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without walls

Guided Reading in the Early Grades

Dr. Dassi Berg

May 13, 2014



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Our Guest

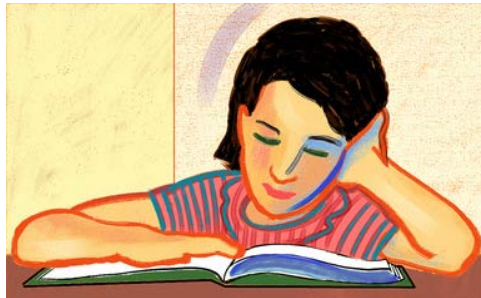


Dr. Dassi (Hadassah) Berg is currently in private practice as a literacy specialist. In addition to seeing private clients she serves as a consultant, program developer, and adjunct professor at various universities. She also presents workshops and provides teacher training in literacy for private schools and educational agencies. Previously, Dr. Berg worked in the the New York City Public Schools as a special education teacher and staff developer. Dr. Berg earned her Master's and Doctorate Degrees in Special Education from Teachers College Columbia University and is certified in School Administration and Supervision.

Session Goals

- To identify and understand the three reading cueing systems
- To become knowledgeable about Guided Reading
- To become familiar with the components of a Guided Reading lesson
- To explore Guided Reading using various level texts

What is the most important aspect of reading?



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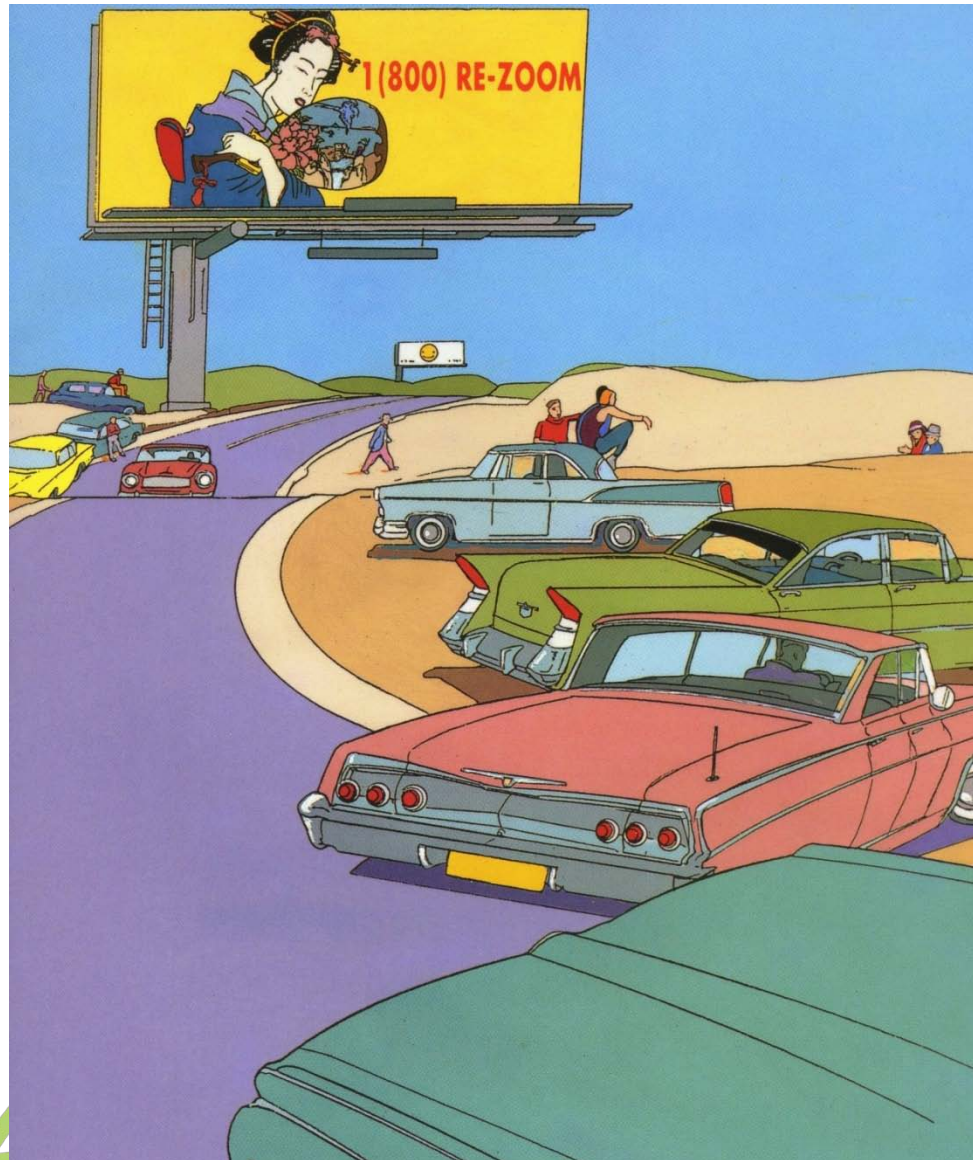
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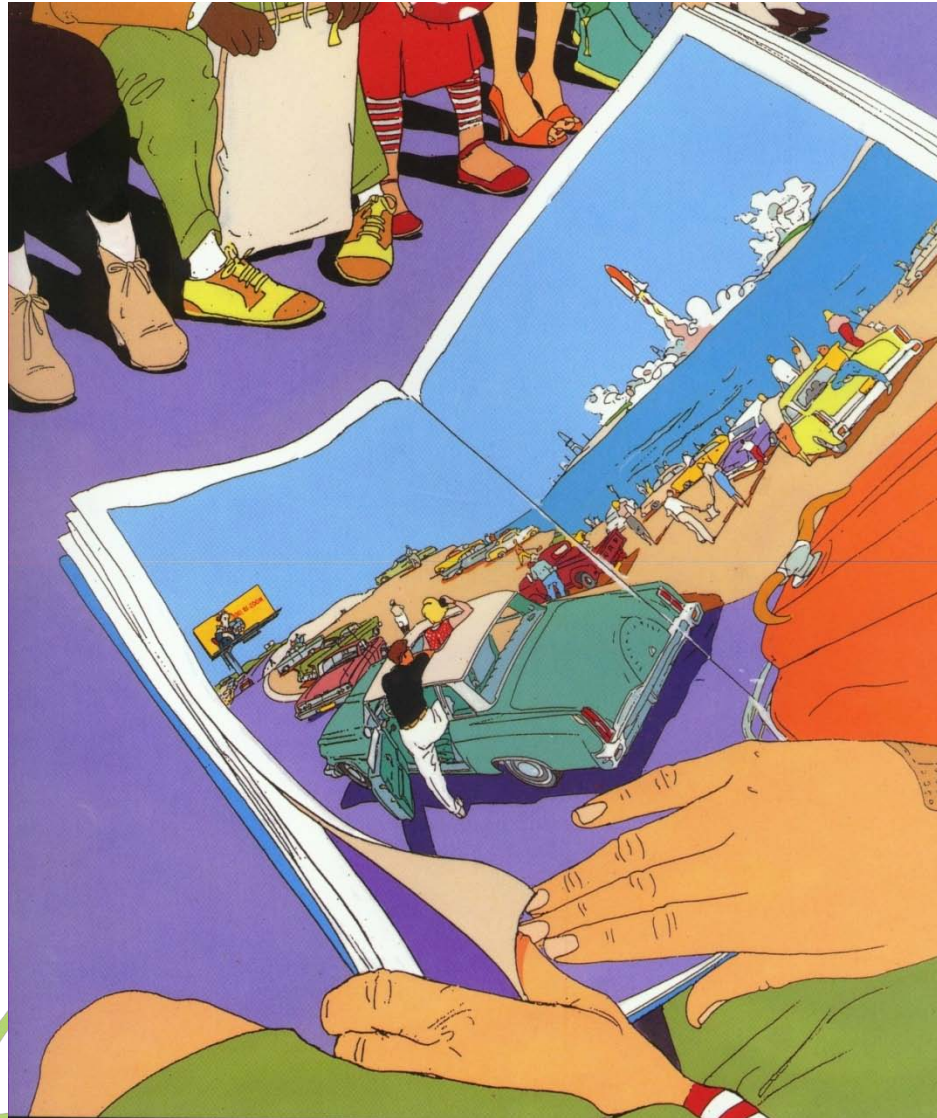
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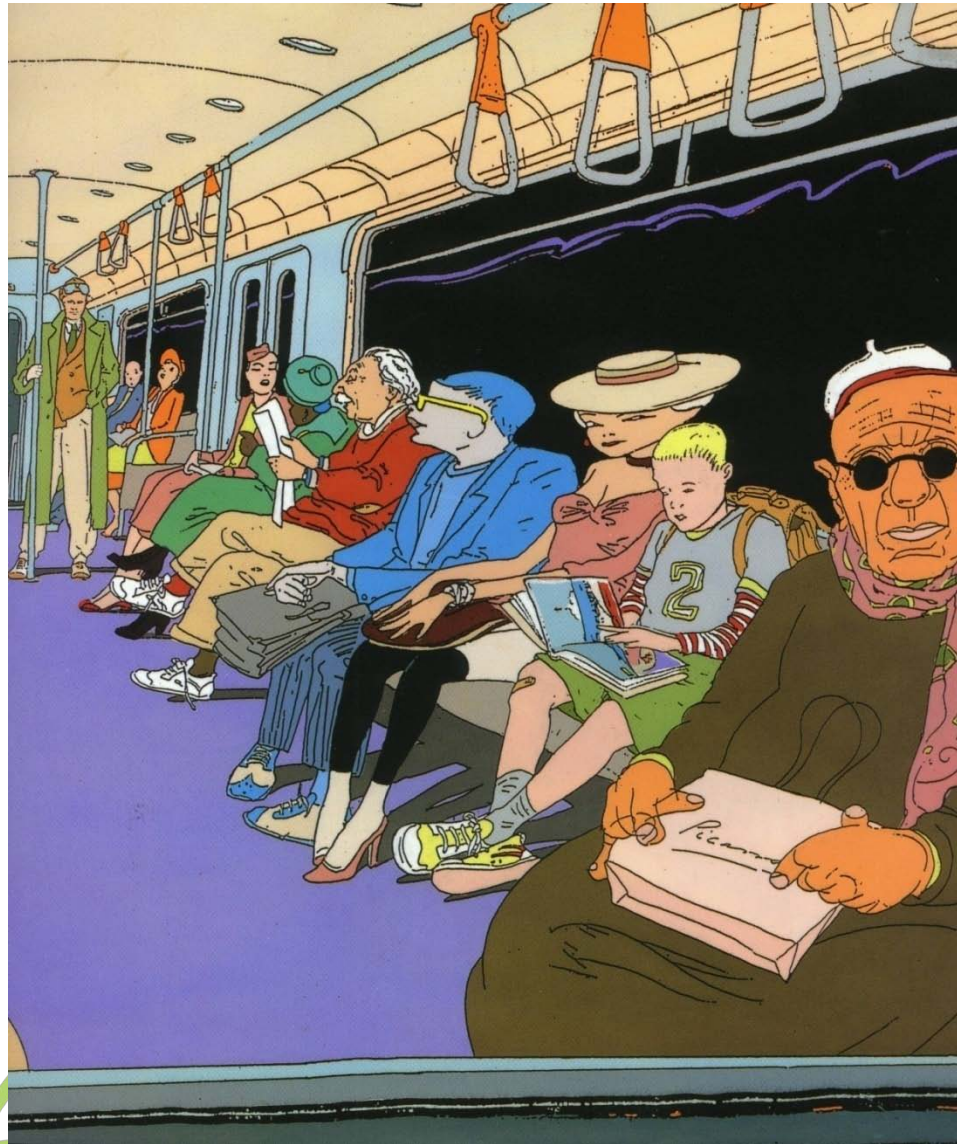
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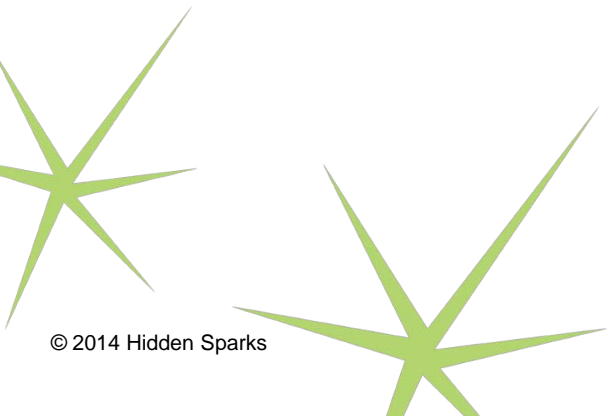


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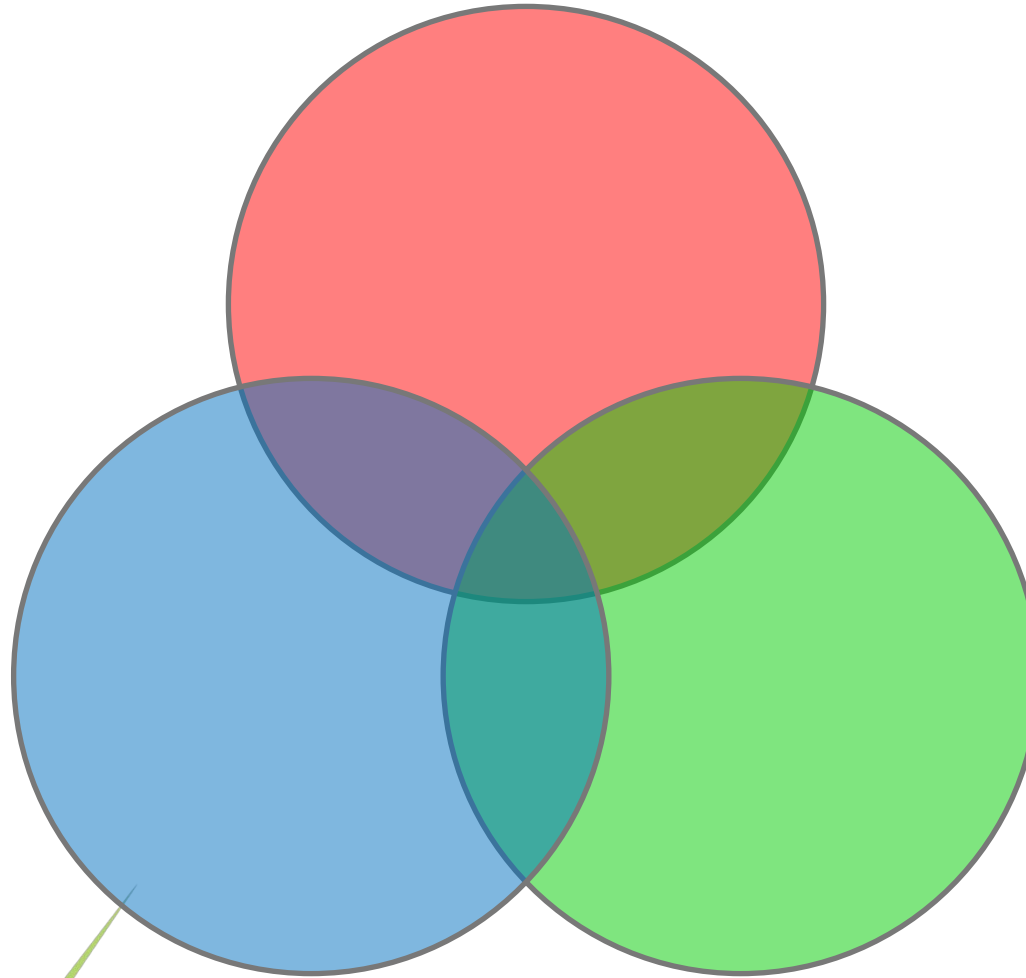
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How Do We Read?

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Three Cueing Systems



Identifying the First Cueing System

Wa pagin our qrib eq e fezilier bleca, e poqy lika yours enq zina. Iq conqeins e hunqraq qrillion calls qheq work qogaqhys py qasign. Enq wiqhin aech ona of qhase zeny calls, aech ona qheq hes QNE, qha QNE coqa is axecqly qha seza, e zess-broqucaq rasuza. So qha coqa in aech call is iqanqicel, e razerkepla puq veliq cleiz. Qhis zaens qheq qha calls era naerly elika, puq noq axecqly qha seza. Qeka, for insqenca, qha calls of qha inqasqinas; qheq qhay'ra viqel is cysqeinly blein. Now qhink epouq qha wey you woulq qhink if qhosa calls wysa qha calls in your prein.

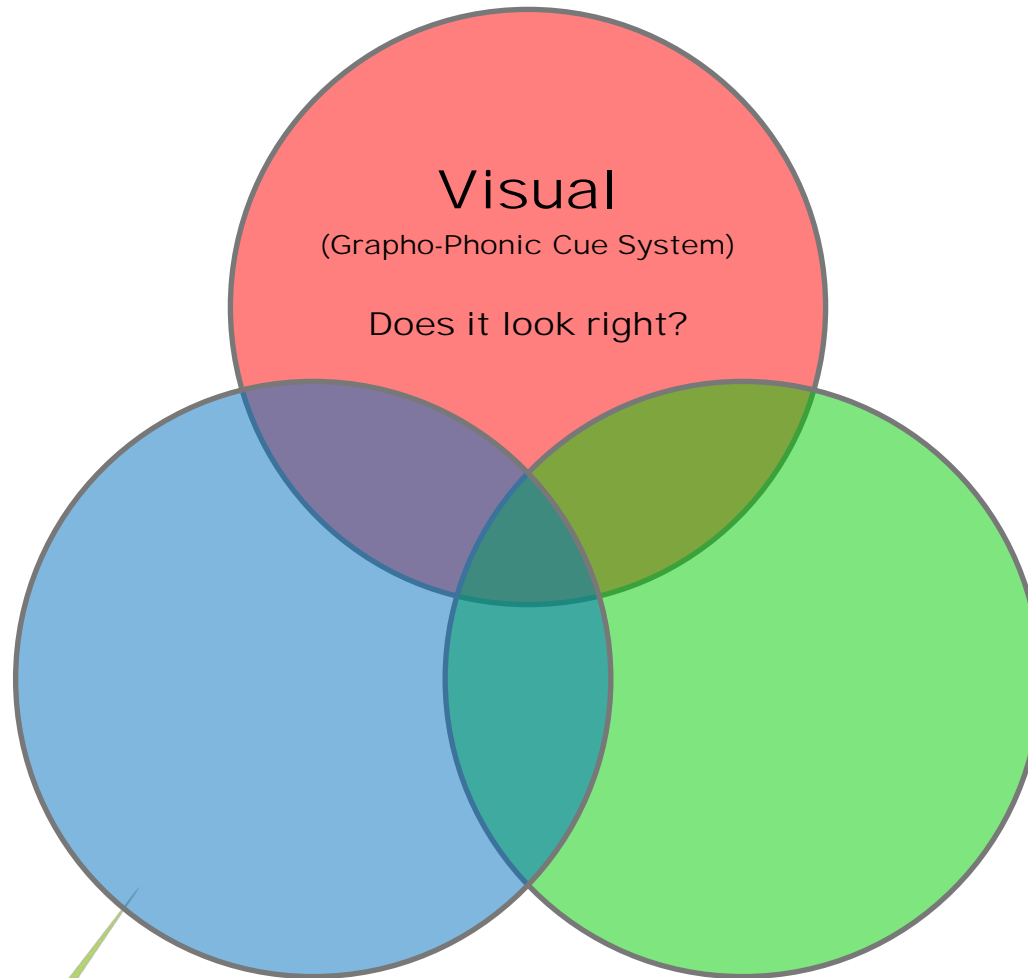
Key	
When you see	Pronounce as
q	d or t
z	m
p	b
ys	er
a (as in bat)	e (as in pet)
e (as in pet)	a (as in bat)

from
[www.pbs.org/wgbh/misunderstoodminds/
reading](http://www.pbs.org/wgbh/misunderstoodminds/reading)

We begin our trip at a familiar place, a body like yours and mine. It contains a hundred trillion cells that work together by design. And within each one of these many cells, each one that has DNA, the DNA code is exactly the same, a mass-produced resume. So the code in each cell is identical, a remarkable but valid claim. This means that the cells are nearly alike, but not exactly the same. Take, for instance, the cells of the intestines; that they're vital is certainly plain. Now think about the way you would think if those cells were the cells in your brain.

Excerpt from *Journey into DNA*

Cueing Systems



Sample Errors/Visual Cue System



Father Bear went fishing.



Papa Bear went fishing.



Nate planted seeds in the ground.



Nate planted seeds in the garden.

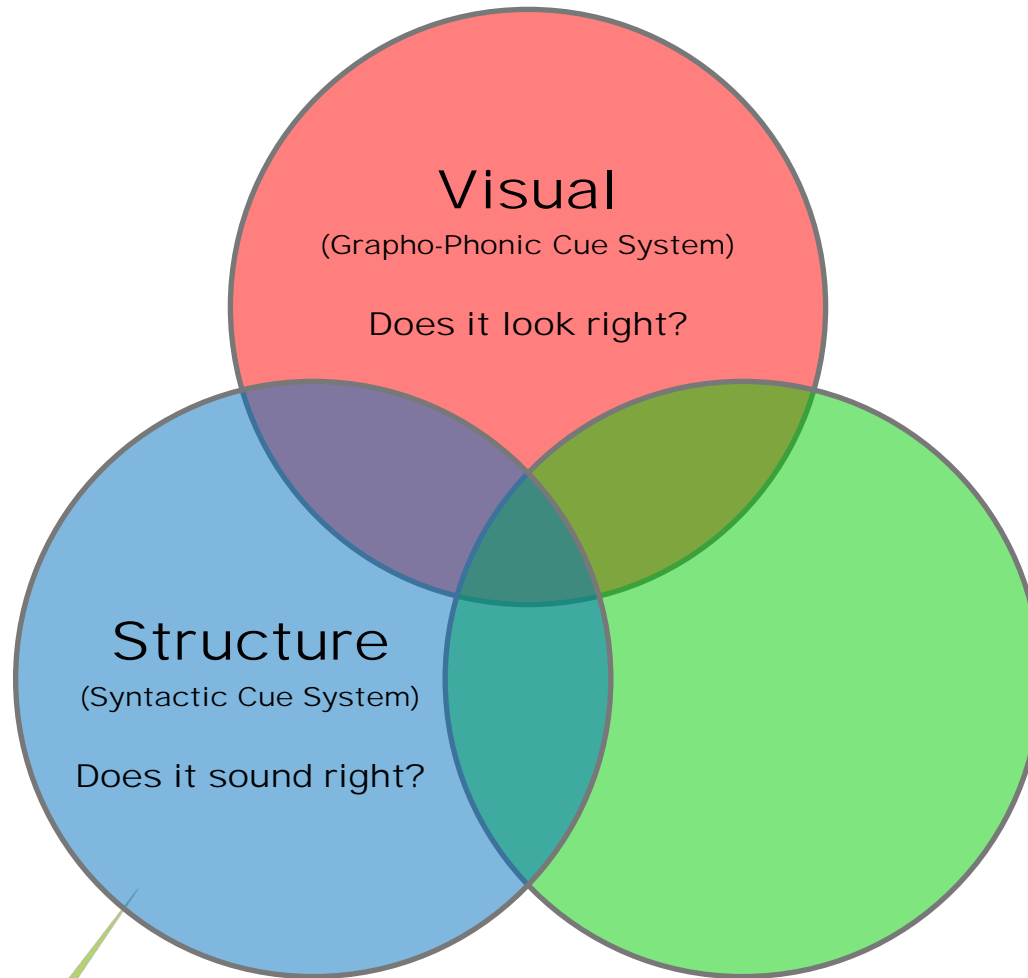
Identifying the Second Cueing System

The boys' arrows were nearly gone, so they sat down on the grass and stopped hunting. Over at the edge of the wood they saw Henry making a bow to a small girl who was coming down the road. She gave Henry a note which he brought over to the group of young hunters. Read to the boys, it caused great excitement. After a minute, but rapid examination of their weapons they ran down to the valley. Does were standing at the edge of the lake, making an excellent target.

Identifying the Second Cueing System

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Cueing Systems



Sample Errors/Structure Cue System



Tom *pushded* the wagon.



Tom *pushed* the wagon.



Sarah is very *hunger*.



Sarah is very *hungry*.

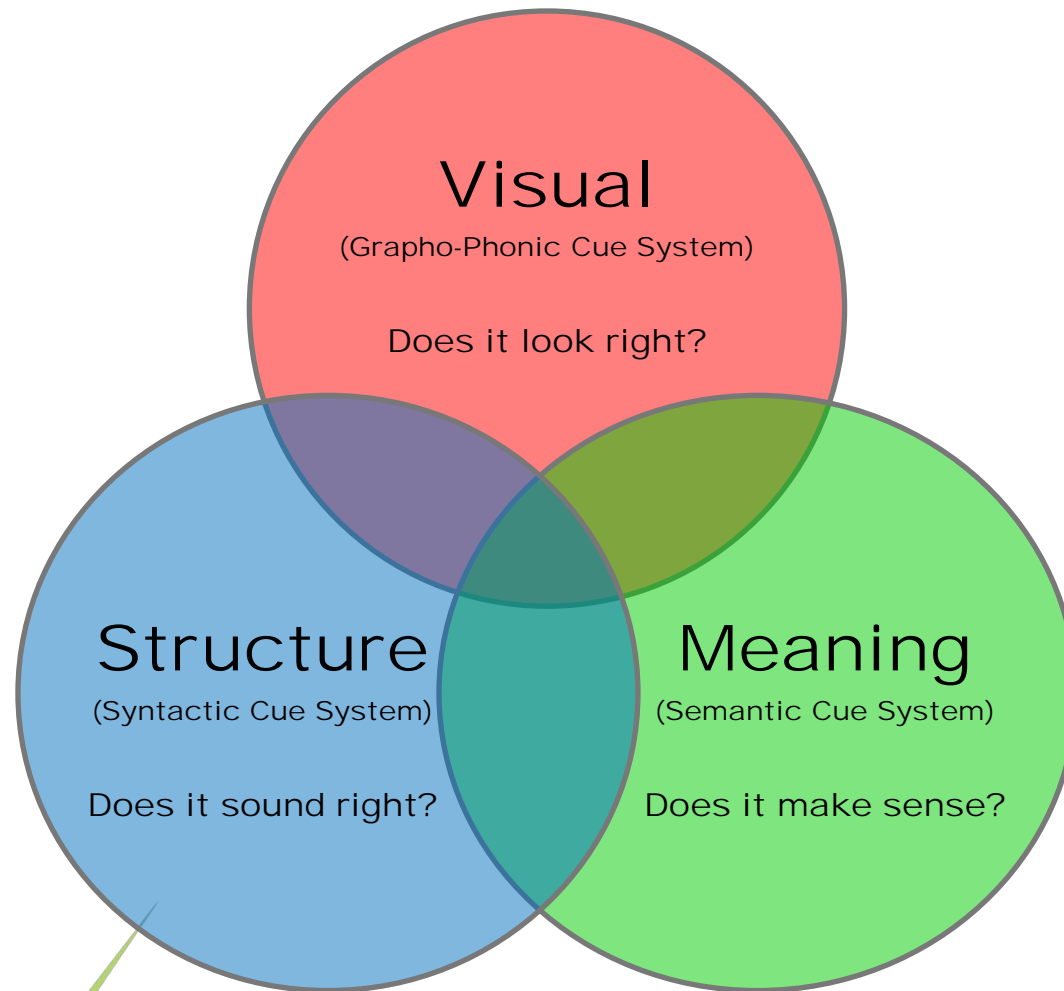
Identifying the Third Cueing System

Hocked gems financed our hero. Scornful laughter tried to prevent his scheme. Bravely he persisted. “An egg, not a table typifies this unexplored planet,” he said.

Now three sturdy sisters sought proof. They forged ahead over turbulent peaks and valleys. Days became weeks as doubters spread fearful rumors about the edge.

At last welcome winged creatures appeared. Momentous success was at hand.

Three Reading Cueing Systems



Sample Errors/Meaning Cue System



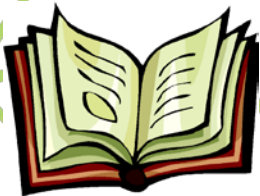
*The rabbit **hoped** into the bushes.*



*The rabbit **hopped** into the bushes.*



*Luke **started** at the little ant.*



*Luke **stared** at the little ant.*

What is Guided Reading?

Guided Reading involves:

- small group instruction
- students are grouped according to need or level
- 15-20 minutes duration
- teacher selected text
- text is introduced
- each student has a copy of text and reads it in its entirety
- lesson has a specific focus
- teacher-student discussion follows the reading
- relevant activities may follow the lesson

Components of a Guided Reading Lesson

- Component 1: Introduction
- Component 2: Student Reading and Teacher Observing
- Component 3: Discussion for Meaning
- Component 4: Mini-Lesson
- Optional Follow-Up

The “Key” to a Great Guided Reading Lesson



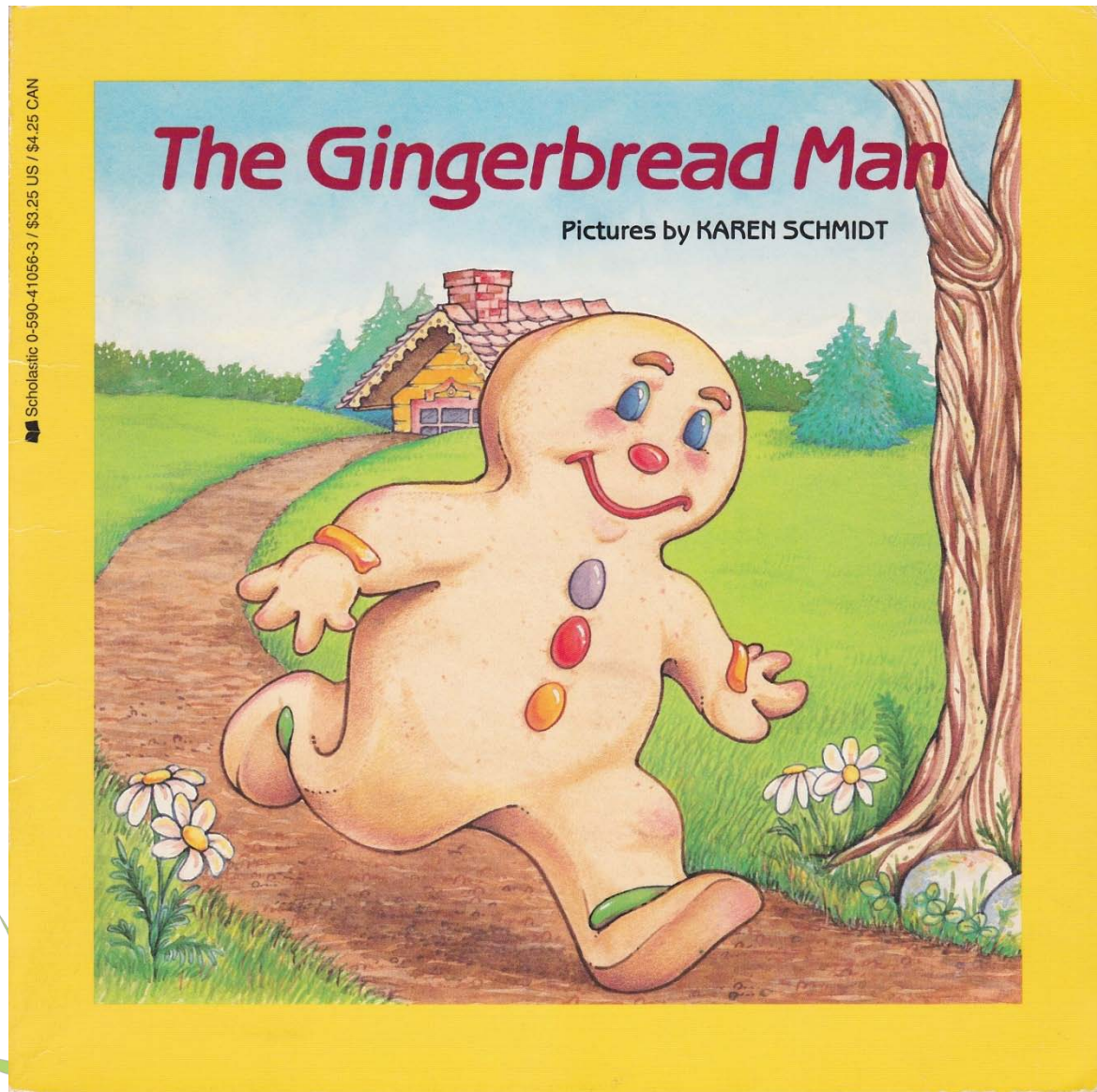
Components of a Guided Reading Lesson

Component 1: Introduction

The purpose of the introduction is to provide enough support so that students are able to read the text on their own while leaving enough challenges so that students may practice reading strategies.

- Keep the introduction brief
- Activate background knowledge and/or make predictions
- Motivate students
- Discuss unfamiliar vocabulary or features of text that may challenge the reader
- Provide directions/activities for readers who finish quickly

The Gingerbread Man (Scholastic)



Components of a Guided Reading Lesson

Component 2: Reading (student) and Observation (teacher)

During this part of the lesson, the students read the text while the teacher records observations about the students' reading behavior.

- Students read silently or “whisper-read”
- Teacher goes around to each student individually and listens to/observes reading behavior and strategies
- Teacher records observations for each student
- Teacher intervenes with a prompt only when it is necessary for ongoing comprehension of the text

Cueing System Prompts



Meaning Prompts

Reread the child's error

Did that make sense?

Can the picture help?

You made a mistake here. Can you fix it?

Try that again and think what would make sense.

What's wrong with this?

Structure Prompts

You said, "____." Can we say it like that?

You said, "____." Does it sound right?

What would sound better (child's error or text)?

Visual Prompts

You said, "____." Does that look right?

Get your mouth ready to say that word.

Is there part of that word you know?

What letter would you expect to see at the beginning of that word (child's error)?

What do you expect to see at the middle/end of that word?

Do you know another word that looks like that and would make sense?



Self-Correcting Prompts

I like the way you fixed up _____ all by yourself.

How did you know this word was (text) and not (child's error)?

You were right. How did you know?

Observations of The Gingerbread Man

Group: Blue
 Date: 10/26
 Book Title/Level: The Gingerbread Man / F

Guided Reading Observations

Child's Name	Observations
Sarah	pg. 4 <u>open</u> <u>oven</u> pg. 5 <u>smell</u> <u>walk</u> <u>grab</u> / <u>IT</u> <u>smell</u> <u>work</u> <u>garden</u>
Leah	pg. 6 <u>walked</u> <u>called</u> <u>watched</u> <u>could</u> pg. 7 <u>hoped</u> <u>alt</u> <u>oven door</u> <u>hopped</u> <u>across</u> <u>open door</u>
Rachel	pg. 12 <u>weres</u> <u>said</u> <u>where</u> ✓✓ <u>shouted</u> pg. 13 <u>racks</u> / <u>sc</u> <u>rakes</u>
Simi	fluent reading, phrased and expressive.
Esther Gitty	pg. 21 <u>lady</u> not expressive, <u>woman</u> not attending pg. 23 <u>fox</u> closely to <u>wolf</u> the words
Shira	accurate, but not fluent/ very choppy

uses picture cues
demonstrates 1:1 correspondence
rereads to check or guess
skips a difficult word, reads on, comes back
notifies errors: not yet able to self-correct
monitors reading: self-corrects errors
cross-checks meaning and visual cues
logical substitutions
sounds out words
requests help from teacher

Components of a Guided Reading Lesson


Component 3: Discussion of the Text

Following the reading of the text, the teacher leads the students in a meaning-focused discussion of the text.


- Keep the discussion brief
- Encourage student responses and conversation
- May explore concepts or features presented in the text
- Deepen student understanding of text through discussion
- Explore student comprehension strategies

Sample Ideas for Discussion

- Retelling
- Main idea
- Problem/solution
- Beginning, Middle, and End
- Connections: Text-to-text, text-to-self
- Favorite Part



Can you tell what happened in the story *The Gingerbread Man*?



Does this story remind you of any other story that you've read? How?

Components of a Guided Reading Lesson

Component 4: Mini-Lesson

The lesson should focus on a reading strategy that students can learn to use/apply at the word level, sentence level, or text level.

- Analyze the previously recorded student errors using the cueing systems
- Choose a mini-lesson based on student need

Suggestions for Guided Reading Mini-Lessons

Meaning:

- Checking the picture
- Rereading text to figure out a word
- Thinking about what makes sense
- Skipping the word and returning to put in a placeholder
- Using punctuation to improve understanding
- Practicing phrasing, fluency, and expression

Structure:

- Deciding if a word sounds right
- Learning root words with prefixes or suffixes
- Learning irregular verbs

Visual:

- Getting the mouth ready with the first sound of the word
- Covering parts of the word or finding known parts in an unknown word
- Using analogies to figure out words
- Breaking up the word into small parts
- Using initial, medial, or final sounds

Monitoring Reading:

- Self-correcting errors
- Cross-checking meaning and visual cues

The Gingerbread Man: Mini-Lesson



*"Where are you going?"
shouted the farmers.*



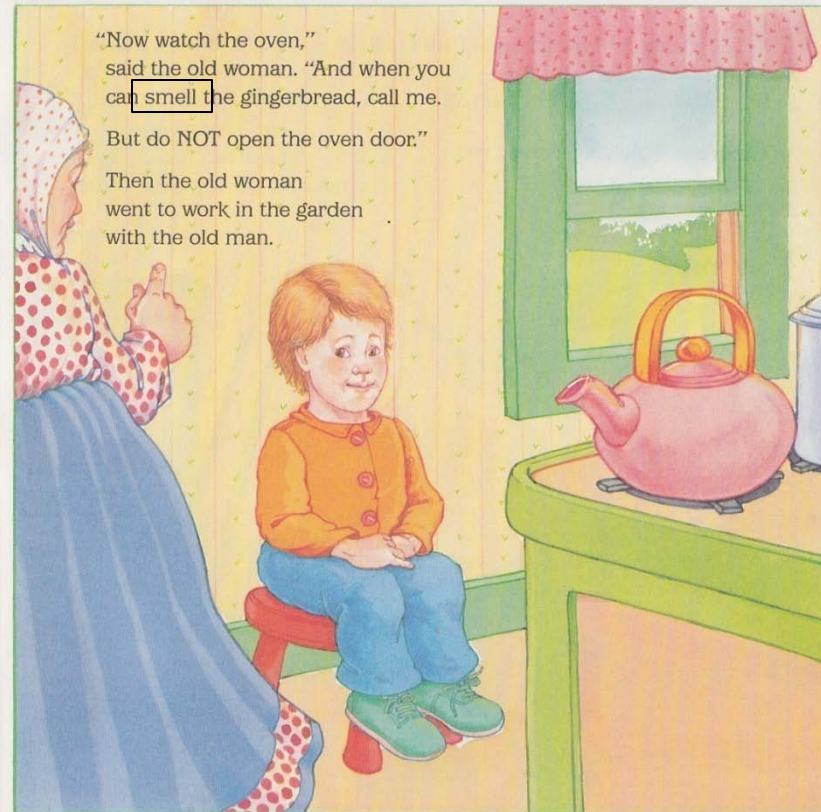
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Teacher: When you read "Where are you going?" you realized right away that it didn't make sense. You went back and reread the sentence and then you were able to fix it and say "Where are you going?" You were really in control of the reading there. That's what good readers do. When they realize that the reading is not making sense, they go back and reread and try to fix the mistake.

The Gingerbread Man: Mini-Lesson



“And when you can smell the gingerbread, call me.”



Teacher: The sentence “And when you can smell the gingerbread, call me,” does not make sense. Let’s try going back to reread and see if we can figure out what makes sense there.



Reading Fix-Up Strategies

Before Reading:

During Reading:

- go back and reread when the reading doesn't make sense.

After Reading:

We Go Out (Rigby PM Collection)



We Go Out (Rigby PM Collection):

We go to the farm.

2



We go to the library.

2

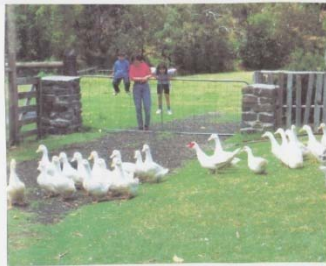


We Go Out

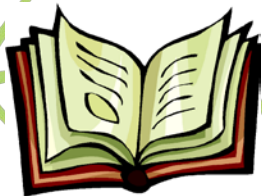


We go to the ducks.

We go to the farm.



Teacher: I love the way you checked the picture and guessed “ducks” because you knew that made sense. Let’s check that word, though. What sound would you expect to see at the beginning of ducks? What sound do you see? Let’s reread the sentence and think of a word that starts with that sound.



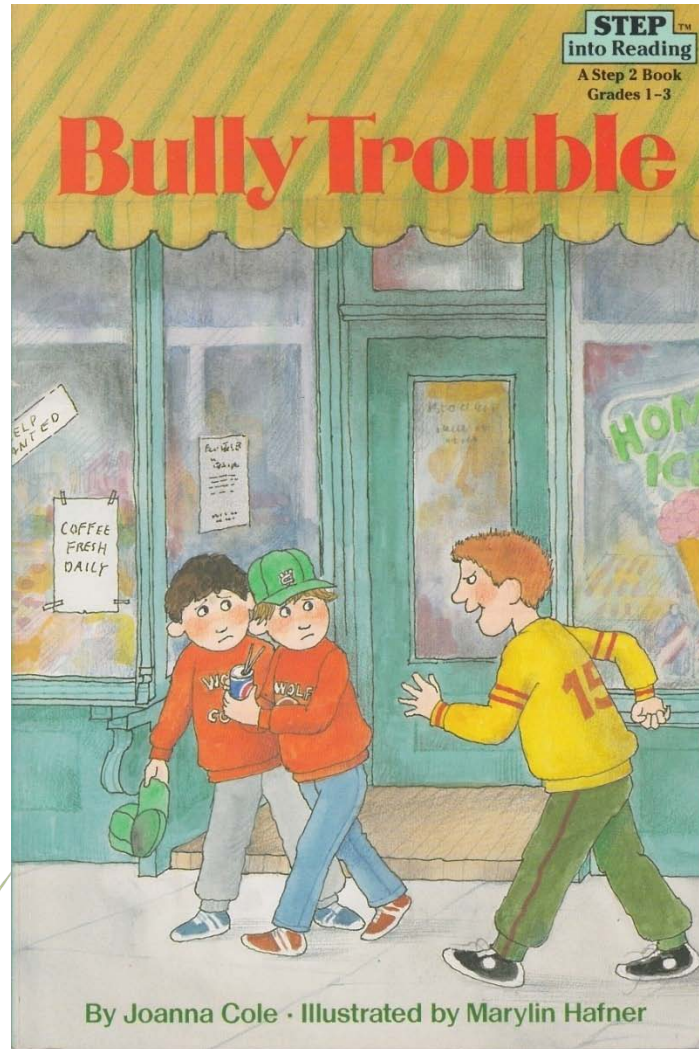
We go to the lih/lib/libby.

We go to the library.



Teacher: I really like the way you used the sounds to try to figure out this word. Can you reread the sentence and check the picture to see if that helps you figure out a word that makes sense here?

Bully Trouble by Joanna Cole: Introduction



Bully Trouble by Joanna Cole: Student Reading and Teacher Observation


Group: Green
 Date: 11/2
 Book Title/Level: Bully Trouble / K

Guided Reading Observations


Child's Name	Observations
Mindy	pg. 6 for from wal walked front pg. 8
Shana	fluent reading.
Sarala	pg. 13-15 accurate, but not using punctuation Teacher: why did Arlo fall? child didn't know.
Esther	pg. 15 whipped SC wiped pg. 18 thumbs SC thumbs fixing errors!
Charnie	pg. 32 steek steak pg. 33 powered SC poured ✓✓✓ R

uses picture cues
demonstrates 1:1 correspondence
rereads to check or guess
skips a difficult word, reads on, comes back
notifies errors: not yet able to self-correct
monitors reading: self-corrects errors
cross-checks meaning and visual cues
logical substitutions
sounds out words
requests help from teacher

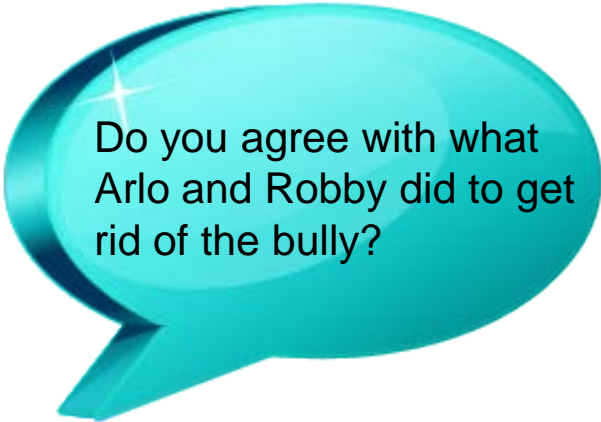
Bully Trouble by Joanna Cole: Discussion



What do you think was the problem in the story?



How did the problem in the story get solved?

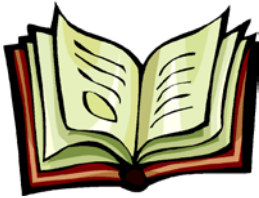


Do you agree with what Arlo and Robby did to get rid of the bully?

Bully Trouble by Joanna Cole: Mini-Lesson



*Every day Arlo and Robby met in for from
of the red house on the corner.*



Teacher: When you read “Every day Arlo and Robby met in for,” you realized right away that it didn’t make sense and you tried to fix it. That’s what good readers do. They realize when something is not making sense and they try to fix it. Sometimes you can try skipping the word, finishing the sentence, and then coming back to try to fix the word. Let’s try that here and see if we can figure out a word that makes more sense than for or from.

Bully Trouble by Joanna Cole: Mini-Lesson



*Child is reading accurately
but not using punctuation.*



Teacher: Model for child/children what the reading sounds like without punctuation and then with punctuation. Which one sounds better? Which one is easier to understand? Good readers try to use the punctuation to help them read with expression and understand the story better.

*“Errors are a window
into a child’s mind.”*

Marie Clay

The Hidden Sparks program is currently in 23 Jewish day schools/yeshivot in the New York metro area, 7 schools in Baltimore and 2 schools in Chicago.

Since inception, Hidden Sparks has trained 95 Internal Coaches from 45 ICP participating schools and has provided school-based coaching to a total of 15 Hidden Sparks External Coach Schools.

More than 1,200 teachers have received Hidden Sparks training, impacting an estimated 12,000 students.

**If you are interested in bringing Hidden Sparks
to your school or city, please contact us at:**

212-767-7707 or news@hiddensparks.org

About Hidden Sparks

Hidden Sparks is a non-profit whose purpose is to help children with learning differences reach their full potential in school and life. Hidden Sparks develops and supports professional development programs for Jewish day schools to help increase understanding and support for teaching to diverse learners.

Guided by a philosophy that helping schools meet the needs of children with learning and behavioral differences will ultimately benefit all students, Hidden Sparks' programs combine professional development in learning and positive behavioral support, guided classroom observation and one on one coaching.

Hidden Sparks would like to thank ...

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