

LITERACY NEWS

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Essential Practices in Early Literacy

3. Small group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children's observed and assessed needs in specific aspects of literacy development.

Guided reading and strategy groups are not exclusive of each other. As teachers we need to use both to reach the needs of our students.

What is Guided Reading?

1. Guiding students to develop a network of strategies that all work together to deeply understand meaning in the texts they read.
2. Guiding students to read more productively and intensely.
3. Teaching in student's zone of development
4. Small group to allow for reading interactions
5. Engaging students in discussions
6. Making teaching points after reading
7. Fast paced and productive
8. Primary goal: read for meaning

What are Strategy Groups?

1. Small groups focused on practicing one comprehension or strategy skill
2. Short-term grouping based on needs.
3. Fast paced and productive: model, read, question, think, share.
4. Main goal: practicing a specific reading strategy that can be quickly mastered

"Making meaning should be the goal of every instructional action and every activity in which we engage students."

Mary Howard, RTI From All Sides

Guided Reading History

- 1940's Emmett Betts published *Foundations of Reading Instruction*
 - Stressed direct instruction in reading
 - 4 principles of direct instruction
 - prepare students for reading instruction
 - silent reading after oral reading
 - rereading for new purpose (silent or oral)
 - follow up activities to meet student needs and interests
- 1957 *Teaching Children to Read* by Gray & Reese
- Supported Bett's work, developed the method phrase Guided Reading
 - Ask a major motivating question about the text
 - Ask additional questions during reading to guide students
 - Answer the major motivation question
- Since 1950's top educators reemphasized ideas of guided reading in books they published
- 1990 *Reading To By, and With Students* by Margaret Mooney
 - Guided reading was a way to read with students to accomplish student goals that couldn't happen with the teacher simply reading aloud to the class
- 1996 *Guided Reading: Good First Teaching for All Students* by Fountas & Pinnell
 - shifted from using an instructional technique with small groups to defining small group instruction
 - No longer defined as high, middle & low readers

Now - Learning is active. You are there as a guide. Let students do the work to determine the answers.

(Jen Bengel: *Out of this World*)





Guided Reading - The Big Shift

A shift is happening in guided reading. It is no longer simply based on ability levels. It may be referred to as “Next Generation Guided Reading” or not. Either way, the shift consists of moving away from a **transmission model** which was based on reading levels to a **transaction model**. In the transmission model, groups often stayed together for a long time and the teacher supplied the knowledge for students to learn. In the transaction model, the teacher provides situations for students to interact with the material in order to gain knowledge. Students are **ACTIVE**, not passive, and teachers are no longer pouring knowledge into students. Teachers are acting as coaches and assisting students in connecting the new knowledge with their prior knowledge. A basketball coach does not physically shoot the ball for the players. The players are doing the work with the The teacher is the

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- and 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 the text.
The Student’s 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 the texts. There is much reading.

From: Burkins, J and Yaris, K., *Who’s Doing the Work? How to say Less so Readers can do More* p. 84-85

Recommendations:

1. Use both Strategy Groups and Guided Reading
2. Take status of the class at the end of a mini lesson
 - a. Student report independent time reading/work
 - b. Check if student are able to articulate how to use what they learned during mini lesson
 - c. Students articulate a plan of action before working
3. Pull quick strategy group for anyone who is confused
4. Use strategy groups for writing with same format
5. Continue Guided Reading Group
6. Keep learning active
7. You are the guide and Students do the work to develop the answers
8. <http://www.nbclearn.com/writers-speak-to-kids>