

RUNNING GUIDED READING GROUPS

Step 1 **Select a Book**

With students' needs in mind, select a book for a group of two to six. Use the **Characteristics of Text** to determine general level appropriateness and the description of **Behaviors to Notice and Support** to determine if students' reading ability matches that level. (See pages 68–93)

Depending on available time, each group of readers at levels A–J might read two to five new books a week. As texts become longer, readers will read fewer books but must sustain attention and memory over several days or a week of reading. For readers in grades 3–6, the goal of independent and guided reading instruction is to enable students to read one chapter book a week or several shorter selections. No two groups will read exactly the same sequence of books, and groups will change as the assessment system helps track progress.

Step 2 **Introduce the Book**

Introducing the story is probably the most important and most difficult part of guided reading, and it is your opportunity to provide most of the support to the reader. A brief introduction helps a group to read successfully with minimal teacher support. You may tailor the introduction based on the group and the particular text. Depending on the level of difficulty and students' reading abilities, the introduction includes any combination of these elements:

- a short conversation about the main idea of the text.
- a briefing on the author's purpose for writing and some important features of the plot or informational text.
- a description of the main characters, facts, or ideas in the book.
- a presentation of any unusual or unique language, such as a repetitive refrain or content words.
- a discussion of the concepts needed for an understanding of the text by activating prior knowledge.
- drawing attention to any aspects of print that you consider important such as captions, headings, charts and/or tables.
- Instructions on how much to read and what to do when finished.

Without actually reading the text to students, frame it in a meaningful way. Using oral language in a way that familiarizes students with some words they will meet in print helps prepare them to read. It isn't necessary to introduce every page, preteach words, or give a purpose for reading. The idea is to help students to be able to move through the text on their own. Any brief intervention should not interfere with the momentum of independent reading.

Step 3 Read the Book

Once the book has been introduced, students are ready to read. Unlike round-robin reading, in which each student reads a page or sentence, each student using guided reading reads the entire text.

- Each student reads independently and problem-solves on his or her own.
- Reading may be oral or silent, depending on level and skill.

As students read, you are nearby to observe them, providing support when necessary. As they read, note reading behaviors and offer praise when students use a strategy successfully. More advanced students will be reading silently. You can sample their oral reading by asking them to lift their voices to an audible level for a page or two. All students continue reading silently at their own rates as you sample oral reading from several of them.

If students have been placed in the appropriate level, they will problem-solve independently. However, if the whole group seems stuck, you may want to stop the group to assist in problem solving. You might also make teaching points, such as pointing out inflectional endings or consonant digraphs. Detours should be brief, not interrupting the momentum of students' reading.

Try to choose one student in the group daily to observe and interact with, helping him or her develop reading strategies, and encouraging the independent use of those strategies.

Step 4 Respond to the Book and Learn about Reading

After students read, first invite them to discuss the meaning of the text. Then select one or two teaching points to bring to their attention. What you select to teach depends on students' needs. You might focus on the meaning of a portion of text, on character interpretation, on information or facts, or on some aspect of word solving, such as multisyllabic words. For example, you might:

- promote fluency and phrasing by asking students to read aloud a favorite part of the story.
- help students focus on key ideas and language by having them find a turning point in the story, an informational part, or a description.
- help students figure out new, longer words by having them focus on word parts or known words.
- engage students in actively exploring how words work—building words, changing words, and noticing their features.
- help students interpret information provided in nonfiction features such as maps, charts, graphs, etc.

By following up the reading of a text in this way, you are helping students develop strategies that they can apply to the reading of other books. You are helping them learn the "how to" of reading and to move forward toward the goal of developing a reading process.

Step 5 Assess Behavior

The day after a new text is read, record the ability level of one child and note any progress. The **Behaviors to Notice and Support** can help you assess.

cessful processing and expands systems of strategic actions. The more successful readers are and the more text they read, the better readers they become (Stanovich 1986).

THE STRUCTURE OF A GUIDED READING LESSON

Guided reading lessons have the same basic structure from kindergarten through grade eight. Each component of the guided reading lesson has implications for students' learning. If you plan your teaching based on the twelve systems of strategic actions and take advantage of students' responses as they arise, you can teach for effective processing throughout the guided reading lesson. Remember, your goal is to teach the reader, not just to get them through the book. This means you are helping readers learn how to do something with this text that they will be able to do while processing other texts.

Overall, the guided reading lesson is *all* about helping individual readers build their systems for processing texts. Although the framework is structured and supportive, the conversations you have with children will vary according to their responses. In fact, no two guided reading lessons—even if they involve the same text—are alike, because the lesson is interactive. In any lesson, there are numerous opportunities to teach for comprehending and fluency (see Figure 24-1). Here we focus specifically on teaching with a “lens” for comprehending across the lesson. Notice that even word work supports the reader's ability to comprehend successfully.

Selecting the Text

Select a text that readers will enjoy and find entertaining and that will also present opportunities to learn more. Though you will sometimes need to choose books that are above a student's grade level, don't reach too far. Texts that are more than one or two years above age and grade level can be uninteresting or hard to understand in depth. You can challenge students thinking about texts and broaden their genre knowledge without simply climbing up levels. Also choose a text that allows the readers to use what they know about reading and learn a little bit more, one that provides the right level of support and challenge for the reader's processing abilities. Think about particular factors such as:

- ▣ Print layout and spacing.
- ▣ Familiarity and sophistication of content.

- ▣ Known and new high frequency words.
- ▣ Support provided by illustrations and other art.
- ▣ Length.
- ▣ Familiarity of language or syntax.
- ▣ Amount of new vocabulary.
- ▣ Graphic or other text features.
- ▣ Organization of information.

Introducing the Text

The text introduction is critical: you need to provide just enough information to ensure that the students will be able to problem-solve or process this slightly challenging text successfully. Your job is to unlock the text, make it more accessible, and then to allow the readers to use their processing systems to think about and problem-solve their way through the text. There are numerous opportunities for you to help readers use effective reading strategies.

The introduction should be conversational. The way you shape the conversation can help you attend to anything your students need to know how to do relative to this text. You want to provide scaffolds that will enable readers to access the full meaning, the language, and the print. As you plan your brief introductions, think about the reading process, the demands of the text, and the readers' strengths and needs. You might:

- ▣ Call attention to a few difficult words in context.
- ▣ Explain a few concepts or vocabulary.
- ▣ Foreshadow a problem.
- ▣ Build interest in the text.
- ▣ Activate background knowledge (about a topic, theme, genre, setting, characters).
- ▣ Get students wondering about something in the text.
- ▣ Invite students to make predictions, raise questions, and anticipate the text.
- ▣ Point out something unusual in the print or layout.
- ▣ Show the organization of the text or how it works.
- ▣ Point out unusual language structures—have them hear them and sometimes say them.
- ▣ Show how to recognize—break apart—two or three new words.
- ▣ Point out unfamiliar text features such as bold type, italics, ellipses.

Teaching for Comprehending and Fluency Across a Guided Reading Lesson

LESSON ELEMENT

TEACHING MOVES TO SUPPORT COMPREHENDING AND FLUENCY

Introducing the Text

You provide the readers with an understanding of the overall meaning of the text, pointing out aspects that may be new, involving them in a conversation that gets them thinking about the meaning, language, and print, and encouraging their interest in the book.

- Explore important concepts and ideas.
- Guide the readers to think about important aspects of the text.
- Help readers understand how the text works.
- Activate the content and literary knowledge readers bring to the reading experience.
- Encourage personal connections and help readers make them.
- Help readers make connections.
- Provide essential new information that readers need to understand the text.
- Help the readers understand the organization of the information.
- Enable readers to hear (and sometimes repeat) new language structures or new words.
- Point out text or print features and tools that parallel or add to the meaning of the text.
- Help readers discover information in the art or illustrations or other graphics such as maps, charts, graphic cutaways.
- Draw attention to accuracy or authenticity of the text, writer's credentials, references, presentation of evidence as appropriate.
- Help readers think about ways to solve a few new words if appropriate.
- Get readers to think about qualities of the writer's craft.

Reading the Text

The readers engage in a variety of strategic actions to process the whole text or a unified part of it.

You may listen to one individual at a time process part of the text, or listen in on all of them if they are whisper reading (emergent readers). You may also engage in brief teaching interactions to support effective reading actions.

- Prompt readers to initiate problem-solving actions.
- Demonstrate effective ways to search for and use the information in the text.
- Demonstrate effective reading.
- Reinforce effective problem solving of words using the meaning, language, and print.
- Confirm the reader's attempts at problem solving on their own.
- Demonstrate, reinforce, or prompt using self-monitoring or checking strategies to ensure meaning making.
- Demonstrate, reinforce, or prompt self-correcting errors that interfere with meaning making.
- Observe effective reading behaviors.
- Interact with individual readers very briefly around the text meaning.
- Demonstrate, reinforce, or prompt using punctuation to aid meaning, reading with phrasing, pausing appropriately, stressing the correct words, or using expression.

Figure 24-1. Teaching for Comprehending and Fluency Across a Guided Reading Lesson

Teaching for Comprehending and Fluency Across a Guided Reading Lesson (CONTINUED)**LESSON ELEMENT****TEACHING MOVES TO SUPPORT COMPREHENDING AND FLUENCY****Discussing and Revisiting the Text**

You and your students participate in a brief, meaningful conversation about the text. Students may also revisit the text to clarify or locate information or to provide evidence for their thinking.

- Invite personal response and sharing of understanding.
- Model and promote response to the meaning and language of the text.
- Encourage readers to search for new information.
- Probe readers to support thinking with personal experience or evidence from the text.
- Demonstrate or prompt students to explore the writer's deeper message.
- Encourage readers to make predictions and inferences.
- Encourage readers to express their opinions and clarify their thinking.
- Prompt readers to make connections with their own lives and with other texts.
- Demonstrate and prompt students to analyze and critique the writer's craft.
- Encourage readers to listen to and build on one another's thinking.

Teaching for Processing Strategies

You provide a brief, explicit teaching point focused on any aspect of the reading process. Teaching is grounded in the text students have just read, but readers go beyond it to understand something important and useful.

- Revisit the text to demonstrate any aspect of reading, including all systems of strategic actions:
 - Solving words
 - Monitoring and checking
 - Searching for and using information
 - Remembering information—summarizing
 - Maintaining fluency
 - Adjusting reading—purpose and genre
 - Predicting
 - Making connections
 - Inferring
 - Synthesizing
 - Analyzing
 - Critiquing
- Explicitly reinforce or demonstrate strategic actions using any part of the text that has just been read.

Working with Words (optional)

You provide one or two minutes of work with words. Teaching may focus on any aspect of word solving and is not related to words in the text that has just been read.

- Teach any aspect of taking words apart—letter/sound relationships, using analogy, using word parts.
- Students work with words in a "hands-on" way
- Students develop flexibility and fluency in using word solving strategies.
- Have students sort letters according to specific features.

Extending the Understanding of the Text (optional)

You invite students to extend understanding of the text through further talk, drawing, or writing. Often, you will work with students to demonstrate ways of writing about texts.

- Use writing, drawing, or extended talk to explore any aspect of understanding about the text, (structure or literary elements).
- Use writing or drawing as a basis for further talk about texts.

Figure 24-1. *Teaching for Comprehending and Fluency Across a Guided Reading Lesson (cont.)*

Introducing Texts Through a variety of models you will want to introduce the whole text when students can read it in one session. Short texts are very useful because you can teach students how to process a new text and they can take what they learn to a longer text. Figure 24-2 summarizes a variety of ways to introduce whole short texts and parts of longer texts. You will notice that when you use a longer text for instruction you will want to foreground the entire text but introduce each section. The exception is when the students have developed the background from most of the text and you feel they can now process the last section independently.

Reading the Text

Following your introduction, the readers will independently process the whole text or a unified part of it. Students in grade two and above will usually read silently; students in

kindergarten and grade one will usually read out loud, very softly, so you will get immediate feedback on the effectiveness of your introduction! (If they are too loud, tell them to "whisper read.") Because they are reading at their own pace, they probably will not finish at exactly the same time. Give them some writing to do in their reader's notebooks or have them read their independent books. If you teach young children, have them reread the text or choose a book to read from a browsing box of similar-level books during the brief time they wait for the discussion to begin. If one student consistently finishes much more slowly than the rest, the level of the text may be too difficult. (An alternative explanation is that the student is reading accurately but has a habit of reading slowly, in which case, you will need to teach intensively for fluency.)

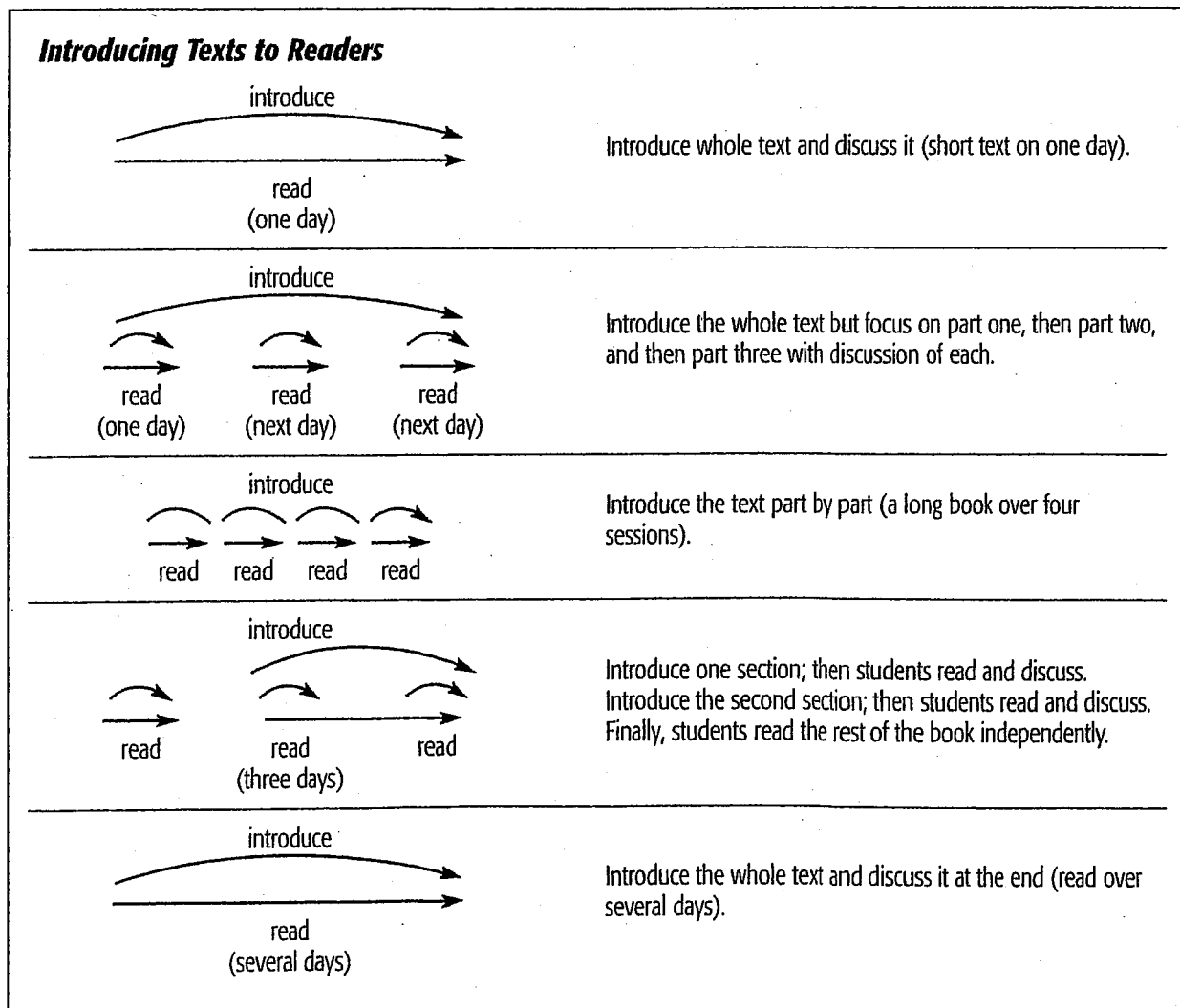


Figure 24-2. *Introducing Texts to Readers*

Why Move Away from Round Robin Reading?

**Excerpt from Michael F. Opitz & Timothy V. Rasinski's Good-Bye Round Robin: 25 Effective Oral Reading Strategies (1998).*

Round robin reading-- defined in *The Literacy Dictionary* as "the outmoded practice of calling on students to read orally one after the other" (Harris & Hodges 1995, 222)-- poses many problems:

1. ***It provides students with an inaccurate view of reading.*** In everyday life we are rarely expected to read aloud before a group before we have prepared. When we do read aloud before a group, we most often expect others to listen to the information we want to share rather than expect them to follow along. In fact, when we read aloud, the audience often does not have a copy of what we are reading. Likewise, when reading every single word with accuracy becomes the goal for every single lesson, students develop the notion that all reading must be word-perfect, clearly a misconception. If we want to provide children with a realistic view of reading, we need to ensure that the activities we ask them to complete are like those that readers actually do.
2. ***It can potentially cause faulty reading habits instead of effective reading strategies.*** Students tend to read at different rates, their eyes making stops across the page, stop in which they focus on three or four words. If a student is expected to follow along while another reads, and the reader absorbs only two or three words at each stop, repeats them several times, and identifies so few words that meaning is lost, those who are following along may also develop these habits and short-circuit their growth toward proficient reading. Furthermore, they may come to associate frustration and nonsense with reading—an unfortunate development, indeed.
3. ***It can cause unnecessary subvocalization.*** While one reader is reading aloud, the others are expected to follow along, reading silently. Because oral reading is slower than silent reading, the silent readers are therefore encouraged to subvocalize every word. This subvocalization may become internalized and cause slower reading rates.
4. ***It can cause inattentive behaviors, leading to discipline problems.*** Although students are expected to follow along, they rarely do. Instead, they are reading ahead, because either they are faster readers than the person who is reading aloud or they are practicing the part they will be expected to read. Or they aren't paying attention at all but are poking and whispering to the other children. The result? Little attention is given to the meaning of the passage being read. Also, some children may be reprimanded for not following along, which leads them to a less than favorable view of reading.
5. ***It can work against all students developing to their full potential.*** Research has shown that when children make a mistake when reading aloud—especially children who are struggling with reading—they are connected by others before they have an opportunity to correct themselves (Allington 1980). One of the most important skills for *all* children to learn, however, is to monitor themselves, paying attention to meaning and self-correcting when meaning is interrupted. Because less fluent readers are generally not afforded this opportunity, they are less likely to develop this most important skill.
6. ***It consumes valuable classroom time that could be spent on other meaningful activities.*** Because oral reading, being much slower than silent reading, takes longer, the number of words that students will read over a school year can actually decrease (Stanovich 1986). Add to this slower rate the additional time that is used to keep students on track, reminding them where to focus, and a considerable amount of time has been invested in an ineffective activity.
7. ***It can be a source of anxiety and embarrassment for students.*** As the teacher comments in the introduction to this book reveal, reading aloud to others without the opportunity to rehearse

PROMPTS TO SUPPORT PROBLEM SOLVING STRATEGIES

adapted from *Guided Reading: Good First Teaching for All Children* (Fountas and Pinnell, 1996)

Throughout a guided reading session, the teacher prompts, encourages and confirms students' attempts at problem solving. The teacher helps students apply the in-the-head strategies they already know to new text. The teacher also helps students use a variety of strategies as they read. The key is to prompt with just the right amount of support so that eventually, each student will take over the strategizing for herself.

Prompts to Support Early Readers

- Read it with your finger.
- Try _____. Would that make sense?/Would that sound right?
- Do you think it looks like _____?
- Can you find _____? (a known or new word)
- Did you have enough (or too many) words?
- Read that again and start the word.
- Did it match?
- Did you run out of words?

Prompts to Support a Reader's Self-Monitoring Strategies

- Were you right?
- Why did you stop?
- What letter would you expect to see at the beginning? At the end?
- Would _____ fit there?/make sense?
- Check it. Does it look and sound right to you?
- What did you notice? (after hesitation or stop)
- Could it be _____?
- It could be _____, but look at _____.
- You almost got that. See if you can find what is wrong.

Prompts to Support a Reader's Use of All Sources of Information

- Check the picture.
- Does that sound right?
- You said (____). Does that make sense?
- What's wrong with this? (Repeat what the student said.)
- Try that again and think what would make sense.
- What could you try?
- What can you do to help yourself?
- Try that again and think what would sound right.
- Do you know a word like that?

Prompts to Support a Reader's Self-Correction

- Something wasn't quite right.
- I like the way you worked that out.
- You're nearly right. Try that again.

Prompts to Support Phrased, Fluent Reading

- Can you read this quickly?
- Put your words together so it sounds like talking.

The Formation of Letters

TEACH

Use this language to show how to start and form each letter. You may want to model it with a large formation at first and then move to standard size.

Listen to how I say words to help me. Say the words to help you make the letters.

PROMPT

Have the students say the language with you as they trace or write a letter.

You know how to start it.
Think about how to write it.

REINFORCE

Have the students make the letter without using the language.

You knew how to start it.
You knew how to write it.

LOWERCASE LETTER FORMATION

- a – pull back, around, up, and down
- b – pull down, up, around
- c – pull back and around
- d – pull back, around, up, and down
- e – pull across, back, and around
- f – pull back, down, and cross
- g – pull back, around, up, down, and under
- h – pull down, up, over, and down
- i – pull down, dot
- j – pull down, curve around, dot
- k – pull down, pull in, pull out
- l – pull down
- m – pull down, up, over, down and up, over and down
- n – pull down, up, over and down
- o – pull back and around
- p – pull down, up, and around
- q – pull back, around, up, and down
- r – pull down, up, and over
- s – pull back, in, around, and back around
- t – pull down and cross
- u – pull down, around, up, and down
- v – slant down, up
- w – slant down, up, down, up
- x – slant down, slant down
- y – slant in, slant and down
- z – across, slant down, across

UPPERCASE LETTER FORMATION

- A – slant down, slant down, across
- B – pull down, up, around and in, back and around
- C – pull back and around
- D – pull down, up, around
- E – pull down, across, across, and across
- F – pull down, across, across
- G – pull back, around, across
- H – pull down, pull down, across
- I – pull down, across, across
- J – pull down, curve around, across
- K – pull down, slant in, slant out
- L – pull down, across
- M – pull down, slant down, slant down, pull down
- N – pull down, slant down, pull up
- O – pull back and around
- P – pull down, up, and around
- Q – pull back and around and cross
- R – pull down, up, around, in, and slant down
- S – pull back, in, around, down, and back around
- T – pull down, across
- U – pull down, around, up, and down
- V – slant down, slant up
- W – slant down up, down up
- X – slant down, slant down
- Y – slant in, slant, and down
- Z – across, slant down, across

a b c d e f

g h i j k l m

n o p q r s t

u v w x y z

A B C D E F G

H I J K L M N

O P Q R S T U

V W X Y Z

Beginning
Sound Print

Self-
Correcting
Sound Prints

Integration

Leveled Literacy Intervention Reflection Guide

Odd-Numbered Lesson

Name: _____ Date: _____

	<p>Rereading</p> <ul style="list-style-type: none"> • How did I teach for, prompt for, or reinforce effective use of reading strategies (fluency and phrasing, searching for and using information, solving words, self-monitoring, or self-correcting)?
	<p>Phonics/Word Work</p> <ul style="list-style-type: none"> • How clearly did I state the principle? • How clearly did I help the children understand how to apply the principle to other words? • What was the evidence of new learning?
	<p>New Book</p> <p><i>Before Reading:</i></p> <ul style="list-style-type: none"> • How did I help the children expand their knowledge of language structures and vocabulary? • What print or text features did I help them notice? • How did I help the children understand how the book works and understand critical aspects of the text meaning? <p><i>During Reading</i></p> <ul style="list-style-type: none"> • How did I teach for, prompt for, or reinforce effective processing strategies? • What were the children able to do independently? <p><i>After Reading</i></p> <ul style="list-style-type: none"> • What was the evidence of the children's understanding of the text? • How did I support processing strategies through my teaching points? • What did the children learn how to do as readers?
	<p>Letter/Word Work</p> <ul style="list-style-type: none"> • How did I organize my materials so that children could work on words independently? • How fluent were the children in recognizing letters/words or taking words apart? • What were the children noticing about words?

Leveled Literacy Intervention Reflection Guide

Even-Numbered Lesson

Name: _____ Date: _____

	<p>Rereading</p> <ul style="list-style-type: none"> • How did I teach for, prompt for, or reinforce effective use of reading strategies (fluency and phrasing, searching for and using information, solving words, self-monitoring, or self-correcting)?
	<p>Phonics/Word Work</p> <ul style="list-style-type: none"> • How clearly did I state the principle? • How clearly did I help the children understand how to apply the principle to other words? • What was the evidence of new learning?
	<p>Writing</p> <ul style="list-style-type: none"> • How did I engage the children in composing sentences? • What were the characteristics of the sentences children composed (language complexity, vocabulary, word difficulty, accuracy, etc.)? • How did I help the children learn how to form letters efficiently? • How did I help the children learn how to use sound analysis or visual analysis? • How did I help children use writing conventions? • How did I draw children's attention to strategies for the construction of words? • What links did I make to the children's previous knowledge? • How did I use rereading to help children consider changes they needed to make? • What did children learn how to do as writers?
	<p>New Book</p> <p><i>Before Reading:</i></p> <ul style="list-style-type: none"> • How did I help the children expand their knowledge of language structures and vocabulary? • What print or text features did I help them notice? • How did I help the children understand how the book works and understand critical aspects of the text meaning? <p><i>During Reading</i></p> <ul style="list-style-type: none"> • How did I teach for, prompt for, or reinforce effective processing strategies? • What were the children able to do independently? <p><i>After Reading</i></p> <ul style="list-style-type: none"> • What was the evidence of the children's understanding of the text? • How did I support processing strategies through my teaching points? • What did the children learn how to do as readers?

Name: _____

Date: _____

Key: C: ^{Consistently} Controls P: partially controls N: not yet controls/not evident

Guide for Observing and Noting Reading Behaviors

NOTES

1. Early Reading Behaviors

Does the reader:

- Move left to right across a line of print?
- Return to the left for a new line?
- Match word by word while reading a line or more of print?
- Recognize a few easy high frequency words?

2. Searching for and Using Information

Meaning

Does the reader:

- Make meaningful attempts at unknown words?
- Use the meaning of the story or text to predict unknown words?
- Reread to gather more information to solve a word?
- Reread and use the meaning of the sentence?
- Reread to search for more details—information, characters, plot?
- Reread to gather information to clarify confusions?
- Use headings and titles to think about the meaning of a section of text?
- Use information in the pictures to help in understanding a text?
- Use knowledge of the genre (and its characteristics) to help in understanding a text?
- Use knowledge of the genre (and its characteristics) to help in finding information?
- Use readers' tools to help in finding information (glossary, index)?

Structure

Does the reader:

- Use knowledge of oral language to solve unknown words?
- Reread to see if a word "sounds right" in a sentence?
- Reread to correct using language structure?

Visual Information

Does the reader:

- Use the visual information to solve words?
- Use the sound of the first letter(s) to attempt or solve a word?
- Use some, most, or all of the visual information to solve words?
- Use sound analysis to solve a word?
- Make attempts that are visually similar?
- Use knowledge of a high frequency word to problem solve?
- Search for more visual information within a word to solve it?
- Use analogy to solve unknown words?
- Use syllables to solve words?
- Use prefixes and suffixes to take apart and recognize words?
- Use inflectional endings to problem solve words?
- Recognize most words quickly and easily?
- Reread and use the sound of the first letter to solve a word?
- Problem solve unknown words quickly and efficiently?
- Work actively to solve words?
- Use two or three sources of information together in attempts at words?
- Use all sources of information flexibly to solve words?
- Use all sources of information in an orchestrated way?

3. Solving Words

Does the reader:

- Recognize a core of high frequency words quickly?
- Recognize most words quickly and easily?
- Use a variety of flexible ways to take words apart?
- Use the meaning of the sentences to solve words?
- Use the structure of the sentence to solve words?

- Use some of the visual information to solve words?
- Use known word parts to solve words?
- Use sound analysis (sounding out)?
- Use analogy to solve words?
- Make attempts that are visually similar?
- Use the sound of the first letter to solve words?
- Work actively to solve words?
- Use known words or parts to solve unknown words?
- Use syllables to problem solve?
- Use prefixes and suffixes to take words apart?
- Use inflectional endings to take words apart?
- Use sentence context to derive the meaning of words?
- Use base words and root words to derive the meaning of words?
- Make connections among words to understand their meaning?

4. Self-Monitoring

Does the reader:

- Hesitate at an unknown word?
- Stop at an unknown word?
- Stop at an unknown word and appeal for help?
- Stop after an error?
- Notice mismatches?
- Notice when an attempt does not look right?
- Notice when an attempt does not sound right?
- Notice when an attempt does not make sense?
- Reread to confirm reading?
- Use knowledge of some high frequency words to check on reading?
- Check one source of information with another?
- Check an attempt that makes sense with language?
- Check an attempt that makes sense with the letters (visual information)?
- Use language structure to check on reading?
- Request help after making several attempts?

5. Self-Correcting

Does the reader:

- Reread and try again until accurate?
- Stop after an error and make another attempt?
- Stop after an error and make multiple attempts until accurate?
- Reread to self-correct?
- Work actively to solve mismatches?
- Self-correct errors some of the time?
- Self-correct errors most of the time?

6. Maintaining Fluency

Does the reader:

- Read without pointing?
- Read word groups (phrases)?
- Put words together?
- Read smoothly?
- Read the punctuation?
- Make the voice go down at periods?
- Make the voice go up at question marks?
- Pause briefly at commas, dashes, and hyphens?
- Read dialogue with intonation or expression?
- Stress the appropriate words to convey accurate meaning?
- Read at a good rate—not too fast and not too slow?

7. Other

Student: _____

Grade: _____

Year: _____

Jan. Dec.		Jan. Dec.

Analyzing Reading Behaviors to Sustain Processing

QUESTIONS

COMMENTS

EXAMPLE(S)

1 Is there evidence that the reader is solving words (for example, using the first letter, taking words apart, recognizing words rapidly, using sentence context)?

2 Is there evidence that the reader is monitoring and checking (for example, making several attempts, self-correcting, or asking for help)?

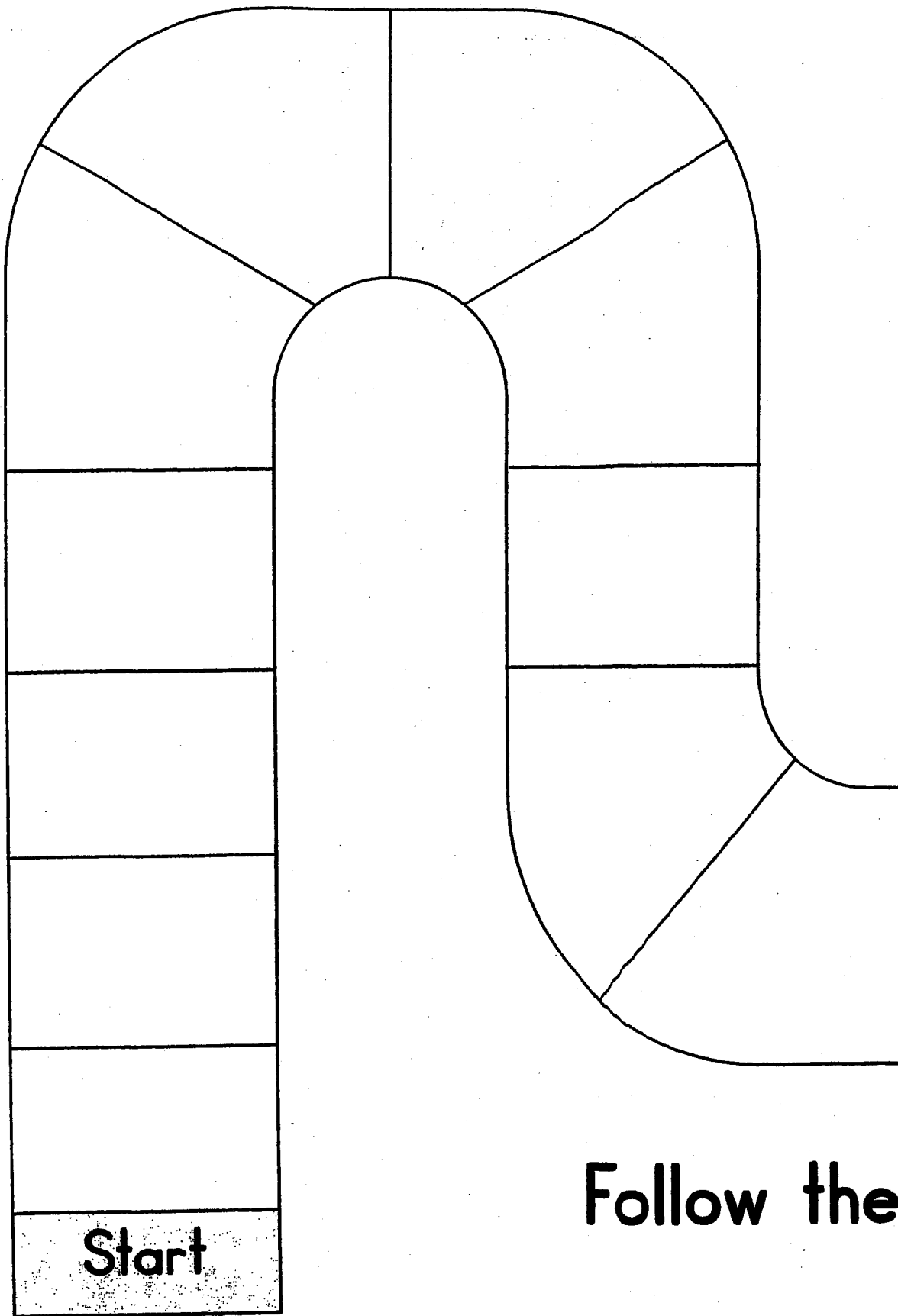
3 Is there evidence that the reader is searching for and using different kinds of information (for example, rereading or turning back to search, searching for information in pictures, examining the text closely by repeating)?

4 Is there evidence that the reader is remembering information in summary form (for example, recalling something previously read, self-correcting by using previous information, gaining momentum and ease toward the end of the reading)?

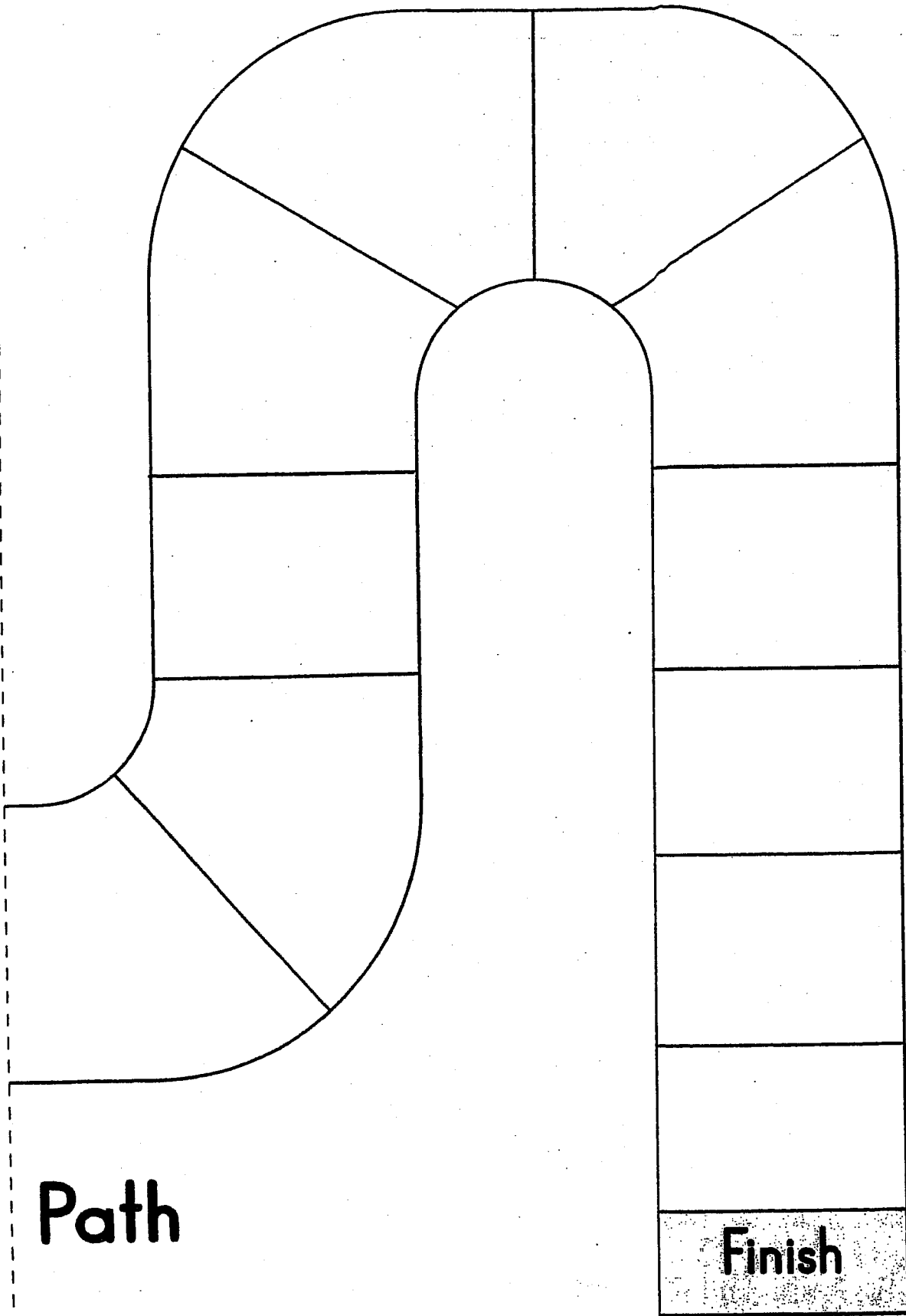
5 Is there evidence that the reader is using fluent, phrased reading (for example, parsing language into phrases, reading the punctuation, reading at a good rate, making the voice reflect the meaning)?

6 Is there evidence that the reader is adjusting reading pace or focus across the reading of the text (for example, slowing down to problem-solve and then speeding up)?

General comments:



Follow the



Path

Finish