

Guided Reading

Guided Reading AR Early Literacy Model	National Primary Literacy Standard	International Reading Association Standard	National Agenda for Effective Literacy Instruction	Arkansas Standard
<p>Use pictures and background experience to predict the story.</p> <p>Participate in conversations about reading.</p> <p>Recognize relationship of words, sentences, and story ideas for constructing meaning.</p> <p>Monitor reading using phonetic, semantic, and syntactic knowledge.</p> <p>Use language phrases, book talk, and/or vocabulary from the story.</p> <p>Use punctuation cues to construct and enhance text meaning.</p> <p>Apply flexible strategies for solving new words using sound analysis, visual analysis, pattern analysis and analogy.</p> <p>Apply flexible strategies for comprehending a variety of texts and genres.</p>	<p><i>RI. B. Reading Words:</i> 1. Know the regular letter-sound correspondences and use them to recognize or figure out regularly spelled one and two syllable words, 3. Recognize about 150 high-frequency words as they encounter the words in reading</p> <p><i>RII. A Accuracy:</i> 1. Read Level I books that they have not seen before, but have been previewed for them with 90% or better accuracy of word recognition</p> <p><i>RII. B Fluency:</i> 1. Independently read aloud from Level I books that have been previewed for them using intonation, pauses, and emphasis that signal structure of the sentence and meaning of the text, 2. Use the cues of punctuation-commas, periods, question marks, quotation marks- to guide them in getting meaning and fluently reading aloud.</p>	<p>Standard 1.5 The teacher perceives reading as the process of constructing meaning through the interaction of the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation.</p> <p>Standard 2.3 The teacher understands the principles of new language acquisition.</p> <p>Standard 2.4 The teacher understands the phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relation to the reading and writing process.</p> <p>Standard 2.7 The teacher understands emergent literacy and the experiences that support it.</p> <p>Standard 3.1 The teacher recognizes how differences among learners influence their literacy development.</p>	<p>1. Phonemic Awareness Instruction: Teaching children to focus on and manipulate phonemes in spoken syllables and words.</p> <p>2. Phonics Instruction: Phonics teaches the children the relationship between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language.</p> <p>3. Fluency Instruction: The ability to read a text accurately and quickly. Fluent readers group words quickly to help them gain meaning from what they read.</p> <p>4. Comprehension-Vocabulary Instruction: Vocabulary refers to the words we must know to communicate effectively. Vocabulary can be described as oral vocabulary or reading vocabulary.</p>	<p>R.1.1. Demonstrate understanding of the relationship between written and oral language.</p> <p>R.1.2. Demonstrate and use concepts of print such as directionality, spacing, punctuation, and configuration in developmentally appropriate ways.</p> <p>R.1.3. Recognize and associate letters and sounds.</p> <p>R.1.4. Use phonics to decode words.</p> <p>R.1.5. Use major cuing systems such as phonetic, syntactic, and semantic to decode and construct meaning.</p> <p>R.1.6. Expand vocabulary through reading.</p> <p>R.1.7. Understand the goal of reading is to construct meaning.</p> <p>R.1.8. Understand that reading is communication</p>

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<p>Demonstrate comprehension through retelling, connecting stories to other texts, and responding to stories at a personal level.</p> <p>Read for a purpose and locate specific information in text that meet this purpose (e.g., locating a difficult part that requires help from others or applying a comprehension strategy to make text to text connections, etc)</p> <p>Use specific strategies such as making comparisons, predicting outcomes, drawing conclusions, identifying main ideas, and understanding cause and effect to comprehend a wide variety of literary genres from diverse cultures and time periods.</p> <p>Expand reading vocabulary by exploring word meanings within context.</p> <p>Read newly introduced texts with at least 90% accuracy.</p>	<p><i>RII. C. Self-Monitoring and Self-Correcting Strategies:</i></p> <ol style="list-style-type: none"> 1. Notice whether words sound right, given their spelling, 2. Notice whether words make sense in context, 3. Notice when sentences don't make sense, 4. Solve reading problems and self-correct, through strategies that include using syntax and word-meaning clues, comparing pronounced sound to printed letters, gathering context clues from surrounding sentences or pictures, and deriving new words by analogy to known words and word parts, 5. Check their solution to a difficult word against their knowledge of print-sound correspondence and the meaning of the text. <p><i>RII. D. Comprehension:</i></p> <ol style="list-style-type: none"> 1. Retell the story, 2. Tell what the book is about (summarize), 3. Describe in their own words what new information they gained from the text, 4. Answer comprehension questions similar to those for kindergarten. 	<p>Standard 5.1 The teacher creates a literacy environment that fosters interest and growth in all aspects of literacy.</p> <p>Standard 5.2 The teacher uses texts and trade books to stimulate interest, promote reading growth, foster appreciation for the written word, and increase the motivation of learner to read widely and independently for information, pleasure, and personal growth.</p> <p>Standard 6.1 The teacher teaches students to monitor their own word identification through the use of syntactic, semantic, and graphophonemic relations.</p> <p>Standard 6.2 The teacher uses phonic s to teach students to use their knowledge of letter/sound correspondence to identify sounds in the construction of meaning.</p> <p>Standard 6.3 The teacher teaches students to use context to identify and define</p>	<p>5. Comprehension - Text Comprehension: Readers use their experiences and knowledge of the word, their knowledge of vocabulary and language structure, and their knowledge of reading strategies to understand text.</p>	<p>between the author and the reader.</p> <p>R.1.9. Establish purposes for reading such as enjoying, learning, modeling, sharing, performing, investigating, and solving problems.</p> <p>R.1.10. Use relationships between words and sentences, sentences and paragraphs, and paragraphs and whole pieces to understand text.</p> <p>R.1.11. Use prior knowledge to extend reading ability and comprehension.</p> <p>R.1.12. Use specific strategies such as making comparisons, predicting outcomes, drawing conclusions, identifying main ideas, and understanding cause and effect to comprehend a wide variety of literary genres from diverse cultures and time periods.</p> <p>R.1.13. Understand that texts have different purposes (e.g. persuading, informing, entertaining, and instructing).</p> <p>R.1.14. Use print for daily activities (e.g. following</p>
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<p>Read texts fluently and with expression.</p>	<p><i>R.III. C. Discussing Books:</i> 1. Demonstrate skills we look for in comprehension component, 2. Compare two books by the same author, 3. Talk about several books on the same theme, 4. Refer explicitly to parts of the text when presenting or defending a claim, 5. Politely disagree when appropriate, 6. Ask others questions that seek elaboration and justification, 7. Attempt to explain why their interpretation of a book is valid.</p> <p><i>R.III. D. Vocabulary:</i> 1. Makes sense of new words from how the words are used, refining their sense of the words as they encounter them again, 3. Talk about the meaning of some new words encountered in independent and assisted reading, 4. Know how to talk about what words mean in terms of functions (A shoe is a thing you wear on your foot.)</p>	<p>unfamiliar words.</p> <p>Standard 6.5 The teacher teaches students to recognize and use various spelling patterns in the English language as an aid to word identification.</p> <p>Standard 6.6 The teacher employs effective techniques and strategies for the ongoing development of independent vocabulary acquisition.</p> <p>Standard 7.1 The teacher provides direct instruction and models when and how to use multiple comprehension strategies, including retelling.</p> <p>Standard 7.2 The teacher models questioning strategies.</p> <p>Standard 7.5 The teacher ensures that students can use various aspects of text to gain comprehension, including convention of written English, text structure and genres, figurative language, and intertextual links.</p>		<p>directions, using references).</p> <p>R.1.15. Demonstrate knowledge of expository and narrative texts.</p> <p>R.1.17. Read independently and with others daily (e.g. SSR, shared reading, partner reading).</p> <p>R.1.18. Read, listen, and respond to a variety of literary genres from diverse cultures.</p> <p>R.1.19. Read more than one work by a single author.</p> <p>R.2.1. Use critical thinking and problem solving strategies to integrate content from all subject matters.</p> <p>R.2.2. Read for personal reasons such as enjoyment, for information, and for inquiry.</p> <p>R.2.3. Demonstrates fluency and comprehension in both silent and oral reading.</p> <p>R.2.5. Respond to reading in a variety of ways (e.g. writing, retelling, art,</p>
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