

LEARNING TO READ BY READING

Making the Most of Shared and Guided Reading



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ABOUT THE PRESENTER...

Lori Jamison (Rog) is an educator, author and consultant. In addition to her career as a classroom teacher, she served as the K-12 Language Arts Consultant for Regina Public Schools and a Reading Assessment Specialist for the Saskatchewan Department of Education.

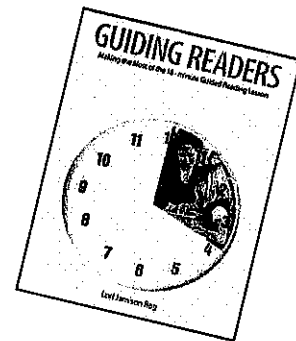
Lori is one of only ten Canadians ever elected to the Board of Directors in the fifty year history of the International Reading Association (IRA) and the only Canadian from a school district.

She has written many professional resources for teachers, including seven books for teachers. She also writes teacher support materials for High Interest Publishing, a publisher of novels for reluctant readers.

Currently an independent consultant, Lori travels across Canada and the United States speaking at schools and conferences on best practices in literacy instruction. Lori can be reached at ljamison@sasktel.net.

Professional books by Lori Jamison Rog:

- *Struggling Readers: Why Band-aids Don't Stick and Worksheets Don't Work* (Pembroke/Stenhouse, 2014)
www.pembrokepublishers.com
- *Guiding Readers: Making the Most of the 18-Minute Guided Reading Lesson* (Pembroke/Stenhouse, 2012)
www.pembrokepublishers.com
- *Read, Write, Play, Learn: Literacy Instruction in Today's Kindergarten* (International Reading Association, 2011) www.reading.org
- *Marvelous Minilessons for Teaching Intermediate Writing* (IRA 2010)
www.reading.org
- *Marvelous Mini Lessons for Teaching Beginning Writing* (IRA, 2006)
www.reading.org
- *The Write Genre*, co-authored with Paul Kropp (Pembroke/Stenhouse, 2004)
www.pembrokepublishers.com
- *Guided Reading Basics* (Pembroke/Stenhouse, 2003)
www.pembrokepublishers.com

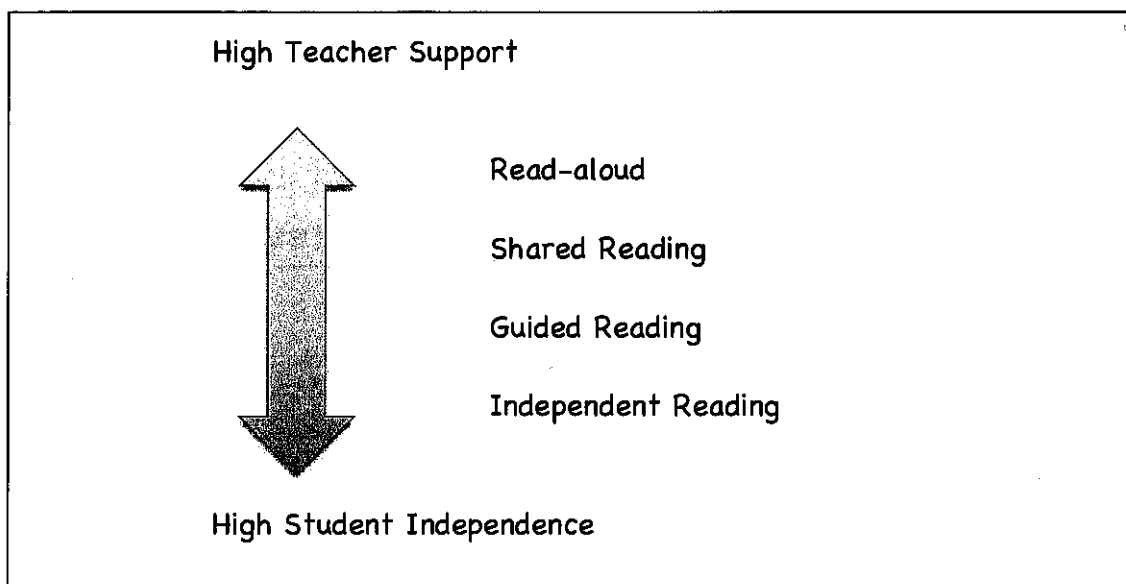


There is little evidence that children experiencing difficulties learning to read, even those with identifiable learning disabilities, need radically different sorts of supports than children at low risk, although they may need much more intensive support.

Excellent instruction is the best intervention for children who demonstrate problems learning to read.

Snow et al. 1998, p. 3

Preventing Reading Difficulties in Young Children



**SHARED AND GUIDED READING:
The "WE DO" of the Gradual Release of
Responsibility**

Shared Reading	Guided Reading
Usually whole class or large heterogeneous group	Small, needs-based grouping
Enlarged text, visible to all	Individual copies of text
Teacher-guided, with students joining in	Student-read, with support from teacher
Text slightly beyond instructional level of students	"Tiptoe texts" - at the instructional level of the students

**Whole Class Instruction must be:
Brief, Intentional and Multi-level**

Shared reading formats

- Big Books
- Morning Message,
- Language Experience Charts
- Class books
- Posters
- Pocket Charts

Features of Shared Reading

- Enlarged print
- Repeated readings
- Teacher modeling and fading
- Student participation
- Multilevel
- Comprehension first
- Print features later

Poem of the Week

Day 1: Read and discuss – Comprehension first! Teacher reads first; students join in on subsequent repetitions.

Day 2: Text recognizing, identifying, matching – from lines to phrases to individual words

Day 3: Focus on words: vocabulary, rhymes, synonyms, antonyms, high frequency words

Day 4: Focus on letters: print features and patterns







Day 5: Individual poem booklets, performance reading.

Vocabulary "MOVES"

Choose vocabulary words that will be "definable" to young children and that you think students will be interested in and will be able to use.

1. Meaning: repeat the word in context and give a "child-friendly definition"
2. Other context: give other examples of uses of the word
3. Visual Features: for older students, look for print features that will help them read the word; for younger students, a mental image that will help them remember the word
4. Extension: give them practice with the word; add a gesture or other kinesthetic to reinforce
5. Slip into conversation: See how many times you can use the word.

GUIDED READING IS CHARACTERIZED BY:

-  working with small needs-based groups
-  using texts at the instructional level of the students
-  focusing on guided practice of the skills and strategies needed by the group of students
-  frequent and consistent monitoring of progress
-  keeping the groups flexible and dynamic
-  striving to build independent, fluent readers

What's New?

- Alignment of GR with other components of the literacy block
- Independent learning routines: read, write, "must-do"
- Limiting the lesson to 18 minutes
- Varied text types and genres
- Revisiting the text over 2-3 sessions
- More analytic talk
- Flexibility in learning routines and teacher actions
- Addition of a writing component

PLANNING GUIDED READING INSTRUCTION

- Start with learning goals
- Find the right text
- Prepare a text introduction
- Map Out Lesson Routines, pause points and prompts
- Plan Must-Do Tasks for Follow-up

THE LESSON SEQUENCE

DAY 1: Testing the Waters

- 3 Ps book introduction: preview, prior knowledge, purpose
- "First Draft" reading - getting the gist

DAY 2: Diving Deeper

- Strategy work
- Higher level comprehension
- Analytic Talk - "big ideas"

DAY 3 and beyond: Dipping Back in

- Vocabulary and word solving
- Writer's craft
- Critical reading

GUIDING EMERGENT READERS

Pre-literacy learnings that are directly correlated with future success in learning to read include:

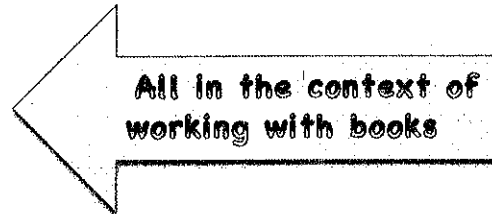
- phonemic awareness: the ability to hear the discrete sounds in words and to blend and segment those sounds for decoding and spelling
- concepts about print: the fundamental understandings readers have about approaching print, from directionality to word boundaries
- letter-name recognition: in random order, with speed and automaticity
- the alphabetic principle: the concept that letters represent sounds; and phonics: the guidelines that govern how those letters and sounds go together
- the ability to recognize and write one's own name.

(National Early Literacy Panel, 2010)

Readers	Texts
<ul style="list-style-type: none">• know that print tells a story or gives information• may have mastered some concepts about print• do not connect letters and sounds to read• read using memory and pictures• can retell something that has been read to them	<ul style="list-style-type: none">• are mostly nonfiction, simply labeling of pictures• have strong illustrative support• are heavily predictable, often with language patterns• contain from one word to one or two lines• have enlarged print and spacing

FEATURES OF THE GUIDED READING LESSON FOR EMERGENT READERS

- Working with sounds
- Working with letters
- Working with words



BEFORE READING

- 3Ps book introduction: Preview, Activate prior knowledge, set a Purpose for reading
- Page by page pic flic - to introduce language pattern and key vocabulary

DURING READING

- Each student has his/her copy of the text
- Teacher-led reading of text, followed by choral and individual reading
- Stagger start individual repeated reading of text
- Revisit text over 2-3 days

AFTER READING

- Text and picture matching
- Alphabet work (e.g. Alphabet mats)
- Phonemic Awareness work (e.g., Elkonin boxes, train sounds)
- Make your own book
- Language Experience: Cut-up sentences,

GUIDING EARLY READERS

Readers	Texts
<ul style="list-style-type: none">• Can identify most if not all alphabet letters and sounds• Usually rely on phonetic clues to solve words• Have mastered most concepts about print• Track word by word when reading	<ul style="list-style-type: none">• Fiction and nonfiction on familiar topics• Simple story lines• Illustrations support story line rather than vocabulary• Mostly high-frequency and decodable words• Line breaks at meaningful phrases

Areas of Focus for Early Readers:

- * Demonstrating comprehension of text
- * Applying letter knowledge and flexible word-solving strategies
- * Reading with increasing fluency

FEATURES OF THE GUIDED READING LESSON FOR EARLY READERS

Before Reading

- * Text introduction (3 Ps)
- Selective picture walk
- Do your own picture walk and talk to your brain about what you see.
- Review HF words

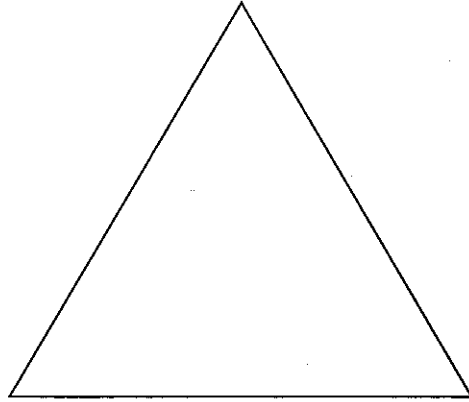
During Reading

- * Independent reading in phrases (use sliders rather than trackers)
- * Comprehension focus: self-monitoring (reading for meaning and accuracy)

After Reading

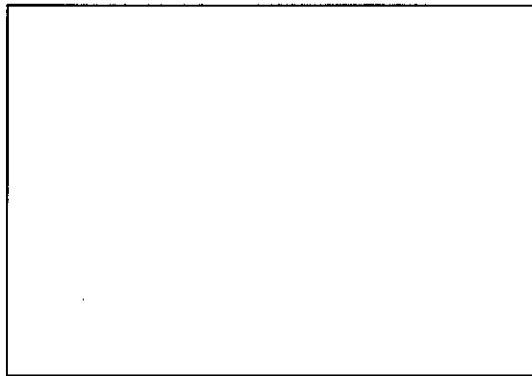
- * Retelling
- * Revisit the text to focus on print features - structural endings, such as ed, ing; letter patterns; vowel features
- * Discussion for higher level thinking: "big ideas"
- * Responding to reading orally or by drawing or writing

SHAPE GO! MAP



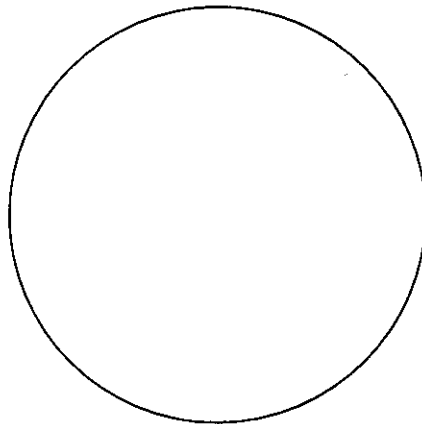
BEGINNING

Character(s)
Setting
Plot



MIDDLE

Four key events



END

Resolution to the problem

From *The Power of Retelling* by Vicki Benson and Carrice Cummins
(Wright Group, 2000)

Some additional learning routines for early readers:

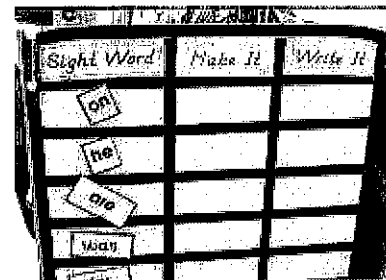
Self-Monitoring Comprehension: Talk to Your Brain

Good readers talk to themselves in their heads as they read. I like to call this "talking to your brain." In this lesson, students practice talking aloud about what they wonder, what they think (inferences), and what connections they make to the text.

Plan stopping points in the text where students will think about their thinking and share it with a partner. Have students read to a predetermined point in the text (or revisit a particular section of text that has already been read). Give them a moment to generate a wondering, a thought or a connection, then ask them to share their thinking with their partners (Think, Pair, Share).

HF Words: Read it, Make It, Write It

In the learning center activity pictured in here, students read each high frequency word in the first column, build it with magnetic letters, then write it on the whiteboard. An alternative is to use a stamp pad to stamp the letters on paper.



Comprehension: Retelling Dice

Create six-sided dice and use sticky labels to place retelling prompts on each side. Some examples of prompts might include:

- Tell something about one of the characters
- Tell something about the setting
- Tell something important that happened (on two sides of the die)
- Tell about your favorite part
- Tell something about the ending

If students roll a prompt that has already been read, they should add another detail or elaborate on what was previously said.

GUIDING DEVELOPING/TRANSITIONAL READERS

Readers	Texts
<ul style="list-style-type: none">• have a large repertoire of easily recognizable words and a range of word-solving strategies• enjoy longer texts, such as chapter books• are learning to read silently• can read in phrases, attending to punctuation	<ul style="list-style-type: none">• are longer, often chapter books• have few or no illustrations• contain text in paragraphs• contain increasing amounts of unique vocabulary• often have short choppy sentences

Areas of Focus for Early Readers:

- * Intentional use of comprehension strategies
- * Increasing range of word-solving strategies and vocabulary
- * Reading fluently, with expression, pacing and phrasing
- * Responding to reading

FEATURES OF THE GUIDED READING LESSON FOR DEVELOPING/TRANSITIONAL READERS

Before Reading

- Text introduction: 3Ps

During Reading

- Transition from oral to silent reading
- Read short sections of text at a time
- Use sticky notes to track thinking and strategies
- Build comprehension strategies and metacognition

After reading

- Revisit to build deeper thinking
- Fluency work
- Focus on vocabulary and text features
- Word Solving: meaningful chunks
- Written responses