

BOOK CHOICE: SETTING THE STAGE FOR A SUCCESSFUL GUIDED READING LESSON

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Importance of Matching Books and Readers

Children learn to develop successful processing strategies as they learn to read for meaning.

- ▣ Make predictions
- ▣ Form opinions about characters
- ▣ Notice language structures
- ▣ Integrate meaning, structure and visual information
- ▣ Reread to confirm/disconfirm predictions
- ▣ Incorporate background knowledge

Fountas and Pinnell. *Matching Books to Readers: Using Levelled Books in Guided Reading K-3*.

An effective reading teacher must:

- ▣ Know the readers
- ▣ Know the text
- ▣ Understand the reading process

Fountas and Pinnell. *Matching Books to Readers: Using Levelled Books in Guided Reading K-3*.

Knowing your readers

Consider these as you select books for your groups:

- What letters, words and patterns do most of your students have firmly underground that will assist them in reading the book?
- What language structures will be challenging?
- What background knowledge on this subject do they bring to the table?
- Will this book be easy, easy, easy with a little bit of work for the group?

Fountas and Pinnell. *Matching Books to Readers: Using Levelled Books in Guided Reading K-3*.

Knowing the text

You must, must **MUST** read the **entire** text before considering it for one of your guided reading groups.

- Lesson plans
- Group focus

Fountas and Pinnell. *Matching Books to Readers: Using Levelled Books in Guided Reading K-3*.

Sample Lesson Plan

Group Focus: _____	Book Introduction: _____	Challenging Structures 1. _____ Pg. # _____
Book Title: _____	_____	2. _____ Pg. # _____
Level: _____	_____	Words to locate 1. _____ Pg. # _____
_____	_____	2. _____ Pg. # _____

Adapted from Comprehensive Intervention Model: Guided Reading Plus

The reading process

We must know what our readers have under control and what challenges our readers will face so we can support them as they change over time.

- **Emergent:** 1-2 lines of print, left to right, letters to words, 1:1 matching
- **Early:** Checking for meaning, structure and visual, use knowns to monitor, solving unfamiliar words
- **Transitional:** Do not rely on pictures, fluent with expression, complex word-solving
- **Fluent:** Reading for multiple purposes, solving multi-syllabic words, integrating meaning, structure and visual at a rapid rate.

Fountas and Pinnell, *Matching Books to Readers: Using Leveled Books in Guided Reading K-3*.
Dare, Linda. *Shaping Literate Minds: Developing Self-Regulated Learners*

Book Introductions

Take the “bugs” out of the text before the child tries to read it. The first read is not a test; it needs to be a successful reading.

- Draw attention to important ideas
- Discuss pictures to give a sense of the complex plot
- Give the children opportunities to hear and use new words and structures
- Pronounce difficult words and have the children locate them
- Build anticipation for the ending without viewing it

Clay, Marie. *Literacy Lessons Designed for Individuals Part 2*

Video: How book choice/ introduction lifts the first read in a small group

Next Steps

- Identify student's strengths and weaknesses within their reading levels.
- **Spend time carefully reading books** before considering them for your group. (Easy, easy, easy....little bit of work?)
- Write lesson plans with a clear focus and book introductions for each guided reading lesson.
- Use running records to evaluate your book choice and their progress within your current focus.
