



# 'TIS THE SEASON FOR LITERACY



This year the focus on *Lens on Literacy* will be guided reading instruction. As many of you know, guided reading allows the teacher to provide differentiated instruction to students based on their needs and strengths.

In this issue, you will find information about the basics of guided reading. Watch for more information on reading strategies and leveled text.

Your input is valuable in helping us structure future editions of this literacy newsletter.

## ASSESSMENT CALENDAR

Be proud of all of the progress your students have made since September. It is important to have current literacy information on all of our students in order to plan for further literacy instruction. DIBELS winter benchmark assessment will be administered at each grade level kindergarten through fifth grade. Additional assessments for comprehension include:

- Grade One Each student must have a current Developmental Reading Assessment (DRA) to completed in time for ILT meetings (mid-January).
- Grade Two GRADE (Form A) will be administered in January. Vocabulary and Passage Comprehension will be administered only.
- Grade Three GRADE (Form A) will be administered in January. Vocabulary and Passage Comprehension will be administered only.

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**“Guided reading is a process by which the teacher works with a small group of children at similar levels of development, using texts that are carefully matched to their needs, and providing instructional support to build reading strategies and increase independence.”**

**- Lori Jamison, Guided Reading Basics**

## KEEPING ON TRACK

The following is the Trophies pacing guide for the week of January 5th, the week we return from winter break:

- Kindergarten Theme 5
- Grade One Tomas Rivera
- Grade Two The Pine Park Mystery
- Grade Three Centerfield Ballhawk
- Grade Four The Cricket in Times Square
- Grade Five Oceans



# WHAT IS GUIDED READING?



Guided reading is an instructional reading approach that allows us to support a small group of approximately five students in learning, applying, and practicing effective reading strategies while they read from an appropriately leveled book.

What are the benefits of guided reading?

- Helps build a bridge between whole group shared reading and independent reading.
- Allows you to match students with texts that offer appropriate challenges yet ensure successful reading.
- Allows you to guide individual students in the reading process.
- Ensures that you are meeting the individual reading and skill needs of each of your students.
- Allows you to extend previous instruction and to introduce and model new skills and strategies.
- Provides you time to more effectively monitor individual students' strengths and needs.

- The opportunity to explore and test their understanding of the reading process.
- Allows students to work together and learn from each other.

"Guided reading is the place where every child, every day, has the opportunity to learn by reading a book that is just right."

- Gay Su Pinnell

## GUIDED READING

VS.

## TRADITIONAL READING

- Various small trade books including *Books For All Learners*
- Skills and strategies focused on instructional reading level
- Whole texts read independently and quietly
- Variety of authentic responses to reading
- Instruction focused on readers' needs identified through ongoing assessment.

- Trophies anthology
- Fixed or whole group instruction
- Reading aloud, page by page, often in round-robin style
- Workbooks and worksheet exercises
- Instruction focused on a systematic progression of skills in the anthology measured by the end of the unit



# WHAT DOES GUIDED READING LOOK LIKE FOR THE TEACHER?

## BEFORE READING

- Selects an appropriate text that will support and meet the needs of the group.
- Prepares an introduction to the story. Briefly introduces the story keeping in mind the meaning, language in the text, and the knowledge and experience of the readers.
- Leaves some questions to be answered through reading.

## DURING READING

- “Listens in” and observes the reader’s behaviors for evidence of strategy use.
- Confirms students’ problem solving attempts and successes.
- Interacts with individuals to assist with problem-solving at difficulty (when appropriate)

## AFTER READING

- Returns to the text to discuss the story with the students and clarify what was read.
- Returns to the text for one of two teaching opportunities such as finding evidence, discussing problem solving, phonics, word work, or review of reading strategies
- Assesses’ students understanding of what they read.
- Evaluates students’ reading to determine what support is needed.

# WHAT DOES GUIDED READING LOOK LIKE FOR THE STUDENT?

## BEFORE READING

- Engages in a conversation about the story, including background knowledge.
- Raises questions
- Builds expectations.
- Notices information in the text.

## DURING READING

- Reads the whole text or unified part to themselves by whisper reading or silently (depending on whether the readers are emergent, transitional, or fluent).
- Requests help in problem-solving when needed.

## AFTER READING

- Discusses the story
- Checks predictions, reacts personally to the story or information, and revisits the text at point of problem-solving as guided by the teacher
- May reread the story to a partner or independently.
- Sometimes engages in activities that extend the text.

*“In any guided reading session, the teacher needs to know what knowledge and understanding each child will bring to the reading and what supports or assistance will be necessary to ensure that the students can read the text successfully.”*

- Margaret Mooney

## GUIDED READING RESOURCES

The Books for All Learners are a great resource to use as part of your guided reading plan. Once read, these books should be available for students to reread throughout the week or theme independently or with a buddy. Incorporating other books that are at the instructional level of students weekly into guided reading is a great way to support all readers. Books from your school’s literacy closet, Ranger Rick magazine, Time for Kids and Weekly Reader are a few other great guided reading resources.

*This edition of the newsletter was created by the ideas and help of:*

The Literacy Team

**GRADE LEVEL**



1. What is your experience with guided reading?
2. How often do you conduct guided reading groups?
3. What assessments do you use to group students?
4. Where do you get your materials for guided reading?
5. Which students do you do guided reading with?

Comments/Questions

The last page of the newsletter will always be used for your feedback. As you can see, this is your newsletter and your comments/questions form the newsletter.

To help us prepare for future editions of this newsletter please respond to the following questions.

Include your grade level only.

Kindly return this feedback form to your school's literacy teacher or forward to Robin Moreira/Parker School.

Thanks again for your time!