Strategies for Teaching Small-Group Guided Reading

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The Big Picture
- Deliver 3 types of instruction
- Adjust expectations

Logistics & Preparation
- Compile student data
- Schedule small-group meetings
- Establish organization

New Text, LESSON PART 1
- Execute before the reading
- Scaffold during the reading
- Wrap up after the reading

Guided Writing, LESSON PART 2
- Read, think, discuss, then write
- Connect words to write a message
- Add more details to the writing
- Connect to the comprehension focus
- Compose responses to prompts

Word Study, LESSON PART 3
- Assess, decide, & guide
- Follow the hierarchy of development
- Identify scope and sequence of target skills

Book Clubs
- Engage in book clubs, occasionally
- Hold introductory meetings
- Teacher do’s and teacher don’ts

Live Closing
- Focus on fluency
- Remember two big ideas
### SYNTHESES & IMPLEMENTATION

<table>
<thead>
<tr>
<th>The Big Picture</th>
<th>Logistics &amp; Preparation</th>
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<tbody>
<tr>
<td>New Text</td>
<td>Guided Writing</td>
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<td>Word Study</td>
<td>Book Clubs</td>
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Recognize the different opportunities to provide reading instruction.

### Whole-Class Mini-Lessons

15 minutes each

Provide explicit instruction on how to do something in reading.

- Outline procedural lessons.
- Deliver comprehension lessons.
- Execute fluency lessons.
- Offer word-study lessons.

### Small-Group Guided Instruction

About 20 minutes per group

- Group 5-6 students for differentiation.
- Practice skills/strategies recently taught.
- Center skill/strategy work around a text.
- Provide time for students to read an entire text.
- Engage students in discussion about the text.
- Start small-group instruction after the 6-week launch.

### Independent Literacy Stations

Grow stamina from 3-20+ minutes

- Launch stations during the first 6 weeks of the year.
- Introduce procedures explicitly.
- Grow reader stamina, increasing independence.
- Plan authentic reading & writing-about-reading activities.
- Provide opportunities to practice word work.

**What is the goal of guided-reading instruction?**

The goal of guided reading is to help readers **CONFIDENTLY**, proficiently, and **INDEPENDENTLY** process increasingly **CHALLENGING** texts.  

**How does a teacher achieve the goal of guided-reading instruction?**

Students become better readers by actually reading. Teachers of guided reading match students with instructional leveled texts to provide challenges for problem-solving by cross-checking and self-monitoring. These teachers allow students to use strategies on their own to make sense of the text. However, teachers also know how to give just the right amount of support for students to try additional strategies when the text becomes too difficult.
Then

Traditional Reading Groups

Each group reads the same text.

Students read round-robin style.

Students read a line, paragraph, section of the book aloud.

Instruction focuses on reading words correctly.

Teacher or other students correct the reader’s miscues.

Students read chapter books in the small group.

Students finish the whole assigned passage in a meeting.

Teacher asks questions at end to check comprehension.

Lesson focuses on the next skills outlined in the manual.

Students stay with the same group all year.

Now

Differentiated Small-Group Instruction

Groups read different texts based on level/strategy.

Each student reads silently or whisper reads at own pace.

Students read the WHOLE assigned passage.

Instruction focuses on supporting strategies to process text.

Students have multiple opportunities to problem-solve words with the support of a teacher nearby.

Students read short 1- or 2-day passages in the small group.

Students read a portion of the passage today and more in another meeting or possibly on own.

Students discuss thinking before, during, and after the reading.

Lesson focuses on the skills needed by this group based on data.

Students move fluidly among groups depending on focus of lesson.

Secret Site Resources

Teaching and Prompting Guide, Kristi McCullough (Smekens Education)

Shifting the Balance, Jan Burkins & Kari Yates

Plan lessons that match the stage of your readers using the PDF or editable Word versions on the secret site.
Follow seven steps to identify possible groupings.


<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>DATA SOURCE</th>
<th>DATA SOURCE</th>
<th>DATA SOURCE</th>
<th>DATA SOURCE</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

2. Jot student names down the side. List the sources of data across the top.

3. Collect data during the first weeks of school. Add it to the Reading Data Tracker.

4. Highlight the “at-risk” scores per column/per assessment.

5. Cut apart each row of student information on the Reading Data Tracker.

6. Arrange students from highest to lowest scores per assessment.

7. Determine the group types you will assemble— level or strategy/skill.

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**Teacher Tip**

Organize data digitally using Excel or Google Sheets.

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...We have to **APPLY OUR KNOWLEDGE** of students as readers, gathered as we observe their interaction with text... **NO ONLINE ASSESSMENT CAN REPLACE THE TEACHER** in this work.

— J. Burkins & K. Yaris, *Who’s Doing the Work*
**SCHEDULE SMALL-GROUP MEETINGS**

**Determine the frequency of small-group meetings.**

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
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<td>1</td>
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<td>2</td>
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<tr>
<td>PM*</td>
<td>3</td>
<td>PM</td>
<td>3</td>
<td>PM</td>
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</tbody>
</table>

PM = progress monitoring

**After the Launch, conduct small-group guided reading.**

**MONTH 1 | MONTH 2 | MONTH 3 | MONTH 4 | MONTH 5 | MONTH 6 | MONTH 7 | MONTH 8 | MONTH 9 | MONTH 10**

- Establish procedures.
- Begin teacher-led small-group instruction. If needed, move students to different groups based on fluency or strategy issues.
- Utilize a variety of genres and publishing companies for the reading texts.
- Teach procedures for conducting a small-group conversation without raising hands.
- Incorporate ways to document the Thinking Voice by students or teacher as the scribe.

- Build stamina.
- Conduct whole-class and one-on-one assessments.
- Compile data.
- Model small-group procedures and then how to assimilate back into independent literacy station work.

- Introduce comprehension strategies.

**MONTH 5**

- Suspend teacher-led small-group instruction.
- Conduct Book Clubs with chapter books lasting 7-10 days.
- Use 5-7 days to reassess students one-on-one.

**MONTH 6**

- Continue teacher-led small-group instruction.
- Conduct Book Clubs with chapter books lasting 7-10 days.
- Use 5-7 days to reassess students one-on-one.

**MONTH 7**

- Reassess at-risk students to target instruction for a final push of the year.
- Conduct Book Clubs with chapter books lasting 7-10 days.
- Based on reassessments, move/reconfigure the small groups based on readers’ needs.

**MONTH 8**

- Continue teacher-led small-group instruction.
- Conduct Book Clubs with chapter books lasting 7-10 days.
- Based on reassessments, move/reconfigure the small groups based on readers’ needs.

**MONTH 9**

- Reassess at-risk students to target instruction for a final push of the year.
- Conduct Book Clubs with chapter books lasting 7-10 days.
- Based on reassessments, move/reconfigure the small groups based on readers’ needs.

**MONTH 10**

- Continue teacher-led small-group instruction.
- Conduct Book Clubs with chapter books lasting 7-10 days.
- Reassess at-risk students to target instruction for a final push of the year.
- Conduct Book Clubs with chapter books lasting 7-10 days.
- Reassess students to determine growth, if needed.
Establish Organization

Organize meeting-space resources for efficiency.

**Teacher Organization**

- Basket of books
- Lesson-plan binder
- Tote with supplies
- Reader tools
- Easily-accessible supplies

**Student Organization**

- Student supplies box
- Reader’s response journal grades 3 and up
EXECUTE BEFORE THE READING

State the comprehension focus in the book introduction.

Teacher selects.
• Chooses a text at an instructional level that lends itself to the focus of the lesson.

Infer feelings. Infer feelings. Infer feelings.

A Hungry Puppy, Michèle Dufresne Level D

After the Fall, Dan Santat Level M

The Harmonica, Tony Johnston Level W

Teacher sets up the task.
• Introduces the text by providing a simple gist of 2-3 sentences.

• Leads a Book Walk (levels A-F) or a Preview & Predict (levels G-Z), looking through the pictures and text features with the students.

• Introduces high-frequency words or explains critical vocabulary.

• Ties strategies/skills back to whole-class lessons.

• Sets purpose for reading. Read to find out ____.

Introduce the text to students.

Teacher Resources

Literacy Footprints Digital Reader
Support the comprehension focus while students read.

Students read.
- Echo or choral read the whole passage.
- Whisper read the whole passage at own pace.
- Cloze read a portion with the teacher.
- Whisper read the whole passage to a partner.
- Silently read at own pace.

Teacher supports.
- If choral reading together, the teacher leads the group, stopping for places to problem-solve the words together.
- If students are whisper reading, the teacher leans in to listen to each student read a few paragraphs or pages.
- If students need support, the teacher gives prompts for solving words appropriate to the stage of the reader.
  - What would make sense and look right?
  - Do you see a part you know?
  - Has there been a tricky part so far?
- The teacher prompts individuals for comprehension of the text.
  - How is the character feeling?
  - What do you think will happen?
  - Let’s see what they do.

Students interact with text.
- Mark/code the text.
- Collect information using reader tools.
- Stop and say something.
- Stop and record something.
WRAP UP AFTER THE READING

Leave time to discuss and deepen comprehension.

Students with the teacher

• Engage in discussion about the text, utilizing the comprehension focus.
• Reveal information collected while reading.

<table>
<thead>
<tr>
<th>FOR LOW-LEVEL LISTY TEXT, make an inference based on pictures.</th>
<th>FOR PROBLEM/SOLUTION TEXT, do a shared retelling focused on story elements.</th>
<th>FOR HIGH-LEVEL LONGER TEXT, ask open-ended questions.</th>
</tr>
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</table>

• Implement a 60-second *Mad-Minute Writing* for fluent writers.
• Set a goal for continued use of strategies when reading on own.

Teacher roles and responsibilities

• Scribe the thoughts for the group on sticky notes, a whiteboard, or a graphic organizer as a scaffold. These serve as a plan for the guided-writing portion.
• When working with levels A-I, give a word-solving *Teaching Point* after the comprehension discussion.
• Run the discussion like a conversation at the dining room table.
• If some students dominate the conversation, try providing *Talking Sticks* to encourage equal sharing from all group members.

Using textual evidence, infer character feelings at the beginning, middle, and end of *After the Fall*.

*After the Fall*, Dan Santat
Level M

**Depressed**
**Determined**
**Carefree**

Retell the story elements using the *Retelling Glove*.

Ask open-ended discussion questions.

**Who** Character Subject
**When** Where Setting
**Did** What
**Reason** Why

Ask open-ended discussion questions.

**Strategies for Teaching Small-Group Guided Reading Grades K-5**
**Integrate the third component of the guided-reading lesson.**

<table>
<thead>
<tr>
<th><strong>WRITING WITH SUPPORT</strong></th>
<th><strong>WRITING ABOUT THE READING</strong></th>
<th><strong>WRITING THAT BUILDS SKILLS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Work with a small group of students.</td>
<td>• Discuss the text.</td>
<td>• Scaffold based on the stages of reading development.</td>
</tr>
<tr>
<td>• Provide assistance as the teacher.</td>
<td>• Link to the comprehension focus.</td>
<td>• Practice word-study concepts in context.</td>
</tr>
<tr>
<td>• Tailor instruction with quick one-on-one conferences.</td>
<td>• Rehearse a sentence or plan the details of the writing.</td>
<td>• Focus on composition skills that transfer to Writer’s Workshop.</td>
</tr>
<tr>
<td>• Write a dictated sentence consisting of 4-10 words about the book including new HFW.</td>
<td>• Compose a message with details and thinking.</td>
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</tr>
<tr>
<td>• Use a shared sentence strip for Pre-A.</td>
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<td></td>
</tr>
<tr>
<td>• Use writing books made from copy paper with practice page at top.</td>
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</tbody>
</table>

**Include this after-reading component on day 2 or 3 of the guided-reading lesson.**

**PRE-A/EMERGENT STAGE**
- Discuss the book by retelling the events.
- Use text and pictures to discuss the characters and lessons learned.
- Write a dictated sentence consisting of 4-10 words about the book including new HFW.
  - Use a shared sentence strip for Pre-A.
  - Use writing books made from copy paper with practice page at top.

**EARLY/BEGINNING STAGE**
- Do a shared retelling.
- Discuss the text with a prompt that targets the comprehension strategy.
- Write open-ended sentences of 7-10 words.
- Write 2-3 sentences, including beginning, middle, and end.
  - Rehearse the first sentence orally.
  - Prompt students to write the rest on their own.

**TRANSITIONAL STAGE**
- Do a shared retelling.
- Discuss the text, asking questions to draw inferences and refer back to the text for evidence.
- Write 1-2 paragraph responses to a discussion prompt connected to comprehension focus. Options include:
  - Retell problem/solution.
  - Infer character feelings/traits.
  - Write key facts learned on the topic.

**FLUENT STAGE**
- Discuss the text, asking questions that promote looking at their notes and the text to infer.
- Set the timer for a “mad-minute” writing of a few sentences.
- Use reader’s response journals to write paragraph(s).
- Use sticky notes, graphic organizers, sentence frames, and discussion to craft a response to a prompt.
Pre-A/Emergent Levels A-C

- Compose a 4-8 word sentence incorporating new high-frequency words/sounds from the text or a shared experience.

```
I like playing tag with my friends.
```

Pre-A: Interactive writing

- Rehearse the sentence with students several times.
- Count the number of words.
- Allow students to write the dominant consonant sounds or any known high-frequency word on a table with finger or whiteboard with marker.
- Push the sentence strip to one student to write the sounds.
- Fill in the other sounds with correct spelling. *Let me show you how it looks in a book.*
- Reread the whole sentence after each word is written to get ready for the next word.

Levels A-C: Writing journals

- Rehearse the dictated sentence about the text several times with the students.
- Count the number of words. Add lines on bottom of page for words, if needed.
- Each student writes the same sentence in their writing books at their own pace.
- Support individual students as needed with letter formation, high-frequency words, and 2- or 3-letter sound boxes on the practice page.

**TEACHER TIP FOR LOW-LEVEL LISTY BOOKS:** Focus on the story within the pictures. Retell from one page or the twist at the end. Include high-frequency words used in the book.

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**Sentence Cut-Up**

1. After sentence is composed, cut apart the words.
2. Mix the words up.
3. With the students, put the sentence back together like a puzzle while saying the words. (This solidifies early behaviors of left to right, one-to-one match, and return sweep.)

**Emergent Writing Book**

Include practice pages for students to teach themselves letters and new words.

Have students write dictated sentences about the book.
ADD MORE DETAILS TO THE WRITING

GUIDED WRITING

Early/Beginning Levels D-I

Before the lesson:
- When planning, construct a sentence about the text.
- Connect to the comprehension focus (e.g., retell events, character feelings).
- Include any recently-learned high-frequency words.

During the lesson:
1. After the comprehension discussion, state the sentence and rehearse with the students several times. Together count the number of the words.
   Use the reader tools you composed during the comprehension discussion to serve as a planning tool.

2. In early stages, stretch each word with students, helping them hear the sounds.
3. Confer with each student for a minute or two, reminding students to reread and giving support for word work.

4. In the lower levels, use the practice page as a link to word study.
   - Practice tricky letter formations on practice page first.
   - Use sound boxes to help students hear all the sounds.
   - Apply a known word to a new word.
   - Students practice writing a new high-frequency word.

5. Prompt students to write more than one sentence.
   - What happened after that?
   - What else could you say?
   - Then what did the character do?
   - What is another fact you learned?

6. As students build writing stamina, encourage them to write until time is up.

LEVEL D—Writing book with a practice page.
LEVEL H—Writing book—no practice page needed.

Peaches the Pig, Kana Riley
Tie the writing to the discussion.

While reading and discussing the text, use a graphic organizer to focus on the comprehension skill. Use as a planning page for the writing.

- Retelling Glove
- Somebody, Wanted, But, So, Then
- Track a Character
- Storyboard
- Key Vocabulary
- Dissected Web

Execute guided writing Day 2 or 3.

- Teach students to turn their notes into a response of sentences or paragraphs.
- Support students to include:
  
  Many details...
  Put in order...
  Incorporating vocabulary from the text...
  And checking their spelling and punctuation (as appropriate for their reading stage).
- Remind students to reread often while composing and when finished to edit and revise.
COMPOSE RESPONSES TO PROMPTS

Fluent Levels Q-Z

Follow the constructed-response formula.

Day 1: Make inferences during the reading.

1. Read the text.
2. Read the question.
3. List relevant details.
4. Put details together.
5. Determine what they mean.

Day 2: Construct responses during guided writing.

1. Discuss the details collected during the reading.
2. Make the inference together as a group.
3. Construct the first sentence orally as a group.
4. Act as the scribe to hold the collective thinking of the group.
5. After a few lessons, release the responsibility to the students to discuss and compose their own sentences for the response.
Administer assessments to determine what students are using and confusing.

Can they write it?
- Evident when asked to write a word from a list in isolation.
- Evident in guided writing.

Can they read it?
- Evident when asked to read a word from a list in isolation.
- Evident in guided reading when reading a text with meaning.

Can they hear it?
- Evident when asked to name the sound in a spoken word.
- Evident when asked to produce a word with the sound.

Secret Site Resources

Like

Locate high-frequency words in small-group meetings.

PROFESSIONAL RESOURCES

The Next Step Forward in Word Study & Phonics
Jan Richardson & Michèle Dufresne

Address word study/spelling for transitional readers.
FOLLOW THE HIERARCHY OF DEVELOPMENT
TO KNOW AND USE THE SOUNDS

1. Hear the sound.

SOUND SORT (LEVELS A-E)
- Name the pictures for the students.
- Sort as a group with 3 or 4 cards per student.
- Students say the picture name, the target sound, and the letter(s).
- Students place the picture in the correct column.

2. See the sound.

MAKING WORDS (LEVELS A-I)
- State a word for students to make.
- Students run fingers under the word as they say it.
- Break at the onset if above level D.
- State a new word.
- Students run fingers under the old word to decide what to change.

3. Hear and record the sound.

SOUND BOXES (LEVELS A-G)
- Name the number of boxes.
- Students run fingers under the boxes as they say the word.
- Students write the letters in the corresponding boxes.
- Digraphs go in one box.

4. Decode more efficiently.

BREAKING WORDS (LEVELS D-P)
- Write the word on a whiteboard (thin).
- Students take letters off trays to make the word.
- Students break the word at onset and rime.
- Name a part for students to change.
- Students break the word at onset and rime.
- Write a new word on the whiteboard (chin).
- Students read the new word.

5. Firm up vowel patterns.

ANALOGY CHARTS (LEVELS G-P)
- Use to teach vowel patterns such as silent -e and vowel clusters.
- Name the known key words for students to write at the top.
- Say a new word with the same pattern and have students pick the column to write the word.
- Students read the words in the column.
- Write a new word on the whiteboard and have students read it.

6. Decode multisyllabic words.

MAKE A BIG WORD (LEVELS J-P)
- Say the big word and have students clap each syllable.
- Students make the word.
- Break it into parts and remake it.

7. Connect known to new.

WRITING BIG WORDS (LEVELS J-P)
- Show students a known word or affix.
- Say a new big word.
- Students write the word and underline the known part.
- Say other words with the same part.
- Discuss any unfamiliar words.

8. Use roots for meaning.

WORKING WITH AFFIXES (LEVELS Q-Z)

DAY 1—
- Introduce an affix. Give the meaning and a familiar word.
- Say a new word with the affix.
- Students make and break the word.

DAY 2—
- Review the affix.
- Dictate three words with the affix.
- Students write the words and underline the affixes.

DAY 3—
- Review the affix.
- Give each student a different card with a word containing the affix.
- Students read the words and explain their meaning.
IDENTIFY A SCOPE & SEQUENCE OF TARGET SKILLS

WORD STUDY

**LEVEL A FOCUS | Initial consonants**
- Sort sounds by initial consonants.
- Fill in 2- or 3-letter sound boxes.
- Make words by exchanging initial consonants.

**LEVEL B FOCUS | Initial & final consonants, short vowels a & o**
- Sort sounds by initial and final consonants and short a and o.
- Fill in 2- or 3-letter sound boxes.
- Make words by exchanging initial and final letters.

**LEVEL C FOCUS | Short vowels & hearing sounds in sequence**
- Sort sounds by short e, i, u.
- Fill in 3-letter sound boxes.
- Make words by exchanging initial, medial, and final letters; include all short vowels.

**LEVEL D FOCUS | Digraphs, endings (-s, -ing), & onset/rime**
- Sort initial and final digraphs.
- Fill in 3-letter sound boxes with digraphs.
- Make words by exchanging initial, medial, and final letters; include all digraphs; break at onset and rime.

**LEVEL E FOCUS | Initial blends, onset/rime, & endings (-ed, -er)**
- Sort initial blends.
- Fill in 4-letter sound boxes with initial blends.
- Make words by adding and deleting initial clusters; break at onset and rime.

**LEVEL F FOCUS | Final blends, onset/rime**
- Sort final blends.
- Fill in 4-letter sound boxes with final blends.
- Make words by adding and deleting final clusters; break at onset and rime.

*Adapted from The Next Step Forward in Guided Reading, Jan Richardson | The Next Step Forward in Word Study and Phonics, Jan Richardson & Michèle Dufresne*
LEVEL G FOCUS | Initial & final blends, silent -e

- Fill in 4- or 5-letter sound boxes with initial and final blends and digraphs.
- Make words with the silent -e feature; break at onset and rime.

<table>
<thead>
<tr>
<th>mat</th>
<th>mate</th>
<th>mane</th>
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</thead>
<tbody>
<tr>
<td>ham</td>
<td>name</td>
<td></td>
</tr>
<tr>
<td>ram</td>
<td>game</td>
<td></td>
</tr>
<tr>
<td>jam</td>
<td>tame</td>
<td></td>
</tr>
<tr>
<td>bam</td>
<td>same</td>
<td></td>
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</tbody>
</table>

- Use analogy charts adding the silent -e to short vowel words.

LEVEL H-I FOCUS | Vowel patterns & endings

- Fill in 5-letter sound boxes with initial and final blends and digraphs.
- Make words with the same vowel patterns all, ar, ay, ee, oa, oo, or, ow (cow); break at onset and rime. (cow-clown-crown-crowd)
- Use analogy charts, sorting by vowel teams and adding endings.

<table>
<thead>
<tr>
<th>eat</th>
<th>day</th>
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</thead>
<tbody>
<tr>
<td>beat</td>
<td>gray</td>
</tr>
<tr>
<td>seating</td>
<td>stayed</td>
</tr>
<tr>
<td>cheater</td>
<td>prayed</td>
</tr>
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LEVEL J-K FOCUS | Silent -e, vowel patterns, r-controlled vowels, endings, & compound words

- Break a word by taking off the ending and breaking at the vowel (sp-inn-ing—gr-inn-ing—thinner).
- Make big words; break at the syllable.

<table>
<thead>
<tr>
<th>scorch</th>
<th>ing</th>
<th>im</th>
<th>por</th>
<th>tant</th>
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- Write a few big words with the same vowel pattern ai, ea, oe. (rain—mermaid, reclaim, exclaimed)
- Use analogy charts, sorting by vowel teams, r-controlled vowels, and inflectional endings with and without spelling changes. Increase difficulty adding digraphs, blends, prefixes, and suffixes.

LEVEL L-M FOCUS | Vowel patterns, r-controlled vowels, endings, compound words, prefixes, & suffixes

- Break a word by taking off the ending and breaking at the vowel (r-right-ful—fr-right-ful—brightness).
- Make a big word and break at the syllable.

<table>
<thead>
<tr>
<th>pow</th>
<th>er</th>
<th>ful</th>
<th>ly</th>
<th>part</th>
<th>ner</th>
<th>ship</th>
</tr>
</thead>
</table>

- Write a few big words with the same vowel pattern ow, igh, ow (crow), ew.

| ous | — | fabulous, joyous, enormous |

- Use analogy charts, sorting by all vowel teams and changing the spelling to add an ending. Increase difficulty adding prefixes (over, un) and suffixes (ship, ful, ly, ness, ous).

LEVEL N-P FOCUS | Vowel patterns, endings, prefixes, & suffixes

- Break a word by taking off the ending and breaking at the vowel (com-mo-tion—completion).
- Make a big word and break at the syllable.

<table>
<thead>
<tr>
<th>pre</th>
<th>ven</th>
<th>tion</th>
<th>fur</th>
<th>ni</th>
<th>ture</th>
</tr>
</thead>
</table>

- Write a few big words with the same vowel pattern. (action—vacation, nation, pollution)
- Use 3-column analogy charts, sorting by changing the spelling when adding an ending by dropping the -e or doubling the consonant or adding prefixes (dis, com, pre) and suffixes (tion, ture, less, ment).

LEVEL Q-Z FOCUS | Affixes and roots

- Make an affix word with magnetic letters and break at the syllable and then by affix.

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- Write an affix word. Dictate a word for the students to write. (alarmist, tourist)
- Read an affix word. Give a different word with the same affix to each student. Each student reads, defines, and uses the word in a sentence (nutritionist, motorist, terrorist, chemist, etc).

Adapted from The Next Step Forward in Guided Reading, Jan Richardson | The Next Step Forward in Word Study and Phonics, Jan Richardson & Michèle Dufresne

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Strategies for Teaching Small-Group Guided Reading Grades K-5 19
Announce which books they read; allow students a say in choosing their texts.

- Identify several high-interest chapter books.
- Consider whether all will read the same book versus providing a choice of 5-6 titles.
- Start with shorter texts (250 pages or less).
- Conduct book commercials or watch book trailers.
- Rank/Choose books.
- Assign 5-6 students per “club.”

Communicate how book will be read— independently.

Reveal when books will be read— during literacy stations (i.e., Classroom Library) and/or at home.

Plan for the struggling and high-ability readers.
GATHER INTRODUCTORY MEETINGS

Gather to establish procedures.

Describe the actions of real readers.

- Set goals.
- Meet deadlines.
- Participate in conversations.

Negotiate goals for the next meeting.

- Note reading goals and meeting times on student bookmarks.
- Reveal the reading purpose, question, or discussion topic.
- Identify a strategy to document their Thinking Voice.
- Remind all to come prepared to share thoughts at the next Book Club meeting.

Have students pledge to stop at the assigned page.

Acknowledge the teacher’s role as facilitator.

- Facilitate discussions about the book.
- Remain silent and let students talk.
- Avoid evaluative comments.
- Encourage talking to each other.

BOOK CLUB BOOKMARK

Name:
Read to page: by (day & time)
Question or Discussion Topic:
Strategy for recording my thinking:

Address assessment.

Identify means of grading and accountability.

- Generate a Yes, MAAM written response to the initial discussion topic/question.
- Post a review on a website.
- Develop a book trailer.

TEACHER DO'S 

- Think & plan
- Retrieve photos or video
- Lay down the soundtrack
- Improve & enhance
- Record your voice, adding expression to your narration.
- Collect photos or video (for chapter books).
- Improve & enhance
- Include basic book information (e.g., title, author).
- Edit images and save to a folder.
- Save often.

TEACHER DON'TS

- Stand at the front of the room and ask for answers.
- Let certain people take over.
- Ask low-level questions.
- Ask yes/no questions.
- Call on raised hands.
- Endorse particular answers.
- Interrupt at will.
- Allow students to treat the conversation like a competition.
- Facilitate discussions about the book.
- Remain silent and let students talk.
- Avoid evaluative comments.
- Encourage talking to each other.

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### TEACHER DO’S & TEACHER DON’T’S

#### WHEN PREPARING QUESTIONS...

**DO...**
- Create text-based questions to drive the conversation. These are called Framing Questions (e.g., general understanding, key details, vocabulary, text structure, author’s purpose, inference, opinion, inter-textual connections, quote).
- Create questions that have more than one right answer.
- Create questions at multiple levels so that everyone can participate.
- Display questions so students can refer back to them easily. (Give students more difficult questions ahead of time so that they can think through them.)

**DON’T...**
- Ask yes/no questions.
- Ask low-level questions.
- Ask difficult questions and expect students to be able to answer them without processing time.

#### WHEN CONSIDERING BEHAVIORS...

**DO...**
- Plan only 50% of the discussion time so that the teacher’s questions do not dominate the conversation.
- Stand behind the speaker to encourage peers to talk to one another.
- Give wait time (e.g., 3-hand rule, 3-second wait rule).
- Maintain notes on chart paper. Summarize ideas regularly.

**DON’T...**
- Determine all the questions.
- Let certain people take over.
- Stand at the front of the room and ask for answers.
- Allow students to personally attack others or their ideas.
- Allow students to treat the conversation like a competition.
- Interrupt at will.

#### WHEN REFINING REACTIONS...

**DO...**
- Respond in ways that encourage more conversation.
- “Call out” to those who haven’t said much and then give lots of wait time.
- Provide “think breaks.” Give students time to jot notes on possible answers, turn & talk, and/or reread the text.

**DON’T...**
- Endorse particular answers.
- Call on raised hands.
- Praise irrelevant opinions, superficial observations, and personal examples.
- Share too many of your own thoughts and opinions.
Target the characteristics of strong reader fluency.

- Introduce the robot and skateboarder icons.
- Model and build a rubric with students.
- Target instruction on facets other than speed/reading rate.

**Level 1**
- Too slow or too fast
- Boring
- Same voices for characters
- Voice never changes for punctuation
- Sounds out words letter by letter
- Reads choppy, word by word
- Reads at same speed all the time
- Reads everything the same (no expression)
- Can’t remember the story

**Level 2**
- Talking speed
- Interesting
- Different voices for characters
- Voice changes for punctuation
- Reads words automatically
- Reads words in groups (phrases)

**Level 3**
- Changes speed based on what makes sense
- Reads with expression
- Understands the story

**PHRASING:** Read through a window, not a hole.

- After 1:1 match, cease finger pointing.
- Point with eyes only.
- Emphasize phrase reading.
- Place bookmark above the text.

**PHRASING:** Read words in phrases, breathing appropriately for punctuation.

**EXPRESSION:** Read with feeling based on font, format, and punctuation.

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<thead>
<tr>
<th>STRATEGIES</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
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<tbody>
<tr>
<td><strong>Mirror Mirror</strong></td>
<td>Too slow or too fast</td>
<td>Talking speed</td>
<td>Changes speed based on what makes sense</td>
</tr>
<tr>
<td>Marilyn Singer</td>
<td>Boring</td>
<td>Interesting</td>
<td>Reads with expression</td>
</tr>
<tr>
<td><strong>Follow Follow</strong></td>
<td>Same voices for characters</td>
<td>Different voices for characters</td>
<td>Understands the story</td>
</tr>
<tr>
<td>Marilyn Singer</td>
<td>Voice never changes for punctuation</td>
<td>Voice changes for punctuation</td>
<td></td>
</tr>
<tr>
<td><strong>Yo! Yes?</strong></td>
<td>Sounds out words letter by letter</td>
<td>Reads words automatically</td>
<td></td>
</tr>
<tr>
<td>Chris Raschka</td>
<td>Reads choppy, word by word</td>
<td>Reads words in groups (phrases)</td>
<td></td>
</tr>
<tr>
<td><strong>Exclamation Mark</strong></td>
<td>Reads at same speed all the time</td>
<td>Changes speed based on what makes sense</td>
<td></td>
</tr>
<tr>
<td>Amy Krouse Rosenthal</td>
<td>Reads everything the same (no expression)</td>
<td>Reads with expression</td>
<td></td>
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<tr>
<td><strong>Sentence Scooping</strong></td>
<td>Can’t remember the story</td>
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2 Reminders!
from WOLF, by Becky Bloom

Wolf wants to join this sophisticated group.

First, Wolf learns the basics.

Wolf begins to read using his knowledge about letters, words, & sounds.

Later, Wolf thinks he is reading well simply because he can read fast. He needs to work on other aspects of fluency besides speed.

After consistent practice, Wolf soon discovers that reading is so much more than just saying the words on the page.

Wolf orchestrates all the components of reading together to be a fluent story-teller who now thinks about what he is reading.

Eventually, Wolf shares his love of reading with others.

1. Remember the components to building a reader.
2. Differentiate based on needed reader behaviors and reading strategies.