Guided Reading 101: Establishing a Proven Framework for the 1\textsuperscript{st} & 2\textsuperscript{nd} grade teacher

Aiken County Public School District
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Welcome
Is this You?

• Tried many approaches to Guided Reading?
• Brand new to Guided Reading?
• Unsure of what Guided Reading looks like?
Do you...

want a proven effective small group framework that differentiates reading instruction based on the needs of the student?
Learning Outcomes

As a result of attending this session, participants will

• Apply the three basic steps of Assess-Decide-Guide to simplify the guided reading process

• Review the components of a guided reading lesson plan based on characteristics of the reader

• Observe video clips of different components of a guided reading lesson

• Discuss organizing materials and resources for small group guided reading instruction

• Virtual Parking Lot
Essential Question

What is Guided Reading and why should it be implemented in my classroom?
Three Guided Reading Frameworks

• Fountas & Pinnell
• LLI (Leveled Literacy Intervention)
• Jan Richardson
7 Things Guided Reading is...

• a framework of instruction that is systematic and intentional
• meets students where they are in their development as readers
• small groups that allow for reading interactions
• supports the reciprocal nature of reading and writing
• guides students to read more productively, intensely, and centered on meaning
• guides students to develop and use a network of strategies that all work together to make meaning of text
• fast paced, smooth, proven effective
7 Things Guided Reading is NOT...

- taking away problem-solving opportunities
- talking of one strategy only in isolation
- giving long book introductions and lots of support to struggling readers while giving less to advanced readers
- round-robin or popcorn reading
- long-term grouping
- following a textbook or scripted program
- a replacement to whole group instruction
“I’m convinced that there is no instructional approach more powerful than guided reading. What an honor it is to see lives changed forever by the simply yet profound joy of learning to read!”

-Jan Richardson
Guided Reading Groups

Grouped by stages:
Emergent: Levels A-C
Early: Levels D-I
Transitional: J-P
Gradual Release of Responsibility w/in the Workshop Model

You do

Independent Reading

Guided Reading

I do/We do

We do

Mini Lesson

#GOALS
Guided Reading Framework

- Guide
- Assess
- Decide

Growing Readers
Step 1: Assess

- Formative assessments
- Students’ reading habits and preferences
- Identify each child’s known reading and writing vocabulary
- Determine a child’s instructional reading level
- Identify the skills and strategies a student needs to learn in order to become a proficient reader

Running Records/Fountas and Pinnell
Step 2: Decide

- Form flexible groups
- Pinpoint an instructional focus (assessment data)
- Select appropriate texts (assessment data)
- Differentiate and evaluate reading instruction (running records)
- Monitor progress
Step 3: Guide

• Introduce the text and state the learning target/outcome
• Scaffold and teach for strategies
• Incorporate word study and vocabulary instruction
• Connect reading and writing
• Engage readers
Day 1

• Sight Word Review (1-2 minutes)
• Introduce a New Book (3-5 minutes)
• Read the Book with Prompting (8-10 minutes)
• Discuss and Teach (3-5 minutes)
• Teach a New Sight Word (2-3 minutes)
• Word Study Activity (3-4 minutes)
Movie Time

• Lesson plan templates
• Watch video clips, have quick discussions
• Enjoy some popcorn!! 😊
Guided Reading in Action: Emergent & Early

Sight Word Review

What do you notice, note, or wonder?
Guided Reading in Action: Emergent & Early

Introducing New Book

What do you notice, note, or wonder?
Guided Reading in Action: Emergent & Early

Read the Book with Prompting

What do you notice, note, or wonder?
Guided Reading in Action: Emergent & Early

Discuss and Teach

What do you notice, note, or wonder?
Guided Reading in Action: Emergent & Early

Teach New Sight Word

What do you notice, note, or wonder?
Guided Reading in Action: Emergent & Early

Word Study: Sound Boxes

What do you notice, note, or wonder?
The Lesson Plan: Emergent & Early

Day 2

• Sight Word Review (1-2 minutes)
• Reread Books With Prompting; take a running record on one student (8-10 minutes)
• Discuss and Teach (3-5 minutes)
• Reteach a New Sight Word from Day 1 (2-3 minutes)
• Guided Writing (5-8 minutes)
Guided Reading in Action: Emergent & Early

Sight Word Review

What do you notice, note, or wonder?
Guided Reading in Action: Emergent & Early

Guided Writing

What do you notice, note, or wonder?
## The Lesson Plan: Emergent & Early

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
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</thead>
<tbody>
<tr>
<td>Sight Word Review</td>
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<tr>
<td>Introduce a New Book</td>
<td>Reread Books with Prompting (independent)</td>
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<tr>
<td></td>
<td>Running Record on one student</td>
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<tr>
<td>Read the book with Prompting</td>
<td>Discuss and Teach</td>
</tr>
<tr>
<td>Discuss and Teach</td>
<td>Reteach the New Sight Word from Day 1</td>
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<tr>
<td>Teach a New Sight Word</td>
<td>Guided Writing</td>
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<tr>
<td>Word Study</td>
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The Lesson Plan: Emergent & Early

Talk as a group on the following points:
• Preparing and organizing materials
• Progress monitoring tools
• Types of resources you would use
The Lesson Plan: Transitional

Day 1
• Introduce a New Book (3-4 minutes)
• Read the Book with Prompting (10-15 minutes)
• Discuss and Teach (3-5 minutes)
Guided Reading in Action: Transitional

Introduce a New Book: Vocabulary

What do you notice, note, or wonder?
Guided Reading in Action: Transitional

Read the Book with Prompting

What do you notice, note, or wonder?
Guided Reading in Action: Transitional

Discuss & Teach

What do you notice, note, or wonder?
The Lesson Plan: Transitional

Day 2

• Read the Book With Prompting (10-15 minutes)
• Discuss and Teach (3-5 minutes)
• Word Study Activity (3-5 minutes)
• Observation/Assessments (running record/anecdotal notes)
Guided Reading in Action: Transitional

Read the Book with Prompting

What do you notice, note, or wonder?
Guided Reading in Action: Transitional

Word Study

What do you notice, note, or wonder?
The Lesson Plan: Transitional

Day 3

• Guided Writing (18-22 minutes)
Guided Reading in Action: Transitional

Guided Writing

What do you notice, note, or wonder?
# The Lesson Plan: Transitional

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<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
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<tbody>
<tr>
<td>Introduce a New Book</td>
<td>Read the Book with Prompting</td>
<td>Guided Writing</td>
</tr>
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The Lesson Plan: Transitional

Talk as a group on the following points:
• Preparing and organizing materials
• Progress monitoring tools
• Types of resources you would use
# Materials and Resources

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<tr>
<th>Emergent &amp; Early</th>
<th>Transitional</th>
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</thead>
<tbody>
<tr>
<td>White boards, erasers, markers</td>
<td>See previous</td>
</tr>
<tr>
<td>ABC chart, Blends and Digraph Chart</td>
<td>Analogy Chart templates</td>
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<tr>
<td>Plastic Sleeves, White Paper</td>
<td>Personal Word Walls</td>
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<tr>
<td>Vowel Cards, Sound Sorts, Picture Cards</td>
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<tr>
<td>Letter Tiles/Magnetic Letters</td>
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<tr>
<td>Magnetic Boards/Stove burners</td>
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<td>Elkonin Boxes</td>
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<tr>
<td>Record Keeping System</td>
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<td>Guided Writing Journals</td>
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<td>Timer</td>
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</table>
Organizing for Guided Reading and other “tips”
Each group has their own colored clipboard with current lesson plans. After several lessons, these plans are compiled into a large notebook.

Where I store current books, clipboards with lesson plans.
Materials and Resources

- White board, marker, “sock” eraser
- Magna Doodle
- Tubeloos
Materials and Resources

ABC Chart

Plastic Sleeves/white paper for practice
Materials and Resources

Word Activity Materials
Vowel cards/vowel sorts
Picture cards

Letter tiles in alphabetical order (multiple copies)
Vowel cards (individual bags for each student)

Magnetic Letters on stove burner covers
*6-8 sets of lowercase magnetic letters
Materials and Resources

Elkonin Sound Boxes

Insert your organization hacks here!
Guided Reading “hacks”

• Make it a routine to re-read the book if students finish early; challenge them to read for a deeper purpose the second time
• Guided Reading can take place at other times of the day—make it fit into your schedule
• Have sticky notes so students can write down what they would like to discuss or question
• During Guided Writing, have students write with black Vis-a-vis so that you can make instructional decisions from their errors
• During Guided Writing, have students first practice the sentence on the left page and then publish on the right side
• Reteach the strategies and skills as students need it. Guided Reading is about preparing students to read successfully without you beside them to help.
• Expect lessons to be choppy and messy in the beginning until you internalize the planning and teaching process
Additional Resources

- Access to video links
- Comprehension Modules
- Strategies and Skills to guide teaching decisions
- Checklists and progress monitoring tools
- Teaching points and prompts for responsive teaching
- Word study activities
- The Fluent Reader: Level N and Higher
Essential Question

What is Guided Reading and why should it be implemented in my classroom?
Social Media Reflection

Tweet your positive thoughts about this session or Guided Reading, your next steps.
Be sure to add @BowieMorgan and @AikenPublicSch Bonus points if you include @AlfordOnTheGo

Or

Add positive comments to the district facebook page: Aiken County Public School District and the K-2nd Literacy Corner private group