



Strategies for Teaching Small-Group Guided Reading

KRISTI McCULLOUGH

EMAIL | kmccullough@smekenseducation.com

WEBSITE | www.SmekensEducation.com

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

Fluency

- Focus on fluency
- Remember two big ideas



SYNTHESIS & IMPLEMENTATION



The Big Picture

Logistics & Preparation

New Text

Guided Writing

Word Study

Book Clubs

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

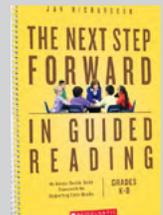
- Launch stations during the first 6 weeks of the year.
- Introduce procedures explicitly.
- Grow reader stamina, increasing independence.
- Plan authentic reading & writing-about-reading activities.
- Provide opportunities to practice word work.

Teacher Resources
PROFESSIONAL RESOURCES

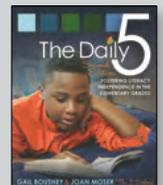
www.janrichardsonreading.com

Jan Richardson, author of *The Next Step Forward in Guided Reading*, has a site with many resources, videos, and downloadables for small-group instruction.

[The Next Step Forward in Guided Reading](#), Jan Richardson



[The Daily 5](#), Gail Boushey & Joan Moser



[Launch the Reading Block](#), Kristi McCullough



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.



Jan Richardson, *The Next Step Forward in Guided Reading*, pg. 9

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.

Distinguish between small groups of the past and those of today.

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.

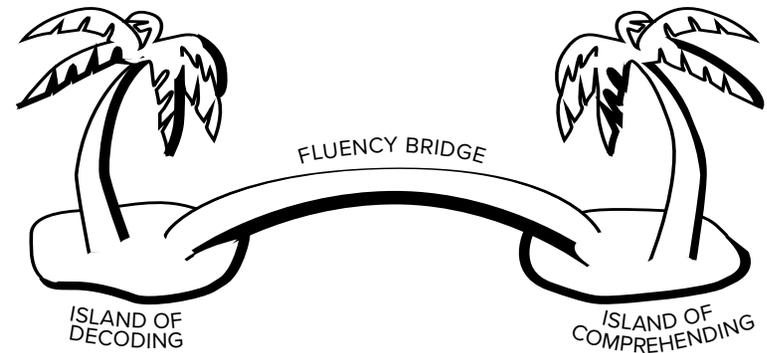
Students read short 1- or 2-day passages in the small group.

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.

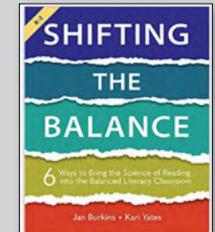
Students move fluidly among groups depending on focus of lesson.



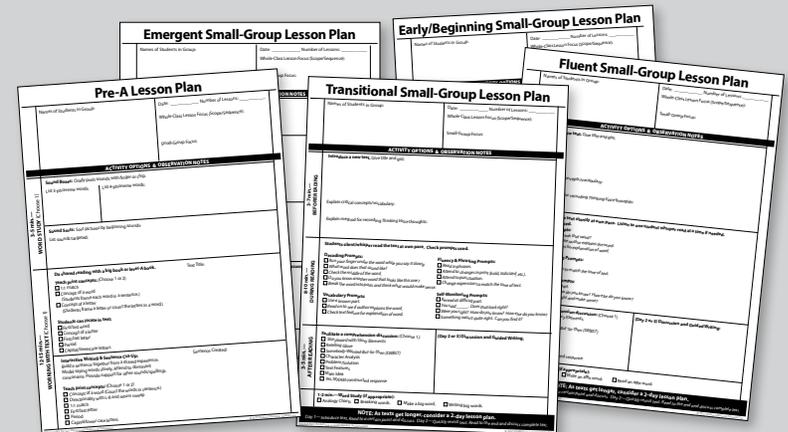
Secret Site Resources



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.

FIRST GRADE CLASS EXAMPLE

- Print off the *Reading Data Tracker* from www.SmekensEducation.com.

READING DATA TRACKER					
STUDENT NAME	DATA SOURCE				

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

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

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

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

- Arrange students from highest to lowest scores per assessment.

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

NAME	DATA SOURCE PIEBELS Phoneme Segment	DATA SOURCE PIEBELS Phoneme Words	DATA SOURCE Text Level	DATA SOURCE Thoughts	DATA SOURCE Writing Vocab	DATA SOURCE Hearings Sounds
Aniel	32	31	2/B	prob make sense	15	24
Christiana	41	28	2/B	not pointing	24	30
Kyranne	57	31	12/Gt	Fluent	49	36
Olivia	38	7	3/C	Fluent	24	32
Laurin	40	65	16/It	Fluent	41	36
Ashlyn	53	21	3/C	errors for visual	20	34
Blair	47	127	18/Jt	Fluent	51	36
Jimmy	38	25	5/D	slow	26	34
Andrew	39	45	6/D	too visual sounds out	35	36
Jay	54	39	5/D	repeats to sc	30	30
Kelly	27	5	0/1/A	no 1:1 match	5	3
Chase	44	22	5/D	self- correcting	32	32
Bethany	48	30	12/Gt	errors (D) not rising	47	36
Nevin	27	11	2/B	Inventing	7	12
Caden	45	27	8/E	mixing w/ list letter	29	31
Morgan	9	31	3/Ct	pointing v pic	39	33
Mig	50	29	2/B	errors make sense	26	33
Alison	53	31	3/C	repeats to sc	28	33
Jay	51	16	1/A	not looking to print	13	32
Austin	53	24	5/D	1st letter make sense	31	34
Bryce	51	65	16/It	working	47	37
Jamie	28	18	12/B	repeats to diff to sc	43	35
Okona	28	10	0/1/A	not looking to print	21	27
	some risk 10-35	some risk 13-24	some risk ↓ 5		10 mins	total 37



...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*



Teacher Tip

Organize data digitally using Excel or Google Sheets.

SCHEDULE SMALL-GROUP MEETINGS

LOGISTICS & PREPARATION

Determine the frequency of small-group meetings.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Differentiate support within small-group meeting rotations.	1	4	1	4	1
	2	5	2	5	2
	PM*	3	PM	3	PM

PM = progress monitoring

Adjust the schedule if you have “push-in” support. Switch groups with support staff each week.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2	4	2	4	2
3	5	3	5	3
1	1	1	1	1

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
<p>Establish procedures.</p> <p>Build stamina.</p> <p>Introduce comprehension skills—<i>Reader Voices and 5 Steps to an Inference</i>.</p> <p>Conduct whole-class and one-on-one assessments.</p> <p>Compile data.</p> <p>Model small-group procedures and then how to assimilate back into independent literacy station work.</p>	<p>Begin teacher-led small-group instruction.</p> <p>If needed, move students to different groups based on fluency or strategy issues.</p> <p>Utilize a variety of genres and publishing companies for the reading texts.</p> <p>Teach procedures for conducting a small-group conversation without raising hands.</p> <p>Incorporate ways to document the <i>Thinking Voice</i> by students or teacher as the scribe.</p>	<p>Suspend teacher-led small-group instruction.</p> <p>Conduct Book Clubs with chapter books lasting 7-10 days.</p> <p>Use 5-7 days to reassess students one-on-one.</p>	<p>Continue teacher-led small-group instruction.</p> <p>Based on reassessments, move/reconfigure the small groups based on readers’ needs.</p> <p>Provide numerous experiences with short, one-sitting passages of a variety of genres to prepare for standardized assessments.</p> <p>Max-out independent reading time to 45 minutes.</p>	<p>Reassess at-risk students to target instruction for a final push of the year.</p> <p>Based on reassessments, move/reconfigure the small groups based on readers’ needs.</p> <p>Conduct Book Clubs with chapter books lasting 7-10 days.</p>	<p>Continue teacher-led small-group instruction.</p> <p>Suspend teacher-led small-group instruction for standardized assessments.</p> <p>Conduct Book Clubs with chapter books lasting 7-10 days.</p> <p>Reassess students to determine growth, if needed.</p>				

Organize meeting-space resources for efficiency.

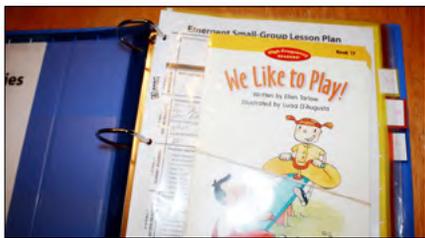
TEACHER ORGANIZATION

STUDENT ORGANIZATION

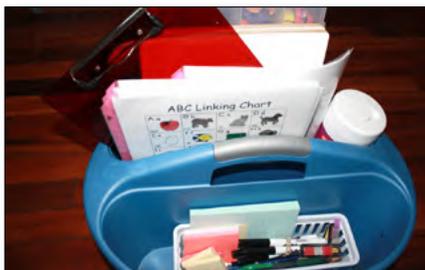
Basket of books



Lesson-plan binder



Tote with supplies



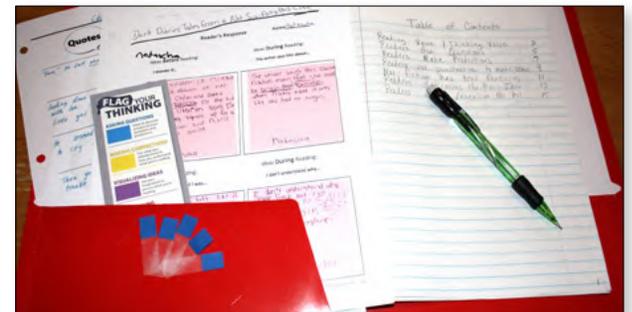
Reader tools



Easily-accessible supplies



Student supplies box



Reader's response journal grades 3 and up

State the **comprehension focus** in the book introduction.



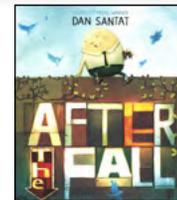
Teacher selects.

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

Infer feelings. BEGINNING	Infer feelings. MIDDLE	Infer feelings. END
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A Hungry Puppy,
Michèle Dufresne
Level D



After the Fall,
Dan Santat
Level M



The Harmonica,
Tony Johnston
Level W

Introduce the text to students.



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 ____.*

Teacher Resources



[Literacy Footprints Digital Reader](#)

Support the comprehension focus while students read.

Students read.

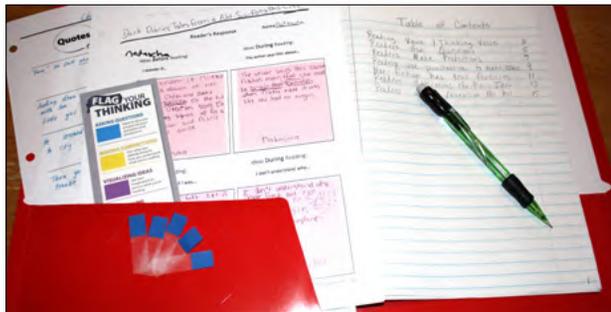
- Echo or choral read the whole passage.
- Whisper read the whole passage to a partner.
- Whisper read the whole passage at own pace.
- Silently read at own pace.
- Cloze read a portion with the teacher.



Listen to students read at their 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.*



Reader's response journal grades 3 and up

Students interact with text.

- Mark/code the text.
- Collect information using reader tools.
- Stop and say something.
- Stop and record something.



Leave time to discuss and deepen comprehension.



Discuss thoughts about the passage.

Students with the teacher

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

FOR LOW-LEVEL LISTY TEXT, make an inference based on pictures.

FOR PROBLEM/ SOLUTION TEXT, do a shared retelling focused on story elements.

FOR HIGH-LEVEL LONGER TEXT, ask open-ended questions.

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

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
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Retell the story elements using the *Retelling Glove*.



Who Character Subject	When Where Setting	Did What	Reason Why
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Ask open-ended discussion questions.

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.



Utilize *Talking Sticks* in after-reading conversations.

- If some students dominate the conversation, try providing *Talking Sticks* to encourage equal sharing from all group members.

Integrate writing into the guided-reading lesson.

WRITING WITH SUPPORT	WRITING ABOUT THE READING	WRITING THAT BUILDS SKILLS
<ul style="list-style-type: none"> • Work with a small group of students. • Provide assistance as the teacher. • Tailor instruction with quick one-on-one conferences. 	<ul style="list-style-type: none"> • Discuss the text. • Link to the comprehension focus. • Rehearse a sentence or plan the details of the writing. • Compose a message with details and thinking. 	<ul style="list-style-type: none"> • Scaffold based on the stages of reading development. • Practice word-study concepts in context. • Focus on composition skills that transfer to Writer’s Workshop.

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

PRE-A/EMERGENT STAGE	EARLY/BEGINNING STAGE	TRANSITIONAL STAGE	FLUENT STAGE
<ul style="list-style-type: none"> • Discuss the book by retelling the events. • Use text and pictures to discuss the characters and lessons learned. <hr/> <ul style="list-style-type: none"> • Write a dictated sentence consisting of 4-10 words about the book including new HFW. <ul style="list-style-type: none"> • Use a shared sentence strip for Pre-A. • Use writing books made from copy paper with practice page at top. 	<ul style="list-style-type: none"> • Do a shared retelling. • Discuss the text with a prompt that targets the comprehension skill. <hr/> <ul style="list-style-type: none"> • Write open-ended sentences of 7-10 words. • Write 2-3 sentences, including beginning, middle, and end. <ul style="list-style-type: none"> • Rehearse the first sentence orally. • Prompt students to write the rest on their own. 	<ul style="list-style-type: none"> • Do a shared retelling. • Discuss the text, asking questions to draw inferences and refer back to the text for evidence. <hr/> <ul style="list-style-type: none"> • Write 1-2 paragraph responses to a discussion prompt connected to comprehension focus. Options include: <ul style="list-style-type: none"> • Retell problem/solution. • Infer character feelings/traits. • Write key facts learned on the topic. 	<ul style="list-style-type: none"> • Discuss the text, asking questions that promote looking at their notes and the text to infer. <hr/> <ul style="list-style-type: none"> • 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 the 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

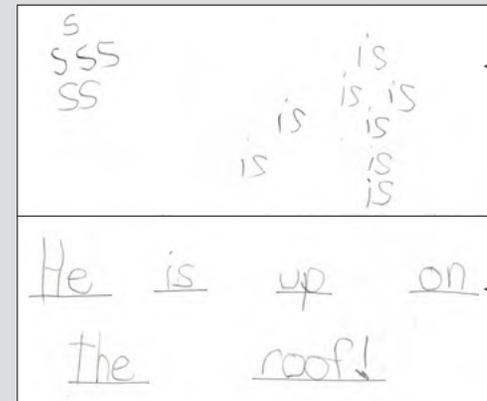
- Rehearse the dictated sentence about the text several times with the students.
- Count the number of words. Add lines on bottom of page for words, if needed.
- Each student writes the same sentence in their writing books at their own pace.
- Support individual students as needed with letter formation,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

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



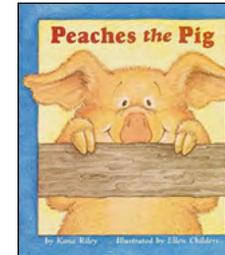
Include practice pages for students to teach themselves letters and new words.

Have students write dictated sentences about the book.

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 and/or phonics patterns.

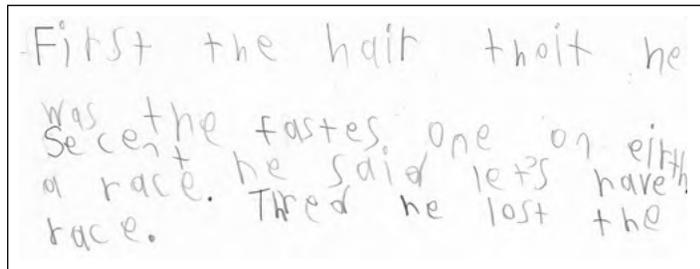


Peaches the Pig,
Kana Riley

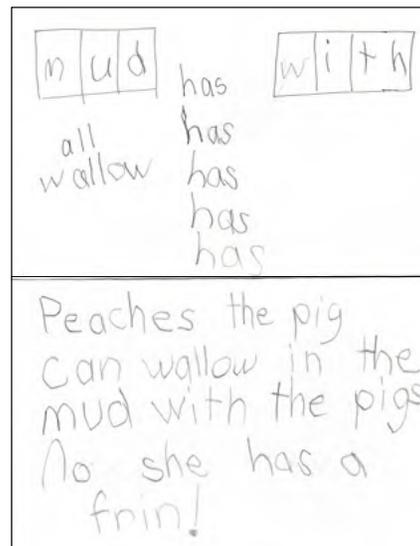
During the lesson:

1. After the comprehension discussion, state the sentence and rehearse with the students several times. Together count the number of words.

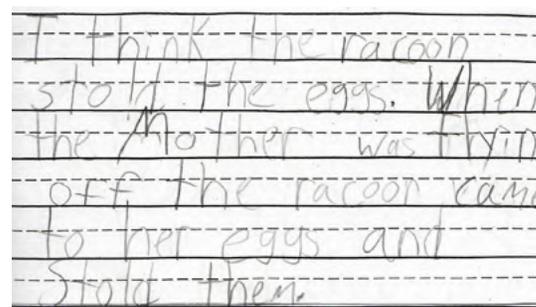
Use the reader tools you composed during the comprehension discussion to serve as a planning tool.



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.



LEVEL D— Writing book with a practice page.



LEVEL H— Writing book—no practice page needed.

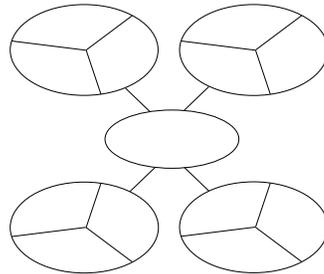
4. In the lower levels, use the practice page as a link to word study.
 - Practice tricky letter formations on practice page first.
 - Use sound boxes to help students hear all the sounds.
 - Apply a known word to a new word.
 - Students practice writing a new high-frequency word.
5. Prompt students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

Transitional Levels J-P

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



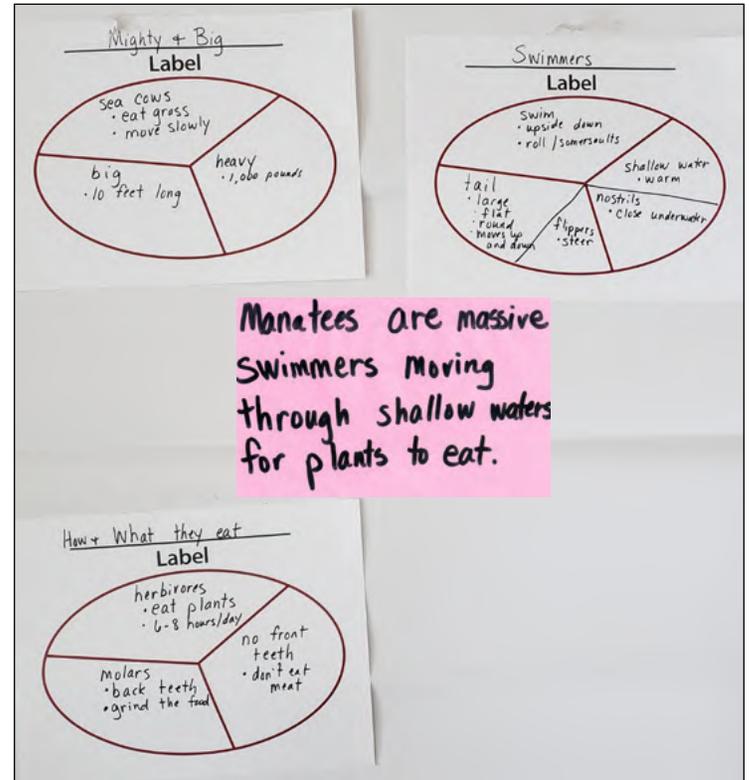
Execute guided writing Day 2 or 3.

- Teach students to turn their notes into a response of sentences or paragraphs.

- Support students to include:

- Many details... _____
- Put in order... _____
- Vocabulary from the text... _____
- Appropriate spelling and punctuation for their reading stage. _____

- Remind students to reread often while composing and when finished to edit and revise.



Manatees are massive swimmers moving through shallow waters for plants to eat. They weigh up to 1,000 pounds and are ten feet long. They use their tail to move and flippers to steer. Manatees like to swim in shallow rivers where it is warm. Manatees are herbivores eating plants 6 to 8 hours each day.

LEVEL J— Notebook paper in a Reader's Response Journal

Fluent Levels Q-Z

Follow the constructed-response formula.

Day 1: Make inferences during the reading.

- 5 Steps to an Inference
1. Read the text.
 2. Read the question.
 3. List relevant details.
 4. Put details together.
 5. Determine what they mean.

Mrs. Gerson's Home Run

It all started when Juan hit a home run into old Mrs. Gerson's front yard. The next thing she knew, Mrs. Gerson herself came stumbling onto the field. She caught the baseball like it was a stinky, rotten egg.

"You beat!" she said. "I told you not to hit the ball into my yard!"

"We're sorry, Mrs. Gerson," Nick said. "Could we have our ball back?"

"No, you can have it back," she said. "If you let me hit a home run." She marched to home plate and threw the ball to Ty, the pitcher. Then, she picked up a bat.

The kids looked at each other. They weren't certain what to do. Mrs. Gerson stood with her feet on home plate and waved the bat around over her head. She looked like she meant what she had just said. So Ty tossed the ball toward home plate as gently as he could. Mrs. Gerson took a wild swing and somehow hit it.

Analyzing Characters

Character Name	DO	SAID	THOUGHT
Mrs. Gerson	Carried ball like a stinky, rotten egg	"You beat!"	"I told you not to hit the ball into my yard."
Nick	Hit the ball and ran as fast as she could.	"We're sorry, Mrs. Gerson."	"Could we have our ball back?"
Ty	Crossed home plate & raised her arms in victory	"Thank you"	"You boys better get to work. You really need a lot of practice."

Understand the **READING** process.

EVIDENCE (DETAILS)
List relevant details from the text.

INFERENCE (ANSWER)
Achieve a new understanding.



Secret Site Resources



Follow 5 steps to make an inference.



Guide small groups through constructed-writing response.

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.

Mrs. Gerson is understanding. She agreed to give the ball back to the boys if they LET her hit a home run. She even thanked them. Mrs. Gerson is understanding because she knows the boys were letting her win.

INFERENCE

DETAIL - EVIDENCE

DETAIL - EVIDENCE

EXPLANATION

Recognize the **WRITING** process.

INFERENCE (ANSWER)
Write your answer (thinking, reason, understanding).

EVIDENCE (DETAILS)
Support your answer with details from the text.

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.

Name Leo Date _____

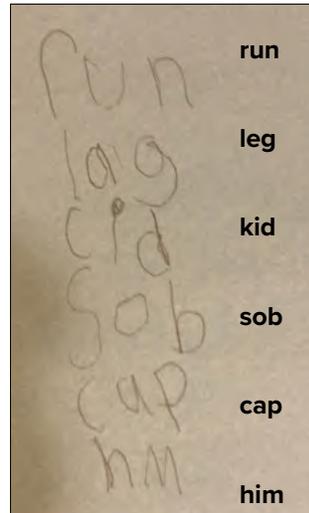
Word Study Inventory for Transitional Readers

DIRECTIONS: Dictate the following words as the student writes them on a blank sheet of paper. Then circle the skills that need further instruction. Teach short vowels and digraphs before you teach blends and endings.

	Short Vowel	Digraph	Initial Blend	Final Blend	Long Vowel VCe	Vowel Team Digraph	R-Controlled Vowel	Inflections
1. span	a		sp					
2. sled	e	ea	sl					
3. chip	i	ch						
4. shot	o	sh						
5. thud	u	ue	th					
6. brick			br	-ck				
7. plump			pl	-mp				
8. skunk			sk	-nk				
9. clasp			cl	-sp	sspe			
10. grope			gr		o-e			
11. twine			tw		i-e			
12. blade			bl		a-e			
13. stark			st				st	
14. thorn		th					or	
15. chirp		ch					ir	
16. snare		sn		-are				
17. sprain		spr			ai	ae		
18. dream		dr			ea			
19. croak		cr			oa			
20. fright		fr			igh	ie		
21. glowing		gl			ow			-ing
22. talked				alk				-ed (ht) T
23. pouted				ou	ow			-ed (red) fide
24. broil		br		oi	o			
25. prowled		pr		ow	ae			-ed (id)
26. flapped								-ped doubling feature
27. tries			tr					y to L add -es ys
28. hiking								e drop

Word-study activities: picture sorts, making words, sound boxes, and analogy charts

GRADE 2 EXAMPLE



LEVEL C WORDS KINDERGARTEN EXAMPLE

High-Frequency Word Chart

Level A	Student 1	Student 2	Student 3	Student 4
	<i>Olson</i>	<i>Kelly</i>	<i>Devin</i>	<i>Olivia</i>
at			✓	✓
can	✓			
go	✓	✓	✓	✓
is	✓			
me	✓	✓	✓	✓
my				✓
see	✓		✓	✓
the	✓			✓

HIGH-FREQUENCY WORD ASSESSMENT PER READING LEVEL

Secret Site Resources



Locate high-frequency words in small-group meetings.

Word Study Inventory for Transitional Readers

DIRECTIONS: Dictate the following words as the student writes them on a blank sheet of paper. Then circle the skills that need further instruction. Teach short vowels and digraphs before you teach blends and endings.

	Short Vowel	Digraph	Initial Blend	Final Blend	Long Vowel VCe	Vowel Team Digraph	R-Controlled Vowel
span	a		sp				
sled	e	ea	sl				
chip	i	ch					
shot	o	sh					
thud	u	ue	th				
brick			br	-ck			
plump			pl	-mp			
skunk			sk	-nk			
clasp			cl	-sp			

Address word study/spelling for transitional readers.

PROFESSIONAL RESOURCES

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



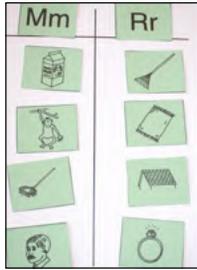
FOLLOW THE HIERARCHY OF DEVELOPMENT TO KNOW AND USE THE SOUNDS

WORD STUDY

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.

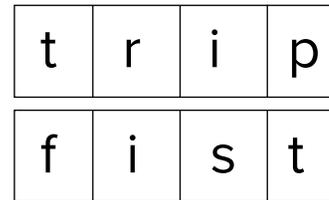
a c h i p s t

cat	chip
chat	ship
chap	

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.

thin

th-in
shin
sh-in

chin

NOTE | Adjust the words as students progress.

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.

ham	name
ram	game
jam	tame
bam	same

6. Decode multi-syllabic 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.

prevention

1. Clap the word.
2. Make it.
3. Break it.
4. Read 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.

cow

uncrowded
crowned
downtown

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.

LEVEL A FOCUS | Initial consonants

- Sort sounds by initial consonants.
- Fill in 2- or 3-letter sound boxes.
- Make words by exchanging initial consonants.

cat-fat-mat-bat



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.

can-pan-pat-mat-man

m	e	g	o	t
h	e	c	a	n
w	e	b	a	g

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.

pot-hot-hop-mop-map-cap-lap-lad-lid

Secret Site Resource

Increase word-study knowledge with sorts.



LEVEL D FOCUS | Digraphs, endings (-s, -ing), & onset/rime

- Sort initial and final digraphs.
- Fill in 3-phoneme sound boxes with digraphs.
- Make words by exchanging initial, medial, and final letters; include all digraphs; break at onset and rime.

hop-shop-chop-chip-chin-thin

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 blends; break at onset and rime.

br	bl

cap-clap-clip-grip-grin-spin

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 blends; break at onset and rime.

went-wept-west-lest-list-limp

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.

mat-mate-mane-man

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

ham	name
ram	game
jam	tame
bam	same

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.

eat	day
beat	gray
seating	stayed
cheater	prayed

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.

scorch ing im por tant

- Write a few big words with the same vowel pattern *ai, ea, oi* (*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-ight-ful—fr-ight-ful—brightness*).

- Make a big word and break at the syllable.

pow er ful ly part ner ship

- Write a few big words with the same vowel pattern *aw, igh, ow* (*cow*), *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.

pre ven tion fur ni ture

- 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.

gui tar ist guitar ist

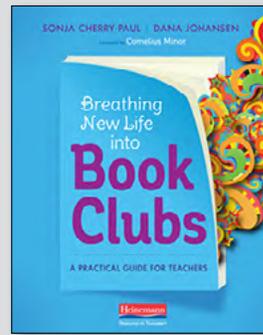
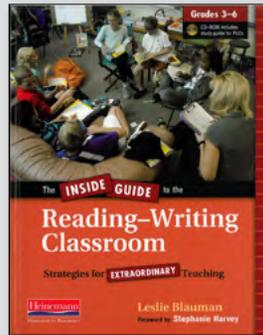
- Write an affix word. Dictate a word for the students to write (*alarmist, tourist*).
- Read an affix word. Give a different word with the same affix to each student. Each student reads, defines, and uses the word in a sentence (*nutritionist, motorist, terrorist, chemist, etc*).

Hold book clubs 3-4 times a year in lieu of small groups in order to practice authentic literacy.

**Teacher Resources
PROFESSIONAL BOOKS**

The Inside Guide to the Reading-Writing Classroom: Strategies for Extraordinary Teaching, Leslie Blauman

Breathing New Life into Book Clubs: A Practical Guide for Teachers, Sonja Cherry-Paul & Dana Johansen



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.

Announcing Classroom Book Clubs!

Dear Parents,
For the next few weeks, students will be reading books and discussing them in small groups— we call these groups Book Clubs. Each club consists of four to six students who selected the same book. Since this is something new, I wanted to share a little information so that you can best support your child.

Each student has been given a copy of his or her book to read. I will provide about 30 minutes of reading time each day, but if they do not complete their assigned reading, they will need to take the book home to finish. The reading page assignments are created by the Book Club groups on a daily basis and will be written on a bookmark or sticky note for reference. In addition, students may have to complete a short assignment, such as writing a summary, creating discussion questions, or using sticky notes to mark sections they want to discuss. Please make sure your child completes his or her reading assignment each day. Also, note that they may NOT read ahead of the assigned pages because this will spoil the discussion. Of course, they are always free to read other books at home, but they need to respect the guidelines by not reading ahead in their Book Club book.

Ways you can help your child experience success:

1. Set up a regular quiet reading time after school or before bed.
2. Check to be sure the daily reading assignment has been completed.
3. Discuss the book with your child. Ask questions and show interest in what he or she is reading. You can even get your own copy and read along!
4. If you feel your child is having trouble understanding the book, take turns reading pages aloud and discussing the story.

Grades will be based on completion of reading assignments, written responses, and participation during the meetings. Please contact me if you have any further questions. We are excited to have this chance to read books of our choice and talk about them with friends!
Sincerely,

Please cut this bottom portion off and return it signed

I will do my best to support my child during the Book Club unit as outlined in the letter above.

STUDENT NAME _____ PARENT SIGNATURE _____

Plan for the struggling and high-ability readers.

TEACHER DO'S & TEACHER DON'TS

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.

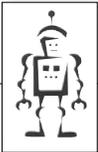
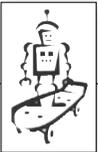
**Questions that
REFINE
the Discussion**

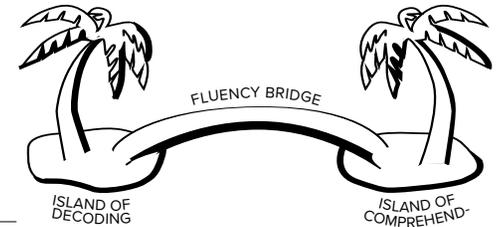
<p>Developing the Discussion</p> <ul style="list-style-type: none"> • What have we learned so far? • Now what do we know? • What is happening in our passage? • Now what do you think? • How are our ideas changing? • What do you think about the new ideas that we just shared? • What thoughts do you have about these new ideas? 	<p>Extending the Discussion</p> <ul style="list-style-type: none"> • Why do you think that? • Share your thinking with us. • Tell us what makes you think that. • Talk about that. • What were you thinking about that? • What else were you thinking? • Can anyone add to _____'s comment? • Who can say more about _____?
<p>Shifting the Discussion</p> <ul style="list-style-type: none"> • Who else thinks this is a good possibility? • What is another possibility? • Who has a different idea? • Is there another way of looking at this? • What else do we need to talk about? • Are there any other ideas you would like to share? • Is there anything we haven't discussed that might be important? • What else does it make you think of? 	<p>Clarifying the Discussion</p> <ul style="list-style-type: none"> • What does that mean? • Do you mean _____? • Could it be _____? • How is that different from what _____ said? • Say more about what you mean. • I don't understand what you mean. • I wonder if this means _____. • Maybe _____ is trying to say that _____.

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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	Level 2	Level 3
 <ul style="list-style-type: none"> • Too slow or too fast • Boring • Same voices for characters 		 <ul style="list-style-type: none"> • Talking speed • Interesting • Different voices for characters
<ul style="list-style-type: none"> • Voice never changes for punctuation 		<ul style="list-style-type: none"> • Voice changes for punctuation
<ul style="list-style-type: none"> • Sounds out words letter by letter • Reads choppy, word by word 		<ul style="list-style-type: none"> • Reads words automatically • Reads words in groups (phrases)
<ul style="list-style-type: none"> • Reads at same speed all the time • Reads everything the same (no expression) 		<ul style="list-style-type: none"> • Changes speed based on what makes sense • Reads with expression
<ul style="list-style-type: none"> • Can't remember the story 		<ul style="list-style-type: none"> • Understands the story

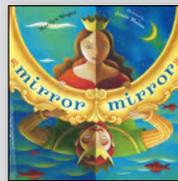


PHRASING: Read through a window, not a hole.

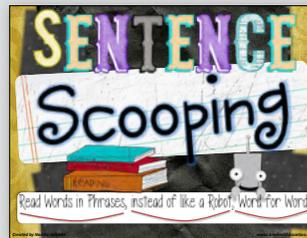


- After 1:1 match, cease finger pointing.
- Point with eyes only.
- Emphasize phrase reading.
- Place bookmark above the text.

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



Mirror Mirror
Marilyn Singer



Follow Follow
Marilyn Singer



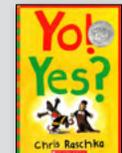
EXPRESSION: Read with feeling based on font, format, and punctuation.



What's My Voice?
Fluency Cards



Exclamation Mark
Amy Krouse
Rosenthal



Yo! Yes?
Chris
Raschka

2 Reminders!

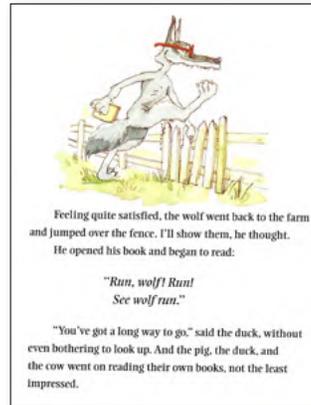
from WOLF, by Becky Bloom



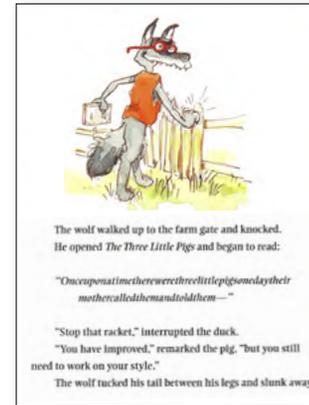
Wolf wants to join this sophisticated group.



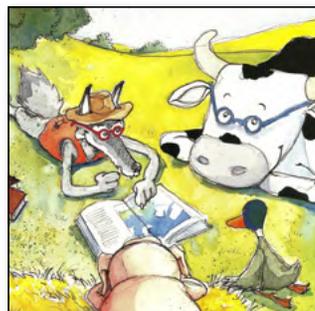
First, Wolf learns the basics.



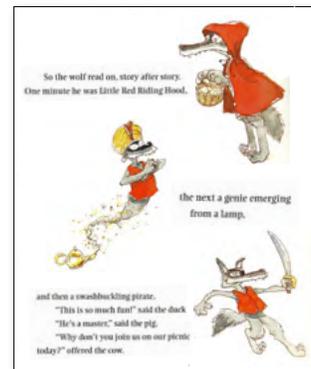
Wolf begins to read using his knowledge about letters, words, & sounds.



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.