Guide Sheet for Guided Reading Plus Groups

Phase One

1. **Fluent Writing**: The goal is for children to write fluently a large core of high frequency words.
   - Teacher selects one or two partially known high frequency words for the children to write.

2. **Phonological Awareness**: The goal is for children to hear and manipulate larger units of sound, e.g., word boundaries; hear, say and generate rhyming words; hear and manipulate smaller phonemes within words, e.g., phoneme segmentation, deletion, addition, and blending (Phonemic Awareness).
   - Teacher provides explicit instruction in hearing and manipulating sounds of language.
   - Teacher provides explicit instruction in identifying word boundaries, hearing, and generating rhyming words, segmenting onset and rhyme, and syllables.
   - Teacher provides explicit instruction in hearing and manipulating individual phonemes.

   And/OR

3. **Phonics (Letter/Word Work)**: The goal is for children to become familiar with letters, features of letters, and connect letters and sounds; build a core of high frequency words to be read quickly; use word-solving strategies fast, fluent and flexibly while processing in continuous text.
   - Teacher provides explicit instruction in letter learning.
   - Teacher provides explicit and systematic phonics instruction to help children learn how words work.
   - Teacher provides explicit and systematic instruction in breaking words.

4. **Guided Reading**

   **Orientation to New Book**: The goal is to prepare children to read text by creating a supportive context for building meaning and applying visual processing strategies.
   - Provides an overview of the text and the teacher and students co-construct meaning by discussing the pictures.
   - Uses specific language structures that will enable the children to predict the language during reading.
   - Discusses relevant or new vocabulary that will help the children read the text with understanding.
   - Guides the children to locate known and/or unknown words using their knowledge of letters and sounds.
   - Points out important features within text such as illustrations, text structure (organization) and text features and supports.

   **During Reading of New Book**: The goal is for children to use meaning, structure and visual information in an orchestrated way to read fluently and with comprehension.
   - Teacher comments on the meaning and asks the child to make predictions or inferences.
   - Teacher prompts the child to initiate problem-solving strategies and provides different levels of support.

   **After Reading New Book**: The goal is to enhance children’s comprehension through thoughtful discussions and to lift strategy use through precise teaching.
   - Teacher and children discuss the book at the meaning level.
   - Teacher validates processing strategies used during reading.
   - Teacher explicitly teaches for strategy development if processing strategies were neglected.

Guide Sheet for Guided Reading Plus Groups

**Phase Two**

1. **Reading Assessment:** The goal is for the teacher to code, score and analyze the child’s reading behaviors and to plan for instruction.
   - Teacher takes a running record on two or more students using the guided reading text from the previous day’s lesson.
   - Teacher analyzes the behaviors used and/or neglected during reading.
   - Teacher uses language to validate and/or activate processing during reading.

2. **Independent Reading:** The goal is for children to read texts with high levels of efficient processing and with comprehension.
   - Children read easy or familiar texts from their independent reading boxes.

3. **Writing About Reading:**

   **Assisted Writing Lesson:** The goal is for children to extend their understanding of text and apply fluent transcription processes to encode message.
   - Teacher and students write one–three sentences about the text.
   - Teacher models, and/or prompts for word-solving strategy use.
   - Children engage in problem-solving processes on their individual wipe-boards.
   - Teacher prompts the children to use known letters, sounds and words to write unknown words.

   OR

   **Writing Prompt:** The goal is for children to extend their understanding of text by thinking about texts at higher levels and use efficient problem-solving strategies to transcribe their message fluently.
   - Teacher provides children with a comprehension prompt that stimulates deeper thinking.
   - Teacher prompts children to compose a message in response to text.
   - Teacher prompts children to rehearse their response before writing and provides support.

   **Individual Conferences:** The goal is for children to initiate writing strategies (composing and transcription) independently.
   - Teacher prompts children to apply re-reading strategies to prepare for next move.
   - Teacher prompts children to apply visual processing strategies.

**Reading and Writing Analysis:** The goal is for the teacher to use children’s processing data across reading and writing to plan next lessons (Phase One &/ Two).
   - Teacher reflects on focus for lessons.
   - Teacher uses reading and writing data to validate progress.
   - Teacher uses reading and writing data to prepare a new focus and writes prediction of progress.


I-B-1
## Planner for Guided Reading Plus: *Phase One*

**Group Focus:** __________________________

**Date:** ________________  **Week #: _____**  **Lesson #: ________**

### Group Members:

<table>
<thead>
<tr>
<th>Fluent Writing, Phonological Awareness, and Phonics</th>
<th>Orientation to New Book</th>
<th>Orientation to New Book</th>
<th>After Reading New Book</th>
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<tbody>
<tr>
<td><strong>Word/s for Fluent Writing</strong></td>
<td><strong>New Book:</strong></td>
<td><strong>Unfamiliar Language Structures:</strong></td>
<td><strong>Discussion Prompts:</strong></td>
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<td><strong>Title:</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>Level:</strong></td>
<td><strong>Relevant Vocabulary:</strong></td>
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<td><strong>Phonological/Phonemic Awareness:</strong></td>
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<td><strong>Orientation to New Book:</strong></td>
<td><strong>New and important Word/s:</strong></td>
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<td><strong>Phonics (Letter/Work Work):</strong></td>
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<thead>
<tr>
<th>Assessment: Running Record</th>
<th>Writing About Reading</th>
<th>Reading &amp; Writing Group Analysis</th>
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<tbody>
<tr>
<td>Book Title: _____________________________</td>
<td>Assisted Writing Lesson or Writing Prompt:</td>
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<tr>
<td>Book Level: _____________________________</td>
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<td>Student’s Name: _________________________</td>
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<td>Accuracy Rate: __________________________</td>
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<td>SC Ratio: 1: ____________________________</td>
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RUNNING RECORD SHEET

Name: __________________________ Date: ______ DOB:_____________ Age: ___ yrs ________mos.

School: _______________________________ Recorder: ___________________________________

Text Titles

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<th>Easy</th>
<th>Instructional</th>
<th>Hard</th>
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<td>Running Words</td>
<td>Error Ratio</td>
<td>Accuracy Rate</td>
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<td>1: ______ %</td>
<td>1: ______</td>
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Self-correction Ratio

Analysis of Errors and Self-corrections

Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

Easy

Instructional

Hard

Directional movement

Directions

Count

Analysis of Errors & Self-corrections

Information Used

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