

Guided Reading

Before, During and After Activities

Good Readers:

1. They use existing knowledge to make sense of new information.
2. They ask questions about the text before, during, and after reading.
3. They draw inferences from the text.
4. They monitor their comprehension by actively constructing meaning through summarizing, questioning, clarifying, predicting, etc.
5. They use “fix up” strategies when meaning breaks down.
6. They determine what is important.
7. They synthesize information to create new thinking.

Pre-reading Activities:

Plan your comprehension strategies for a guided reading lesson that increases student understanding:

1. Read the book.
2. Select **one** most concept you will teach from this text.
 - What is this book mostly about?
 - What is the major theme of the book?
3. Determine what students know and don't know about the concept:
 - What important **vocabulary words** in the text should students know?
 - What **important ideas**, related to the concept, do they need to know?
4. Select vocabulary words that **activate/build background knowledge** about the concept of the book. (**Teach** words that are essential to the story, prior to reading it.)
5. Select a **prereading** activity that activates or builds prior knowledge about the concept of the book:

Brainstorming:

Brainstorming is used to set a purpose for the lesson, activate or build background knowledge, and get the students interested in the text's concept(s).

Steps:

1. **Identify a key concept** that is reflected in the text.
Example: Be sure to narrow it down to “owls” rather than “birds”, if that is all that is discussed in the text.
2. Students will work in **small groups** to generate a list of words or phrases vertically on paper that are related to the key concept. Social activities encourage students to generate more knowledge because they are triggering the knowledge in one another.

List—Group—Label:

List –Group—Label (Taba, 1967) is very similar to Brainstorming, but the benefit of this activity is that students **organize** the knowledge that they generate.

Steps:

1. **Identify a key concept** that is reflected in the text. Be sure to determine a concept that is specifically appropriate to the text. Example: Don't use “birds” as your topic if the text only focuses on “owls.”
2. Students work in **small groups** to generate a list of words or phrases that relate to the key concept. These are listed vertically on paper. Be sure that students are working in groups—social activities encourage students to generate more knowledge because they are triggering the knowledge in one another.
3. The students **group the brainstormed list** by identifying words that have something in common. Usually there are several possible ways to group the words and sometimes words will belong in more than one category.
4. Students will **label** the groups with a key word that describes the commonality among the words in the group.
5. Students may want to **add more to their lists** at this point, realizing that one category may be more incomplete than the other(s).

(*Animals of the Night* by Merry Banks) Brainstorm nocturnal animals/diurnal animals.

PreP:

The Pre-reading Plan (Langer, 1981) is similar to Brainstorming, except the students **elaborate** on their background knowledge. For students with limited background knowledge, hearing an elaboration about a concept from another student is extremely useful. This will also help ESL students.

Steps:

1. **Identify a key concept** that is reflected in the text. Be sure to determine a concept that is specifically appropriate to the text (owls, not just birds).
2. The teacher says, “Tell me **anything** that comes to mind when you hear the word...” Each student volunteers initial ideas that come to mind and the teacher writes each word or phrase on the board.
3. The teacher points to each word or phrase and asks the student who stated that word. **“What made you think of...?”** Other students listen to each student’s elaboration of knowledge about each word/phrase.
4. After the students have had an opportunity to **elaborate on their ideas**, the teacher asks, “Based on our discussion do you have any new ideas about...?” Because the students have had a chance to elaborate on their prior knowledge, the responses elicited during this phase are often more refined.

Anticipation Guides:

Anticipation guides or “pre-reading questionnaires” are a great way to activate background knowledge. They act as a type of “treasure hunt” that the students go through in order to find out if they were right. Experts suggest using just 3-10 questions listed in chronological order.

Example:

Made for Speed by Ramsden

- | | | |
|------|-------|--|
| True | False | 1. Light travels at a speed of 186,000 miles per hour. |
| True | False | 2. If you could travel at the speed of light, you’d go around the Earth twice in a second! |
| True | False | 3. A <i>light year</i> is the distance light travels in one year. |

During Reading Activities:

The most crucial time for comprehension is while the students are reading. It is important to have students **actively** processing during reading. To plan for “during reading” comprehension process:

1. Select a “during reading” strategy that best helps students understand the story:
 - Analyzing the text structure
 - Summarizing/determining importance
 - Questioning
 - Visualizing
 - Predicting
2. Choose an activity that teaches the “during reading” strategy:
 - Graphic maps—analyzing the text structure
 - Reciprocal teaching—summarizing, clarifying, questioning, predicting
3. Decide how you will provide closure as a post-reading activity:
 - Review the main concept of the story
 - Review the strategies that the students practiced while reading the story
 - Extend the concept of the story by writing, doing a genre study or literary analysis (story elements)

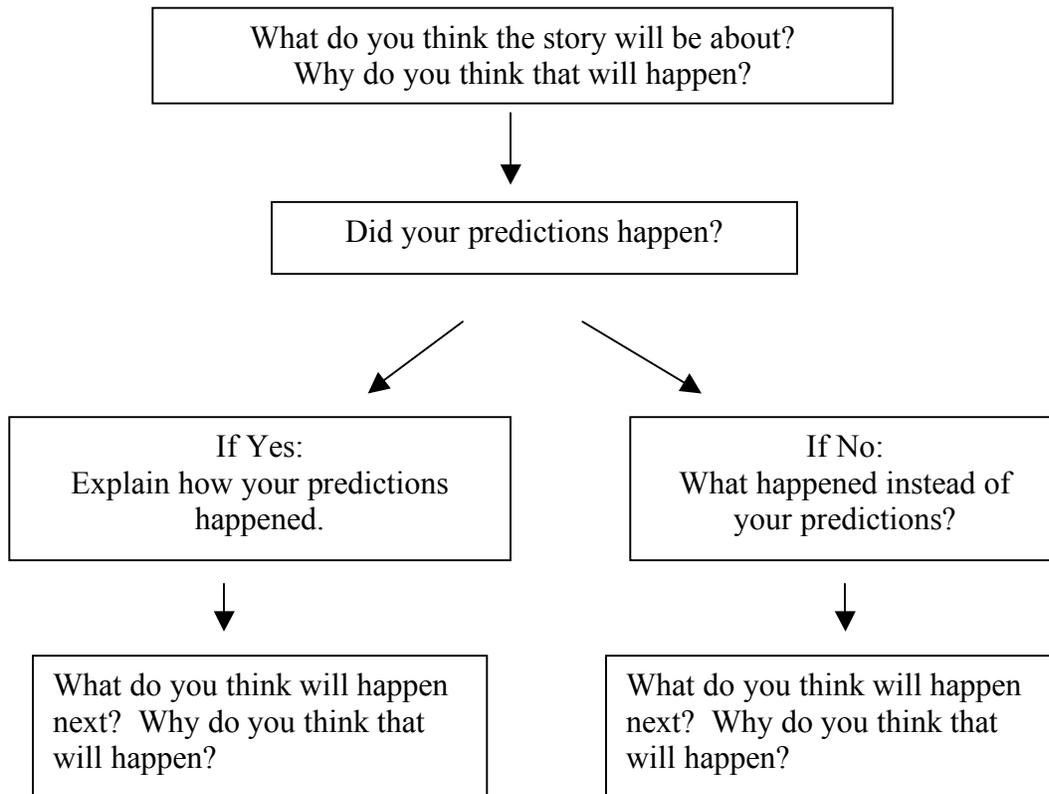
Reciprocal Teaching:

1. **Clarify:** words and phrases that you don’t understand
2. **Summarize:** by stating the most important information in one sentence
3. **Question:** by asking “**quiz**” or “**teacher**” **questions** (ones with direct answers). Teachers ask 99% of the questions in the classroom, on average. The children should be the ones asking the questions. The children should also be asking “**I wonder**” **questions** while they read. (“I wonder why the character acted that way?”)
4. **Predict:** what will happen next or what information will come next? The teacher should validate or invalidate the children’s predictions as they go along. Good readers go back and change or adjust their predictions based on what they’ve read.

DRTA (Directed Reading Thinking Activity):

DRTA teaches the skill of making predictions. Good readers make predictions and draw conclusions about their accuracy. Readers are not always right in their predictions, and shouldn’t be. This is a way to build inferring skills. The teacher chooses starting and

stopping places. (Where students make predictions and check accuracy of predictions, according to the text.)



Prediction Recording Chart

Prediction:	What really happened:
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1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Teaching Informational Text Structures:

Authors organize texts in a variety of ways. As readers go through a book it can be compared to going through a grocery store: everything is organized so customers know where to find items. Knowing *how* a book is organized helps the reader comprehend the text.

Organizational patterns of text structure:

- Description
- Sequence/Process
- Chronology
- Cause/Effect
- Problem/Solution
- Classification
- Compare/Contrast
- Question/Answer
- Argument
- Enumeration/ Exemplification

Features of text structures:

- | | | |
|-----------------|-------------------|----------|
| ▪ Title | Table of Contents | Index |
| ▪ Headings | Graphs | Charts |
| ▪ Illustrations | Photographs | Italics |
| ▪ Captions | Bolded words | Appendix |
| ▪ Maps | Diagrams | |

Teaching Text Structure:

1. Use short examples of specific text structure types. These examples can be found in your basal readers.
2. Model, with teacher talk, ways to determine the text structure:
 - Read the text selection with the students
 - Identify words that signal or cue the reader to a particular text structure.
 - Graph the text according to its structure by using a graphic map.

Cue Words for Common Text Structures:

Description: words that signify sight, sound, taste, and touch

Sequence: first, second, third, next, then, finally

Comparison: different; in contrast; alike; same as

Cause/Effect: because; as a result; therefore; if...then; due to

Problem/Solution: the problem is; solved; one way to resolve it; difficulties

Classification: type; group; class; category; sort; kin

Good Books For Teaching Text Structure:

Description:

Heartland, Mojave, and Sierra by Siebert
Tell Me What It's Like to Be Big by Dunbar

Narration:

Swimmy by Lionni

Compare/Contrast:

I Am the Dog I Am the Cat by Hall
Alice and Greta: A Tale of Two Witches by Simmons

Classification:

I'm In Charge of Celebrations by Baylor
Mountain Dance by Locker (kinds of mountains and types of erosion)
A Book of Hugs by Ross

Cause/Effect:

If You Give a Mouse a Cookie by Numeroff
Why Mosquitoes Buzz in People's Ears by Aardema

Sequence/Process:

Everybody Needs a Rock by Baylor
Little Panda

Question Generation:

Signal Words: who, what, when, why, how

Generic Questions:

- How does this passage/chapter relate to what I already know about the topic?
(activating background knowledge)

- What is the main idea of this passage/chapter? (summary/determining importance)
- What are the important ideas that the author develops that relate to the main idea?
- What are the key vocabulary words? Do I know what they mean? (clarifying ideas/words)
- What special things does the passage make me think about? (making connections/background knowledge)
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Generic questions could be printed on cards for students to use during and after reading.

Questions for Narrative Text:

Setting:	Characters:	Plot:
<ul style="list-style-type: none"> ▪ Where does the story take place? ▪ Is the story location important? ▪ When does the story take place? ▪ Is the time of the story important? 	<ul style="list-style-type: none"> ▪ Who is the main character in the story? ▪ What is the main character like? ▪ How does the author describe the character? 	<ul style="list-style-type: none"> ▪ What is the problem or conflict in the story? ▪ What are the characters goals? ▪ What is helping/keeping the character(s) from reaching their goals? ▪ What is the most important event that happened in this story? ▪ How is the problem/conflict solved?

ReQuest:

1. The students and the teacher silently read a common segment of the text selection.
2. The teacher closes the book and is questioned about the passage by the students. The questions should be “I wonder” questions and “quiz” questions. (The way the teacher answers these questions is extremely powerful! The teacher should model how she

thinks of an answer (teacher talk). She may say that she can't remember the answer and must "look back" in the book to find it.)

3. Next, the teacher and students change roles. The teacher now asks the questions and the students answer them.
4. Upon completion of the student-teacher exchange, the class reads the next segment of the text. Steps two and three are repeated.

Some modifications of ReQuest:

- Assign alternating students to the role of questioner after each question (this involves more students).
- ReQuest teams can be formed. A ReQuest team composed of three or four students is pitted against another ReQuest team.
- The "answerer" must tell the questioner how they got the answer.
- Teach students about the different types of questions: Literal, interpretive, and applied. Then make certain they ask a variety of questions. The teacher's role is to provide a good model of questioning.

Knew, New, Q:

Students fill out the form while reading informational texts. Knew, New, Q is similar to a KWL chart. The students write information in the text that they already *Knew*; the information that is *New* to them; and any *Questions* that they have about the subject.

Knew	New	Q

Guided Reading Procedure:

The Guided Reading Procedure (GRP) teaches students to monitor while they read by noting those ideas that they remember very well and those ideas that are confusing or that they have forgotten. It also emphasizes rereading as a good strategy for clarifying ideas while reading.

GRP Steps:

1. **Prepare students for reading.** Clarify key concepts; determine what students know and don't know about the particular content of the book or chapter; build appropriate background knowledge.
2. **Read a portion of the book.** Read just a little of the text so that the students will have trouble remembering all of the ideas. This enables the teacher to *teach* the students how to monitor their reading.
3. **After reading the book portion, students turn their books face down.**
4. **Students note the ideas they remember reading and the ideas they have forgotten or are confusing to them.** Have students make two columns on a sheet of paper. Mark the left column "Ideas I Know" and the right column "Fuzzies." Teachers can also do this as a whole class activity by making the two columns on chart paper.
5. **Redirect students into their books to reread portions and revise the ideas on their chart.** Students will reread to make sure that the ideas they knew were in the text. They will also revise their "fuzzies".
6. **Read another portion of the book and repeat the procedure.**

Clear:	Fuzzy:

During Reading Imagery Chart:

Reader stops periodically during reading to draw a picture of the visual image in their mind. They also write the words that convey this image. Students share their images and words with partners or in small groups. By sharing pictures, students are reviewing the story.

Visual Image:	Words that Convey this Image:

Somebody Wanted But So:

Somebody (Most important people in the story)	Wanted (Character's Goal)	But (Always a Problem!)	So (How did they solve the problem?)