



Use Strategic Decisions in Guided Reading Instruction

Dr. Steven Witt and Prof. Cheryl Cario



Literacy

- #1316- Reading Teacher
 - 15 credits
 - 2 years teaching experience (by time you apply for licensure)
- Master's Degree in Literacy (+ Reading Specialist)
 - #1316 + 15 more credits (30) = Master's!
 - #5017- Reading Specialist
 - 2 years of teaching experience
 - Must hold Professional Educator License

**May be required to pass Reading Foundations exam – check with us for details!



What is Guided Reading?

“Guided reading is a key part of a comprehensive reading framework and an essential element of a successful reading workshop.”

■ The Next Step Forward in Guided Reading by Jan Richardson p. 6

- **Describe how you implement Guided Reading**

Purpose – Structure

What makes Small Group successful?

- Preparation of materials
- Efficient transitions to and from Small Group
- Timing that fits instructional goals
- Clearly defined roles for teachers, teaching partners and children





Developmental Behaviors

Be a kid watcher

- Link to F&P levels
- Scholastic

Assessments to Guide your Instruction

Assess: Determine your pre A reader's word study strengths and needs.

1. Show student the Letter Name/Sound Recognition Student Form.
2. Start with first uppercase letter. Student should name left to right.
3. When reading, have student point to each letter. If struggling, ask student to scan the row for recognizable letters. Record responses on the Letter Name/Sound Teacher Recording Form.





Assessments to Guide your Instruction Cont.

Assess: Determine your pre A reader's word study strengths and needs.

4. Repeat with the lowercase letters.
5. Point to lowercase letters and ask student to say each letter's sound. Record responses on Teacher Recording Form.
6. Transfer information from Teacher Recording Form to Letter Name/Sound Checklist. Circle/highlight letters and sounds the student knows. Record the number of known letters and sounds for each student.

Assessments to Guide Your Instruction

Assess: Determine your emergent reader's word study strengths and needs.



Emergent Assessments for Planning		
Assessment	What it tells you	How to use it to plan lessons
Emergent Word Study Inventory (A–C)	<ul style="list-style-type: none">• The sounds the student can hear and record• The sounds he or she confuses• The letters he or she forms incorrectly	<ul style="list-style-type: none">• Decide which skills to teach next• Decide which word study activity to use• Identify the known skills to expect students to use during reading and writing
Sight Word Assessment (A–C)	<ul style="list-style-type: none">• The sight words the student can write• The words he or she partially knows	<ul style="list-style-type: none">• Decide which sight words need a quick review• Decide which words to teach next• Identify the known words to expect students to use during reading and writing

Assessments to Guide Your Instruction

Assess: Determine your early reader's word study strengths and needs.

Early Assessments for Planning		
Assessment	What it tells you	How to use it to plan lessons
Early Word Study Inventory (D–F and G–I)	<ul style="list-style-type: none">• The sounds the student can hear and record	<ul style="list-style-type: none">• Decide which skills to teach next• Decide which word study activity to use• Identify the known skills to expect students to use during reading and writing
Sight Word Assessment (D–I)	<ul style="list-style-type: none">• The sight words the student can write• The words he or she partially knows• The words he or she is confusing	<ul style="list-style-type: none">• Decide which words to review• Decide which words to teach next• Identify the known words to expect students to use in reading and writing





Evaluating Data from Running Record

“Think about how Jan uses the teachers' data to determine what the students do as readers, and how she uses the information to design the lesson.”

<https://www.scholastic.com/pro/TheNextStepForwardinGuidedReading.html>



Assessments to Guide Your Instruction

Assess: Determine your transitional reader's word study strengths and needs.

Transitional Assessments for Planning		
Assessment	What it tells you	How to use it to plan lessons
Transitional Word Study Inventory (J–P)	<ul style="list-style-type: none">• The sounds the student can hear and record	<ul style="list-style-type: none">• Decide which skills to teach next• Decide which word study activity to use• Expect students to apply the skills they know
Sight Word Assessment (optional)	<ul style="list-style-type: none">• The sight words the student continues to misspell	<ul style="list-style-type: none">• Identify words the students can't spell using the Sight Word Checklists for Levels G–I (Appendix E). Then teach those words during guided reading lessons. The procedures for teaching sight words are explained in Chapter 2, pages 27–30.



Assessments to Guide Your Instruction

Assess: Determine your fluent reader's word study strengths and needs.

For Fluent Assess-Decide- Guide Framework

- Do students struggle to decode polysyllabic words?
- Can students break words at the affix and root?
- Do students know the meanings of common affixes?
- Do students use context clues and affixes to infer the meaning of unfamiliar words?
- Do they make connections between words with similar roots and affixes?



Assessments to Guide Your Instruction

Assess: Determine your fluent reader's word study strengths and needs.

Monitor Progress:

“Monitoring progress is a daily part of guided reading. Taking daily anecdotal notes and assess students about every ten lessons to monitor progress and guide teaching decisions.”

Also: “When teachers are working with small groups they have the opportunity to notice new behaviors and record observations on the back of the lesson plan.”



Assessments to Guide Your Instruction

Assess: Determine your fluent reader's word study strengths and needs.

Moving a student from Pre-A to Emergent:

- Consider the following:
- Can the student write their first name without out a model?
- Can the student identify 40 uppercase and lowercase letters?
- Can the student demonstrate left to right directionality?
- Can the student hear some letter sounds? (at least 8)



Assessments to Guide Your Instruction

Assess: Determine your fluent reader's word study strengths and needs.

Moving a student from Emergent to Early:

- Consider the following:
- Can the student read a level C with few errors?
- Can the student read **and** write about 20-30 sight words?
- Can the student decode new words by picture clue and initial letter sounds?
- Can the student assess meaning and structure?
- Can the student hear and record CVC words?
- Does the student maintain one-to-one matching?



Assessments to Guide Your Instruction

Assess: Determine your fluent reader's word study strengths and needs.

Moving a student from Early to Transitional:

- Consider the following:
- Can the student independently read text level I with fluency?
- Can the student read and write a large bank of sight words?
- Can the student use meaning, structure and visual information?
- Can the student solve new words by integrating a variety of strategic actions?
- Can the student reread familiar texts with fluency and expression?
- Can the student retell the main idea and important details?
- Can the student apply phonemic elements such as digraphs and blends to both reading and writing?



Assessments to Guide Your Instruction

Assess: Determine your fluent reader's word study strengths and needs.

Moving a student from Transitional to Fluent:

- Consider the following:
- Can the student self-monitor when meaning breaks down?
- Can the student decode multisyllabic words with little support?
- Can the student read with fluency, phrasing and expression?
- Can the student retell a story by referring to important details and examples in the text?

Set Goals for Your Students

Pre-A goals:

Word Study Goals for Pre-A Readers

- Identify 40 or more upper- and lowercase letters by name.
- Learn 8+ letter sounds.
- Hear and identify the initial consonant sound in a word.
- Write his or her name.
- Learn correct letter formation.





Set Goals for Your Students

Emergent reader goals:

Word Study Goals for Emergent Readers

- Identify all consonants and short vowels by name and sound
- Form letters correctly
- Hear and record sounds in consonant-vowel-consonant (CVC) words
- Read and write about 30 high frequency words
- Use knowledge of letters, sounds, and words to read and write simple texts.

The slide features a white background with abstract geometric shapes in various shades of blue and orange. These shapes, including triangles and polygons, are scattered around the text, with some appearing as large, overlapping shapes on the left and right edges, and others as smaller, isolated shapes.

Analogy Chart – Video

Transitional video 6

- **How can tell this word activity is at a higher level than sorting words?**



Analogy Chart

Analogy Charts for Transitional Readers

Set Goals for Your Students

Early reader goals:

Word Study Goals for Early Readers

- Monitor for visual information. (*Does it look right?*)
- Check one source of information against another. (*Does it look right and make sense?*)
- Take two-syllable words apart (*to-day*).
- Recognize automatically a large number of high frequency words.
- Learn and use digraphs, blends, and vowel patterns to read and write new words.
- Break unfamiliar words at their onset and rime (*st-and, fl-ap*).
- Use known words to problem-solve unknown words (*day – stay, jump – stump*).



Set Goals for Your Students

Transitional reader goals:

Word Study Goals for Transitional Readers

- Learn and use three-letter consonant clusters (*str-*, *spr-*, *thr-*)
- Learn and use silent e and vowel patterns to read and write new words
- Understand spelling changes when adding inflectional endings (*slam-slammed*, *happy-happily*, *country-countries*)
- Sound the first part of the word and think about the story (*ter-rific*)
- Break words at the onset, rime, and ending (*spr-int-ing*)
- Break the word into syllables (*ten-ta-cles*)
- Break the word at the affix (*im-polite*)
- Break compound words (*water-proof*)
- Use analogies (*boy-voyage*)
- Always check for meaning



Set Goals for Your Students

Fluent reader goals:

Word Study Goals for Fluent Readers

- Break a polysyllabic word into syllables (*de – reg – u – late*) or morphemes (*de – regulate*).
- Recognize meaningful units that will help define words.
 - Identify an affix (*de* in *deregulate*).
 - Use the meaning of an affix to figure out the meaning of a word (*de* means *opposite* so *deregulate* means the opposite of *regulate*).
- Learn the meanings of common affixes.
- Make connections between words with similar morphemes (*deregulate*, *deconstruct*, *dehumanize*).
- Use morphological analysis and the context of the word/sentence to determine meaning.
- Spell polysyllabic words by hearing and recording syllables and parts.





Monitoring Progress

Pre-A

“Check on letter/sound knowledge each week until student identifies 40 letters by name.” **Pg.51**

On this page Jan lists when to move student to the Emergent Level.

Emergent

“Progress monitoring is a daily part of guided reading. Take daily anecdotal notes and assess students every ten lessons to monitor progress and guide your teaching decisions.” **Pg. 102-103**

On **page 103**, Jan lists when to move students to the Early Level.



Monitoring Progress Cont.

Early

On **Page 155**, Jan lists when to move students from Early Level to Transitional.

“The average rate of progress for Transitional readers is one alphabetical level every eight to nine weeks. At least once a month, reevaluate your guided reading groups.” **Pg. 215**

“Move students into higher levels when you see them repeatedly experiencing success in decoding, fluency, and retelling.” **Pg.215**

On **page 216**, Jan lists when to move students from Transitional Level to Fluent Level.

The background features an abstract design of overlapping triangles in three shades of blue (light, medium, and dark) and orange. These shapes are primarily located in the top-left and bottom-right corners, framing the central text. The triangles vary in size and orientation, creating a dynamic, geometric pattern.

**What is something you
want to change?**

The background features abstract geometric shapes, primarily triangles, in various shades of blue (medium and dark) and orange. These shapes are scattered around the central text, with some overlapping the text itself. The overall composition is modern and minimalist.

Questions?