

2002

Guided reading staff development training manual

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Reisner, Anita L., "Guided reading staff development training manual" (2002). *Graduate Research Papers*. 1395.

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Guided reading staff development training manual

Abstract

The purpose of this project was to provide a training manual for the topic of guided reading within a balanced literacy program for an elementary school. A broader goal was to use collaboration and reflection when providing training in guided reading. The teachers at my school started asking me questions about guided reading: What is guided reading? How do you get started? How can it help all of my students? What does a guided reading lesson look like? I wanted to prepare a workshop that would give them the knowledge they need.

Guided Reading Staff Development Training Manual

A Graduate Project

Submitted to the

Division of Reading and Language Arts

Department of Curriculum and Instruction

in Partial Fulfillment

of the Requirements for the Degree

Master of Arts in Education

UNIVERSITY OF NORTHERN IOWA

by

Anita L. Reisner

August, 2002

This Project by: Anita L. Reisner

Titled: Guided Reading Staff Development Manual

has been approved as meeting the research requirement for the
Degree of Master of Arts in Education.

July 15, 2002
Date Approved

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7.15.02
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Guided Reading Staff Development Training Manual

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Word Count: 5,208

August, 2002

Introduction

The purpose of this project was to provide a training manual for the topic of guided reading within a balanced literacy program for an elementary school. A broader goal was to use collaboration and reflection when providing training in guided reading. Collaboration and reflection have been proven to be effective tools when change needs to occur, but one must have the motivation to change (Santa, 1990). This was the case at my school. Teachers saw a reason to change, since whole group instruction was not meeting the needs of all students.

When the second grade teachers at our K-3 elementary school (of whom I am one) first approached the other teachers about guided reading, they were not interested, but when they realized that it was hard to reach all of the kids using the basal, they did begin looking at different ways to teach reading. When they saw a need to change they wanted to learn all about it. The teachers at my school started asking me questions about guided reading. What is guided reading? How do you get started? How can it help all of my students? What does a guided reading lesson look like? It was hard for me to answer these questions without the teachers having a little prior knowledge about guided reading. This is one of the reasons for developing this staff development training manual; I wanted to prepare a workshop that would give them the knowledge they need. Before presenting the manual, however, a review of the two major aspects of this project, Guided Reading and the importance of collaboration and reflection, are necessary.

Guided Reading

Guided Reading is one component of balanced literacy program that allows teachers to work with small groups of children with similar reading processes. The teacher is able to teach reading strategies to students to help them become independent readers (Fountas & Pinnell, 1996)

Too often during reading instruction teachers take charge of the students' learning or as Villaume and Brabham (2001) state, take the wheel and lead students through predetermined lessons. Guided reading provides opportunities for our students to take the wheel. We want our students to do the driving. During guided reading students preview texts, discuss what they notice using clues from the titles and illustrations, activate prior knowledge and practice strategies to help them become independent readers. By being actively involved, the students are provided opportunities to practice observations and build on one another's knowledge by sharing their thoughts.

As teachers we support our students. The teacher's role is critical. We must be constantly assessing students' strengths and weaknesses, so that we can appropriately plan lesson objectives based on their needs rather than a set curriculum (Malik, 1996).

Guided reading allows teachers to work in small groups in a more effective way.

Teachers are seen as coaches, showing their students different strategies to use when they are reading. In fact strategic coaching appears to be one of the key elements that distinguish high achieving classrooms from those with moderate or low performing classrooms (Taylor, Pearson, Clark & Walpole, 1999).

One of the biggest differences between guided reading and traditional grouping is that the groups are not static and fixed, but are matched to books according to their need.

Grouping in this manner helps students develop reading strategies through the use of a cueing system at their particular level. Children are matched with a book that provides a little challenge, yet has some familiarity. Children receive instruction based on their needs, so they can apply a variety of reading strategies (Fawson & Reutzel, 2000).

Guided reading develops independent readers rather than preparing them to read a specific selection in the basal. During guided reading students are becoming problem solvers. In time, students will become competent readers who can apply what they learned to other contexts (Malik, 1996).

Guided reading is only one component of the balanced literacy program which also includes independent reading, shared reading, and read aloud. In addition to the reading part of balanced literacy, writing is also a piece of the program. Although guided reading is only one component, it is the heart of the program. Through guided reading students become independent readers by using the strategies they have developed with the support of the teacher. One of the greatest values of guided reading is that teachers do not need to wait until the end of the year testing to know if instruction was successful. Teachers are making ongoing observations and continuously refining their lesson plans to fit the needs of the individual child (Fountas & Pinnell, 1996).

Collaboration is one of the several factors that can have a positive influence on the continued professional development of teachers. Teams are excellent for overcoming barriers at school (Erikson, 1995). One way to have teachers to collaborate is through study groups in a workshop setting. Schools are finding study groups useful for improving learning. The study group is an opportunity to think through ones beliefs, share ideas, challenge current instructional practices, blend theory and practice, and

identify professional and personal needs (Matlin and Short, 1991). Study groups can be an ongoing learning opportunity (Browlie, 1990)

Reflecting is an important part of teaching in order to achieve better decisions. Reflections can be shared within the study groups or workshops to gain valuable insights from other teachers. Written reflection can be used as a vehicle for discovery and can be a new way of learning. The process of writing can be a powerful learning device that can help sort out problems and find solutions. (Erikson, 1995). Sometimes when teachers don't have a support group where they can sit and talk and reflect about what they do, they just do what they always do. We do work with other teachers, but unless teachers have a scheduled time to go over the things they do in the classroom it is hard to bounce ideas off of others. I think this staff development manual provides opportunities for teachers to reflect and share ideas. It is helpful to hear other teacher's ideas and confirm the good things that are being done in the classroom as well as ways to improve our teaching.

How can I get others at my school to at least explore different ways to teach? It must be slow and gradual. There must be a collective voice in initiating change (Erikson, 1995). This manual, designed for a workshop consisting of five half-day sessions, with each session being three hours in length, looks at guided reading and provides opportunities to collaborate and reflect. The handouts included with these plans were taken from a series of workshops I attended over the past couple of years (Heitz, 2001; Richardson, 2001; Wilkey & Johnson, 2001; Heitz, 2000). On many of the handouts, book chapters are referenced. These handouts were taken from Guided Reading: Good First Teaching For All Children (Fountas & Pinnell, 1996).

Guided Reading Day 1

Objectives

1. The teacher will understand the definition of guided reading.
2. The teacher will understand how guided reading fits within a balanced literacy program.
3. The teacher will understand how to document a running record and the purpose for the running record.

Materials

1. Overhead/markers
2. Guided reading video
3. Guided reading definition sheet
4. Balanced literacy sheets
5. Running record definition sheet
6. Error recording sheet
7. Story sheet (Grandpa, Grandpa and Try It)
8. Tape of children reading for the running records
9. Running records of Samantha and Jesse
10. Running record sheet (blank)
11. Reflection sheet

Schedule of Activities

- | | |
|-----------|---------------------------|
| 8:00-8:20 | Guided Reading Video |
| 8:20-8:40 | Guided Reading Definition |

8:40-9:00	Overview of Balanced Literacy Program
9:00-9:10	Definition of Running Record
9:10-9:30	Go over Error Recording Sheet
9:30-9:45	Break
9:45-10:15	Model a running record by listening to child on tape
10:15-10:45	Teachers listen to tape and do a running record
10:45-11:00	Reflection

Activities

Introduce the workshop by saying, “We are here today to learn about how we can teach reading in ways that address the needs of the individual students in a better way. Guided reading is one way to do that. Since collaboration and reflection have proven to be effective learning tools for teachers, you’ll be asked to work together and reflect throughout this workshop.” The facilitator will introduce guided reading by showing the video of a second grade classroom doing a guided reading lesson. The video will give the teachers an overview of guided reading and how it works in a classroom. The facilitator will set it up by first explaining to the teachers they will be looking at the whole picture. After we view the video we will break it up into small parts and learn about each piece of guided reading and how it fits into a balanced literacy program.

After the video, teachers will read the definition of guided reading on their own (Handout 1), highlighting important words or phrases. In partners, teachers will write an operational definition. Teachers will write the meaning of guided reading in their own words. Partners will share with the whole group the different definitions and the facilitator will write these on the overhead.

Once the teachers have a workable definition of guided reading, the facilitator will show how guided reading fits within the whole balanced literacy program (Handouts 2, 3) by showing the different components of balanced literacy and the purpose or procedures of each component. This is just an overview of all of the components. The facilitator will put the balanced literacy sheets on the overhead and go over each component.

After the facilitator explains how guided reading fits into the balanced literacy program, the facilitator will explain how running records will be used in guided reading (Handout 4). The facilitator will model a running record on the overhead (Handouts 5, 6, 7) as he/she listens to the tape of a child reading a book. All of the teachers will listen to a tape and will do a running record (Handout 8, 9). At this time an analysis will not be made. Teachers will practice documenting a running record using the error recording sheet (Handout 5).

Reflection

At this time teachers will talk with a partner and discuss three things they have learned, two things to ponder, and one action they will take in the classroom as a result of what they learned today. The facilitator will prompt the teachers by saying, "In filling out the sheet (Handout 10), please consider how your program compares with a balanced literacy program. You may also make any other reflections or ask any other questions as well."

After teachers have talked with a partner, they will write down what they talked about with that partner. Teachers will also write down any questions they have for the facilitator. The facilitator will address the questions at the beginning of the next session.

Assignment

Teachers will do one running record (Handout 9) with a student and bring it back to the next meeting. We will analyze and score running records next time.

Guided Reading Day 2

Objectives

1. The teacher will understand how to analyze a running record.
2. The teacher will understand how to use the analysis of a running record to teach students strategies.
3. The teacher will use different prompts to assist the reader.

Materials

1. Overhead/markers
2. Teacher's reflection sheets from last time
3. Guided reading definition sheet
4. Balanced literacy sheets
5. Running record definition sheet
6. Samantha and Jesse's running records
7. Assessment record scoring sheet
8. Running record analysis sheet
9. Three reading cueing systems sheet
10. Guided reading strategy sheet
11. Guided reading lesson
12. Guided reading lesson components
13. Reflection sheet
14. Running record sheet (blank)

Schedule of Activities

8:00-8:30	Address Reflection sheets
8:30-8:50	Review definition of guided reading, components of balanced literacy program, and the running record
8:50-9:00	Model how to use assessment scoring sheet for running record
9:00-9:10	Teachers figure out assessment scoring for their running record
9:10-9:30	Model how to analyze errors on the running record based on three cueing systems
9:30-9:45	Break
9:45-10:00	Teachers will analyze errors on their running record based on three cueing systems
10:00-10:20	Model guided reading strategies to use based on running record
10:20-10:45	Teachers will find reading strategies to use based on their running records. Teachers will work in partners to look at each others running records to find strategies one could use with the student
10:45-11:00	Reflection

Activities

The facilitator will address the questions on the reflection sheets from last time. Teachers will pair up and review what was discussed last time. The facilitator will ask the teachers to review the definition of guided reading, the different components of a balanced literacy program, and the purpose of a running record (Handout 1, 2, 3, 4).

The facilitator will get out the running record from last time (Handout 7) and put it on the overhead. The assessment scoring sheet (Handout 11) will be used to calculate the error rate. The running record will be analyzed based on the three cueing systems

sheet (Handout 12, 13). Each error the student made will be analyzed to see what cueing system the student was using. The facilitator will model this procedure and discuss each cueing system (meaning, structure, and visual). Then the teachers will get out their running records from the last meeting and calculate the errors and analyze each error based on the cueing systems. Once the teachers have completed the running record from last time, they will take out their own running record they did for the assignment. They will calculate the error rate and analyze the errors.

The facilitator will model the guided reading strategies (Handout 14) based on the cueing system the student is lacking. The facilitator will use the guided reading strategies sheet to guide the discussion. The facilitator will use the prompts to support the use of strategies sheet to help the teachers get a better understanding of questions the teachers can ask the students.

The teachers will look at their own personal running records and decide what strategies the students can be taught based on their needs. Teachers will work in partners and look at each others running records and write down strategies one could use with this student.

Reflection

At this time teachers will talk with a partner and discuss three things they have learned, two things to ponder, and one action they will take in the classroom as a result of what they learned today. The facilitator will prompt the teachers by saying, "In filling out the sheet (Handout 10), please consider the types of cueing systems you are currently using in your classroom and how it compares with the three cueing systems we learned

about today. You may also make any other reflections or ask any other questions as well.”

After teachers have talked with a partner, they will write down what they talked about with that partner. Teachers will also write down any questions they have for the facilitator. The facilitator will address the questions at the beginning of the next session.

Assignment

The teacher will do another running record with one student. This time the error rate should be calculated and an analysis needs to be completed.

Day 3
Guided Reading

Objectives

1. The teacher will understand the parts of a guided reading lesson.
2. Compare and contrast traditional grouping with dynamic grouping used in guided reading

Materials

1. Overhead/markers
2. Reflection sheets from last time
3. Running record definition sheet
4. Error recording sheet
5. Guided reading strategy sheet
6. Guided reading lesson
7. Running record sheet (blank)
8. Tape of Cierra reading
9. Story sheet (Lazy Mary)
10. Cierra's running record
11. Compare/contrast sheets
12. Reflection sheet

Schedule of Activities

- | | |
|-----------|---|
| 8:00-8:30 | Address Reflection Sheets |
| 8:30-8:45 | Facilitator and Teachers do running record as a group |
| 8:45-9:00 | Calculate error rate and analyze running record |

9:00- 9:15	Teachers will pair up and discuss prompts and strategies
9:15-9:30	Explain components of guided reading lesson
9:30-9:45	Break
9:45-10:00	Model guided reading lesson with a book
10:00-10:30	Teachers choose a book and write a guided reading lesson.
10:30-10:45	Teachers compare and contrast traditional grouping with flexible grouping used in guided reading
10:45-11:00	Reflection

Activities

The facilitator will address the questions on the reflection sheets from last time. Teachers will pair up and review what was discussed last time. The facilitator will ask the teachers to review running records, strategies, and prompts (Handouts 4, 5, 14).

The teachers will do a running record as a group and analyze the running record (Handouts 9, 15, 16). Based on the running record, teachers will pair up and discuss prompts and strategies one could use with this particular child when a teacher is doing guided reading.

The facilitator will walk through a guided reading lesson (Handouts 17, 18). The facilitator will go over the guided reading lesson sheet and then model a lesson with a real book while the teachers take notes on each part of the lesson. The teachers will then choose a book and work with teachers in their own grade level to practice a guided reading lesson by following the components of a guided reading lesson.

After teaching the guided reading lesson, teachers will compare and contrast traditional grouping with dynamic/flexible grouping used in guided reading (Handout

19). The teachers will be given a chart and be asked to fill in a comparison/contrast chart (Handout 20).

Reflection

At this time teachers will talk with a partner and discuss three things they have learned, two things to ponder, and one action they will take in the classroom as a result of what they learned today. The facilitator will prompt the teachers by saying, "In filling out the sheet (Handout 10), please consider how the guided reading lesson compares with the reading lessons you are currently teaching in your classroom. You may also make any other reflections or ask any other questions as well."

After teachers have talked with a partner, they will write down what they talked about with that partner. Teachers will also write down any questions they have for the facilitator. The facilitator will address the questions at the beginning of the next session.

Assignment

The teacher will write a lesson plan (Handout 18) for a guided reading lesson using a guided reading book. Teachers may use books from their school or reserve a book at the area education agency. During the next session, teachers will be asked to teach the guided reading lesson to another teacher or group of teachers.

Day 4
Guided Reading

Objectives

1. Teachers will understand how to group for guided reading instruction.
2. The teacher will be able to level guided reading books.
3. The teacher will be able to match students to a particular text.

Materials

1. Overhead/markers
2. Compare/contrast sheets
3. Grouping for instruction sheet
4. Leveling of materials sheet
5. Correlation of instructional reading levels sheet
6. Leveling process and characteristics of text sheet
7. Learning to read/Reading to learn sheet
8. Matching students to text
9. Guided reading books from the area education agency
10. Reflection sheet

Schedule of Activities

- | | |
|-----------|--|
| 8:00-8:30 | Address Reflections |
| 8:30-8:40 | Compare and contrast traditional grouping with flexible grouping |
| 8:40-9:10 | Teachers present guided reading lesson to partner |

9:10-9:30	Facilitator discuss grouping for instruction
9:30-9:45	Break
9:45-10:00	Facilitator will discuss the leveling of materials and the leveling process
10:00-10:15	Model how to level a book
10:15-10:35	Teachers get in groups to level 3-4 books based on leveling criteria.
10:35-10:45	Facilitator discuss how to match students to specific text using guidelines.
10:45-11:00	Reflection

Activities

The facilitator will address the questions on the reflection sheets from last time. Teachers will pair up and review what was discussed last time. The facilitator will ask the teachers to compare/contrast traditional and dynamic grouping (Handouts 19, 20).

The teachers will present their guided reading lesson to a partner.

The facilitator will discuss the grouping for instruction sheet (Handout 21) to assist teachers in forming groups for a classroom. The facilitator will discuss the leveling of materials and the correlation of the instructional reading levels according to guided reading levels (Handouts 22, 23). Then the facilitator will go over the leveling process and the characteristics of text (Handout 24). The facilitator will model how to level a book by using the learning to read/reading to learn sheet (Handout 25). This sheet will provide the teachers with a basis for leveling books. After the facilitator has modeled

how to level a book by using the five characteristics, teachers will get in groups of 3-4 to try to level books by using books from the area education agency.

Once teachers have had practice leveling books, the facilitator will discuss how to match students to a specific text using some guidelines (Handout 26).

Reflection

At this time teachers will talk with a partner and discuss three things they have learned, two things to ponder, and one action they will take in the classroom as a result of what they learned today. The facilitator will prompt the teachers by saying, “In filling out the sheet (Handout 10), consider how leveling books and matching readers to the text compares with your current system of matching readers to the text. You may also make any other reflections or ask any other questions as well.”

After teachers have talked with a partner, they will write down what they talked about with that partner. Teachers will also write down any questions they have for the facilitator. The facilitator will address the questions at the beginning of the next session.

Assignment

The teachers will find one book to level and write down why they leveled the book with that particular letter. They will bring their books to the next session to have other teachers level the book to see if their leveling is consistent with other teachers.

Day 5
Guided Reading

Objectives

1. The teacher will understand how to schedule and manage a balanced literacy classroom.
2. The teacher will understand the types of activities that need to be put in place before beginning guided reading.

Materials

1. Overhead/markers
2. Learning to Read/Reading to Learn sheet
3. Scheduling and classroom management sheet
4. Balanced literacy schedule sheet
5. Center ideas for primary grades sheet
6. Independent literacy ideas sheet
7. Reflection sheet
8. Evaluation sheet

Schedule of Activities

- | | |
|------------|--|
| 8:00-8:30 | Address Reflections |
| 8:30-8:45 | Review how to level books and how to match to appropriate text |
| 8:45-9:15 | Teachers will share their book with a group and will discuss the level of that particular book |
| 9:15-9:30 | Teachers will discuss obstacles of leveling books |
| 9:30-9:45 | Break |
| 9:45-10:00 | Discuss scheduling and classroom management |

- 10:00-10:10 Show a skeleton of classroom schedule
- 10:10-10:20 Facilitator will provide ideas for literacy centers
- 10:20-10:45 Teachers will share literacy centers they are currently using in the classroom
- 10:45-11:00 Reflection and Workshop evaluation

Activities

The facilitator will address the questions on the reflection sheets from last time. Teachers will pair up and review what was discussed last time. The facilitator will ask the teachers how to level reading books and how to match students with an appropriate text (Handouts 22-26).

The teachers will get out their guided reading book and share the book with 3-4 teachers. After the other teachers look at the book, they will try to level the book according to the criteria. Once the teachers have shared their books, the teachers will report their findings. They will discuss with the whole group of teachers the obstacles of leveling books.

Now that the teachers have a basic framework for guided reading, the facilitator will discuss the scheduling and classroom management of how guided reading fits into a balanced literacy program (Handout 27). The facilitator will show a skeleton of a schedule one might use to support the balanced literacy program (Handout 28). Then the facilitator will provide ideas for literacy centers one can use in the classroom (Handouts 29-31). The teachers will get in groups of 3-4 to share literacy center ideas they may be currently using in their classrooms.

The facilitator will provide a sheet containing questions to ponder when one is getting started with guided reading (Handout 32). The facilitator will go over all of the questions and explain how she/he handles each question.

Reflection

At this time teachers will talk with a partner and discuss three things they have learned, two things to ponder, and one action they will take in the classroom as a result of what they learned today. The facilitator will prompt the teachers by saying, “In filling out the sheet (Handout 10), please consider how the centers you are currently using in your classroom compare to the literacy centers we talked about today. You may also make any other reflections or ask any other questions as well.”

After teachers have talked with a partner, they will write down what they talked about with that partner.

Evaluation

Teachers will be asked to complete an evaluation on the staff development they have received (Handout 33).

On-going Professional Development

It is important to continue to review and revisit guided reading or any kind of professional development, in order to be effective at helping teachers to make a change (Good, 1981; Showers, Joyce & Bennett, 1987). After the training has taken place, teachers should meet once a month at a staff meeting or early dismissal to review and share what is going on in the classroom. The following is suggestion for things to do in the months ahead.

1. At the first meeting after the training, have teachers bring a list of centers that are being used in the classroom. Have the teachers make copies of their lists so they can share at the meeting.
2. At the second meeting after the training, have the teachers bring a tape of a child reading. Have teachers do a running record on one child in order to practice running records. Each time the teachers meet, they can listen to a different running record at the beginning of each session. Running records take a lot of practice.
3. At the third meeting after the training, have teachers bring running records of their whole class and put the students into groups based on similar needs. Teachers can collaborate with other teachers to see how they have grouped students.
4. At the fourth meeting after the training, have the teachers bring a copy of their guided reading lesson to share with the group.
5. At the fifth meeting after the training, have the teachers bring books that need to be leveled. It is very helpful to get other teacher's perspective on the level of a certain book.

It is important to have a scheduled time to touch base with other teachers; otherwise teachers may revert back to their old ways. Change is difficult. It must be slow and gradual in order to be effective (Erikson, 1995).

Conclusions

I gained several insights from the process of developing the training manual. Since collaboration and reflection have been proven to be helpful, I wanted to make sure I included these pieces in each session. This manual is only a guide. Teachers are at various stages in guided reading and lessons may be skipped or lengthened depending on the prior knowledge of the audience. When a teacher is teaching his/her students, the students will guide the teacher in instruction. In the same way, the teachers can be the facilitator's guide during staff development workshops. Based on reflections from teachers, the facilitator may want to elaborate on a certain portion or shorten a lesson if the teachers already have a clear understanding.

It is important for the facilitator to read and respond to the reflections the teacher has written. It is also important to have assignments for the teachers to see if they have a good understanding of the content. It keeps the teachers accountable for their learning. If the students, in this case teachers, are able to verbalize or teach someone else the content they learned, they truly have a good understanding.

When the teachers are introduced to something new, only a few teaching points should be covered. Otherwise it is too overwhelming and teachers will revert back to their ways. It is important to continue to review and revisit guided reading so that teachers will feel comfortable in applying what they have learned.

Guided reading is a key instructional component. Teachers who use guided reading as an important part of their teaching will appreciate the flexibility and scaffolding it offers for addressing a variety of students' instructional needs (Fawson & Reutzel, 2000). In order for guided reading to be implemented, training must be

provided. This staff development training encourages teachers to share and think about their current teaching methods. Collaboration and reflection provide teachers with the opportunity to review and revisit instructional practices. Staff development must slow, gradual, and on-going. Of course when teachers start something new in the classroom, things do not automatically run smoothly. Change is difficult. That is why it is so important to have support within the school. This guided reading staff development training manual provides the facilitator with information on guided reading and how to gradually implement this component into the classroom. In addition to the initial training the teachers receive in guided reading, on-going professional development has been added to the manual to support the teachers as they begin implementation.

As teachers continue to grow professionally through on-going staff development, our students will continue to grow and receive the instructional support they need to help them become successful independent readers.

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Guided Reading Defined:

1. Read the definition of guided reading as described by Irene Fountas and Gay Su Pinnell in *Guided Reading Good First Teaching For All Children* on page 2. Highlight or underline the key words in the text below that will guide your own classroom practice.

What Is Guided Reading?

Guided reading is a context in which, a teacher supports each reader's development of effective strategies for processing novel texts at increasingly challenging levels of difficulty. The teacher works with a small group of children who use similar reading processes and are able to read similar levels of text with support. The teacher introduces a text to this small group, works briefly with individuals in the group as they read it, may select one or two teaching points to present to the group following the reading, and may ask the children to take part in an extension of their reading. The text is one that offers the children a minimum of new things to learn; that is, the children read it with the strategies they currently have, but it provides opportunity for a small amount of new learning.

The purpose of guided reading is to enable children to use and develop strategies "on the run." They are enjoying the story because they can understand it; it is accessible to them through their own strategies supported by the teacher's introduction. They focus primarily on constructing meaning while using problem-solving strategies to figure out words they don't know, deal with tricky sentence structure, and understand concepts or ideas they have not previously met in print. The idea is for children to take on novel texts, read them at once with a minimum of support, and read many of them again and again for independence and fluency.

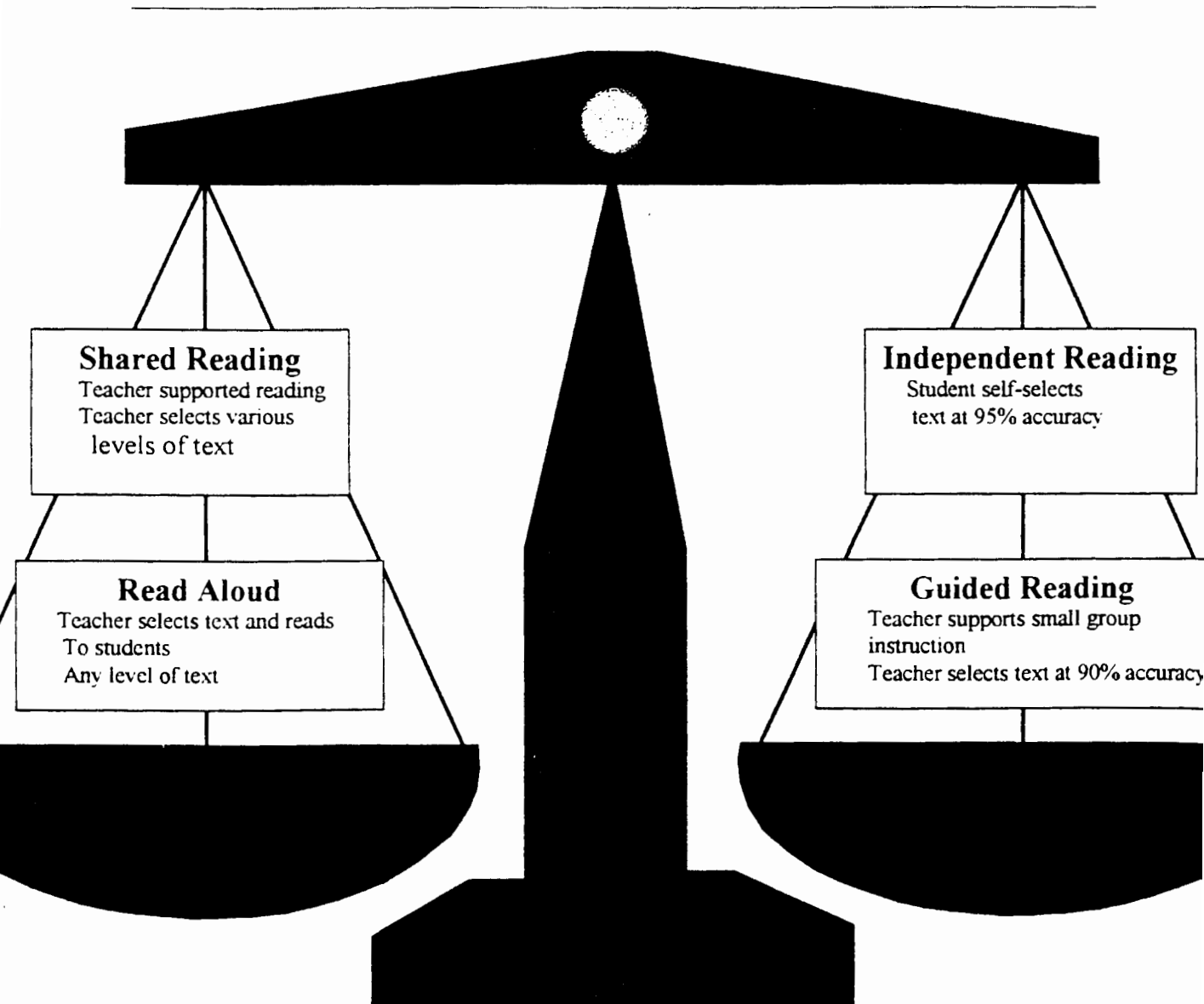
The ultimate goal in guided reading is to help children learn how to use independent reading strategies successfully. Teachers, based on their knowledge of children, possible texts, and the processes involved in reading and teaming to read, make a series of complex decisions that influence and mediate literacy for the young children in the group. Guided reading also involves ongoing observation and assessment that inform the teacher's interactions with individuals in the group and help the teacher select appropriate texts.

2. Write an operational definition below describing how you will or have implemented guided reading in your classroom.

Balanced Literacy

Chapters 1 & 3

Balanced literacy is a classification of eight reading and writing instructional events, which when blended together, provide a helpful “menu of literacy instruction” as a framework for thinking about organizing time for language arts instruction.



Balanced Reading Program

K-5

Components	Grouping	Suggested Resources	Purposes & Procedures
1. Read Aloud <ul style="list-style-type: none"> •Teacher selection of books and teacher reading. 	<ul style="list-style-type: none"> •Whole class 	<ul style="list-style-type: none"> •Quality literature of all types 	<ul style="list-style-type: none"> •Reading aloud broadens children's understandings of literature and their world. Experiences in language through listening and models expression are built. •Children experience more complex language structures and story plot development in a rich context. •The teacher reads books to introduce and excite students about authors. •Oral reading can also be used to introduce or extend topics which are being studied.
2. Shared Reading <ul style="list-style-type: none"> •Teacher reading •Student reading •Paired reading •Choral reading •Tape recording •Plays •Readers theater 	<ul style="list-style-type: none"> •Whole class •Small group •Individual 	<ul style="list-style-type: none"> •Stories, song, rhymes, chants, raps, poems, and daily news. Big books and accompanying small books, class books, experience charts. Repetitive and predictive with high interest level. •Student literature anthology with selected groups who can't read the text independently. 	<ul style="list-style-type: none"> •Words and print are seen over and over again to build reading fluency and confidence. Word-decoding skills and reading strategies are strengthened. •The emphasis is on the enjoyment of the story as a whole. Students are immersed in language. • Students have the opportunity to take advantage of the context in which skill development occurs in the anthology.
3. Guided Reading <ul style="list-style-type: none"> •Teacher directing & student reading. 	<ul style="list-style-type: none"> •Small groups of students flexibly grouped according to reading levels and instructional needs. 	<ul style="list-style-type: none"> •Common reading material —anthologies/basals, novels, short stories, leveled book collections 	<ul style="list-style-type: none"> •The teacher selects & introduces a new text that can be read independently by the students. • The teacher decides upon the skills/strategies focus based upon the needs of the group. • The teacher individually conducts running records with selected students. •Children read the whole text silently. •Children use reading strategies they already know as they read the text.
4.Independent reading <ul style="list-style-type: none"> •Student reading 	<ul style="list-style-type: none"> •Individual/ and/or partners 	<ul style="list-style-type: none"> •All printed materials. 	<ul style="list-style-type: none"> •Reading pictures and memorized text are initial steps to the reading process. •Children choose their own reading materials and do their own reading. •Appreciation and enjoyment of reading are fostered.

Balanced Reading Program K-5

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2. Shared Reading •Teacher reading •Student reading •Paired reading •Choral reading •Tape recording •Plays •Readers theater	•Whole class •Small group •Individual	•Stories, song, rhymes, chants, raps, poems, and daily news. Big books and accompanying small books, class books, experience charts. Repetitive and predictive with high interest level. •Student literature anthology with selected groups who can't read the text independently.	•Words and print are seen over and over again to build reading fluency and confidence. Word-decoding skills and reading strategies are strengthened. •The emphasis is on the enjoyment of the story as a whole. Students are immersed in language. • Students have the opportunity to take advantage of the context in which skill development occurs in the anthology.
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Running Records

Chapter 6, 7, 12

A running record is a tool for coding, scoring and analyzing a child's precise reading behaviors. The running record documents the child's actual reading, providing both quantitative and qualitative information.

Purposes:

- **Notes instructional needs of individuals and small groups**
- **Determining groups**
- **Track progress as students move through different books at different speeds**
- **Determine whether the book read during the running record is at independent, instructional or frustrational level**
- **Documents student's use of strategies of:**
 - **Word Analysis**
 - **Self-Monitoring**
 - **Reading for Meaning**
- **Critical decision making tool that informs instruction**
- **Provides immediate feedback**

Error Recording

As the child reads, make notation on your copy of the story. For scoring purposes note;

- | | |
|--|---------------------------------------|
| 1. Substitutions | 2. Omissions |
| 2. Insertions | 4. Tolds |
| 5. Self-corrections (not counted as error) | 6. Repetitions (not counted as error) |

Note any other important observations (fluency, expression, etc.)

Guidelines for Marking Errors/Self-Corrections

There are several ways to mark miscues. One way is presented here.

Substitutions: Write all substitutions of words above the word for which the substitution was made.
(Count 1)

<u>a</u>	<u>k-i-p-ing</u>
the	keeping

Omissions: Put a dash (-) above each omitted word.
(Count 1)

-
Circle

Insertions: Draw a caret and write inserted word above the line.
(Count 1)

very

The visitor was ^ friendly.

Tolds: Allow the child at least 3 seconds to attempt to pronounce the word. Tell the child the word and write a T after the text word and write above the word any attempt the child makes to pronounce the word.
(Count 1)

<u>Pro</u>
Proceeded T

Proper Names: Each proper name substitution counts as an error only once regardless of how many times the name is read incorrectly.
(Count 1 only on first error)

Self-Corrections: Write "sc" next to self-corrected words.
(do not count as error)

<u>feels/sc</u>
feeds

Repetitions: Draw a line over the words repeated by students and write R.
(do not count as error)

↓ Why don't you R

Guidelines for Marking Correct Responses

✓ Put a check above each correctly pronounced word.

✓	✓	✓	✓	✓	✓	✓	✓	✓
Ex.	A	boy	had	a	box	and	some	paper.

Grandpa, Grandpa

Try It

Page 2: Grandpa, Grandpa,
come with me.

Page 3: Let's go fishing
in the sea.

Page 4: What will we fish for?
What will we get?

Page 5: One pot of mussels
for out tea.

Page 7: Grandpa, Grandpa,
come with me.
Let's go fishing
in the sea.
What will we fish for?
What will we get?
Two big crayfish for our tea.

Page 8: Grandpa, Grandpa,
come with me.
Let's go fishing
in the sea.

Page 9: What will we fish for?
What will we get?

Page 11: Three fat snapper for out tea.

Page 13: Grandpa said
he'd come with me,
and we went fishing
in the sea.
What did we fish for?
What did we get?

Page 15: One pot of mussels,
two big crayfish,
three fat snapper
for our tea.

Page 16: What else did we get?
We got wet!

Page 2: Lucy is six.
She likes to try new things.

Page 3: Lucy tried pizza.
She liked it.

Page 4: Lucy tried a worm.
She didn't like it.

Page 5: Lucy tried hopscotch.
She liked it.

Page 6: Lucy tried flying.
She didn't like it.

Page 7: Lucy tried riding a bike.
She liked it.

Page 8: What will Lucy try now?

RUNNING RECORD SHEET

Name: Samantha Date: _____ D. of B.: _____ Age: _____ yrs _____ mths
 School: _____ Recorder: _____

Text Titles	Running words Error	Error rate	Accuracy	Self-correction rate
1. Easy _____	_____	1: _____	_____ %	1: _____
2. G Instructional <u>Grandpa, Grandpa</u>	<u>122</u> / <u>11</u>	1: <u>11</u>	<u>91</u> %	1: <u>5</u>
3. Hard _____	_____	1: _____	_____ %	1: _____

Directional movement _____

Analysis of Errors and Self-corrections

Information used or neglected [Meaning (M) Structure or Syntax (S) Visual (V)]

Easy _____

Instructional _____

Hard _____

Cross-checking on information (Note that this behaviour changes over time)

Analysis of Errors and Self-corrections
(see Observation Survey pages 30-32)

Page	G Grandpa, Grandpa RW = 122	⑪ E	③ SC	Information used	
				E MSV	SC MSV
2	✓ ✓ ✓ ✓ ✓				
3	✓ ✓ ✓ ✓ ✓ ✓				
4	<div> <div> <div>✓</div> <div>✓</div> <div>✓</div> </div> <div> <div>✓</div> <div>✓</div> <div>✓</div> </div> <div> <div>catch</div> <div>Fish</div> </div> <div> <div>✓</div> <div>R</div> </div> </div>	1		MSV	
5	<div> <div>✓</div> <div>✓</div> <div>✓</div> </div> <div> <div>✓</div> <div>mussels</div> </div> <div> <div>✓</div> <div>R</div> </div> <div> <div>✓</div> <div>our</div> </div> <div> <div>✓</div> </div>				

Analysis of Errors and Self-corrections
(see Observation Survey pages 30-32)

Page		E	SC	Information used	
				E MSV	SC MSV
7	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>catch</u> ✓ <u>fish</u> ✓ ✓ ✓ <u>catch</u> <u>get</u> ✓ ✓ <u>with</u> ✓ ✓	1 1 1		(MSV) (MSV) MSV	
8	(✓ ✓ ✓ ✓ ✓ <u>what</u> <u>let's</u> R ✓ ✓ ✓ ✓ ✓	1		MSV	
9	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>catch/sc</u> <u>get</u>		1	(MSV)	MSV
11	(✓ ✓ R ₂ <u>fish</u> <u>snapper</u> A <u>with</u> ✓ ✓ <u>for</u>	1 1		(MSV) (MSV)	

RUNNING RECORD SHEET

Name: Samantha Date: _____ D. of B.: _____ Age: _____ yrs _____ mths
 School: _____ Recorder: _____

Text Titles	Running words Error	Error rate	Accuracy	Self-correction rate
1. Easy _____	_____	1: _____	_____ %	1: _____
2. Instructional <u>Grandpa Grandpa (p.2)</u>	_____	1: _____	_____ %	1: _____
3. Hard _____	_____	1: _____	_____ %	1: _____

Directional movement _____

Analysis of Errors and Self-corrections

Information used or neglected [Meaning (M) Structure or Syntax (S) Visual (V)]

Easy _____

Instructional _____

Hard _____

Cross-checking on information (Note that this behaviour changes over time)

Analysis of Errors and Self-corrections
(see Observation Survey pages 30-32)

Page		E	SC	Information used	
				E MSV	SC MSV
13	<div> <div>✓ ✓</div> <div>what he sc</div> <div>he'd</div> <div>✓ ✓ ✓</div> </div> <div> <div>✓ he</div> <div>we</div> <div>did sc</div> <div>went</div> <div>✓ R</div> </div> <div> <div>✓ ✓ ✓</div> <div>✓ ✓ ✓</div> <div>catch</div> <div>fish</div> <div>✓</div> </div>				
			1	MSV	MSV
		1	1	MSV MSV	MSV
		1		MSV	

Analysis of Errors and Self-corrections
(see *Observation Survey* pages 30–32)

Page		E	SC	Information used	
				E MSV	SC MSV
15	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>fish</u> snapper <u>with</u> ✓ ✓ <u>for</u>	1 1		MSV MSV	
16	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓				

RUNNING RECORD SHEET

Name: Jesse Date: 10/17 D. of B.: _____ Age: _____ yrs _____ mths
 School: _____ Recorder: _____

Text Titles	Running words Error	Error rate	Accuracy	Self-correction rate
1. Easy _____	_____	1: _____	_____ %	1: _____
2. ① Instructional <u>Try It</u>	<u>49/4</u>	1: <u>12</u>	<u>91</u> %	1: <u>5</u>
3. Hard _____	_____	1: _____	_____ %	1: _____

Directional movement _____

Analysis of Errors and Self-corrections

Information used or neglected [Meaning (M) Structure or Syntax (S) Visual (V)]

Easy _____

Instructional _____

Hard _____

Cross-checking on information (Note that this behaviour changes over time)

Analysis of Errors and Self-corrections
(see *Observation Survey* pages 30–32)

Page	① Try It RW = 49	④ E	① SC	Information used	
				E MSV	SC MSV
2					
3					
4					
	<u>Lucy</u> ✓ ✓ ✓ <u>She</u>	1		④ MSV	

Analysis of Errors and Self-corrections
(see *Observation Survey* pages 30–32)

Page		E	SC	Information used	
				E MSV	SC MSV
5	✓ ✓ ✓ ✓ ✓ ✓				
6	✓ ✓ ✓ ✓ ✓ ✓ ✓				
7	<div> <div> <div>✓</div> <div>✓</div> <div>trying/sc</div> <div>R</div> </div> <div> <div>rowing</div> <div>riding</div> </div> <div> <div>✓</div> <div>✓</div> </div> </div>	1	1	MSV MSV	MSV
8	<div> <div>✓</div> <div>else</div> <div>will</div> </div> <div> <div>✓</div> <div>✓</div> <div>next</div> <div>now</div> </div>	2		MSV MSV	

Analysis of Errors and Self-corrections
(see *Observation Survey* pages 30–32)

Page		E	SC	Information used	
				E MSV	SC MSV

Guided Reading Training

3-2-1 Reflection

1. What are 3 ideas or learnings that you will take away from today's session?
2. List 2 points that you will continue to ponder after you leave today.
3. Identify 1 action you will take as a result of your participation today.

On the back of this sheet please write down any questions you have about today.

Assessment Record Scoring

Calculations

RW = Running Words; E = Errors; SC = Self corrections

ERROR RATE

Running Word

Errors

e.g. $\frac{150}{15} = \text{Ratio } 1:10$

Error Rate	Accuracy Percentage
1: 200	99.5
1: 100	99
1: 50	98
1: 35	97
1: 25	96
1: 20	95
1: 17	94
1: 14	93
1: 12.5	92
1: 11.75	91
1: 10	90
1: 9	89
1: 8	87.5
1: 7	85.5
1: 6	83
1: 5	80
1: 4	75
1: 3	66
1: 2	50

Easy

Instructional

Hard

SELF-CORRECTION RATE

 $\frac{E + SC}{SC}$

SC

 $\frac{15 + 5}{5} = \text{Ratio } 1:4$

SELF-CORRECTION RATE EVALUATION

Ratio of

1:1 - 1:2 = Excellent

1:3 - 1:5 = Good

More than 1:5 = Poor

FLUENCY RATE
(Grades 2-6) $\frac{\text{Running Words} \times 60}{\text{number of seconds}}$

= Words Per Minute (WPM)

LEVEL		Reasonable Range Oral WPM
Second	=	52 - 102
Third	=	78 - 124
Fourth	=	85 - 139
Fifth	=	99 - 152
Sixth	=	113 - 165

Comprehension Percentages:

Number of questions correctly answered divided by the total number of questions.

Visual Cues: What the letters and words look like.

Text: I like to see horses at the farm.

RR: here's
 horses

Cues Used	
E	SC
MS(V)	

Analysis: The substitution looks similar.
 It doesn't sound right. Not acceptable English sentence.
 It doesn't make sense. No concern for meaning.

Structure Cues: The structure of the text (up to and including the substitution should make an acceptable English language construction. Would it sound right to say it that way?

Text: I like to see horses at the farm.

RR: fly
 see

Cues Used	
E	SC
MS(V)	

Analysis: "I like to fly..." This is a good English language construction. Analysis for use of structure cues should only take into account the text up to and including the error.

It is not visually similar

It does not fit the meaning of the total text.

Meaning Cues: The meaning or general context of the total story/sentence is reflected in the substitution if meaning cues are operating.

Text: I like to see horses at the farm.

RR: ponies
Horses

Cues Used	
E	SC
(M)(S)V	

Analysis: There were pictures of horses and colts on the page.
The intended message is almost the same
The substitution is not visually similar, but it is an acceptable language structure.

There is often an overlap of meaning and structure cues. Do not assume meaning cues were being used if the substitution results in an acceptable, meaningful English sentence. Be fairly certain that meaning cues were being used. Pictures, previous text and/or general meaning of the story are sources of meaning cues.

Text: I like to see horses at the farm.

RR: houses
Horses

Cues Used	
E	SC
M(S)V	

Analysis: The substitution is visually similar and creates an acceptable sentence structure. However, it is questionable if meaning cues were being used. Check the previous text to help determine the use of meaning cues.

Text A: I like to see chickens at the farm.
I like to see cows at the farm.
I like to see pigs at the farm.

In this context, meaning cues were most likely not being used in making the substitution of houses for horses.

Text B: I went to see grandfather at the farm.
He lives in a big house.
There is a red barn behind the house.

Now the meaning cues are strong to support the substitution of houses for the word horses. A fluent reader might easily make this type of error.

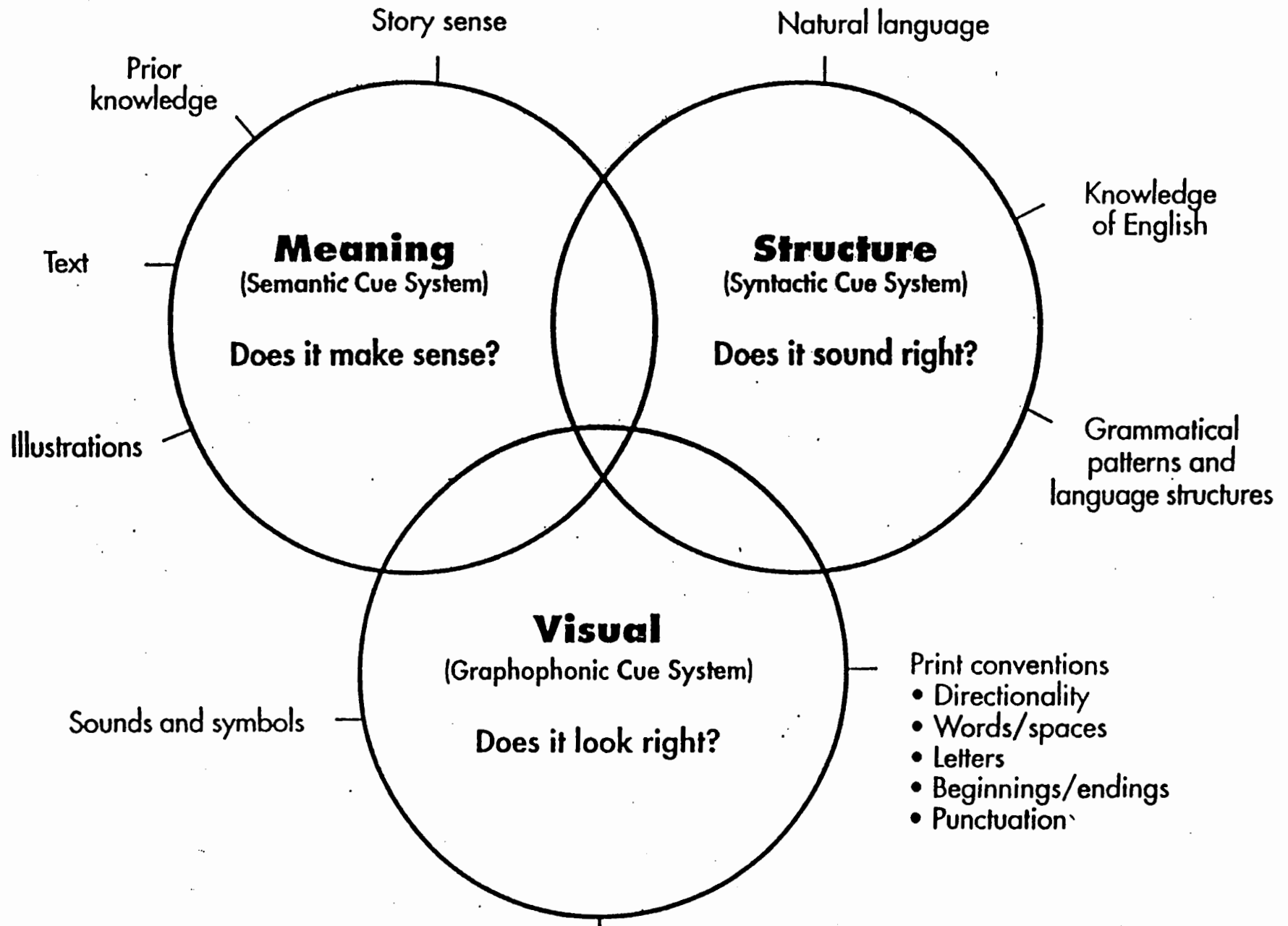
Self-Correction: In analyzing a Running Record it is important not only to determine what cues were being used when a substitution (error) was made, but also what cues were probably used when a self-correction was made. Both columns are used to analyze self-corrections.

Text: I like to see horses at the farm.

		Cues Used	
		E	SC
fair	sc	M(S)V	(M) S (V)
farm			

Analysis: What cue(s) probably contributed to the original error? The words are visually similar and the structure is intact. What probably caused the reader to self-correct this error? Without any other text or awareness of the meaning of the story, use of meaning cues is difficult to determine. Most likely attention was given to visual cues.

The Three Reading Cue Systems



Guiding Reading Strategies

Handout 14

Cue System	Pointing Out Miscue	Modeling	Guiding	Reinforcing and Checking
Semantics (meaning)	"You said ____. Does that make sense?"	Read back the sentence and say, "Is that right? Skip the problem word and read the rest of the sentence and see if you can think of a word that might make sense."	"What do you think it might be?"	"Were you right? How did you figure it out?"
Syntax (grammatical structure)	"You said ____. Does that sound right?"	Reread the sentence with fluent phrasing and stop at the problem word.	"Read that again."	"Were you right? How did you figure it out?"
Graphophonic (sound/symbol, visual)	"Does that look right?"	Reread the sentence and just say the first sound of the problem word. Cover the word. Ask, "What would you expect to see at the beginning? At the end? After the letter ____?" Uncover the word and check.	"Does that look right?" "What would you expect to see if that word were ____?" "What letter does it start with? What sound does it make?" "Read the sentence again, saying the sound of the first letter, and see if you can think of what the word might be."	"Were you right? How did you figure it out?"
Cross-checking (checking one cue against another)	"It could be ____, but look at ____."	Insert possible words until the child can confirm the response using initial and final letters.	"Check to see if what you read looks and sounds right to you."	Show your confidence in the child's ability to figure it out.

Lazy Mary

Page 3: Lazy Mary,
will you get up?
Will you, will you,
will you get up?
Lazy Mary,
will you get up?
Will you get up today?

Page 4: What will you give me
for my breakfast?
A big, big egg.

Page 5: No, Mother,
I won't get up.
I won't, I won't,
I won't get up.
No, Mother,
I won't get up.
I won't get up today.

Page 7: Lazy Mary,
will you get up?
Will you, will you,
will you get up?
Lazy Mary,
will you get up?
Will you get up today?

Page 8: What will you give me
for my lunch?
A big, big pie.

Page 9: No, Mother,
I won't get up.
I won't, I won't,
I won't get up.
No, Mother,
I won't get up.
I won't get up today.

Page 11: Lazy Mary,
will you get up?

Will you, will you,
will you get up?
Lazy Mary,
will you get up?
Will you get up today?

Page 13: What will you give me
if I get up?

Page 14: A splash
of cold water
if you don't!

Page 15: Yes, Mother,
I will get up.
I will, I will,
I will get up.

Page 16: Yes, Mother,
I will get up.
I will get up today.

Analysis of Errors and Self-corrections
(see *Observation Survey* pages 30–32)

Page		E	SC	Information used	
				E MSV	SC MSV
5	✓ ✓ ✓ ✓ ✓ ✓ - ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓				
7	✓ ✓ what SC won't R ✓ ✓ ✓ will R T what will you ✓ ✓ ✓ will ✓ ✓ ✓ what will you SC will	1		(MSV)	
		2		(MSV) (MSV)	
		1	1	MSV MSV	MSV
8	✓ ✓ ✓ get ✓ give ✓ ✓ ✓ I SC ✓ ✓ ✓ A	1		MSV	
			1	MSV	MSV

RUNNING RECORD SHEET

Name: Cierra Date: _____ D. of B.: _____ Age: _____ yrs _____ mths
 School: _____ Recorder: _____

Text Titles	Running words Error	Error rate	Accuracy	Self-correction rate
1. Easy _____	_____	1: _____	_____ %	1: _____
2. Instructional <u>Lazy Mary (p2)</u>	_____	1: _____	_____ %	1: _____
3. Hard _____	_____	1: _____	_____ %	1: _____

Directional movement _____

Analysis of Errors and Self-corrections

Information used or neglected [Meaning (M) Structure or Syntax (S) Visual (V)]

Easy _____

Instructional _____

Hard _____

Cross-checking on information (Note that this behaviour changes over time)

Analysis of Errors and Self-corrections
 (see *Observation Survey* pages 30-32)

Page	Lazy Mary	E	SC	Information used	
				E MSV	SC MSV
9	✓ ✓				
	✓ ✓ ✓ ✓				
	✓ ✓ ✓ ✓				
	✓ ✓ ✓ ✓				
	✓ ✓				
	✓ ✓ ✓ ✓				
	✓ ✓ ✓ ✓ ✓				

Analysis of Errors and Self-corrections
 (see *Observation Survey* pages 30–32)

Page		E	SC	Information used	
				E MSV	SC MSV
11	✓ ✓ <u>I</u> <u>sc</u> <u>what</u> <u>sc</u> <u>won't</u> ✓ ✓ <u>will</u> <u>you</u>	1	1	MSV MSV	MSV
	✓ <u>won't</u> ✓ <u>won't</u> <u>you</u> <u>up</u>	2		MSV MSV	
	✓ ✓ ✓ ✓ <u>what</u> <u>sc</u> ✓ ✓ <u>will</u> <u>you</u>	1		MSV	
13	✓ ✓ ✓ <u>get</u> ✓ ✓ ✓ ✓ <u>give</u>	1		MSV	
14	✓ ✓ <u>cold</u> <u>sc</u> <u>splash</u>		1	MSV	MSV
	<u>splash</u> <u>sc</u> <u>Cold</u> R ✓		1	MSV	MSV
15	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓				
16	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓				

Guided Reading Lesson

Chapters 11 - 12

The lesson is carefully crafted with the teacher giving textual support. The majority of the lesson involves the student in silent reading of the text with the teacher “listening in” to provide strategy support.

Preparing for the Lesson

- Select materials based on students’ instructional level and needs.
- Establish a skill focus based upon observation and assessment.
- Preview the text and note vocabulary, structural patterns, or concepts to be included in your introduction.

Components of a Guided Reading Lesson

Lesson Components	Characteristics
Introduction (5 minutes)	<ul style="list-style-type: none"> • Brief and lively • Talk about the cover, author, illustrations, encourage predictions • Highlight vocabulary within context. • Discuss key concepts drawing on background knowledge. • Highlight unusual text structures. • Don’t read the text or give too much support. • Possible skill focused mini-lesson
Reading (20 minutes)	<ul style="list-style-type: none"> • Provide options for students to do when they finish. • Students silently or mumble read, not round robin, choral, or partner. • Teacher observes and monitors all students. • Teacher does running records, or anecdotal notes with a focus child and provides feedback.
Follow-up (5 minutes)	<ul style="list-style-type: none"> • Return to text and/or skill focus. • Discussion/response. • Skill mini-lesson based on observation. • The majority of the time in the lesson is to be devoted to having students read and not spend a great amount of time doing follow-up activities.

The number of days devoted on the lesson may vary according to book length. A 2-day lesson format is often used with primary students to provide rereading opportunities.

Guided Reading Lesson Components

Revisit/Review/Reread (optional) 2 — 3 *minutes*:

Text Walk/Vocabulary Support/Prereading Strategies 2 — 3 *minutes*:

Focus Skill (from previous day's running record or skill reinforcement from whole group) 3 — 5 *minutes*:

Silent/Mumble Reading (focuses on one child to do a running record) 15 — 20 *minutes*:

Revisit Text 3 — 5 *minutes*:

Comparison of Traditional and Guided Reading Grouping

Chapter 8

Using guided reading as an instructional approach allows the teacher to continually reassess the placement of students in groups. Traditional grouping practices were fixed with students progressing through a defined set of materials.

Traditional Reading Practices	Guided Reading Practices
Static grouping based upon ability with change not expected.	
Progress through a fixed sequence of materials.	
Words pretaught	
Skills practice following reading.	
Focus is on the lesson, not the student.	
Teacher is interpreter and checker of meaning.	
Round robin reading; children take turns, each orally reading a page or line.	
Students are tested on skills and literal recall.	
Evaluation based on progress through set group of materials and tests.	

Compare and Contrast

How Alike?

1

2

3

4

How Different?

With Regard to

1

2

3

4

1

2

3

4

Author Unknown

Grouping for Instruction

Chapter 8

Using running records, students are flexibly grouped according to their ability to process leveled text. This form of dynamic, flexible, grouping enables teachers to group children effectively for efficient teaching.

- **Grouping patterns need to remain temporary and flexible, as determined by continuous, ongoing assessment in the form of running records.**
- **Groups vary in size depending on the group's purpose.**
- **Groups of 3-4 work best. Larger groups may be necessary depending on age, class size, and reading support services.**
- **Ideally groups should meet daily. If not possible, the students with the most support needs should have daily group instruction.**
- **Groups typically meet for 20-30 minutes a day, but may vary according to reading level and instructional purpose.**

Leveling of Materials

Chapters 9 -10

A critical aspect of guided reading is matching books to individual children. To accomplish this goal with efficiency, it is necessary to organize books so that teachers' decisions can be easier and more effective.

- **It is important to determine a school wide leveling system such as, Reading Recovery, Lexile or the Guided Reading system used by Pinnell and Fountas.**
- **There is no leveling system that is completely accurate. Don't hesitate to move books between levels based upon characteristics of text such as:**
 - Illustrations for support
 - Text position and size & space
 - Sentence length
 - Pattern, structure and repetitions
 - Vocabulary and concepts
- **It is efficient to create a centrally leveled book collection that is accessible to all grade levels.**

Correlation of Instructional Reading Levels

Reading Recovery	<u>Guided Reading</u> (Pinnell, Fountas)	Lexile Levels (Systematic Reading levels assigned to books)
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Kindergarten	1 2	A B	
Pre-Primer	3-4 5-6 7-8	C D E	
Primer	9-10 11-12	F G	
Grade 1	13-14 15-16	H I	200-299 (1.5-2.0)
Grade 2	18 — 20 24 — 28	J-K L-M	300-399 (2.0-2.5) 400-499(2.5-3.0)
Grade 3	30 34 — 38	N O-P	500-599 (3.0-3.5) 600-699 (3.5-4.0)
Grade 4	40	Q-R	700-799 (4.0-5.0)
Grade 5	44		800-899 (5.0-6.0)
Grade 6			900-999 (6.0-7.0)
Grade 7			1000-1100 (7.0-8.0)

The Leveling Process & Characteristics of Text

The Leveling Process:

- Leveled sets of books make it easy to provide appropriate materials for every child to read every day.
- Levels will continue to develop as you use books over time with students. Don't hesitate to move books to another level if your experience dictates.
- It is efficient to create a leveled book set across grades, and with other teachers. This makes best use of scarce resources, as books can be shared between classrooms as the need arises, and depending on the levels of your students at any given time. It also adds to the variety of books available.
- The more books available at each level, the better. For groups making slower progress, there is a wider selection to use over an extended time, and students also have more chances to read.

Characteristics of text to consider when leveling:

- Illustrations for Support
- Text position, size & space
- Sentence length
- Number of lines per page
- Pattern/structure
- Repetition
- Familiar, Oral Language vs. Written Language Structures
- Familiar Objects, Actions vs. elaborated events
- Punctuation
- Vocabulary
- Concepts
- Length of Book
- Word Structure

Learning to Read/Reading to Learn

STAGE & LEVEL	TYPES OF CONTENT	LANGUAGE	ILLUSTRATION	STRUCTURE	LAYOUT
Pre-Emergent - Emergent Level 1-4 (RR) Level A-C (GR)	familiar ideas, objects, and actions	oral language structures; some sight words	pictures closely match the text; photos contain relevant detail	simple, very short sentences; repetition; one or two word changes	consistent placement of text; one or two lines of print per page
Emergent - Early Level 5-8 (RR) Level D-E (GR)	familiar ideas, objects, and actions	oral language structures; some sight words; some adjectives	pictures match the text; photos provide moderate to high support	some repetition; word changes may occur at beginning, middle or end of a sentence	more text per page; some lines may contain a return sweep
Early - Newly Fluent Level 9-12 (RR) Level F-G (GR)	more detail about familiar objects, and actions; more abstract concepts	oral and written language structures; some descriptive language	photos may contain extraneous detail; pictures offer moderate support	longer sentences; beginning paragraphing	more text
Newly Fluent - Fluent Level 13-15 (RR) Level H-I (GR)	content specifics; greater detail	written language structures; content specific vocabulary	photos may contain extraneous detail	compound, complex sentences	one short paragraph per page
Fluent - Proficient Level 16-20 (RR) Level J-L (GR)	complete detail	content specific vocabulary; rich descriptions	pictures may reflect inferred content not expressed in text	various sentence types	one full paragraph of five to six sentences per page
Proficient Level 20 + (RR) Level L + (GR)	rich detail	well-developed descriptions, expository language	pictures may reflect inferred content not expressed in text	various sentence types	full page of text, several paragraphs

Matching Students to Text

Chapters 9 - 10

A critical aspect of guided reading is matching books to individual children.

- **Students should be placed in materials according to their ability to read them with 90% accuracy.**
- **The text should have enough new learning opportunities for students to apply known strategies.**
- **Text should be selected based upon students' conceptual knowledge.**
- **Choose materials based on assessment of student reading level, instructional needs, and interest. Decide which teaching and learning possibilities the book presents.**
- **Text length may also be a determining factor based upon teachers' instructional delivery system.**

Scheduling and Classroom Management

Chapters 4 - 5

The teacher needs a sufficient amount of time to work in a focused, uninterrupted way with small groups of students. The remaining students must be engaged in meaningful literacy activities.

- **Implementing all elements of a balanced literacy program involves scheduling blocks of uninterrupted time.**
- **Schedules vary according to a variety of factors including grade level, student instructional needs, and building level factors.**
- **To provide for unsupervised time, a routine needs to be established and understood by students so the teacher may work without interruptions.**
- **The teacher needs to have a built in monitoring system to insure that students are able to work independently.**
- **Students need to clearly understand that they are responsible for their learning. A trusting relationship needs to be established.**

Balanced Literacy Schedule: Grades 1-6

180 Minutes

8:20-8:30	Opening	
8:30-8:45	Read Aloud —	(15)
8:45-10:15	Shared (Integrated Language Arts)	(90)
	<ul style="list-style-type: none"> • Spelling • Handwriting • DOL • Language (Grammar) • Reading from anthology w/ related skills • Writing Process 	
10:15-11:15	Guided Reading	(60)
	<p><u>Teacher</u></p> <p>Small groups:</p> <ul style="list-style-type: none"> • Guided Reading • Running Records 	<p><u>Student</u></p> <p>Literacy activities:</p> <ul style="list-style-type: none"> • Independent reading at reading level • Comprehension extensions • Literature Circles • Writing (journaling, genre writing) • Listening • Word Study
11:15-11:30	Independent Reading	(15)

Center Ideas for Primary Grades

Reading the Room - Students use a variety of pointers (chop sticks, feathers, dowels, plastic rods) to read material posted on the walls.

Art Center - Students use a variety of supplies (paint, markers, paper, chalk, stamps) to illustrate books or complete a thematic project.

Book Boxes - Books students have read during guided reading are stored in boxes and labeled by listing the names of students who are in that group. Students select and read books from their guided reading box. This activity gives students the opportunity to practice strategies on easy familiar texts and develop fluency.

Listening Center - This is a place where students listen to taped stories and read along with copies of the text.

Writing Center - An attractive writing center is a must. Provide plenty of pencils, colored, pens, markers, erasers, staplers, tape, sticky notes, interesting stationery, envelopes and dictionaries. Establish a message board or post office for students to leave messages for friends and teachers.

Alphabet Center - Alphabet books, magnetic letters, white boards, alphabet charts, and a class list of names or spelling words are a few of the items used in this center. Students can sort and match magnetic letters, make words from magnetic letters, chant the alphabet, trace an alphabet book, or make individual alphabet books to improve letter knowledge, phonics and spelling.

Library Corner - A comfortable, well-stocked library corner creates an inviting center for independent reading. Students select any book in the corner and choose whether to read alone or with a partner.

Overhead Projector - Students are taught how to operate the overhead projector and get the opportunity to reread familiar poems, rhymes, chants and stories that have been written on transparencies. Students could use blank transparencies to practice handwriting or write their own stories.

Computer Center - If computers are available in the room, students could write stories, practice typing spelling words or use educational software.

Science Center - Students observe, record, and analyze plants, animals, insects, or other objects. Materials appropriate for this center include a microscope, magnifying glass, binoculars (to observe environmental changes), magnets, thermometers, scales, pets, plants, nests, fossils, bones, and shells. Activities could be designed to support the science curriculum. Encyclopedias and non-fiction books encourage research and exploration.

Geography - This center could be temporary and fit a thematic unit. Materials could include maps, a globe, atlas, post cards, magazines, coins, stamps from other countries, travel brochures and posters, fiction and non-fiction books, bilingual trade books and dictionaries, alphabet books in various languages, etc. Activities would complement the unit and could include making flags, writing travel brochures, doing a map puzzle or preparing a report.

Pocket Chart - Students use a pocket chart to sequence sentences from poems or stories that have been written on tag board and cut apart.

Puppet/play Center - Students make story props and/or use ready-made puppets to retell familiar stories or ones they have written.

Word Wall Center - Students use the wall words for a variety of activities. They could sort words by certain characteristics, play hangman, play Boggle, or create sentences from the words.

Greeting Card Center - Old greeting cards are cut apart and placed in a box. Students can use the pictures to make their own greeting cards or take an existing verse and draw their own illustration. Cards can be sent to parents, friends, teachers, etc.

What are the Other Students Doing During Guided Reading?

- Independent reading – Students read self-selected books.
- Response journals – Students record their connections to the self-selected book they are reading.
- Independent writing – Students write about self-selected topics or assigned pieces.
- Responses to guided reading – Students respond to the book they read during guided reading (written retellings, storyboards, story maps, etc.).
- Computers – Students write final copies of their writing or work with reading/writing software.
- Recorded books – Students listen to books on tape.
- Projects & research – Students research self-selected topics that integrate language arts with content areas (e.g. ABC research books).
- Vocabulary and spelling activities
- Centers:
 - Newspaper center
 - Greeting Card center
 - Poetry center- Students experiment with various forms of poetry that have been modeled.
 - Readers' Theater- Students write original scripts to perform in class.
 - Recording center- Students record their reading on tape.

Independent Literacy Ideas

Chapters 4 — 5

Students need to work on meaningful literacy activities while the teacher is working with guided reading groups. Activities need to be structured so that the student is able to complete the task without teacher support.

- **Develop a “Have to List” of the work you want students to complete.**
- **Create literacy centers or activities that can be completed by students independently.**
- **Establish routines so students are able to work on their own.**

Meaningful Literacy Activities

Reading	
Writing	
Listening	
Word Study	

Getting Started with Guided Reading

Questions to Ponder

1. What stations would I like to have in my classroom?
2. How many stations should I have in my classroom?
3. How do I organize and rotate through my stations?
4. How and when do I introduce stations?
5. How long do I practice stations before I start guided reading?
6. What does the teacher do while the students are practicing their stations?

Guided Reading Groups

1. How do I organize my groups to keep track of information and allow for flexibility?
2. How many days a week do I meet with a group?
3. How long is a guided reading lesson?
4. Who belongs in a group?

1. The most valuable part of the workshop was
2. Some suggestions I have for the workshop
3. I would like to know more about