

Look-Fors Small Group Guided Reading K-2

Format: Small group instruction for flexible groups with similar needs for 15 – 20 minutes.

Purpose: Plan for and instruct students with similar needs in a small group setting using a variety of specifically selected activities to accelerate student’s reading growth.

Guided Reading Components	Student/ Teacher Actions
<p>Formative Assessments and Anecdotal Notes</p> <p>Purpose: Inform Instruction</p>	<p>Students:</p> <ul style="list-style-type: none"> • read the text orally. • retell the story or summarize the information. • may answer questions about the text or share think alouds through a comprehension conversation to illustrate the application of the strategy used. • may write about reading. <p>Teacher:</p> <ul style="list-style-type: none"> • records reading behaviors and analyzes miscues using the MSV cueing system (m-meaning, s-structure/syntax, and v-visual; uses running record to pull teaching targets. • jots anecdotal notes observed during small group guided reading.
<p>Selecting the Text</p> <p>Purpose: Appropriate text</p>	<p><i>[Instructional level text for guided reading is selected solely by the teacher. Teachers are encouraged to teach students how to self-select independent reading materials.]</i></p> <p>Teacher:</p> <ul style="list-style-type: none"> • selects the text based on highest instructional level and/or similar need. • takes into consideration the quantitative, qualitative, and reader and task characteristics when selecting a piece of text. (The Text Gradient established by Fountas and Pinnell [A-Z] is recommended and found in the guided reading section of the <i>Continuum of Literacy Learning</i>.)
<p>Rereading of Familiar Text</p> <p>Purpose: Fluency</p>	<p>Students:</p> <ul style="list-style-type: none"> • revisit a previously read piece of text to apply strategies, gain sight word automaticity, and build fluency. <p>Teacher:</p> <ul style="list-style-type: none"> • “listens in,” one-on-one, as students whisper read (or read silently). • responds with appropriate prompting and/or confers with individual readers.
<p>Sight Word Review (Optional)</p> <p>Purpose: Develop pattern for retention of sight words</p>	<p>Students:</p> <ul style="list-style-type: none"> • write two to three sight words to develop automaticity. • use magnetic letters, word cards, and other materials to extend work with sight words. <p>Teacher:</p> <ul style="list-style-type: none"> • selects two to three previously taught sight words to practice. • assesses accuracy and scaffolds individual students as needed, for accuracy and speed.
<p>Book Introduction</p> <p>Purposes: Build a pattern for activating prior knowledge. Pre-teach any of the ten text characteristics that may be challenging at this time.</p>	<p>Students:</p> <ul style="list-style-type: none"> • listen attentively to a brief introduction of the book. • say and locate specific words in the text and new language structures. • make predictions and connections about the text. <p>Teacher:</p> <ul style="list-style-type: none"> • activates background knowledge. • invites students to share thinking. • guides students to notice features of the text . • presents a limited number of challenging elements for students to grapple with at

<p>(The Ten Text Characteristics for Guided Reading Figure 1-8 on page 247 is recommended and found in the guided reading section of the <i>Continuum of Literacy Learning</i> by Fountas and Pinnell.)</p>	<p>this time.</p> <ul style="list-style-type: none"> • may introduce selected vocabulary by having conversations to reveal meaning. • reveals the structure of the text.
<p>Reading the Text</p> <p>Purpose: Independent Strategic Reading</p>	<p>Students:</p> <ul style="list-style-type: none"> • whisper read (or read silently) their own book at their own pace, grappling with challenges in the text by employing previously taught strategies. If reading silently, the student switches to whisper reading when the teacher indicates it is their turn for coaching. • respond to teacher’s coaching during an individual mini-conference. <p>Teacher:</p> <ul style="list-style-type: none"> • “leans-in” to each student, in turn, and listens for reading behaviors. • responds with appropriate prompting and/or confers with individual readers. • jots anecdotal notes observed during small group guided reading. • prompts for fluency and phrasing.
<p>Revisiting and Discussing the Text</p> <p>Purpose: Strategy Reinforcement and Comprehension</p>	<p>Students:</p> <ul style="list-style-type: none"> • discuss the text and cite evidence to show comprehension within the text, beyond the text, and about the text (The Text Gradient established by Fountas and Pinnell [A-Z] is recommended and found in the guided reading section of the <i>Continuum of Literacy Learning</i>.) • engage in reflective discussion that focuses on strategy use, connections, clarifications, confirmations, new information, and questions. • pose questions and clarify their understanding. <p>Teacher:</p> <ul style="list-style-type: none"> • facilitates interactive and thoughtful student discussions about strategy use and elements of literary and informational text to support reading comprehension, vocabulary, and fluency. • provides explicit demonstrations of strategic actions using any part of the text that has just been read.
<p>Teach a New Sight Word (Levels A-E) (Possibly E-G, Optional)</p> <p>Purpose: Develop a visual memory and automaticity for sight words</p>	<p>Students:</p> <ul style="list-style-type: none"> • learn a new sight word through teacher-selected activities. <p>Teacher:</p> <ul style="list-style-type: none"> • engages students in a series of fast-paced activities to develop visual memory. • procedures may include “What’s Missing”, “Mix and Fix”, “Table Writing”, white board writing.
<p>Word Work (Optional)</p> <p>Purpose: Build knowledge and application of phonetic principles</p>	<p>Students:</p> <ul style="list-style-type: none"> • engage in activities designed by the teacher to teach and reinforce phonics principles. • manipulate words using magnetic letters, white boards, or paper and pencil to make, take apart, or write words. Activities may include Elkonian Boxes, Make it-Break it, or analogy charts. <p>Teacher:</p> <ul style="list-style-type: none"> • based on patterns of students’ needs as evidenced based on formative assessment and the continuum of phonics principles, teach any aspect of word analysis-letter-sound relationships, using analogies, or breaking words apart. (The Text Gradient established by Fountas and Pinnell [A-Z] is recommended and found in the guided reading section of the <i>Continuum of Literacy Learning</i> by Fountas and Pinnell in the Planning for Word Work after Guided Reading.) • models and coaches student application of word work procedures which may include Elkonian boxes, Make it-Break it, or analogy charts.

<p>Writing About Reading (Optional)</p> <p>Purpose: Extend comprehension and support early writing skills</p>	<p>Students:</p> <ul style="list-style-type: none">• write, draw, or extend talk to explore any aspect of understanding the text.• write to a prompt, using text evidence for support. <p>Teacher:</p> <ul style="list-style-type: none">• selects prompts that require text reading.• scaffolds comprehension, letter formation, and conventions as appropriate for individual students.• selects dictated, shared, interactive, or independent writing to help extend the meaning of the text.
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