

Sunnyvale School District

Universal Access provides the necessary time for the teacher to work with small groups of students at their level of literacy development. We know from the massive amounts of research on how students learn to read that that students need many hours each day practicing and building reading skills, vocabulary, fluency and comprehension. We also know that reading skills build sequentially, level by level, so that students must have access to reading material at their instructional level—not too easy but not too hard.

During universal access teachers will provide small group guided reading or strategy lessons. The Instructional Routines below can be integrated into these lessons as needed. Note the Treasures handbook (HB) page is referenced. The routines for shared reading and guided reading are summarized separately.

OVERVIEW		
CA Treasures: Instructional Routines that support Guided Reading, Shared Reading and Strategy Groups		
Lesson Goal	Instructional Strategies	HB Pages
Phonemic awareness (Aural understanding of sounds)	rhyming, categorizing, blending, segmenting, manipulation of sounds	R6- R15-16
Phonics (Connecting letters & sounds)	oral & internal sounding out blending & whole word reading sound spelling cards word building	R17-19 R20-R22 R25 R26
Fluency with first words	reading decodables reading pre-decodables	R27—31 R47-49
Reading words	practicing basic syllable patterns reading common syllables reading multisyllabic words big word strategy	R32 R33 R34 R35
Building fluency	modeling, echo reading, choral reading practicing speed, timed reading sentence fluency practice	R36 R37 R38 R39
Building vocabulary	define/example/ ask connect to words word squares speed with high frequency words	R40-41 R42 R43-44 R45
Spelling words	look/say/cover/write/check word sorts dictation on white boards	R50 R51 R52
Reading Comprehension	think aloud, summarize, visualize, generate questions, make/revise/confirm predictions, make inferences, evaluate, QAR	R53-R56

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Guided Reading

In guided reading, the teacher supports each reader's development of reading skills & strategies at increasing levels of difficulty by working with a small group of students who are able to read similar texts with support.

CA Treasures lesson plans for small group guided reading can be found in the small group sections. Treasures uses the guided reading routines without using the term, "guided reading." The typical guided reading lesson plans are found for the "On Level" Readers.

The Guided Reading Lesson Routine below can be used primarily for grade levels K-3 (reading levels A-K) —adjusted as appropriate for the age, needs and reading levels of the students. Students who are fluent readers above grade 2 (Level L) are best served by strategy lessons.

Guided Reading Lesson Routine	Sample Activities
1. Word Work	<ul style="list-style-type: none">○ Use magnetic letters, white boards, flash cards, pocket chart○ Read & review words○ Build/deconstruct/sort words by sounds & syllable patterns
2. Introduce the Text	<ul style="list-style-type: none">○ Review the content of the text○ Activate prior knowledge○ Preview pictures & other graphics○ Preview the structure of the text
3. Reading the Text* <i>* During guided reading, the text selected is at the <u>students' instructional reading level</u>-a step beyond their independent level. The purpose is to increase reading competency leading to independent reading.</i>	<ul style="list-style-type: none">○ Teacher may model a portion○ Students read their text quietly○ Each student reads the entire text○ Teacher observes & supports
4. Discussing Meaning	<ul style="list-style-type: none">○ Pose questions that ask students to explain & clarify meaning.○ Summarize, restate and add to their comments
5. Close the Lesson	<ul style="list-style-type: none">○ Review or summarize the content of the text○ Provide explicit demonstrations
6. (Optional) Extend the Meaning	<ul style="list-style-type: none">○ Students may re-read portions aloud to partner or group○ Writing, drawing or other extension activity

Strategy Lessons

Students can be reading from the same or different texts as they learn and practice a reading comprehension strategy. The goal is for students to apply the appropriate strategies for the texts they are reading at their independent reading level.

The Strategy Group Lesson Routine below can be used for grade levels 3-5, students who are fluent readers — adjusted as appropriate for the age, needs and reading levels of the students.

Strategy Lesson Routine	Sample Activities
1. Define the Strategy	Explain what the strategy is and why it's important: <ul style="list-style-type: none"> ○ Summarize (Retell) ○ Visualize ○ Generate questions ○ Make/revise/confirm predictions ○ Make inferences ○ Evaluate
2. Model the Strategy	<ul style="list-style-type: none"> ○ Reading the text ○ Applying the strategy ○ Understanding how it supports comprehension
3. Provide Guided Practice	<ul style="list-style-type: none"> ○ Reading the text ○ Prompting student(s) ○ Discuss the meaning (comprehension conversation)
4. Provide Corrective Feedback	<ul style="list-style-type: none"> ○ Prompt and clarify appropriate use of strategy application in the text ○ Prompt, encourage, and teach student to utilize other learned strategies. For example: <ul style="list-style-type: none"> ○ Vocabulary or word work ○ Other comprehension strategies
5. Apply the Strategy to Text	Students apply strategy independently to their text
6. (Optional) Extend the Meaning	<ul style="list-style-type: none"> ○ Students may re-read portions aloud to partner or group ○ Writing, drawing or other extension activity

Shared Reading

Shared reading is primarily used in grades K-3 or with struggling readers* with texts that are beyond the students' reading level. Sharing reading takes place large or small groups in which all students have access to the text, can see the text and participate as readers, though they may be on different levels independently. The teacher models reading with fluency and invites the students to read along.

Shared Reading Lesson Routine	Sample Activities
<p>1. Before: Introduce the Text</p>	<ul style="list-style-type: none"> ○ Set a purpose for the text ○ Activate prior knowledge ○ Preview new vocabulary ○ Preview pictures & other graphics ○ Preview the structure of the text
<p>2. During: Reading the Text*</p> <p><i>During shared reading, the text selected may be beyond the students' grade level and/or reading level.</i></p> <p><i>The purpose for shared reading may be to:</i></p> <ul style="list-style-type: none"> ○ Learn about letters or words ○ Provide specific content (ie.science) ○ Provide access to grade level texts ○ Provide access to literature ○ Learn about literary elements ○ Model reading strategies 	<ul style="list-style-type: none"> ○ Listen to reading (first read) ○ Finding words and phrases ○ Sound, word or spelling hunts ○ Chiming in familiar words and phrases (2nd or 3rd read) ○ Echo reading with expression ○ Take turns reading ○ Make predictions ○ Sequence events ○ Define & illustrate vocabulary
<p>3. After: Discussing Meaning</p>	<ul style="list-style-type: none"> ○ Pose questions that ask students to explain & clarify meaning. ○ Ask open ended questions that help student build connections ○ Summarize, restate and add to their comments
<p>4. Word Work</p>	<ul style="list-style-type: none"> ○ Use white boards, flash cards, pocket chart, vocabulary cards ○ Read & review words ○ Build/deconstruct/sort words by sounds & syllable patterns

* Shared reading is a useful and important reading strategy but must not replace guided reading and independent reading. Students at all levels must have the chance to "read to self" on a daily basis if they are to grow in reading skills.