

Sample Pages from  
Teacher's Guide

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# TEACHER'S GUIDE

# GUIDED READING PROGRAM

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## Text Types

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## Using the Guided Reading Program

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SAMPLE PAGES

# USING THE TEACHING CARDS

Each card provides teachers with a quick and essential analysis of the book students will read.

## The Good Dog

**GUIDED  
READING  
PROGRAM**  
Text Types



### Summary & Standard

McKinley is the top dog in town, but his authority is challenged when a dog is abused by its owner and a wolf arrives to recruit dogs back to the wild. Students will distinguish fantasy from reality.

**Author:** Avi  
**Genre:** Fantasy  
**Text Type:** Chapter Book

**Word Count:** 250+  
**Theme/Idea:** overcoming obstacles; standing up for what you believe in

Meets standards and makes real-world connections.

### Making Connections: Text to World

A dog is the narrator in the story, but the setting and situations are realistic. Ask students who have dogs to explain how their pets communicate with them and how the dogs are trained to behave in certain ways.

Extend the connection by pointing out that dogs and wolves are related and share many behaviors. However, wolves are wild animals and are endangered. This is often due to conflicts between humans and wolves. Point out that it is important to understand the behavior of wolves in order to protect them.

For more information about wolves, see <http://nationalzoo.si.edu/Animals/NorthAmerica/Facts/fact-graywolf.cfm>.

Builds rich oral and written vocabulary.

### Vocabulary

**Essential Words:** appreciation, bounding, frustration, reverberated, submission, tentative  
**Related Words for Discussion:** endangered, responsibility, survival

### Genre/Text Type

**Fantasy/Chapter Book** Remind students that a fantasy is a story that could not happen in the real world. The story unfolds with each new chapter.

### Supportive Book Features

**Text** The book has large type, widely spaced lines, and short chapters that make the text easy to read. The author describes certain dog behaviors and explains what each means. Questions at the end of the book will spark further discussion.

**Vocabulary** Students will find the book's vocabulary easy to comprehend. The more difficult words that the author does not define within the text can be decoded easily using context clues.

Praise students for specific use of "Behaviors to Notice and Support" on page 114 of the *Guided Reading Teacher's Guide*.

### Challenging Book Features

**Text** Make sure students realize that the human characters cannot understand what the dogs are saying even though the dogs' thoughts are shown as dialogue for the reader.

**Content** Students will need to pay attention to clues in the story to help them understand the action and the characters' feelings. Because the dogs have human names and dialogue, it is often hard to distinguish between the humans and dogs. Have students keep a list of characters as they encounter them in the story.

LEVEL 5

### ELL Bridge

Explain to students that McKinley lacks the vocabulary for certain objects and places. He uses descriptive phrases instead. Point out phrases McKinley uses in place of certain words, such as *tall bowls* (drinking glasses), *eating sticks* (silverware), and *glow box* (TV). Help students record in a three-column chart each term in "dog language," in English, and in their home language.

SCHOLASTIC

Easily adapts lessons to meet the needs of English language learners.

Helps students think within, beyond, and about each text to enhance comprehension.

Builds the reading skills identified by the National Reading Panel and reading experts.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Have students identify the problems that McKinley feels are his duty to solve. (the abuse faced by Duchess, the wolf's presence, Redburn's challenge to McKinley's leadership, and the pup's desire to run away with the wolf) Discuss how these problems are connected and how the solution to one problem also solves another problem.

#### Thinking Beyond the Text

Have students think about how the author includes a message about the treatment of dogs and wolves as part of the plot. Ask: *What do you learn about pet care after reading about Duchess's dilemma?* (Dogs need exercise, love, and proper care.) *How does Lupin's injury make the reader more aware of the dangers wolves face?* (People often hurt wolves out of fear.)

#### Thinking About the Text

Have students notice how the author builds suspense at the end of chapters. The author hints at something that may happen or sets up a situation that needs to be resolved. The effect is that readers want to keep reading. Reread pages 50–51 and discuss what happens to make readers want to continue. (The wolf is on the trail coming straight toward them.)

### Visualizing

Tell students that an author's choice of words helps readers visualize, or picture, what a scene looks like. Vivid words and descriptions help readers picture a scene in their minds.

- Have students reread page 77 and identify how the author describes McKinley's actions. Ask: *How do these actions show McKinley's intelligence?*
- Have students reread pages 95–96. Ask: *Why is this description more effective than merely saying that the wolf attacked the humans?*

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

### Developing Phonics and Word-Solving Strategies

#### Strong Verbs

Remind students that verbs tell what action occurs. Strong verbs help readers visualize the action by describing it more precisely.

- Read aloud page 112. Ask students to listen for verbs that describe how characters speak to each other. (barked, growled, whimpered) Discuss how each verb helps students more clearly picture each character's actions. Then have partners read page 121 and note strong verbs that help them picture the action of this scene.

### Developing Fluency

Read aloud a page, modeling how fluent readers pay attention to punctuation and chunk phrases, and adjust their pace. Then have partners take turns reading aloud a page to each other.

### Oral Language/Conversation

**Talk About Endangered Animals** Lead a discussion about how human contact with wild animals can often endanger the animals.

### Extending Meaning Through Writing

- Have students write a small brochure that explains certain dog behaviors and what people should do in response. (**Expository**)
- Have students rewrite a scene from another character's point of view. (**Narrative**)

### Connecting to Everyday Literacy

In the story, Jack has read a lot about wolves and thinks he has spotted one. To link students to real-world expository text, share a feature article about wolves, preferably one that includes photographs or diagrams. Point out how this information might help students distinguish a wolf from a dog. For more expository text about wolves, go to <http://www.pbs.org/wgbh/nova/wolves>.

Extends meaning through writing and expanded reading lists.

Connects the literature selection to expository, persuasive, or procedural text.

# ASSESSMENT

## RUNNING RECORDS

**A**n effective reader uses the visual information, based on knowledge of language and the content, to predict what comes next in the text, to check this prediction by taking in new visual information or by thinking about whether the prediction makes sense, and to confirm or reject this prediction in the light of this new information. If the prediction is rejected, the reader self-corrects.

When a student reads aloud, you can record what is read and look more closely at what the student is thinking and doing. Oral reading miscues reveal a student's reading strategies. Any miscues can be analyzed to make teaching decisions about the suitability of the level of the guided reading books being read and about the type of help a student may need. One way of doing this is to take a running record of oral reading.

### Using a Running Record

Follow this assessment procedure to periodically monitor reading strategies.

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#### First Step

Select something that is known to the student for him or her to read orally. (If it is too familiar, the reading may not reveal much information about the child's thinking.) This may be:

- a guided reading book
- a poem
- a dictated piece of the student's writing
- some of the student's published personal writing

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#### Second Step

Ask the student to read the selected piece aloud. Record the student's reading in one of these ways:

- Record the correct reading and miscues on a blank piece of paper as the student reads, keeping the same linear arrangement of the text.

OR

- Make a copy of the text and mark the miscues on it as the student reads.

---

#### Third Step

Tabulate the miscues. Use symbols to indicate what the student is doing. Some usual conventions follow.

<b>Accurate reading</b>	✓✓✓	(checks follow test pattern)
<b>Substitution</b>	wet ( <i>child</i> ) Went ( <i>text</i> )	
<b>Attempt</b>	w-we-wet went	
<b>Self-correction</b>	wet Went SC	
<b>Omission</b>	- went	(or circle word)
<b>Insertion</b>	is went	(or use carat)
<b>Teacher told</b>	- Went T	(or underline word)
<b>Repetition</b> (of word or sentence)	R2 (numeral indicates number of repeats)	(or wavy underlines)

### Evaluation: Analysis of the Running Record

Miscues in oral reading performance help you to identify the strategies a student uses. Ask yourself why the student makes each error. To determine what cues the student depends on, consider the following:

- Does the student use visual cues from letters and words, such as they for them?
- Does the student use context clues to construct meaning? Inaccurate reading that makes sense indicates the student is probably using prior knowledge or familiar oral language.
- Does the student use knowledge of the grammatical structure of language? Again, the student’s own oral language may influence a response.

Make your best guess as to what cues the student uses, recording by the miscues *v* for visual cues, *m* for meaning, and *s* for structure. One or more types of cues might be used for any miscue. By analyzing each miscue in this way you can get an indication of the strategies the student is using, as well as those not being used or those being overused. Also notice instances of self-correction. Self-correction is an important skill in good reading.

Finally, make any notes on the running record about behaviors during the session. All of this information will assist you in assessing the student.

### **Running Records as a Regular Monitoring Tool**

For each student who is able to read some type of continuous text, it is useful to take a running record about every six weeks. Repeat more often for students for whom you have concerns. For fluent readers it would only be necessary at the beginning, middle, and end of the school year.

Establish a system. For example, you might choose one student per school day, keeping the dated record and analysis in each student's portfolio to monitor the progress during the year. Select a time when you can hear the student read without interruptions, such as when other students are engaged in individual quiet reading.

SAMPLE PAGES



### Sample Running Record

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_

PAGE	TEXT INFORMATION USED	RUNNING RECORD
4	The animals had a picnic	✓✓ have ✓✓ v, m
	To celebrate the fair.	✓✓✓✓
	They all brought something tasty	✓✓ bought ✓ t/testy/SC v, m, s
	For everyone to share.	✓✓✓✓
7	The lambs brought yams.	✓✓ bought ✓ v, m, s
	The bees brought peas.	✓✓ bought ✓ v, m, s
	The poodles brought noodles	✓✓ bought ✓ v, m, s
	All sprinkled with cheese.	✓ sprin/sprinkle/SC ✓
8	The cheetahs brought pitas.	✓✓ bought pasta/T v, m, s
	The mice brought rice.	✓✓ bought ✓ v, m, s
	The moose brought juice	✓✓ bought ✓ v, m, s
	And a bucket of ice.	✓✓✓✓✓
11	The pigs brought figs.	✓✓ bought ✓ v, m, s
	The bears brought pears.	✓✓ bought ✓ v, m, s
	The apes brought grapes	✓✓ bought ✓ v, m, s
	And some picnic chairs.	✓✓✓✓
12	The raccoons brought spoons.	✓✓✓✓
	The moles brought bowls.	✓✓✓✓
	The storks brought forks	✓✓✓ fo/fork/SC
	And some cinnamon rolls.	✓✓ c/cam/camon/T v
15	The snakes brought cakes	✓ snake bought ✓ v, m, s
	And I brought the tea.	✓✓✓✓✓
	It was a wild picnic –	✓✓✓✓✓
	Just the animals and me!	✓✓✓✓✓

v=visual, m=meaning, s=structure

## Calculations

Note: In the example the student repeatedly misread the word *brought* as *bought*. There are two approaches to counting this error: as one error that is repeated or as multiple errors (which the student failed to self-correct).

- **Calculation of Accuracy Rate**

If *bought* is counted as only one error, accuracy rate is calculated as follows:

$$102 - (5/102 \times 100) = 95\%$$

If *bought* is counted as an error each time it is misread, the accuracy rate is calculated as follows:

$$102 - (15/102 \times 100) = 85\%$$

The calculation of the accuracy rate is expressed by the following generic formula:

$$T - (E/T \times 100) = AR$$

- **Calculation of Self-Correction Rate**

If *bought* is counted as only one error, self-correction rate is  $(5+3)/3=2.6$

If *bought* is counted as an error each time it is misread, self-correction rate is  $(15+3)/3=6$

The calculation of the self-correction rate can be expressed by the following formula:

$$(E+SC)/SC=SCR$$

T=total number of words

E=number of errors

AR=accuracy rate

SC=number of self-corrections

SCR=self-correction rate

### **Teacher's Notes**

*Adib told the story (pointing to picture) and answered questions. Adib is using all strategies when reading and seems to have cross-checked one cue against another to self-correct. I could draw his attention to the difference between brought and bought. This book is at a suitable level of difficulty for instruction.*

Note that space has also been provided for you to ask your own comprehension questions and record children's responses.

### **Evaluation of Suitability of Books**

If a student is reading at an appropriate instructional level, approximately 94% of the text should be read accurately. An attempt at a word that is eventually correct is not an error; record this as a self-correction and tally it as accurately read. By calculating the percentage of accurately read words and analyzing the types of errors, you'll be able to determine whether the student is reading books at the appropriate instructional level, and you'll be able to choose the right guided reading books for individuals and groups.

Students may select a guided reading book to have it read to them or to read with a partner. In these instances the book may be easier or harder than the instructional level.

SAMPLE PAGES

# BENCHMARK BOOKS

Level	Benchmark Book
Level A	Fruit Salad
Level B	Puppy Paints
Level C	Ready Freddy
Level D	Ice Cream
Level E	My New School
Level F	Small Treasures
Level G	Our Tree House
Level H	Captain Cat
Level I	Hi! Fly Guy
Level J	The Rain Came Down
Level K	Frog and Toad All Year
Level L	The Subway Mouse
Level M	Flat Stanley
Level N	Brand-New School, Brave New Ruby (Ruby and the Booker Boys)
Level O	John Philip Duck
Level P	97 Ways to Train a Dragon (Dragon Slayers' Academy)
Level Q	Nothing Ever Happens on 90 <sup>th</sup> Street
Level R	Miracles on Maple Hill
Level S	The Good Dog
Level T	The Word Eater
Level U	My Side of the Mountain
Level V	Black Star, Bright Dawn
Level W	The Titan's Curse (Percy Jackson & the Olympians)
Level X	The Mostly True Adventures of Homer P. Figg
Level Y	The Devil's Arithmetic
Level Z	The Hunger Games