

If reading is...

“message-gaining, problem solving activity which increases in power and flexibility the more it is practiced.”...

Then, children must be able to:

- Detect errors
- Initiate an action to solve the problem
- Have to know they have a problem, and think of ways (strategic actions) to solve it.
- Self-monitor using knowns

A Good Reader Self Monitors:

That means first to be a *Problem Finder*.

Once a problem is detected the reader must *then* become a *Problem Solver*.

By *Initiating Searching*

And *Looking for Sources of Information (cues)*.

Which leads to *Solving the Problem*.

Guided Reading Coaching Rubric

- 1- Don't do or don't do consistently
 - Round Robin reading
 - Whole group reading

- 2- Have procedures
 - Choose a book
 - Groups are base on levels/accuracy rate
 - Take running records but don't analyze
 - No focus for instruction
 - Don't use time effectively within a lesson
 - Keep conversations/questioning at the literal level
 - No thoughtful planning
 - No record keeping
 - No familiar reading within the lesson

- 3- There is a focus for instruction at a strategic level
 - Prompt but don't teach
 - Facilitate meaningful conversations, with higher-level thinking
 - May still be doing too much of the work
 - Knows when to intervene
 - Reflective
 - Beginning to understand how to plan for each child
 - Keeps records and actually refer to
 - Can analyze (MSV) running records, but not interpret

- 4- The focus of instruction is strategic and a match for the student(s)
 - Reflects and refines
 - Uses framework (levels of support) to accelerate student learning
 - Experiences shifts in students' processes
 - Book introductions and book selections are appropriate and effective
 - Knows reading process and reading behaviors
 - There is clear opportunity for learning for the students
 - Intentional in instructional moves
 - Effectively uses and shares records
 - Interprets running records and uses to guide instruction

Literacy Coaching Scaffold for Guided Reading

- Literacy Coordinator planned guided reading, Literacy Coordinator modeled the teaching of the lessons. Teacher observed and took notes.
- Literacy Coordinator and Teacher planned the guided reading together. Literacy Coordinator modeled the lesson. Teacher observed and took notes.
- Literacy Coordinator and Teacher planned the guided reading together. Teacher taught the lesson. Literacy Coordinator observed and took notes.
- Teacher planned the guided reading lesson. Teacher taught the guided reading lesson. Literacy coordinator and Teacher would briefly discuss the lesson after each time the Teacher taught, to plan for the next day.

Questions that would lead to more meaningful guide reading lesson planning.

Based on the Definition of Reading.

- “How is the child gaining meaning?”
- “Is the child a problem finder?”
- “Is the child a problem fixer?”
- “Does the child initiate an action to solve a problem?”
- “Does the child use many sources of information?”