



Guided Reading: How Do You Get the Teachers to Buy-in?

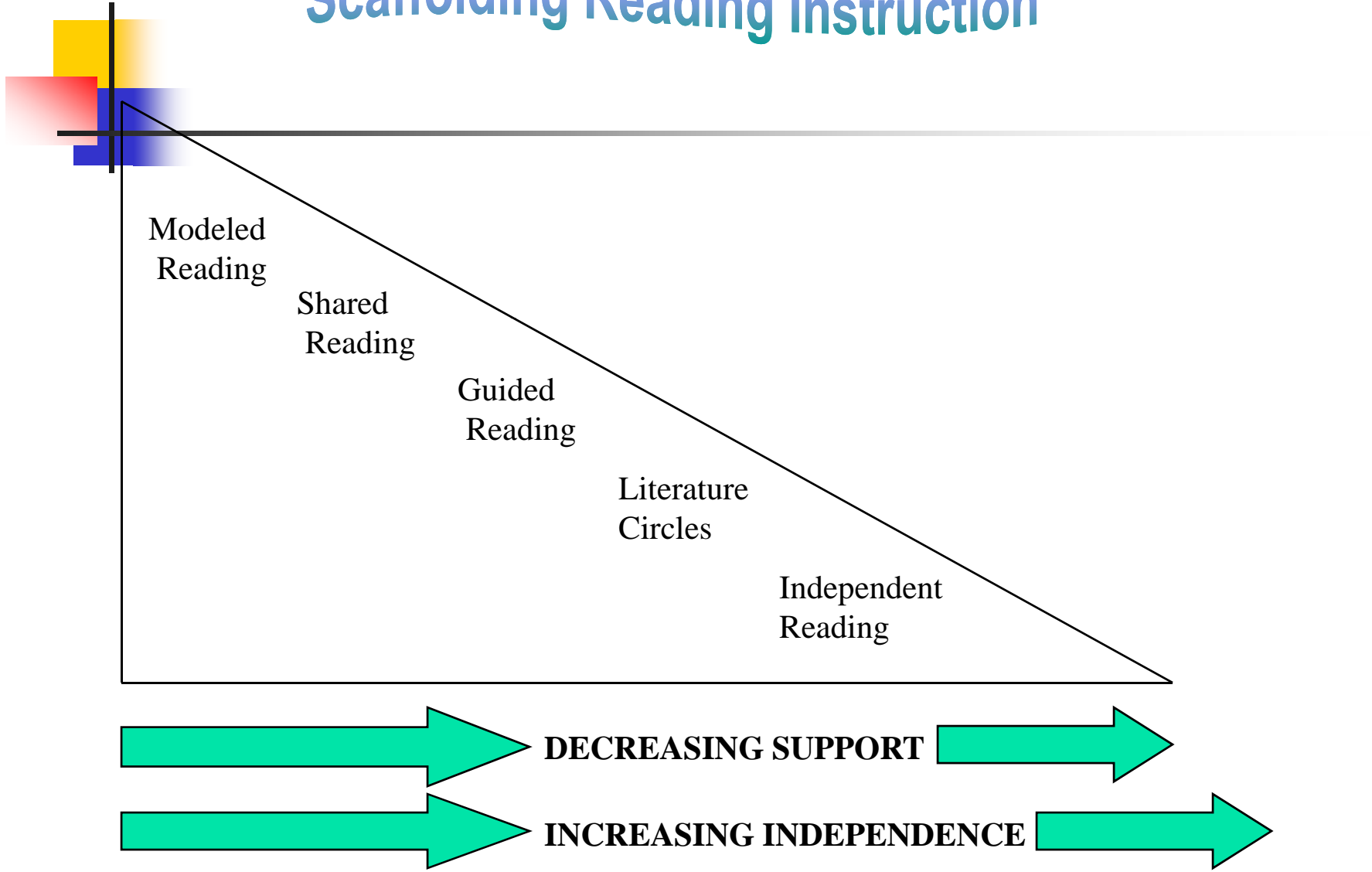
Maureen Tinsley, Visiting Professor of Reading, UCF
Dr. Connie Cain, FLaRE Area Coordinator
Jocelyn Downs, FLaRE Area
Coordinator



Turn and talk

- Introduce yourself to your neighbor—a wealth of information
- Ask each other
 - “Why do we need small group instruction?”
 - “What information are teachers using to form small groups?”
 - “How do teachers determine student needs?”

Scaffolding Reading Instruction





Quadrant C - Assimilation

Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.

Quadrant D – Adaptation

Students have the competence to think in complex ways and to apply their knowledge and skills. Even when confronted with perplexing unknowns, students are able to use extensive knowledge and skill to create solutions and take action that further develops their skills and knowledge.

Quadrant A - Acquisition

Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.

Quadrant B - Application

Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.



Characteristics of Guided Reading

- You work with readers who are alike enough in their reading development and can be taught in a small, **temporary** group.
- The **group is not static**, its composition will change periodically according to student growth. You **move students** into or out of this group as a result of your **observations and systematic assessments**.

Fountas and Pinnell,
Teaching for Comprehension and Fluency p. 573



Characteristics of Guided Reading

- Students read the same text, selected by you, and receive explicit instruction that will help them expand their reading processing system.
- The text is “just right” in that students can read it successfully with the support of your teaching. It offers a small bit of challenge to allow the processing system to expand.

Fountas and Pinnell,
Teaching for Comprehension and Fluency p. 373



Dynamic Grouping

Traditional grouping

Static, usually remain stable in composition

Students grouped by general determination of ability

Limited number of selections buttressed by skills practice on worksheets; little variety

Dynamic grouping

Dynamic, flexible, and changeable on a regular basis

Students grouped by specific assessment for level of difficulty and reading behaviors indicating control of a process

Unlimited number of selections; skills taught during and after reading; wide variety for competence across many texts



Traditional Grouping

Selections read once or
Twice

Students progress through
a fixed sequence of books
without skipping materials

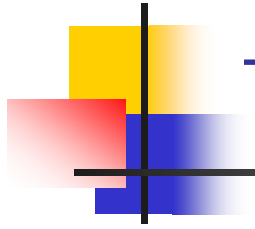
Usually round robin
reading; students take
turns, each reading a page
or line

Dynamic Grouping

Selections reread several times
(independently) for fluency and
fast problem-solving

DIFFERENCE IN SEQUENCE --text
chosen for the group from a
variety on the appropriate level --
some overlap but generally not
the same for every group

Every student reads the entire
selection



Traditional Grouping

Dynamic Grouping

Controlled vocabulary

Evaluation based on progress through set group of materials and tests

Many high frequency words; not artificially controlled; emphasis on solving words while reading

Evaluation based on systematic observation and assessment of reading behavior and text level



Assessments

- FCAT
- FORF
- MAZE
- DAR
- QRI/DRA
- Benchmarks
- Performance Tasks
- Running Records
- Teacher observations



What are some benefits/drawbacks of each?

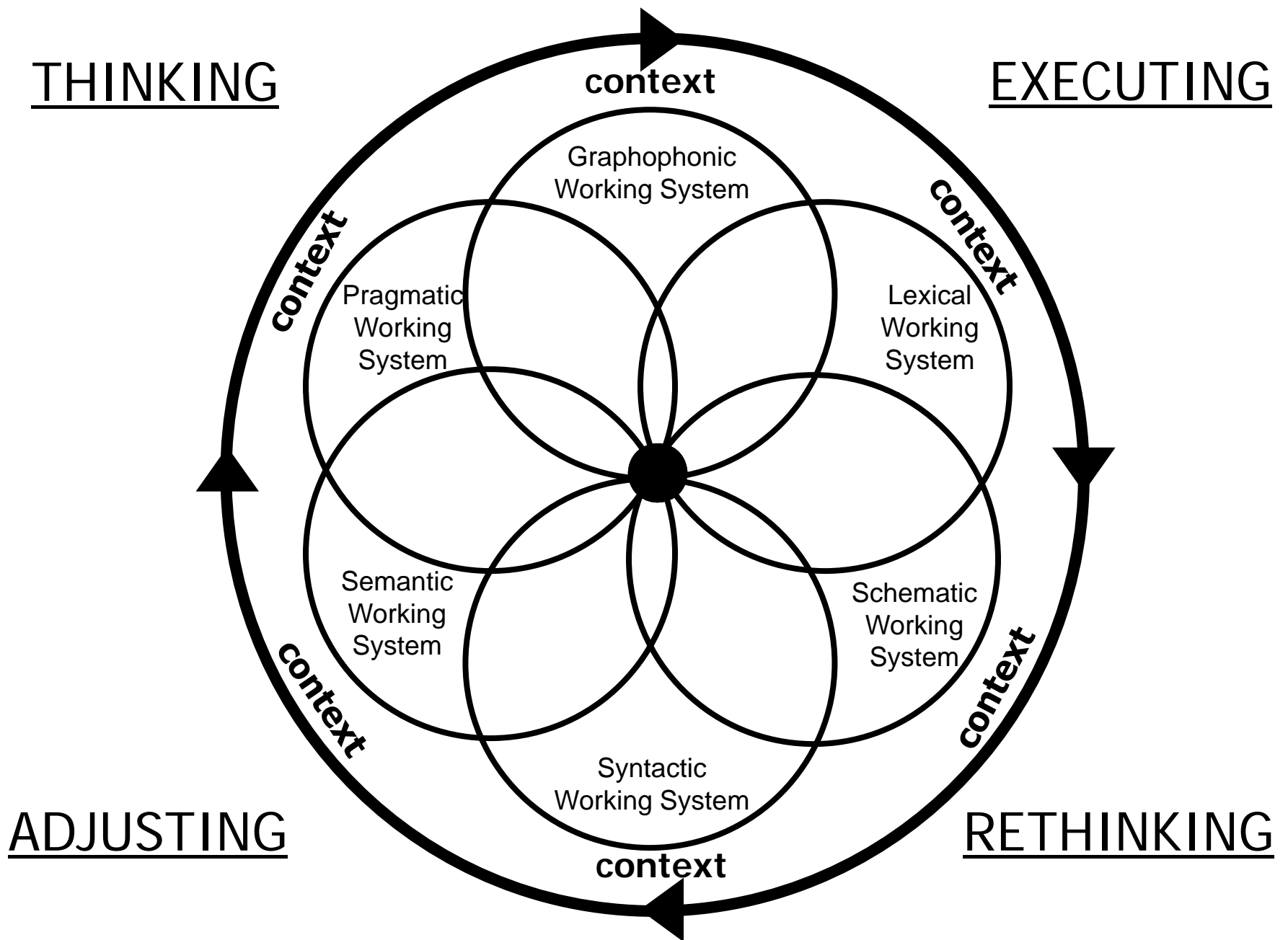
- Benefits

- Drawbacks



Johnny and Ralph

- Please refer to the data sheet





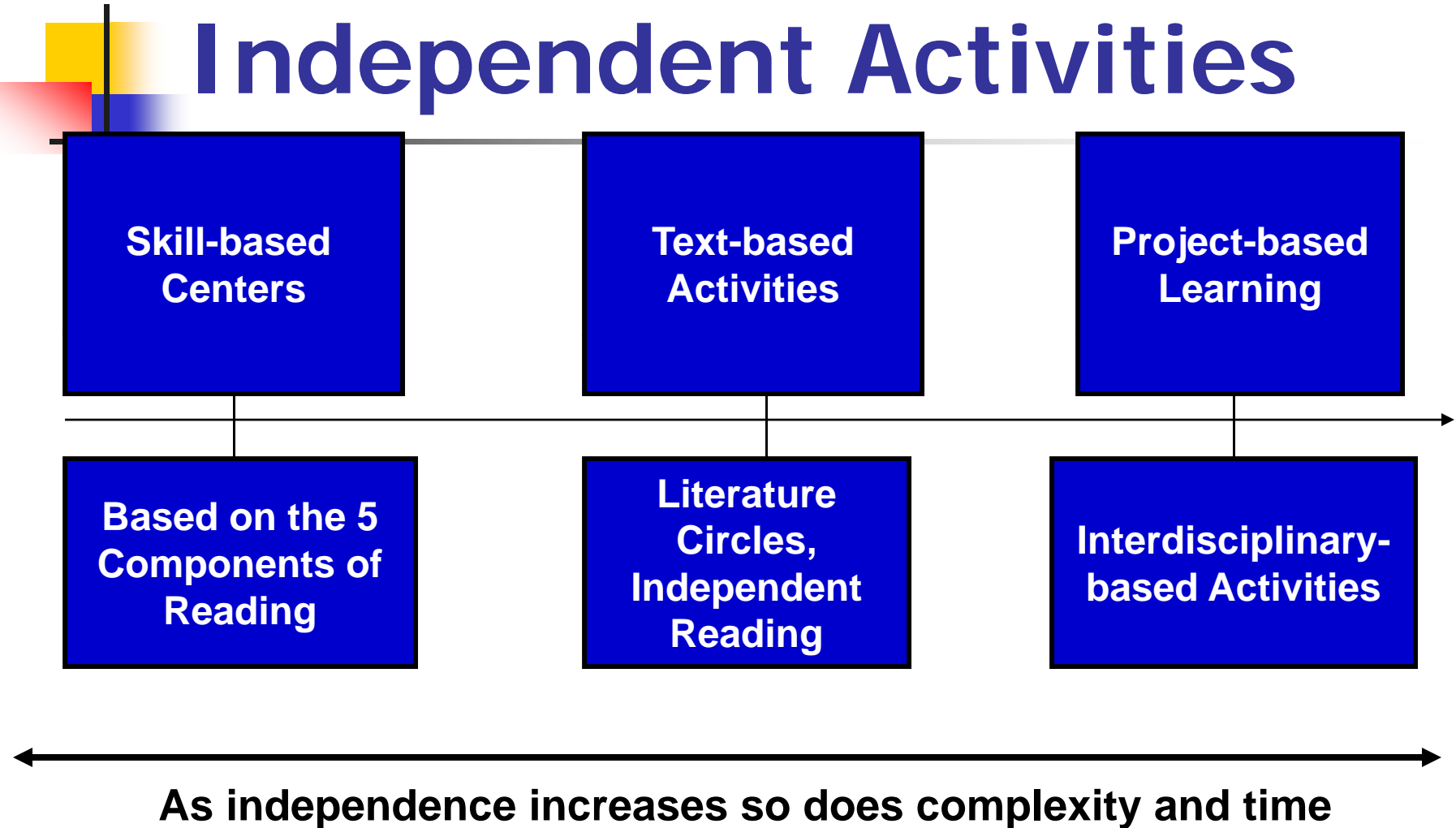
Video



What Do I Do With the Others?



Continuum of Independent Activities





Some Ideas

- writing resources
- independent reading
- group projects
- literature circles
- personal/individual poetry anthologies
- books on tape with eyes past print for high needs students
- preparing book talks
- journaling to the teacher
- adding to personal dictionaries and thesauri



More Ideas

- personal word banks
- writing original music lyrics
- adapting original text for reader's theater
- Buddy Reading
- Word Study
- Word Sorts
- Computer
- Research



Works Cited

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