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Guided Reading Framework Needs for ELL Students at the Emergent, Early and Transitional Levels

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Guided Reading Framework Needs for ELL Students at the Emergent,
Early and Transitional Levels

A Plan B Project Presented to the Graduate Faculty
of Minnesota State University Moorhead

By

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In Partial Fulfillment of the
Requirements for the Degree of
Master of Arts in
Teaching English as a Second Language

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Dedication

To my children, I hope I have set a good example of the importance of education and lifelong learning. You are and always will be the best things that have ever happened to me.

Acknowledgments

I want to thank all of my family and friends for supporting me and for their countless words of encouragement throughout this journey. Without your love and support, I would never be where I am today.

A special thanks to my professor and advisor, Dr. Linda Houts-Smith. Your endless support and guidance has helped shape me into the teacher I am today. Thank you for the time and energy you have given throughout this process.

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Abstract

The purpose of this project was to analyze guided reading frameworks used by teachers in grades kindergarten through fourth grade, and to determine if they meet the needs for ELLs. First, key components important to the success of ELLs during guided reading instruction were identified. Then, guided reading frameworks currently in place for students reading at the emergent, early, and transitional reading levels. were analyzed. Last, the framework components were compared with the key components for ELLs in guided reading instruction. If the frameworks did not meet the needs of ELLs then new frameworks would need to be developed. The guided reading frameworks at the emergent, early, and transitional reading levels contained all of the key components necessary for ELLs. It was recommended not to change the current frameworks. Instead, recommendations were made on best practices within the components to help foster ELL success during guided reading.

Chapter One: Introduction

Every year it seems as if the standards for reading benchmarks for today's students are increasing. The demand on student achievement has become harder and harder to reach. This is even more of a challenge for English Language Learners (ELLs) in the school systems. Many ELLs are falling behind, and they are failing to reach the grade level targets that are needed to be successful in school. With the increase in numbers of ELLs and their consistent academic underperformance in literacy, educators need to look deeper into the instructional tools and techniques that are necessary to facilitate literacy learning for ELLs.

I currently serve as an ELL teacher in a kindergarten through grade four elementary school. I have been teaching ELL for the last seven years, and before that, I was a first and second grade classroom teacher. Seven years ago, during my first year teaching ELL in my current position, I attended several data meetings, all of them looking at students' literacy performance. During these various data meetings, it was clear that the majority of ELLs in my school did not meet grade level targets in literacy. A small number of those students were new arrivals to the country and were still learning basic language skills, so their results were not alarming to me. However, several of the other ELLs were not new arrivals and had been in the district since kindergarten. These ELLs all demonstrated strong language skills in speaking and listening but struggled with reading and writing. Many of these ELLs had also been receiving Title I services for one or more years.

When digging deeper into the various literacy assessment scores for these ELLs and comparing them with their language scores, I found a clear trend. Many ELL students coming into school in kindergarten had low oral language skills, but they were close to or at grade level literacy targets. As I analyzed scores of 3rd and 4th graders, there was a clear shift showing the students' oral language skills increased to proficient or near proficient, but their literacy scores were below adequate. Also, many of these students were not exiting the ELL program due to low reading and writing scores on the WIDA ACCESS test.

Seven years later the situation hasn't improved. The 2018 Minnesota Comprehensive Assessment (MCA) in reading reveals only 3.8% of ELLs in 3rd and 4th grades at my school met or exceeded the state standards. Our district average for ELLs meeting or exceeding state standards was 6.6%, while the state average was 14%; our ELLs score about 7.4% below the state average (MDE, 2019). We as a district and a school are missing something important when it comes to teaching reading to our ELLs. We need to identify and change something in order to provide our ELLs with targeted support that can help them be successful as they move to the middle and high school levels.

As I thought about the many possible variables in literacy instruction in our school, I realized a common approach we all use is guided reading. Is there something in our approach to guided reading that could be altered to produce better results for our ELLs? Classroom teachers and title I teachers all work with ELLs in small groups while following common guided reading frameworks for readers in the stages of early, emergent and transitional readers. However, because of the unique needs of ELL

students, I realized that we may need to look differently at the components in the framework to ensure their needs are met. My purpose for this project is to analyze the guided reading frameworks we use in our district and to determine if they address the needs for ELLs. By ensuring that our guided reading framework contains features specifically for ELLs we should be able to provide enough appropriate targeted support to bridge the gap we are seeing in our ELLs, literacy scores. If they do not contain the necessary components for ELL success, then new frameworks would need to be created.

Description of setting

This project focuses on an elementary school building in a growing Midwest community with a population of roughly 42,000 people. The elementary school is a Title I school with around 664 students in grades K-4. The student population at this school consists of 68% White, 11.9% Black or African American, 10.1% Hispanic, 7.3% Two or More Races, 2.1% American Indian or Alaska Native, and 0.9% Asian (MDE, 2019).

This school is made up of a population of 37.4% Free or Reduced Lunch, 16.5% receiving special education services and 6.7% English Learners (MDE, 2019). The majority of ELLs speak the languages of Somali, Arabic, Spanish, and Kurdish. There are also students from Liberia who have identified Creolized English as their first language.

There are three Title I teachers and two literacy coaches serving around 80 students. Students receive Title I services based on their AIMSWEB and grade level benchmark scores. AIMSWEB is a benchmark and progress monitoring system based on direct, frequent, and continuous student assessment. Students are given the assessment in the fall, winter, and spring. Once the assessment is given, the scores are carefully looked at to determine who needs additional reading support. Students lowest in reading will

receive Title I services. Of these 80 students served, about 15 of them are ELL students. Additionally, five students receive reading services from a special education teacher as part of their IEPs.

ELL services

There are roughly 43 students identified as ELLs at my school. The need for services is determined by first having all students enrolling at the school fill out a Minnesota language survey. If a language other than English is identified, then a student must be assessed using the WIDA screener test or WIDA placement test by a trained ELL teacher to determine eligibility for the ELL program. The WIDA screener is a secure large scale English language proficiency test given to students identified as ELLs in grades K-12. The test assesses language development in the four language domains of reading, writing, listening and speaking. Scores are given in each domain, and they describe student performance in terms of the six WIDA English language proficiency levels: 1– Entering, 2–Emerging, 3–Developing, 4–Expanding, 5–Bridging, 6–Reaching. Students receive a composite score derived from a combination of weighted language domain scores. The ELL teacher screens the students using the WIDA MODEL for kindergarten or the WIDA online screener for grades one through four. If a student new to the district comes with a previous WIDA score, they do not need to be screened. If a student scores lower than 4.5 on the composite score, they are enrolled in the ELL program.

Once students are enrolled in the ELL program, language services are provided. At this school, language instruction follows a pull-out model. In the pull-out model, a small group of five to six students from each grade level leaves during small group

literacy block time in their mainstream classrooms, and they go to the ELL room for small group language instruction. In the ELL classroom they receive language support following the district's common core literacy program from Benchmark Education Company (2014). All ELLs who attain a composite language proficiency score of a level 1 or level 2 on the WIDA assessment are pulled out during a different group time. During this group time, they follow the *Carousel of Ideas* language curriculum (Ballard & Tighe, 2011). The *Carousel of Ideas* curriculum fits the needs for new language learners.

Each spring all ELLs take the WIDA ACCESS test to reassess their language proficiency. In the fall the district receives the students' scores, and they are used to redetermine ELL program grouping and a possible exit from the ELL program. Any student who has a composite score at or above 4.5 exits the ELL program and no longer receives ELL services.

The Project

In this project I analyze the current guided reading frameworks being utilized by mainstream teachers in grades kindergarten through fourth grade in my building. I look at the components within each framework to determine whether or not they meet the needs of our ELLs.

The frameworks our district follows and that I analyze derive from, *The Next Step Forward in Guided Reading: An Assess-Decide-Guide Framework for Supporting Every Reader* (Richardson, J., 2016). J. Richardson has outlined reading frameworks at five different levels; Pre-A, Emergent, Early Reader, Transitional Reader, and Fluent Reader. Each level has its own framework for teachers to follow. For this project I focus only on three of the five levels: the emergent reader, early reader, and transitional reader

frameworks. I do not analyze the pre-A guided reading lesson framework because it is for students who know fewer than 40 upper- and lowercase letters. I want to keep my focus on students who are at a text level A or higher. I also do not address the fluent guided reading framework because it is for readers who read at a text level Q or higher. Most of our struggling ELLs are not at this level, so it is valid to omit it.

Chapter Two: Review of Literature

If you were to walk into an elementary classroom during literacy time, chances are that you would see the teacher sitting and working with a small group of students. This approach, called guided reading, is an important part of literacy programs used in many primary schools. Guided reading has become a necessary component throughout schools in the United States because it is an important part of a balanced reading program. In order to fully understand the purpose of guided reading, we must first look at how it fits in a reading program.

Balanced Reading Programs

When looking at the structure of a balanced reading program the first component one sees is whole-class instruction. This is where the teacher might use a read-aloud or shared reading experience to teach state standards. According to J. Richardson (2016), a read-aloud is where teachers can choose a text to help foster interest and motivation, model fluent reading, engage students in discussing and analyzing a text, and demonstrate comprehension strategies. Educators can also turn this into an interactive read-aloud where they might stop two or three times to ask questions that encourage deeper thinking. It is important that teachers pick a variety of genres for their read-alouds so that students get the opportunity to practice comprehension strategies and standards from different types of texts.

The second part of a balanced reading program is guided reading. Guided reading lessons should build on the lessons that the teacher teaches during the whole-class instruction. Guided reading is a component of the balanced reading program and provides differentiated, small-group instruction to four to six students with similar strengths and instructional needs (Fountas, I. C. & Pinnell, G. S., 1996). The teacher will keep groups flexible and change the group members as students progress. According to J. Richardson (2016), these small groups allow children to feel supported as they take risks to problem-solve texts and construct meaning. The texts that are chosen during guided reading are at each student's instructional reading level, not at their independent reading level. The teacher will support each student as he or she encounters challenges within the text. Selected texts fit into one of five levels of reading development: pre-emergent, emergent, early, transitional, and fluent (Richardson, J., 2016). P. Fawson and R. Reutzel (2000), identify guided reading as a best practice and discuss how it has become one of the most significant and popular contemporary reading instructional practices in the United States.

The last piece of a balanced reading program is independent practice. This is where students have the opportunity to practice the strategies they have been taught during whole group and small group instruction. Students should have the opportunity each day to read books they select themselves. Allowing students to choose their own books boosts their reading motivation, but the teacher should monitor the texts to ensure they are not too difficult (Richardson, J., 2016). During this stage, the teacher should conference with the students to discuss the book selection, teach needed skills or strategies, evaluate progress, and identify the next learning goal.

Guided Reading for All Students

In the 1980s, guided reading emerged as a new kind of small-group instruction in schools in New Zealand and Australia. Guided reading was specifically structured to avoid some of the pitfalls of traditional reading groups while still making it possible for teachers to match books to readers and support successful processing. Guided reading was then introduced in the United States in 1996. Since that time, small-group instruction in the form of guided reading has become widely used within a comprehensive framework for literacy instruction. (Fountas, I. C. & Pinnell, G. S. 1996)

All students benefit when teachers use the guided reading instructional model. The features that benefit literacy development include individualized instruction, the use of books at students' reading levels, the opportunity to create and sustain meaning, the exposure to language that is context embedded, the structured format of the lesson, and the systematic evaluation of students' progress (Avalos, M. A., Plasencia, A., Chavez, C., & Rascon, J., 2007, p. 318). There are several different structures for guided reading, but all follow a basic outline containing before-reading steps, during-reading steps, and after-reading steps.

I. Fountas and G. Pinnell (2007), state that before-reading tasks include activities, such as the teacher providing needed background knowledge, inviting students to share thinking, looking at text structure, introducing new vocabulary, introducing a reading strategy, making predictions, and making connections. The teacher might also draw attention to important illustrations such as pictures, charts, graphs, maps, and cutaways.

During reading, the teacher will support and prompt students in the effective use of systems of strategic actions such as word solving, maintaining fluency, detecting and correcting errors, and summarizing.

After reading, the teacher will work on comprehension with the students by discussing the meaning. This is done by posing questions and observing what the students say in response. The teacher can extend understanding through questioning, summarizing, restating, and adding to their comments. Also, the teacher will revisit or reinforce processing strategies and provide explicit demonstration of these actions by using the text. Word work and extending comprehension through writing are also tasks to complete after reading the text.

The steps in a guided reading lesson might vary depending on the level of the student or a student's instructional needs. However, these are the core components that a guided reading lesson is built on.

Guided Reading Needs for ELLs

Weaknesses in reading are even more pronounced for students identified as ELLs than for students whose native language is English. Based on the National Assessment of Educational Progress, a striking 92% of students who are ELLs scored below the proficient level in reading compared to 62% of non-ELLs (Kazakoff, Macaruso, & Hook, 2017). According to L. Fillmore and C. Snow (2000), language and literacy have been foregrounded by changes in educational policy and practice occurring over the past decade, including newcomers. They add that too few teachers share or know about their students' cultural and linguistic backgrounds or understand the challenges inherent in learning to speak and read Standard English. R. Linguanti (1999) explains:

English-speaking children making initial attempts at reading understand, if they are successful, the products of their efforts; they read words they know and sentences they understand, and can self-correct efficiently. Non-English speakers have much less basis for knowing whether their reading is correct because the critical meaning-making process is short-circuited by a lack of language knowledge. (p.14)

So how can we help our ELL students develop the literacy skills necessary for success?

Guided reading as part of a balanced reading program has many aspects that are important for ELLs. However, guided reading needs to be thoughtfully planned out for ELLs. According to M. Avalos, et al. (2007), ELLs need to encounter additional language learning opportunities that native speakers typically encounter implicitly. Teachers need to take the time to look deeper into text while thinking about their ELL students in order to meet the needs of these diverse learners. When guided reading is comprehensive and well planned, it enables language and literacy instruction to be emphasized in small group settings. There are some specific key components that are recommended in a guided reading framework that are imperative to ELLs and their success in literacy development.

Building Background. It is important for teachers to build background knowledge before a text is read. ELL students need this more than native-speaking peers because they often times try to make connections for meaning. In a typical guided reading framework, building background is a quick two to five minute introduction done by the teacher. The teacher provides students with a book introduction by discussing the title, author, cover, and then proceeding with a picture or text walk throughout the book (Delacruz, S., 2014). However, with ELL students this might need to be extended and

modified, especially if a concept is unfamiliar. According to M. Avalos, et al. (2007), the introduction of the text sets a successful reading experience by mediating access to the text. Most introductions are brief; however, challenges may arise for second-language learners due to the language structure, the students' background knowledge, or the content and characteristics of the books. If the concept is unfamiliar, the introduction should be as long as necessary to scaffold the text.

Teachers need to provide ELLs with additional supports such as making connections to their personal, cultural, and academic experiences. *Early Explorers* (Benchmark, 2007), recommends that teachers support ELLs in building background knowledge by highlighting students' ideas on simple graphic organizers, such as webs, lists, KWL charts, or prediction charts. Before reading the text teachers can use props, visual supports, and partner discussion to activate students' prior knowledge.

These supports should be used with ELL students during guided reading, but it is important to note that the choice of supports and the extent of their use will depend on the level of the text and the level of the language needs. If a student is an emergent reader and the concepts in the book are familiar, there might not be a need for additional time spent on building background. However, if the text is at a higher reading level and introduces a complex or new concept, then it would be appropriate to extend the amount of time building background.

Comprehension. Comprehension is a process in which readers construct meaning by interacting with a text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text (Pardo, L., 2004). For ELLs comprehension can be the most difficult skill to master.

However, ELLs at all levels of English proficiency and their literacy development will benefit from explicit instruction in comprehension skills. It is important for teachers to stop and prompt ELLs during a text with comprehension checks. After the text is completed, the teacher can ask open-ended questions to further comprehension of the text. It is important that ELLs are supported by the teacher in a way in which they feel safe to take educational risks. If teachers provide well-structured scaffolded prompts and questions before, during, and after reading, students will be able to become confident independent readers.

When thinking about comprehension questions for ELLs and what to focus on, *Early Explorers* (Benchmark, 2007) suggests nonfiction texts at the emergent levels A through E include: sequence of events, cause and effect, compare and contrast, identifying the main idea and details, making inferences, drawing conclusions and making predictions. In fiction texts, students should make predictions and inferences, identify problems and solutions, draw conclusions, summarize information, analyze character, identify sequence of events, compare and contrast, identify cause and effect, and analyze setting. Students in the early levels, F through I, in fiction texts should also analyze the plot and distinguish between real and make-believe elements. Students at the transitional levels, J through M, in nonfiction texts should summarize information, evaluate the author's purpose, evaluate the author's point of view, analyze the text structure and organization, and distinguish fact from opinion. With fiction texts, students should also be able to evaluate the author's purpose.

During comprehension discussions, it is important that teachers give ELLs ample response time. ELLs will need additional time to process and present the information.

Teachers can help students by providing simple graphic organizers for each comprehension skill. Graphic organizers can help ELLs visually organize the information. For example, if the comprehension focus for a lesson is on the main idea and details, students can fill out the graphic organizer with information from the text. They can revisit the graphic organizer as needed when they are preparing to organize their thoughts during the comprehension discussion. Teachers can also provide sentence frames or sentence starters to help students with oral responses during comprehension discussions.

Phonics/Phonemic Awareness. ELL students must be fluent in their decoding skills to attain an adequate level of comprehension. According to M. Quirk and S. Beem (2012), there is a strong relationship between oral reading fluency and reading comprehension for ELLs. When thinking about decoding during guided reading teachers should focus and practice with phonemic awareness and phonics. A study conducted by T. Dussling (2018) concluded that explicit and systematic phonological awareness and phonics-based instruction has been effective for ELLs regardless of their English oral proficiency levels. According to L. Pardo (2004), in order to comprehend, readers must be able to read the words. Some level of automatic decoding must be present so that short-term memory can work on comprehending, not on decoding, words.

For ELLs there needs to be time allotted for word study during a guided reading lesson. According to *Early Explorers* (Benchmark, 2007), students reading emergent text levels A through E need start up phonics skills that focus on phonological awareness, consonant, and short vowel sound to symbol relationships. Students reading early text levels F through I work on building up phonics skills through long vowels, blends,

digraphs, and basic irregular sound to symbol relationships with predominantly one-syllable words. Students reading transitional texts at levels J through P need to spiral phonics instruction by working on syllable spelling patterns, advanced phonetic elements using multi-syllabic word-solving strategies, and word study elements to strengthen vocabulary development.

Fluency. Fluency can be fostered with ELLs through modeling activities, such as choral or shared reading. It is important that the teacher reads the selected guided reading text out loud first so that the students can hear the different vocabulary and pronunciations within the text. Teachers help students become more fluent by engaging them in repeated readings for real purposes like performances and readers theater (Pardo, 2004). According to S. Samuels (1997), fluent readers who can decode text automatically have more time and attention for comprehension. Repeated readings are the most commonly used reading technique to help struggling readers achieve reading skills.

Mini lessons that might help ELLs with fluency at the emergent level include: stopping at the end of each sentence, reading smoothly with minimal breaks, reading with appropriate pitch, reading with appropriate stress or emphasis, reading with dramatic expression, reading question marks, and reading exclamation points. Students at the early and transitional reading levels should demonstrate fluency with the same mini lessons but will also include: reading commas, reading italicized words, reading with phrases, reading with prosody, reading with appropriate pacing, reading dashes, reading ellipses and reading boldfaced words. (Benchmark, 2007)

When working specifically with ELLs in the guided reading setting, teachers may need to spend multiple days on one text, rather than beginning a new text each day or

every other day as most guided reading frameworks suggest. Creating opportunities for ELLs to re-read a text from small group instruction after it is completed will also help build ELL's fluency.

Vocabulary. For second-language (L2) learners to read effectively, they must have good vocabulary development (Bauer, B. E., & Arazi, J., 2011). According to J. Serravallo (2015), research shows that if students are truly to understand what they read, they must be able to understand, not only decode, upward of 95 percent of the words. Teachers can do a lot to support their students' vocabulary goals by creating a classroom where students are encouraged to notice when words are new, learn strategies for figuring out what those words may mean, and are encouraged to use those words when they write and speak.

With ELLs there should be explicit instruction on vocabulary strategies that can be used when encountering new words in a text. There are multiple aspects of comprehensive vocabulary instruction: fostering word consciousness, teaching individual words, providing rich and varied language experiences, and teaching word-learning strategies (Serravallo, J., 2015). A vocabulary strategy for ELLs can be something as simple as when they read a word that is unfamiliar they repeat it slowly, breaking up the syllables or changing the vowel sound. Changing the sounds or breaking up the word might help them recognize the word and connect meaning to it. Another commonly used vocabulary strategy for ELLs is when then they get to an unfamiliar word to look at text features or pictures to help them figure out the meaning.

Teachers should also help ELLs by incorporating a variety of vocabulary activities, such as word walls for displaying content words, concept-definition maps,

graphic organizers, word-generation activities and personal dictionaries (Benchmark, 2007). Teachers should have ELLs highlight new vocabulary words in the text to help them connect meaning with context and not just in isolation. Graphic organizers will help ELLs to see not only new concepts but also how previously known concepts are related and connected to the new ones (Keene, E. O., & Zimmerman, S. 1997). Graphic organizers are great tools for giving vocabulary meaning and connection.

For ELLs choosing books based on a theme can be helpful. New vocabulary can be built upon previously taught vocabulary to add to students' learning. Students are able to connect information and build upon previous learning if texts are chosen on common or known themes. Comprehensible input increases when the vocabulary is repeated naturally in related lessons within a theme or subtheme (Freeman, Y. & Freeman, D. 2000). However, teachers do need to be careful when choosing themes; they need to choose broad themes that allow content development and subthemes.

Strategies. For ELLs to be successful while reading they need to be able to use strategies when they get to a difficult word or feature within the text. According to D. Perez and M. Holmes (2010), teachers should provide explicit instruction on reading comprehension strategies. If they don't have the ability to call upon various strategies, they will either give up or lose concepts and comprehension. This is especially true for the many ELL students who are acquiring new vocabulary. With most students, the teacher may prompt the student as to which strategy they can try. M. Avalos, et al. (2007) explain:

It is recommended that ELLs be coached with explicit demonstrations integrating the cueing systems using a three-step process. First, the teacher models the

strategy, describing the process by thinking out loud. Then the student applies and demonstrates the strategy modeled by the teacher. Finally, the student is asked to verbalize the strategy by thinking aloud in order to internalize the process. (p.325)

J. Serravallo (2015) states that levels of the text are important to consider when choosing strategies. In addition to considering level, you must also think about genres that the strategy works best for, as well as the reading skills that the strategies help to support. Once students have had multiple chances to practice reading strategies, these strategies will become tools for them to use independently. In doing so, not only would teachers help ELLs cope with challenging school reading requirements, but they also help students become autonomous learners capable of utilizing texts as an additional independent study resource (Lee, K., 2016).

For readers to be fully engaged in a text they need to be able to use the following strategies: asking questions, reading aloud to clarify, visualizing, retelling what they have read, discussing ideas with others, making connections, and at the transitional level, stopping, thinking, and writing (Benchmark, 2007). ELLs can benefit from teachers creating visual supports to identify the different strategies. Having picture cards for each strategy makes it quick and easy for the teacher and the student to communicate which strategy they are using.

Text Structure. When looking at a text before small group instruction, the teacher needs to think deeply about the structure of the text. ELL students need explicit instruction on text structure when it is possible. The teacher may also have the students sample part of the text by reading a sentence to call attention to semantic or syntactic structures that may be unfamiliar to them (Avalos, M. A., et al., 2007). Explicit

instruction on the text structure also sets students up for success in the comprehension and retelling of a text through scaffolding (Bauer, B. E., & Arazi, J., 2011). The text structure can also be carried into the guided writing activity, giving students ample opportunity to practice working with text structure. Teachers should provide ELLs with sentence frames for practicing and organizing new language structures.

Teachers must be sure to choose texts that create a balance between expository texts and narrative texts. Expository texts use language differently with a greater number of low-frequency words and complex sentence structures that assist in academic language development. Narrative texts generally have more figurative language and varying story structures or genres that not only provide language development but also facilitate cultural knowledge (Avalos, M. A., et al., 2007). For example, narrative texts will consist of mainly action verbs while expository text will have some action verbs. Exposing ELL students to both types of text structure will help further their language development during guided reading time.

Chapter Three: Analysis of Existing Framework

In this chapter I present my analysis of the guided reading frameworks or lessons that the district follows. They are modified but based on J. Richardson's lesson outlines for emergent, early, and transitional readers. The modified versions contain all of the same components in J. Richardson's frameworks, but follow a different order of instruction. I dig into each component in the framework while going into greater detail on the procedure and purpose for each. I analyze each component to see if it meets the needs for ELLs.

Emergent and Early Guided Reading Plan (Levels A-C, Levels D-I)

For this project I have combined the emergent and early guided reading plans because they follow the same outline. An emergent reader is able to read texts that are at levels A, B, and C. In this district it is expected that students are emergent readers beginning in the fall of kindergarten. At this stage students are building a foundation with letters, sounds, strategies, phonics, phonemic awareness, sight words, comprehension, writing and word solving. In the winter of first grade students are expected to become early readers. The early reader is reading text levels D through I. Students at this level know all letters and sounds, but are still working on skills needed for decoding. The framework for the emergent and early readers follows a two-day lesson cycle, about 20 minutes each day. The same book is used for the lesson on both days. Table 1 shows an overview of the lesson outline.

Table 1

Overview of the Emergent and Early Guided Reading Lesson Plan

Overview of Emergent/Early Guided Reading Lesson	
Day 1	Day 2
Book Introduction (3-4 minutes)	Review Teaching Point (1-2 minutes)
Teaching Points (1-2 minutes)	Reread Book with Prompting (8-10 minutes)
Read the Book with Prompting (8-10 minutes)	Reteach the New Sight Word From Day 1 (1-2 minutes)
Discussion/Comprehension Prompt (discuss 2-4 minutes)	Discussion/ Comprehension (discuss 2-4 minutes)
Sight Word Review (1-2 minutes)	Guided Writing (8-10 minutes)
Teach One New Sight Word (1-2 minutes)	
Word Study Activity (3-5 minutes)	

Book Introduction. The purpose of a book introduction is to support oral language, predict, ask questions, build schema and extend vocabulary. This component is only on Day 1 of the lesson outline. For the introduction of a text, the teacher states the title and gives a small statement as to the main idea of the text. Students then get to preview and predict by looking at the pictures or illustrations. During this time the teacher introduces new vocabulary or unfamiliar concepts. If there is a clear text structure within the text, this is the time that the teacher would point it out and have students practice using the structure together. In J. Richardson's framework, she gives about three to four minutes for the book introduction.

In relationship to the specific needs for ELLs, the book introduction part of J. Richardson's framework contains three key components: building background, vocabulary, and text structure. J. Richardson lists many skills and strategies in these three components that will help ELLs. One suggestion for building background is going through the text and pointing out important information or unfamiliar concepts in the pictures provided. It is also suggested that teachers help ELLs by using illustrations or gestures to discuss unfamiliar concepts. For vocabulary, at the emergent level, if more than five words need to be introduced, the book is too difficult for the students. At the early level, if more than four words need to be introduced, the book might be too difficult. For text structure, J. Richardson suggests the teacher orally demonstrate any challenging sentence or phrase and have the students repeat it together. During the introduction, teachers need to be alert to the needs of ELLs, who will most likely need more support and examples. J. Richardson also provides a section of adaptations for ELLs and students with IEPs. This section points out that most ELLs will do fine with a two-day plan but some ELLs might need additional time with a three-day plan. In the three-day plan, the book introduction is extended to five to eight minutes.

The book introduction of the existing framework contains many components that benefit ELLs. However, I share J. Richardson's concerns with the amount of time allotted to the book introduction. Half of the components needed for ELLs in guided reading are included in the book introduction. There may not be enough opportunity for ELLs to implement important supports such as graphic organizers, concept webs, and additional vocabulary activities if the time for native speakers is followed when working with ELLs. Depending on the text, its complexity, concepts, and level of the language for the student,

five to eight minutes might not be enough time, especially for students reading at the early levels. Texts at the early levels might be more complex and have unfamiliar concepts compared to those for students at the emergent level. Teachers will need to extend the book introduction as long as necessary to scaffold the text.

Teaching Points. Before students start reading a text the teacher chooses a teaching point or strategy to model for students to use while they read the text independently. Some of the word-solving teaching points for an emergent reader are: one-to-one matching, checking the picture, monitoring for meaning, using the first sound, and finding known sight words. Common teaching points for an early reader include: monitoring for meaning, rereading a difficult word, using known parts, breaking a word apart, or attending to punctuation. J. Richardson has created and outlined specific teaching points for teachers to follow.

This part of the framework is where ELLs will work on word-solving strategies. It is suggested that the teaching should be quick and clear as well as taught by demonstration. This meets the needs for ELLs in providing explicit strategy instruction.

Read the Book with Prompting. For this part of the lesson, students read the text independently while the teacher confers with each student individually. During this time the teacher might prompt students when they are stuck or have made an error. On Day 1 the focus is to have the teacher prompt on monitoring or word-solving strategies, while Day 2 prompts focus on fluency or comprehension. If a student finishes the text before the time is up, he/she is to reread the story on Day 1, but on Day 2 can reread other previously taught texts. Day 2 gives students the opportunity to work on fluency.

This part of the framework hits the ELL components for strategy and fluency work. ELLs get to read the text independently but still with support from the teacher if needed. Teachers still guide and prompt students to use different strategies as they work more independently. This is a very important part of the framework as teachers can assess what skills or strategies ELLs might need more support with. ELLs will become more fluent as they read the text and then re-read it on Day 2. However, J. Richardson suggests that teachers not chorally read the text with the students because it limits the amount of text the students read and impedes independence. I do not agree with this and I suggest that students chorally read a text as often as they can. ELLs benefit from hearing and practicing the language of the text with the teacher. This will also allow ELLs to dig deeper into the comprehension of the text. This does not change the framework itself in any way but changes the way it is implemented in the EL class.

Discussion/Comprehension Prompt. After students read the text, teachers can create their own discussion or comprehension questions to ask the students, or they can get examples from J. Richardson's example prompts. J. Richardson also suggests that teachers thread their state standards into the discussions. This part of the framework gives students about two to four minutes for discussing the text.

This is the main part of the framework where ELLs will work on their comprehension of the text. At the emergent level because the texts are short, simple stories, there might not need to be a deep discussion. However, in fiction texts, ELLs will work on comprehension strategies such as retelling a story, making connections, asking and answering questions, and identifying the elements of characters, setting, problem and solution. In nonfiction texts, they can ask and answer questions, identify the main ideas,

identify key details, make connections, and compare and contrast. J. Richardson suggests that students can use the text and pictures to discuss characters in the story and make connections to personal experiences. For ELLs she also suggests that teachers be flexible, knowing that they might need more time for discussion of the text, extending it to about five minutes. This may seem like it isn't enough time for comprehension work but it is appropriate as teachers are going to be working on comprehension before, during and after reading a text.

When the district modified J. Richardson's framework they took out the comprehension focus box. This needs to be included in the framework for ELLs because teachers need to know what comprehension strategy they are explicitly teaching and modeling. I suggest that this gets added to the modified guided reading framework.

Sight Word Review. On Day 1 the teacher has the students work with three sight words. All of the sight words should be familiar and taught in a previous guided reading lesson. The purpose of including sight words into the lesson is to increase visual memory, practice letter formation, and build automaticity with sight words. J. Richardson has a list of example sight words that students should work on at each level of text.

This component in the framework addresses the need for fluency work for ELLs. ELLs need adequate practice with sight words so that they can spend less time decoding when they read a text and can focus more on the comprehension of the text.

Teach a New Sight Word. On Day 1, once students have had the opportunity to read through the text, the teacher then chooses a new sight word for them to study. This gives students the opportunity to have read the word before they write it. Students can work with the new sight word using a variety of tools such as magnetic letters,

whiteboards, or journals. New sight words are not to be taught until the current sight word is firmly known.

This component functions the same way as the review of sight words component in that it gives ELLs the opportunity to build fluency. ELLs need adequate practice with sight words so that they can spend less time decoding when they read a text and can focus on the comprehension of the text.

Word Study. This portion of the lesson is only taught on Day 1 and is when students get the chance to work on phonics and phonemic awareness. The teacher chooses a skill and activity that fits the specific needs of each individual in the group. For example, a level A reader can work on initial consonants, while a level G reader can work on initial and final blends.

This component in the framework addresses the need for phonics or phonemic awareness practice for ELLs. During word work students should practice by picture sorting, making words or sound boxes. ELLs will benefit from the sound-letter connection because it allows them to monitor for a visual (letter) and auditory (sound) match. This part of the framework meets the needs for ELLs and should remain the same.

Guided Writing. This component is only taught on Day 2 of the lesson. The teacher picks a sentence and dictates it for the students as they write it in their journals. It is important to remember to scaffold the activity for the students as needed. In this component, teachers can bring in text structure by having the students practice writing the specific text structure from the text that they were reading.

Guided writing has many benefits for ELLs and hits the key components of comprehension, phonics/phonemic awareness/sight words, vocabulary, and text structure.

According to J. Richardson, guided writing serves as a twofold purpose: it extends comprehension, and it can improve students' writing skills because the teacher is working side by side with the student. Writing prompts are important to consider for ELLs as they can help extend comprehension of the text and can help reinforce the text structure taken from the text. This part of the framework does not need to change.

Analysis of the Early and Emergent Guided Reading Frameworks for ELLs

The framework outline for early and emergent readers is very comprehensive. This framework hits all of the necessary components. Table 2 presents the research recommendations for ELLs during guided reading and where they can be found in the current guided reading framework.

Table 2

Analysis of the Early and Emergent Guided Reading Framework

Research Recommendations for ELLs	Framework Component
Building Background	Book Introduction
Comprehension	Discussion/Comprehension Prompt, during reading
Phonics Phonemic Awareness Sight Words	Sight Words Word Study
Vocabulary	Book Introduction, during reading, guided writing
Text Structure	Book Introduction, guided writing
Fluency	Reread with Prompting- Day 2, Sight word work
Strategy Instruction	Teaching Points

My biggest concern for ELLs with the current framework for early and emergent readers was the amount of time spent on the text. The current framework only gives two days for students to work with a text. ELLs may need additional time spent before, during or after reading to meet their specific language needs. J. Richardson points out that the lesson components for the emergent readers teach foundational skills, so ELLs in kindergarten and higher grades can participate at this level. The texts at this level are short enough for teachers to easily complete all components in the recommended time. However, the situation changes for a student in the early reading level. Teachers may need to make some adaptations to the lesson to target the specific needs of ELLs. Most importantly she suggests that ELLs might need a three-day lesson plan that gives more time for teaching vocabulary, discussing the story, and guided writing.

When the district modified the emergent and early guided reading framework, a section for teachers to list the comprehension focus was removed. It is important that this component of the framework remain so that teachers can easily include comprehension activities before and during the lesson. When teachers model the language of the comprehension focus before the lesson, during the discussion, and possibly in guided writing, ELLs benefit.

Transitional Guided Reading Plan (Levels J-P)

A transitional reader can read texts that are at levels J through P. In this district it is expected that students are transitional readers at the beginning of second grade. At this stage, students have specific needs that vary greatly. Some transitional readers might struggle with vocabulary, while others struggle with sight words. Some readers at this level struggle with fluency, while others might be fluent but lack comprehension. Most

need word study activities that focus on inflectional endings or complex vowel patterns.

Overall, the transitional reader needs to focus on decoding, fluency, and retelling. The transitional guided reading plan follows a three-day cycle, about 20 minutes each day.

Table 3 presents an overview of the lesson outline.

Table 3

Overview of the Transitional Guided Reading Lesson Plan

Overview of Transitional Guided Reading Lesson		
Day 1	Day 2	Day 3
Book Introduction (3-4 minutes)	Introduce Next Section (1-2)	Writing Prompt
Teaching Points (1-2 minutes)	Teaching Points Continued	Plan (3-5 minutes)
Read the Book With Prompting (8-10 minutes)	Read the Book With Prompting Continued	Write (15-17 minutes)
Comprehension Conversation (2-4 minutes)	Comprehension Conversation Continued	
Word Study-if time (3-5 minutes)	Word Study	

Book Introduction. This is only on Day 1 of the lesson outline. For the book introduction the teacher provides a synopsis by stating the title and giving a small statement as to the main idea of the book. Students then get to preview and predict by looking at the pictures or illustrations. During this time, the teacher introduces new vocabulary or unfamiliar concepts. The purpose of a book introduction is to predict, ask questions, build schema and extend vocabulary. When students become transitional readers, the text gets much longer. Students might not be able to finish the whole text, so

the teacher might section the book into two parts. Day 2 of the lesson has the teacher doing a short introduction on the second part of the text.

The transitional framework hits three important key components for ELLs: building background, vocabulary development, and strategy instruction. ELLs will benefit from J. Richardson's four steps for introducing new vocabulary: define it in a brief, kid-friendly definition, connect it with the students' background knowledge and experiences, relate it to the book by finding where and how the word is used in the text, and turn and talk with a partner to explain the meaning of the word. At the transitional level if a teacher needs to introduce more than five words, the book is too difficult for the students. ELLs will have a chance to build background knowledge when the teacher provides a synopsis and has the students preview the illustrations and text features. During the book introduction the teacher is to model or remind students of the strategy focus for the lesson. This provides explicit instruction for ELLs on the strategy focus.

There are several activities included in the book introduction that will benefit ELLs. However, I have concerns about the amount of time given to the book introduction. The transitional framework gives a three-day plan but still only gives three to four minutes for the introduction. ELLs at this level are going to need additional time, especially because vocabulary demands will be much higher. With this small amount of time, there is not enough opportunity for ELLs to implement important supports such as graphic organizers, concept webs, and additional vocabulary activities. Texts at the transitional level are more complex with unfamiliar concepts and can be much longer than emergent and early texts. Teachers will need to extend the book introduction for as long as necessary to scaffold the text. J. Richardson does not mention or suggest any

additional time for this component; in fact, she suggests not spending too much time talking about the book. She says to expect students to problem-solve as they read.

Teaching Points. Before students begin to read the text independently, the teacher chooses and models a teaching point or strategy for students. The teaching points can focus on word solving strategies, vocabulary strategies, or fluency strategies. Some of these teaching points might include monitoring for meaning, chunking words, using analogies, rereading for clues, or attending to punctuation and phrasing.

This part of the framework entails the ELL component of strategy work. Teachers choose a strategy focus for word-solving, vocabulary, or fluency and explicitly model it before students begin to read the text. This component takes one to two minutes, and fits the needs for ELLs.

Read and Prompt. For this part of the lesson, students read the text independently while the teacher confers with each student individually. The teacher might prompt students when they are stuck or have made an error. The teacher might prompt students on skills such as monitoring or word-solving strategies, fluency, and comprehension prompts.

This part of the framework addresses the ELL components of strategy, comprehension, and fluency work. ELLs get to read the text independently but with continued support from the teacher. Teachers still guide and prompt students to use different strategies as they work more independently. Prompting at this stage develops: monitoring and word-solving strategies, fluency, and comprehension based on the student needs. This is a very important part of the framework as teachers can assess what skills or strategies ELLs might need more support with. ELLs will benefit from this portion of the

framework, as J. Richardson suggests students use sticky notes in the book for short responses, questions, or keywords from the text. ELLs will work on fluency as they read the text and then re-read it on Day 2. This part of the transitional framework meets the needs for ELLs.

Comprehension Conversation. After the text is read, the teacher will engage students in a conversation about the text by asking open-ended questions. These questions are focused on asking and answering questions, retelling the story, describing and analyzing the characters or setting, and comparing types of text.

This part of the framework is where ELLs will work on their comprehension of the text. The transitional framework does an excellent job of meeting the needs for ELLs at this level. There are important tools and suggestions that benefit ELLs such as sticky notes, retelling cards, partner discussion, five-finger retell, dry-erase boards or magnetic letters, and character feelings and trait charts. All of these tools will help ELL students with the comprehension of the text during the comprehension discussion.

Word Study Activity. This part of the lesson is for Day 2 but can be taught on Day 1 if time allows. At this stage, many students have difficulties with decoding and spelling. Teachers are to determine a phonetic feature to target and facilitate an activity for working on that feature. J. Richardson gives several examples for activities and also includes a word knowledge inventory to help teachers determine which feature to focus on. However, J. Richardson stresses that the inventory list presents examples only and does not form a curricular scope and sequence.

This component in the framework addresses the need for phonics or phonemic awareness practice for ELLs. J. Richardson provides templates and strategies for helping

students during word study. For example, she provides a system for teaching students with using analogy charts that list words. She suggests the teacher model the word pattern, dictate more words, and then increase the challenge. The clear and explicit instruction given during word study is important for ELLs.

Guided Writing. This is a Day 3 activity and is the only component taught on Day 3. The teacher should have students write a response in their journals that fits the structure of the text and supports the comprehension focus taught during that lesson. This is a guided activity that is coached by the teacher and not an independent writing activity. Students are first given a writing prompt to help them, then they plan their writing, and finally, they have about 15 minutes to write.

Guided writing has many benefits for ELLs and addresses the key components of comprehension, phonics/phonemic awareness/sight words, vocabulary, and text structure. At the transitional level, guided writing follows three steps. First, teachers select a response format in relation to the comprehension focus. Then, teachers help students create a plan or a simple concept map. Finally, teachers coach students as they write. Students are to use a personal word wall as they write; this is great support for ELLs. This part of the framework is clear and explicit and will benefit ELLs as is.

Analysis of Transitional Guided Reading Framework for ELLs

Like the emergent and early guided reading frameworks, the transitional reading framework is comprehensive in its components. To meet the specific needs of ELLs in the guided reading setting this framework has all of the necessary components. Table 4 lists the research recommendations for ELLs during guided reading and where it can be found in the current guided reading framework.

Table 4

Analysis of the Transitional Guided Reading Framework

Research Recommendations for ELLs	Framework Component
Building Background	Book Introduction
Comprehension	Comprehension Conversation
Phonics Phonemic Awareness Sight Words	Word Study, Guided Writing
Vocabulary	Book Introduction, Read with prompting
Text Structure	Guided Writing
Fluency	Read with Prompting
Strategies	Teaching Point

I have the same concerns with the transitional framework as I did with the emergent and early frameworks in regards to time spent on a text. The transitional framework gives a three-day plan but still only gives three to four minutes for the book introduction. ELLs at this level are going to need additional time, especially because vocabulary demands will be much higher at this level. J. Richardson does not recommend a specific time for extending this framework for ELLs but states that the language at this level will take ELLs longer to process.

Chapter Four: Conclusion

After spending time researching best practices for ELLs during guided reading and comparing them with my districts current guided reading frameworks, I found that the frameworks meet the needs for our ELLs. It is my recommendation that the district keep the current frameworks to use with ELLs during guided reading instruction.

However, I recommend the district reinsert the comprehension focus component into the emergent and early frameworks.

My biggest concern is the lack of time given to working with the text, especially in the book introduction. ELLs need the opportunity to build background and make connections. If teachers only give three to five minutes of an introduction and the concept of the text is difficult, ELLs will suffer. However, it is important to point out that this might not be true for every text. A text at the emergent level might be simple and the concepts or vocabulary of the text might be familiar. In this case, there is no need to mandate a longer amount of time given to the book introduction. For this reason, I do not recommend changing the framework by requiring additional time on this component. Instead, teachers need to understand that they have the flexibility to extend time on the book introduction or to build background and help ELLs make connections during other parts of the larger balanced literacy instruction program. Whole group instruction can be a time where teachers can make those connection.

Guided reading lessons and the frameworks used in our district are very comprehensive. The biggest factor for a successful guided reading lesson is the teacher. The teacher must understand and know how to meet the individual needs for each student during a guided reading lesson. A teacher might have a group of students all at the same level, but within that group, one student might be struggling with vocabulary, while another student is struggling with decoding. The teacher must know how to adjust the lesson for those skills so that each student can make progress. When teachers adjust their small group instruction accordingly, it creates student success. However, understanding the unique differences when teaching at risk students such as ELLs can be difficult. I recommend that there be more opportunity for teacher development in understanding and facilitating small group instruction with ELLs.

Even though I found all of the necessary components for ELLs during guided reading instruction it is important to note that within each of those components best practices or strategies for ELLs should be implemented. For example, during the book introduction, the teacher can help students make connections by providing supports such as props, pictures and visual aids that are not available in the text and need to be provided by the teacher. A key type of visual aids for ELLs is a graphic organizer such as a KWL chart, prediction chart, list or web. A graphic organizer can serve as a valuable tool for ELLs to fill out before a lesson and then later use it to help them during the comprehension discussion. Such techniques are not explicitly stated in the framework but need to be present for our ELLs to be successful. I recommend that there be more opportunity for professional development on best practices and strategies to use when working with ELLs.

The experience of this project has helped me gain important insight into the process of guided reading instruction and how educators can best support ELLs. I found myself surprised that the current frameworks have all of the necessary components for ELLs, but overwhelmed at all of the parts that go into small group instruction. This project has motivated me to want to continue thinking about small group instruction, and how I can help support other teachers in meeting the needs of our ELLs.

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Appendix A: Emergent Guided Reading Plan (Levels A-C)

Emergent Guided Reading Plan (Levels A-C)			
Students:		Dates:	
DAY 1		DAY 2	
1. Book Introduction (3-4 minutes)		1. Review Tchg Point (1-2 min)	
Synopsis:			
New Vocabulary or Language Structures			
2. Teaching Points for Emergent Readers (1-2 minutes)		2. Reread W/ Prompting (8-10 min)	
<input type="checkbox"/> One-to-one matching (discourage pointing at level C) <input type="checkbox"/> Use picture clue (meaning) <input type="checkbox"/> Monitor for meaning <input type="checkbox"/> Monitor with letters and sounds	<input type="checkbox"/> Cross check letters and sounds with pictures <input type="checkbox"/> Locate known words <input type="checkbox"/> Visually scan left to right <input type="checkbox"/> Reread to problem-solve		
3. Read With Prompting (8-10 minutes)		3. Reteach Sight Word (1-2 min)	
Monitoring and Word-Solving Prompts <input type="checkbox"/> Point to each word (level A & B) <input type="checkbox"/> Try it. Check the picture. What would make sense? <input type="checkbox"/> Reread the sentence and make the first sound. <input type="checkbox"/> What would make sense & look right? <input type="checkbox"/> Show me the word ____. <input type="checkbox"/> Check the word with your finger. <input type="checkbox"/> Could it be ____ or ____? <input type="checkbox"/> How do you know it is ____ & not ____?	Fluency and Comprehension Prompts <input type="checkbox"/> Don't point (discourage at level C) <input type="checkbox"/> Read it the way the character would. <input type="checkbox"/> What did you read? Tell me about it? <input type="checkbox"/> Does this book remind you of something you have done? <input type="checkbox"/> How is this book like another book? <input type="checkbox"/> Have you ever felt the way the character feels? When? Why? <input type="checkbox"/> What is your favorite part? Why? <input type="checkbox"/> What was the problem? How was it solved?	Word:	<ol style="list-style-type: none"> 1. What's Missing? 2. Mix & Fix 3. Table Writing 4. Write It (and Retrieve it)
4. Discussion Prompt (2-4 minutes)		4. Comp. Conversation (2-4 min)	
5. Sight Word Review (1-2 minutes)			
6. Teach One Sight Word (1-2 minutes)		6. Guided Writing (8-10 min)	
Word:	1. What's Missing?	2. Mix & Fix	<input type="checkbox"/> 3-5 words (A) <input type="checkbox"/> 5-7 words (B) <input type="checkbox"/> 7-10 words (C)
	3. Table Writing	4. Write It (and Retrieve it)	
7. Word Study (3-5 minutes)			
<input type="checkbox"/> Picture Sort <input type="checkbox"/> Making Words <input type="checkbox"/> Sound Boxes			

Appendix B: Early Guided Reading Plan (Levels D-I)

Early Guided Reading Plan (Levels D-I)			
Students:		Dates:	
DAY 1		DAY 2	
1. Book Introduction (3-4 minutes)		1. Review Teaching Point (1-2)	
Synopsis:			
New Vocabulary or Language Structures			
2. Teaching Points for Early Readers (1-2 minutes)		2. Reread With Prompting (8-10)	
Word-Solving Strategies <input type="checkbox"/> Monitor for M, S, V <input type="checkbox"/> Reread at difficulty <input type="checkbox"/> Attend to endings <input type="checkbox"/> Use known parts <input type="checkbox"/> Contractions <input type="checkbox"/> Use analogies <input type="checkbox"/> Break words	Examples:	Fluency & Expression <input type="checkbox"/> Attend to bold words <input type="checkbox"/> Reread pg ____ for expression <input type="checkbox"/> Read it like the character <input type="checkbox"/> Attend to punctuation	(Observation/note taking or take a running record of one student.)
3. Read With Prompting (8-10 minutes)		3. Reteach Sight Word (1-2 min)	
Monitoring and Word-Solving Prompts <input type="checkbox"/> Reread and make the first sound. <input type="checkbox"/> What would make sense and look right? <input type="checkbox"/> Check the middle/end of the word. <input type="checkbox"/> Cover the ending. Find a part you know. <input type="checkbox"/> Is there another word that looks like it? <input type="checkbox"/> Try the other vowel sound.	Fluency and Comprehension Prompts <input type="checkbox"/> Don't point. Read faster. <input type="checkbox"/> Read it the way the character would. <input type="checkbox"/> Teacher frames 2-3 words or slides finger to support phrasing. <input type="checkbox"/> What did you just read? B, M, E? <input type="checkbox"/> Why did the character do/say that? <input type="checkbox"/> What are you thinking? <input type="checkbox"/> What have you learned?	Word:	<ol style="list-style-type: none"> 1. What's Missing? 2. Mix & Fix 3. Table Writing 4. Write It (and Retrieve it)
4. Discussion Prompt (2-4 minutes)		4. Comp. Conversation (2-4 min)	
5. Sight Word Review (1-2 minutes)			
6. Teach One Sight Word (1-2 minutes)			
Word:	1. What's Missing?	2. Mix & Fix	<input type="checkbox"/> Dictated sentences <input type="checkbox"/> B-M-E <input type="checkbox"/> Problem-Solution <input type="checkbox"/> SWBS <input type="checkbox"/> New Facts
	3. Table Writing	4. Write It (and Retrieve it)	
7. Word Study (3-5 minutes)			
<input type="checkbox"/> Picture Sort <input type="checkbox"/> Making Words <input type="checkbox"/> Sound Boxes <input type="checkbox"/> Analogy Charts			

Appendix C: Transitional Guided Reading Plan (Levels J-P)

Transitional Guided Reading Plan (Levels J-P)						
Students:				Dates:		
Title/Level		Strategy Focus		Comprehension Focus		
DAY 1		Day 2		DAY 3		
1. Book Intro. (3-4 minutes)		1. Intro. Next Section (1-2)		1. Writing Prompt		
Synopsis:		New Vocab (4 steps)		<input type="checkbox"/> B-M-E <input type="checkbox"/> Problem-Solution <input type="checkbox"/> Five-Finger Retell <input type="checkbox"/> SWBS <input type="checkbox"/> Character Analysis <input type="checkbox"/> Ask and answer questions <input type="checkbox"/> Event-details <input type="checkbox"/> Keyword summary <input type="checkbox"/> Compare/Contrast <input type="checkbox"/> Cause-effect <input type="checkbox"/> V.I.P. <input type="checkbox"/> New Facts you learned <input type="checkbox"/> Other: _____		
New Vocabulary 1. Define 2. Connect 3. Relate to Book 4. Turn & Talk		Observation/Assessments:				
2. Teaching Points (1-2 min)		2. Teaching Points Cont.		2. Plan (3-5 minutes)		
Model Strategy:		Model Strategy:				
Word-Solving <input type="checkbox"/> Sound 1st part <input type="checkbox"/> Endings <input type="checkbox"/> Use known part <input type="checkbox"/> Use analogies <input type="checkbox"/> Break big word	Vocabulary <input type="checkbox"/> Look for clues <input type="checkbox"/> Check the picture <input type="checkbox"/> Use a known part <input type="checkbox"/> Make a connection <input type="checkbox"/> Substitute a word <input type="checkbox"/> Use the glossary	Fluency <input type="checkbox"/> Phrasing <input type="checkbox"/> Expression <input type="checkbox"/> Dialogue <input type="checkbox"/> Punctuation <input type="checkbox"/> Bold words	Ex:			
3. Read With Prompting (8-10 minutes)		3. Read With Prompting Cont		3. Write (15-17 minutes)		
Monitoring & Word-Solving <input type="checkbox"/> Does that make sense? <input type="checkbox"/> Reread and sound the first part. <input type="checkbox"/> Read on. What would make sense? <input type="checkbox"/> Check the middle/end of the word. <input type="checkbox"/> Break the word apart. <input type="checkbox"/> Do you know a word with this part in it? <input type="checkbox"/> How can you figure it out?		Fluency Prompt <input type="checkbox"/> Read it like the character. Comprehension Prompts <input type="checkbox"/> What did you read? <input type="checkbox"/> Why did the character say/do that? <input type="checkbox"/> What was important on this page? Why? <input type="checkbox"/> What caused _____? <input type="checkbox"/> What are you thinking? <input type="checkbox"/> What question do you have?				
4. Comprehension Conversation (2-4 minutes)		4. Comp. Conversation. Cont.				
5. Word Study -if time (3-5 minutes)		5. Word Study				
<input type="checkbox"/> Sound boxes <input type="checkbox"/> Analogy charts <input type="checkbox"/> Make a big word						
		<input type="checkbox"/> Sound boxes <input type="checkbox"/> Analogy charts <input type="checkbox"/> Make a big word				