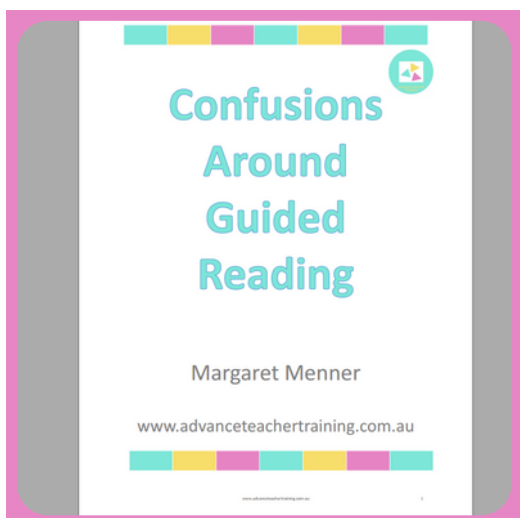
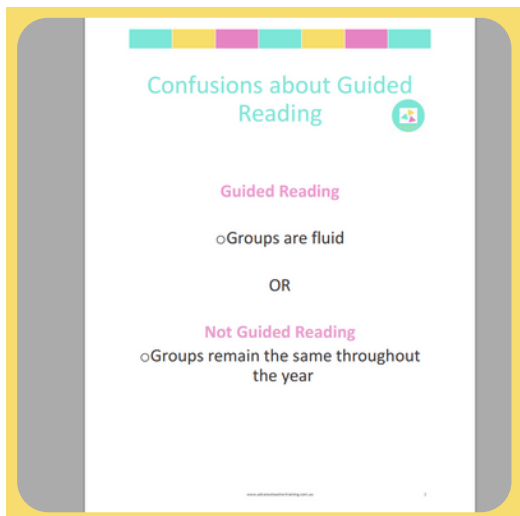


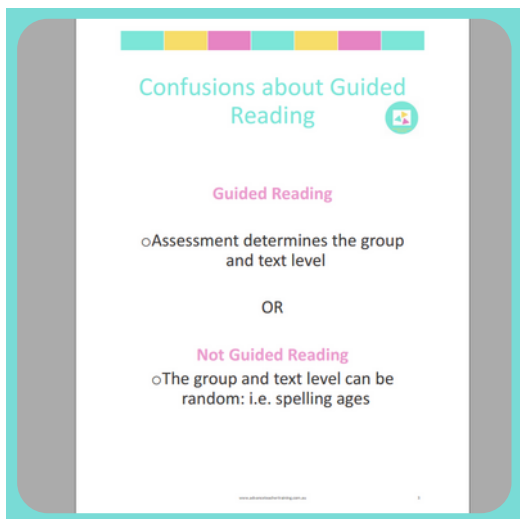
MODULE 2: THE PRINCIPLES OF GUIDED READING



1



2



3

Confusions about Guided Reading

Guided Reading

- o There is a book introduction

OR

Not Guided Reading

- o There is not a book introduction

4

Confusions about Guided Reading

Guided Reading

- o Each group has a different text

OR

Not Guided Reading

- o Every group uses the same text

5

Confusions about Guided Reading

Guided Reading

- o The whole text is usually completed within one lesson

OR

Not Guided Reading

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

6

Confusions about Guided Reading

Guided Reading

- There is a clear reading strategy

OR

Not Guided Reading

- There is not a reading strategy

7

Confusions about Guided Reading

Guided Reading

- The reading strategy is demonstrated

OR

Not Guided Reading

- The reading strategy is mentioned but not demonstrated

8

Confusions about Guided Reading

Guided Reading

- The reading strategy varies for each group

OR

Not Guided Reading

- The reading strategy is the same for every group

9

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

10

Guided Reading or Not Guided Reading?

Round Robin Reading

doesn't work

11

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]

12

Confusions about Guided Reading

Guided Reading

- oThe teacher coaches each student individually (privately)


OR

Not Guided Reading

- oThe teacher coaches the students while other listen

13

Round Robin Reading



14

Why Doesn't Round Robin Reading Work?

Optiz and Rasinski

- oIt is an in-accurate view of reading
- oIt can cause faulty reading habits

15

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

- oIt can cause unnecessary sub-vocalisation
- oIt can cause in attentive behaviour

16

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

- oIt can limit students work to their greatest potential
- oIt consumes valuable classroom time

17

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

18

But my kids love Round Robin Reading...

- oSo did Federico
- oChocolate is great too
- oDo they really... all of them????

19


Not Convinced...?

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

20

Next Steps: Confusions Around Guided Reading

- Think about the confusions around guided reading. Did you have any similar confusions?
- List any changes you need to make to your guided reading lessons.



21

**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
This 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 lesson	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 at finish reading at the same time

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22

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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23

Guided Reading
Demonstration
Year 3

Margaret Menner

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24


Things to look for:
Write answers to these questions as you watch the guided reading lesson with year 3

- What would you have done differently for the book introduction?
.....
- 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?
.....

25

Next Steps
Think about the guided reading lesson.

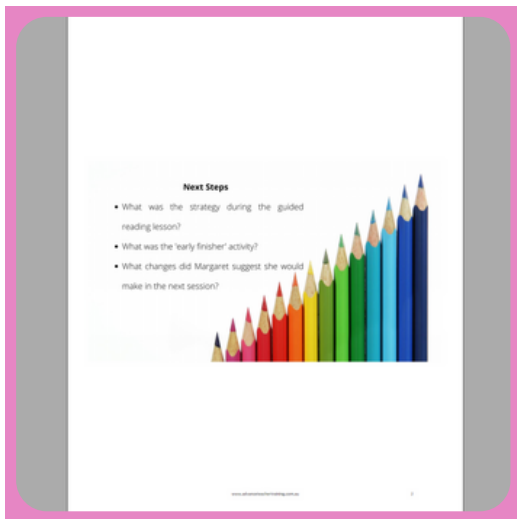
- Is it similar or different to what you thought?
- Apart from the 'technology', what worked or didn't work in this lesson?



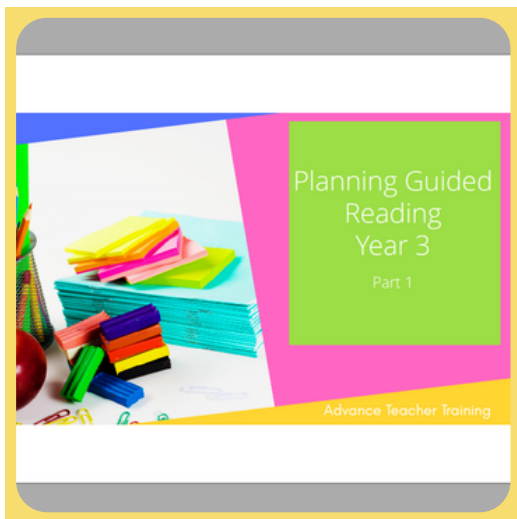
26

A Review of Guided Reading Year 3
Margaret Menner

27



28



29



30

Steps for Planning a Guided Reading Lesson – Part 1

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

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31

Assessments

- Running Record on a PM Benchmark
- Running Record on a photocopy of 'current reading'
- FLA – Fluent Reader Assessment

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32

Observed Needs During Guided Reading

Observed Needs During Guided Reading


- Text difficulty
- Fluency
- Application of the Strategy in the lesson
- Other observed needs

John said "pardon" *John Ad John*
 Kim read "chasing a white mouse" *Kim*
 "big round"
 Aiden "the man" *Aiden*
 "and your mother" *John*
 "the man" *John*
 "why was she born" *John*
 "and I was clean" *John*
 "because" *John*
 John "I wondered why he was" *John*
 "if reading his mother made"

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33

Assessment Prior to Guided Reading - FRA



Summary of Tyler's Reading

- Could recognise high frequency words automatically
- Read in a stop start manner
- Text was instructional level of accuracy but no comprehension
- Was unable to retell or summarise
- Was unable to make inferences on text
- Predominately used visual cues to work out unknown words


Next Steps:

- Needs to be taught how to make connections and inferences as he reads
- Needs to be taught to ask questions as he reads
- Needs to read texts of a lower level to ensure comprehension
- Needs to be taught to re-read if something doesn't make sense post the error
- Needs to be taught to read on and make meaningful guesses

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37

Assessment Prior to Guided Reading- Running Record on current novel



trouble. ^{Aiden}

"Yes," said Kai. "We need to test it. Let's go to the lab."

The lab's ladder was behind the kitchen pantry wall.

Kai went into the pantry. He pushed the button under ^{point} the bottom shelf. ^{point}

The back wall of the pantry began to move. Kai and BC went down the ladder into the lab.

"I should not touch this ash," said Kai. "It needs to stay in the orb. I'm going to use the orb mini lab." Kai put the orb into the mini lab. The mini lab had a remote control. Kai hit a button. Lights filled the mini lab. ^{the words}

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38

Assessment Prior to Guided Reading -Running Record on current novel

Summary of Aiden's Reading:

- Had limited recall of what was read
- Struggled to tell me what had happened previously in the text
- Didn't monitor reading after an error to see if it made sense
- Over reliance on visual cues when working out unknown text
- Read slowly and with limited expression
- Although the text was instructional, needs to read an easier text to ensure comprehension

Next Steps:

- Needs to be taught how to make connections and inferences as he reads
- Needs to be taught to ask questions as he reads
- Although the text was instructional, needs to read an easier text to ensure comprehension
- Needs to be taught to read on and how to make meaningful guesses
- Needs to be taught to check that guesses make sense

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39

Assessment Prior to Guided Reading

Background - See Handwriting (2018)

Assessment

Handwriting is a complex skill that involves fine motor control, visual-spatial awareness, and cognitive skills. It is a skill that is developed over time and through practice. The assessment of handwriting is a key component of the diagnostic process for children with learning difficulties. This assessment should be conducted by a qualified professional, such as a teacher or a specialist, and should be based on a range of criteria, including the child's age, cognitive abilities, and the quality of their handwriting. The assessment should also take into account the child's motivation and attitude towards writing.

Handwriting Assessment Checklist

- 1. Letter formation
- 2. Spacing
- 3. Alignment
- 4. Size
- 5. Direction
- 6. Consistency
- 7. Legibility
- 8. Fluency
- 9. Pencil grip
- 10. Posture
- 11. Motivation
- 12. Attitude

Handwriting Assessment

Handwriting assessment is a key component of the diagnostic process for children with learning difficulties. This assessment should be conducted by a qualified professional, such as a teacher or a specialist, and should be based on a range of criteria, including the child's age, cognitive abilities, and the quality of their handwriting. The assessment should also take into account the child's motivation and attitude towards writing.

Running Record Conversion Chart

Running Record Score	Percentage of Words Correct
100%	100%
90%	90%
80%	80%
70%	70%
60%	60%
50%	50%
40%	40%
30%	30%
20%	20%
10%	10%
0%	0%

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40

Plan Your Groups

- Six children or less
- Similar reading levels
- Similar reading needs

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41

Choose a Teaching Point

- One strategy – I chose Questioning for this group
- What is the most important 'next strategy' that will move them forward?

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42

Choose a Suitable Text

- The children can read it with some success but there are still some challenges
- It supports the strategy planned for teaching
- There are enough copies
- It's ok to drop to an easier text to introduce a complex strategy

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43

Early Finishers

What could 'Early Finishers' do?

- Read the text again
- Read the text to a friend
- Read the books from the 'Book Basket'

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44

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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45

Next Steps:

Reflect on a time you have done guided reading

- Did you start with assessment to inform your teaching?

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46

Planning Guided Reading Year 3

Part 2

Advance Teacher Training

47

Book Introduction Gradient
Gradient of Teacher Involvement - Moira Clay

1. Reading to the child
2. Rich Introduction
3. Shorter, more focused introduction
4. A few suggestions to increase accessibility of a new text
5. Making the task an unseen, unshared, unassisted activity

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48

Book Introduction

How much do I need to read???????

Our goal with more fluent readers is that they develop the habit of orientating themselves to the text before reading:

- Read title and blurb
- Flick through the book and think about what it might be about
- Think about what you might already know about the topic

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49

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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50

Some Aspects to Consider in a Book Introduction
"Am I Giving Away too Much?"


- It's always better to give too much information than too little
- If you give too little information then the book becomes hard and reading is a chore

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51

Some Aspects to Consider in a Book Introduction
Major Concepts or Ideas

- Explain any concepts or ideas you think the children need information about




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52

Some Aspects to Consider in a Book Introduction
Pose a Question

- Pose one or two questions, which will drive children into the text and inspire them to seek meaning



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53

Summary of a Book Introduction

- Nutshell Statement
- Prior Knowledge
- Tricky words or concepts
- Text layout, language patterns, names and Proper Nouns
[these will only need to be covered sometimes – dependent on the text!]
- Pose a questions

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54

Use your assessments and observations to choose the strategy that will be the most helpful for this group.



Strategy

Guided Reading Planning Sheet

Text Selection: *The Nutshell Statement* (Pages 105-110, 112-113)

Strategic Questioning: How can you tell that you need to reading both at once?

Prior Knowledge: **Discussion:** Questioning the reading (Q1 and Planning Item 1) and Why is the Booked?

Study Task: **Textual Evidence:** Identify evidence of character - use Green T card notes. **10 min, 10 min**

Word Work:

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55

This is a short summary of the text using the language of the text.



The Nutshell Statement

Guided Reading Planning Sheet

Text Selection: *The Nutshell Statement* (Pages 105-110, 112-113)

Strategic Questioning: How can you tell that you need to reading both at once?

Prior Knowledge: **Discussion:** Questioning the reading (Q1 and Planning Item 1) and Why is the Booked?

Study Task: **Textual Evidence:** Identify evidence of character - use Green T card notes. **10 min, 10 min**

Word Work:

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56

What do the students already know about the topic and how can I tune them into their knowledge?




Prior Knowledge

Guided Reading Planning Sheet

Text Selection: *The Nutshell Statement* (Pages 105-110, 112-113)

Strategic Questioning: How can you tell that you need to reading both at once?

Prior Knowledge: **Discussion:** Questioning the reading (Q1 and Planning Item 1) and Why is the Booked?

Study Task: **Textual Evidence:** Identify evidence of character - use Green T card notes. **10 min, 10 min**

Word Work:

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57

Is there anything in the text that is going to confuse or 'bump' the reader?

Tricky Parts

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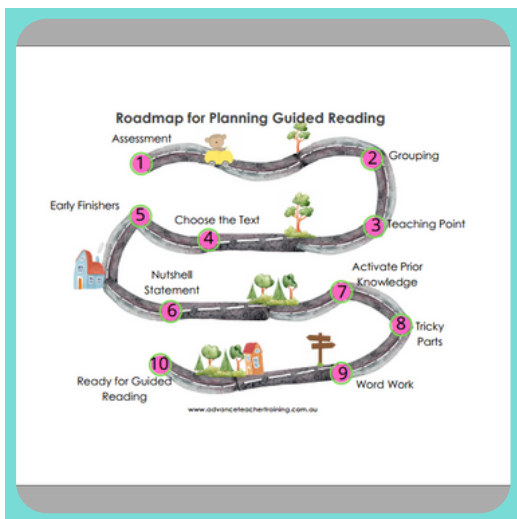
58

Is there any word work that might benefit this group? Contractions, homophones, synonyms, word endings...

Work Work

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59



60

Step by Step Guide for Planning a Guided Reading Lesson

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

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61

Guided Reading Planning Sheet

Text: Teacher's Pet **Group:** Ms. Keri, Aden, Ali, Tyler

Strategy: Questioning

Nutshell Statement: Show how you can turn a book by reading blurbs on back

Prior Knowledge: Demonstrate questioning by reading p 2 and showing how I ask "Why is he fearful?"

Tricky Parts: Teacher's pet = favourite teacher
Mr Green = Mr Green if don't know it To say a line

Word Work:

62

Fluent Reader Assessment (FRA)

Name: _____ **Title:** _____

Meaningful Errors	Accuracy		
Errors:			
Comprehension:			
Number of Meaningful Errors:	Number of Visual Errors:		
Easy	Instructional - "Just Right"	Hard	Very Hard

63

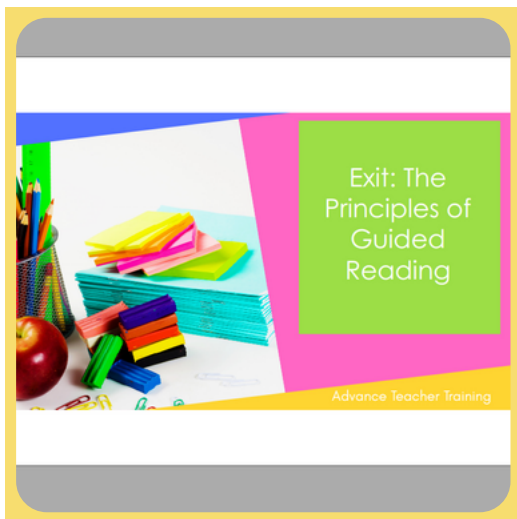


Next Steps:

- 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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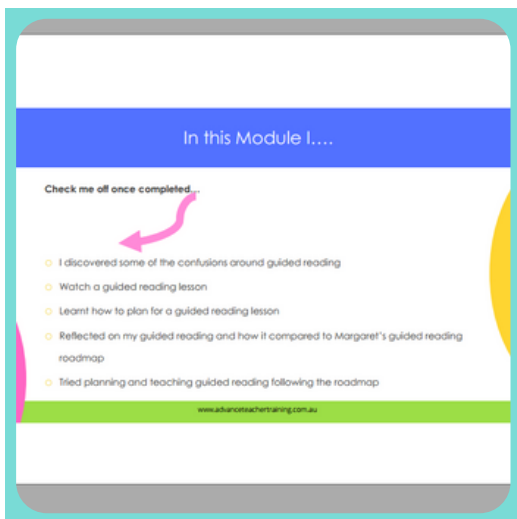
64



Exit: The Principles of Guided Reading

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65



In this Module I....

Check me off once completed...

- I discovered some of the confusions around guided reading
- Watch a guided reading lesson
- Learnt how to plan for a guided reading lesson
- Reflected on my guided reading and how it compared to Margaret's guided reading roadmap
- Tiled planning and teaching guided reading following the roadmap

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66
