Guided Reading: Beyond the Basics (Gr. K-3)

Melissa Dickson
What is Guided Reading?

Guided reading provides the opportunity to match reading instruction to the individual. The tailored small group instruction allows the teacher to model and prompt the student to think about the reading process supported by independent reading strategies. The instruction is guided by the student’s needs through careful assessment and observations. Guided reading is one of the most effective instructional practices for accelerating the progress of struggling readers.

*Text selection for guided reading should be at an instructional level* (children can read it with an accuracy rate of 90 – 94%).

Why is Guided Reading so Important??

1.

2.

3.

4.

5.
The goal for all readers is for them to use all the cueing systems simultaneously to help them read and comprehend the text.
# Cue Systems and Strategy Prompts

## Meaning (Semantics)
- Did that make sense?
- Look at the illustrations or graphs.
- What happened in the story when...?
- What do you think it might be?
- Can you re-read this?

## Structure (Syntactics)
- Did that sound right?
- Can you say it another way?
- What is another word that might fit here?
- Can you re-read this?

## Visual (Graphophonic)
- Does it look right?
- What sound / letter does it start with?
- What would you expect to see at the beginning, middle, and end?
- Where do you start reading?
- Point to the words.
- Did that match?
- Can you find _____?

## Self-Corrections
- Can you find the tricky part?
- Are you right?
- Take a closer look at _____?
- How did you know that the word was _____?

## Self-Monitoring
- Try that again.
- What did you notice?
- Were you right?
- How did you know?
- Why did you stop?

## Fluency
- Can you read this quickly?
- Put your words together so it sounds like talking.
- Use the punctuation to help you know how to group words together.
- Slow down

## Cross-Checking
- How did you know that was _____?
- Is there another way to tell?
- It could be _____, but look at _____.
- It looks right, but does it make sense?
Informal Assessment
(Running Records, Anecdotal Records)

“The primary purpose of assessment is to collect data to inform our teaching. If assessment does not result in improved teaching, then its value diminishes greatly. Assessment allows us to see the results of our teaching, to guide us in our teaching, and to make valid judgments about student’s literacy.”

Guided Reading

- Essential, daily, on-going activity
- System should be practical and usable
- Provides evidence of what the student knows and can do
- Most important – find a system that is convenient and informative for you. Keep revising your system over time.
- Great information to share with parents, child study teams, etc.
- Make it a goal to become a good observer of each child’s processing behavior.

Cheat Sheet for taking quick Anecdotal Records

<table>
<thead>
<tr>
<th>Convention</th>
<th>Meaning of Convention</th>
</tr>
</thead>
<tbody>
<tr>
<td>TP</td>
<td>Teaching point</td>
</tr>
<tr>
<td></td>
<td>Re-reading</td>
</tr>
<tr>
<td>MS</td>
<td>Make sense?</td>
</tr>
<tr>
<td>LR</td>
<td>Look right?</td>
</tr>
<tr>
<td>Focus</td>
<td>Focus on / look for</td>
</tr>
<tr>
<td>SC</td>
<td>Self corrected</td>
</tr>
<tr>
<td>M</td>
<td>Meaning</td>
</tr>
<tr>
<td>S</td>
<td>Structure</td>
</tr>
<tr>
<td>V</td>
<td>Visual</td>
</tr>
<tr>
<td>?</td>
<td>Something to think about</td>
</tr>
<tr>
<td>FAP</td>
<td>Find a part you know</td>
</tr>
<tr>
<td>😊</td>
<td>Praise child for that behavior</td>
</tr>
</tbody>
</table>

Guided Reading: Beyond the Basics
# Running Record

**Name:**

**Date:**

**Text Level:**

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**Running Words:** 1:__ = Error Rate

**Accuracy:** __%

1:__ = Self Correct Rate

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**Reading Level:**

- **Independent (95 - 100%)**
- **Instructional (90 - 94%)**
- **Frustrational (50 - 89%)**

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**Formulas:**

\[ \text{RW} = \frac{\text{Error Rate}}{E} \quad (E+SC) = \text{Self-Correct Rate} \]

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**Competencies (circle predominate behaviors)**

<table>
<thead>
<tr>
<th>1 to 1 Match</th>
<th>Directionality</th>
<th>Fluent Reading</th>
</tr>
</thead>
</table>

**At an unknown word:**

- No attempt
- Seeks help
- Rereads
- Reads on

**Attempts using:**

- Visual
- Meaning
- Syntax

**After an error:**

- Ignores
- Seeks help
- Rereads
- Attempts s/c

**Self corrects using:**

- Visual
- Meaning
- Syntax

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**Conversion Table**

<table>
<thead>
<tr>
<th>Error Rate / Accuracy Percent</th>
<th>1:200</th>
<th>99.5</th>
<th>1:10</th>
<th>90</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:100</td>
<td>99</td>
<td>1:9</td>
<td>89</td>
<td></td>
</tr>
<tr>
<td>1:50</td>
<td>98</td>
<td>1:8</td>
<td>87.5</td>
<td></td>
</tr>
<tr>
<td>1:35</td>
<td>97</td>
<td>1:7</td>
<td>85.5</td>
<td></td>
</tr>
<tr>
<td>1:25</td>
<td>96</td>
<td>1:6</td>
<td>83</td>
<td></td>
</tr>
<tr>
<td>1:20</td>
<td>95</td>
<td>1:5</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>1:17</td>
<td>94</td>
<td>1:4</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>1:14</td>
<td>93</td>
<td>1:3</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>1:12.5</td>
<td>92</td>
<td>1:2</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>1:11.75</td>
<td>91</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Page**

**Title:**

**Totals**

<table>
<thead>
<tr>
<th>E</th>
<th>SC</th>
</tr>
</thead>
</table>

**Cues Used**

<table>
<thead>
<tr>
<th>E</th>
<th>SC</th>
</tr>
</thead>
</table>

Guided Reading: Beyond the Basics
Good Readers Activate Prior Knowledge

Tony Stead’s RAN (Reading and Analyzing Nonfiction) Chart

<table>
<thead>
<tr>
<th>K</th>
<th>C</th>
<th>L</th>
<th>W</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I know</td>
<td>What I clarified</td>
<td>What I learned</td>
<td>What I still want to learn</td>
</tr>
</tbody>
</table>

Cover Up

Using two different colors of Post-Its, cover up the cover of the text. Cover the title in one color and the rest in the second color. Students uncover on square at a time while making predictions about the text.
Good Readers constantly make connections between what they are reading and their lives, the world, and other texts. Making connections deepens understanding and brings meaning to the text.

**Text-to-Self**

This story reminds me of...
I felt the way the character did in this story when......

**Text-to-Text**

The main character in this story reminds me of the main character in__________.
The problem in this story reminds me of the problem in __________because...
The solution in this story reminds me of the solution in __________ because...
The lesson in this story reminds me of the lesson in __________ because...
The illustrations in this story remind me of the illustrations in __________because...
The way this story is written reminds me of __________ because...

**Text-to-World**

This story makes me think of...
Good Readers Ask Questions

Good Readers constantly ask questions before, during, and after reading. Questioning provides a purpose for reading and keeps the reader engaged in the text. It encourages the reader to search for answers to their questions. Questions can be answered in many different ways: in the text, from prior knowledge, inferences, and further research.

Before Reading

I wonder......?
What do I think is going to happen?
What am I going to learn?
Why did the author choose this title?
Why did the author write this?
When did the story take place?
Who is the story about?
Who is telling the story?

During Reading

What do I think will happen next?
How does the character feel?
Why did __________ happen?
I wonder why __________?
What would I do?
How is the problem going to be solved?
Do you think _____ should have ______?
Am I paying attention to the message?
Would I be friends with _______?
What might happen if __________?
What do I still need to find out?
Why is this information important?
Do I understand what the author is saying?

After Reading

How did I feel when.....?
What was my opinion of.....?
When the author said ____, I wondered....?
Why do you think the author.....?
What was the main idea.....?
Do I know someone like....?
What would have happened if......?
Do I agree with what the author said?
Would I be friends with ________?
What might happen if __________?
What do I still need to find out?
Why is this information important?
Do I understand what the author is saying?

Guided Reading: Beyond the Basics
QAR Question Stems

Right There Questions
Who _____? What _____?
Where _____?
When _____?

Think and Search
Why _____?
What cause _____?
Tell me in your own words _____? What happened first, second or third? What are the characteristics of _____?
Characters/Setting/Problem/Events/ Solution?

Author and You
What can you infer about _____’s feelings in this section of the text?
What do you predict will happen next? Why do you think so?
The setting is never stated but where do you think the story is taking place?
Why _____?
What if _____?
What does the author mean when _____?
Tell me the most important reason _____?
What are the themes of this text?
Tell me the biggest problem _____?

On My Own
Do you think _____? How would you _____?
Which is better _____?
Would you agree that _____?
Were you ever _____?
In your opinion _____?
Would it be better if _____?
Comprehension Strategies

Adapted from Mosaic of Thought by Ellin Oliver Keene and Susan Zimmerman

**Connections/Schema:**
- Tone
- Theme
- Character Traits
- Structure
- Author's Schema
- Vocabulary Skills
- Compare & Contrast
- Reading for a Purpose
- Story Elements
- Genre

**Inference:**
- Cause/Effect
- Drawing Conclusions
- Rereading
- Compare/Contrast
- Fact/Opinion
- Evaluating Information
- Theme
- Point of View
- Foreshadowing
- Connections
- Vocabulary Skills

**Synthesis:**
- Retelling
- Rereading
- Research Skills
- Schema
- Summarizing
- Theme
- Determining Importance
- Literal to Inferential

**Sensory Imagery:**
- Vocabulary Skills
- Drawing Conclusions
- Creating Imagery
- Senses
- Character Traits
- Literary Devices
- Story Details

**Questioning:**
- Research Skills
- Fact/Opinion
- Note-taking
- Question-Answer-Relationships
- Rereading
- Predicting
- Cause/Effect
- Study Skills
- Author's Purpose

**Determining Importance:**
- Skimming/Scanning
- Power Notes
- Summarizing Study
- Skills Research
- Skills Drawing
- Conclusions Story
- Mapping
- Note-taking
- Evaluating Information

Guided Reading: Beyond the Basics
Songs  
used with permission from “Songs about Teaching and Stuff”

Visualizing  
(London Bridges)

VERSE ONE  
Make a picture in your head  
In your head  
In your head  
Make a picture in your head  
Use your senses

VERSE TWO  
Like a movie when you read  
When you read  
When you read  
Like a movie when you read  
A mental image

Schema  
(Are You Sleeping?)

Schema, Schema,  
Schema, Schema,  
What I know  
Watch it grow  
I can make connections  
Meaningful connections  
TEXT TO SELF  
TEXT TO TEXT  
TEXT TO WORLD

Questioning  
(London Bridge)

Asking questions when I read,  
When I read,  
When I read.  
Asking questions when I read,  
Before, during, and after.

Guided Reading: Beyond the Basics
**Games**

**Pictures** – Teachers show pictures and ask all four levels of questions from the QAR Strategy

**What’s Wrong, You Don’t Belong!** – Teachers display pictures, words, or parts from the story and the students must identify the one item that is different from the others

**Pyramid or Jeopardy**

**Retells**
- Partner Talk
- Give me a Hand

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Guided Reading: Beyond the Basics
LIST OF RELATED CITATIONS

“Guided Reading: Beyond the Basics” Presented by Staff Development for Educators (SDE) Melissa Dickson


www.readinga-z.com