Guided Reading

“Reading, really?”
to...
“Really reading!”

Kate Ahern, M.S.Ed
Assistive Technology Specialist
https://kateahernemea.wikispaces.com
www.teechkidz.org

Susan Norwell M.A.
Educational Specialist
susannorwell@RETT-U.org
WWW.RETT-U.ORG
www.focusedlearningsolutions.com

What is Guided Reading?
(One of the 4 Blocks of the Balanced Model)

FACT:
LITERACY IS A BASIC HUMAN RIGHT.
The Balanced Literacy Model

Jim and Patricia Cunningham

Research-Based

Patricia Cunningham and Jim Cunningham

- Typical kiddos need 30 minutes of each block a day
- May learn to read through any or all of the blocks
- All require direct knowledgeable instruction
- Blocks are MULTI-LEVEL!
- Great structure for learning to read for Girls with Rett – easy to adapt

Guided Reading Definition

(Fountas & Pinnell 2010)

- The teacher uses the text to help the children expand what they know how to do as readers.
Guided Reading

- Learning to make meaning from text
- Develop inner voice (read to yourself/read in your head)
- Help to develop strategies to increase understanding
- Use many kinds of texts
- The focus is on the child reading - not testing!

Reading with Comprehension

- General Education students are taught a variety of comprehension skills
- Reading is all about getting meaning from the text – not just reading the words
- Specific Skills: compare/contrast, sequence, cause and affect, inference, prediction, author’s purpose, character analysis, and more
- Adapt the output not the expectations

Guided Reading Comprehension Checks

- Design comprehension checks that can be reused regardless of what is read and can also be used for data collection, if needed
- Design the comprehension check so that it reinforces the communication system, has visual supports to help find the answers in the communication system and helps the reading guide use the descriptive teaching method
- Using the same format means the child can focus on the activity and it learning new expectations every time
Guided Reading Comprehension Checks

Reading for a Purpose

Read to page 10 and choose 4 out of the 8 adjectives that describe the main character.

Guided Reading is not....

- Being read to (by a person, computer, etc.)
- Only answering multiple choice questions
- Reading a list of words
- Only learning sight words
- “Functional” literacy learning
- Impossible for a girl with Rett Syndrome
Teaching the Girls to Read: How-To’s

Sequence of Instruction

“Good Instruction is Good Instruction”
David Koppenhaver

Instructional Sequence

- Need to identify books and resources
- Plan and implement an effective lesson plan
- Decide reading strategy to model and teach
- Decide comprehension skill to teach and reinforce
- Teach new vocabulary in an integrated fashion
- Take a picture walk
- Set a purpose for reading
**Resource for Leveled Books and Instructional Content**

- Great Resource for Books: [www.readinga-z.com](http://www.readinga-z.com)
- Graded to discreet levels
- Lots of books at each level
- Each level gradually increases in difficulty
- Stay with a level as long as you need
- Fiction and Non-Fiction
- Lesson plans to support teacher

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**Girls need more options**

- Books on computer – highlight text background
- Book on computer allows for “hands free” reading - so we can point
- Backlighting seems to support attention and focus
- Can add sounds, sounds and movies to keep focus, attention and regulation

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**Guided Reading Activities**

- Apps - RAZ Kids, Epic,
- Web Sites: Reading A-Z, Tumblebooks, Tar Heel Reader, We Give Books
- Make your own books to use for guided reading - Tar Heel Reader, Clicker, Pictello
Books Utilizing Technology

Variety of Girls Requires More Options

- Some require more time and structure
- May need instruction on what to do
  - “Glue your eyes”
  - Start in the middle
- Will need very consistent approach to get output
  - Look to the middle
  - Then look to answer
  - Present answers, name them, take away, ask, present

Unexpected Outcomes

- Increased view of girls who can read as competent
- Increased connection with siblings
- Increased understanding of the world around them
- Increased novel communication
- Increased leisure opportunities