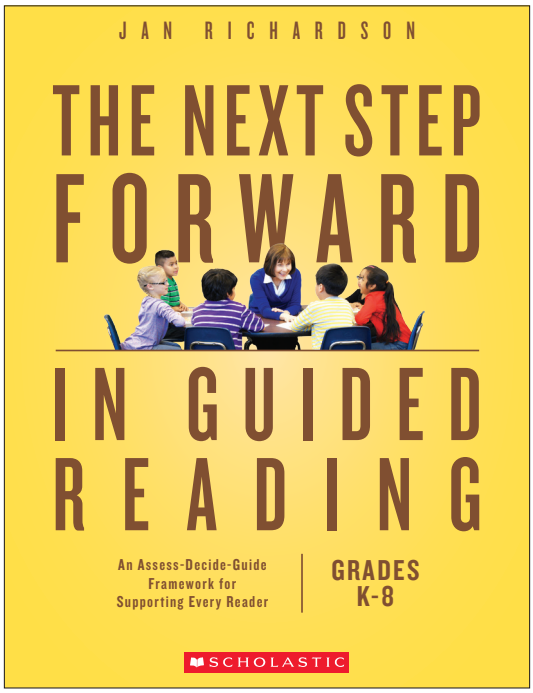
Professional Study Guide

TO ACCOMPANY JAN RICHARDSON'S

THE NEXT STEP FORWARD IN GUIDED READING



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Introduction

A major role of any school's literacy leader is to guide teachers through the process of creating a balanced literacy program that meets the needs of all students, kindergarten through the middle grades. In *The Next Step Forward in Guided Reading*, Jan Richardson explains how to build such a program using her Assess, Decide, and Guide framework. This professional study guide was created to help you create a rich and vibrant literacy-learning environment through reflection, discussion, and practice.

The guide contains professional development sessions for *The Next Step Forward in Guided Reading*'s seven chapters:

1. Guided Reading Essentials
2. The Pre-A Reader
3. The Emergent Reader
4. The Early Reader
5. The Transitional Reader
6. The Fluent Reader
7. Moving Forward With Comprehension Instruction

Each session is designed to be conducted over a two- to three-week period. Participants read a chapter, watch the accompanying videos, discuss questions based on the chapter, carry out an assigned inquiry-based classroom activity, and reconvene to share their experience. Specifically, you'll do the following:

- Choose a chapter and give participants about a week to read it on their own and watch the accompanying short videos. Chapters can be assigned in any order.
- Gather as a group and spend 60 to 90 minutes discussing the chapter using the questions on the following pages. Encourage participants to share their thoughts and opinions—and their own questions. As the literacy leader, you should decide which questions to use and adapt them as you see fit, based on your assessment of the group's desires and needs. It is crucial for you to establish an atmosphere of trust and support among the participants. Explaining your own learning history—and perhaps mistakes you've made along the way—will build a positive environment of risk-taking among participants.

- At the end of the meeting, ask participants to try the inquiry-based professional development activity, which can be adapted to meet the desires and needs of the group. Participants try the activity, reflect on their experiences, and prepare to discuss their new understandings, challenges, and next steps.
- Once participants have carried out the activity and reflected on it, reconvene as a group. Before you ask participants to share, explain something from the chapter you've tried, focusing on how you learned through practice and reflection—and repeated practice. Then encourage participants to discuss how the activity went. What processes did they witness? What skills did they see emerging? What shifts in teaching are they considering? Celebrate their learning and encourage them to work with you to embed that learning into their guided reading practice.
- Ask participants to keep a traditional or electronic journal of their thoughts, questions, reflections, observations, and plans as they carry out the activity.

Be prepared to adapt the sessions for your group. Some participants may need three weeks or more to absorb a chapter's teachings. Assess the group's desires and needs, and adjust your sessions to accommodate participants' learning.

SESSION 1

Guided Reading Essentials

Before meeting, have participants read Chapter 1, "Guided Reading Essentials," pages 13–25.

DISCUSSION QUESTIONS

- Guided reading is an essential part of a balanced literacy program. How does guided reading fit into a balanced reading program? Reflect on how balanced reading looks in your classroom and where guided reading fits in to your schedule.
- How are aspects of guided reading different from aspects of other approaches to reading, such as read-aloud, shared reading, and independent reading? How are they similar?
- Your job as a guided reading teacher is to observe, listen, question, prompt, and coach. How does this portion of the lesson look in your guided reading groups? How do you make instructional decisions for each group? Reflect on how assessments drive those decisions.
- How are your whole-class focus lessons and guided reading lessons related? Should they complement each other? Reflect on the reciprocity between focus lessons and guided reading lessons.
- Children thrive on routine. Teachers who establish routines are far more successful at classroom management, guided reading groups, and acceleration of their students than those who don't. Do your students work independently when you're teaching guided reading groups? Which centers or independent activities in your classroom are most engaging and effective? How does establishing routines benefit the students in your class?

At the end of the discussion, assign the following professional development activity, adapting it as necessary to meet the needs and desires of the group.

PROFESSIONAL DEVELOPMENT ACTIVITY: LOOKING AT ROUTINES AND PROCEDURES

Chapter 1 introduces us to the literacy routines and procedures that should be established in K–8 classrooms. A common question about guided reading is, What is the rest of the class doing while the teacher is leading guided reading groups? Centers all too often can become busy-work stations with no link to literacy development. The goal of this PD activity is for teachers to examine their existing routines and procedures using Chapter 1 as a guide, and to introduce one new literacy activity during the week. Be sure to adapt this activity to accommodate the grade levels in your study group.

Procedures

- Consider your current classroom routines and procedures. Ask yourself what could be improved. What is not working as well as you hoped? Choose one of Jan's suggested literacy activities on pages 18–22 and try it for one week in your classroom. You might add a new word wall station, create a Readers Theater center, or add a written response piece to the listening center.
- Record your thinking in your planning and reflection journal. Why did you choose that activity? How did it work? Did it enhance literacy time? If so, in what way? If not, what could you have done differently? Were all students able to do the activity independently? Were they engaged? What else could or would you change in your routines and procedures based on your new learning? What are your next steps?
- Once participants have carried out the activity and reflected on it, reconvene as a group to discuss how it went.

SESSION 2

The Pre-A Reader

Before meeting, have participants read Chapter 2, "The Pre-A Reader," pages 26–52.

DISCUSSION QUESTIONS

- Research shows that children who come to school not knowing all 26 letter names are likely to read below grade level in fourth grade. What procedures in Chapter 2 help children quickly learn letters?
- With more and more children using keyboards rather than pencils these days, the teaching of handwriting is often neglected in schools. However, the relationship between competent letter formation and successful writing is supported by research. What are the benefits of teaching letter formation? How could you implement explicit teaching of letter formation into daily work?
- Some kindergarten teachers are resistant to small-group reading instruction, citing young children's lack of developmental readiness. Some believe students will acquire letter knowledge and early sight words through play activities in their first year of school. Jan believes strongly in the research supporting the need to teach pre-A readers in small groups. Do you and your colleagues agree with this? If you're not teaching pre-A readers in small groups, ask yourself why. Is it something you would try? Why or why not?
- Perhaps you've worked hard to implement Jan's ABC letter tracing activity, as well as the pre-A lesson plan. However, there may still be a few children who are hard to accelerate. What assessments might help you pinpoint the problem? What specific activities listed in Chapter 2 might be effective for your students?

At the end of the discussion, assign the following professional development activity, adapting it as necessary to meet the needs and desires of the group.

PROFESSIONAL DEVELOPMENT ACTIVITY: ASSESS, DECIDE, GUIDE . . . AND REFLECT

The four components in the pre-A lesson plan build essential literacy skills for the pre-A reader. Visual discrimination and memory (working with names and letters), phonological and phonemic awareness (working with sounds), oral language, and concepts about print (working with books) are integral goals of each lesson. The final component, interactive writing, brings together many of the skills taught in the previous components. The goal of this PD activity is to have teachers use the pre-A lesson plan with fidelity by carrying out several lessons with one child.

Procedures

- Introduce the pre-A lesson plan, which appears on page 33. Provide the group with a blank pre-A lesson plan on page 307 for note taking. You will pull apart the four components with the group, using the Pre-A Lesson Procedures and Purposes on page 34, and the following linked videos: Working With Names and Letters (Video Link 2, page 36, and Video Link 3, page 37), Working With Sounds (Video Link 4, page 39), Working With Books (Video Link 5, page 40), and Interactive Writing (Video Link 6, page 42).
- Work as a group to plan a pre-A lesson using a Level A book from your bookroom. Teachers could try out the lesson with one student or a small group of students or one teacher could model the lesson in front of his or her colleagues.
- Every teacher will then plan to assess, decide, and guide one pre-A reader through several pre-A lesson plans during the following week. Provide extra blank pre-A lesson plans for the group. Refer to the completed sample on page 44. Ask teachers to return for Session 2 with their completed lesson plans as well as their reflection journals. They will discuss their new understandings, challenges, and next steps.
- Once participants have carried out the activity and reflected on it, reconvene as a group to discuss how it went. What did they notice about the child? What did the child learn? What did they learn about their teaching? How and why did they decide on certain activities in each lesson component? What components were challenging? Celebrate your teachers' learning and encourage them to work with you to embed their new learning in their guided reading practice. The next step is incorporating the pre-A lesson plan with a small group.

SESSION 3

The Emergent Reader

Before meeting, have participants read Chapter 3, "The Emergent Reader: Levels A–C," pages 53–105.

DISCUSSION QUESTIONS

- Learning to read is more than blending sounds together to make words. Describe the reading process of an emergent reader. Reread pages 55–56 and consider the relationship among the three information systems of the reading process: meaning, structure, and visual information. Consider taking a running record on several emergent readers at different reading levels. What information systems are they relying on? What were the differences and/or similarities between readers? Bring the running records to the next session and discuss your observations with a partner.
- Think about an emergent reader in your classroom who has moved quickly through the levels. What strategic actions did that student use at Level A? Compare those actions to the ones the child used at Level C. As he or she moved to Level C, what contributed to the child becoming a more proficient reader? How are you making sure your emergent readers are mastering the skills listed on pages 53–54 by the time they reach Level C?
- Four assessments reveal what the emergent reader knows: letters and sounds, running record, dictated sentence, and sight words. How are these assessments related? What do the results of the four assessments tell you about the reader? How can you use the results to move your instruction forward?
- Choosing texts for dual language learners (DLLs) can be challenging. See page 64 for some guidelines. How do you choose books for your students with limited English proficiency? Gather some leveled books from your guided reading library and discuss text features that might be challenging to DLLs. Choose a book and work with a partner to plan a book introduction for DLLs.

At the end of the discussion, assign the following professional development activity, adapting it as necessary to meet the needs and desires of the group.

PROFESSIONAL DEVELOPMENT ACTIVITY: ASSESS, REFLECT . . . AND THEN DECIDE!

There's so much more to reading than decoding words. It requires a collection of strategies and behaviors that the reader uses to make sense of all those pesky letters on the page. Readers must learn to use meaning, structural, and visual cues. The emergent reader has very early literacy skills in place. Now is the moment to reinforce and expand on those skills to build the foundation for future literacy success. Precise assessments and reflection are crucial in deciding where to take the emergent reader. The goal of this activity is to familiarize participants with Jan's assessments for emergent readers, and then have them administer those assessments to several children and closely analyze and reflect on the results.

Procedures

- Introduce the four assessments on pages 54–58. Provide the group with copies of the Assessment Summary Chart on page 61. Discuss each component and why it is important to administer it with fidelity. Take time to discuss administering and analyzing a running record. You may want to record a child reading, and model taking a running record. Use a document camera so the group can observe you marking the running record. Recruit one member of the group to read a Level A, B, or C book, making an error or two on purpose. Then analyze the running record for meaning (M), structure (S), and visual (V) information with the group.
- Have participants plan to assess several emergent readers during the week using the four assessments described in Chapter 3. Provide the group with copies of the Assessment Summary Chart on page 61, a blank Letter/Sound Checklist (Appendix D), running record sheets, a copy of the dictated sentences on page 57, and the Sight Word Charts, Levels A–C (Appendix F).
- Ask participants to come to the next session with their students' assessments and a completed copy of the Assessment Summary Chart. Remind them to record their reflections in their journals.
- Once participants have carried out the activity and reflected on it, reconvene as a group to discuss how it went. Talk about their new understandings, challenges, and next steps.

SESSION 4

The Early Reader

Before meeting, have participants read Chapter 4, "The Early Reader: Levels D–I," pages 106–158.

DISCUSSION QUESTIONS

- Scoring a running record is easy. Analyzing it is more challenging. How do you use information from a running record? How do you know if the student is constructing meaning when he or she makes an error? How do you know if he or she is self-monitoring? What should you do if the child repeats the same error? Reread pages 108–109 for Jan's thoughts about using running records and reflect on your own practice.
- Jan suggests using just two assessments with the early reader: the reading conference and spelling assessment. How do you currently assess your early readers? How might you use these assessments to plan your guided reading lessons? Reflect on the assessments we choose to give students and the ones we are required to give them. Why is a running record the most useful assessment for analyzing an early reader?
- Text choice is a challenge for many teachers. We typically use assessments to determine each student's instructional level and then decide which texts to use. How do you choose texts for guided reading? Which text features influence your choice? How do you select a text for different instructional goals (e.g., decoding, fluency, comprehension)? What should you do if you are in the middle of a guided reading lesson and suddenly realize the text you chose was too hard or too easy?
- The goal of every guided reading lesson should be comprehension. What prompts have you used with early readers to foster comprehension? The discussion starters on pages 127–128 are designed to spur conversations about texts. Some students are reluctant to share. How do you ensure that all students have the opportunity to participate in the discussion?

- Jan believes that the reading conference is the strongest assessment you can give an early reader. This means meeting one-on-one with every early reader in your class. Does that sound overwhelming to you? How could you make this possible? What are some ideas for managing the whole class and finding the time to confer with each reader?
- Do you ever find you have students who need more than the two-day lesson? Consider your dual language learners and students on IEPs. What adaptations to the lesson plan have you made to accommodate their needs? When would it make sense to use the three-day early plan on page 153?

At the end of the discussion, assign the following professional development activity, adapting it as necessary to meet the needs and desires of the group. Once participants have carried out the activity and reflected on it, reconvene as a group to discuss how it went.

PROFESSIONAL DEVELOPMENT ACTIVITY: LET'S TALK RETELLING

The early reader has many literacy skills in place. The stories he or she reads start to have interesting characters and more action. There are twists in the tales, character development, and simple plots to think about. The early reader is busy synthesizing information, applying new skills to increasingly challenging text, and moving on from making sense of words on the page to retelling what he or she just read. This opens up a world of discovery for the early reader. Teachers need to guide early readers through the transitions that happen as they progress from Levels D–I. During this stage, retelling becomes a central focus in literacy growth. Jan has chosen two assessments for early readers, the reading conference and a spelling assessment (pages 107–112). The reading conference is composed of a running record and an oral retelling. The running record shows which strategic actions the reader uses or ignores. The oral retelling, which follows the running record, checks for comprehension. Readers need to be taught how to retell a story as they read more challenging texts. The goal of this activity is to help participants get comfortable carrying out a Reading Conference and then strengthening students' retelling skills by using the SWBS(T) comprehension strategy—Somebody-Wanted-But-So (Then).

Procedures

- Introduce the two assessments listed on page 107. Discuss the purpose of each one and why each should be administered with fidelity. If appropriate, review how to administer and analyze a running record. Then discuss how to teach the SWBS(T) strategy, which is described on page 281.

- Use one of the sample texts from your bookroom to model the SWBS(T) strategy. Then, show the group the SWBS(T) video link on page 281. If possible, provide participants with copies of the SWBS comprehension card on page 331.
- During the following week, have participants assess several early readers from one reading group and complete the Assessment Summary Chart on page 114, paying particularly close attention to the readers' retelling results.
- Then tell them they will introduce the SWBS(T) comprehension strategy with that same reading group and have students apply it during several lessons. Remind participants to record their reflections in their journals—and, if necessary, revisit Jan teaching the strategy by following the video link on page 281. After teaching the SWBS(T) strategy for several days, assess one of the student's retelling skills and discuss any changes they have noticed.
- Once participants have carried out the activity and reflected on it, reconvene as a group to discuss how it went. Talk about their new understandings, challenges, and next steps.

SESSION 5

The Transitional Reader

Before meeting, have participants read Chapter 5, "The Transitional Reader: Levels J–P," pages 159–218.

DISCUSSION QUESTIONS

- Transitional readers are a diverse group of students with a variety of needs. They have some skills in place, but may need practice with other skills—and this can be a challenge for even the most experienced teacher. How do you approach your transitional readers' needs? How do you choose texts? How do you regularly analyze and address their specific challenges to ensure they become independent, fluent readers?
- Most transitional readers are second graders. However, we've all seen transitional readers in kindergarten and first grade, and well beyond second grade. How can you best serve the outlier transitional reader (one that is much higher or much lower than the rest of your students)? How would you choose your instructional focus for transitional readers in kindergarten and first grade? And for those in the intermediate grades?
- What do you think is the right amount of instructional time to devote to assessment? If you streamlined your assessment procedures to a Word Knowledge Inventory and a reading conference, as Jan suggests, could you discover all you need to know about your transitional readers? Why or why not?
- Texts for transitional readers, both fiction and nonfiction, tend to foster more discussion than texts at a lower level because they are longer and more complex. How do you decide on your comprehension focus for guided reading?
- Choosing an appropriate text for guided reading is challenging, especially for transitional readers. There are many issues to consider, such as reading

interests, genre, vocabulary challenges, background knowledge, and most importantly, your focus for instruction. How do you use your notes from reading conferences and guided reading lessons to select a text? What resources have you found (in your school and online) that are particularly appropriate for transitional readers. Have you considered using short texts? Why or why not?

At the end of the discussion, assign the following professional development activity, adapting it as necessary to meet the needs and desires of the group.

PROFESSIONAL DEVELOPMENT ACTIVITY: PROMPTING THE TRANSITIONAL READER

Transitional readers are a diverse group, and bring a range of instructional challenges. They tend to love chapter books and longer, more challenging texts. However, many of them need to work on skills such as fluency and comprehension, and most need word-study practice. Jan recommends assessing transitional readers using the Word Knowledge Inventory and the reading conference, which are described on pages 161–165. Once the assessments are complete, teachers create transitional guided reading groups and move on to decide which skills and strategies they will teach, using texts at the students' instructional levels. Transitional guided reading groups are typically carried out over three days for 20 minutes each. On days 1 and 2, the teacher prompts students as they read for 10 to 15 minutes. This is a precious targeted teaching opportunity; appropriate prompting is the key to helping transitional readers meet their challenges. The purpose of this activity is to give participants a chance to practice, monitor, and reflect on prompting during their transitional guided reading groups.

Procedures

- Introduce the Word Knowledge Inventory and the reading conference (pages 161–165). Explain that these assessments reveal strengths and needs of transitional readers. Based on students' needs, teachers create transitional reading groups and pinpoint a focus for instruction.
- Review the overview of the lesson on page 172 and the lesson plan on page 175. Note that on days one and two, 10 to 15 minutes are devoted to "Read With Prompting." Explain that this is precious support time. Targeted prompting moves transitional readers forward.
- Provide participants with a hard copy of Prompts for Transitional Readers on page 178. Then watch the Transitional Video Link 3, also on page 178, which shows Jan prompting students while they read. Have the group record the prompts Jan uses and her students' responses. Continue the discussion,

explaining your own challenges when you teach a transitional guided reading group and how the prompting guide helps you.

- Have participants use the Prompts for Transitional Readers during the following week with their transitional guided reading group(s). Encourage them to use only the prompts as Jan has written them—and resist talking too much. Using the prompts alone will allow them to focus on the students and their responses. Over time, they can adapt Jan's language. Urge them to record prompts they use in their journals and/or on their lesson plans. Participants may want to record the prompting portion of their lesson so they can fully analyze the teacher-student interactions.
- Once participants have carried out the activity and reflected on it, reconvene as a group to discuss how it went. Talk about their new understandings, challenges, and next steps.

SESSION 6

The Fluent Reader

Before meeting, have participants read Chapter 6, "The Fluent Reader: Levels N and Higher," pages 219–254.

DISCUSSION QUESTIONS

- Fluent readers usually decode with ease. The challenge for most teachers is helping fluent readers monitor their comprehension and think more deeply. How do you plan guided reading lessons for your fluent readers? What do you find difficult about choosing texts for them? How do you establish goals for your highly proficient readers? Do you have a systematic approach for challenging their thinking with higher-level questions? Reflect on how you work with your fluent readers.
- Comprehension instruction should be the focus of fluent guided reading lessons. How do you know if students are going deeper in their thinking? How do you use written responses to reading, as well as conversations with your fluent readers, to plan where to take them next?
- In a busy classroom full of readers at many stages, it's all too easy for the teacher to let the fluent readers work on their own. Early and transitional readers tend to need so much attention that fluent readers can be unintentionally neglected. When state testing results arrive, some fluent readers may not do as well as expected. Why? Reflect on what you know about your fluent readers' processing and what you can do to take them even further in their thinking.
- Consider Jan's suggested assessments for fluent readers on pages 221–226. The comprehension interview lets you evaluate the student's comprehension strategies. What does a comprehension interview reveal? Notice the types of questions Jan asks. What types of questions do you ask your fluent students? Would you consider adding the comprehension interview to your assessments? Why or why not?

- Fluent readers are successful readers, so it's often easy to neglect completing the "Next Steps" box on their guided reading plan. Do you typically ask yourself how the fluent lesson went? Did you choose the right text and comprehension focus? Did you provide the right amount of scaffolding? What are your next steps for moving students forward? Did you challenge them to think more deeply and use higher-level strategies?

At the end of the discussion, assign the following professional development activity, adapting it as necessary to meet the needs and desires of the group.

PROFESSIONAL DEVELOPMENT ACTIVITY: COMPREHENSION INTERVIEWS

Fluent readers have many literacy skills in place. If they make any decoding errors at all, they most often use meaning and word parts to quickly self-correct. They also have the stamina to read for extended stretches during independent reading time. They may be strong decoders and read longer books, but most need to learn to monitor their comprehension and explore deeper levels of thinking in more complex text. The joy of having fluent reading groups also brings challenges for the teacher. The goal of this activity is for participants to examine how they can use the reading conference with the comprehension interview described on pages 221–226 to lead fluent readers to even greater strategic thinking on challenging texts.

Procedures

- Introduce the Word Knowledge Inventory and the reading conference with comprehension interview (pages 221–226). Explain to participants that these two assessment tools will guide them to where they need to take fluent readers next.
- Provide hard copies of the comprehension interviews for both narrative and informational texts on pages 223–226, and the Assessment Summary Charts on pages 228 and 229. Review the forms as a group.
- Consider bringing a completed comprehension interview and assessment summary for one student with whom you've worked. Share these assessments with the group using a document camera and explain information they contain and the decisions you made based on it.
- During the following week, have participants carry out both comprehension interviews with at least two fluent readers and complete the Assessment

Summary Charts. Encourage participants to record student responses as completely as possible on the interview forms. Suggest they make an audio recording of the interview so they can review it later.

- Once participants have carried out the activity and reflected on it, reconvene as a group to discuss how it went. Talk about their new understandings, challenges, and next steps.

SESSION 7

Moving Forward With Comprehension Instruction: Pre-A to Fluent

Before meeting, have participants read Chapter 7, "Moving Forward With Comprehension Instruction: Pre-A to Fluent," pages 255–286.

DISCUSSION QUESTIONS

- Jan believes that students really need only 12 comprehension strategies. When you understand these strategies and how readers apply them, you will be able to teach comprehension with any text. Is teaching comprehension a challenge for you? Have you ever felt muddled when trying to figure out an effective way to teach comprehension? Discuss the challenges.
- How do you decide on a focus for a comprehension lesson? Do you rely on the end-of-text questions, curriculum guides, state standards, or other resources? Discuss how you might consider the results of the comprehension interview to provide targeted instruction. In what ways can you shift your practice to teach comprehension strategies more effectively?
- Having a large vocabulary is important to understanding increasingly difficult text. How do you teach vocabulary? What strategies do you use? How can you help dual language learners to expand their English vocabulary?
- Summarizing is a challenging comprehension strategy to master. But it's a strategy students need for understanding concepts, test taking, and written and oral communication. See Modules 24 and 25 (pages 281–282) for a

break down of the process. How do you currently teach summarizing? After reviewing the modules, would you shift your practice in any way?

At the end of the discussion, assign the following professional development activity, adapting it as necessary to meet the needs and desires of the group.

PROFESSIONAL DEVELOPMENT ACTIVITY: CHOOSING STRATEGIES, MODULES, AND MENTOR TEXTS

Chapter 7 is a treasure trove of comprehension resources. Jan recommends her "top 12 comprehension strategies" and provides 29 modules that explicitly show us how to teach them.

The Top 12 Comprehension Strategies

1. Comprehension Monitoring
2. Retelling
3. Developing Vocabulary
4. Asking and Answering Questions
5. Identifying Main Idea and Details
6. Analyzing Characters
7. Analyzing Relationships
8. Inferring
9. Summarizing
10. Evaluating
11. Using Text Features
12. Understanding Text Structure

Each module could be a stand-alone PD session! The goal of this activity is to show participants how to effectively choose strategies, modules, and mentor texts for whole-class mini-lessons.

Procedures

- Explain that the scope of Chapter 7 is enormous, so you will be focusing on teaching three strategies—retelling, identifying main idea and details, and analyzing characters—in whole-class mini-lessons. Similar techniques can be used in guided reading groups to teach the strategies.

- Show three video links as examples of Jan teaching comprehension strategies:

  Module 2: Retelling: Stop, Think, Paraphrase (STP) on page 259

  Module 11: Identifying Main Idea and Details: Very Important Part (V.I.P.) on page 268

  Module 13: Analyzing Characters: Track a Character's Feelings on page 270

- Provide participants with photocopies of the chart on page 256, The Top 12 Comprehension Strategies, and printouts of filled-in versions of the Using Mentor Texts to Teach the 12 Comprehension Strategies chart and the Comprehension Strategies Lesson Plan. Lead participants through the filled-in versions of the chart and lesson plan in which the B-M-E (Beginning-Middle-End) strategy is taught using *Wemberly Worried* by Kevin Henkes as the mentor text. Note that participants could use *Wemberly Worried* for almost any strategy, including the three listed above.
- Provide participants with blank versions of the chart and lesson plan and ask them to teach mini-lessons on two comprehension strategies of their choice, using mentor texts from their classroom or school library. They should bring copies of their completed charts and lesson plans to share at the next meeting.
- Once participants have carried out the activity and reflected on it, reconvene as a group to discuss how it went. Talk about their new understandings, challenges, and next steps.

filled-in sample

Using Mentor Texts to Teach the 12 Comprehension Strategies

Strategy	The reader . . .	Modules	Mentor Texts
Comprehension Monitoring	is aware when meaning breaks down.	1, 29	
Retelling	recalls information in nonfiction. retells story elements in fiction.	2, 3, 4, 5, 6	Wemberly Worried, Kevin Henkes
Developing Vocabulary	understands the meaning of a phrase or word.	7, 29	
Asking and Answering Questions	asks and answers questions based on details in the text.	8, 9, 29	
Identifying Main Idea and Details	is able to identify the main idea/central message and most important details.	10, 11, 12	Wemberly Worried
Analyzing Characters	can identify character traits and motives.	13, 14, 15, 16, 17	Wemberly Worried
Analyzing Relationships	expresses an understanding of relationships between people, events, or ideas (e.g., cause-effect or compare-contrast).	18, 19	
Inferring	makes an inference or draws a conclusion from details in the text.	20, 21, 22, 23, 29	
Summarizing	synthesizes information and prepares a condensed account that covers the main points.	24, 25, 29	
Evaluating	understands the theme, author's purpose, point of view, fact vs. opinion, gathers evidence to support the author's point.	26	
Using Text Features	uses the table of contents, headings, bold words, sidebars, pictures and captions, diagrams, and maps to clarify and extend his or her understanding of the topic.	27	
Understanding Text Structure	understands how the author organizes the information within the text: description, problem/solution, cause and effect, compare/contrast, and time order/sequence.	29	

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filled-in sample

Comprehension Strategies Lesson Plan

Day: 1 (2) Date:	**Comprehension Strategy:** Module 3. Retelling: B-M-E (Beginning-Middle-End)	**Standard(s)/CCSS:** 2.8.5a Apply knowledge of story structure

Read-Aloud Title: Wemberly Worried by Kevin Henkes Level: L/ 20-24 Pages: All

BEFORE READING

Introduce the book, connect to background knowledge, preview the text, and set the purpose for reading.

New Vocabulary:

p.7 radiator, p. 8 bolts on slide

B-M-E

At the beginning _____.

In the middle _____.

At the end _____.

Genre: Fiction **Book Introduction (model):** Wemberly worried about everything. Big things, and things in between. In this story, he is worried about the first day of school. Have you ever been worried about something? I have. I was so worried the first day I went to Kindergarten. I was worried about lots of things, just like Wemberly. We're going to read the book today and use our B-M-E chart to retell Wemberly's story.

Comprehension: Fiction

- ☐ STP (Stop-Think-Paraphrase)
- ☐ VIP (Very Important Part)
- ☒ Retell story (B-M-E or Five-Finger Retell)
- ☐ Visualize
- ☐ Predict and support
- ☐ Make connections
- ☐ Determine character traits
- ☐ Ask questions
- ☐ Summarize by chapter
- ☐ Make inferences from dialogue, action, or physical description

Comprehension: Nonfiction

- ☐ STP (Stop-Think-Paraphrase)
- ☐ Fact-question
- ☐ Summarize w/key words
- ☐ Main idea/details
- ☐ Important/interesting details
- ☐ Interpreting visual information (maps, charts)
- ☐ Ask questions
- ☐ Contrast or compare
- ☐ Cause/effect
- ☐ Evaluate—fact/opinion, author's point of view
- ☐ Figurative language: _____
- ☐ Text structures

DURING READING

- ☒ Turn and Talk
- ☒ Create T-Chart, (B-M-E Chart)
- ☐ Venn Diagram
- ☐ Question cards
- ☐ Cause/Effect cards
- ☐ VIP cards
- ☐ STP (Stop-Think-Paraphrase)
- ☐ Sticky notes
- ☐ Notebook

Notes/Observations/Reteaching

Model:

After reading the first part of the story, retell what happened. (Pg. 14, stop, turn, and talk: Have you ever been worried?) Continue reading through the middle of story. Stop and have students help you retell the middle. Read to the end and have students work with a partner to retell the ending.

Guided Practice:

Create a B-M-E chart using symbols or key words for each part of the story. Have students work with a partner to retell the story using the chart.

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Using Mentor Texts to Teach the 12 Comprehension Strategies

Strategy	The reader . . .	Modules	Mentor Texts
Comprehension Monitoring	is aware when meaning breaks down.		
Retelling	recalls information in nonfiction. retells story elements in fiction.		
Developing Vocabulary	understands the meaning of a phrase or word.		
Asking and Answering Questions	asks and answers questions based on details in the text.		
Identifying Main Idea and Details	is able to identify the main idea/central message and most important details.		
Analyzing Characters	can identify character traits and motives.		
Analyzing Relationships	expresses an understanding of relationships between people, events, or ideas (e.g., cause-effect or compare-contrast).		
Inferring	makes an inference or draws a conclusion from details in the text.		
Summarizing	synthesizes information and prepares a condensed account that covers the main points.		
Evaluating	understands the theme, author's purpose, point of view, fact vs. opinion, gathers evidence to support the author's point.		
Using Text Features	uses the table of contents, headings, bold words, sidebars, pictures and captions, diagrams and maps to clarify and extend his or her understanding of the topic.		
Understanding Text Structure	understands how the author organizes the information within the text: description, problem/solution, cause and effect, compare/contrast, and time order/sequence.		

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Comprehension Strategies Lesson Plan

Day: 1 2 Date:	**Comprehension Strategy:**	**Standard(s)/CCSS:**

Read-Aloud Title: Level: Pages:

BEFORE READING

Genre: **Book Introduction (model):**

New Vocabulary:

Comprehension: Fiction

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- ☐ Notebook

Notes/Observations/Reteaching

Model:

Guided Practice:

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