

hello

making the most of
GUIDED READING

hello literacy



.....

@hellojenjones

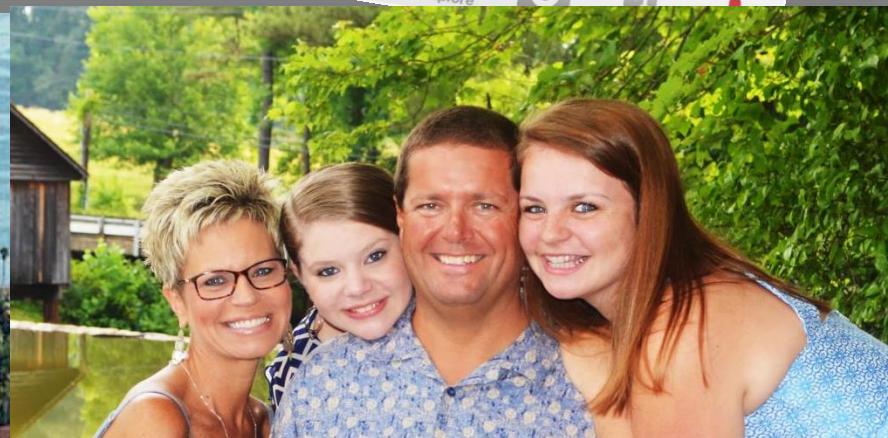
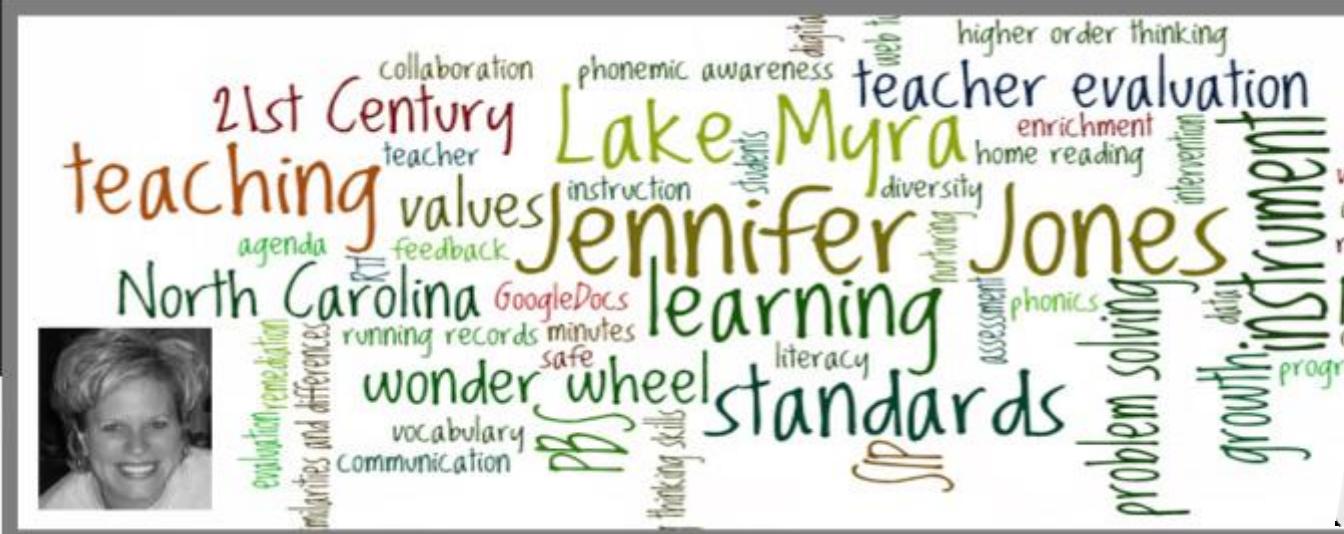
#ncra16



"Someone please
tweet that!"

A circular profile picture of Jen Jones, a woman with short blonde hair and glasses, smiling and holding a small object. She is standing in front of a wooden shelf with various decorative items, including a globe and a sign that says "READ".

hello
literacy



hello literacy



HOME

ME

PD

STORE

FONTS

FAQ'S

Jun
25

17 NEW HELLO FONTS RELEASED TODAY



"IT'S JANUARY & HALF MY KINDERGARTENERS ARE ON LEVEL A!"



bit.ly/10bestpracticesforK

hello
literacy



Jennifer

Home 20+



▼

Page

Activity 4

Insights

Settings

Build Audience ▾

Help ▾

**Timeline**

About

Photos

Likes

More ▾

PEOPLE

22,479 likes

ABOUT

Teacher, K-12 Reading Specialist, Blogger, Staff Developer, Trainer, Curriculum Writer, Clip Artist, Font Designer

<http://www.helloliteracy.blogspot.com/>

APPS**Freebies for Fans****hello literacy** Hello Literacy

Just now ·

Are you ready for some Hello Literacy PD? See you Wednesday at The Venetian!

<http://sde.com/iteach1st2015/PresenterDetail.asp?pld=848>

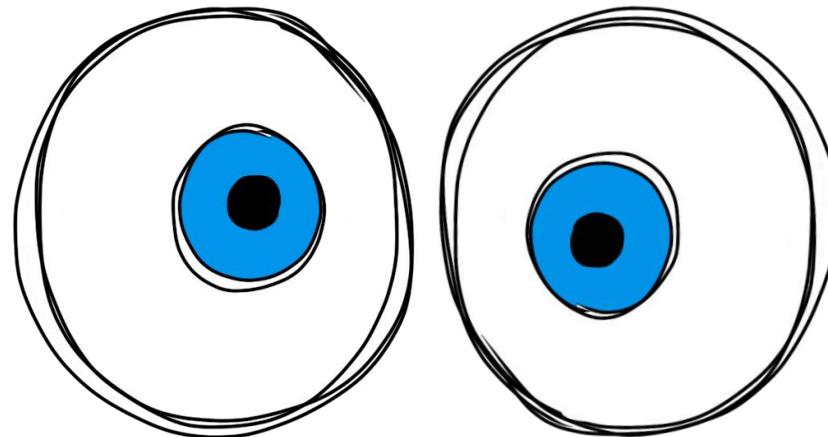


MAP of THE UNITED STATES





Paste a long URL here to shorten...



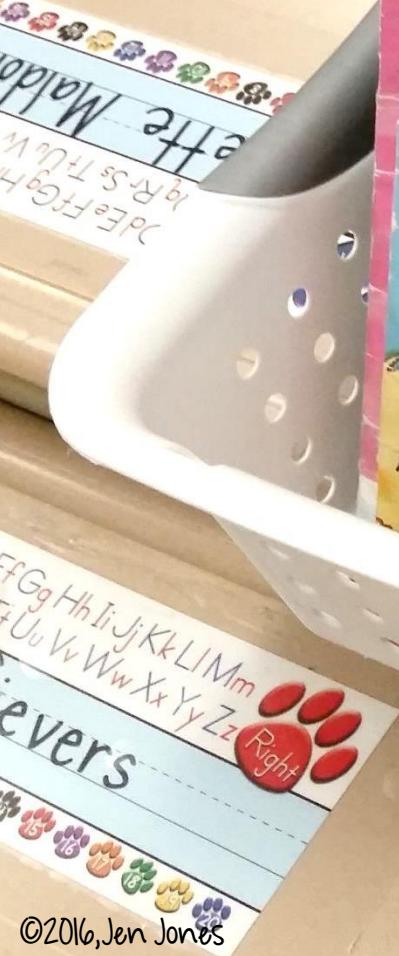
bit.ly/ _____



**READING & LISTENING
ARE INPUT,
SPEAKING & WRITING
ARE OUTPUT.
BALANCED LITERACY IS
AN EQUAL AMOUNT OF
BOTH INPUT & OUTPUT.**

-JEN JONES

Browsing Boxes





If you want your students to

**LOVE
READING...**

YOU MUST LET THEM

READ

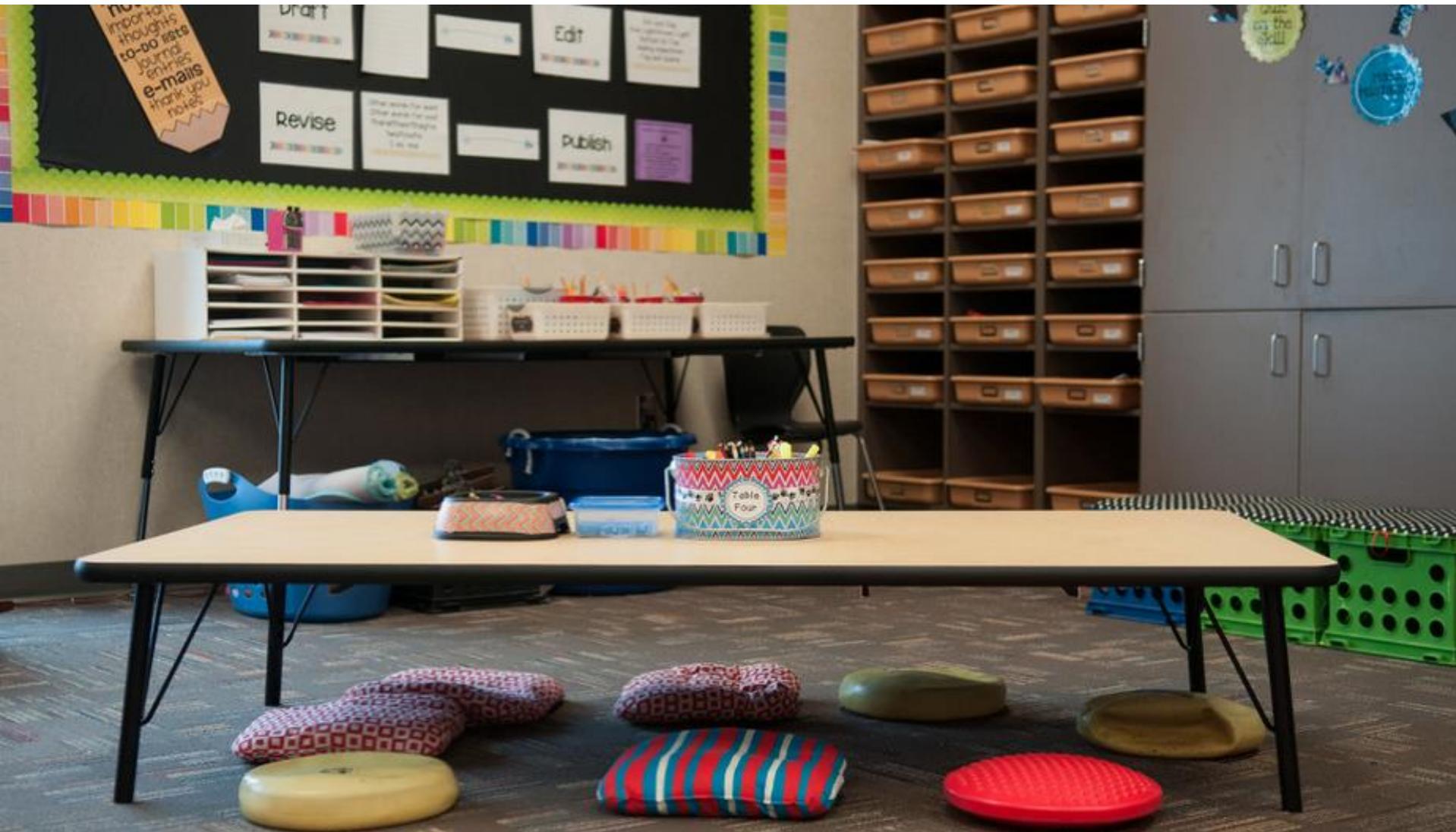
What they

LOVE

- Hope King -



Student Choice



bit.ly/starbucksclassroom

TOP DOG TEACHING
KAIA LEA PHOTOGRAPHY



TOP DOG TEACHING
KAIA LEA PHOTOGRAPHY

Before you start...

Guided Reading

Do students know how to...

Work in teams

Solve problems

Do independent activities



The following slides *illustrate* what the rest of the class is *doing* independently of you while you and a small group of students are doing *Guided Reading*.







Counting

4	4	4	4
---	---	---	---

Counting starting all the way back to 1, and counting by 1's. Keeping track of each count.

Note

WET

TRANSITION

VISUAL

TUTOR

slipped

lost

one

two

three

four

five

six

seven

eight

nine

ten

eleven

twelve

thirteen

fourteen

fifteen

sixteen

seventeen

eighteen

nineteen

twenty

thirty

forty

fifty

sixty

seventy

eighty

ninety

one hundred









Steven







"I really love those worksheets we did today. Can we do some tomorrow, too?" said no student ever.



som~~e~~ecards
user card



“Since we’re the GIFTED group, can we please do more packets?” said NO gifted student ever!

The following is NOT Guided Reading



“Guided Reading is not coming to the guided reading table and completing worksheets with or without the teacher, it is not doing projects, it is not discussing and talking about their independent reading books, it is not assessing one student while the rest read silently, it is not having students read and retell to each other while you write a parent email or shop online, it is not book clubs or literature circles without the teacher, it is not reading to them, for them or with them, it is not writing Guided Reading in your lesson plan book and not actually teaching guided reading, and it is not playing games and coloring sheets with or without the teacher. Guided reading is not guided reading if only 1 or 2 students are sitting at the table and guided reading is done best at a horseshoe shaped table with the teacher on one side and six students pulled up to the other side of the table. Guided reading is also done best when the guided reading table is clean and clear of clutter. This paragraph probably doesn't apply to you, but I just had to put it out there.”

-Hello Literacy Blog Post

Developing Problem-Solvers in a Student Centered Classroom

What can I do when someone is annoying or hurting me? Look the person in the eye and say nicely,

I don't like it when _____
I feel _____ when you _____
I want _____

When someone tells you this, what can you say back? Look the person in the eye and say nicely,

I heard you say _____
I won't _____
I am sorry.

I Am A Problem-Solver during IDR & GR (RW)

helloliteracy.blogspot.com
8-29-12

Problem...	Solution...
• I have to go to the bathroom...	• Just go - sign out
• I hear a distracting noise.	• Walk over to the noise & say "Please be quiet."
• I want to go to the library.	• Use your library passes.
• I'm thirsty.	• Get a drink.
• I'm bleeding.	• Get a band-aid.
• I feel like I'm going to throw up	• Get a trash can and walk to the bathroom.
• I need a supply.	• Look on the supply desk.
• I have to talk to my teacher.	• Get a sticky note & discreetly pass it to her.

Mini-Lesson



JENNIFER SERRAVALLO

With 300
strategies

The Reading Strategies Book

YOUR **EVERYTHING GUIDE** TO
DEVELOPING SKILLED READERS

Heinemann
DEDICATED TO TEACHERS™

4.18 Partners Can Be Fluency Teachers

Strategy Partners can help by listening and being a teacher. You can read aloud and your partner can listen to your reading. If there's a spot that sounds choppy or flat, your partner can help you by saying, "Go back and read that again" or "Make your voice match the feeling," just like a teacher would do.

Teaching Tip "Ghost Partner" works well here, too (see "Partners Help to Smooth It Out" on page 116). The prompts included on this page with this strategy would be great to whisper into students' ears to have them practice saying it to their partner. After a few times, they'll get the hang of the language they'd use to "act like a teacher" and they won't need you to whisper in. Added bonus—students doing the coaching or teaching will start to hear the kinds of things they say to their partner while coaching and may even apply it while they are reading their own books.

Prompts

- Go back and read that again.
- Smooth that out.
- Make your voice match the feeling.
- That was smooth reading!
- That sounded just like how you talk.
- I think that was a little choppy. Try it again.

Fluency Partners

Partners can help each other by listening and coaching. Take turns being the "Reader" or the "coach".

Reader

- ▲ read aloud to your partner
- ▲ Remember to read with expression
- ▲ read accurately
- ▲ try to make your reading sound like a conversation.

Coach

- give feedback to your partner
- compliment areas of strength
- point-out areas that need improvement

Prompts:

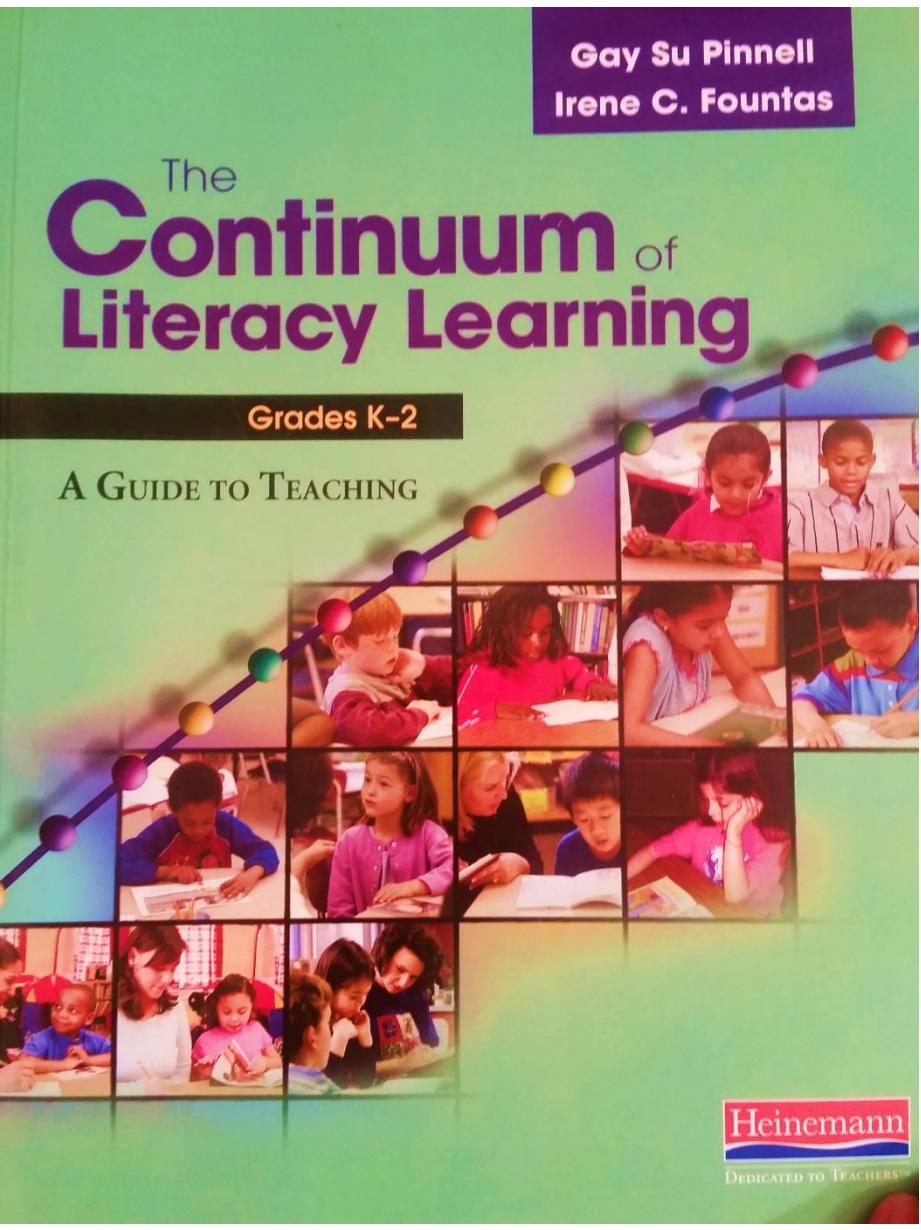
- Go back and reread that
- Smooth that out
- Make your voice match the feeling

Who is this for?

LEVELS
J and above

GENRE / TEXT TYPE
any

SKILLS
phrasing, intonation,
partnership



Level H

Guided Reading

Selecting Goals Behaviors and Understandings to Notice, Teach, and Support

Thinking within the Text

Solving Words

- Use letter-sound relationships in sequence to solve more complex words
- Use consonant and vowel sound-letter relationships to solve words
- Quickly and automatically recognize one hundred or more high-frequency words within continuous text
- Use known words and word parts (including onsets and rimes) to solve unknown words
- Make connections between words by letters, sounds, or spelling patterns
- Connect words that mean the same or almost the same to derive meaning from the text
- Demonstrate knowledge of flexible ways to solve words (taking it apart, using meaning, etc.)
- Break down a longer word into syllables in order to decode manageable units
- Use context and pictures to derive the meaning of unfamiliar vocabulary
- Use context to derive meaning of new words
- Take apart compound words to solve them
- Demonstrate competent, active word solving while reading at a good pace-less overt problem solving

Monitoring and Correcting

- Self-correct close to the point of error
- Reread (at the phrase or word) to problem solve, self-correct, or confirm when needed but less frequently than in previous levels
- Use multiple sources of information to monitor and self-correct (language structure, meaning, and letter-sound information)
- Realize when more information is needed to understand a text
- Use known words to self-monitor and self-correct

Summarizing

- Remember information to help in understanding the end of a story
- Demonstrate understanding of sequence when summarizing a text
- Identify and understand a set of related ideas in a text
- Summarize narratives with multiple episodes as part of the same simple plot
- After reading, provide an oral summary with appropriate details in sequence

Maintaining Fluency

- Demonstrate phrased, fluent oral reading
- Reflect language syntax and meaning through phrasing and expression
- Demonstrate awareness of the function of the full range of punctuation
- Demonstrate appropriate stress on words to reflect the meaning
- Use multiple sources of information (language structure, meaning, fast word recognition) to support fluency and phrasing

Adjusting

- Slow down or repeat to think about the meaning of the text and resume normal speed
- Have expectations for reading realistic fiction, simple animal fantasy, simple traditional tales, and easy informational books
- Reread to solve words or think about ideas and resume good rate of reading

Planning for Word Work after Guided Reading

One- to three-minute demonstrations and active student engagement using a chart or easel, white board, magnet letters, or pencil and paper can develop fluency and flexibility in visual processing. Plan for explicit work in specific visual processing areas that need support.

Examples:

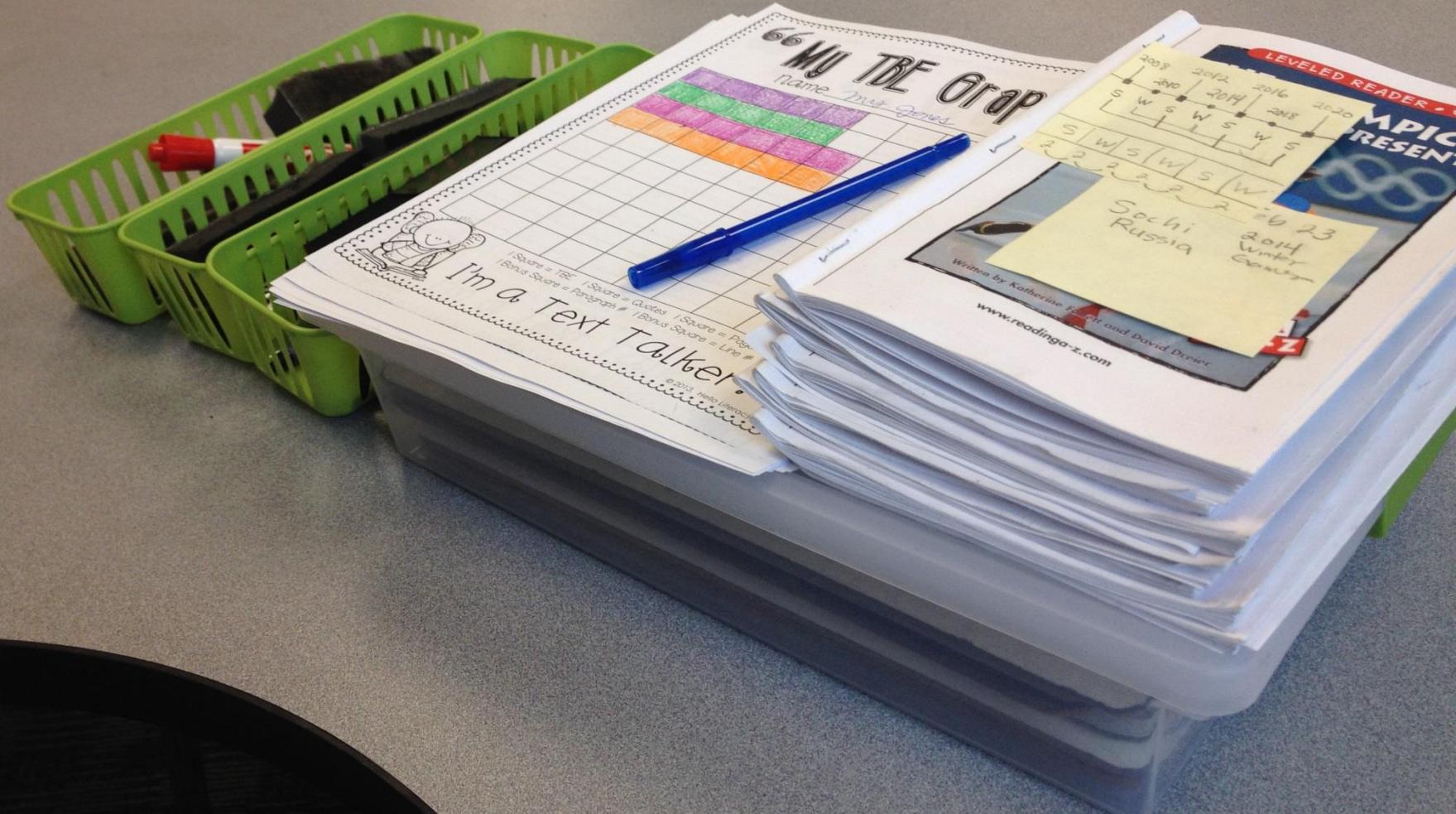
- Recognize and write many high-frequency words (for example, come, came, from, her, him, his, one, out, said, saw, she, that, their, there, they, was, went, were, with)
- Review high-frequency words from previous levels
- Change words to add simple inflectional endings (-ed, -ing; stopped, stopping)
- Change words to make plurals by adding -es (dresses, crashes)
- Make or take apart words using phonograms with VCe patterns (sole, rule) and phonograms with double vowel letters (spoon, keep)
- Write words with inflectional endings, plurals, VCe patterns, etc.
- Read or make words that have short (CVC: hat) and long (CVCe: game) vowel patterns
- Take apart compound words (every-one)
- Change beginning, middle, and ending letters—single consonants and vowels as well as blends and digraphs—to make new words (cot/cat'/cast/trash)
- Make possessives by adding an apostrophe and an s to a singular noun (the dog's bone)
- Solve words using letter-sound analysis from left to right (s-t-r-e-a-m)
- Use what is known about words to read new words (but, butter; in, spin)
- Take apart words that begin with initial consonants, consonant clusters, and consonant digraphs (ch-air)
- Take apart words with consonant clusters that blend two or three consonant sounds (spin, sprint)
- Take apart words with consonant clusters at the beginning—both blends and digraphs (crib, while)
- Take apart words with double consonant letters in middle (butter)
- Read contractions with is (he's, she's) or not (don't)
- Read Consonant Cluster Chart in a variety of ways

© 2007 by Gay Su Pinnell and Irene C. Fountas from *The Continuum of Literacy Learning, Grades K-2*. Portsmouth, NH: Heinemann.

Gluided Reading



Planning for Groups, is aligned to...



Whole Group Planning

Guided Reading Lesson Plan

	Text Title	Making Pizza
	Text Level	E - Nonfiction
3	Familiar Reading	students re-read familiar books from past guided reading lessons and past text levels (C-D)
2	Fluency	flash reading of high frequency words
	Reminder of the Mini-lesson Reading Strategy	"when we look at the title and the cover picture we can learn what the book is going to teach us"...this helps us by figuring out the main topic and important details.
8	New Text Reading	Brief Introduction: "In the book, a mother and her daughter show us how to make pizza." (staggered passing out of books) (listen in on students as they read, and coach individually on the run)
5	New Text Discussion	<p>Lower Level Questions:</p> <p>What are the mom and little girl making? What are some of the key ingredients for pizza? How do you make the dough for pizza? What do you spread on first? Next? Last?</p> <p>Higher Level Questions:</p> <p>Who is telling us how to make pizza? Where is the story taking place? What room? Where are they making pizza? How do they feel about making pizza? What could happen if you toss the pizza too high? Why did they switch to bread in the middle? Why is it a good idea for Mom to put it in the oven?</p>
2	New Text Retelling	Turn to your neighbor and say: "This book is about _____ and it teaches about _____, _____ & _____"

LEVELED BOOK • A

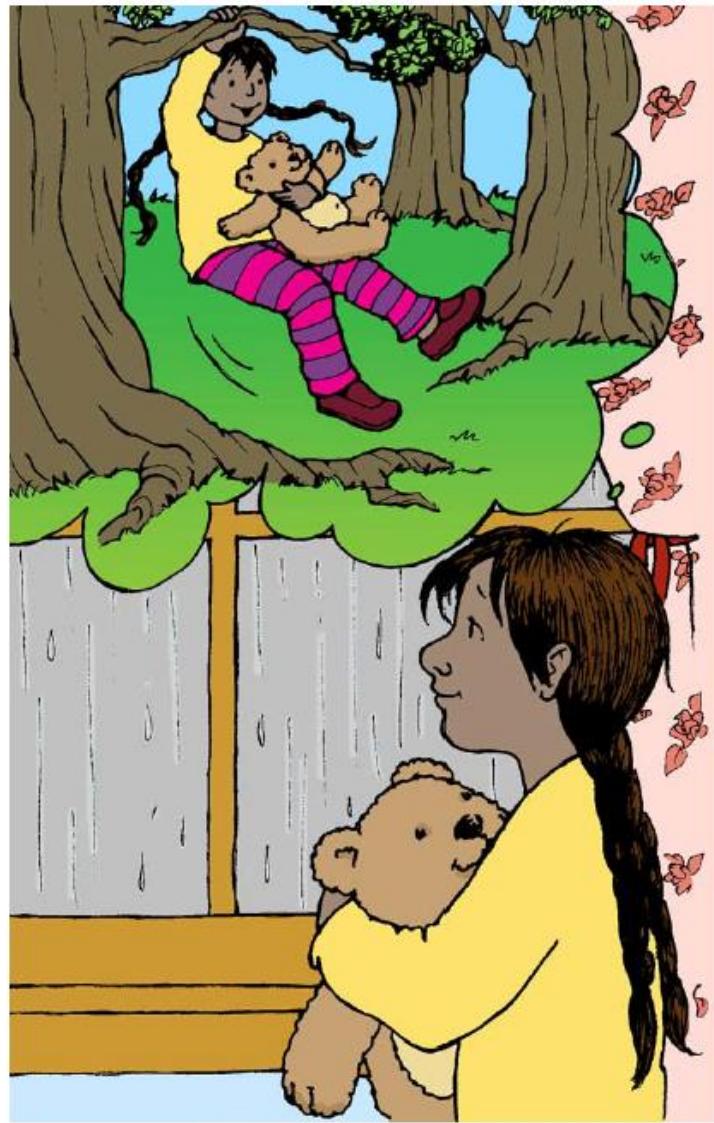
What I Like



Written by W. E. Strauss
Illustrated by Rebecca Thornburgh



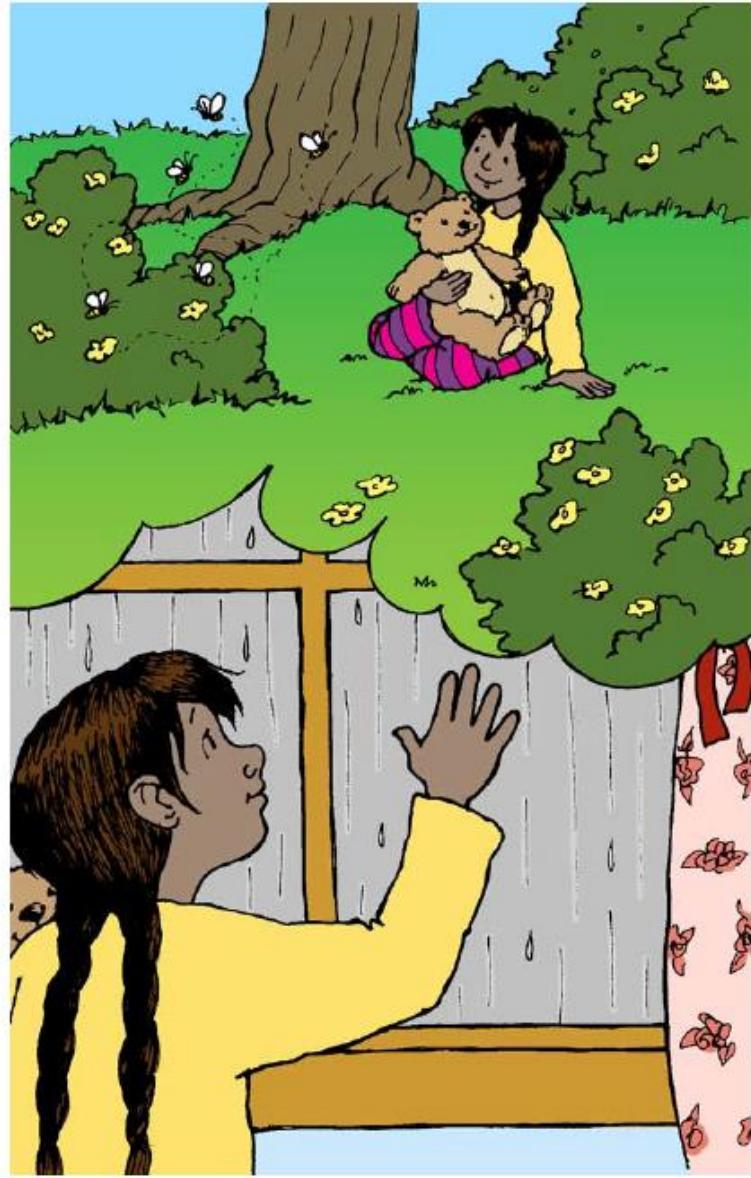
I like flowers.



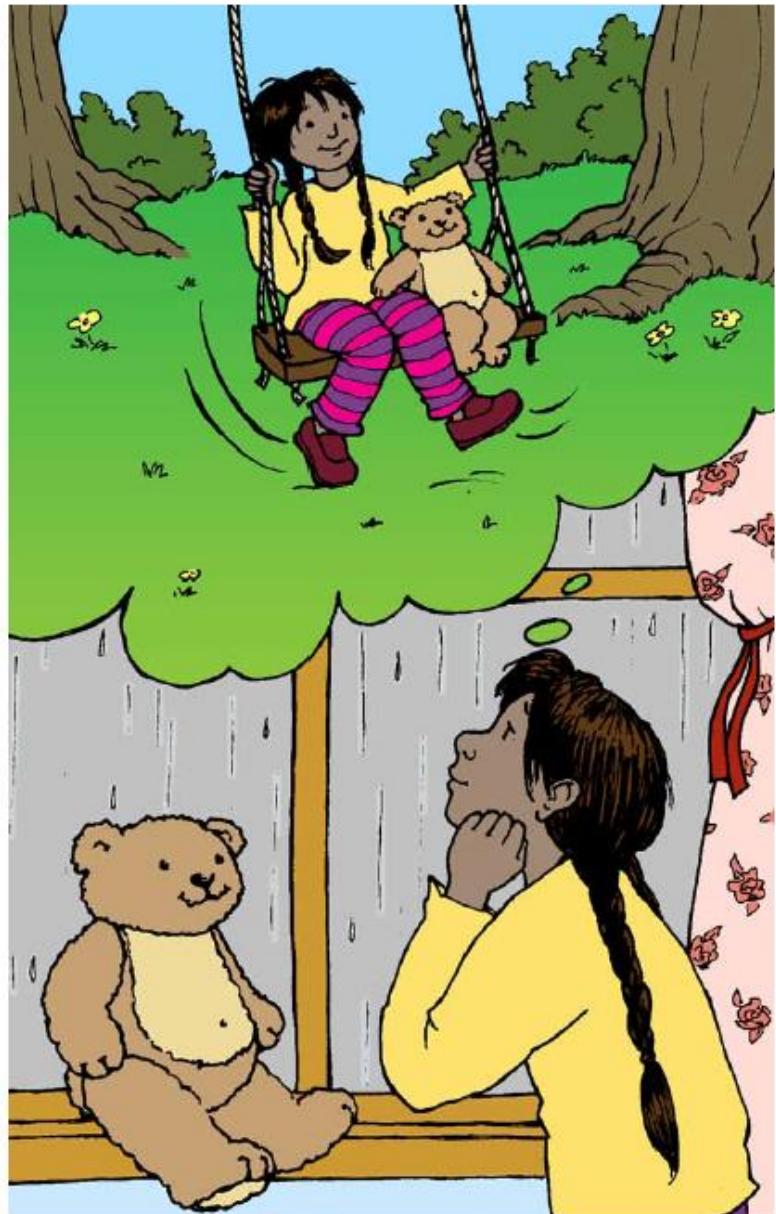
I like trees.



I like birds.



I like bees.



I like to swing.



I like to slide.



I like to dig.



I like to play outside.

PLANNING FOR YOUR GR SESSION:

LLQ's:

HLQ's:

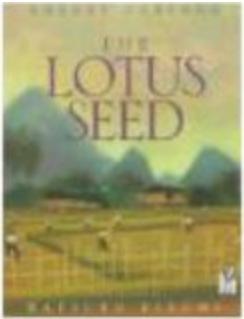
"no more winging it!"

LEVELED BOOK • A

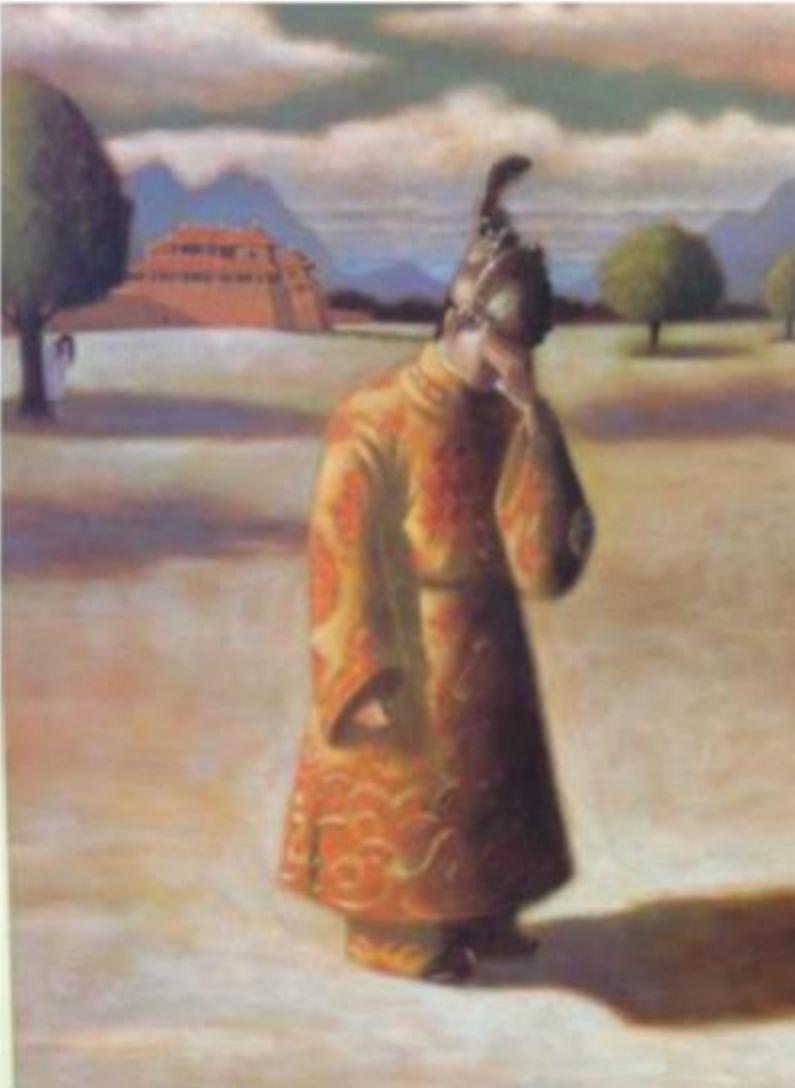
What I Like



Written by W. E. Strauss
Illustrated by Rebecca Thornburgh



Lexile 880
4/5 Text Complexity Stretch Band



My grandmother saw
the emperor cry
the day he lost
his golden dragon throne.

Everyone reading...



...at the same time!



Guided Reading Anchor Charts

After Reading Text Discussions

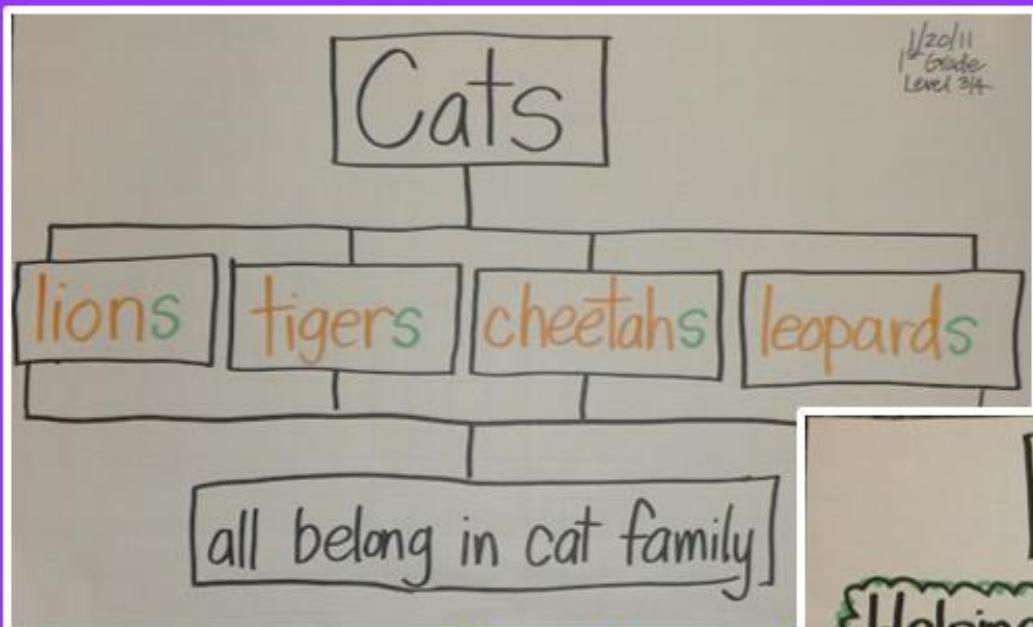


What tastes good & bad on sandwiches?

Taste Good 😊	Taste Bad 😕
chicken	applesauce
hot dogs	tomatoes
mayo	broccoli
peanut butter	water
jelly	watermelon
cheese	Rice
Salami	Pickles
bologna	Salt
tuna	Silly bands
roast beef	Ice cream
bacon	Onions
bananas	No dressing

Guided Reading Anchor Charts

Anticipating & Pre-teaching Vocabulary



Anticipating Words

Helping in the Garden by Keith Pigdon

weeds	leaves	grass	movie
fish	rake	tree	helping
yard	birthday	shovel	beach
dig	plant	flower	water
snow	sleep	dirt	

I-I

Correspondence

Day 1 Space out toys on a sentence strip. One tap & ID per toy.

Day 2 Replace toys with color dots. One tap & ID per dot.

Day 3 Replace color dots with familiar symbols spaced out.

Day 4 Replace symbols with numbers (in or out of order).

Day 5 Replace numbers with letters out of order, closer together.

Day 6 Repeat the step above, but with letters closer together.

Day 7 I see red balloons . Eventually replacing letters with words spaced out.

Jen Jones, www.helloliteracy.blogspot.com

GREAT READERS

Think...

look at the pictures



get your lips ready



s-t-r-e-t-c-h it out



find the chunks



read it again



hop over tricky words



GREAT READERS

Ask...

Does it look right?



Does it sound right?



Does it make sense?

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@ tinyurl.com/greatreaders

A photograph of a classroom wall featuring several educational displays. At the top center is a large poster titled "STRATEGY #8 Mini-Lesson" in pink and blue. Below it are two smaller posters: one for "STRATEGY #5" and another for "STRATEGY #6". To the left is a large graphic organizer for "STRATEGY #3" with sections for "Title", "Author", "Setting", "Plot", "Character", and "Theme". A student's writing sample is pasted under the "Character" section. On the right, there is a large graphic organizer for "STRATEGY #1" with sections for "Title", "Author", "Setting", "Plot", "Character", and "Theme". A student's writing sample is pasted under the "Character" section. The bottom of the image shows a student's handwriting practice sheet with the title "STRATEGY #5" and "STRATEGY #6" at the top.

The image shows a classroom wall with two large, framed anchor charts. The top chart, titled "STRATEGY #4 Mini-Lesson", features a blue background with white text. It includes the title, a sub-section "How to... Read & Write Stories", and a large graphic of a brain with arrows pointing to various parts. The bottom chart, titled "STRATEGY #5 Read & Write Stories", has a yellow background with blue text. It includes the title, a sub-section "How to... Read & Write Stories", and a large graphic of a brain with arrows pointing to various parts.

9 Strategy Mini-Lessons & 9 Strategy Posters

A book cover featuring a red banner across the middle with the text "read it again". Above the banner, the title "STRATEGY #5" is written in large, bold, red letters. Below the banner, there is a colorful illustration of two children wearing party hats.

The image shows three separate book covers from the 'Fix-up Strategy' series. The top book is titled 'FIX-UP STRATEGY #6 hop over tricky words'. The middle book is titled 'FIX-UP STRATEGY #7 get your fix'. The bottom book is partially visible, showing the title 'FIX-UP STRATEGY #8' and the beginning of the sentence 'I sometimes re...'. Each book cover features a colorful illustration related to the strategy: a ladder, a magnifying glass, and a flower respectively.

A classroom display board titled "FIX-UP STRATEGY #9 Does it make sense?" in large blue letters. Below the title is a large image of a jigsaw puzzle. A white sign in the foreground has the text "UP EGY #4 chunks" on it. The background shows a window with a view of snow-covered ground.

Self-Monitoring Intervention

MSV Task Cards



- A. The white house is galloping to town.
- B. The white horse is galloping to town.
- C. The white horses is galloping to town.

The right answer is because

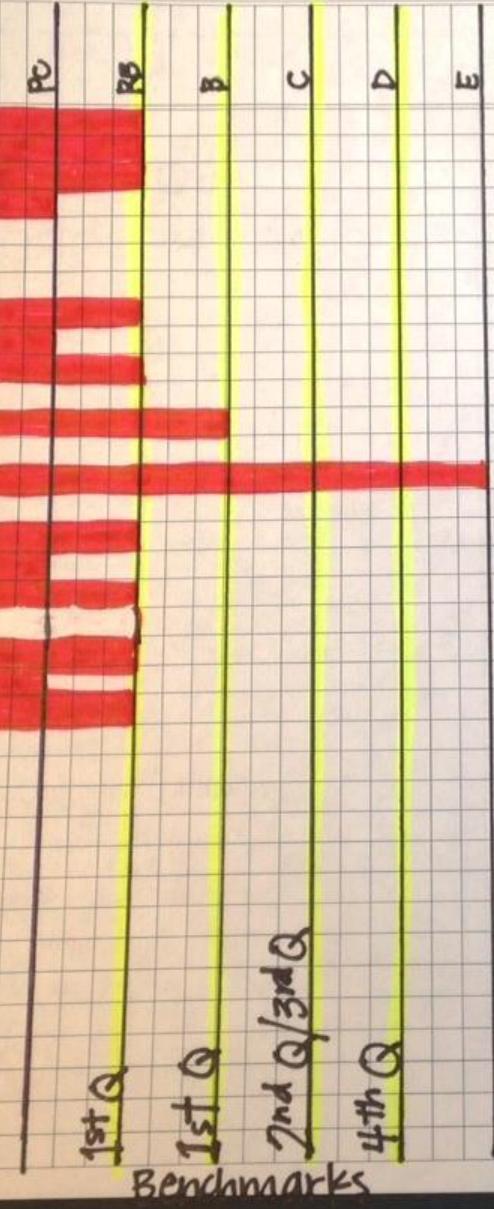
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Reading levels

NAME

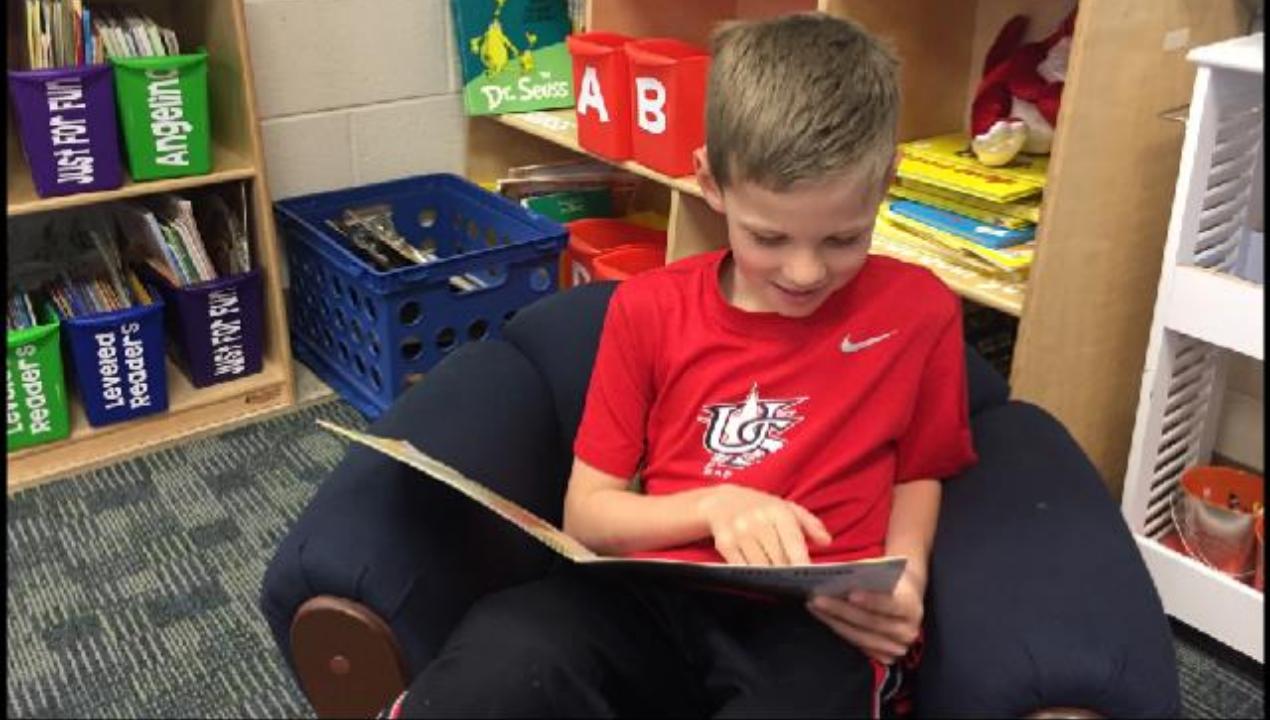
Anna
Avery I.
Avery C.
Cullen
Davis
Dylan
Ellie
Emerson
Grady
Harper G.
Harper L.
Joshua
Layton
Lillian
Lyla
Maya
Natalie
Olivia
Raven
Sebastian
Sienna
William
Wilson



Benchmarks

	Page	Section	Page	Section
1				
2				
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Picture Talk



In the
Mountains

Leveled
Books



Interest
Books

Close Reading



hello
literacy

Close Listening



*Close
Looking
(and describing)*



Projects



OUR PROJECTS

I am working on my project

and Quarto >>

the sentence.
line the box in blue
line the quarto in orange
click for 2 in the box
click for 4 in the quarto

a teacher says "Good morning!"

QUOTE
Author unknown
and work



Presentations

TOP DOG
TEACHING



**PROJECT
BASED
LEARNING
(PBL) SHOULD
NOT END
WITH
THE PROJECT.
GET KIDS UP
PRESENTING!**

-JEN JONES



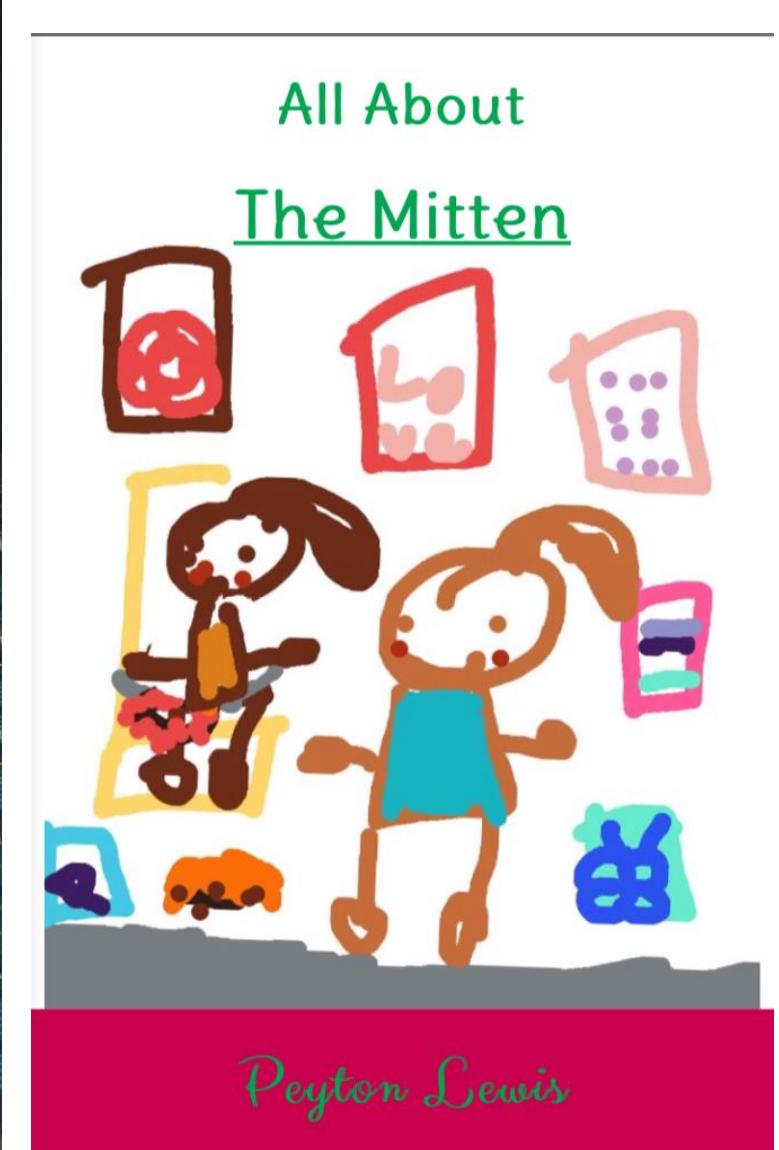
Prepare students today for their future **TEDTalk.**



TEDxFargo



Global Audience



iTunes
All About the Mitten

Would your school or district like some Jen Jones PD?

yes!

Email me at:
helloliteracy@gmail.com



PROFESSIONAL DEVELOPMENT menu



Thank you for your interest in my professional development services. Here is a sampling of some the offerings I can provide your school/district/conference. However, please know that I am completely happy to customize my PD to meet the needs of your site based on FLA data, your school's School Improvement Plan, your district's Strategic Plan or PD expressed or based on the general consensus of the teacher's and/or the district office. Once you select a few areas of need, or have one that's not on the menu, contact me and I can let you know the duration of each. Thank you! ♥ Jen

- Reading Workshop (mini-lessons, independent reading, reading conferences)
- Guided Reading (structure, coaching fix-up strategies, running record analysis)
- 21st Century Literacy Block (mini-lesson, small group instruction, literacy centers)
- Best Practices for 21st Century Literacy Instruction
- Rigor & Engagement: Strategies for Student Voice & Choice
- Response to Intervention (assessment, interventions & progress monitoring)
- Critical Thinking/Higher Level Thinking & Speaking
- Breaking Down the Common Core Reading Standards
- Teaching Text Inferring through Picture of the Day
- Phonemic Awareness & Phonics Instruction
- Close Reading with Text Based Evidence
- Direct Methods of Vocabulary Instruction
- Indirect Methods of Vocabulary Instruction
- Literacy Centers (lower & upper grades)
- STEM Activities from Children's Literature
- Reciprocal Teaching in Reading
- Comprehension Skills & Strategies
- Student Researching & Presenting
- iPad Apps for Reading Response
- Writing in the Content Areas
- Elements of Text Complexity



Thank You!

