primary developments foráis sa bhunscolaíocht

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Guided Reading

LEARNING OUTCOMES

Children develop concepts, dispositions and skills in relation to:

- Oral Language: Outcomes 5 & 6: Acquisition and use of vocabulary
- Reading Outcome 6: Reading vocabulary
- Writing: Outcome 5: Vocabulary

Guided reading is an instructional approach to the teaching of reading that allows for differentiated teaching to occur in small-groups. Children are introduced to guided reading when they have developed some early literacy skills, have a bank of sight vocabulary, have mastered some letter-sound relationships and understand that the ultimate goal of reading is comprehension of the text. Children are grouped according to their assessed needs and strengths and matched to a text at their instructional level. Guided reading allows the teacher to explicitly teach vocabulary, fluency, word identification and comprehension strategies, to observe children's application of strategies as they are engaged in the act of reading and to scaffold their efforts on the spot. Children have opportunities to read a text at an appropriate level of difficulty and in so doing to experience success. They are supported to learn and develop proficiency in applying strategies to texts that gradually increase in difficulty. They read the text and think, talk and write about their responses.

While guided reading utilises a dynamic grouping model and is supported by many years of research, traditional ability grouping has been found to have some negative side-effects, particularly in relation to children's confidence and self-esteem. Children placed in the lower-ability group often find themselves confined to that group and receive qualitatively different instruction to their more highly-achieving peers. They are more likely to have a slower pace to instruction, to be asked to read aloud, to be interrupted while reading aloud, to be asked to complete workbook pages on skills in isolation and to have less opportunity to engage in higher-order thinking in relation to the text. Guided reading, on the other hand adopts a flexible and fluid approach to grouping based on careful formative assessment of children's reading using assessment

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tools such as running records, observations of reading and conferences with children about their reading habits and goals. The guided reading lesson follow a well-structured framework, the format of which changes according to the level of complexity of the text the group is reading. The texts are selected from a set of books that have been carefully levelled according to a range of criteria. There are many systems available for the levelling of books (see reading list) and when a school is compiling a levelled library of books, it is important to understand how books have been levelled as some levelling systems are more finely graded than others.

Texts for guided reading

Levelled texts are designed to support readers along a continuum of reading development from early emergent to upper emergent to early fluent to fluent. The texts gradually increase in complexity and are designed to support the reading behaviours that are typical at each stage of reading development. The teacher chooses a text that provides just the right level of challenge to allow children to develop their skills. The choice of text will be guided by assessment information and knowledge of the children in the group.

These texts increase slightly in difficulty from one level to the next. They are especially useful in the early stages of reading and help children to develop application of the three cueing systems. There are usually a large number (up to ten) of books available at each of 30 levels, providing the teacher with a lot of choice for matching children to text. In addition, children can gain confidence by reading three or four texts at a given level before progressing up to the next level. It is **not** envisaged that children would read **all** books in a level before progressing to the next level.

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Advantages of Guided Reading

• Children can develop as readers while participating in a socially supported activity.

• Teachers can observe individuals as they read new texts.

• Children develop strategies so that they can read increasingly more difficult texts.

• Children are reading books at their instructional level: books that are just right, not too easy and not too hard.

• It develops the abilities needed for independent reading, as strategies are explicitly taught and made visible to the child. Therefore, the child is more likely to use them independently.

• It gives children enjoyable successful experiences in reading for meaning.

• Reading time is spent teaching reading. This makes good use of the teacher's instructional time for reading.

• Children read a whole text through and so get through a greater volume of reading than they would in traditional reading groups where round robin practices limit the amount of text read on a daily basis.

• Other children learn to work independently while the teacher is working with the guided reading group.

Structure of a Guided Reading Lesson Using Levelled Texts
Getting ready for the group

Teacher has many books available on this level and chooses one which will facilitate the development of children's problem solving strategies. While they will be able to read most of the words, the story should provide some challenge, for example, the sentence structure may be tricky or there may be some new concepts or vocabulary. Each guided reading group should take about 15-20 minutes

The teacher gathers the small group together either on a rug or at a small table beside the teacher. The teacher introduces the book (or chapter if it's a longer book) by focussing on the title, author, pictures and uses some of the language that might cause difficulty for the children. She tries to put in their ear the language and tricky sentence structures they will encounter in the text. She may ask children to locate a particular word sometimes a high frequency word that occurs on several pages or a new tier 2 word. Children may make comments on pictures and respond personally by making connections to the text and predicting the storyline. This element should take no more than 3-5 minutes. The emphasis is on setting the children up to read the text successfully on their own.

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The children sit and read the whole book quietly to themselves at their own pace. They may read silently or in a whispering voice. The emphasis is on understanding the text and reading it in its entirety. The teacher observes how children are doing. She notices what children do when they come to a difficult word. Some children may be successful at figuring out the word. This is evidence of self-monitoring, searching for information and the ability to self-correct. She notes the word or other aspect of text giving trouble and addresses it after the reading.

Teacher may hear some children read aloud: when she taps them on the shoulder they read aloud for her. The teacher takes notes on what she sees and hears and praises all efforts. She may interject at intervals and scaffold instruction as children demonstrate a need. She emphasises using many strategies to identify an unknown word: *focus on context, phonic element, picture cue, structural element, reading ahead, re-reading from start of sentence*

This part of the lesson should take about 5-7 minutes. Early finishers re-read for fluency or consider which aspect of the story they will share a personal reaction to: a funny part, an exciting part, a sad part.

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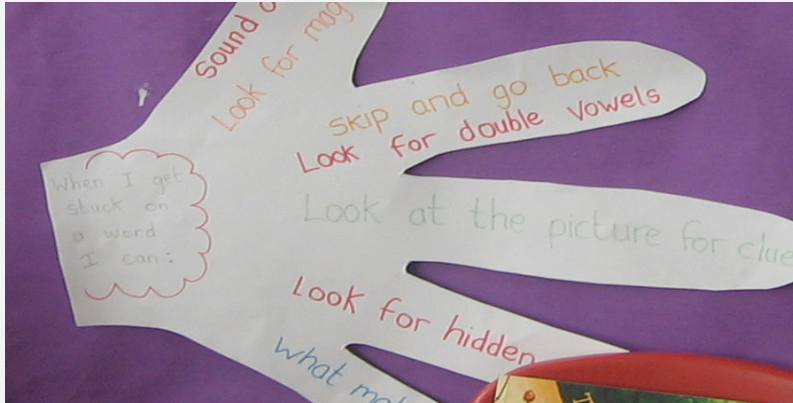
Children discuss their reactions to the story and the teacher may invite them to share an interesting piece of the story. The teacher may then decide to focus on a particular skill or strategy such as word-identification strategies, fluency, comprehension, sight vocabulary or tier 2 or 3 vocabulary development.

For example, if the teacher decides to focus on a word which proved tricky for some of the children she could use the white board to demonstrate a variety of strategies for figuring out the word or have children examine their *strategy glove* to prompt them on how to figure out the word independently using the strategies they have been taught. This part of the lesson should take about 5-7 minutes.

The teacher could also teach children to use analogy: use a known word to figure out a word that they do not know.

Turn to page ten….there was a tricky word on this page. ***The teacher had a <u>chat</u> with Tom.*** (What would make sense?)

We know lots of words with at: at, fat, sat,

How could I make the word bat? That's right take away the s, put in b

We know lots of ch words: chair, chip, chop,

How could I make the word chap: That's right take away the o and put in a

Now I can figure out chat…ch + at makes chat

Let's read the sentence…the teacher had a chat with Tom

In this way, the word is examined in context by turning to the page containing the word, is taught out of context on the whiteboard as the teacher demonstrates how to use analogy, but returned to context by re-reading the sentence. The book is then placed in the browsing box for re-reading or it may go home for sharing with family. The teacher may decide to take a running record for one child
in the group as the other children complete a response to

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Guided Reading Using Short Chapter Books

Children are grouped based on running records and on teacher knowledge of their reading interests and preferences. Groups should be kept to a reasonable size so that all children have an opportunity to contribute to the discussion (no more than 5-7 in a group). The teacher may choose to begin the guided reading lesson by demonstrating a new strategy that would be useful for all children in the class to learn. The children can then be encouraged to apply the strategy to the text that they are reading in their particular guided reading group. The gradual release of responsibility model (e.g. Pearson & Gallagher, 1983) is a useful model to use for this purpose. There are five steps in the model.

The teacher may gather the whole class together in the meeting area (e.g. a carpet square). In Step 1 the teacher clearly states the purpose of the lesson and demonstration. The teacher *names* the strategy and explains *why* they are learning the new strategy or technique and *how* it can help to better understand the text. This builds children's metacognition to a declarative level meaning that they are aware of the strategy and can say why it is important to learn.

Having chosen a book that will support the teaching of the strategy in question, the teacher reads aloud and models using the strategy using a think-aloud prepared ahead of time. It is useful to record ideas on a post-it note and to insert the note in the text on the relevant page. This allows children to see how a skilled reader thinks while reading and provides a window into the usually invisible thought processes that a reader employs when reading. Having demonstrated, the teacher asks the children to name and describe what they witnessed. This contributes to their metacognition by giving them procedural knowledge: how to go about using the strategy with a real text and the academic language associated with it.

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Having demonstrated the strategy in action, the teacher then provides opportunities for the children to practice the strategy in pairs. She may read aloud a section of the chosen text and ask the children to have a go at using the strategy while she reads. The children then do a think, pair, share by turning knee-to-knee and eye-to-eye with a partner and share their thinking. The teacher can use this as an opportunity to assess children's procedural knowledge of the strategy by listening in on the paired discussions and taking notes: Who is able to apply the strategy confidently? Who needs more scaffolding? A few children will be invited to share what they discussed with their partner.

Children then join their peers in their reading groups. All groups read the section of text that the teacher has assigned for reading. They may read in a whispering or low voice practicing reading with fluency either on their own or with a partner. They are encouraged to use the strategy as they read. As the children read, the teacher conferences with them. This provides valuable assessment information on children's level of comprehension of the text and their ability to apply the strategy in question. Children may record a written response in their reading journal while the teacher is conferencing with particular children. It is important to keep a conference record and that all children have the opportunity to have a conference with the teacher over the course of a week.

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In the final part of the lesson, the teacher may gather the whole class together again in the meeting area. Children share their written responses with the group and discuss how they applied the strategy in question. They may reflect on how the strategy helped them understand the text and what was easy, difficult or confusing. The teacher may remind the children again about the purpose of the strategy and ask them to set goals for the next session. This kind of plenary session helps children to develop metacognition to the conditional level: they learn to name the strategy, give an example of how to use it and to explain why they have learned it and when it is useful to use the strategy while reading. demonstrated, the teacher asks the children to name and describe what they witnessed. This contributes to their metacognition by giving them procedural knowledge: how to go about using the strategy with a real text and the academic language associated with it.

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Guided Reading beyond levelled texts

As children progress to reading more complex texts such as novels and a wide range of non-fiction/informational reading material, guided reading develops further to encompass opportunities for a deep exploration and excavation of themes, elements of story and high quality discussion of the texts through literature circles, inquiry-based models and reciprocal teaching routines (see Kennedy et al., 2012 for a synthesis). This builds a culture of reading within the classroom and prioritises reading for meaning giving children the opportunity to respond aesthetically and to build their conceptual knowledge.

Children are explicitly taught how to have a conversation, how to listen, to respond, to question, to wonder, to give their interpretation of text, to agree and disagree and to have the confidence to do so. It puts conversational structures in place which break away from the typical discourse patterns in classrooms and lays the foundations for the higher-order thinking skills to develop.

Teachers continue to scaffold children's development and explicitly teach vocabulary, word-identification and comprehension strategies using a gradual release of responsibility model. Strategies are taught to the conditional level of metacognition and children are facilitated to reflect on their learning and to set goals.

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Grouping Children for Guided Reading
Observation Survey

Children are grouped for guided reading on the basis of a number of assessments. The Observation Survey of Early Literacy Achievement (Clay, 2002) is an assessment tool for the observation and measurement of early literacy skills. It is widely used as: a screening instrument, a diagnostic instrument to inform teaching, and monitoring instrument. It provides a comprehensive picture of a child's early literacy skill development and helps to pinpoint a child's particular strengths and weaknesses in relation to:

Concepts of print	Knowledge of language and terminology of reading: such as directionality, first, last, one to one correspondence, sequencing
Letter identification	Knowledge of upper and lower case letter knowledge: name, sound or word beginning with the target sound is accepted
Knowledge of vocabulary and spelling	Number of words a child writes correctly in ten minutes
Knowledge of phoneme-grapheme correspondence	similar to a dictation; each sentence contain 37 phonemes
Sight vocabulary	Knowledge of high-frequency sight words

Running records

In addition to the sub-tests, a running record is conducted to determine reading accuracy, fluency, comprehension, reading strategies and behaviours as a piece of continuous text (100 to150 words) is read. The text should be about 150 words in length. Initially, it is useful to have a copy of the text the child is reading and to mark the miscues on the text. Teachers experienced at taking running records can just observe the child reading the text and record the errors on a sheet of paper (but must be able to see the text). As the child reads aloud, miscues are recorded using standard recording symbols. It is important to become familiar with the standard symbols and to always use them so that recordings are reliable from one day to the next and can be read and interpreted by others familiar with running records.

Comprehension Check

After the text has been read a check should be made on the child's understanding of what has been read. The child should be asked to retell what has been read and with the aid of a rubric, a judgement made on the quality of the retelling. If further evidence is needed, a number of prepared literal, inferential and critical thinking questions can also be asked.

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Symbols used in running records

Notation	Behaviour	Example	Error	Self-correction
√	Correct	√ √ √ √ √ Tom walked to the shop.		
Write response over word	Substitution	√ went √ √ √ Tom walked to the shop.	I	
Place over word	Omission	√ √ _ √ √ Tom walked to the shop.	I	
Write the extra word	Insertion	√ √ in √ √ √ Tom walked to the shop.		
Write T above the word	No response told:	√ T √ √ √ Tom walked to the shop.	I	
Write all attempts	Attempts at word	√ went with √ √ √ Tom walked to the shop.	I	
Record error and write SC	Self-correction	√ went (SC) √ √ √ Tom walked to the shop.		I
R+	Repetition	√ √ √ R √ Tom walked to the shop.		

> To calculate the accuracy rate, divide the number of words read by the total number of scorable errors to give a ratio

Miscues which interfere with meaning are counted as error. They include: substitutions (words changed), omissions (words skipped over), insertions (extra words inserted), non-response or words told to the child after he/she has appealed for help. Miscues that do not interfere with meaning and which are not scored as errors are repetitions (words or phrases repeated) and self-corrections (child recognises an error has been made and immediately corrects him/herself).

Fluency Check

The running record can provide diagnostic information on three aspects of fluency: **Prosody** (quality of expression when reading), **rate** (the number of words read per minute) and **accuracy** (the percentage of words read correctly)

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Prosody

A judgement can be made regarding the quality of prosody using a rubric (e.g. Fountas & Pinnell, 1996) a judgement can be made in relation to phrasing, pitch, stress and intonation.

Rate
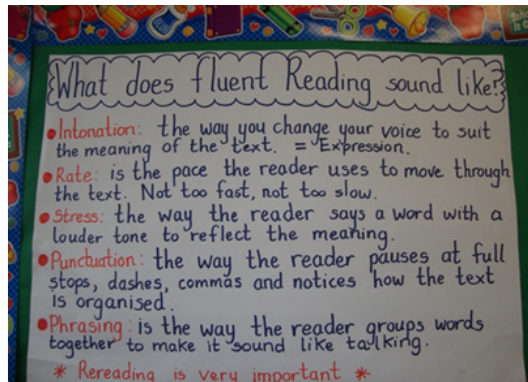
The oral reading can be timed and the number of words read per minute can give a picture of the speed of the reading. Irish norms for class level appropriate oral reading rates can be found in the Drumcondra English Profiles. Oral reading rates will be affected by the level of challenge the text presents for the child.

Class	Senior Infants	1st	2nd	3rd
Words read orally per minute Ireland	50	60	70	90
Words read orally per minute US	n/a	53	89	107
Words read silently per minute US	n/a	80	115	138

Accuracy

To calculate the accuracy rate, divide the number of words read by the total number of **scorable** errors to give a ratio and check the table below for the corresponding percentage accuracy.

For example: 140 words read with 8 scorable errors:

Divide 140 by 8= 17.5.

Round to the next highest number (18)

Choose the % accuracy closest to it: in this case: 94% (as 18 is closer to 17 than 20)

Error rate	1:100	1:50	1:35	1:25	1:20	1:17	1:14	1:12.5	1:11.75	1:10
% accuracy	99	98	97	96	95	94	93	92	91	90

To calculate the self-correction rate, total the errors and the self-corrections and divide by the number of self-correction to get a ratio level. A large number of self-corrections relative to errors indicate that the reader is actively monitoring and using strategies.

	Independent	Instructional	
Accuracy	95-99%	90-94%	<90%
Comprehension	90%	50-90%	<50%

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Analysing the Running Record

Analysis of running records provides a window into the word-identification strategies that children are **or** are not utilising in their attempts to decode and comprehend texts. This information can help teachers plan instruction that is responsive to children's needs and to provide support to them to utilise all three cueing strategies and not to over-rely on one or other of them.

Good readers use a combination of the three cueing strategies when they encounter an unfamiliar word and they cross-check: for example, they think about what makes sense, what sounds right, and letter sound relationships.

Semantics: Meaning cues (M)

This is represented in children's language, memories, prior knowledge and experiences. If children have heard stories read aloud they expect the text to make sense and they expect to be interested and intrigued by aspects of the text. When they come to an unfamiliar word they think about what would make sense in the sentence.

Syntax: Structure cues (S)

This is drawing on oral language and knowledge of how sentences are constructed orally and in written form. It is drawing on the rules of the language that have been internalized.

Visual Information: Grapho-phonics (V)

This is drawing on the relationship between oral language and letter and letter combinations that match the sound. It also draws on knowledge of words, letters, spacing, punctuation. In analysing the specific miscues, teacher can determine if they are due to difficulty with particular elements of phonics and/or sight vocabulary and can plan instruction accordingly.

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Teachers can determine the strategies by closely examining the sentence from the text and the child's attempts at problem-solving.

In the example below: the child read went for walked:

- The child has used **M**eaning: went makes sense
- The child has used **S**tructure: went is a verb and is syntactically correct
- The child has used some **V**isual information: initial sound only…the child can be praised for using initial sounds, encouraged to look more closely at the two words, and to consider what other word beginning with /w/ would make sense.

Running Record	ERROR analysis		
	M	S	V
√ went √ √ √	M	S	Initial sound
Tom walked to the shop			

All assessment information is compiled on a class record sheet and carefully analysed to determine the composition of reading groups.

The teacher can also analyse the kinds of words the child is misreading: are there issues with particular:

- Sight words?
- Letter patterns?
- Sounds?
- Or perhaps the children is only using initial sounds and needs to learn to look at all parts of the word (this will depend on the level of text)

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