

MODULE 2: CONFUSIONS AROUND GUIDED READING

**Confusions
Around
Guided
Reading**

Margaret Menner

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**Confusions about Guided
Reading**

Guided Reading

- oGroups are fluid

OR

Not Guided Reading

- oGroups remain the same throughout the year

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**Confusions about Guided
Reading**

Guided Reading

- oAssessment determines the group and text level

OR

Not Guided Reading

- oThe group and text level can be random: i.e. spelling ages

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Confusions about Guided Reading

Guided Reading

○ There is a book introduction

OR

Not Guided Reading

○ There is not a book introduction

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Confusions about Guided Reading

Guided Reading

○ Each group has a different text

OR

Not Guided Reading

○ Every group uses the same text

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Confusions about Guided Reading

Guided Reading

○ The whole text is usually completed within one lesson

OR

Not Guided Reading

○ The lesson is dragged out over 5 days using the same text

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Confusions about Guided Reading

Guided Reading

○There is a clear reading strategy

OR

Not Guided Reading

○There is not a reading strategy

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Confusions about Guided Reading

Guided Reading

○The reading strategy is demonstrated

OR

Not Guided Reading

○The reading strategy is mentioned but not demonstrated

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Confusions about Guided Reading

Guided Reading


○The reading strategy is demonstrated

OR

Not Guided Reading

○The reading strategy is mentioned but not demonstrated

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Confusions about Guided Reading 

★ ★ ★
Guided Reading

○Each student reads the [whole text or part of] independently on the first read

★ OR ★

Not Guided Reading

○Each student takes turns to read aloud a small part of the text while others listen and follow along

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Guided Reading or Not Guided Reading? 


★ ★ ★

Round Robin Reading

★ doesn't work ★

★ ★

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Confusions about Guided Reading 

★ ★ ★
Guided Reading


○The focus of the lesson is on the reading strategy and comprehension

★ OR ★

Not Guided Reading

○The focus of the lesson is reading aloud fluently [sounding good]

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Confusions about Guided Reading 

★ ★ ★
Guided Reading


○The teacher coaches each student individually [privately]


★ OR ★

Not Guided Reading

○The teacher coaches the students while other listen

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Round Robin Reading 



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Why Doesn't Round Robin Reading Work?
Optiz and Rasinski 

○It is an in-accurate view of reading

○It can cause faulty reading habits

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Why Doesn't Round Robin
Reading Work?
Optiz and Rasinski



oIt can cause unnecessary sub-
vocalisation

oIt can cause in attentive behaviour

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Why Doesn't Round Robin
Reading Work?
Optiz and Rasinski



oIt can limit students work to their
greatest potential

oIt consumes valuable classroom time

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Why Doesn't Round Robin
Reading Work?
Optiz and Rasinski



oIt can be a source of anxiety and
embarrassment for students

oIt can hamper comprehension

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But my kids love Round Robin Reading...



- So did Federico
- Chocolate is great too
- Do they really... all of them????

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Not Convinced...?



- Try guided reading as described and see what you notice...

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What next?



- Think about the confusions regarding guided reading
- Think about and plan any changes you need to make in your guided reading

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**COMPARISON CHART:
GUIDED READING AND ROUND ROBIN READING**
These are some of the confusions I see around Guided Reading:

GUIDED READING	ROUND ROBIN READING
Groups are fluid and change dependent on the reading needs of the individual	Groups can often stay the same throughout the year
Assessment determines the text level and strategy	Sometimes there is assessment, but there is often not a clear strategy for the lesson
A book introduction is used to support students to read the text independently on the first read	A book introduction may be used but is often not planned prior to the session
The group is formed based on similar learning needs	Groups are formed, often based on irregular assessment
There can be between 1-6 students in guided reading	Sometimes groups are as large as ten students
Multiple copies of text are used	Multiple copies of text are used
Each group has a different guided reading text	Often, each group has the same guided reading text
The whole text is usually completed in one guided reading session	The same text may be used for many lessons
The key steps of guided reading are completed in one session	The session may be delivered over several days and broken into parts
Students are given instructions of what to do if they finish reading the text before others	Students all finish reading at the same time

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COMPARISON CHART: GUIDED READING AND ROUND ROBIN READING [CONTINUED]
These are some of the confusions I see around Guided Reading:

GUIDED READING	ROUND ROBIN READING
A reading strategy is demonstrated	The reading strategy is usually not demonstrated
The reading strategy usually varies for each group based on the groups needs	Often, each group has the same reading strategy, despite the groups needs
Each child reads the whole text or a significant part of it, independently	Students take turns to read a small part of the text aloud while others listen and follow along
The focus of the lesson is comprehension and the reading strategy	The focus of the lesson is reading aloud fluently
Each child individually reads a small portion of the text to the teacher and is coached on the strategy	
After each child completes reading the text, the whole guided reading group join to have a conversation about the text.	
The teacher then reflects with students about how they each applied the strategy to their individual reading	
The teacher helps the student make the link to apply the strategy to future reading	

*'Never stop learning,
for when we stop learning,
we stop growing.'*
JACK LEWMAN

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**Guided
Reading
Year K**

Margaret Menner

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Things to look for:
 Write answers to these questions as you watch the guided reading lesson with year K

- What was done in the book introduction to set the children up for a successful first read?

- What was the reading strategy and was it demonstrated?

- Did the students know what to do when they finished reading?

- Was there a conversation about the book after the students read?

- Was the strategy reinforced?

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Planning Guided Reading Year K
 Part 1
Module 2 Lesson 4
 Advance Teacher Training

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Steps for Planning a Guided Reading Lesson – Part 1

- Assessment via Running Record
- Determine grouping based on assessment
- Choose a suitable text
- What will the 'Early Finishers' do?

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Choose a Teaching Point

- One strategy
- What is the most important 'next strategy' that will move them forward?

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Choose a Teaching Point

Things to notice:

- Charlotte is reading both level 2 & 3 at a similar level of accuracy
- She uses picture cues well
- She has a good self-correction rate
- She was very focused on print rather than meaning
- She didn't finger point or use one to one matching
- She didn't check guesses after the error and meaning was lost at times
- She is spacing consistently
- Her confidence is low
- She struggled with inferring that the rabbit couldn't get into the car because there was too much stuff in it

So what do I choose to teach?

- For the guided reading lesson I chose to teach finger pointing because that seemed to be causing issues - particularly with her vision impairment

So what level text do I choose for the lesson?

- I was concerned about her confidence so I chose a level 2 text although if I wasn't filming I would probably stretch to a level 3

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Choose a Suitable Text

- The children can read it with some success but there are still some challenges [perhaps 1 level above instructional level]
- It supports the strategy planned for teaching
- There are enough copies
- Not all 'Levelled Text Are Equal'

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Early Finishers

What could 'Early Finishers' do?

- Read the text three times
- Read the text to a friend or teddy
- Read the books from the 'Book Basket'

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Summary of Planning a Guided Reading Lesson

- Assessment
- Grouping
- Teaching Point
- Choose the Text
- Early Finishers
- Nutshell Statement
- Prior Knowledge
- Tricky Parts
- Word Work

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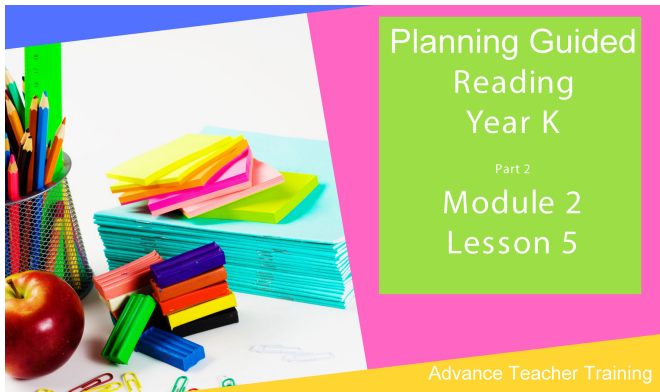
Next Steps:

Reflect on a time you have done guided reading

- Did you have a detailed plan or did you wing it?

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Planning Guided Reading
Year K
Part 2
Module 2
Lesson 5

Advance Teacher Training

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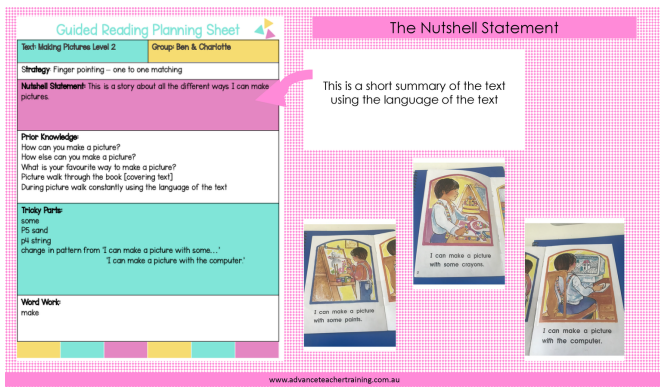
Next Steps for Planning a Guided Reading Lesson

Read the text and plan the following:

- A 'Nutshell Statement'
- What 'Prior Knowledge' needs to be activated?
- What information needs to be 'Frontloaded'?
- What 'Tricky Parts' need to be introduced?
- 'Word Work'

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Guided Reading Planning Sheet

Task: Making Pictures Level 2 Group: Ben & Charlotte

Strategy: Finger pointing – one to one matching

Nutshell Statement: This is a story about all the different ways I can make pictures.

Prior Knowledge: How can you make a picture? How else can you make a picture? What is your favourite way to make a picture? Picture walk through the book (covering text) During picture walk constantly using the language of the text

Tricky Parts: some PS sand pit string change in pattern from 'I can make a picture with some...' 'I can make a picture with the computer'

Word Work: make

The Nutshell Statement: This is a short summary of the text using the language of the text

I can make a picture with some paths.

I can make a picture with some crayons.

I can make a picture with the computer.

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Guided Reading Planning Sheet

Tech: Making Pictures Level 2 Group: Ben & Charlotte

Strategy: Finger pointing – one to one matching

Nutshell Statement: This is a story about all the different ways I can make pictures.

Prior Knowledge:
 How can you make a picture?
 How else can you make a picture?
 What is your favourite way to make a picture?
 Picture walk through the book (covering text)
 During picture walk constantly using the language of the text

Tricky Parts:
 some
 PS sand
 pl string
 change in pattern from 'I can make a picture with some...'
 'I can make a picture with the computer.'

Word Work:
 make

Prior Knowledge
 What do the students already know about the topic and how can I tune them into their knowledge?
 [Notice the use of the language from the text]

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Guided Reading Planning Sheet

Tech: Making Pictures Level 2 Group: Ben & Charlotte

Strategy: Finger pointing – one to one matching

Nutshell Statement: This is a story about all the different ways I can make pictures.

Prior Knowledge:
 How can you make a picture?
 How else can you make a picture?
 What is your favourite way to make a picture?
 Picture walk through the book (covering text)
 During picture walk constantly using the language of the text

Tricky Parts:
 some
 PS sand
 pl string
 change in pattern from 'I can make a picture with some...'
 'I can make a picture with the computer.'

Word Work:
 make

Front-loading information
 If they don't know very much about the topic how can I front-load them with information?

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Guided Reading Planning Sheet

Tech: Making Pictures Level 2 Group: Ben & Charlotte

Strategy: Finger pointing – one to one matching

Nutshell Statement: This is a story about all the different ways I can make pictures.

Prior Knowledge:
 How can you make a picture?
 How else can you make a picture?
 What is your favourite way to make a picture?
 Picture walk through the book (covering text)
 During picture walk constantly using the language of the text

Tricky Parts:
 some
 PS sand
 pl string
 change in pattern from 'I can make a picture with some...'
 'I can make a picture with the computer.'

Word Work:
 make

Tricky Parts
 Is there anything in the text that is going to confuse or 'stump' the reader?

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Next Steps:

- Consider a group of students reading at similar levels and try planning a guided reading lesson following the step-by-step guide

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Exit Principles for Guided Reading

Module 2 Lesson 6

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Module 2

In this module I...

- Learnt about the confusions surrounding guided reading
- Learnt how to plan a guided reading lesson
- Reflected on my previous guided reading lessons
- Applied the step-by-step planning guide to plan a guided reading lesson
- Experimented with a guided reading lesson based on my new planning

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