

**Bridges to
Independence:
Guided Reading
With Nonfiction K-5**



By Tony Stead

Learning to Read

(print concepts, working with words, letters and sounds, text features)

Pre Emergent Readers

- Early print concepts (Front and back of book, Book is the right way up, left to right, top to bottom, knows the print is the part to be read)
- Using pictures to make own meaning
- Recognizing letters of the alphabet
- Recognizing some words including high frequency words
- Extending phonemic awareness
- Early letter sound correspondence

Emergent Readers

- Developing print concepts such as One to one correspondence,
- Knowledge of beginning sounds
- Recognized more letters of the alphabet
- Recognize more words
- Recognizes more high frequency words
- Uses knowledge of language patterns
- Early text structures

Developing Readers

- Uses beginning, middle and final letters to identify words
- Uses spelling patterns and word endings
- Uses text features such as table of contents, headings and visual literacy
- Does not need to rely on pictures
- Text structures such as chapters

Fluent Readers

- Uses strategies such as skimming
- Root words
- Similes, antonyms, prefixes, etc
- Visual literacies such as graphs, tables, cycles, etc
- Text structures such as glossaries

Comprehension : What Readers Need To Know

LITERAL UNDERSTANDINGS.

These require the student to recall or recognize ideas and facts that are explicitly stated in the material.

Some specific strategies include :

How to:

Retell

Visualize Information

Summarize

Locate specific information and use specific text features such as a table of contents, headings and index to achieve this.

Gain information from visual sources.

Find supportive details

Locate cause and effect

Understand problem/solution

Compare and contrast

Understand a sequence of events or instructions

Recognize main Idea/s

Solve unknown vocabulary. Note : Even though this a strategy that is part of all three branches of understandings, I have placed it under literal understandings. If a reader is unable to solve the meaning of unknown words in the body of the text then it is their literal comprehension that is first compromised. This in turn will have an impact on their abilities to interpret and evaluate.

INTERPRETIVE UNDERSTANDINGS

These require the student to make inferences from the information stated. It calls upon the reader to use not only the information presented in the text but personal knowledge, connections and experiences to make meaning.

Some specific strategies include:

Inferring:

- what will happen (predicting)
- cause and effect
- problem/solution
- main Idea/s
- sequences/events
- comparisons
- information from visual sources

Making Connections

- text to self
- text to text

- text to world

You will note that strategies such as cause and effect, problem /solution, sequence of events, comparisons and main idea are both literal and interpretive. When they are explicitly stated in the text they are literal. When they are not stated in the body of the text and require the reader to infer and make connections, they are interpretive.

EVALUATIVE UNDERSTANDINGS

These are understandings where the reader makes judgments as to the content of the material read. As with interpretive meanings, it calls upon the reader to utilize information both explicitly and implicitly stated in the text as well as personal knowledge and experiences. In essence it calls upon the reader to use both literal and interpretive understandings to encourage more complex thinking. Many of these understandings are tied in with area of critical literacy (Luke and Freebody 1997).

Some specific strategies include :

Synthesize information
Fact verses opinion
Reality verses fantasy
Validity of a piece
Adequacy of a piece
Relevance of a piece
Author bias
Author intent
Point of view
Tools/Craft used by the author to affect thinking
Making overall judgments on a piece

Forms and Sources of Visual Literacy

Forms/types of visual literacy	Mediums/sources where these can be found
Pictures Photographs Paintings Sketches Drawings Diagrams (web, tree, flow, scale, Venn, flow) Figures Legends Chain sequences Menus Webs Maps Bird's eye view Enlargements Tables Scales Keys Labels/Tags Captions Cycles Charts Schedules Clocks Glossaries Speech Balloons Cross Sections Cutaways Graphs (bar, column, line, pie) Time Lines Picture glossaries	Books Magazines The internet Newspapers Advertisements Billboards Food containers Clothing Television /Videos/DVDs Movies Articles Pamphlets Posters Atlases Cards E-mails Letters Calendars Catalogues Notice boards Signs Journals Directories Headlines Storyboards Surveys Galleries

Questions To Assess/Monitor Comprehension

Nonfiction piece

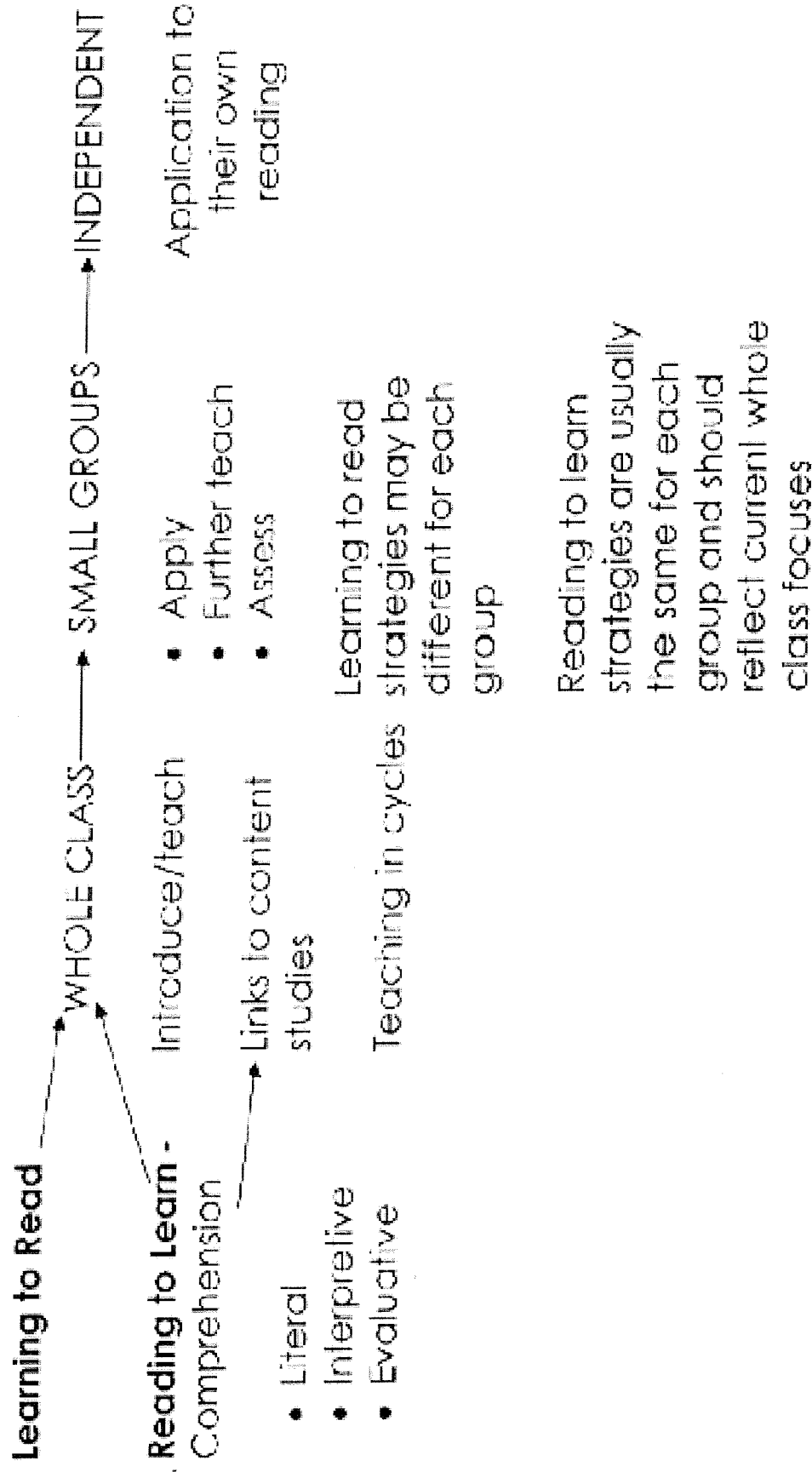
The cheetah is a member of the cat family. It shares this membership with such animals as the lion, panther, tiger and leopard. Although the cheetah is the fastest running mammal, it is not the most powerful. This privilege belongs to the lion.

Literal			
Types of learning experiences and questions	Explanation	Example Fiction	Example Nonfiction
Memory	Asks the reader to recognize and recall specific facts and ideas	What are the names of the main characters in the story?	What is the cheetah a member of?
Translation	Asks the reader to restate information in their own words	Tell me what happened in your own words?	Tell me about the cheetah in your own words?
Interpretive			
Types of Questions	Explanation	Example Fiction	Example Nonfiction
Interpretive	Asks the reader to make connections and inferences from the information provided	What lesson, if any, is to be learned from this story?	Why do you think the cheetah and the lion belong to the same group of animals?
Application	Asks the reader to solve problems from the information given in the text	Have you ever had a problem like that of the person in the story? How did you solve the problem?	If a cheetah met a lion in the wild, What might it do?
Prediction	Asks the reader to think beyond the body of the text	What do you think happened to the main character after the story ended?	What other information do you think the author will tell us as we read through this book?
Evaluative			

Types of Questions	Explanation	Example Fiction	Example Nonfiction
Evaluation	Asks the reader to make judgments about what they have read	Do you think you would enjoy being like the main character. Explain why or why not?	Do you think the author has included enough information about the cheetahs' ability to run fast? Is there other information that you may have included if you had written this piece?
Analysis	Asks the reader to analysis the way the text has been constructed	How has the writer made this story Humorous?	How has the author organized the information in this text? Does this help the reader gather important facts? Explain why you think this?

Based on work by McInnes and Smith (1992)

Reading Roadmap



Assessment Rubric for Nonfiction Comprehension Strategies :

Assessment Rubric for Nonfiction Comprehension Skills and Strategies	Key : N : Not in evidence B: Beginning to show signs of S: Strengthening A : Nearly always N/A : Not applicable							
Name : _____ Date _____ →								
<u>Literal Understandings</u>								
Able to retell								
Can summarize information read								
Able to locate information using text features such as table of contents, index and headings								
Can locate cause and effect								
Recognizes main idea/s								
Understands problem /solution								
Locates comparisons and contrasts where explicitly stated.								
Able to gain information from visual sources								
Able to understand a sequence of events or instructions								
Can solve the meaning of unknown vocabulary								
<u>Interpretive Understandings</u>								
Able to make/change/confirm predictions based on events and facts presented								
Can synthesize information based on facts presented and interpretations.								
Able to visualize information read								
Able to infer cause and effect								
Able to infer main idea								
Able to infer comparisons and contrasts								
Able to infer problem and solution								
Can make inferences on events or sequences.								
Can make inferences from visual sources								
Makes text to self connections								

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Makes text to text connections									
Makes text to world connections									
<u>Evaluative Understandings</u>									
Aware of author intent/ purpose for a piece									
Knows the difference between reality and fantasy									
Knows the difference between fact and opinion									
Can locate the facts and opinions in a given piece									
Aware of point of view									
Able to compare own point of view with that of the author's									
Able to locate author bias									
Aware of own bias									
Can locate the tools the author has used to present point of view									
Can evaluate the adequacy of a piece									
Can evaluate the validity/relevance of a piece									
Can make overall judgments on a piece									

GUIDED READING CONSIDERATIONS & GUIDELINES

Area	Considerations/Guidelines
Initial Assessment	<p>I locate children's instruction levels with nonfiction. This is slightly higher than their independent level of decodability with comprehension.</p> <p>I achieve this by using a set of nonfiction benchmark books or a reading assessment kit, which includes nonfiction examples such as The Directed Reading Assessment. (DRA)</p>
Grouping	<p>I use my initial assessments to form guided reading groups.</p> <p>I am aware that children may be operating in two different groupings, one for their reading of fiction the other for nonfiction.</p> <p>I am cognizant that there will be times when children operating at different text levels may be in the same group if they all have a similar need with an identified comprehension strategy.</p>
Focuses	<p>My selected comprehension strategies should mirror whole class focuses.</p> <p>Strategies at working with words, print and text features will vary according to the needs of each group.</p> <p>My running records assist me in locating these common needs for each group.</p>
Text Selection	<p>I am aware of the challenges and supports the selected text offers.</p> <p>I ensure the text is suitable to further process the comprehension focuses I have selected.</p> <p>I use a variety of different types of nonfiction texts not just</p>

	<p>books.</p> <p>I don't attempt to get through an entire book/text in one sitting if it is too dense.</p>
Implementation Procedures	<p>I introduce the comprehension focus and ensure the children are able to articulate the focus.</p> <p>I help children solve the challenges within the text.</p> <p>I make sure children are aware of the supports within the text so that they are able to successfully navigate the text should they encounter difficulties.</p> <p>I give each child their own copy of the text and have them independently read this as quietly as possible.</p> <p>As I listen to each child read, I assist them with strategy work as needed.</p> <p>If children finish before others, I encourage them to go back and reread the text thinking about the focuses that have been set.</p> <p>I bring the children together after they have independently read the text to discuss the focuses and the strategies they utilized to navigate the text.</p> <p>I set follow up activities if needed.</p>
Ongoing monitoring procedures.	<p>I use a focus sheet to record each child's understandings and future needs.</p> <p>I track the levels each child is operating at with nonfiction on an Individual Progress chart.</p> <p>I track children's understanding by using rubrics for comprehension.</p> <p>I assist children who require additional support through individual conferences.</p>

Post Assessment	As with my initial assessment, at the conclusion of the school year I use the same set of benchmark books or a reading assessment kit to formal assess my children's growth as readers of informational texts.
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Notes

Book/Text

Level

Date

Names						
Comprehension Focuses						
Word/Print Strategies						
Reflection						

Key. 1: Limited/Struggled.

2: Strengthening/Adequate

3: Solid/Mastered

Child's Name	Grade	Year
T+	44+	
R/S	44	
Q	40	
P	36-28	
O	34-36	
N	30	
M	24-28	
L	24	
K	20-22	
J	18	
I	16	
H	14	
G	12	
F	10	
E	8	
D	4-6	
C	3-4	
B	2	
A	A-1	
Level F&P	Level	
	DRA	
	Date →	

Key X : Denotes formal assessment 0 : Denotes Guided Reading Instruction
 F&P : Fountas and Pinnell Levels DRA: Directed Reading Assessment Levels

Centre/ Reading Encounter
Big Book
Working with letters and words
Read Along
Activity
Reading the room
Buddy reading
Poem box
Chants and rhymes
Post office
Computer
Overhead
Oral responses: discussions
Written responses: reviews
Dramatic responses reader's theater
Artistic responses
Independent reading
Matching and sequencing
Post Office
Note taking/ research
Matching a sequencing
Research table
Word wall activities

Centers: Questions To Ask

Are the children engaged?
Are they practicing being readers?
Do they know what is expected at each center?
What about accountability?
Are management routines firmly in place?
What are the consequences for learners not on task?
Is the center/task attractive and appealing?
Is the center/task based on experiences and current interests of the students?
Are there enough materials and options so 4 or 5 students can use the center effectively?
Is the center/task organized and labeled so materials can be packed up easily?
Are the centers/tasks open-ended and flexible to allow for levels and diversity?
After the center/task has been going for a week or two...

Take Another Look

- Are the students accomplishing the objectives identified in your literacy plan?
- Are students working together?
- Are students talking about the center/task?

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- Are students demonstrating sustained interest in the activities?
- Are students creating new ways to expand the center/task?

Then

Make changes as you see fit even closing down an activity

Keep adding and adjusting to spark interest in the tasks/tasks.

Literacy Tasks/Tasks

The number of children at each activity is a teacher decision.

Work as a class on each and every activity. Learn how the center/task works and the rules for successful operation.

Aim for independence. What do you do if you need help?

Each center/task should have a purpose and be considered as important as the Guided Reading or Small Group Instruction you will be doing.

Start small and proceed slowly. Only introduce a new literacy center/task when the last one is running smoothly. It may take 6 - 8 weeks to be up and running effectively.

Do not even think about taking a group for Guided Reading or Small Group Instruction until all literacy centers are operating smoothly.

If they are not happening while you are overseeing them, they certainly WON'T when you are trying to run a small group reading session