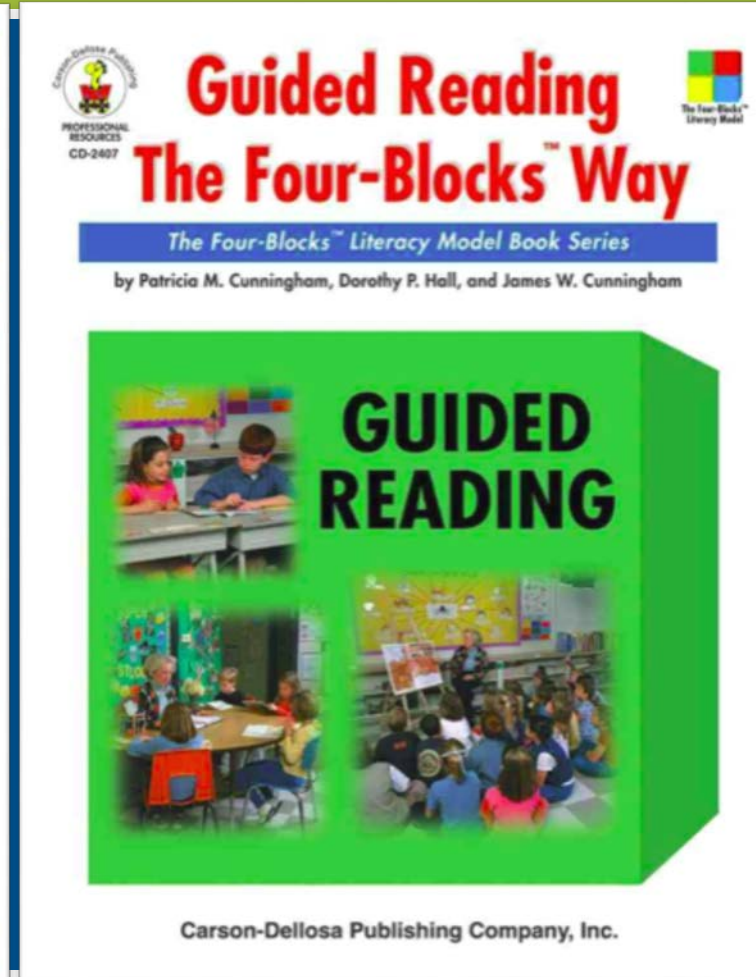
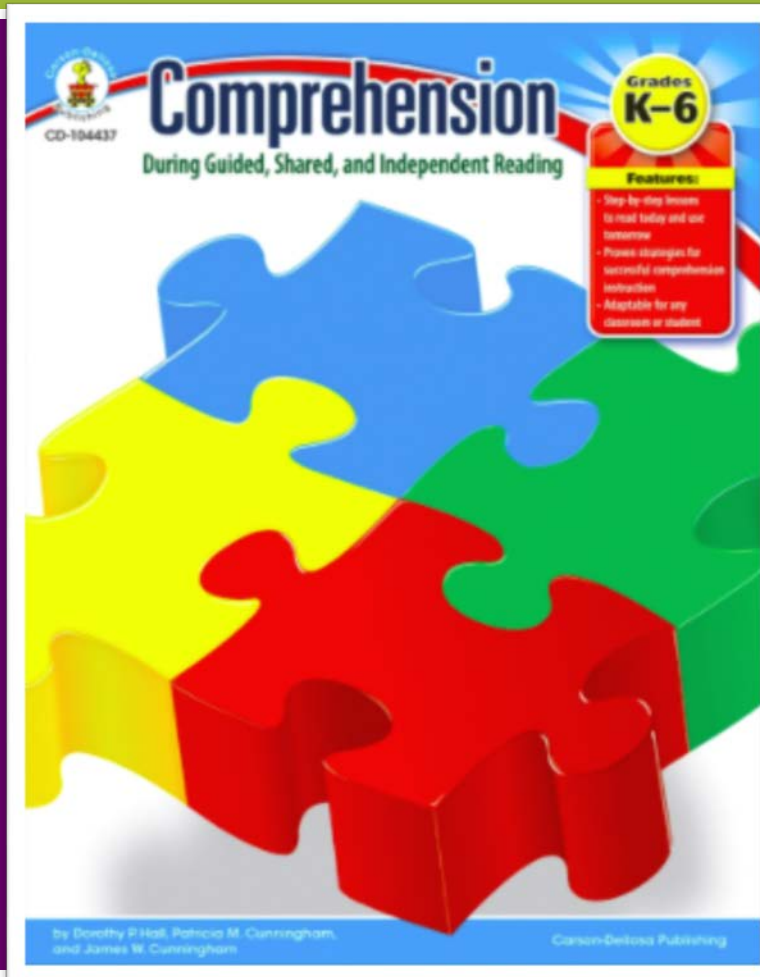


# Guided Reading

- Four Blocks Literacy Framework



# Guided Specific Resources



# Does the student:

- Know most of the letters most of the time?
- Engage actively during shared reading?
- Have a means of communication and interaction?
- Understand that writing involves letters and words?

No

Yes

## Daily Emergent Interventions

- Shared Reading
- Predictable Chart Writing
- Alphabet & Phonological Awareness
- Independent Writing with access to full alphabet
- Self-Directed Reading
- Symbol-based Communication (with few exceptions)

## Daily Conventional Interventions

- Guided Reading (Anchor-Read-Apply)
- Word Study (Key Words + Making Words)
- Writing
- Self-Directed Reading
- Communication with symbols + spelling

# Does Your Classroom have ALL Students who are Emergent or Conventional?

No

Yes

## Combine the Emergent and Conventional Interventions

- Shared Reading AND Guided Reading
- Alphabet & Phonological Awareness During Word Wall & Making Words
- Predictable Chart Writing (Share the Pencil)
- Writing Instruction (Conventional Only)
- Self-directed Reading
- Independent Writing

Use the list of Emergent OR Conventional Interventions

# Guided & Shared Reading



- 5 Day Process
  - Both Guided and Shared Reading read the same text over multiple days for a different purpose or interaction
- Guided is for *conventional students* only
  - To maximize thinking
- Shared is for *emergent students* but conventional students can participate
  - To maximize interactions
- If you have a mixed class do both!

# Guided Reading Goals



- Teach comprehension skills and strategies
- Teach children how to read different types of literature
- Develop background knowledge, oral language and meaning vocabulary
- Provide as much instructional-level reading as possible
- Maintain the self-confidence and motivation of struggling readers

# Guided Reading Structure



- Before-Reading Phase
  - During-Reading Phase
  - After-Reading Phase
- 
- Anchor
  - Read
  - Apply

# Guided Reading: Anchor Read Apply



- Anchor (before)
  - Build or activate background knowledge
  - *Anchor the concept you are reading for*
  - Set a clear purpose for reading/listening
- Read (during)
  - Reading/listening for bulk of time (minimal talking during text reading)
- Apply (after)
  - Complete a task *directly related to purpose*
  - Follow up and feed back



# Before Reading Phase



- Building and accessing prior knowledge
- Making connections to personal experiences
- Developing vocabulary essential for comprehension
- Taking a “picture walk”
- Making predictions
- Starting a graphic organizer, KWL or Anchor Chart
- *Anchor the concept you are reading for*
- Setting a purpose for their reading

# Skills for Anchor Read Apply



- Follow the standards or your district Essential Learning Outcomes/Power Standards
- Pace yourself and formatively assess .... Reading for the same thing gets us no forward movement
- Anchor ideas: Anchor Charts (google it), video on topic, practice in classroom, complete smart board activity, graphic organizers, Reading A-Z Packs

# During Reading Phase



- Same book read multiple times over a week
- Best practice is reading 1x/day for 5 days in a row
- MAKE IT FUN
- While we are reading *today* we are going to \_\_\_\_\_ read:
  - Choral (everyone reads)
  - Echo (I read then you all echo it back to me)
  - Scream
  - Whisper
  - Vocabulary STOP! (follow along and scream at me to stop at the vocabulary word)
  - Teacher read
  - Computer read
  - Partner (turn taking)
  - Silent Reading
  - Pointer

# After Reading Phase



- Discussing the text/literature
- Connecting new knowledge to what they knew before
- Following up on predictions
- Acting out the story
- Discussing what they have learning and how they are becoming better readers by using their strategies
- Completing the graphic organizer or KWL chart

# Planning Structures

- Single scripts in ARA format
- Plan of comprehension skills introduced
- Weekly Grid of Scripts related to books
- Monthly formative process

Predictable Chart Writing of the week The Book of the week Word Wall words of the week Writing topic	Monday A: Anchor R: Read A: Apply Guided Reading Brainstorm	Tuesday A: Anchor R: Read A: Apply Guided Reading Draft	Wednesday A: Anchor R: Read A: Apply Guided Reading Revise	Thursday A: Anchor R: Read A: Apply Guided Reading Edit	Friday A: Anchor R: Read A: Apply Guided Reading Final Draft
Week: 1 My first name is _____ Sam Word 1: sat Word 2: at Word 3: mat Word 4: see Word 5: I What is all around you?	Day 1 A: Picture walk through the book and predict what the book is about. Write predictions on board R: Read to see if your prediction was true, stop partially through the book to double check predictions & make new ones based on what you have read stop partially	Day 2 A: Watch URW1D1 concept talk video discuss what is around you at home R: Read to list what is around Sam at home A: List on board together what is around Sam at home. (Use book for visual prompting as needed) Choice of Things to write about Sam's home	Day 3 A: Watch URW1D1 Read & Comprehend Literary Elements R: Read to identify who were the two main characters in the story A: Discuss who the main characters were Add a title mini lesson	Day 4 A: Discuss settings and identify our setting (school, classroom etc.) R: Read to identify the setting in the story A: Write answers on board Sentences end with a period mini lesson	Day 5 A: Talk about the cover and title of the book R: Read to talk about the book together A: Use the teacher's book G1URV1 pg. DI 18 to help with ideas Final draft best handwriting

# Guided Reading: Directed Reading-Thinking Activity (DR-TA) (Stauffer, 1969)



- Students look at title or pictures and **PREDICT** story.
- Students **READ** to a predetermined stopping place.
- Students **PROVE** the accuracy of their predictions and modify or make new predictions.



# A Fairy Tale

Reed A. Booke





Once upon a time.



Back



Next





A prince.



# Guided Reading: Directed Reading-Thinking Activity (DR-TA)



- DR-TA What are your predictions?
  - Share them with the group verbally
  - Share them with the group with only a core board
  - <https://tarheelreader.org/2013/09/27/a-fairy-tale-2/>
- DR-TA Page 6 Let's Check Your Predictions
  - Do you want to delete any predictions? Do you want to change a prediction? Do you want to make a new prediction?
- DR-TA Did Your Predictions Match The Text?

# Questions About Guided Reading?



# References

Erickson, K. and Koppenhaver D. *Children with Disabilities: Reading and Writing the Four-Blocks Way*. Greenville, North Carolina: Carson-Dellosa Publishing Company, Inc. 2007.

Erickson, K. and Koppenhaver, D. *Vocabulary and Reading Comprehension* [PDF document]. Retrieved from 9<sup>th</sup> Camp Courage Literacy Camp Wiki at <http://mnliteracy.pbworks.com/w/page/66979088/9th%20Camp%20Courage%20Literacy%20Camp>

Erickson, K. and Koppenhaver, D. *Emergent HO* [PDF document]. Retrieved from mnliteracyintro Wiki at <http://mnliteracyintro.pbworks.com/w/page/123750039/MN%202-Day%20Literacy%20Intro>

- Icons made by [Freepik](http://www.freepik.com) from [www.flaticon.com](http://www.flaticon.com)