Strategies for Teaching SMALL-GROUP GUIDED READING Grades K-5

KRWENDY, INSTRUCTOR • KMCCULLOUGH@SMEKSENSOLUTIONS.COM • WWW.SMEKSENSOLUTIONS.COM

SMALL-GROUP GUIDED READING

LOGISTICS & PREPARATION

NEW TEXT

GUIDED WRITING

WORD STUDY

BOOK CLUBS

THE BIG PICTURE

SMEKENS EDUCATION SOLUTIONS
TODAY

The Big Picture
• Deliver 3 types of instruction
• Adjust expectations

Logistics & Preparation
• Compile student data
• Schedule small-group meetings
• Establish organization

New Text, LESSON PART 1
• Execute before the reading
• Scaffold during the reading
• Wrap up after the reading

Guided Writing, LESSON PART 2
• Read, think, discuss, then write
• Connect words to write a message
• Add more details to the writing
• Connect to the comprehension focus
• Compose responses to prompts

Word Study, LESSON PART 3
• Assess, decide, & guide
• Follow the hierarchy of development
• Scope and sequence of target skills

Book Clubs
• Engage in book clubs, occasionally
• Hold introductory meetings

Live Closing
• Focus on fluency
• Remember two big ideals

RESOURCES
Purcha ce resources between now and
September 30, 2021 and receive 15% off
everything. Use coupon code Summer21.

WORKSHOP SECRET SITE
To gain access to the “secret website” that cor-
responds with this workshop, simply visit “access.
SmekensEducation.com” using your private login.

FOR MORE IDEAS
Visit the Learning Center area of our website at
www.SmekensEducation.com to find hundreds
of free tips and tricks for K-12 teachers.
Recognize the different opportunities to provide reading instruction.

**Whole-Class Mini-Lessons**
15 minutes each
Provide explicit instruction on how to do something in reading.
- Outline procedural lessons.
- Deliver comprehension lessons.
- Execute fluency lessons.
- Offer word-study lessons.

**Small-Group Guided Instruction**
About 20 minutes per group
- Group 5-6 students for differentiation.
- Practice skills/strategies recently taught.
- Center skill/strategy work around a text.
- Provide time for students to read an entire text.
- Engage students in discussion about the text.
- Small-group instruction starts after the 6-week launch.

**Independent Literacy Stations**
Grow stamina from 3-20+ minutes
- Launch stations during the first 6 weeks of the year.
- Introduce procedures explicitly.
- Grow reader stamina, increasing independence.
- Plan authentic reading & writing-about-reading activities.
- Provide opportunities to practice word work.

**What is the goal of guided-reading instruction?**
The goal of guided reading is to help readers **CONFIDENTLY**, proficiently, and **INDEPENDENTLY** process increasingly **CHALLENGING** texts.

Jan Richardson, *The Next Step Forward in Guided Reading*, pg. 9

**How does a teacher achieve the goal of guided-reading instruction?**
Students become better readers by actually reading. Teachers of guided reading match students with instructional leveled texts to provide challenges for problem-solving by cross-checking and self-monitoring. These teachers allow students to use strategies on their own to make sense of the text. However, teachers also know how to give just the right amount of support for students to try additional strategies when the text becomes too difficult.
Distinguish between small groups of the past and those of today.

**Then**

Traditional Reading Groups

- Each group reads the same text.
- Students read round-robin style.
- Students read a line, paragraph, section of the book aloud.
- Instruction focuses on reading words correctly.
- Teacher or other students correct the reader’s miscues.
- Students read chapter books in the small group.
- Students finish the whole assigned passage in a meeting.
- Teachers ask questions at end to check comprehension.
- Lesson focuses on the next skills outlined in the manual.
- Students stay with the same group all year.

**Now**

Differentiated Small-Group Instruction

- Groups read different texts based on level/strategy.
- Each student reads silently or whisper reads at own pace.
- Students read the WHOLE assigned passage.
- Instruction focuses on supporting strategies to process text.
- Students have multiple opportunities to problem-solve words with the support of a teacher nearby.
- Students read short 1- or 2-day passages in the small group.
- Students read a portion of the passage today and more in another meeting or possibly on own.
- Students discuss thinking before, during, and after the reading.
- Lesson focuses on the skills needed by this group based on data.
- Students move fluidly among groups depending on focus of lesson.

Secret Site Resources

Teaching and Prompting Guide, Kristi McCullough (Smekens Education)

Download and print 8x11 versions of each teacher-prompt card.

Plan lessons that match the stage of your readers using the PDF or editable Word versions on the secret site.
# Pre-A Lesson Plan

<table>
<thead>
<tr>
<th>ACTIVITY OPTIONS &amp; OBSERVATION NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>**3-5 min. ** — <strong>WORD STUDY</strong> (Choose 1)</td>
</tr>
<tr>
<td><strong>Sound Boxes:</strong> Orally push sounds with finger or chip.</td>
</tr>
<tr>
<td>List 3-phoneme words:</td>
</tr>
<tr>
<td><strong>Sound/Picture Sorts:</strong> Sort pictures by beginning sounds.</td>
</tr>
<tr>
<td>List sounds targeted:</td>
</tr>
</tbody>
</table>

| **12-15 min. ** — **WORKING WITH TEXT** (Choose 1) |
| **Do shared reading with a big book or level A book.** |
| **Teach print concepts:** (Choose 1 or 2) |
| ☐ 1:1 match |
| ☐ Concept of a word |
| (Students frame each word in a sentence.) |
| ☐ Concept of a letter |
| (Students frame a letter or count the letters in a word.) |

| **Students can locate in text:** |
| ☐ First/last word |
| ☐ Concept of a letter |
| ☐ First/last letter |
| ☐ Period |
| ☐ Capital/lower case letters |

| **Interactive Writing & Sentence Cut-Up** |
| Build a sentence together from a shared experience. Model saying words slowly. Attend to dominant consonants. Provide support for other sounds/spellings. |
| **Teach print concepts:** (Choose 1 or 2) |
| ☐ Concept of a word (Count the words in sentence.) |
| ☐ Directionality with L-R and return sweep |
| ☐ 1:1 match |
| ☐ First/last letter |
| ☐ Period |
| ☐ Capital/lower case letters |

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Adapted from *The Next Step in Guided Reading*, Jan Richardson © 2020 Smekens Education Solutions, Inc.
## Emergent Small-Group Lesson Plan

<table>
<thead>
<tr>
<th>1-2 min.—WORD STUDY</th>
<th>Write sight words for review.</th>
</tr>
</thead>
<tbody>
<tr>
<td>____________ ____________ ____________</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>3-8 min.—BEFORE READING</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>3-5 min.—BEFORE READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locate a new high-frequency word used in the text:</td>
</tr>
</tbody>
</table>

| Explain critical concepts/vocabulary: |

<table>
<thead>
<tr>
<th>5-8 min.—DURING READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students read whole text. Check prompts used.</td>
</tr>
<tr>
<td>☐ Check the picture. What would make sense?</td>
</tr>
<tr>
<td>☐ Get your mouth ready for the first sound.</td>
</tr>
<tr>
<td>☐ Get your mouth ready and check the picture.</td>
</tr>
<tr>
<td>☐ Could it be ____________ or ____________?</td>
</tr>
<tr>
<td>☐ Show yourself the word ____________ .</td>
</tr>
<tr>
<td>☐ Check the word with your finger. Are you right?</td>
</tr>
<tr>
<td>☐ Try reading without pointing.</td>
</tr>
<tr>
<td>☐ How would the character say that?(Show expression.)</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>3-5 min.—AFTER READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Prompt:</td>
</tr>
</tbody>
</table>

| Teaching points after reading: (Choose 1 or 2) |
|☐ Check for 1:1 matching. (By Level C, discourage pointing.) |
|☐ Use picture clues to determine meaning. |
|☐ Monitor with known words. |
|☐ Get mouth ready for initial sound. |
|☐ Cross-check picture with the first letter. |
|☐ Use visual scanning; check the word left to right. |
|☐ Read with fluency and expression. |

| (Day 2) Discussion and Guided Writing: |

<table>
<thead>
<tr>
<th>1-2 min.—WORD STUDY</th>
<th>Work on sounds with:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Picture Sorts ☐ Making Words ☐ Sound Boxes</td>
<td></td>
</tr>
</tbody>
</table>

| OR Teach 1 sight word: __________________________ |
| ☐ Visual scanning ☐ Mix & Fix ☐ Writing on a whiteboard |
| ☐ What’s missing? ☐ Table Writing |
# Early/Beginning Small-Group Lesson Plan

<table>
<thead>
<tr>
<th>1-2 min.—WORD STUDY</th>
<th>Write sight words for review.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3-5 min.—BEFORE READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locate a new high-frequency word used in the text:</td>
</tr>
<tr>
<td>Explain critical concepts/vocabulary:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8-10 min.—DURING READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students read whole text. Check prompts used.</td>
</tr>
<tr>
<td>Decoding Prompts:</td>
</tr>
<tr>
<td>□ Check the picture. Reread &amp; think what would make sense.</td>
</tr>
<tr>
<td>□ Check the end (or middle). What would look right &amp; make sense?</td>
</tr>
<tr>
<td>□ Cover the ending. Is there a part you know?</td>
</tr>
<tr>
<td>□ Use your finger to break the word into parts.</td>
</tr>
<tr>
<td>□ Do you know another word that looks like this one?</td>
</tr>
<tr>
<td>Self-Monitoring Prompts:</td>
</tr>
<tr>
<td>□ Reread after someone tells you a word.</td>
</tr>
<tr>
<td>□ Reread after problem-solving a word.</td>
</tr>
<tr>
<td>□ What would make sense AND look right?</td>
</tr>
<tr>
<td>□ Why did you stop? What did you notice?</td>
</tr>
<tr>
<td>□ What else could you try?</td>
</tr>
<tr>
<td>Fluency &amp; Phrasing Prompts:</td>
</tr>
<tr>
<td>□ Put some words together so it sounds smooth.</td>
</tr>
<tr>
<td>□ Read it like the character/author would say it.</td>
</tr>
<tr>
<td>□ Point with only your eyes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3-5 min.—AFTER READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Prompt:</td>
</tr>
<tr>
<td>Teaching Points After Reading: (Choose 1 or 2)</td>
</tr>
<tr>
<td>Word-Solving Behaviors:</td>
</tr>
<tr>
<td>□ Reread at difficulty.</td>
</tr>
<tr>
<td>□ Reread after problem-solving or given a TOLD.</td>
</tr>
<tr>
<td>□ Attend to endings.</td>
</tr>
<tr>
<td>□ Use known parts.</td>
</tr>
<tr>
<td>□ Read contractions.</td>
</tr>
<tr>
<td>□ Use analogies.</td>
</tr>
<tr>
<td>□ Chunk big words.</td>
</tr>
<tr>
<td>Fluency Behaviors:</td>
</tr>
<tr>
<td>□ Attend to bold words.</td>
</tr>
<tr>
<td>□ Reread page for expression.</td>
</tr>
<tr>
<td>Comprehension Strategies:</td>
</tr>
<tr>
<td>□ Recall information.</td>
</tr>
<tr>
<td>□ Retell events in sequence.</td>
</tr>
<tr>
<td>□ List details with Retelling Glove.</td>
</tr>
<tr>
<td>□ Discuss characters’ feelings.</td>
</tr>
<tr>
<td>(Day 2) Discussion and Guided Writing:</td>
</tr>
<tr>
<td>(Choose 1 or 2)</td>
</tr>
<tr>
<td>□ What’s missing?</td>
</tr>
<tr>
<td>□ Mix &amp; Fix</td>
</tr>
<tr>
<td>□ Picture/Word Sort</td>
</tr>
<tr>
<td>□ Sound/Letter Boxes</td>
</tr>
<tr>
<td>□ Making words</td>
</tr>
<tr>
<td>□ Analogy Charts</td>
</tr>
</tbody>
</table>

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## Transitional Small-Group Lesson Plan

### BEFORE READING
- **Introduce a new text.** Give title and gist.

### DURING READING
- **Explain critical concepts/vocabulary:**
- **Fluency & Phrasing Prompts:**
  - Read in phrases.
  - Attend to changes in print (bold, italicized, etc.).
  - Attend to punctuation.
  - Change expression to match the tone of text.
- **Self-Monitoring Prompts:**
  - Reread at difficult part.
  - What would make sense AND look right?
  - Why did you stop? What did you notice?
  - What else could you try?

### AFTER READING
- **Facilitate a comprehension discussion:** (Choose 1)
  - Beginning-Middle-End
  - Retelling Glove
  - Somebody-Wanted-But-So-Then (SWBST)
  - Character Analysis
  - Problem/Solution
  - Text Features
  - Main Idea
  - Yes, Ma’am constructed response

### ACTIVITY OPTIONS & OBSERVATION NOTES
- (Day 2 or 3) Discussion and Guided Writing:

### WORD STUDY
- **1-2 min.—WORD STUDY (if appropriate):**
  - Analogy chart
  - Breaking Words
  - Make a big word
  - Writing big words

### NOTE: As texts get longer, consider a 2-day lesson plan.
- Day 1—Introduce text. Read to a certain point and discuss.
- Day 2—Quickly revisit text. Read to the end and discuss complete text.

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# Fluent Small-Group Lesson Plan

<table>
<thead>
<tr>
<th>Before Reading</th>
<th>During Reading</th>
<th>After Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIVITY OPTIONS &amp; OBSERVATION NOTES</strong></td>
<td><strong>ACTIVITY OPTIONS &amp; OBSERVATION NOTES</strong></td>
<td><strong>ACTIVITY OPTIONS &amp; OBSERVATION NOTES</strong></td>
</tr>
<tr>
<td><strong>Introduce a new text.</strong> Give title and gist.</td>
<td>Students read the text silently at own pace. Listen to one student whisper read at a time if needed. Check prompts used.</td>
<td>Facilitate a comprehension discussion: (Choose 1)</td>
</tr>
<tr>
<td><strong>Vocabulary Prompts:</strong></td>
<td><strong>Vocabulary Prompts:</strong></td>
<td><strong>Vocabulary Prompts:</strong></td>
</tr>
<tr>
<td>- Where can you break that word?</td>
<td>- Where can you break that word?</td>
<td>- Beginning-Middle-End</td>
</tr>
<tr>
<td>- Read on to see if the author explains the word.</td>
<td>- Read on to see if the author explains the word.</td>
<td>- Retelling Glove</td>
</tr>
<tr>
<td>- Check text features for explanation of word.</td>
<td>- Check text features for explanation of word.</td>
<td>- Somebody-Wanted-But-So-Then (SWBST)</td>
</tr>
<tr>
<td><strong>Fluency &amp; Phrasing Prompts:</strong></td>
<td><strong>Fluency &amp; Phrasing Prompts:</strong></td>
<td><strong>Fluency &amp; Phrasing Prompts:</strong></td>
</tr>
<tr>
<td>- Read in phrases.</td>
<td>- Read in phrases.</td>
<td>- Character Analysis</td>
</tr>
<tr>
<td>- Change expression to match the tone of text.</td>
<td>- Change expression to match the tone of text.</td>
<td>- Problem/Solution</td>
</tr>
<tr>
<td><strong>Self-Monitoring Prompts:</strong></td>
<td><strong>Self-Monitoring Prompts:</strong></td>
<td><strong>Text Features</strong></td>
</tr>
<tr>
<td>- Reread at difficult part.</td>
<td>- Reread at difficult part.</td>
<td>- Main Idea</td>
</tr>
<tr>
<td>- Does it make sense?</td>
<td>- Does it make sense?</td>
<td>- Yes, Ma'am constructed response</td>
</tr>
<tr>
<td>- Does it look right?</td>
<td>- Does it look right?</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** As texts get longer, consider a 2-day lesson plan. Day 1—Introduce text. Read to a certain point and discuss. Day 2—Quickly revisit text. Read to the end and discuss complete text.

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Logistics & Preparation

Compile student data

Follow seven steps to identify possible groupings.


2. Jot student names down the side. List the sources of data across the top.

3. Collect data during the first weeks of school. Add it to the Reading Data Tracker.

4. Highlight the “at-risk” scores per column/per assessment.

5. Cut apart each row of student information on the Reading Data Tracker.

6. Arrange students from highest to lowest scores per assessment.

7. Determine the group types you will assemble—level or strategy/skill.

Teacher Tip

Organize data digitally using Excel or Google Sheets.

— J. Burkins & K. Yaris, Who’s Doing the Work

…We have to APPLY OUR KNOWLEDGE of students as readers, gathered as we observe their interaction with text…NO ONLINE ASSESSMENT CAN REPLACE THE TEACHER in this work.
**Teacher Resources**

**WWW.JANRICHARDSONGUIDEDREADING.COM**

Jan Richardson, author of *The Next Step Forward in Guided Reading*, has a site with many resources, videos, and downloadable materials for small-group instruction.

**PROFESSIONAL BOOK**

Beyond finding cut-scores, teachers must analyze scores. What behaviors are evident or lacking? *Assessment Summary Charts* for each stage can be found within *The Next Step Forward in Guided Reading*, by Jan Richardson.
**LOGISTICS & PREPARATION**

Schedule small-group meetings

**Determine the frequency of small-group meetings.**

<table>
<thead>
<tr>
<th>Differentiate support within small-group meeting rotations.</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>PM</td>
<td>3</td>
<td>PM</td>
<td>3</td>
<td>PM</td>
<td></td>
</tr>
</tbody>
</table>

Adjust the schedule if you have “push-in” support. Switch groups with support staff each week.

<table>
<thead>
<tr>
<th></th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>2</td>
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<td>3</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>3</td>
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</tbody>
</table>

|                                                             |        |         |           |          |        |
|                                                             | 1      | 1       | 1         | 1        | 1      |

**After the Launch, conduct small-group guided reading.**

<table>
<thead>
<tr>
<th>MONTH 1</th>
<th>MONTH 2</th>
<th>MONTH 3</th>
<th>MONTH 4</th>
<th>MONTH 5</th>
<th>MONTH 6</th>
<th>MONTH 7</th>
<th>MONTH 8</th>
<th>MONTH 9</th>
<th>MONTH 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build stamina.</td>
<td>If needed, move students to different groups based on fluency or strategy issues.</td>
<td>Utilize a variety of genres and publishing companies for the reading texts.</td>
<td>Conduct Book Clubs with chapter books lasting 7-10 days.</td>
<td>Based on reassessments, move/ reconfigure the small groups based on readers’ needs.</td>
<td>Conduct Book Clubs with chapter books lasting 7-10 days.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduce comprehension strategies.</td>
<td>Teach procedures for conducting a small-group conversation without raising hands.</td>
<td>Incorporate ways to document the Thinking Voice by students or teacher as the scribe.</td>
<td>Suspend teacher-led small-group instruction.</td>
<td>Provide numerous experiences with short, one-sitting passages of a variety of genres to prepare for standardized assessments.</td>
<td>Reassess students to determine growth, if needed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct whole-class and one-on-one assessments.</td>
<td>Compile data.</td>
<td>Model small-group procedures and then how to assimilate back into independent literacy station work.</td>
<td>Use 5-7 days to reassess students one-on-one.</td>
<td>Max-out independent reading time to 45 minutes.</td>
<td>Conduct Book Clubs with chapter books lasting 7-10 days.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teach procedures for conducting a small-group conversation without raising hands.</td>
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<td>Conduct Book Clubs with chapter books lasting 7-10 days.</td>
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<td></td>
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</tbody>
</table>
Establish organization

Organize meeting-space resources for efficiency.

<table>
<thead>
<tr>
<th>TEACHER ORGANIZATION</th>
<th>STUDENT ORGANIZATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basket of books</td>
<td>Student supplies box</td>
</tr>
<tr>
<td>Lesson-plan binder</td>
<td>Reader’s response journal grades 3 and up</td>
</tr>
<tr>
<td>Tote with supplies</td>
<td>Easily-accessible supplies</td>
</tr>
<tr>
<td>Reader tools</td>
<td></td>
</tr>
</tbody>
</table>

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Execute before the reading

State the comprehension focus in the book introduction.

**Teacher selects.**
- Chooses a text at an instructional level that lends itself to the focus of the lesson.

  - **Infer feelings.**
    - **BEGINNING**
    - **MIDDLE**
    - **END**

  - *A Hungry Puppy*, Michèle Dufresne
    - Level D
  - *After the Fall*, Dan Santat
    - Level M
  - *The Harmonica*, Tony Johnston
    - Level W

**Teacher sets up the task.**
- Introduces the text by providing a simple gist of 2-3 sentences.
- Leads a *Book Walk* (levels A-F) or a *Preview & Predict* (levels G-Z), looking through the pictures and text features with the students.
- Introduces high-frequency words or explains critical vocabulary.
- Ties strategies/skills back to whole-class lessons.
- Sets purpose for reading. *Read to find out ___.*
Support the comprehension focus while students read.

**Students read.**

- Echo or choral read the whole passage.
- Whisper read the whole passage at own pace.
- Cloze read a portion with the teacher.
- Whisper read the whole passage to a partner.
- Silently read at own pace.

**Teacher supports.**

- If choral reading together, the teacher leads the group, stopping for places to problem-solve the words together.
- If students are whisper reading, the teacher leans in to listen to each student read a few paragraphs or pages.
- If students need support, the teacher gives prompts for solving words appropriate to the stage of the reader.
  - What would make sense and look right?
  - Do you see a part you know?
  - Has there been a tricky part so far?
- The teacher prompts individuals for comprehension of the text.
  - How is the character feeling?
  - What do you think will happen?
  - Let’s see what they do.

**Students interact with text.**

- Mark/code the text.
- Collect information using reader tools.
- Stop and say something.
- Stop and record something.
Annotate

**Circle**
important words.
Add a synonym or 2-3 word explanation in the margin.

**Mark new &/or big ideas.**
Summarize the idea in 2-3 words within the margin.

**Draw arrows**
to show related ideas.

**Mark new &/or big ideas.**
Summarize the idea in 2-3 words within the margin.

**Mark ideas/opinions**
that contradict what was previously read or learned.

**Jot questions and confusions in the margin.**

**Number**
1. steps
2. lists
3. details

**LOL**
Mark humorous ideas.

**Number**
1. steps
2. lists
3. details

**Identify additional information**
learned about a previously-mentioned idea.

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Wrap up after the reading

Leave time to discuss and deepen comprehension.

Students with the teacher

- Engage in discussion about the text utilizing the comprehension focus.
- Reveal information collected while reading.
- Implement a 60-second Mad-Minute Writing for fluent writers.
- Set a goal for continued use of strategies when reading on own.

FOR LOW-LEVEL
LISTY TEXT, make an
inference based on
pictures.

FOR PROBLEM/
SOLUTION TEXT, do a
shared retelling focused
on story elements.

FOR HIGH-LEVEL
LONGER TEXT, ask
open-ended questions
based on the focus.

Engage in discussion about the text utilizing the comprehension focus.

Reveal information collected while reading.

Implement a 60-second Mad-Minute Writing for fluent writers.

Set a goal for continued use of strategies when reading on own.

Teacher roles and responsibilities

- Scribe the thoughts for the group on sticky notes, a whiteboard, or a graphic organizer as a scaffold. These serve as a plan for the guided-writing portion.
- When working with levels A-I, give a word-solving Teaching Point after the comprehension discussion.
- Run the discussion like a conversation at the dining room table.
- If some students dominate the conversation, try providing Talking Sticks to encourage equal sharing from all group members.

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Retelling Glove
Integrate the third component of the guided-reading lesson.

<table>
<thead>
<tr>
<th>WRITING WITH SUPPORT</th>
<th>WRITING ABOUT THE READING</th>
<th>WRITING THAT BUILDS SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Consisting of a small group of students.</td>
<td>• Discussing the text.</td>
<td>• Scaffolding based on the stages of reading development.</td>
</tr>
<tr>
<td>• Assisted by the teacher.</td>
<td>• Linking to the comprehension focus.</td>
<td>• Practicing word-study concepts in context.</td>
</tr>
<tr>
<td>• Tailoring instruction with quick one-on-one conferences.</td>
<td>• Rehearsing a sentence or planning the details of the writing.</td>
<td>• Focusing on composition skills that transfer to Writer’s Workshop.</td>
</tr>
<tr>
<td></td>
<td>• Composing a message with details and thinking.</td>
<td></td>
</tr>
</tbody>
</table>

Include this after-reading component on day 2 or 3 of the guided-reading lesson.

**PRE-A/EMERGENT STAGE**
- Discuss the book by retelling the events.
- Use text and pictures to discuss the characters and lessons learned.
- Write a dictated sentence consisting of 4-10 words about the book including new HFW.
  - Use a shared sentence strip for Pre-A.
  - Use writing books made from copy paper with practice page at top.

**EARLY-BEGINNING STAGE**
- Do a shared retelling.
- Discuss the text with a prompt that targets the comprehension strategy.
- Write open-ended sentences of 7-10 words.
- Write 2-3 sentences, including beginning, middle, and end.
  - Rehearse the first sentence orally.
  - Prompt students to write the rest on their own.

**TRANSITIONAL STAGE**
- Do a shared retelling.
- Discuss the text, asking questions to draw inferences and refer back to the text for evidence.
- Write 1-2 paragraph responses to a discussion prompt connected to comprehension focus. Options include:
  - Retell problem/solution.
  - Infer character feelings/traits.
  - Write key facts learned on the topic.

**FLUENT STAGE**
- Discuss the text, asking questions that promote looking at their notes and the text to infer.
- Set the timer for a “mad-minute” writing of a few sentences.
- Use reader’s response journals to write paragraph(s).
- Use sticky notes, graphic organizers, sentence frames, and discussion to craft a response to a prompt.
Pre-A: Interactive writing & sentence cut-up

• Compose a 4-8 word sentence incorporating new high-frequency words/sounds from the text or a shared experience.

I like playing tag with my friends.

• Rehearse the sentence with students several times.
• Count the number of words.
• Allow students to write the dominant consonant sounds or any known high-frequency word on the table with a finger or whiteboard with marker.
• Push the sentence strip to one student to write the sounds.
• Fill in the other sounds with correct spelling. *Let me show you how it looks in a book.*
• Reread the whole sentence after each word is written to get ready for the next word.

Levels A-C: Writing journals

• Rehearse the dictated sentence about the text several times with the students.
• Count the number of words. Add lines on bottom page for words, if needed.
• Each student writes the same sentence in their writing books at their own pace.
• Support individual students as needed with letter formation, high-frequency words, and 2- or 3-letter sound boxes on the practice page.

**Sentence Cut-up**

1. After sentence is composed, cut apart the words.
2. Mix the words up.
3. With the students, put the sentence back together like a puzzle while saying the words. (This solidifies early behaviors of left to right, one-to-one match, and return sweep.)

**Emergent Writing Book**

Include practice pages for students to teach themselves letters and new words.

Have students write dictated sentences about the book.

**TEACHER TIP FOR LOW-LEVEL LISTY BOOKS:** Focus on the story within the pictures. Retell from one page or the twist at the end. Include high-frequency words used in the book.
GUIDED WRITING
Add more details to the writing

Early/Beginning Levels D-I

Before the lesson

• When planning, construct a sentence about the text.
• Connect to the comprehension focus (e.g., retell events, character feelings).
• Include any recently-learned high-frequency words.

During the lesson

1. After the comprehension discussion, state the sentence and rehearse with the students several times. Together count the number of the words.

Use the reader tools you composed during the comprehension discussion to serve as a planning tool.

2. In early stages, stretch each word with students, helping them hear the sounds.
3. Confer with each student for a minute or two, reminding students to reread and giving support for word work.

4. In the lower levels, use the practice page as a link to word study.

• Practice tricky letter formations on practice page first.
• Use sound boxes to help students hear all the sounds.
• Apply a known word to a new word.
• Students practice writing a new high-frequency word.

5. Prompt students to write more than one sentence.

• What happened after that?
• What else could you say?
• Then what did the character do?
• What is another fact you learned?

6. As students build writing stamina, encourage them to write until time is up.

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While reading and discussing the text, use a graphic organizer to focus on the comprehension skill. Use as a planning page for the writing.

- **Retelling Glove**
- **Somebody, Wanted, But, So, Then**
- **Track a Character**
- **Storyboard**
- **Key Vocabulary**
- **Dissected Web**

**Guided Writing Day 2 or 3**

- Teach students to turn their notes into a response of sentences or paragraphs.
- Support students to include:
  - Many details…
  - Put in order…
  - Incorporating vocabulary from the text…
  - And checking their spelling and punctuation (as appropriate for their reading stage).
- Remind students to reread often while composing and when finished to edit and revise.

---

Manatees are massive swimmers moving through shallow waters for plants to eat. They weigh up to 1,000 pounds and are ten feet long. They use their tail to move and flippers to steer. Manatees like to swim in shallow rivers where it is warm.

Manatees are herbivores eating plants 6 to 8 hours each day.
Day 1: Make inferences during the reading

1. Read the text.
2. Read the question.
3. List relevant details.
4. Put details together.
5. Determine what they mean.

Understand the READING process.

<table>
<thead>
<tr>
<th>EVIDENCE (DETAILS)</th>
<th>INFERENCE (ANSWER)</th>
</tr>
</thead>
<tbody>
<tr>
<td>List relevant details from the text.</td>
<td>Achieve a new understanding.</td>
</tr>
</tbody>
</table>

INFERENCE

INFERRED = EVIDENCE

RELATIONSHIPS
PATTERNS
MEMORIES

Day 2: Construct responses during guided writing

1. Discuss the details collected during the reading.
2. Make the inference together as a group.
3. Construct the first sentence orally as a group.
4. Act as the scribe to hold the collective thinking of the group.
5. After a few lessons, release the responsibility to the students to discuss and compose their own sentences for the response.

Recognize the WRITING process.

<table>
<thead>
<tr>
<th>INFERENCE (ANSWER)</th>
<th>EVIDENCE (DETAILS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write your answer (thinking, reason, understanding).</td>
<td>Support your answer with details from the text.</td>
</tr>
</tbody>
</table>
Analyzing Characters

Character Name ____________________________

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Administer assessment to determine what students are using and confusing.

**Can they write it?**
- Evident when asked to write a word from a list in isolation.
- Evident in guided writing.

**Can they read it?**
- Evident when asked to read a word from a list in isolation.
- Evident in guided reading when reading a text with meaning.

**Can they hear it?**
- Evident when asked to name the sound in a spoken word.
- Evident when asked to produce a word with the sound.

---

**Grade 2 Example**

**Level C Words**

**Kindergarten Example**

**High-Frequency Word Assessment per Reading Level**

---

**Secret Site Resources**

Locate high-frequency words in small-group meetings.

**Professional Resources**

The Next Step Forward in Word Study & Phonics,
Jan Richardson & Michèle Dufresne
WORD STUDY
Follow the hierarchy of development to know and use the sounds

1. Hear the sound.
SOUND SORT (LEVELS A-E)
• Name the pictures for the students.
• Sort as a group with 3 or 4 cards per student.
• Students say the picture name, the target sound, and the letter(s).
• Students place the picture in the correct column.

2. See the sound.
MAKING WORDS (LEVELS A-I)
• State a word for students to make.
• Students run fingers under the word as they say it.
• Break at the onset if above level D.
• State a new word.
• Students run fingers under the old word to decide what to change.

3. Hear and record the sound.
SOUND BOXES (LEVELS A-G)
• Name the number of boxes.
• Students run fingers under the boxes as they say the word.
• Students write the letters in the corresponding boxes.
• Digraphs go in one box.

4. Decode more efficiently.
BREAKING WORDS (LEVELS D-P)
• Write the word on a whiteboard (thin).
• Students take letters off trays to make the word.
• Students break the word at onset and rime.
• Name a part for students to change.
• Students break the word at onset and rime.
• Write a new word on the whiteboard (chin).
• Students read the new word.
* Adjust the words as students progress.

5. Flexible with vowel patterns.
ANALOGY CHARTS (LEVELS G-P)
• Use to teach vowel patterns such as silent -e and vowel clusters.
• Name the known key words for students to write at the top.
• Say a new word with the same pattern and have students pick the column to write the word.
• Students read the words in the column.
• Write a new word on the whiteboard and have students read it.

6. Decode multi-syllabic words.
MAKE A BIG WORD (LEVELS J-P)
• Say the big word and have students clap each syllable.
• Students make the word.
• Break it into parts and remake it.

7. Connect known to new.
WRITING BIG WORDS (LEVELS J-P)
• Show students a known word or affix.
• Say a new big word.
• Students write the word and underline the known part.
• Say other words with the same part.
• Discuss any unfamiliar words.

8. Use roots for meaning.
WORKING WITH AFFIXES (LEVELS Q-Z)
DAY 1—
• Introduce an affix. Give the meaning and a familiar word.
• Say a new word with the affix.
• Students make and break the word.
DAY 2—
• Review the affix.
• Dictate three words with the affix.
• Students write the words and underline the affix.
DAY 3—
• Review the affix.
• Give each student a different card with a word containing the affix.
• Students read the words and explain their meaning.

Adapted from The Next Step Forward in Word Study and Phonics, Jan Richardson & Michèle Dufresne
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Strategies for Teaching Small-Group Guided Reading Grades K-5
WORD STUDY  Scope & sequence of target skills

**LEVEL A FOCUS | Initial consonants**
- Sort sounds by initial consonants.
- Fill in 2- or 3-letter sound boxes.
- Make words by exchanging initial consonants.

**LEVEL B FOCUS | Initial & final consonants, short vowels a & o**
- Sort sounds by initial and final consonants and short a and o.
- Fill in 2- or 3-letter sound boxes.
- Make words by exchanging initial and final letters.

**LEVEL C FOCUS | Short vowels & hearing sounds in sequence**
- Sort sounds by short e, i, u.
- Fill in 3-letter sound boxes.
- Make words by exchanging initial, medial, and final letters; include all short vowels.

**LEVEL D FOCUS | Digraphs, endings (-s, -ing), & onset/rime**
- Sort initial and final digraphs.
- Fill in 3-letter sound boxes with digraphs.
- Make words by exchanging initial, medial, and final letters; include all digraphs; break at onset and rime.

**LEVEL E FOCUS | Initial blends, onset/rime, & endings (-ed, -er)**
- Sort initial blends.
- Fill in 4-letter sound boxes with initial blends.
- Make words by adding and deleting initial clusters; break at onset and rime.

**LEVEL F FOCUS | Final blends, onset/rime**
- Sort final blends.
- Fill in 4-letter sound boxes with final blends.
- Make words by adding and deleting final clusters; break at onset and rime.

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Adapted from *The Next Step Forward in Guided Reading*, Jan Richardson | *The Next Step Forward in Word Study and Phonics*, Jan Richardson & Michèle Dufresne

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LEVEL G FOCUS | Initial & final blends, silent -e
- Fill in 4- or 5- letter sound boxes with initial and final blends and digraphs.
- Make words with the silent -e feature; break at onset and rime.
  mat-mate-mane-man
- Use analogy charts adding the silent -e to short vowel words.

<table>
<thead>
<tr>
<th>ham</th>
<th>name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ram</td>
<td>game</td>
</tr>
<tr>
<td>jam</td>
<td>tame</td>
</tr>
<tr>
<td>bam</td>
<td>same</td>
</tr>
</tbody>
</table>

LEVEL H-I FOCUS | Vowel patterns & endings
- Fill in 5- letter sound boxes with initial and final blends and digraphs.
- Make words with the same vowel patterns all, ar, ay, ee, oe, oo, or, ow (cow); break at onset and rime.
  cow-clown-crown-crowd
- Use analogy charts, sorting by vowel teams and adding endings.

<table>
<thead>
<tr>
<th>eat</th>
<th>day</th>
</tr>
</thead>
<tbody>
<tr>
<td>beat</td>
<td>gray</td>
</tr>
<tr>
<td>seating</td>
<td>stayed</td>
</tr>
<tr>
<td>cheater</td>
<td>prayed</td>
</tr>
</tbody>
</table>

LEVEL J-K FOCUS | Silent -e, vowel patterns, r-controlled vowels, endings & compound words
- Break a word by taking off the ending and break at the vowel (sp-inn-ing—gr-inn-ing—thinner).
- Make big words; break at the syllable.
  scorch-ing
- Use analogy charts, sorting by vowel teams, r-controlled vowels, and inflectional endings with and without spelling changes. Increase difficulty adding digraphs, blends, prefixes, and suffixes.

LEVEL L-M FOCUS | Vowel patterns, r-controlled vowels, endings, compound words, prefixes & suffixes
- Break a word by taking off the ending and break at the vowel (r-right-ful—fr-right-ful—brightness).
- Make a big word and break at the syllable.
  pow-er-fully part-ner-ship
- Write a few big words with the same vowel pattern aw, igh, ow (crow), ew.
  ous—fabulous, joyous, enormous
- Use analogy charts, sorting by all vowel teams and changing the spelling to add an ending. Increase difficulty adding prefixes (over, un) and suffixes (ship, ful, ly, ness, ous).

LEVEL N-P FOCUS | Vowel patterns, endings, prefixes & suffixes
- Break a word by taking off the ending and break at the vowel (com-mo-tion—completion).
- Make a big word and break at the syllable.
  pre-ven-tion fur-ni-ture
- Write a few big words with the same vowel pattern.
  action—vacation, nation, pollution
- Use 3-column analogy charts, sorting by changing the spelling when adding an ending by dropping the -e or doubling the consonant or adding prefixes (dis, com, pre) and suffixes (tion, ture, less, ment).

LEVEL Q-Z FOCUS | Affixes and roots
- Make an affix word with magnetic letters and break at the syllable and then by affix.
  gui-tar-ist
- Write an affix word. Dictate a word for the students to write.
  alarm-ist, tour-ist
- Read an affix word. Give a different word with the same affix to each student. Each student reads, defines, and uses the word in a sentence.
  nutrition-ist, motor-ist, ter-ror-ist, chem-ist, etc.
Hold book clubs 3-4 times a year in lieu of small groups in order to practice authentic literacy.

Teacher Resources

PROFESSIONAL BOOKS

The Inside Guide to the Reading-Writing Classroom: Strategies for Extraordinary Teaching, Leslie Blauman

Mini-Lessons for Literature Circles, Harvey Daniels & Nancy Steineke

Announce which books they read; allow students a say in choosing their texts.

• Identify several high-interest chapter books.

• Consider whether all will read the same book versus providing a choice of 5-6 titles.

• Start with shorter texts (250 pages or less).

• Conduct book commercials or watch book trailers.

• Rank/Choose books.

• Assign 5-6 students per "club."

Communicate how book will be read— independently.

Reveal when books will be read— during literacy stations (i.e., Classroom Library) and/or at home.

Plan for the struggling and high-ability readers.
Announcing Classroom Book Clubs!

Dear Parents,

For the next few weeks, students will be reading books and discussing them in small groups— we call these groups Book Clubs. Each club consists of four to six students who selected the same book. Since this is something new, I wanted to share a little information so that you can best support your child.

Each student has been given a copy of his or her book to read. I will provide about 30 minutes of reading time each day, but if they do not complete their assigned reading, they will need to take the book home to finish. The reading page assignments are created by the Book Club groups on a daily basis and will be written on a bookmark or sticky note for reference. In addition, students may have to complete a short assignment, such as writing a summary, creating discussion questions, or using sticky notes to mark sections they want to discuss. Please make sure your child completes his or her reading assignment each day. Also, note that they may NOT read ahead of the assigned pages because this will spoil the discussion. Of course, they are always free to read other books at home, but they need to respect the guidelines by not reading ahead in their Book Club book.

Ways you can help your child experience success:

1. Set up a regular quiet reading time after school or before bed.
2. Check to be sure the daily reading assignment has been completed.
3. Discuss the book with your child. Ask questions and show interest in what he or she is reading. You can even get your own copy and read along!
4. If you feel your child is having trouble understanding the book, take turns reading pages aloud and discussing the story.

Grades will be based on completion of reading assignments, written responses, and participation during the meetings. Please contact me if you have any further questions. We are excited to have this chance to read books of our choice and talk about them with friends!

Sincerely,

[Signature]

I will do my best to support my child during the Book Club unit as outlined in the letter above.

Please cut this bottom portion off and return it signed

---

STUDENT NAME

PARENT SIGNATURE
Hold introductory meetings

Gather to establish procedures.

Describe the actions of real readers.

- Set goals.
- Meet deadlines.
- Participate in conversations.

Negotiate goals for the next meeting.

- Note reading goals and meeting times on student bookmarks.
- Reveal the reading purpose, question, or discussion topic.
- Identify a strategy to document their Thinking Voice.
- Remind all to come prepared to share thoughts at the next Book Club meeting.

Have students pledge to stop at the assigned page.

Address assessment.
Identify means of grading and accountability.

- Generate a Yes, MAAM written response to the initial discussion topic/question.
- Post a review on a website.
- Develop a book trailer.

Acknowledge the teacher’s role as facilitator.

- Facilitate discussions about the book.
- Remain silent and let students talk.
- Avoid evaluative comments.
- Encourage talking to each other.
WHEN PREPARING QUESTIONS…

- Create text-based questions to drive the conversation. These are called Framing Questions (e.g., general understanding, key details, vocabulary, text structure, author’s purpose, inference, opinion, inter-textual connections, quote).
- Create questions that have more than one right answer.
- Create questions at multiple levels so that everyone can participate.
- Display questions so students can refer back to them easily. (Give students more difficult questions ahead of time so that they can think through them.)

WHEN CONSIDERING BEHAVIORS…

- Plan only 50% of the discussion time so that the teacher’s questions do not dominate the conversation.
- Stand behind the speaker to encourage peers to talk to one another.
- Give wait time (e.g., 3-hand rule, 3-second wait rule).
- Maintain notes on chart paper. Summarize ideas regularly.
- Respond in ways that encourage more conversation.
- “Call out” to those who haven’t said much and then give lots of wait time.
- Provide “think breaks.” Give students time to jot notes on possible answers, turn & talk, and/or reread the text.

WHEN REFINING REACTIONS…

- Ask yes/no questions.
- Ask low-level questions.
- Ask difficult questions and expect students to be able to answer them without processing time.
- Determine all the questions.
- Let certain people take over.
- Stand at the front of the room and ask for answers.
- Allow students to personally attack others or their ideas.
- Allow students to treat the conversation like a competition.
- Interrupt at will.
- Endorse particular answers.
- Call on raised hands.
- Praise irrelevant opinions, superficial observations, and personal examples.
- Share too many of your own thoughts and opinions.
# 7 Steps to Making a Book

## T.R.A.I.L.E.R.

<table>
<thead>
<tr>
<th>T</th>
<th>Think &amp; plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>Pick the right book— preferably one you enjoyed reading.</td>
</tr>
<tr>
<td>R</td>
<td>Watch other trailers to determine techniques you prefer.</td>
</tr>
<tr>
<td>A</td>
<td>Plan out images and text on a storyboard.</td>
</tr>
<tr>
<td>I</td>
<td>Include basic book information (e.g., title, author).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>R</th>
<th>Retrieve photos or video</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>Take pictures of important illustrations (for picture books).</td>
</tr>
<tr>
<td>A</td>
<td>Collect photos or video (for chapter books).</td>
</tr>
<tr>
<td>L</td>
<td>Edit images and save to a folder.</td>
</tr>
<tr>
<td>E</td>
<td>Insert photos or video into movie software.</td>
</tr>
<tr>
<td>I</td>
<td>Save often.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th>Add narration &amp; titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>Type your text.</td>
</tr>
<tr>
<td>R</td>
<td>Record your voice, adding expression to your narration.</td>
</tr>
<tr>
<td>E</td>
<td>Save often.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I</th>
<th>Improve &amp; enhance</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>Watch your video to make sure the audio and video match.</td>
</tr>
<tr>
<td>R</td>
<td>Adjust number of pictures or timing of narration if necessary.</td>
</tr>
<tr>
<td>E</td>
<td>Save often.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>L</th>
<th>Lay down the soundtrack</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>Choose background music to match the theme of the text.</td>
</tr>
<tr>
<td>I</td>
<td>Save often.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E</th>
<th>Evaluate &amp; revise</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>Preview video.</td>
</tr>
<tr>
<td>R</td>
<td>Adjust any audio or video elements.</td>
</tr>
<tr>
<td>A</td>
<td>Ask someone to watch your video.</td>
</tr>
<tr>
<td>L</td>
<td>Listen to feedback and make adjustments.</td>
</tr>
<tr>
<td>I</td>
<td>Save often.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>R</th>
<th>Render your story</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>Store video to a personal file.</td>
</tr>
<tr>
<td>A</td>
<td>Share with others.</td>
</tr>
</tbody>
</table>

---

Adapted from an idea by Michelle Harclerode, Creator of [www.booktrailersforreaders.com](http://www.booktrailersforreaders.com) ©2014 Smekens Education Solutions, Inc.
### Developing the Discussion
- What have we learned so far?
- Now what do we know?
- What is happening in our passage?
- Now what do you think?
- How are our ideas changing?
- What do you think about the new ideas that we just shared?
- What thoughts do you have about these new ideas?

### Extending the Discussion
- Why do you think that?
- Share your thinking with us.
- Tell us what makes you think that.
- Talk about that.
- What were you thinking about that?
- What else were you thinking?
- Can anyone add to ______’s comment?
- Who can say more about ______?

### Clarifying the Discussion
- What does that mean?
- Do you mean ______?
- Could it be ______?
- How is that different from what ______ said?
- Say more about what you mean.
- I don’t understand what you mean.
- I wonder if this means ______.
- Maybe ______ is trying to say that ______.

### Shifting the Discussion
- Who else thinks this is a good possibility?
- What is another possibility?
- Who has a different idea?
- Is there another way of looking at this?
- What else do we need to talk about?
- Are there any other ideas you would like to share?
- Is there anything we haven’t discussed that might be important?
- What else does it make you think of?
Target the characteristics of strong reader fluency.

- Introduce the robot and skateboarder icons.
- Model and build a rubric with students.
- Target instruction on facets other than speed/reading rate.

**PHRASING:** Read through a window, not a hole.

- After 1:1 match, cease finger pointing.
- Point with eyes only.
- Emphasize phrase reading.
- Place bookmark above the text.

**PHRASING:** Read words in phrases, breathing appropriately for punctuation.

- Talking speed
- Interesting
- Different voices for characters
- Voice changes for punctuation
- Reads words automatically
- Reads words in groups (phrases)
- Changes speed based on what makes sense
- Reads with expression
- Understands the story

**EXPRESSION:** Read with feeling based on font, format, and punctuation.

- Exclamation Mark
  - Amy Krouse Rosenthal
- Yo! Yes?
  - Chris Raschka
- Mirror Mirror
  - Marilyn Singer
- Follow Follow
  - Marilyn Singer

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Wolf wants to join this sophisticated group.

First, Wolf learns the basics.

Wolf begins to read using his knowledge about letters, words, & sounds.

After consistent practice, Wolf soon discovers that reading is so much more than just saying the words on the page.

Wolf orchestrates all the components of reading together to be a fluent story-teller who now thinks about what he is reading.

Later, Wolf thinks he is reading well simply because he can read fast. He needs to work on other aspects of fluency besides speed.

Eventually, Wolf shares his love of reading with others.

1. Remember the components to building a reader.

2. Differentiate based on needed reader behaviors and reading strategies.