

# OPPORTUNITIES FOR RESPONDING:

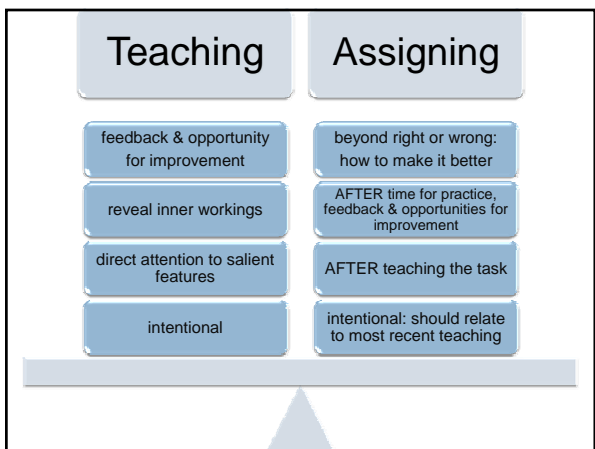
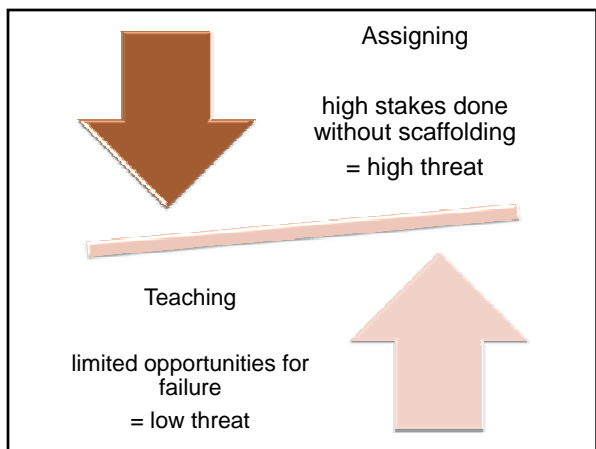
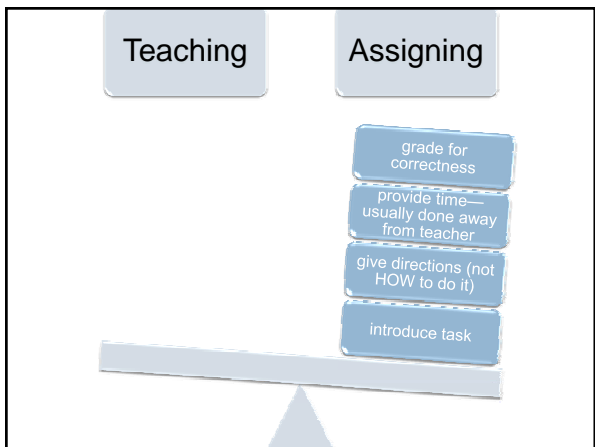
## GUIDED READING & WRITTEN RESPONSE

K-2

Jeff Williams, Dr. Denise Morgan, & Katie Plesec

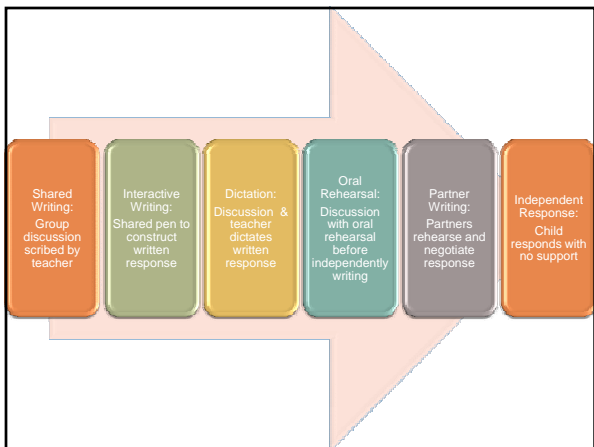
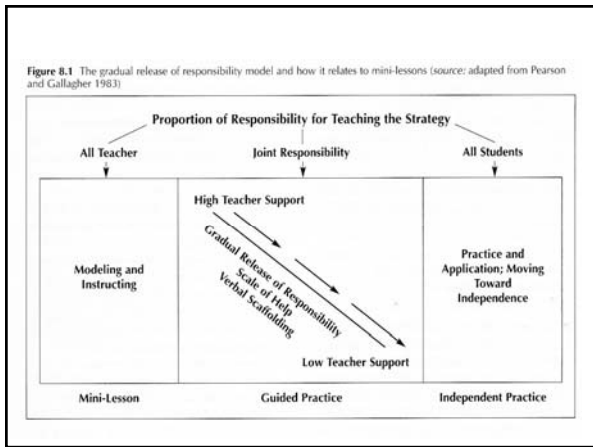
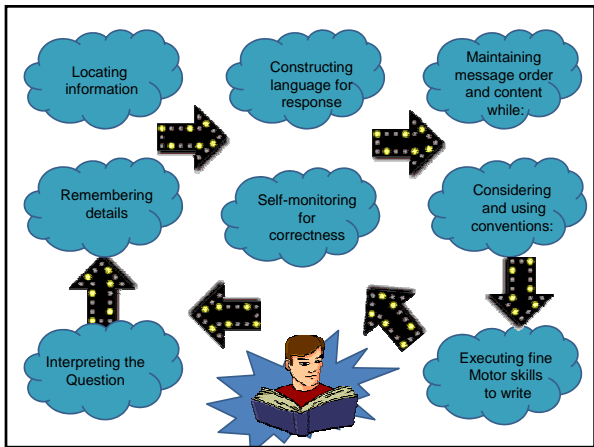
- Three major issues:
- May need levels of support to **TEACH** how to respond
  - May need to **EXPAND** our repertoire of possible actions
  - May need to examine our **FEEDBACK** so that it moves the learner forward

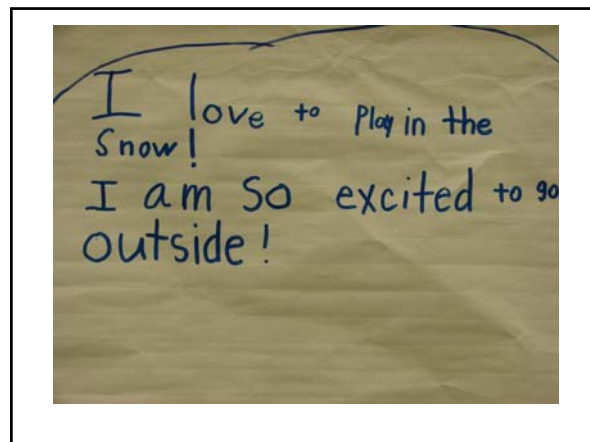
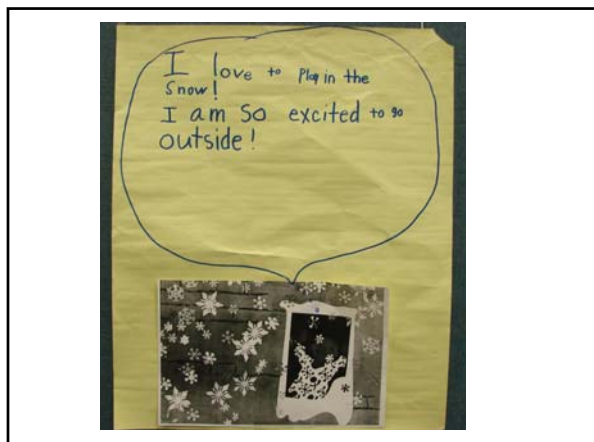
### Teaching Written Response



- ### Where would direct teaching happen?
- Minilessons in both reading and writing workshop
  - Read Aloud and Shared Reading to establish the tasks
  - Guided Reading
  - Teaching can only be REINFORCED during Independent Reading

- ### Guided Reading Cycle
- Text selection
  - Text introduction with focus
  - Reading entire text or large chunk
  - Discussion: about meaning, about focus, about words
  - Extension (optional): writing, reading, drama, artistic
- Fountas & Pinnell, 1996





### Benefits of Dictation:

- Short term memory development
- Provides access to new learning
- Success is motivating
- "Real world" applications
- Dictation can be a good indicator of overall language ability.

### Research on Dictation:

- Davis, Paul and Mario Rinvolutri. 1988. *Dictation: New Methods, New Possibilities*. Cambridge, Cambridge University Press.
- Martin, John Henry and Ardy Friedberg 1986. *Writing to Read*.
- Speer, Thomas M. *Putting Variety into Dictation in English Teaching Forum*, July 1980, pp. 28-30. d - New York Warner Books Inc.
- Celce-Murcia, Marianne and Sharon Hilles. 1988. *Techniques and Resources in Teaching Grammar*. New York, Oxford University Press.
- Montalvan, R. 1990. *Dictation updated: Guidelines for teacher-training workshops*. In English language programs, U.S. Department of State.  
<<http://exchanges.state.gov/education/engteaching/dictn2.htm>>.

### Using Dictation:

- Major component of Fountas & Pinnell's new Leveled Literacy Intervention (LLI)


### Inside the Brain



- When using dictated tasks, we are:
  - actively co-constructing the message to model HOW it works
  - holding onto the message, which frees up the learner's attention to notice other aspects

What does dictation do?

- Model thinking behind and construction of correct responses
- Extend language
- Extend opportunities for word work, noticing and using conventions




### Expanding Our Repertoire

### Common Tasks for Written Response


- Questions with answer in response
- Story map to retell

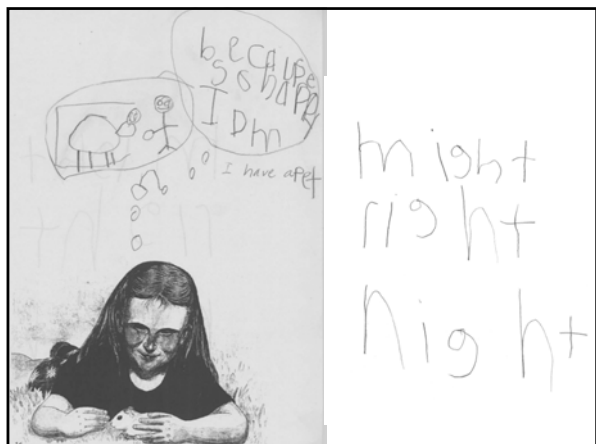
### Other Possibilities:

- Pictures: Caption, label, think bubble



Here I am in the cast room.



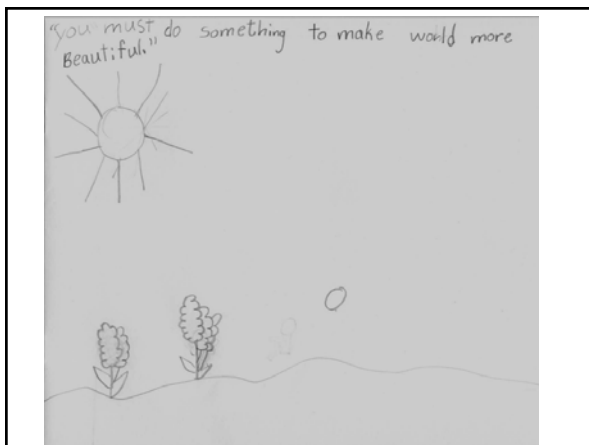


### Other Possibilities:

- Pictures: Caption, label, think bubble
- Dictation tasks

### How to do Dictation Tasks:

- Use something from the discussion for children to write
- Use something from the text for children to write
- Teacher says sentence slowly while children write to convention
  - ▣ White board to show word work for rehearsal



### Other Possibilities:

- Pictures: Caption, label, think bubble
- Dictation tasks
- Graphic organizers:
  - ▣ to show text organization, explore language from text, develop vocabulary, teach how words work

### Four Box Miracle: Try it on!


Retelling: event 1	Retelling: event 2
Retelling: event 3	Retelling: event 4

He planted a seed.	He pulled the weeds.
He watered.	It came up.

Quote 1 from text:	Reaction, meaning, interpretation
Quote 2 from text	Reaction, meaning, interpretation

oops!	they are sorry!
we will miss you!	they are sad!

Cause	Effect
Problem	Solution

Character trait	Evidence
Beginning character trait	Ending character trait

Prediction	Support OR confirmation
Inference	Support

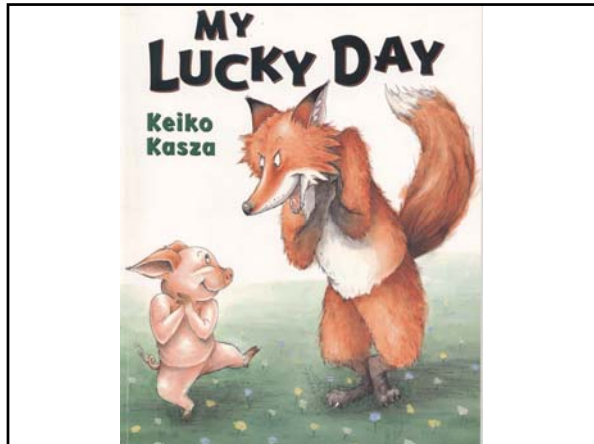
Character 1's feeling regarding event	Character 2's feeling regarding event
Thinking: Before	Thinking: After

Fact	Opinion
Main idea	Supporting detail

Word in sentence	Meaning
Word and inferred meaning	Clues that support thinking

Questions from reader	Answers from discussion
Figurative language from text	<ol style="list-style-type: none"> <li>1. Response to</li> <li>2. Explanation of</li> <li>3. How it helps the writing</li> <li>4. Try it out—write your own in the same style</li> </ol>

Connection	How it helps you understand
Tricky word	How you solved it



clever	
risk-taker	

The pig said he was dirty.	
The pig said he was skinny.	

He grabbed the piglet and <u>hauled</u> him inside.	
He passed out, <u>exhausted</u> .	

wolf	
bear	



## Feedback to Move Forward

### Assigning: Feedback

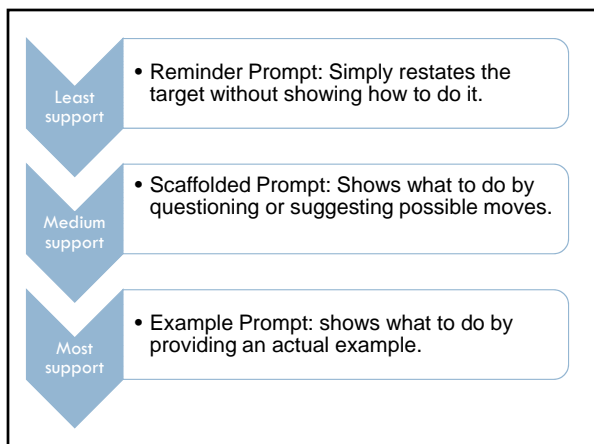
- Beyond RIGHT of WRONG
- Feedback must move the learner forward
- Grades are not feedback

### Research on Feedback: Shirley Clarke

- Specific vs. general
- Targeted to most recent learning or focus of instruction
- Come with a chance to do something with the feedback
- Move the learner forward or it is not true feedback
- Three levels of prompts that might be useful in giving quality feedback

### Assigning: Feedback Prompts to move learning forward

- Reminder prompt
- Scaffolded prompt
- Example prompt



Target: Identify setting with time and place details  
 Child's response: *The story happened at John and Jenn's house.*

- Reminder**
  - Tell when the story happened.
- Scaffolded**
  - What in the text gives you hints about the time of day it is?
- Example**
  - Choose 1 of these or make your own:
    - It was night because the moon was out.
    - It was dark out so it was at night.

**Target:** Identify a character trait and give an example from the text.  
**Child's response:** *She was a mean character.*

**Reminder**

- Give an example from the text to show she was mean.

**Scaffolded**

- Was there something she said or did that shows she is mean?

**Example**

- Choose 1 of these or make your own:
- She was mean because she:
  - stole the candy
  - said a nasty thing to the girls

**Target:** Retell the events of a story in sequence.  
**Child's response:** *First the pigs built houses and the wolf came and then they killed the wolf.*

**Reminder**

- Please add more events to your retelling.

**Scaffolded**

- What did the wolf do before they killed him?
- What happened after the wolf was gone?

**Example**

- Choose 2 of these details to add or make your own:
  - They made a straw, stick and brick house.
  - The wolf tried to blow the house down.
  - They lived happily ever after when the wolf was gone.

**Grade 2**

**Writing About Reading**

**Selecting Genres and Forms** Students learn different ways to share their thinking about reading in explicit mini-lessons. Using modeled or shared writing, the teacher may demonstrate the process and engage the students in the construction of the text. Often, the teacher and students read several examples of a form, identify its characteristics, and try out the type of response. Then, students can select from the range of possible forms when responding to reading (usually in a reader's notebook).

<p><b>Functional Writing</b></p> <ul style="list-style-type: none"> <li>Sketches or drawings that assist in remembering a text, interpreting a character or event, or representing content of a text</li> <li>Short-writes responding to a text in a variety of ways (for example, a prediction, an opinion, or an interesting aspect of the text)</li> <li>Lists to support memory (characters, events in a story)</li> <li>Notes to remember something about a text or to record interesting information or details, or record interesting language or words</li> <li>Simple charts or webs (graphic organizers) to show comparison or sequence</li> <li>Grids to show relationships among different kinds of information</li> <li>Letters to other readers or to authors and illustrators (including dialogue labels in a reader's notebook)</li> <li>Labels for photographs or any kind of drawing</li> <li>Written directions (consistent with drawings) that show a simple sequence of actions based on a text</li> <li>Directions or how-to descriptions drawn from a text</li> </ul>	<p><b>Narrative Writing</b></p> <ul style="list-style-type: none"> <li>Drawings showing the sequence of events in a text (sometimes with speech bubbles to show dialogue)</li> <li>Simple statements summarizing a text</li> <li>Innovations on known texts (for example, new endings or similar plots with different characters)</li> </ul>	<p><b>Informational Writing</b></p> <ul style="list-style-type: none"> <li>Lists of facts from a text supported by illustrations</li> <li>Headings that show subtopics or information to follow</li> <li>Sentences reporting some interesting information from a text</li> <li>A few sentences with information about an author</li> <li>A few sentences with information about an illustrator</li> <li>Representations (through writing and drawing) of a sequence of actions or directions from a text</li> <li>Labeling of drawings that represent interesting information from a text</li> </ul>
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**Grade 2**

**Writing About Reading**

**Selecting Goals** Behaviors and Understandings to Notice, Teach, and Support

<p><b>Thinking within the Text</b></p> <ul style="list-style-type: none"> <li>Accurately reflect information from a text</li> <li>Represent information, concepts, setting, events, characters, and story problems through drawing and/or writing</li> <li>Notice and sometimes use new words from a text</li> <li>Use new vocabulary words appropriately to reflect meaning</li> <li>Reread to remember what has been written</li> <li>Reread to assure meaningfulness, accuracy of sentence structure, and appropriate word use</li> <li>Report information from a text or summarize it in a few sentences</li> <li>Write summaries that reflect literal understanding of a text</li> <li>Represent important information about a fiction text (characters, events) or informational text</li> <li>List significant events in a story or ideas in an informational text</li> <li>Write and/or draw about facts</li> </ul>	<p><b>Thinking beyond the Text</b></p> <ul style="list-style-type: none"> <li>Provide specific examples and evidence from personal experience or the text</li> <li>Express connections to prior knowledge to other texts, and to personal background or experience</li> <li>Predict what will happen next in a text or what a character will do</li> <li>Describe or illustrate characters' feelings and motivations, inferring them from the text</li> <li>Produce innovations on a text by changing ending, series of events, the characters, or the setting</li> <li>Make notes of new information and understandings</li> <li>Write about and illustrate new information</li> <li>Express opinions about new learning or interesting facts</li> <li>Use drawings to relate important ideas in a text to each other or to other texts</li> <li>Write or draw about something in the reader's own life when prompted by a text</li> </ul>	<p><b>Thinking about the Text</b></p> <ul style="list-style-type: none"> <li>Create texts that have some of the characteristics of published texts (cover, title, author, illustrator, illustrations, beginning, ending, events in a sequence, about the author page)</li> <li>Sometimes borrow the style of a writer</li> <li>Describe the relationships between illustrations and text</li> <li>Write opinions about a text and back them up with specific information or reasons</li> <li>Notice the way a text is organized and sometimes apply organization to writing (the sequence, sequence of events or established sequence such as numbers or days of the week)</li> <li>Show awareness of temporal sequence, compare and contrast, and cause and effect or resolution</li> <li>Identify and record whether a text is fiction or nonfiction</li> <li>Notice and sometimes use interesting language from a text</li> <li>Produce some simple graphic representations of a story (for example, story maps or timelines)</li> <li>Compare different versions of the same story or traditional tale with graphic organizers, drawings, or in sentences</li> <li>Use specific vocabulary to write about texts (cover, endpapers, title, author, illustrator, table of contents, etc.)</li> </ul>
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Gay Su Pinnell  
Irene C. Fountas

**The Continuum of Literacy Learning**

Grades K-2

BEHAVIORS AND UNDERSTANDINGS TO NOTICE, TEACH, AND SUPPORT

Inspired by Regie Routman

Assign work.  
Not too much.  
Mostly teach.

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