K–2 TEACHER’S GUIDE SAMPLE

WHAT’S INSIDE:

- K–2 Program Components
- K–2 Teacher’s Guide Table of Contents
- Leveled List of K–2 Assessment Texts
- Sample Reading Assessment Conference
- Planning Support & Lesson Plan Sample
NEXT STEP GUIDED READING ASSESSMENT PROGRAM COMPONENTS

Sturdy Storage Box and Folders
Hanging folders for each level keep your assessment materials organized.

38 Assessment Books for Levels A–N
Includes literary and informational texts for each level.

Teacher’s Guide
Step-by-step directions for administering and scoring each assessment, along with planning tools and lesson plans for each stage of reading development.

Assessment Conference Book
A handy resource with Pre-A Assessments and Quick Reference Guides for administering and scoring Reading Records.

Assessment Forms Book and CD
All the forms you need to administer the four assessment steps. Ready to reproduce or print.

Visit www.scholastic.com/NextStepGuidedReading for:
• printable assessment forms and lesson-planning resources
• how-to video clips
• easy digital data management
• student and whole-class reports
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<th></th>
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<th>INFORMATIONAL TEXT</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td><img src="image1" alt="I Want a Pet" /></td>
<td><img src="image2" alt="We Like to Play" /></td>
</tr>
<tr>
<td></td>
<td><img src="image3" alt="I See Colors" /></td>
<td><img src="image4" alt="We Can Go" /></td>
</tr>
<tr>
<td>B</td>
<td><img src="image5" alt="My New School" /></td>
<td><img src="image6" alt="The Parade" /></td>
</tr>
<tr>
<td></td>
<td><img src="image7" alt="Big and Little" /></td>
<td><img src="image8" alt="See the Cat" /></td>
</tr>
<tr>
<td>C</td>
<td><img src="image9" alt="Going to Grandma's House" /></td>
<td><img src="image10" alt="Surprise Party" /></td>
</tr>
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<td></td>
<td><img src="image11" alt="Animals on the Farm" /></td>
<td><img src="image12" alt="Come to the Rain Forest" /></td>
</tr>
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<td>D</td>
<td><img src="image13" alt="Rainbow Day" /></td>
<td><img src="image14" alt="The Bears Make Fruit Salad" /></td>
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<tr>
<td></td>
<td><img src="image15" alt="Seasons Are Fun!" /></td>
<td><img src="image16" alt="Who Is Hiding?" /></td>
</tr>
<tr>
<td>E</td>
<td><img src="image17" alt="Danny Helps Dad" /></td>
<td><img src="image18" alt="My Name Training Wheels!" /></td>
</tr>
<tr>
<td></td>
<td><img src="image19" alt="All About Spiders" /></td>
<td><img src="image20" alt="Growing a Pumpkin" /></td>
</tr>
<tr>
<td>Grades K–2 • Levels A–N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LITERARY TEXT</td>
<td>INFORMATIONAL TEXT</td>
</tr>
<tr>
<td>F</td>
<td>Bird’s New Nest</td>
<td>How to Make Pizza</td>
</tr>
<tr>
<td>G</td>
<td>Miss Blake and the Pet Snake</td>
<td>All About Owls</td>
</tr>
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<td>H</td>
<td>The Ant and the Grasshopper</td>
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<tr>
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<tr>
<td>L</td>
<td>The Perfect Gift</td>
<td>Storm Chasers!</td>
</tr>
<tr>
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<td>The Best Place for a Medal</td>
<td>The First Woman Doctor</td>
</tr>
<tr>
<td>N</td>
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<td>Grand Canyon</td>
</tr>
</tbody>
</table>
STEP 4: READING ASSESSMENT CONFERENCE

A–N Reading Assessment Conference: Step-by-Step Directions

We recommend organizing all the materials you need to conduct your assessment conferences before school begins. If you can find a place in your classroom to leave the materials out and ready to access, it will make the goal of completing the assessments as quickly as possible a bit more manageable.

Materials Needed

- Leveled assessment books
- Reading Record forms (pages 62–137)
- Assessment Conference Book

Time Needed

10–12 minutes per child (A–I)
12–15 minutes per child (J–N)

Preparation

Select a leveled assessment book. Select an appropriate text for the reading assessment conference. Use your knowledge of the student and any prior assessment data you have—including scores from last year’s end-of-year assessments, anecdotal notes, the Developmental Word Knowledge Inventory, and the Listening Comprehension Assessment—to choose a level to begin the assessment.

If this is your first reading assessment conference with a child and you have no data or observations to work from, you may use the leveled Word Lists in the Assessment Conference Book to identify an approximate starting level. (See page 58 for a full description.)

Once you’ve determined the level at which to begin the assessment, decide between using the literary or the informational text. The literary texts in this assessment kit are stories or biographies written in a narrative format, whereas the informational texts are books that provide readers with facts about a particular topic. For struggling, reluctant, or less confident readers, choosing a familiar text may give them the boost they need to take risks and attempt word-solving strategies you might not see if you pick a less familiar book.
Prepare Reading Record form. Take the Reading Record form for your selected text and write the student’s name and date at the top. Follow the directions on the form to administer the assessment; you’ll find detailed instructions for each step in the following pages.

Procedures

1. Read the book introduction to the child and take a running record.

**Book Introduction:** You will begin every running record by reading the book introduction, located on the Reading Record form, to the student. The purpose of the book introduction is to familiarize the reader with the text he or she is about to read and to introduce some of the vocabulary, key words, or phrases that will appear in the book. *These introductions are standardized to ensure that every child experiences the assessment the same way. Because of this, we advise not adding to or changing this introduction.*

**Running Record:** Invite the student to read aloud. As the child reads, record his or her reading behaviors by taking a running record (Clay, 2000). To take a running record, make a mark for every word read correctly and code the words that are misread, using the Key Recording Conventions that appear on the Reading Record form. You’ll find a more detailed description of these codes on page 60 of this guide and on page 15 of the Assessment Conference Book. Note that the headings are included in the informational texts. If a child skips a heading, prompt her or him to read the heading. Skipping the heading does not count as an error.

**TIP**

If you’ve been giving running records for a while, you may have developed your own codes. That’s okay, as long as you can use them to inform your analysis and communicate your observations with other stakeholders.

**TIP**

If the text is too difficult (<90% accuracy), stop the reading and give the child an easier text to read.
### Reading Record Recording Conventions

<table>
<thead>
<tr>
<th>When the reader . . .</th>
<th>Use the following conventions . . .</th>
<th>Example</th>
<th>How to Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reads accurately</td>
<td>Make a mark over each word.</td>
<td>Look at the big cat.</td>
<td>No error</td>
</tr>
<tr>
<td>Substitutes the wrong word</td>
<td>Write substituted word above text.</td>
<td>Look at the big ed.</td>
<td>1 error</td>
</tr>
<tr>
<td>Makes multiple substitutions</td>
<td>Record all attempts.</td>
<td>Multiple substitutions, not corrected</td>
<td>1 error for each word in text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Multiple substitutions, self-corrected (SC)</td>
<td>No error, 1 SC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Multiple misreadings of names/ proper nouns</td>
<td>1 error first time missed, no error after that</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Misreading contractions (reads contraction as two words or two words as contraction)</td>
<td>1 error each time</td>
</tr>
<tr>
<td>Self-corrects a previous error</td>
<td>Write the error over the word, followed by SC.</td>
<td>Look at the big cat/SC</td>
<td>No error, 1 SC</td>
</tr>
<tr>
<td>Rereads a word or phrase</td>
<td>Draw an arrow back to the place where the student reread.</td>
<td>Look at the big cat.</td>
<td>No error</td>
</tr>
<tr>
<td>Inserts a word</td>
<td>Write the insertion using a caret.</td>
<td>Look at the big cat.</td>
<td>1 error per word inserted</td>
</tr>
<tr>
<td>Omits a word</td>
<td>Write an O above the omitted word.</td>
<td>Look at the big cat.</td>
<td>1 error per word omitted</td>
</tr>
<tr>
<td>Gets stuck, and you tell him/her the word</td>
<td>Write a T for “TOLD.”</td>
<td>Look at the big cat.</td>
<td>1 error</td>
</tr>
</tbody>
</table>
| Appeals for help, and you respond, “You try it.” | Write an A.  
We like to make a dot for each second the child is stuck to see how long it takes him or her to attempt a different strategy or appeal for help. | Look at the big cat. . . | If the child then reads correct word, no error |
|                       |                                       |         | If the child substitutes, omits, or you have to provide the word, 1 error |

Adapted from Clay, 2000, pp. 11–13.
2. Analyze errors and strategy use.

**Error Analysis:** After the child finishes reading, you’ll want to analyze the errors he or she made. If you have lots of experience taking running records, you may do this as the child is reading. But don’t worry if you can’t; it can easily be done after the conference, and we provide a full discussion of how to analyze errors in the “Score” section, which starts on page 64.

**Strategy Analysis:** Similarly, you may be able to quickly check strategies you notice the reader applying during the conference. But you’ll also have time later to reflect on the strategies the running record shows the student uses; we provide a full discussion of how to analyze strategy use in the “Score” section on page 64.

If the child is reading a text above a Level E, he or she will read part of the book aloud to you and the rest silently. When the child gets to the portion of the text that is not shown on the reading record, invite him or her to read the rest of the text silently. As the child finishes, jot down your observations and complete as much of the Reading Record form as you can. If you’d like to hear the child read aloud longer, ask him or her to continue reading orally. This will also give you a chance to focus on listening to the reader’s fluency in order to complete the Fluency Rubric.

To save time, you might consider sending the first child off to read the rest of the text silently, while you begin a running record on a different book with another child. Then, bring the first child back to have him or her retell and respond to comprehension questions while the second child goes off to read his or her book silently, and so on.

3. Rate fluency.

While the overall sound of the student’s reading is fresh in your mind, use the fluency rubric to determine the student’s reading fluency rating on a scale from one to four. Keep in mind that the amount of time it takes the child to read the passage is just one aspect of fluency, known as “rate.” The more important aspects of fluency are phrasing, expression, intonation, and attention to punctuation. Students who stop to monitor or reread may take longer to read the passage, but they are using effective problem-solving strategies that should be valued because they improve the overall comprehension of the text.

Now you’ll flip the Reading Record over to assess the child’s comprehension of the text.

**FLUENCY RUBRIC**

- word-by-word reading
  1
- no expression
  2
- moderately slow reading in two- or three-word phrases
  3
- phrased but some rough spots
  4
- some expression
  5
- appropriate expression most of the time
  6
- smooth reading with a few pauses
  7
- consistent appropriate expression

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Excerpted from Next Step Guided Reading Assessment Teacher’s Guide, Grades K–2 © 2013 by Jan Richardson & Maria Walther • Scholastic Inc.
4. Have the child retell.

Ask the child to retell the story or recall facts by saying, “Tell me what happened in this book.” Rate the retelling using the Retelling Rubric, which matches the genre being assessed (literary or informational). Circle the rating on the rubric.

You can prompt the child with phrases like, “Tell me more,” or “What else happened?” without affecting his or her rating. Do your best to make it a casual conversation. Listen carefully and jot any notes in the “Retelling Notes” section of the form. You want to determine if the child can do the following:

• Demonstrate an overall understanding of the text
• Recall the important story events or information from the text
• Sequence their retelling from beginning to end (or do they begin by telling you the last thing that happened?)
• Add personal thinking

It’s so challenging to record a retelling word-for-word, that this is not recommended. Rather, capture key words and phrases, and note whether you had to prompt the child.

TIP

If the child has a difficult time with the comprehension portion of the assessment, scoring less than 70%, repeat the assessment using an assessment text one level lower. You may want to do this on another day.

TIP

It will be easier to assess a child’s retelling and complete the retelling rubric if you are familiar with the text, so take time to read through it before you begin the assessment!

Retelling Rubrics

<table>
<thead>
<tr>
<th>Literary Text</th>
<th>Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recalls few or no story elements.</td>
<td>Recalls little or no information.</td>
</tr>
<tr>
<td>Retells basic story elements (characters).</td>
<td>Retells basic information (one or two facts).</td>
</tr>
<tr>
<td>Retells important story elements (characters and problem).</td>
<td>Retells important information (main idea/random facts).</td>
</tr>
<tr>
<td>Retells important story elements and events in sequence (beginning, middle, end).</td>
<td>Retells important information (main idea and key facts).</td>
</tr>
<tr>
<td>Retells all important story elements and events in sequence and adds personal thinking.</td>
<td>Retells all important information and adds personal thinking.</td>
</tr>
</tbody>
</table>

Retelling Notes:
ladybug grew from egg to adult. [Prompt] it was an egg, when larva ate a lot, then changed to ladybug.
5. Ask the comprehension questions.
Remove the text and ask the comprehension questions. Unless the question specifies taking the child back into the text, do not allow the reader to look back at this point. Circle the “1” for a correct answer, the “.5” for a partially correct answer, and the “0” for an incorrect answer. We have provided sample answers, but use your judgment when scoring responses.

If a child has answered a comprehension question during the retelling, there is no need to ask that question again; simply give credit for the answer.

After you have asked all the questions, you may repeat any questions the child missed and allow him or her to look back at the text for help. If the child looks back, record “LB” next to the question and rescore the answer as correct if the child provides an appropriate response. The LB code tells you whether or not the student can use the passage as a resource. If the child answers the repeated question correctly without looking back, you also rescore it as correct.

And that concludes the assessment! Thank the child for reading with you and have him or her return to classroom work. If you can, take a few minutes now to score the assessment while it’s fresh in your mind; otherwise, plan to revisit the Reading Record as soon as possible.

5 COMPREHENSION QUESTIONS
Accept any reasonable answers; samples provided.

Question Types: E = evaluate; KD = key detail; I = infer; V = vocabulary; TF = text feature

1. What did the author want you to learn from reading this book? (E)
   all about a ladybug’s life; about the stages of a ladybug’s life . . .
   1 .5 0

2. What are the four stages of a ladybug’s life? (KD)
   egg, larva, hard shell, adult (must say all 4)
   1 .5 0

3. What changes happen in the hard shell stage of the life cycle? (I)
   changes colors; gets wings . . .
   1 .5 0

4. What’s another word that has the same meaning as pretty? (V)
   beautiful gorgeous . . .
   1 .5 0

5. [Show reader pages 14–15.] What does this diagram tell you as a reader? (TF)
   the stages of a ladybug life cycle
   1 .5 0

Question Score
+ Retelling Rating = Comprehension Score

Level A and B texts include three comprehension questions, Level C texts have four questions, and Levels D–N have five questions.

Question Types
Each Reading Record includes specifically designed comprehension questions to determine whether the reader is able to do the following:

- Identify Key Details (KD)
- Infer (I)
- Evaluate (E)
- Understand Vocabulary (V)
- Analyze Characters (CA)
  (Literary Texts)
- Use Text Features (TF)
  (Informational Texts)

Each question is coded on the Reading Record form so you can determine which skills the student has difficulty with.

A Note About Vocabulary: For lower-level texts, a vocabulary question may ask the reader to categorize words or connect with words, in keeping with the Common Core State Standards, Language Standards 5A and 5C.
Score
Once you’ve finished the assessment, take a few moments to score and record the results. (See sample scored form on pages 65 and 69.)
1. Tally the number of errors the child made during reading. Locate the error number on the top row of the grid on page 2 of the Reading Record; the number immediately below it is the accuracy rate.
2. Analyze the student’s errors and strategy use. You may have made some initial notes during the conference; now it’s time to determine which cueing, or information, system(s) the child is using to try to figure out unknown words. The three cueing or information systems are coded as follows:
   - M for meaning
   - S for syntax (or sentence structure)
   - V for visual

To analyze an error, ask yourself these simple questions:
- Does the miscue make sense in the sentence?  
  If so, the child is using meaning cues; code as M.
- Does the miscue follow the grammar rules of Standard English?  
  If so, the child is using syntax or sentence structure; code as S.
- Is the miscue visually similar to the word in the text? For example, does it have the same beginning or ending letter? Is it a similar length?  
  If so, the child is using visual cues; code as V.

Check out the box on page 66 for some examples to help you determine which cueing systems a child is using as he or she reads, and review Maria’s notes on Evan’s running record on the facing page.

After you’ve coded the miscues, you can see the cueing systems the student uses when confronted with an unfamiliar word. Take a moment now to note on the checklist, on the right-hand side of the page, the reading strategies you observed the student apply.

See the box on page 67 for tips on answering the questions in this section.
3. Rate the child’s fluency. Ideally, you circled a fluency rating during the conference. If not, think back now and try to replay the reading in your mind, thinking specifically about the child’s rate, phrasing, and expression, and circling the rating that best matches the reading. (See page 61 for more detail.)
Let’s examine how Maria scored Evan’s miscues in *Ladybug Life Cycle* (see above):

On page 2, Evan read, “Did you know that it did not begin life looking this why,” substituting why for way. I coded this error as V because why and way have similar visual cues, but why does not make sense in the sentence.

On page 3, he read, “A ladybug begins its life inside an egg.” I also coded this miscue as V because in and its have similar visual cues, but in does not make sense in the sentence.

On page 4, he read, “Out cracks baby bugs,” substituting cracks for crawls. I coded this miscue as S/V because cracks and crawls are both verbs and have similar visual clues, but cracks does not make sense.

Finally, on page 5, Evan read, “It is also very happy,” substituting happy for hungry. I coded this as an S/V error because although the word happy makes sense in that sentence, it doesn’t make sense in the context of the informational text.
4. Rate the retelling. If you didn’t circle a rating on the retelling rubric during the conference, review your notes and recall the child’s retelling. Then choose the rating that best reflects the child’s retelling.

If you look at Maria’s notes for Evan’s retelling on page 69, you’ll see he began by stating the main idea—a ladybug grew from an egg to an adult. Then Maria had to prompt him by saying, “Tell me more.” She indicated this by writing [Prompt] in the notes. After the prompt, he recounted other key facts in the sequence in which they occurred, so she rated his retelling a 4.

5. Score the comprehension questions. Ideally, you scored the answers during the conference, but take a few moments to confirm you’ve recorded all the scores. Now you’ll want to compute the Comprehension Score. Do this by adding the Question Score and the Retelling Rating; see call-out 5 on page 69.

6. Determine Instructional Level. Use the scoring directions and Reading Level grid provided on the Reading Record form to determine the reader’s accuracy rate; see call-out 6 on page 69. You’ve already calculated the comprehension score; see call-out 5 on page 69. For the purpose of guided reading, we are looking for an instructional level. The table below summarizes the criteria used to determine reading level. We’ve done all the calculations for you on the grids on the Reading Records.

<table>
<thead>
<tr>
<th>When the accuracy rate is</th>
<th>And the comprehension score is</th>
<th>This text is at the child’s instructional level</th>
<th>Use texts at this level for</th>
<th>Next Assessment Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>95–100%</td>
<td>70–100%</td>
<td>Independent level</td>
<td>Independent reading and literature circles</td>
<td>Plan another Reading Assessment Conference using a text two levels higher than the current one to find the child’s instructional level.</td>
</tr>
<tr>
<td>95–100%</td>
<td>60–69%</td>
<td>Instructional level</td>
<td>Guided reading</td>
<td>You know where to place the child for guided reading.</td>
</tr>
<tr>
<td>90–94%</td>
<td>70–100%</td>
<td>Guided reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>90–94%</td>
<td>&lt; 70%</td>
<td>Frustrational level</td>
<td>Read-aloud and shared reading</td>
<td>Plan another Reading Assessment Conference using a text one or two levels lower, depending on how difficult the current text was for the student.</td>
</tr>
<tr>
<td>Below 90%</td>
<td>Any score</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Reflect on the assessment. Once you’ve scored the Reading Record, it is time to capture, in writing, one or two big ideas you’ve learned about this reader. Ask yourself, “What do I know now about this child that I didn’t know before this assessment conference? How will I use that knowledge to guide my instructional next steps?” If you’re like us, you think you will remember these insights in the days that come, but the reality of our profession is that we have so much going on that sometimes the details get lost. Take the time to write it down, so you have it to use during your guided reading lessons and when you confer with this child.
LEVEL 1: Ladybug Life Cycle

Assess: Comprehension

Directions:
1. Ask the student to retell the book. Say, “Tell me what happened in this book.” You may prompt the student, saying “Tell me more” or “What else happened?” Prompting does not lower a student’s score. Rate the retelling with the rubric; circle the score.
2. Then ask the comprehension questions; circle 1 for a correct answer, 5 for a partially correct answer, and 0 for an incorrect one. Total the Question Score. The student may look back in the text; record LB next to the question if the student looks back.
3. Add the retelling rating to the Question Score to get the Comprehension Score.

RETELLING RUBRIC

1. Recalls little or no information.
2. Retells basic information (one or two facts).
3. Retells important information (main idea/random facts).
4. Retells important information (main idea and key facts).
5. Retells all important information.

COMPREHENSION QUESTIONS

Accept any reasonable answers; samples provided.

1. What did the author want you to learn from reading this book? (E) all about a ladybug’s life; about the stages of a ladybug’s life ...
2. What are the four stages of a ladybug’s life? (KD) egg, larva, hand shell, adult (must say all 4)
3. What changes happen in the hard shell stage of the life cycle? (I) changes colors; gets wings ...
4. What’s another word that has the same meaning as pretty? (V) beautiful; gorgeous ...
5. [Show reader pages 14–15.] What does this diagram tell you as a reader? (TF) the stages of a ladybug life cycle

Retelling Notes:
ladybug grew from egg to adult. [Prompt] it was an egg, when larva ate a lot, then changed to ladybug.

Scoring Directions:
1. Total the number of errors from the first page.
2. Locate the error number on the table at right; the accuracy rate (A.R.) appears below it.
3. Record the accuracy rate (A.R.), comprehension score, and fluency rating in the space provided.
4. Determine whether the text is at the student’s instructional, independent, or frustrational level using the table; the intersection of the accuracy rate (A.R.) and comprehension score indicates the level.
5. Consider the student’s fluency rating; if it is a 3 or above, the student is fluent at this level. If it is a 2 or below, fluency will be a focus during guided reading.

REFLECT

What did you learn about this child as a reader?
Evan is reading in short phrases and relying mainly on visual cues. Work on fluency and monitoring for meaning.

Evan’s Comprehension Score is 9, so it is circled here. This row intersects with his 94% Accuracy Rate, indicating that this is an instructional level text for Evan.

Record here big ideas you learned about the reader.
PLANNING SUPPORT & SAMPLE LESSON

Early Guided Reading Lesson Plan

In this section, we’ll walk through the Early Guided Reading Lesson Plan; it’s a two-day plan. We recommend copying a set of these templates (making a double-sided copy with the Early Guided Reading Anecdotal Notes sheet on the back) to have on hand while working with your early readers. You’ll use the same text for both days; students will finish the text on the second day, rereading if they complete it early. Keep in mind that while you’ve pinpointed an instructional focus in your planning, you’ll also want to take into account what happens during the lesson when choosing your teaching point after reading.

**DAY 1 LESSON COMPONENTS**

**Before Reading**

**Sight Word Review (1 minute)**

(This review is optional after Level E.)

Select from the High-Frequency Word Chart (see Appendix pages 184–185) three sight words that you have already taught. Begin by asking learners, *Are you ready for the sight word challenge for the day?* Then, dictate the words one at a time as students write them on a whiteboard. Say, *Write the word want. Think about what it looks like.* Support and scaffold writers as soon as they need help and before they write the word incorrectly, giving prompts and visual links like:

- Want is *almost like* went but has an *a in it*.
- The word where *has the little word here in it.*
- The word they *has the little word the in it.*

Place a check on the High-Frequency Word Chart for each word students wrote correctly *without any prompts or help*. Students should have at least six check marks for each word before it is considered a known word.
**Book Introduction (3–4 minutes)**

- **Gist Statement:** Begin your book introduction with a focused gist statement. For early readers, name the characters in the book and briefly describe the problem. In an informational text, state the main idea and what children might learn from reading the book.

- **Picture Walk and Introduce New Vocabulary:** Before students read the text, it is essential that you provide time for them to “walk” through the text using the illustrations to construct meaning and discuss what is going to happen in the book. As children are doing this, help them notice and discuss the following:
  - **Unfamiliar vocabulary and concepts.** Use pictures and kid-friendly definitions to explain what the word or concept means. To help children remember, invite them to repeat the word.
  - **New words that may be difficult to decode.** As students are “walking” through the text, point out any unfamiliar words. For example, the word special might appear in the text. Simply say, *I see a tricky word on this page. Point to this word [show children in their book]. This is the word special. Read it with me [invite children to read the word aloud].*

**During Reading**

**Text Reading With Prompting (5–8 minutes)**

Invite early readers to read independently (and softly) while you prompt and observe individual students. It is helpful for early readers to read softly rather than silently. Reading softly enables them to monitor and recall what they’ve read. Remember that they are reading the book independently, not chorally or as a round-robin. As you coach individual students, remind them of the instructional focus for the lesson. Use the prompts on the lesson plan to encourage students to monitor for meaning, decode unfamiliar words, and improve fluency and comprehension. Also make note of strategies you need to bring to their attention after reading. The goal during reading is to support students as they read and to identify what they need to learn next.

**After Reading**

**Teaching Points (1–2 minutes)**

Once all the students have read the text at least one time, invite them to close their books. Use your observations and notes to select a teaching point for the group from the Early Guided Reading Prompts and Teaching Points Chart found in the Appendix on pages 192–193.
Retelling or Comprehension Conversation (1–2 minutes)

For early readers, you have two choices for your after-reading conversations. You will find both of these on the Early Guided Reading Prompts and Teaching Points Chart. (See Appendix, pages 192–193.) The first is to focus on retelling. Per the CCSS, retelling is an essential skill for students in grades K–2. Thus, you will want to provide time for students to practice with the different types of retelling scaffolds provided in the lesson plan. If students are adept at retelling, or if you want to dig a little deeper, you may wish to use the comprehension conversation questions provided here, which are also tied to the standards. These questions will spark conversations about readers’ opinions and ask readers to compare and contrast texts, think about characters, and infer the theme or central message of a text.

Teach One Sight Word (1–2 minutes)

Note: This activity is optional after Level E. See pages 135–136 for details.

Word Study (5–7 minutes)

Early readers who are reading texts at Levels D–I are still learning how to apply phonics skills. Therefore, it is important that you spend the last 5–7 minutes of the Day 1 guided reading lesson doing one word study activity. The four options for word study at this level are as follows:

- **Picture Sorts**: Readers sort pictures according to their initial consonants, medial vowels, initial digraphs, or initial consonant blends.

- **Making Words**: Students use magnetic letters or letter tiles to make words that you dictate.

- **Sound Boxes**: Students who have difficulty hearing and encoding or writing short-vowel sounds, digraphs, or blends may still have poor phonemic awareness skills. Slowly articulating a word, letter by letter, while writing each letter in a box, helps children hear sounds in sequence. Use a Sound Box (see example at left) and dictate three or four phonetically regular words for students to write. Target words with short vowels, blends, and digraphs. After you dictate the word, prompt learners to say the sounds as they write the letters in the boxes. Select words that are not already memorized, so the students have to rely on hearing the sounds.

- **Analogy Charts**: Students use a T-chart or two columns to write and sort dictated words according to their respective spelling patterns. You can use this activity to teach the silent-e rule, vowel patterns, and word endings.

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**CCSS Standards for Retelling**

**RL.K.2** With prompting and support, retell familiar stories, including key details

**RL.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson

**RL.2.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral

**RI.K.2** With prompting and support, identify the main topic and retell key details of a text

**RI.1.2** Identify the main topic and retell key details of a text

**RI.2.2** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

---

**Example of a Sound Box**

```
    l a m p
```
DAY 2  LESSON COMPONENTS

Before Reading

Sight Word Review (1 minute)
This review is optional after Level E.

Book Introduction (1 minute)
Briefly reintroduce the text. Today you will read to find out more about _______. Introduce any new vocabulary readers might find challenging.

During Reading

Text Reading With Prompting (5–8 minutes)
Briefly review the text that students read on Day 1, and introduce any new vocabulary they will encounter in the next section of the text. Children continue reading from where they left off on Day 1, as you confer with and prompt individual students based on your observations and focus strategy. Fast finishers can reread the book (or other books they have read in previous guided reading lessons).

After Reading

Teaching Points (1–2 minutes)
See pages 192–193 for suggestions.

Retelling or Comprehension Conversation (1–2 minutes)
Use the retelling prompts or comprehension conversation questions to strengthen students’ ability to summarize a story, recount facts they have learned, and/or converse about the text they have just finished reading.

Teach Sight Word
See pages 135–136.

Guided Writing (5–7 minutes)
During guided writing, learners will write a short response to the book they have read. Next Step guided writing helps students apply the phonetic features you have taught during the word-study portion of the guided reading lesson. Guided writing occurs at the guided reading table so you can support and prompt individual students, coaching them to apply the skills and strategies you have taught. You’ll be amazed at the amount of teaching that you can squeeze into one guided writing session. Depending on the ability of your students, you may choose to dictate a few sentences about the text or let students craft their own response to the reading. See Early Guided Writing Procedures on page 150.
**Early Guided Writing Procedures**

Dictate one or two sentences about the text, or provide students the opportunity to retell or summarize their reading. If you choose to dictate a few sentences about the text, you will want to include the following:

- New sight word taught with the book
- Other familiar sight words

If your students are reading at Levels F–I and need support in summarizing a story, teach them one of these two options. Have them practice that one before introducing the other.

<table>
<thead>
<tr>
<th>Early Guided Writing Response Options</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Retelling: Beginning-Middle-End – B-M-E (fiction)</strong></td>
</tr>
<tr>
<td>Invite learners to write on separate sticky notes, three to five key words from the story. Assist students as they group the words in sequential order under the headings B-M-E. To write their retelling response, children use the key words from the sticky notes.</td>
</tr>
<tr>
<td><strong>Retelling: Somebody-Wanted-But-So</strong></td>
</tr>
<tr>
<td>Students write a summary of the story using the following framework:</td>
</tr>
<tr>
<td>Somebody—Who is the story about?</td>
</tr>
<tr>
<td>Wanted—What did this character want?</td>
</tr>
<tr>
<td>But—But, what happened?</td>
</tr>
<tr>
<td>So—So, what happened next? How did the story end?</td>
</tr>
<tr>
<td>(Adapted from Macon, Bewell, and Vogt, 1991)</td>
</tr>
</tbody>
</table>

As students are writing, support them in the following ways:

- **If a student forgets a word**, prompt the writer to reread silently what he or she has written so far to see if he or she can remember the next word. If the student still can’t remember, dictate the entire sentence and have the child repeat it. Avoid dictating the sentence word by word for students.
- **After a student has finished writing his or her own response**, prompt the child to reread for meaning. The more students get in the habit of rereading their writing, the better.
- **If a writer misspells a sight word**, erase the wrong letters and ask, What's missing? Provide a visual scaffold by giving a clue such as, The word where has the word here in it. If these prompts are not successful, write the word at the top of the page and ask the child to copy it a few times.
- **If a writer asks how to spell a word**, remind him or her that when writers want to spell a word they say it slowly, sound by sound, or “stretch out” the word and write the sounds they know. This practice encourages risk taking and independence. Again, you’re promoting the “I am a writer; I can do this myself” mind-set.
- **If the writer forgets conventions such as correct letter formation, capitals, and end punctuation**, prompt the child to reread and edit his or her writing. If needed, model correct letter formation at the top of the student’s guided writing booklet.
Making the Most of the Early Guided Reading Lesson Plan Template and Anecdotal Notes Sheet

To help you make the most of these two reproducible teacher resources, follow these tips for planning activities and recording students’ performance over the course of two days:

- Make two-sided copies, with the Lesson Plan template on one side and Anecdotal Notes sheet on the other.
- Jot down your plan notes before meeting with your early guided reading group as follows:
  - Title: Write the title and level of the book you’ll be using.
  - Instructional Focus: After pinpointing your instructional focus, write it on the top of the Lesson Plan sheet, along with the date.

Before Reading
- Sight Word Review: Select three previously taught sight words from the High-Frequency Word Chart (found in the Appendix on pages 184–185). Remember that this part of the lesson is optional after Level E.
- Book Introduction: Create a gist statement to introduce the book and preview any new vocabulary.

After Reading
- Teaching Point: Choose a strategy to model based on your observations during the reading. Consult the Early Guided Reading Prompts and Teaching Points Chart on pages 192–193 for ideas.
- Retelling or Comprehension Conversation: Select a retelling option or comprehension conversation question to spark a discussion.
- Teach One Sight Word: Choose the new sight word to teach. If possible, select a sight word that appears in the text you are reading. Remember that this portion of the lesson is optional after Level E.
- Word Study: Select one activity and note the phonetic element(s) you will be targeting.

- Write the names of the group members on the Anecdotal Notes sheet. Record your observations during the lesson here, noting with a plus (+), check (✓), or minus (−) how well students self-monitor, use decoding strategies, read fluently, retell, and comprehend. There’s also space for you to record any observations that will help you make instructional decisions for your students.

Now let’s take a look at a sample Lesson Plan template, which Maria has annotated with her thinking about the group based on her assessment data. Evan’s assessment data is shown below; he is part of this early guided reading group. You can see his complete Reading Record on page 106.

Evan’s assessment data from a Reading Record of a Level I text
Assess–Decide–Guide:
Putting the Three-Part Framework Into Action

Page 106 shows Maria’s analysis of Evan’s Reading Record; she transferred his data to the Reading Assessment Conference Class Profile. Then, she grouped him with other readers who were at a similar level and had similar needs. Now it is time to use all of the data to plan an early guided reading lesson for Evan and his groupmates. Take a peek at Maria’s thinking as she prepares to teach Evan’s group.

Since Evan and the other members of his group need work on fluency, I chose the Level I book Animal Snackers by Betsy Lewin because the book contains rhyming four-line poems that I knew the children would enjoy reading, rereading, and possibly sharing in a readers theater style with the class.

Some of the poems in this book had challenging vocabulary for a Level I text. Since I previewed the book before reading it with the group, I knew I would have to introduce and discuss the words carnivorous, from the poem “Gorilla,” and indigestion, found in the poem “Ostrich.”

Knowing that Evan is relying mainly on visual cues, I know that the prompt I will be using the most often is, “Does that make sense and look right?”

One of the CCSS standards for first grade is that children should be able to explain the differences between books that tell stories and books that give information (RL.I.5). We’ve been having these discussions throughout the year, but I chose this discussion question for Evan’s group about this particular text because it is not as easy to categorize as some. The book has cartoon-like illustrations and includes rhyming poems. I thought this would give students an opportunity to share their opinions and give evidence from the text to support those opinions.

I chose to use the Analogy Chart with Evan and his group because although Evan was relying on visual cues to figure out words, his miscues indicated that he was mainly using the beginning sounds of the words and not looking through words to the end. The Analogy Chart would encourage the children to look at the end of the word to determine whether it is a short- or long-vowel/silent-e word. Also, I know from the Word Knowledge Inventory that Evan and the other members of his group still need a little extra practice with consonant blends, so when I was thinking of words to dictate for the Analogy Chart, I included words with consonant blends to reinforce that skill.
# Sample Early Lesson Plan

## Early Guided Reading Lesson Plan (Levels D–I)

**Title:** Animal Snackers  
**Level:** I  
**Instructional Focus:** monitoring for meaning

### Day 1

**Date:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3–4 minutes</td>
<td><strong>Sight Word Review</strong> (optional after Level E</td>
<td>1 minute)</td>
</tr>
<tr>
<td></td>
<td><strong>Book Introduction</strong></td>
<td>This book is about a book of poems about different foods, animals eat</td>
</tr>
<tr>
<td></td>
<td></td>
<td>New vocabulary: camouflous, indigestion</td>
</tr>
</tbody>
</table>

### Before Reading

**Text Reading With Prompting** (5–8 minutes) Prompt for self-monitoring, decoding, fluency, vocabulary, and comprehension as needed.

- **Self-Monitoring**
  - Something didn’t make sense, did it? What can you do?  
  - Are you right? Does that make sense and look right?  
  - Read that sentence again, thinking about the story and what would make sense.  
  - I noticed that you self-corrected. That’s what readers do!
  - Think about the story and try something that looks right. You figured out that tricky word by yourself. How did you figure that out?

- **Decoding**
  - Cover the ending. Is there a part you know? Try that again and think, “What would make sense?”
  - Do you know another word that looks like this one?
  - Break the word into parts and think about what would make sense.
  - Think about the two words that make up that contraction.
  - Can you think of a word that has the same part in it?

### During Reading

**Teaching Points** (1–2 minutes) From your quick observations, select a decoding, self-monitoring, fluency, vocabulary, or comprehension strategy to quickly demonstrate and teach. See Early Guided Reading Prompts and Teaching Points Chart on page 191.

- **Retell or Comprehension Conversation** (1–2 minutes)
  - Can you retell the story or recount important facts that you learned?  
  - Beginning-Middle-End (B-M-E)  
  - Somebody-Wanted-But-So-Finally (S-W-B-S)  
  - Five-Finger Retell

### After Reading

**Comprehension Conversation**

- What are you thinking? What did you notice?  
- Do you have any questions about what you’ve read?  
- What was your opinion of the book? Does anyone have a different opinion?  
- What kind of text is this? Have you read any other texts like this?  
- How are _______ books different from _______ books?  
- How do you think (character) feels about that?  
- What was the big idea/central message/lesson/moral? Why do you think that?

**Teach Sight Word** (1–2 minutes) (optional after Level E)

**Guided Writing** (8–10 minutes)

- Levels D & E: Dictated or open-ended sentence  
- Levels F–I: Beginning-Middle-End, or Somebody-Wanted-But-So
Tracking Progress of Evan’s Group of Early Readers

Each time this group reads and rereads the guided reading book, Maria observes and records (with a +, √, or –) whether each child is self-monitoring, decoding, and reading with fluency and expression. After reading, she notes in the same fashion whether each child is able to retell and participate in the comprehension conversation. Then, she jots down any other observations and her next steps on the Early Guided Reading Anecdotal Notes sheet found in Appendix on page 191. She keeps track of their known sight words on the High-Frequency Word Chart found in Appendix on pages 184–185. After two or three weeks, she looks over her notes to determine whether or not the group, or a child in the group, is ready to move to the next level of books. She considers whether or not they are consistent (receiving a lot of plus marks) on the focus strategies she's taught and prompted. If she's unsure whether or not they are ready to move on to the next level, she can do a quick reading record before moving them to that level.

When Do You Take Early Readers to the Next Step—Transitional Guided Reading?

You can consider moving students to the Transitional Guided Reading Lesson Plan when they can:

• Achieve an instructional reading level of J or above
• Read and write a large bank of sight words
• Monitor by using meaning and visual cues
• Decode new words by integrating a variety of strategies
• Reread at point of difficulty to access meaning and structure
• Reread for fluency, phrasing, and expression
• Remember and retell what they have read
• Apply phonic elements such as blends, vowel combinations, silent-e rule, and endings to both reading and writing