this story is about a bear named Sam, who really wants to read a book; however, his parents have different plans for him.
- **Suggested language:** Turn to page 2. You can see Mama Bear is looking into Sam’s room. What does Sam’s room look like? Mama Bear says: “Can you please clean your room?”
- **Page 4:** Remind children that they can use information in the pictures to help them read. In the picture, you can see Sam cleaning his room. What are some things he has to do to make his room clean?
- **Page 5:** Turn to page 5. What do you think Mama is saying to Sam? She says: “Good job, Sam!” Look at what’s under his arm. What do you think Sam wants to do now?
- **Page 6:** Turn to page 8. What is Sam doing here? He is making funny faces and silly sounds with his baby sister. Say the word sounds. What letter would you expect to see first in the word sounds? Find the word sounds and put your finger under it. Do you think the baby likes playing like this? Why or why not?

Now go back to the beginning and read to find out if Sam ever gets to read his book.

---

**Food for You** by Erin Duffy

**Build Background**
Read the title to children and talk with them about the cover photo. Encourage children to use what they know about the food they eat to think about the book. Anticipate the text with questions such as these: Where does the food you eat come from? Does your family grow food in a garden? Do you buy it at a grocery store?

**Introduce the Text**
Guide children through the text, noting important ideas and helping with unfamiliar language and vocabulary so they can read the text successfully. Here are some suggestions:

- **Page 2:** Explain that this book tells about the food we eat.
- **Suggested language:** Turn to page 2 and look at the picture. What kinds of food do you see? Which of these foods do you like to eat? Say the word food. What letter would you expect to see first in the word food? Find the word food and put your finger under it.
- **Page 3:** Remind children that information in the pictures can help them read. Turn to page 3. What do you think these people are doing? They may be planting seeds under the ground. What might happen if they don’t put the seeds far enough beneath the soil?
- **Page 4:** Turn to page 4. What can you see in the picture? When these fruits and vegetables are ripe, they can go right from the garden to the table. Say the word right. What letter would you expect to see first in the word right? Find the word right on the page and put your finger under it.
- **Page 7:** Turn to page 7. Sometimes farmers sell their food at a market. What is being sold here? How might the food be different than food bought in a supermarket?

Now go back to the beginning and read to find out all about food.

---

**Words to Know**

- first
- ground
- sometimes
- under
- food
- right
- these
- your

Grade 1
Observe Students As They Read The Text Individually

- **The GOAL** is for each student to have time for *serious concentrated processing* of the entire text.

- The **EXPECTATION** after the introduction is for students to read *individually and quietly*. The teacher will sample oral reading by leaning in to listen to individual students. The student will read in a whisper voice. The teacher can take anecdotal notes and have a brief interaction that supports problem solving of words, fluency, or self monitoring. F&P caution against testing comprehension in the middle of the book. This should be saved for the discussion of the book.

- In general, your students should finish reading the text at the same time so that you can move smoothly into discussion. Have some routines in place for students who finish early.
  * Go back in the text and use sticky notes to mark places they wish to discuss
  * Jot down questions they have
  * Use a reader’s notebook to jot down first thoughts about what they read
8/30: Fluency Check 128 wpm
9/5: able to use context clues
9/11: unable to identify text structure
9/20: uses text meaning
10/4: sequence of event -
10/20: main idea +

One example of how to keep anecdotal records.

*Date
*Habits you are noticing: strengths & weaknesses
Discuss meaning...

What is it?

● A conversation involving all members of the group.
● It is not a list of teacher asked questions.

How does it work?

● Students can respond to the ideas left for them to think about in the introduction
● Or present some open-ended response opportunities such as:
  *What are you thinking about this story (book, topic…)
  *Who would like to start the discussion by sharing your thinking
  *(Name of student), you had a question.
  *Who has an idea to start us off?

● Students can also “turn and talk” with a partner for a few minutes before the group discussion so they can start to formulate their thinking into words.
● The conversation does not take very long. Students will discuss and then the teacher will take time for a specific discussion teaching point.
● Teacher may share your thinking as well.
● Demonstrate the use of academic language at times (see example)
What am I looking for?

- Students can articulate the “big ideas” or messages the author intended.
- Students will construct meaning as they bring their own thinking to the text. (This is what we are working for).
- No “right” or “wrong” answer, but you want to keep the conversation flowing and on point, facilitating understanding and extending thinking.
- Students will support their thinking with text evidence. (Needs to be modeled and practiced continually.)

Some examples to guide specific thinking:

- What is important about this story (or topic)
- Is there another way to think about that?
- I hear you saying that______________.
- Say more about that.
- Let’s return to what we were talking about before.
- Let’s return to our discussion of ______________.
- What makes you think that?
- Find an example to show what you are talking about.
- Take us to the part of the story/book that makes you think that.
- This part makes me think ________________.

Encourage students to extend understanding by further independent research on a topic or following up with writing.
**Discussion of *Bats in the City*, Level S**

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Teacher/Student Interactions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mrs. A</strong></td>
<td>Talk with a partner to share your first thought on <em>City.</em></td>
</tr>
<tr>
<td>Students</td>
<td><em>[Talk in pairs]</em></td>
</tr>
<tr>
<td><strong>Mrs. A</strong></td>
<td>Who has an idea to get us started?</td>
</tr>
<tr>
<td>Julia</td>
<td>I didn't know that bats are really good.</td>
</tr>
<tr>
<td><strong>Mrs. A</strong></td>
<td>What evidence does the writer give us that bats are helpful to people?</td>
</tr>
<tr>
<td>Julia</td>
<td>On page 11 there's a whole list of things. <em>[Reads several facts aloud]</em></td>
</tr>
<tr>
<td><strong>Mrs. A</strong></td>
<td>Julia is talking about an important point the writer made. Let's have some other comments on that.</td>
</tr>
<tr>
<td>Craig</td>
<td>When they told people bats were good, then they changed their minds about them.</td>
</tr>
<tr>
<td>Cheyenne</td>
<td>They even named their hockey team the Bats.</td>
</tr>
<tr>
<td>David</td>
<td>They found out the bats were good for plants and they won't really hurt people. I already knew about bats eating mosquitoes but I didn’t know bats were good for plants.</td>
</tr>
<tr>
<td>Sam</td>
<td>Some other places are building bridges now to have bats, and...</td>
</tr>
</tbody>
</table>

**Teacher Interacts with Student and moves to pushing them to thinking beyond and making inferences with text evidence.**
**Respond to the Text**

**Personal Response**
Ask children to share their personal responses to the book. Begin by asking what they liked best about the book, or what they found interesting.

*Suggested language: What do you think the family will do next with Lola?*

**Ways of Thinking**
As you discuss the text, make sure children understand these teaching points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>The dog named Lola gets muddy.</td>
<td>You can give a dog a bath, but the dog might not stay clean for long.</td>
<td>The author shows how much the family cares for Lola.</td>
</tr>
<tr>
<td>After the twins catch their dog and give her a bath, everyone says how clean she is and how good she smells.</td>
<td>People may want dogs to be clean, but dogs have other interests.</td>
<td>The author uses humor when she introduces the problem again at the end of the book.</td>
</tr>
<tr>
<td>Lola sees a squirrel, chases it, and gets muddy again.</td>
<td></td>
<td>Speech balloons in the pictures tell what some characters say.</td>
</tr>
</tbody>
</table>

Discuss and Revisit the Text

Personal Response
Invite students to share their personal responses to the selection.

Suggested language: What did you learn about how music was recorded in the past? What is your favorite part of the library?

Ways of Thinking
As you discuss the text, help students understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• There are many different types of formats in which to find information in a library.</td>
<td>• The library is full of information waiting to be discovered.</td>
<td>• The glossary of terms is useful in helping readers understand various content-related vocabulary.</td>
</tr>
<tr>
<td>• A librarian can help people understand how to find information in a library.</td>
<td>• The library is a wonderful place to visit.</td>
<td>• Captions help to explain the photos.</td>
</tr>
<tr>
<td>• The way people listen to music has evolved over the years.</td>
<td></td>
<td>• The photos contain a lot of useful information.</td>
</tr>
</tbody>
</table>

Make one or two teaching points

*As you take your running record make notes along the side as to what your teaching points might/should be. On days that you aren’t taking a running record, take anecdotal notes for TP’s on sticky notes. Use these notes to drive your instruction.

*After a “comprehension conversation” of the text, revisit one or two of these teaching points...NO MORE THAN THAT.

*Teaching points can prompt for analysis. Ask the reader to go back and check for visual miscues and/or comprehension miscues that did not make sense. Most of this is done via “close reading” in order to make better sense of text.

*Teaching points can also prompt for fluency. **Note Fluency is not just the “rate”. The quality of reading that we often call “expression in reading” is characteristic of language called prosody. It is prosody that allows a speaker to express emotion, sarcasm, emphasis, etc.
## Teaching Point #2: Reading with Fluency

| Mrs. A | The author, Martha Pickerill, makes a strong argument in support of co-
|        | existence. Listen while I read the last paragraph and then you can tell me
|        | what you notice I do with my voice. I'll try to make my voice show the writ-
|        | ter's meaning. *[Reads the paragraph with good fluency and then pauses.]*
|        | Draws attention to the quality of oral reading and its purpose
| Sam    | You paused at the comma and there. *[Points to the colon.]*
|        | Shares observation
| Mrs. A | That is a colon, which introduces something. When you see a colon, you
|        | know that there will be an explanation or example of the idea in the first
|        | part of the sentence. In this sentence, the idea is that people have a choice;
|        | then there's a colon; and then, you read the two choices. You pause after
|        | the colon and then read the two choices. What else?
|        | Draws attention to punctuation and what it signals
| Julia  | You stressed the word *co-existence* like it is really important and you paused
|        | at the dash.
|        | Shares observations
| Sam    | You sounded like you cared about co-existence.
|        | Prompts students to read with fluency
| Mrs. A | I'll read it again and then you read to a partner in the same way. Make the
|        | idea sound important.
More Anecdotal Notes:

This classroom teacher keeps her anecdotal notes on sticky notes per group in a guided reading binder...mostly warm reads. *Notice her notations of phrasing (fluency).
Don’t let running records be a burden...

This classroom teacher just keeps notebook paper on a clipboard per group and takes her running records (and/or anecdotal notes) “on the run”...she also makes her teaching point notes at the bottom to revisit later.
Note TP’s on your running record as you listen to the child read...

After the running record choose 1 or 2 teaching points to discuss...
Sometimes vocabulary and comprehension become your teaching points via your comprehension conversations per running record.
A quick running record with a “praise point” and an anecdotal note during a warm read that led to “word work”
Taking TP’s into word work...
Word Work

How do I know what word work to use?

- Choose word work from the text you will/have read. (Journey’s, as well as many other publishers, have word work included in their lesson plan.)

- Reinforce skills taught in whole group phonics.

- Fountas and Pinnell Literacy Continuum

- LISD LA Guiding Documents, Click here for Kinder, First, Second, Third
Quick Word Work Ideas

Build a chart

Vowel y has 2 sounds!

- my
- try
- fly
- why
- sky

- any
- funny
- happy
- very
- sunny
Practice skill by reading word cards.

Word Sorts

- waist
- stay
- sneak
- speech
- chain
- peach
- breeze
- dream
- clay
- play
- sheet
Quick Writes

Magnetic Make & Break

- Beach
- Beach

- bc
- eefgh
- jkllm
- noop
- qrssttu
- wxyz
- paid
Extension

Step 8 focuses on extending understanding through writing about reading. It is optional.

*Writing about reading should be done occasionally
*The writing needs a specific purpose
*It needs to be productive and include follow up
*It is not part of the reading cycle. It is to be done after guided reading

Ways to implement it:
*Students can complete the writing at the table while the teacher has individual conferences
*Or while the teacher teaches another group
*Or independently at the student’s desk
Steps to engage students in independent writing about reading

- Demonstrate and model before students are asked to write independently.

Some criteria for writing about reading in guided reading are (p.494):
- The writing should be short and take only a little time (quick write).
- It should be directly related to some aspect of the text.
- It should emerge from the discussion or teaching following the discussion.
- Students should use the text as a resource.
- The writing should be something that students share with each other (either same day or next day) and serves as a springboard for further discussions.
- The writing should not be a test that asks students to prove they read the text, but it should reveal their thinking.

Reader’s notebooks are a great place for students to record their writing about reading from guided reading. It also provides a record of their thinking. During the year provide students opportunities to engage in different ways of writing about reading that allows them to think within, beyond, and about the text.
Options for writing about reading that supports comprehension (p.121)

Some basic options:
- Do a quick write
- Make a character sketch
- Write a summary of the story
- Write one’s thinking in response to the text

Fiction:
- Write about a character and what he/she is like.
- Write the lesson of a story.
- Write what you found interesting or were left wondering about.
- Write what you think will happen after the story ends.

Nonfiction:
- Write about why you think the topic is important.
- Write what you learned about the topic.
- Write about what else you want to learn about the topic.

Use graphic organizers to reflect text structure
- Compare and contrast etc.

---

FIGURE 20-24 Short Write for Earl On His Own

In the beginning Coley (spory) got a backpack GPS on his back. So when he goes back to his nest in New York City people can know where he is. In the middle Coley sets off to New York City. He went several places. In the end he made it to New York City and got a mate and had two chicks.
Writing about Reading

Critical Thinking
Have children complete the Critical Thinking questions on BLM 4.8.

Responding
Have children complete the activities at the back of the book. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

Cause and Effect Tell children that when they think about causes and effects, they think about what happens in a story and why it happens. Model the skill, using a “Think Aloud” like the one below:

Think Aloud

Many things in this story cause other things to happen. A strong breeze rushes into the classroom. This is a cause. An effect is that papers blow all over the classroom. Another effect is that the spiders are blown out the window and into the tree. Then the spiders scream for help. This is another cause. An effect is that Flora rescues them. The last effect is that the spiders learn that Flora is a good friend even though she isn’t a spider!
Practice the Skill
Have children write a sentence describing another cause and effect in the story.

Writing Prompt: Thinking Beyond the Text
Have children write a response to the prompt on page 6. Remind them that when they think beyond the text, they use what they know and their own experience to think about what happens in the story.

Assessment Prompts
• Why does Flora try to spin a web in gym class?
• On page 7, which word means “brushed away strongly”?
Responding

TARGET SKILL: Cause and Effect

What problems happened in this story? Copy this chart. Fill in the missing causes and effects from the story.

<table>
<thead>
<tr>
<th>Causes</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flora could not make a web in gym class.</td>
<td>The other kids laughed at Flora.</td>
</tr>
<tr>
<td>?</td>
<td>Papers blew all around.</td>
</tr>
<tr>
<td>?</td>
<td>The spiders screamed for help.</td>
</tr>
<tr>
<td>Flora rescued Sammy from the tree.</td>
<td>?</td>
</tr>
</tbody>
</table>

Write About It

Text to Self: Fly makes friends with the spiders. Use a few sentences to write a personal narrative about a time when you made a friend. Remember to stay focused on one main idea.
Reflect and Wrap-up

Steps in the Guided Reading Process

1. Gather information about the readers to identify emphases.
2. Select and analyze texts.
3. Introduce the text.
4. Observe students as they read the text individually (support if needed).
5. Invite students to discuss the meaning of the text.
6. Make a teaching point.
7. Engage students in word work.
8. Extend understanding through writing about reading. [optional]
9. Reflect on the lesson and plan tomorrow’s lesson.
Closure

Book Study

Guided Reading is an essential part of Comprehensive Literacy (Balanced Literacy)

JUST DO IT!
Planning for Guided Reading
## Resources

### LISD Guided Reading Website

### Lesson Plan Template
Sample of Teacher/Student(s) conversation during discussing text.
How a discussion/conversation can flow to prompt and extend thinking. (Discussion)

- Teacher - Prompt discussion
- Students comment/share new thinking
- Teacher - Prompt for text evidence to support thinking
- Students - Elaborate on this point sharing more info and evidence
- Move toward discussing the problem
- Identify the problem
- Prompt for evidence
- Teacher clarifies what students are saying. May utilize academic language when appropriate
- Student(s) provide evidence
- Teacher guides discussion of a specific idea
- Solution is identified
- Teacher-ask directly for statement of the big ideas.
- Student(s) - infer big ideas
- Teacher- Move toward teaching for thinking Beyond and About the Text.
# Resources

## Text Characteristics for Guided Reading

<table>
<thead>
<tr>
<th>Genre/Format</th>
<th>Characteristics</th>
</tr>
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<tbody>
<tr>
<td>Genre</td>
<td>Choosing the type of text and referring to a system by which fiction and nonfiction texts are classified. From the format in which a genre may be presented, formats and genres have characteristic features.</td>
</tr>
<tr>
<td>Text Structure</td>
<td>Directions of the way the text is organized and presented. The structure of most fiction and biographical texts is narrative, arranged chronologically in chronological sequence. Nonfiction texts are organized categorically or functionally and may have subheadings. Authors of both types use several underlying structural patterns to provide information to readers. The most important are: 1) chronological sequence, 2) comparison and contrast, 3) cause and effect, 4) problem and solution. The presence of these structures, especially in combination, can increase the challenge for readers.</td>
</tr>
<tr>
<td>Context</td>
<td>Context refers to the subject matter of the text—the concepts that are important to understand. In fiction, context may be indicated by the setting or to the kinds of problems characters have. In nonfiction, context refers to the topic of focus. Context is crucial in relation to the prior experience of readers.</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>Themes are the big ideas that are communicated by the writer. Ideas may be concrete and accessible or vague and abstract. A text may have multiple themes or a main theme and several supporting themes.</td>
</tr>
<tr>
<td>Language and Literary Features</td>
<td>Written language is qualitatively different from spoken language. Fiction writers use dialogue, figurative language, and other kinds of literary structure such as character, setting, and plot. Nonfiction writers use description and technical language. To identify a text, you may find a wide range of literary language.</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>Meaning is mapped onto the syntax of language. Texts with simpler, more natural sentences are easier to process. Sentences with embedded and complex clauses are less likely to be understood.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Vocabulary refers to words and their meanings. The more reason vocabulary words a text, the easier it will be. The individual's vocabulary affects vocabulary of words that they understand and can use more or less.</td>
</tr>
<tr>
<td>Words</td>
<td>This category refers to recognizing and recalling the printed words in the text. The challenge in a text partly depends on the number and the difficulty of the words that the reader must read by recognizing them or decoding them. Having a great many of the same high-frequency words makes a text more accessible to readers.</td>
</tr>
<tr>
<td>Illustrations</td>
<td>Illustrations, pictures, or photographs accompany the text and add meaning and engagement. In fiction texts, illustrations also include graphics that provide a great deal of information that readers must integrate with the text. Illustrations are an integral part of a high-quality text. Nonfiction texts also include a range of graphics, including tables, headnotes, subheadings, sidebars, photos and legends, charts, and graphs. After grade one, text may include graphic texts that communicate information or a story in a sequence of pictures and words.</td>
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### Figure 1.1: The Text Characteristics for Guided Reading

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Resources

Guidelines for Selecting Texts
pg 108.

Guidelines for Selecting Texts

Select texts that will engage readers' intellect, curiosity, and emotions.
Select texts that are accurate, and that reflect the diversity of our society and are culturally sensitive. (In particular, be sure that students see other children like themselves in many of the books they read and also that they see diversity.)
- Select books that reflect high-quality writing even when geared toward early readers.
- Select books that present high-quality and varied illustrations, both photographs and drawings.
- Select a text that offers a reasonable challenge to the particular readers in the group. It should be one that they can read with proficiency and satisfactory comprehension given an introduction and supportive teaching. Use children's instructional level as a guide.
- Select a text that can be read in one lesson most of the time.
- Select texts that offer a variety of genres.
- Select texts that focus on concepts and ideas that are age-appropriate for the group.
- Select texts that are clear examples of the level (for example, consistent across pages).
- Select texts that offer opportunities for students to build strategic actions that they can apply to reading other texts.
## Learning About Written Language in Different Instructional Contexts

### Behaviors to note across the balanced literacy day.

**Pg. 195**

<table>
<thead>
<tr>
<th>Context</th>
<th>Definition</th>
<th>Opportunity to Learn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactive Read-Aloud</td>
<td>Teacher reads to students.</td>
<td>* Internalize the structure and vocabulary of written language.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Acquire knowledge of increasingly complex concepts and ideas they will meet in reading.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Notice the writer’s and illustrator’s craft.</td>
</tr>
<tr>
<td>Shared Reading</td>
<td>Teacher and students read an enlarged text in unison.</td>
<td>* Follow print with the eyes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Notice distinctive features of letters and words.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Say written language to learn the structure.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Notice text features that signal organization and ideas (labels, headings).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Attend to the writer’s and illustrator’s craft.</td>
</tr>
<tr>
<td>Guided Reading</td>
<td>Teacher works with a small group of students who are reading the same text.</td>
<td>* Engage in the act of reading a challenging text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Process print, bringing together language structure, visual information, knowledge of sounds, and meaning.</td>
</tr>
<tr>
<td>Independent Reading</td>
<td>Students independently read a text that is easy enough to read without support (or one that has been previously read).</td>
<td>* Engage in the act of reading a text, often one the reader has chosen.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Process print, bringing together language structure, visual information, knowledge of sounds, and meaning.</td>
</tr>
<tr>
<td>Shared and Interactive Writing</td>
<td>The teacher and students compose a message while the teacher scribes and sometimes students contribute some of the print.</td>
<td>* Become aware of the layout of print (lines and spaces).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Observe the formation of letters and words in the construction of a meaningful message.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Sometimes make the motor movements necessary to form letters and words.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Link the sounds of language to the symbols that represent them.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Learn how to compose and lay out a variety of texts.</td>
</tr>
<tr>
<td>Guided Writing</td>
<td>The teacher pulls together students with a common writing need.</td>
<td>* Examine writing closely to confirm application of what was learned.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Use mentor texts as examples to use in own writing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Learn planning, revising, and editing skills.</td>
</tr>
<tr>
<td>Independent Writing</td>
<td>Students write independently messages they have composed.</td>
<td>* Compose messages and stories.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Slow down speech to link to letters.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Draw and write to represent the stories and messages.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Make writing decisions for a particular purpose and audience.</td>
</tr>
</tbody>
</table>
QUESTIONS?