

# Going Beyond Guided Reading



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## When Do Kids Need More Than Guided Reading?

- The conversation during guided reading groups goes beyond the text. The students are analyzing, questioning, inferring, and synthesizing.
- The majority of the time at the guided reading table is spent on student-led conversation. The teacher rarely needs to prompt discussion.
- Students ask questions about what they read and allow peers to help them discover or think about possible answers.
- The excitement and motivation of participating in guided reading decreases.
- Students need more time to discuss the text and their thinking than is typically spent in a guided reading group.
- Students are aware of their abilities as readers and can choose appropriate texts to read independently.



## Beginning Reading Workshop in a Primary Classroom

Transitioning from guided reading to reading workshop is a crucial time for teaching procedures and fostering independence. Just like the time spent learning procedures for literacy centers, we needed to move slowly and teach lessons explicitly in order for work in the classroom to be successful. The sequence of lessons below was appropriate for the learners in our classroom. Observation and assessment helped to determine when students were ready for the next step.

### Building Independence and Endurance

The center board began to change each week as one center was taken away and students slowly started to spend more of the time independently reading once other center work was complete. Some of the minilessons that supported the students were: *How to be a good reader independently*, *Finding a quiet place in the room to read*, *Readers stop to think about the story*, and *Reading takes time*.

### The First 20 Days

We used *Guiding Readers and Writers 3-6* by Fountas and Pinnell to start the reading workshop. We followed the timeline presented for the first 20 days of instruction. Some lessons were omitted and others took more than one day to meet the needs of our readers. Charts were created to provide visual support and to use as a reference point for future discussions.

### The Reader's Notebook

Students were provided with a reader's notebook to organize their work during the workshop. Minilessons showed students what was contained in the notebook and how to use it to support their reading. The students began to record the books they had read as well as write letters to the teacher to demonstrate comprehension of their self-selected text.

## Beginning Book Clubs

We guided students in how book clubs work through minilessons each day before reading workshop time. Charts were created to show evidence of our learning and support students during the workshop. This is only a preliminary list to get things started. It is important to observe the book clubs to determine what minilessons students might need.

### Lesson 1: What is a Book Club?

A book club is when a group of students choose to read the same book and have a discussion about it. Each student is assigned a role they will play in the discussion. It is very similar to a reading group, but they choose what they will read and discuss as a group. The students will complete their self-assigned reading during reading workshop time.

### Lesson 2: Book Club Roles

Complete a chart about the literature circle roles. Use a read aloud the class has already heard to model how each of the roles might look in a book club format.

### Lesson 3: Getting the Work Finished

When students choose the book for book club, their group will also decide on a date in which they feel they can get their work finished. Students will be able to work on the book club work during reading workshop and at home. Everyone is expected to be ready on the day the book club will meet.

### Lesson 4: Making Choices

When students choose books for book clubs, they should determine which book fits them as a reader. They should not be swayed by what their friends pick or what looks easy. As readers, we challenge ourselves and pick books that interest us. Readers should also try different book club roles so that they can interact with books in different ways.

### Lesson 5: Having a Conversation

As members of a conversation, people must listen to each other and be active members. They must honor what others say and know that others' opinions and thoughts should be valued. It is important to allow others to finish speaking and not interrupt. Students should look at the person who is speaking to show respect.

## Tried and True Book Club Texts

Multiple copies of books are necessary for book clubs. We used the books from the school bookroom that are usually used for guided reading. It is important to find high interest books that will capture the students' attention or interests. The texts students chose from were at their independent reading level because there was minimal teacher assistance during the reading of the text.

| Title                          | Author                                 | Publisher and Date | Fountas and Pinnell Level |
|--------------------------------|----------------------------------------|--------------------|---------------------------|
| Owen                           | Kevin Henkes                           | Troll (1993)       | K                         |
| Where the Forest Meets the Sea | Jeannie Baker                          | Scholastic (1987)  | K                         |
| The Conversation Club          | Diane Stanley                          | Scholastic (1983)  | L                         |
| The Greedy Python              | Richard Buckley and Eric Carle         | Scholastic (1985)  | L                         |
| My Big Lie                     | Bill Cosby                             | Scholastic (1999)  | L                         |
| My Worm Farm                   | Mary-Anne Creasy                       | Sundance (2001)    | L                         |
| Rollercoaster Science          | Andrea Rains                           | Rigby (2000)       | L                         |
| Skeletons                      | David Drew                             | Rigby (1990)       | L                         |
| The Day I Was Rich             | Bill Cosby                             | Scholastic (1999)  | M                         |
| Koko's Kitten                  | Dr. Francine Patterson                 | Scholastic (1989)  | M                         |
| Michael Jordan                 | Richard Benner                         | East End (1999)    | M                         |
| Stomachs                       | Jo Windsor                             | Rigby (1999)       | M                         |
| Tough Cookie                   | David Wisniewski                       | Scholastic (1999)  | N                         |
| Under the Ground               | Claude Delafosse<br>Gallimard Jeunesse | Scholastic (1999)  | N                         |

## Book Club Roles

Below are examples of the pages we used for book club roles. They should be adapted to fit your students and intentions. We also believe they may need to be adapted differently for fiction and nonfiction books. Students might utilize sticky notes to mark places in the books that support their findings.

| Discussion Director                                                             |  |
|---------------------------------------------------------------------------------|--|
| Name _____                                                                      |  |
| Book _____                                                                      |  |
| 1. How did you feel about _____?                                                |  |
| _____?                                                                          |  |
| 2. How would the story have changed if the author had not let _____ happen?     |  |
| _____                                                                           |  |
| 3. How is _____ alike/different from _____?                                     |  |
| _____?                                                                          |  |
| 4. (Students choose other questions to write and ask during book club meetings) |  |

| Literary Luminary                    |             |
|--------------------------------------|-------------|
| Name _____                           |             |
| Book _____                           |             |
| Passage #1                           | Page# _____ |
| Why did you pick this passage? _____ |             |
| _____                                |             |
| _____                                |             |
| Passage #2                           | Page# _____ |
| Why did you pick this passage? _____ |             |
| _____                                |             |
| _____                                |             |
| Passage #3                           | Page# _____ |
| Why did you pick this passage? _____ |             |
| _____                                |             |
| _____                                |             |

| Vocabulary Enricher |      |                    |               |
|---------------------|------|--------------------|---------------|
| Name _____          |      |                    |               |
| Book _____          |      |                    |               |
| Page #              | Word | Sentence From Book | My Definition |
|                     |      |                    |               |
|                     |      |                    |               |
|                     |      |                    |               |

## References

- Daniels, H. (2001). *Literature circles: Voice and choice in book clubs and reading groups*. Portland, ME: Stenhouse.
- Fountas, J. & Pinnell, G. (2001). *Guiding readers and writers 3-6: Teaching comprehension, genre, and content literacy*. Portsmouth, NH: Heinemann.
- Fountas, J. & Pinnell, G. (2006). *Teaching for comprehending and fluency K-8: Thinking, talking and writing about reading*. Portsmouth, NH: Heinemann.
- Mahurt, S., Metcalfe, R., & Gwyther, M. (2007). *Building bridges from early to intermediate literacy*. Thousand Oaks, CA: Corwin Press
- Miller, D. (2002). *Reading with meaning: Teaching comprehension in the primary grades*. Portland, ME: Stenhouse.

## Helpful websites:

[www.lauracandler.com/litlessons.htm](http://www.lauracandler.com/litlessons.htm)

[www.litcircles.org](http://www.litcircles.org)