

K-3 Literacy Pilot: MoMEntum Common Professional Learning #9.1



Small Group Instruction:
A K-3 Literacy Essential

Guided Reading Small Group Instruction

Need it

Got it

Learning Intentions

Educators will:

- develop a common understanding of guided reading small group instruction.
- dive deeper into guided reading small group lessons.
- explore the importance of varied levels of problem solving prompts.
- develop a common understanding of why round robin reading is not effective and discuss alternatives.

Connections to Hattie and Duke Research

John Hattie

Small Group Instruction .49 effect size

Direct Instruction: .59 effect size

learning intentions
modeling lessons
guided instruction
providing scaffolds
independent learning

Nell Duke

Explicit Instruction

Small Group

On going observation and assessment

Modeling/demonstration

What is Guided Reading?

Guided reading is a small –group, teacher- facilitated learning session where students practice integrating reading strategies.

Students with similar reading levels and needs gather to read an instructional level text.

The text has been carefully selected by the teacher for a particular group of students.

Each student has his or her own copy of the text.

The session begins with a brief conversation about how to approach the text, which may be teacher or student led, and continues with students reading quietly to themselves while the teacher listens to individuals in the group read portions of the text.

The session usually ends with a short discussion, recapping the story or the day's learning.

Why is Guided Reading Important?

Guided reading is the final point of support before students reach independence.

In guided reading, students practice strategies introduced in read aloud and shared reading as they work through text mostly independently.

Practice with text on students' instructional reading levels supports progress along the text gradient as they apply strategies in increasingly difficult text.

Comparison of Conventional and Next Generation Guided Reading

	Conventional Guided Reading	Next Generation Guided Reading
Lesson Structure	The lesson is preplanned and often programmatic, the teacher summarizes the text before the students read it, and the teacher pre-exposes students to potentially difficult vocabulary.	Text selection is the backbone of planning for guided reading. The teacher is responsive to student interactions with the text as students independently figure out what the text is about and apply problem solving strategies to figure out tricky parts.
Prompting	The teacher decides which strategy would best help students figure out the tricky spot and supports students with specific prompts, such as “Get your mouth ready” or “ Look at the picture.”	The teacher lets students try different strategies –which may or may not work– encourages their experimentation by offering broad prompts, such as “ What will you try?” or “ What can you do next?”
The Teacher’s Work	The teacher explicitly instructs through much of the lesson; there is extensive teacher talk and direct instruction.	The teacher facilitates rather than directs the lesson, observing students as they resolve challenges in the text and making notes about their reading processes. There is extensive student interaction with text.
The Students’ Work	The students wait for teacher direction and prompting. There is much listening to direct instruction, and some reading.	Students decide how to interact with the text. They identify and puzzle through the tricky spots in text. There is much reading.

Suggested Times for Guided Reading Lesson

	20 Minute Guided Reading Lesson	30 Minute Guided Reading Lesson
Familiar reading and discussion	3 minutes	5 minutes
Book introduction	1 minute	1 minute
Student reading	6 minutes	10 minutes
Word work	3 minutes	5 minutes
Questioning/discussing	4 minutes	4 minutes
Writing	3 minutes	5 minutes

Retrieved from the companion website for Teaching Literacy in the Visible Classroom, K-5 by Douglass Fischer, Nancy Frey and John Hattie. Thousand Oaks, CA: Corwin, www.corwin.com Copyright 2017

Components of a Guided Reading Lesson

Familiar Read

- Emergent and early readers read the book they read during the previous lesson.
- Transitional and self extending readers read a portion from their last session.

Benefits:

Engaging in repeated readings of the same text builds fluency.

Rereading aids in students' ability to recall information and in their ability to incorporate new information into their thinking – both of which are important when reentering a partially read text.

Components of a Guided Reading Lesson

Book Introduction

- Is a time for teacher- directed instruction. Is an opportunity to activate prior knowledge, preview the text, and provide direct instruction about the specific strategies and skills to be highlighted in the lesson.
- A picture walk prepares students for the language they will encounter in the book while giving them a sense of the theme or plot of the story.
- Transitional and self extending readers move a way from a picture walk to a discussion of the purpose of the reading and what to expect in the text.

Components of a Guided Reading Lesson

Students Reading

- Students quietly read aloud (not in unison or round robin) so the teacher can hear them.
- All students in the group are reading the same text and there is a clear learning intention.

Word Work

- A time to introduce vocabulary or word study.
- Emergent and early readers may work on phonics instruction or sight word development.
- Transitional and self extending readers word work is focused on spelling, word meanings, word with multiple meanings, or word families.

Components of a Guided Reading Lesson

Questioning and Discussing the Text

- Teacher and students ask questions of each other about the reading.

Writing

- Students are asked write a response to their reading.

Guided Reading Lesson Templates

Guided reading lesson planning templates are personalized to the teacher and the group yet they include and follow a predictable sequence.

Teacher Doing the Work vs. Teacher Facilitating the Work

Part Of The Lesson	Teacher Doing The Work	Teacher Facilitating The Work
Book Introduction	<p>“This book is about a dog and a cat who go on an adventure in a big city.” (Telling)</p>	<p>“How will you figure out what this book is about?” or “ What should we do first to get started in this book?”</p>
Priming Vocabulary	<p>“Before you begin reading, I want to point out a couple of tricky words in the story. This word is department. Everybody say department. Department means...”</p>	<p>“ When you come to a word that you don’t understand, what will you do?” (Implies that students will self –monitor and normalizes the need to clarify meaning when things don’t make sense.) or “When you figure something out, try to remember how you did it so that you can tell us what worked for you.”</p>

Who’s Doing the Work? How to Say Less so Readers Can Do More by
Jan Burkins and Kim Yaris Portland Maine: Stenhouse, Copyright 2016

Guided Reading Small Group

Small group allows students to practice new concepts, skills, or strategies previously **taught to the entire group of students** with less teacher support.

Look to Self

Look to Text

Look to Teacher

The Prompting Funnel

Look to Self

What can you try?
What do you know? (Background knowledge)
Wow! How did you do that?
How can you check?
Explain.

Look to Text

What can you use?
What do you know ? (from the text)
Where is the tricky part?
What can you figure out?
Show me.

Look to Teacher

Get your mouth ready.
Does that make sense?
Does that sound right?
Look at the picture.
Reread.

Round Robin Reading

Round robin reading is students reading orally from a common text, one student after another, while the rest of students follow along in their own copy of the text.

Round robin reading is not a research supported practice because it:

- Stigmatizes poor readers
- Weakens comprehension
- Sabotages fluency and pronunciation

Instead of Round Robin Reading

- Partner Reading
 - Two person teams alternate reading aloud or read each section at the same time.
- Peer –Assisted Learning Strategies (PALS)
 - Pair strong and weak readers who take turns reading, and retelling.
- Shared Reading
 - Teacher models while students follow along in their own books pausing occasionally to demonstrate comprehension strategies.
- Silent Reading
 - Pausing to complete KWL or anticipation guide

Success Criteria

I know I understand small group instruction when I can:

- describe a guided reading small group lesson.
- state why round robin reading does not have a high effect size and other options instead of round robin.
- develop varied levels of problem solving prompts for my lessons.