

# GUIDED READING DEMYSTIFIED

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# What is guided reading?

Guided reading is a small group instructional context in which a teacher supports each reader's development of a system of strategic actions for processing new texts at increasingly challenging levels of difficulty." ( Fountas and Pinnell, 2017)

# Why Guided Reading?

Teach	Teach (and build on) fundamental skills necessary for proficient reading
Identify	Identify needs and strengthen specific skills
Build	Build attention to detail (foundation for close reading skills)
Develop	Develop fluency and expression
Expand	Expand knowledge of vocabulary, story structure & concepts of print
Strengthen	Develop reading comprehension skills

# What are the goals of guided reading?



Robust toolkit of  
"WORD ATTACK"  
skills to solve  
tricky words

Leading to  
independent &  
strategic reading

Fluency,  
Expression &  
Comprehension

# Word Attack Strategies

help students decode, pronounce, and understand unfamiliar words. They help students attack words piece by piece or from a different angle. This is their toolkit to solve tricky words.

## Use Picture Clues

- Look at the picture.
- Are there people, objects, or actions in the picture that might make sense in the sentence?

## Sound Out the Word

- Start with the first letter, and say each letter-sound out loud.
- Blend the sounds together and try to say the word. Does the word make sense in the sentence?

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## Look For Chunks

- Look for familiar letter chunks. They may be sound/symbols, prefixes, suffixes, endings, whole words, or base words.
- Read each chunk by itself. Then blend the chunks together and sound out the word. Does that word make sense in the sentence?

## Repeat the Sentence

- Read the sentence more than once.
- Think about what word might make sense in the sentence. Try the word and see if the sentence makes sense.

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## Skip & Read On

- Read past the unfamiliar word and look for clues.
- If the word is repeated, compare the second sentence to the first. What word might make sense in both?

## Use Prior Knowledge

- Think about what you know about the subject of the book, paragraph, or sentence.
- Do you know anything that might make sense in the sentence? Read the sentence with the word to see if it makes sense.

# What is Fluency?

reading with appropriate accuracy and rate, but also with good and meaningful phrasing and expression

## Three Components of Fluency

1.) **ACCURACY** = reading words correctly (incorrect words are miscues)

2.) **AUTOMATICITY** = recognize words automatically without decoding/processing

ACCURACY + AUTOMATICITY = INCREASED READING RATE, **NOT FLUENCY**

3.) **PROSIDY** = use of intonation, phrasing, and expression while reading

A HIGH DEGREE OF FLUENCY LEADS TO INCREASED COMPREHENSION



# Five Steps of a Guided Reading Lesson

1.) Setting the Scene

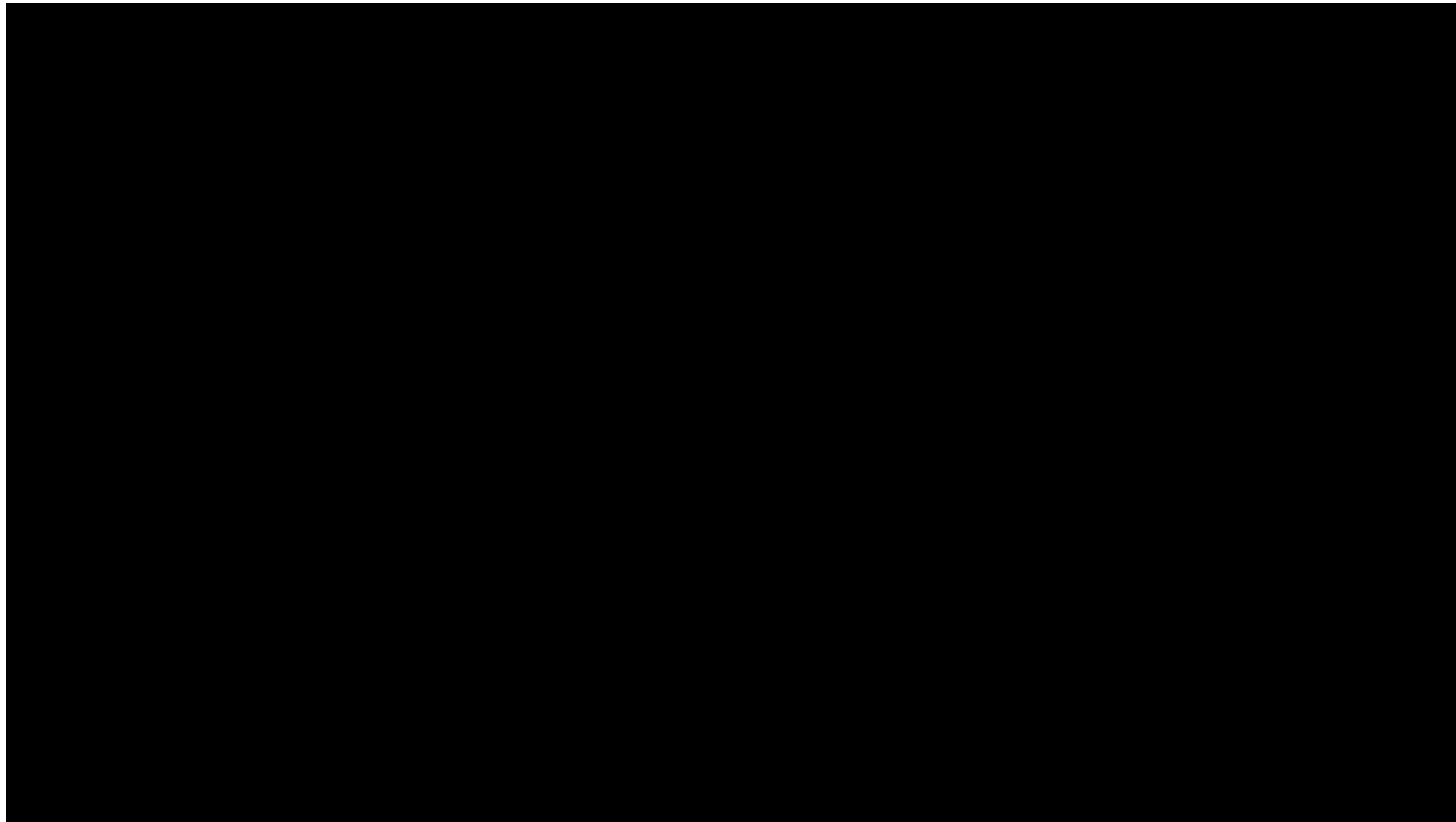
2.) Picture Walk

3.) Student Reads the Text, while teacher listens

4.) Explicit Teaching & Affirmation

5.) Discussion for Comprehension & Understanding

# Guided Reading in Action



# Where Do I Begin?

## Select Reading Levels



## Reading A-Z.com

(Core Teachers sent login credentials)

- Reading Assessments
- Leveled Guided Reading Books
- Complete Lesson Plans
- Supplemental Materials

[www.readinga-z.com](http://www.readinga-z.com)

CLICK:

1. <Resources> TAB
2. <Assessments>
3. <Benchmark Passages>

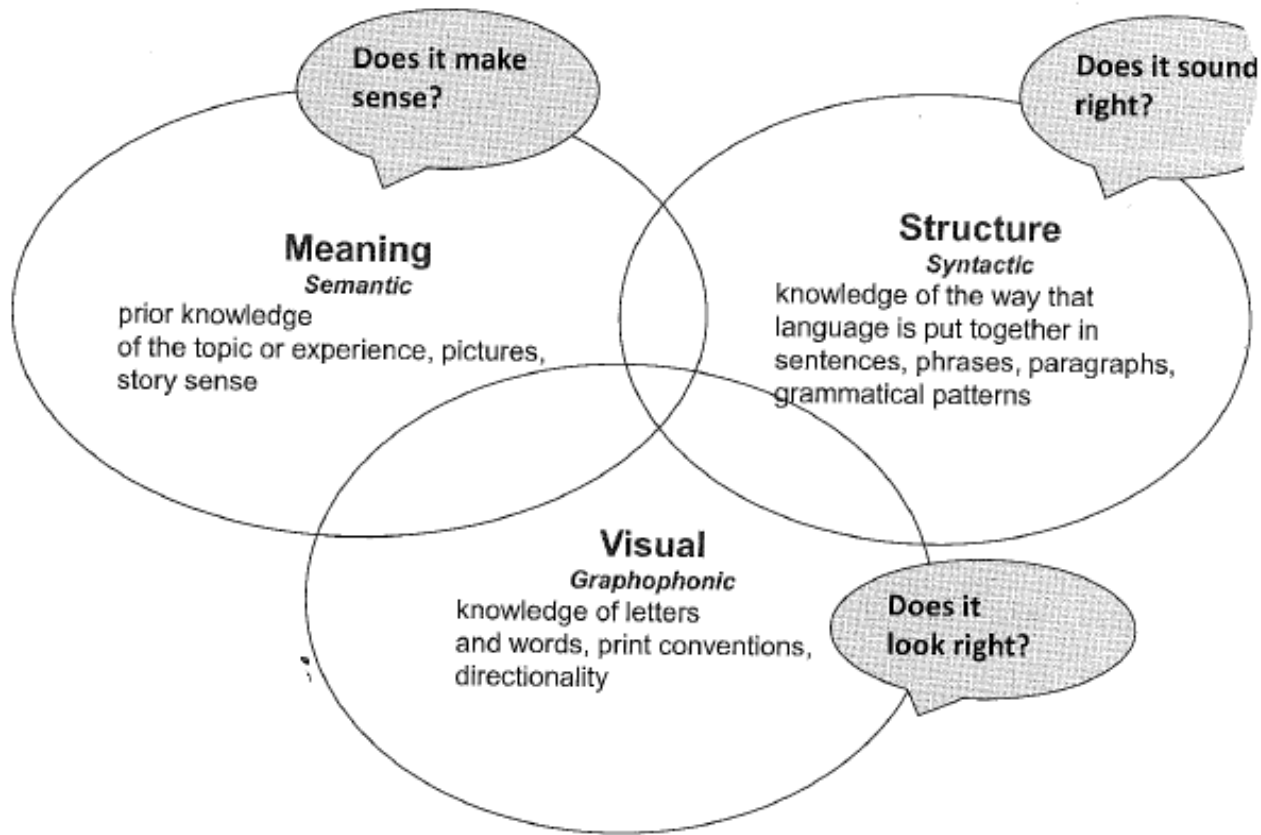
The screenshot shows the Reading A-Z website interface. At the top, there is a red navigation bar with the 'RESOURCES' dropdown menu, a search bar labeled 'Search Resources', and links for 'FILE CABINET' and 'MANAGE STUDENTS'. Below the navigation bar, the page title 'Reading A-Z' is displayed in a large, red, stylized font. The main content area is divided into two columns. On the left, there is a sidebar menu titled 'ASSESSMENTS' with a list of options: 'Benchmark Passages' (highlighted), 'Benchmark Books', 'Alphabet Letter Naming', 'Phonological Awareness Assessment', 'Phonics Assessment', 'High-Frequency Words Assessment', and 'Fluency Timed Reading'. On the right, the page title 'BENCHMARK PASSAGES & RUNNING RECORDS' is displayed in a large, bold, black font. Below the title, there is a paragraph of text: 'Find students' instructional levels by assessing their reading skills with developmentally appropriate texts while recording reading behavior. Benchmark Passages are short text selections that are one part of a three-part process to help place students at their instructional levels for leveled reading sessions and to assess their readiness to progress to the next level.' To the right of the text, there is a blue sidebar with the text 'Asses DIGI REC With Plus c'.

# READING A-Z: GUIDED READING TOOLS

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## 3 Systems Work Together for Understanding



- Accessing, employing, and combining knowledge about:

1. **STRUCTURE:** patterns in how language is put together
2. **MEANING:** information from words—prior knowledge, pictures,
3. **VISUAL:** sound/symbol matches (graphophonic) to unlock meaning

Good readers draw on all three systems to solve unknown words.

# Analyzing Errors: Meaning

**Meaning:** Readers often make substitutions that indicate they are thinking about meaning of the text. For example, a reader might say *cool* for *cold*.

*in cool environments.* (reader)  
in cold environments. (text)

Ask yourself: ... **Does it make sense?**

If so, circle the **M** in the sources of information column under error (E).

## Analyzing MSV



**Meaning:** Does it make sense?  
Error fits the context of the text.  
Sara watched the <sup>kid</sup> child play.

# Analyzing Errors: Structure

**Structure:** We have implicit knowledge of the way words are put together to form phrases and sentences. It “sounds right” to us. Readers often substitute nouns for nouns or verbs for verbs, indicating an awareness of the structure of language. For example, a reader might say  
in cool environments. (reader)  
in cold environments. (text)

Ask yourself: ...**Does it sound right?**

If so, circle the **S** in the sources of information column under error (E).

**Syntax:** Does it sound right?  
Error uses acceptable English.

Sara watched <sup>a</sup>the child play.





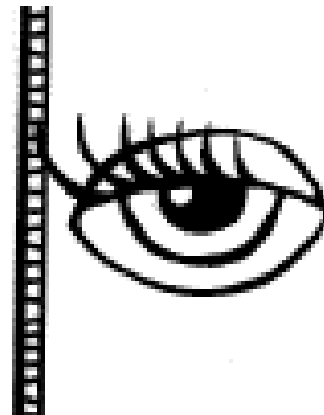
# Analyzing Errors: Visual

**Visual Information:** Readers use the visual features of print – the letters and words – to read. They connect these features to phonetic information that exists in their heads. For example, in the following sentence, a reader might say *hit* for **hot**.

It was a *hit* day.

Ask yourself: ...**Does it look right?**

If so, circle **V** in the error column.



**Visual:** Does it look right?

Error looks similar to the word in the text.

Sara watched the child <sup>pay</sup> play.

# Now What?

Don't forget the Comprehension Quiz for understanding!

## Placing and Moving Up Students

Use the chart below along with the other information you learn from the three-part assessment process to determine if students are ready to move up a level.

### Scores

RUNNING RECORD	QUICK CHECK COMPREHENSION QUIZ	ACTION
95% +	100%	Advance Student a Level
95% +	80%	Instruct at this Level
95% +	<80%	Lower a Level, Assess Again
90-94%	80-100%	Instruct at this Level
90-94%	<80%	Lower a Level, Assess Again
<90%	N/A	Lower a Level, Assess Again

- **Notice Reading Behaviors!**  
--What systems are being used by your reader? Look for patterns.
- **Find the "JUST-RIGHT" level and begin Guided Reading (support all 3 systems)**

# Q & A

What resonated with you?

What clarifying questions do you have?

What will you try tomorrow?

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**NEED MORE SUPPORT?**

**[DAVINCIK8.ORG](https://www.davincik8.org)**

**The Parent Center Tab**

**<Schedule>**

**Sign Up Genius Link to Office Hours**